2 YEARS B.Ed New Syllabus

Uniform Curriculum Structure for 2 Year B.Ed. Programme In West Bengal

SEMESTER-II
COURSE-VII-(A)

PEDAGOGY OF LANGUAGE TEACHING

With a Perspective of English

Sudhakar Sardar

ebook.dascoaching.in

AAHELI PUBLISHERS

Scanned with CamScanner

this ebook download from

ebook.dascoaching.in

According to Uniform Curriculum Structure for 2 Year B.Ed. Programme in West Bengal (This is an ideal book for the B.Ed students of the The West Bengal University of Teacher's Training, Education, Planning & Adminstration Calcutta University, Vidyasagar University, West Bengal State University, Burdwan University, Kalyani University, Gourbanga University, North Bengal University and Sidho Kanho Birsha University).

Pedagogy of Language Teaching
with a Perspective of English

Library • Dinajpur • ESTD.—200 • D/Dinajpur • College

Sudhakar Sardar

M.A. (English), M. Phil (English), M. Ed.
Assistant Professor in English, Department of B. Ed,
Acharya Jagadish Chandra Bose College, Kolkata,
Ex-Asst. Prof., Department of English, Vidyasagar
Metropolitan College (erstwhile, Vidyasagar Evening College)

Aaheli Publishers
5/1 Ramanath Majumder Street, Kolkata - 700 009
Phone : (033) 2241 0308 Mobile : 90074 28045 / 9874378128
E-mail : aahelipublisherscal@gmail.com
Website : www.aahelipublishers.com

Scanned with CamScanner

Dakshin Dinajpur B. Ed. College
Call No ... 2992
Acc No ...

Published by:
Asim Kumar Mahanti • Debabrata Sarkar

Aaheli Publishers
5/1, Ramanath Majumdar Street, Kolkata-700009
e-mail : aahelipublisherscal@gmail.com
Website : www.aahelipublishers.com

Copyright : Author

First Published : May, 2016

ISBN : 81-89169-55-6

No part of this book may be reproduced or transmitted in any form
or by any means, electroni or mechanical, including photocopying, recording,
or by any information storage and retrieval system,
without the written permission of the author,
except where permitted by law.

Type Set by :
Aaheli Publishers
5/1, Ramanath Majumdar Street, Kol-9

Printed at:
Aparajita Print House

Price : 200.00

Acknowledgment

I cannot but start this note with my expression of sincere gratitude to the Hon'ble members of The Curriculum Committee, constituted by the Department of Higher Education, Government of West Bengal, who recommended my book *Thoughts and Practice in Teaching English*, meant for B. Ed trainees, in their Curriculum Structure for Two Year Teacher Education Programme (B.Ed&M.Ed) in West Bengal following NCTE Regulations, 2014. This recommendation and the appreciation of the readers of the said book led me to venture into the writing of the present book-*Pedagogy of Language Teaching-with a Perspective of English*.

Prof. AntaraMitra, Jadavpur University (Department of Education) remains a source of inspiration for me. Credit also goes to the teachers of several teacher-training colleges and my colleagues who have encouraged me repeatedly in this regard. Prof. Suman Mandal, Sundarban Anilkrishna Mahavidyalaya deserves special thanks for standing by me with whatever assistance he could extend to me.

I owe special acknowledgment to Prof. Saminah Khan, Hope Institute of Bengal (B.Ed Section) and Prof. Subhadeep Mazumder, Pailan College of Education, for their sincere efforts to keep me updated regarding the transactions going on in the concerned seminars or workshops. The ever-enthusiastic and enlightening deliberation of Prof. Chandrima Mitra, Dept. of Teacher Education, Scottish Church College, in these seminars or workshops demands due recognition on its own merit.

My wife Tapati Sardar can claim a lion's share of this gesture on the ground of her giving me relief from other daily chores only to let me devote to my academic caring.

And, finally, Aaheli Publishers deserves special gratitude for entrusting me with such an enlightening task that every teacher feels proud of.

But all my diligence and labour will turn to dizzy raptures if the readers accept the book favourably and provide me with positive feedback that may contribute to the enrichment of the book with desirable correction and modification.

5 May, 2016
Kolkata-9

Sudhakar Sardar

Scanned with CamScanner

This E-Book Download From>>

www.ebook.dascoaching.in

The West Bengal University of Teachers Training, Education Planning and Administration

SEMESTER-II

Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	32+64
Pedagogy of Language Teaching	Bengali, English, Sanskrit, Hindi, Urdu & Arabic				

Objectives

The student teachers will be able to :-

1. Merit effective and constructive acquaintance with the basic foundations of Language teaching in India and West Bengal
2. Acquire practical expertise in pedagogical analysis and develop behavioural competencies in teaching skills
3. Apply principles abstracted from the study of various methods and approaches as regards purpose and procedure of planning lesson
4. Work out and practice strategies for teaching language skills and communication skills
5. Credit working acquaintance with concepts of language learning assessment
6. Turn in to resourceful user of different kinds of Language Test
7. Become efficient in construction of Test and Test Items
8. Explore and experience various resources for target language learning
9. Try out various means of organizing various resources for target Language Learning.

COURSE CONTENT/SYLLABUS

Unit-I	**Foundations of Language Teaching:** ● Historical background and present status of language teaching in India.	6 hrs.

Scanned with CamScanner

	• Origin of different languages (At least two including 1st Language) • Significance of Mother tongue/Target Language • Concept of 1st Language, 2nd Language and 3rd Language in West Bengal • Relation between language and dialect. • Language position and importance in Secondary School Curriculum in West Bengal. • Analysis of the objectives of teaching language at secondary level in West Bengal. • Aims and objectives of Language Teaching.	
Unit-II	**Strategies of Language Teaching: (As per language concerned) :** • Theories of Language Teaching • Concept and importance of pedagogical analysis of language. • Language Teaching Skills • Learning Design: definition, characteristics, importance • Behavioural/Instructional objectives of Language Teaching • Teaching strategies for Language • Relevance of Teaching Model for Language Teaching	7 hrs.
Unit-III	**Brief overview of Methods & Approaches of Language Teaching (As per language concerned):** • Methods and Approaches of Language Teaching: ◆ Concept, Characteristics, Procedure, Importance and Limitations. • Approaches to Language Teaching: Teaching different content areas– objectives, importance and procedure : ◆ Prose, ◆ Poetry, ◆ Drama ◆ Grammar, ◆ Composition • Spelling mistake–causes and method of correction	6 hrs.
Unit-IV	**Assessment of Languag Teaching:** • Assessment (elementary concepts of Evaluation and Measurement).	6 hrs.

	• Achievement Test • Properties (elements) and Areas (aspects) of a language Test. • Principles for constructing a Language Test. • Characteristics of a good Test– usability, reliability, validity. • Construction of a language question paper including general instruction with nature of options, overall coverage and marking scheme.	
Unit-V	**Learning Resources in Language Teaching:** • Meaning, type, functions, preparation and utilization of learning resources in language: Text Books, Models, Charts, Pictures, Reference Books, Computer Assisted Learning. • Language Laboratory– Component, planning, developing required activities and organizing for use. • Designing Learning activities: School Magazine, School Debating Society, Dramatization • Designing Language Games in grammatical context of language. • Creative writing: composition, short story, poem (on given clues or independently).	6 hrs.
Engagement with the Field/ Practicum	**Any two of the following :-** • Speech and Speech Mechanism • Word Formation • Syntax • Phonetic Transcription • Identifying General and Specific Objectives with Learning Outcome • Task analysis and Content Analysis • Developing Instructional (Teaching Learning) Material • Planning Instructions	64 hrs.
Mode of Transaction	Lecture, discussion, project work, field trip, assignment, seminar etc.	

ebook.dascoaching.in

Scanned with CamScanner

Contents

Unit 1 **Foundations of Language Teaching** 17 - 78

1.1 Historical background and present status of language teaching in India.

1.2 Origin of different languages (At least two including 1st Language)

1.2.1 Origin of Bengali Language 1.2.2 Origin of English Language

1.3 Significance of Mother Tongue/ Target Language.

1.4 Concept of 1st Language, 2nd Language and 3rd Language in West Bengal

1.4.1 First Language (L1) 1.4.2 Second Language (L2) 1.4.3 Third Language (L3)

1.5 Relation between language and dialect

1.5.1 Dialect and Language 1.5.2 Relation between Language and Dialect

1.6 Language position and importance in Secondary School Curriculum in West Bengal

1.6.1 Position of First Language (L1) 1.6.2 Position of English (originally a Foreign Language) in the School Curriculum with reference to the Three Language Formula

1.7 Analysis of the objectives of teaching language at secondary level in West Bengal

1.7.1 Objectives of Teaching 1st language and the analysis of the objectives 1.7.2 Objectives of Teaching 2nd language and the analysis of the objectives

Scanned with CamScanner

ebook.dascoaching.in

1.8 Aims and objectives of Language Teaching.

1.8.1 Aims and Objectives: Meaning, Differences and Interrelation
1.8.2 Aims and objectives of Teaching 1st language (L1)
1.8.2.1 Linguistic Aim 1.8.2.2 Literary Aim 1.8.2.3 Cultural Aim
1.8.3 Aims and objectives of Teaching 2nd language
1.8.3.1 Linguistic Aim 1.8.3.2 Literary Aim
1.8.3.3 Cultural Aim 1.8.3.4 Objectives of teaching English as set forth in the Kothari Commission 1.8.3.5 Objectives of teaching English as set forth in National Curriculum Framework (NCF) 2005
1.8.4 Aims and Objectives of Teaching Third Language (L3)

Unit 2 **Strategies of Language Teaching : (As per language concerned)** 79 - 144

2.1 Theories of Language Teaching

2.2 Concept and importance of pedagogical analysis of language
2.2.1 What pedagogy is 2.2.2 The roles and relationships of pedagogues 2.2.3 Modern Pedagogy 2.2.4 Role of Pedagogy in Teaching Effectively 2.2.5 Components of Pedagogical Analysis 2.2.6 Need of Pedagogical Analysis of language

2.3 Language Teaching Skills.

2.4 Learning Design: definition, characteristics, importance
2.4.1 Definition 2.4.2 Characteristics 2.4.3 Importance of Learning Design

2.5 Behavioural/Instructional objectives of Language Teaching

2.6 Teaching strategies for Language
2.6.1 Teaching Strategies 2.6.2 Characteristics of Teaching Strategies 2.6.2 Devising Teaching Strategies

2.7 Relevance of Teaching Model for Language Teaching
2.7.1 What is meant by Model of Teaching? 2.7.2 Functions of Teaching Models 2.7.3 Importance of Teaching Models 2.7.4 Fundamental Elements of a Teaching Model 2.7.5 Some Models of Teaching and their application in a language classroom

2.7.5.1 Concept Attainment Model (CAM) 2.7.5.2 Advance Organizer Model (AOM) 2.7.5.3 Inquiry Training Model (ITM) 2.7.5.4 ICON model

Unit 3 **Brief overview of Methods and Approaches of Language Teaching (as per language concerned)** 145 - 248

3.1 Methods and Approaches of Language Teaching
3.1.1 Definition of Approach, Method, Technique 3.1.2 Approach 3.1.3 Technique 3.1.4 Method

3.2 Concept, Characteristics, Procedure, Importance and Limitations
3.2.1 The Traditional or Grammar-Translation Method
3.2.1.1 Concept 3.2.1.2 Characteristics 3.2.1.3 Procedure 3.2.1.4 Importance 3.2.1.5 Limitations
3.2.2 The Natural (Direct) Method
3.2.2.1 Concept 3.2.2.2 Characteristics 3.2.2.3 Procedure 3.2.2.4 Importance 3.2.2.5 Limitations
3.2.3 Structural Approach to Teaching English
3.2.3.1 Concept 3.2.3.2 Characteristics 3.2.3.4 Importance 3.2.3.5 Limitations
3.2.4 The Humanistic Approaches to Teaching English
3.2.4.1 Concept 3.2.4.2 Characteristics 3.2.4.3 Procedure 3.2.4.4 Importance 3.2.4.5 Limitationsof Humanistic Approach
3.2.5 Communicative Language Teaching (CLT)
3.2.5.1 Concept 3.2.5.2 Characteristics 3.2.5.3 Procedure 3.2.5.4 Importance 3.2.5.5 Limitations
3.2.6 Situational Approach
3.2.6.1 Concept 3.2.6.2 Characteristics 3.2.6.3 Procedure 3.2.6.4 Importance 3.2.6.5 Limitations

3.3 Approaches to Language Teaching : Teaching different content areas- objectives, importance and procedure: o Prose, o Poetry, o Drama, o Grammar, o Composition

Scanned with CamScanner

3.3.1 Teaching Prose
3.3.1.1 Objectives 3.3.1.2 Importance 3.3.1.3 Procedure

3.3.2 Teaching Poetry
3.3.2.1 Objectives 3.3.2.2 Importance 3.3.2.3 Procedure

3.3.3 Teaching Drama
3.3.3.1 Objectives 3.3.3.2 Importance 3.3.3.3 Procedure

3.3.4 Teaching/Developing Grammar
3.3.4.1 Objectives 3.3.4.2 Importance 3.3.4.3 Procedure

3.3.5 Composition
3.3.5.1 Introduction 3.3.5.2 Objectives 3.3.5.3 Importance 3.3.5.4 Procedure

3.4 Spelling mistake - causes and method of correction
3.4.1 Introduction 3.4.2 Causes of spelling mistakes 3.4.3 Method of correction

Unit 4 **Assessment of Language Teaching** 249 - 296

4.1 Assessment (elementary concepts of Evaluation and Measurement)
4.1.1 Measurement 4.1.2 Evaluation

4.2 Achievement Test
4.2.1 Definition 4.2.2 Types 4.2.3 Characteristics 4.2.4 Characteristics of a standardised test 4.2.5 Importance 4.2.6 Limitations 4.2.7 Steps followed

4.3 Properties (elements) and Areas (aspects) of a Language Test

4.4 Principles for constructing a Language Test

4.5 Characteristics of a good Test - usability, reliability, validity

4.6 Construction of a language question paper including general instruction with nature of options, overall coverage and marking scheme

Unit 5 **Learning Resources in Language Teaching** 297 - 354

5.1 Meaning, type, functions, preparation and utilization of learning resources in language: Text Books, Models, Charts, Pictures, Reference Books, Computer Assisted Learning;
5.1.1 Learning Resources 5.1.2 Type 5.1.3 Functions 5.1.4 Preparation 5.1.5 Utilization 5.1.6 Text Books 5.1.7 Models 5.1.8 Charts 5.1.9 Pictures 5.1.10 Reference Books 5.1.11 Computer Assisted Learning (CAL)

5.2 Language Laboratory – Component, planning, developing required activities and organizing for use
5.2.1 Language Laboratory 5.2.2 Characteristics of Task-Based Activities in the Language Lab 5.2.3 Traditional Classroom Versus Multimedia Lab

5.3 Designing Learning activities: School Magazine, School Debating Society, Dramatization
5.3.1 Designing Learning activities
5.3.1.1 School Magazine
5.3.1.2 School Debating Society
5.3.1.3 Dramatization

5.4 Designing Language Games in grammatical context of language

5.5 Creative writing: composition, short story, poem (on given clues or independently)

Scanned with CamScanner

This E-Book Download From>>

www.ebook.dascoaching.in

Follow Our B.Ed Related WEbsite>>

www.dascoaching.in

Our Online Class >>

www.online.dascoaching.in

Some significant abbreviations used in the book :

2D = Two-dimensional
3D = Three-dimensional
AOM = Advance Organizer Model
AT = Achievement Test
BICS = Develop Basic Interpersonal Communicative Skills
CABE = Central Advisory Board on Education
CAI = Computer-assisted instruction
CAL = Computer Assisted Learning
CAM = Concept Attainment Model
CI = Comprehensible Input
CLL = Community Language Learning
CLT = Communicative Language Teaching
DM = Direct Method
EFL = English as a Foreign Language
ESL = English as Second Language
GTM = Grammar Translation Method
HOTS = Higher Order Thinking Skills
ICON = The Information Construction
i.e. = that is
IQ = Intelligence Quotient
ITM = Inquiry Training Model
L1 = First Language
L2 = Second Language
L3 =Third Language
LAC = Language across the Curriculum
LSRW = listening, speaking, reading and writing
LSs = Learning Resources
MCQ = Multiple Choice Question
M.E. = Middle English

Scanned with CamScanner

NCF = National Curriculum Framework
O.E. = Old English
PA = Pedagogic Analysis
SAT = Scholastic Achievement Test
SLA = Second Language Acquisition
TEFL = Teaching English as Foreign Language
TESL = Teaching English as Second Language
TESOL = Teaching English to Speakers of Other Languages
TL = Target Language
ToS = Table of Specification
TPR = Total Physical Response

Abbreviations related to Revised Bloom's Taxonomy :

R = Remember
U = understand
A = Apply
An = Analyse
E = Evaluate
C = Create

FK = Factual Knowledge
CK = Conceptual Knowledge
PK = Procedural Knowledge
MK = Metacognitive Knowledge

This E-Book Download From>>

www.ebook.dascoaching.in

Follow Our B.Ed Related WEbsite>>

www.dascoaching.in

Our Online Class >>

www.online.dascoaching.in

Unit 1

Foundations of Language Teaching

❑ **Structure / Content Outline :**

1.1 Historical background and present status of language teaching in India.

1.2 Origin of different languages (At least two including 1st Language)
- 1.2.1 Origin of Bengali Language
- 1.2.2 Origin of English Language

1.3 Significance of Mother Tongue/ Target Language.

1.4 Concept of 1st Language, 2nd Language and 3rd Language in West Bengal
- 1.4.1 First Language (L1)
- 1.4.2 Second Language (L2)
- 1.4.3 Third Language (L3)

1.5 Relation between language and dialect
- 1.5.1 Dialect and Language
- 1.5.2 Relation between Language and Dialect

1.6 Language position and importance in Secondary School Curriculum in West Bengal
- 1.6.1 Position of First Language (L1)
- 1.6.2 Position of English (originally a Foreign Language) in the School Curriculum with reference to the Three Language Formula

1.7 Analysis of the objectives of teaching language at secondary level in West Bengal

Scanned with CamScanner

1.7.1 Objectives of Teaching 1st language and the analysis of the objectives
1.7.2 Objectives of Teaching 2nd language and the analysis of the objectives

1.8 Aims and objectives of Language Teaching.

1.8.1 Aims and Objectives: Meaning, Differences and Interrelation
1.8.2 Aims and objectives of Teaching 1st language (L1)
1.8.2.1 Linguistic Aim
1.8.2.2 Literary Aim
1.8.2.3 Cultural Aim
1.8.3 Aims and objectives of Teaching 2nd language
1.8.3.1 Linguistic Aim
1.8.3.2 Literary Aim
1.8.3.3 Cultural Aim
1.8.3.4 Objectives of teaching English as set forth in the Kothari Commission
1.8.3.5 Objectives of teaching English as set forth in National Curriculum Framework (NCF) 2005
1.8.4 Aims and Objectives of Teaching Third Language (L3)

✪ 1.1 Historical background and present status of language teaching in India :

★ Position of Language in India: Colonial vs. Post-Colonial perspectives.

a. Status of Language Teaching in the pre-British Period :

There was no concept of universal education before the British rule in India. People belonging to so-called lower castes in India were not allowed to study in the learning centres like the 'tols' or 'pathsalas'. Even the lower caste people, converting to Islam, with the hope of getting relief from the snare of casteism of Hindu religion, did not find much significant presence in the 'maktabs' and 'madrasas', especially meant for the Muslims.

Educational system during this period was totally dominated by the priestly classes of 'pandits' and 'moulvis', successively among the Hindus and the Muslims. They taught in 'tols', 'pathsalas', 'Moktabs' and 'madrasas'. Naturally enough, the languages taught in the learning centres were Arabic or Persian in the Islamic study centres and Sanskrit in the Hindu learning centres. Education was basically related to learning languages with much emphasis on rhetoric, prosody or grammar-especially in the Hindu learning centres.

b. Language Policy in British or Colonial India :

To study the historical background and present status of language teaching in India we have to start with the teaching of language in general or of English in particular since the position of language teaching took its considerable shape during the so-called colonial India.

The term 'colonialism' is a misnomer in the political context of India due to the fact that what is referred to as 'colonialism' should actually be termed as 'imperialism'. According to the noted cultural commentator Nirad C. Chaudhuri, "Colonialism is the settlement of foreign people in a country which had a truly national population, at times resulting in the total disappearance of the native population, at others in reducing it to a servile status." (chaudhuri 57) He considers the so-called Aryans to be the true colonists of India as they 'reduced the original population [of India] to a servile and untouchable status'. So, what is referred to as 'colonial' or post-colonial India should have been termed as 'imperialized' and 'post-imperialized' India. Anyhow, without going into that academic debate and for our convenience, we should have a peep into the perception of the position of English in India-before and after independence-popularly known as colonial and post-colonial India.

India has been home to several great empires which brought many centuries of peace to the land. Nonetheless, the Indian sub-continent has endured many conquests throughout its history. Certainly the one with the longest-lasting effect was the Aryan invasion which brought Vedic speech with it. Sanskrit, Sauraseni Prakrit, and then Sauraseni Apabhramsa served as languages of interregional communication from early times until the Muslim invasions in north India in the 13th century. At this time, Persian became the court language while Sauraseni Apabhramsa continued to be used as an official language. Beginning with the Moghul Emperor Akbar's reign, Persian was used as the official language and over time

Scanned with CamScanner

gained such prestige that it enjoyed continued use as the official language in north India even after the end of Muslim rule. However, during the 17th and 18th centuries, Hindi and Urdu also developed into languages of interregional communication.

The last foreign language to hold sway in India is English, which to this day continues to play a prominent role in Indian life. English replaced Persian as the official language in 1837, though Persian and, to a lesser extent, Hindi were retained in some capacity at the lower levels of administration. English also became the language of the intellectual elite, a situation which has been replicated in many parts of the post-colonial world. Today, English is spoken by approximately three to four percent of the Indian population. Although this is a minority, it is perhaps the most elite and influential minority in India today.

The history of English education in India dates back to pre-independence days when this country was ruled by the Britishers. But it didn't enjoy any smooth sailing ever since the British period when Thomas Babington Macaulay, through his stirring Minute (1835), advocated the spread of English education, along with western science, philosophy and history, with an intention to form "a class of persons, Indian in blood and colour, but English in taste, in opinions, in morals and in intellect" (quoted in Chand). Though the thinking was exclusively biased towards the immediate benefit of the rulers, in the long run, the Indians also reaped benefit to a great extent. The acceptance of the Minute by the then Governor General William Bentinck resulted in partiality, on the part of the British rulers, to persons having English education that ensured coveted government job.

In the administration English was used as the main language. "Thus, English became apolitically superimposed language and also played a vital role in school education. English was taught as a compulsory subject" (Pahuja). English language was soon introduced at all stages of education and it became the medium of instruction for all subjects at school and college. Initially, it was almost the sole prerogative of the native English speakers to pursue the job of teaching. Later, Indians mastered the language and showed excellence in the field of not only teaching English language and literature but also western science, history, philosophy, etc. through the medium of English. The acquaintance of the Indians with the western thoughts and ideas contributed a lot to the generation of nationalism among the Indians and gave momentum to the freedom movement of India.

CABE (Central Advisory Board on Education) the oldest statutory body on education in India, initiated the discussion on languages in school education in the 1940s and this continued to be a major concern even after independence. The age-old indigenous multilingual, multiethnic and multicultural character of India necessitated the inclusion of several languages in the school curriculum, including English as an enlightening one exposing the Indians to the ever growing knowledge of the wider world.

Westernization of all spheres of life, at least for the privileged class, enjoyed the patronage of the rulers. English education served as the passport to government jobs. It could earn prestige and position in the society. The government's intention and the appreciation of the supporters of the western education paved the way for the rapid growth of English education in India and gradually it became ingrained in the very fabric of Indian education and culture. Proficiency in English, to a degree of scholasticism, became a concern for all the people intending to enjoy association with the ruling class and administrative jobs. But, it also inflicted death-knell upon the indigenous system of education the rejuvenation of which could spread the education to the masses. On the contrary, education became further elitist in nature and remained almost concentrated in the hands of the privileged class and castes of people. The condition becomes quite clear from the very fact that, between 1867 and 1941 the British increased the percentage of the population in Primary and Secondary Education from around 0.6% of the population in 1867 to over 3.5% of the population in 1941.

c. Language Policy after Independence :

The task of the Indian government was an important but difficult one-not only because choosing the link language was a controversial task, but also because it would be difficult to get the public to accept any particular language. Starting years before independence, Gandhi tirelessly supported Hindustani, which is a kind of compromise between Hindi and Urdu, as the best choice for a national language. However, after the partition and the subsequent emigration of millions of Muslims, Hindu leaders in Congress saw little need for Gandhi's concessions to the Muslims. They accordingly focused on Hindi and left Urdu and Hindustani to their own fates.

Scanned with CamScanner

Though it did not have an assured dominance over the other languages in India, Hindi seemed the clearest choice from the beginning. English, despite its prominence and somewhat even distribution throughout the nation, was unacceptable for several reasons. As the language of the colonial power which had just been ousted, English was to many a "symbol of slavery" (Nayar 1967, p.12). According to Ralph Fasold (1988, p. 182), "the former colonial language is an absolutely atrocious choice as a national language. Nothing could be a worse symbol of a new nation's self-awareness than the language of a country from which it had just achieved independence." More importantly, a foreign tongue such as English would not contribute to the national identity in the way that an indigenous one could.

English also had few speakers-only about one percent of India's population. Hindi claimed the greatest number of speakers of all the Indian languages, and it was closely related to several of the other most widely spoken ones. Though it was unrelated to the south Indian languages, it was also thought that Hindi would not be entirely foreign to south Indians because of the strong Sanskrit influence it shared with the four main Dravidian languages. Whether or not this thinking was correct, Hindi was chosen as the official language amidst Prime Minister Jawaharlal Nehru's assurance that it would never be imposed on people in non-Hindi areas.

After India got liberation from British bondage the perception regarding English education changed drastically. The achievement of independence aroused chauvinism among the new rulers to the extent of suggesting banishment of English from the Indian education system. However, even after independence we could not ignore English language because of its importance at the administrative level. The various Education Commissions appointed by Government of India were in favour of switching over to the mother tongue. But some of the leaders and educationists, with a pragmatist bent of mind, wanted to consider favourably the question of retention of English in the perspective of the prevailing situation. They could take a detached view and firmly stressed the need of its continuation. They warned that the rejection of English might block the progress of India. To lower the standard of English might also affect the spread of modern education. To keep in touch with the whereabouts of the modern world they strongly favoured the retention of English in the educational field.

ebook.dascoaching.in

The views, favouring the retention of English, gradually enjoyed wider majority. This group advocated the need of teaching English at the secondary stage as a compulsory subject and forwarded the following reasons to justify their views :

(i) English played a major role in emancipating India from political bondage by inculcating 'unity in diversity' among different parts of the country through the acceptable linguistic medium of English.

(ii) The long precedent of the contribution of English has led to the consideration of the language as an integral part of the Indian educational system and we can ignore it will only causing injury to the system.

(iii) Due to its importance as a means of communication in global perspective the study of English can never be neglected.

(iv) To neglect the study of English is to simply cut ourselves from the living stream of the rich literature-humanistic, scientific and technical.

(v) A minimum attainment of English education is essential today for establishing intellectual, cultural, economic, commercial and political relations with the rest of the world.

(vi) To pursue higher study of highly professional nature-legal, technical and scientific education and research-knowledge of English is hardly avoidable.

Moreover, the importance of English for Indian students was felt due to the fact that it is an international language, a link language, a library language and was considered to be a gate-pass to the rapid progress of science and technology and rich treasure of modern ideas-literary, social, economic, philosophical, etc. Its wide acceptability and understanding has led the UNO to accord the status of official language to English. One's efficiency in this language will make him a citizen of the world.

Now, the favourable opinion about the language has led to the formation of three categories of people in India—

(i) People who want to use it as an instrument of communication, favouring inculcation of unity in diversity in a multilingual country like India;

(ii) People who are in favour of using English as a medium for deriving substance from the world literature, and in the process generating an air of cosmopolitanism; and

Scanned with CamScanner

(iii) The third group of persons, a small but significant minority favouring the use of English as a medium of creative exploration and expression of their experiences of life, creating a favourable climate for the dissemination of their ideas to a wider range of readers.

All these considerations taken together have led to imparting the status of second language to English with the primary emphasis on the development of four linguistic skills-reading, writing, listening and speaking with occasional references to the literary aspects of the English language.

The context led to a long debate from political and academic perspectives by educational advisory bodies and politicians, for protecting the interests of both national and regional languages.

In this context, CABE, in 1956, devised the three-language formula with a view to accommodating at least three languages within the ten years of schooling. The Three Language Formula was approved by the Conference of Chief Ministers held in 1961. The Formula found its final shape in the recommendations of Education Commission (1964-66). The languages to be studied by the learners were suggested as per the following statements :

(1) The mother tongue or the regional language;
(2) The official language of the Union or the associate official language of the Union so long as it exists (It implies that for almost all the pupils in the Hindi areas and for a majority of them in the non-Hindi areas, English will probably be the second language, but a large proportion of the pupils in non-Hindi areas may also opt for Hindi.) and
(3) A modern Indian or foreign language not covered under (1) and (2) and other than that used as the medium of instruction.

◆ **Official Language Act (1963) :** The Parliament enacted the Official Languages Act, 1963, which provided for the continued use of English for official purposes along with Hindi, even after 1965.

1986 Policy of Education :

- The Three Language Formula was incorporated in the Educational policy of 1986 and Programme of Action (1992).
- Multilingualism is envisaged not only in terms of the number of languages, but also in terms of evolving strategies that would use the multilingual classroom as a resource.

The policy is theoretically sound, but practically it proved to be a failure.

Present Status of language teaching: As per the Guidelines of NCF 2005, now there is much emphasis on the implementation of the three-language formula in its true spirit. Accordingly, at present, three languages are taught and learnt at the secondary level curriculum :

(i) Mother tongue/regional language as the first language,
(ii) Hindi/English as the second language and
(iii) Any other modern Indian language which may include Sanskrit, as the third language.

To deal with the Three Language Formula please see 1.4.3. Third Language (L3)in this Unit.

✪ 1.2 Origin of different languages (At least two including 1st Language) :

The origin of individual languages has been the subject of very precise study over the past two centuries. There are about 6,000 languages spoken in the world today (a third of them in Africa), but scholars group them together into relatively few families - probably less than twenty. The world's 6,000 or so modern languages may have all descended from a single ancestral tongue spoken by early African humans between 50,000 and 70,000 years ago, a new study suggests.

About 50,000 years ago-the exact timeline is debated-there was a sudden and marked shift in how modern humans behaved. They began to create cave art and bone artifacts and developed far more sophisticated hunting tools. Many experts argue that this unusual spurt in creative activity was likely caused by a key innovation: complex language, which enabled abstract thought. The work done by Dr. Atkinson supports this notion.

In an analysis of 504 world languages, Dr. Atkinson found that, on average, dialects with the most phonemes are spoken in Africa, while those with the fewest phonemes are spoken in South America and on tropical islands in the Pacific.

The origin of early languages is fuzzier. Truly ancient languages haven't left empirical evidence that scientists can study. And many linguists believe it is hard to say anything definitive about languages prior to 8,000 years ago, as their relationships would have become jumbled over the millennia.

Scanned with CamScanner

Early migrants from Africa probably had to battle significant odds. A founder effect on a breakaway human population tends to reduce its size, genetic complexity and fitness. A similar effect could have limited "the size and cultural complexity of societies at the vanguard of the human expansion" out of Africa, the paper notes.

Languages are linked to each other by shared words or sounds or grammatical constructions. The theory is that the members of each linguistic group have descended from one language, a common ancestor. In many cases that original language is judged by the experts to have been spoken in surprisingly recent times-as little as a few thousand years ago.

Concerning the origin of the first language, there are two main hypotheses, or beliefs. Neither can be proven or disproved given present knowledge.

(1) Belief in divine creation :

Many societies throughout history believed that language is the gift of the gods to humans. The most familiar is found in Genesis 2:20 of the Bible, which tells us that Adam gave names to all living creatures. This belief predicates that humans were created from the start with an innate capacity to use language. Technologies may be complex or simple, but language is always complex. Charles Darwin noted this fact when he stated that as far as concerns language, "Shakespeare walks with the Macedonian swineherd, and Plato with the wild savage of Assam." Nevertheless, it is impossible to prove that the first anatomically modern humans possessed creative language. It is also impossible to disprove the hypothesis that primitive languages might have existed at some point in the distant past of Homo sapiens development.

(2) Natural evolution hypothesis :

At some point in time humans evolved a language acquisition device, whatever this may be in real physical terms. The simple vocalizations and gestures inherited from our primate ancestors then quickly gave way to a creative system of language--perhaps within a single generation or two. According to the natural evolution hypothesis, as soon as humans developed the biological, or neurological, capacity for creative language, the cultural development of some specific system of forms with meanings would have been an inevitable next step. Archeological evidence unearthed thus far, seems to indicate that modern humans, Homo sapiens, emerged

within the last 150,000 years. In any case, Homo sapiens, "the wise human," should perhaps really be called Homo loquens, 'the speaking human' because language and humans are everywhere found together, whereas wisdom among humans is much more selectively distributed.

▶ **Invention hypotheses :** There are several hypotheses as to how language might have been consciously invented by humans based on a more primitive system of hominid communication. Each hypothesis is predicated on the idea that the invention of language and its gradual refinement served as a continuous impetus to additional human mental development. None of the invention hypotheses is however convincing and most sane linguists agree that the origin of language is still a mystery.

But the inventive, sarcastic names given to these hypotheses by their critics prove that even linguists can at times be creative. First, there are four imitation hypotheses that hold that language began through some sort of human mimicry of naturally occurring sounds or movements :

(1) **"Ding-dong" hypothesis :** Language began when humans started naming objects, actions and phenomena after a recognizable sound associated with it in real life. This hypothesis holds that the first human words were a type of verbal icon, a sign whose form is an exact image of its meaning crash became the word for thunder, boom for explosion. Some words in language obviously did derive from imitation of natural sounds associated with some object: Chinook Indian word for heart--tun-tun, Basque word for knife: ai-ai (literally ouch-ouch). Each of these iconic words would derive from an index, a sign whose form is naturally associated with its meaning in real space and time.

(2) **"Pooh-pooh" hypothesis :** This hypothesis holds that the first words came from involuntary exclamations of dislike, hunger, pain, or pleasure, eventually leading to the expression of more developed ideas and emotions. In this case the first word would have been an involuntary ha-ha-ha, wa-wa-wa. These began to be used to name the actions which caused these sounds.

(3) **"Bow-wow" hypothesis :** This most famous as well as the most ridiculed hypothesis holds that vocabulary developed from imitations of animal noises, such as: Moo, bark, hiss, meow, quack-quack. In other words, the first human words were a type

Scanned with CamScanner

of index, a sign whose form is naturally connected with its meaning in time and space.

(4) **"Ta-ta" hypothesis :** A somewhat different hypothesis is the "ta-ta" hypothesis. Charles Darwin hypothesized (though he himself was sceptical about his own hypothesis) that speech may have developed as a sort of mouth pantomime: the organs of speech were used to imitate the gestures of the hand. In other words, language developed from gestures that began to be imitated by the organs of speech--the first words were lip icons of hand gestures.

A second set of hypotheses on language origin holds that language began as a response to some acute necessity in the community. Here are several necessity hypotheses of the invention of language :

(1) **"Warning" hypothesis :** Language may have evolved from warning signals such as those used by animals. Perhaps language started with a warning to others, such as Look out, Run, or Help to alert members of the tribe when some lumbering beast was approaching.

(2) **"Yo-he-ho" hypothesis :** Language developed on the basis of human cooperative efforts. The earliest language was chanting to simulate collective effort, whether moving great stones to block off cave entrances from roving carnivores or repeating warlike phrases to inflame the fighting spirit.

(3) **"Lying" hypothesis :** A more colourful idea is the lying hypothesis. E. H. Sturtevant argued that, since all real intentions or emotions get involuntarily expressed by gesture, look or sound, voluntary communication must have been invented for the purpose of lying or deceiving.

There are no scientific tests to evaluate between these competing hypotheses. All of them seem equally far-fetched. This is why in the late 19th century the Royal Linguistic Society in London actually banned discussion and debate on the origin of language out of fear that none of the arguments had any scientific basis at all and that time would be needlessly wasted on this fruitless enquiry. Attempts to explain the origin of language are usually taken no more seriously today either. Recently,

comedian Lily Tomlin came up with her own language invention hypothesis: she claimed that men invented language so that they could complain. Even there is one epigrammatic saying that language was invented to conceal thoughts. Thus, the perception of the origin of language will ever remain a mystery, to be dealt with by future linguists with renewed interest.

❑ 1.2.1 Origin of Bengali Language :

In the state of West Bengal most of the learners take up Bengali as the first language. Even, so many students, studying in the English medium schools also opt for Bengali, and not English, as their first language. Moreover, in the B. Ed curriculum, it is dealt with as the first language and the syllabus is framed accordingly. Hence, Bengali axiomatically claims the right to be treated as the first language here and to deal with the origin of the first language in West Bengal we may deal with the origin of Bengali.

It is spoken by about 230 million people as a first or second language, with some 100 million Bengali speakers in Bangladesh; about 85 million in India, primarily in the states of West Bengal, Assam, and Tripura. Bengali is the second most spoken language, only after Hindi, in India. It is also a major language in the Indian union territory of Andaman and Nicobar Islands and sizable immigrant communities in the United Kingdom, the United States, and the Middle East. It is the state language of Bangladesh and one of the languages officially recognized in the constitution of India. Currently, the language belt of Bengali ranges from Bangladesh to the Indian state of West Bengal, Assam and Tripura.

Bengali language, Bengali Bangla, is a member of the Indo-Aryan group of the Indo-Iranian branch of the Indo-European language family. It takes its birth from a form of Prakrit or Middle Indo-Aryan to finally emerge from the Apabhramsa-Avahatta in the tenth century. Actually, its Indo-European roots can be traced to the initial split in middle Indo-Aryan languages into a North Western dialect which grew into Gandhari, the central dialect which grew into Sauraseni, an eastern dialect which became Magadhi and a Southern dialect which lead to, for example, Maharashtri. Bengali probably arose out of the Magadhi or Ardhamagadhi Prakrit, through Magadha Apabhramsa. Its earliest examples are the charyagitis. (A slightly different view claims that the origins of Punjabi,

Scanned with CamScanner

Hindi, and Rajasthani actually share a distinct origin than the rest of the Indo-Aryan languages.)

The Bengali linguists Suniti Kumar Chatterji and SukumarSen suggested that Bengali had its origin in the 10th century CE, deriving from Magahi Prakrit (a spoken language) through Magahi Apabhramsha(its written counterpart). The Bengali scholar Muhammad Shahidullah and his followers offered a competing theory, suggesting that the language began in the 7th century CE and developed from spoken and written Gauda (also, respectively, a Prakrit and an Apabhramsha).

There is general agreement that in the distant past Oriya, Assamese, and Bengali formed a single branch, from which Oriya split off first and Assamese later. This is one reason that the earliest specimens of Bengali language and literature, the 'Charyapadas' (Buddhist mystic songs), are also claimed by speakers of Oriya and Assamese as their own. Old Bengali is survived only through a collection of forty-eight poems (1050-1200) known as the 'charya' songs. These were composed by the siddhacharyas (enlightened ones) who were mainly Buddhists.

Although Bengali is an Indo-European language, it has been influenced by other language families prevalent in South Asia, notably the Dravidian, the Austroasiatic and the Tibeto-Burman families, all of which contributed to Bengali vocabulary and provided the language with some structural forms. In the 1960s and '70s, Chatterji examined dictionaries from the early 20thcentury and attributed slightly more than half of the Bengali vocabulary to native words (i.e., naturally modified Sanskrit words, corrupted forms of Sanskrit words, and loanwords from non-Indo-European languages), about 45 percent to unmodified Sanskrit words, and the remainder to foreign words. Dominant in the last group was Persian, which was also the source of some grammatical forms.

More recent studies suggest that the use of native and foreign words has been increasing, mainly because of the preference of Bengali speakers for the colloquial style.

Varieties : There are two standard styles in Bengali: the Sadhubhasa (elegant or genteel speech) and the Chaltibhasa (current or colloquial speech). The former was largely shaped by the language of early Bengali poetical works. In the 19th century it became standardized as the literary language. Although it was at times used for oration, Sadhubhasa was not the language of daily communication.

Chaltibhasa is based on the cultivated form of the dialects of Kolkata (Calcutta) and its neighbouring small towns on the Bhagirathi River. It has come into literary use since the early 20th century, and by the early 21st century it had become the dominant literary language as well as the standard colloquial form of speech among the educated.

Grammar : According to Bijaychandra Mazumdar "...a language is mainly, if not wholly, determined by its grammar or structure and not by its vocabulary which may always swell by the process of word-borrowing." The Bengali Grammar is different from that of Hindi as the Bengali nouns are not assigned gender as well as the verbs does not change in accordance with the noun. There is also minimal changing of adjectives in the language.

A simple Bengali sentence usually follows subject-object-verb word order. When present, the negative particle comes at the end of the sentence. The copula, or verb linking the subject and predicate, is often omitted. Six cases are generally recognized. Compound verbs, comprising a stem or root and a suffix, are a special feature. There are 3 verb tenses, but their subdivisions make them 10. There are two moods, indicative and imperative, and two numbers, singular and plural. The first, second, and third persons are expressed through six forms because they have both ordinary and honorific referents. Gender is natural, and there is no special declension for feminine and neuter. Adjectives are usually not modified according to the number or case of the nouns they qualify.

Writing systems:The Bengali writing system is not a purely an alphabetic script such as the Latin script rather it is a variant of the Eastern Nagari script used throughout Bangladesh and eastern India. It is said to be emerged from the modified Brahmic script, one of the two ancient Indian scripts, and particularly from the eastern variety of Brahmi, around 1000 CE. It is also claimed that, the Bengali script has been derived from the Brahmi alphabet of the Ashokan inscriptions (273 to 232BC). It is similar to the Assamese script, the Oriya script and Mithilakshar. But, Bengali script followed a different line of development from that of Devanagari and Oriyan scripts, but the characters of Bengali and Assamese scripts generally coincided. By the 12th century CE the Bengali alphabet was nearly complete, although natural changes continued to take place until the 16th century. Some conscious alterations were also made in the 19th century.

Scanned with CamScanner

Bengali spelling was more or less standardized through a set of reforms that were initiated by the University of Calcutta in 1936. However, the standardization process continued throughout the 20th and into the early 21st century. For instance, the Bangla Academy in Dhaka prefers a set of alternatives offered by the 1936 reforms, while the Bangla Academy in West Bengal has proposed new reforms. Visva-Bharati, the university founded by the Bengali poet and Nobel laureate Rabindranath Tagore, has also effected several spelling variations. Finally, some newspapers and publishers have their own house styles. Not surprisingly, these independent efforts to standardize Bengali orthography have helped to create a degree of confusion.

Bengali Language Dialects: Regional variation in spoken Bengali constitutes a dialect continuum. Suniti Kumar Chatterjee grouped these dialects into four large clusters-Rarh, Banga, Kamarupa and Varendra. The four main dialects roughly approximate the ancient political divisions of the Bengali-speaking world, known as Rarha (West Bengal proper); Pundra, or Varendra (the northern parts of West Bengal and Bangladesh); Kamrupa (northeastern Bangladesh); and Bangla (the dialects of the rest of Bangladesh). In addition, two cities, Sylhet and Chittagong, have developed dialects with lexical and phonological characteristics that are mostly unintelligible to other speakers of Bengali.

Even in Standard Colloquial Bengali, Muslims and Hindu use different words. Due to cultural and religious traditions, Hindus and Muslims might use, respectively, Pali/Sanskrit-derived and Perso-Arabic words. Some examples of lexical alternation between these two forms are :

(i) hello : nômoshkar (S) corresponds to assalamualaikum/ slamalikum (A)

(ii) invitation : nimontron/nimontonno (S) corresponds to daoat (A)

(iii) water : jol (S) corresponds to paani (S)

(iv) father : baba (P) corresponds to abbu/abba (A)
(here S = derived from Sanskrit and/or Pali, P = derived from Persian, A = derived from Arabic)

❑ 1.2.2 Origin of English Language :

Due to the massive spread of globalisation in the economic arena and the unprecedented development in transport, telecommunication and media the importance of one global language that may be comprehensible to the

people world-wide has greatly been felt by people from all walks of life. And, with its long history of the language of one of the strongest imperialist nations English has come forward to meet this demand. "It is quite interesting to note that India, a multilingual nation, is the third largest English-speaking country after the US and UK." (Shodhganga.inflibnet.ac.in). Moreover, the Constitution of India designates a bilingual approach for official language of the Government of India employing usage of Hindi written in the Devanagari script, as well as English. With all these things in the context, English axiomatically claims the right to be treated with due importance and, after Bengali, in West Bengal at least, we can not but deal with the origin of English.

English may not be the most spoken language in the world, but it is the official language in a large number of countries. It is estimated that the number of people in the world that use in English to communicate on a regular basis is 2 billion. So, keeping in mind the importance of the language English axiomatically holds the claim to make it know regarding its origin.

The English language belongs to the West Germanic branch of the Indo-European family of languages. The closest undoubted living relatives of English are Scots and Frisian. The question of the original home of the Indo-Europeans has been much debated, but nowadays most scholars agree that the original group of people that spoke Proto-Indo-European, the language which would later spilt into a number of branches, including the Germanic branch, lived somewhere between the Black Sea and the Caspian Sea some 6000 years ago. Most scholars believe that this population then expanded/migrated eastward, westward and northward and thereby came to inhabit most of Europe and parts of Western Asia.

We can learn about the earliest Indo-Europeans from aspects of their reconstructed vocabulary. Some words, for example, describe an agricultural technology whose existence dates back to 5000 B.C. The Indo-European words for barley, wheat, flax, apples, cherries, grapes, vines, mead and beer and words for the various implements with which to cultivate, harvest and produce these products describe a way of life unknown in northern Europe until the third or second millennium B.C. The English language owes its origin to the invasion of the barbaric peoples from Germany and their settlement in England. The original

Scanned with CamScanner

inhabitants of the land were the Britons who had lost almost their cultural and linguistic entity during the mighty rule of the Romans. After the fall of the Roman empire, they found themselves in an utterly helpless and unprepared state against the invaders from the Germanic tribes-Jutes, Angles and Saxons. They had to flee away and sought refuge in the deep mountains of Wales. The result was the settlement of those Germanic peoples in England as new inhabitants.

The origin of those tribal peoples was remote and vague. About 500 B.C. a group of such peoples, speaking almost related languages, lived along the extensive shore of the North Sea. The territory, now known as Denmark, belonged thereto and was occupied by the Jutes. Westward to that, now a part of the Netherlands (Holland); was Priestland, occupied by the Frisians.

Of course, those tribal peoples had no uniformity of speech, and naturally there might have been the variety of dialects, used by the nomadic settlers. Naturally, English, as termed today, originally consisted of a variety of different dialects, all of almost equal importance.

Of the tribes mentioned, the Frisians remained on the Continent, and are found to occupy now the province of Friesland in north-east Holland, and their speech, different from Dutch, seems to be the closest relative now the English language, perhaps, has on the mainland of Europe. Other tribes, however, migrated to Britain. The Jutes went to the south-east corner, now called Kent, the Saxons settled in the region south of the Thames and the Angles, in the region of north. Various parts in the country, with their divergent dialects, had a cultural harmony through a standard language.

The language, spoken by the Germanic conquerors of Britain, came to be known as 'Englisc' from which has come the modern term 'English'. That was the foundation of the English language of today in the remote past.

Of course, it need be remembered that the nature of the English language could not be traced only in the settlement of the Germanic tribes in Britain. Different forces, political and social, literary and linguistic, were at work at different times for the making of the English language. It was the cumulative effect of the operation of all such forces that laid a solid foundation of the English language and has made the language what it today is.

Different Influences at Work in the Making of the English Language

In fact, different factors were at work at different times in the making of the English language, as it is known today. Those factors were political as well as social, religious as well as cultural. In fact, it is a total and collective result of the working of different materials that has gone to the making of the mighty edifice of the modern English language. Of these materials, the following need be particularly noted :

(1) The Roman Conquest of Britain.
(2) The Conquest and Settlement of the Germanic tribes in Britain.
(3) The Conversion of the English to Christianity.
(4) The Scandinavian Invasion and Settlement in England.
(5) The Norman Conquest.
(6) The Revival of Learning
(7) The Expansion of the British Empire.
(8) The Extensive Growth of Science, Technology and Commerce.
(9) The World Wars. (Dutta, 2)

The Roman Conquest took place before the beginning of the actual English language on the soil of Britain. Still it had a tremendous impact on the whole cultural and linguistic life of the old Britons. Even, after the departure of the great Romans and the settlement of the Teutonic peoples, that impact persisted in some ways. The old Roman words came to be incorporated in some cases with the new language of England.

It is to be noted here that, even while the Anglo-Saxon people were yet on the continent and did not settle in Britain, they adopted some loan words from Rome in course of their trade or commercial transactions. Some early Christian terms (mostly Greek), found introduced into English, such as 'devil' (deofol), 'Church' (Cirice) and "bishop' (biscop). Some Latin terms, related to trade and commerce, were borrowed, too, such as 'chalk', 'cheese', 'cup', 'dish', 'pillow', 'pound', 'street', 'wine', and so on.

Of course, borrowings from the Celtic language, the language of the Celtic people, who had lived originally in Britain, took place, as seen in the words like 'bin', 'crag', 'tor', 'coomb', and so on.

The conquest and settlement of the Teutonic peoples-Angles, Saxons and Jutes-actually set the ground for the growth of the English language, y It was after the name of the language of the Angles that the English language came to be known. Of course there were distinct stages of growth in the O.E. period and the M.E. period.

Scanned with CamScanner

The Christianising of the Teutonic settlers of England by the Church of Rome in 597 A.D. brought the country into an intimate contact with Latin civilization and made significant additions to the English vocabulary from Latin and Greek languages. A large number of church words and other words, connection with religious practices and rites came to be introduced.

The Scandinavian invasion from the eighth century and settlement resulted in the further expansion of the language by fusing harmoniously the two races-the English and the Danes-and their languages, English and Scandinavian. Many Scandinavian words, recognized by the hard 'k' or 'g' sound, had a smooth passage into English-dank, keel, skirt, sky, egg, girth, guess, etc.

The Norman Conquest of 1066 had a majestic effect on the development of the English language. The Normans brought with them the French culture as well as language and thereby affected the English language as well as life in a very significant way. The resources of another cultivated language enriched immensely English.

The impact of the Renaissance that had brought about the Revival of Learning, too, had no mean contribution to the expansion of the English language. The renewed contact with the classical languages of Rome and Greece strengthened and extended the scope of English and enlarged the frontiers of the language to a very great extent. As the language of learning and scholarship, Latin was used as a rich reservoir to draw newly made-up English words.

The expansion of the British empire brought the English nation in contact with other peoples and different countries. As a result of linguistic intercourses with different nations, Europeans and Asiatic, there was the further enrichment of the English language. Many alien and queer words were, too, drawn upon. From modern Germany, Hungary, India, Malay and many other places, words flowed in. Even from other continents, from the aborigines of Australia and America, a large number of words came to be adopted.

The extensive growth of the English language is well recorded today with the all-pervasive march of science, technology and commerce. There are numerous remarkable scientific and technological terms as also commercial coinages.

The last two World Wars, too, had some indirect effects on the language. There was the coinage of new words to express the machination of wars, their impacts and instruments.

Some literary figures also contributed a lot to the growth and development of English language. Among them mentions must be made of Shakespeare and Milton.

Shakespeare : Words Shakespeare invented but not entering common usage: affined, cadent, credent, dispunge, primogenitive, etc.

Some common Shakespearean techniques in creating new words :

1. Changing nouns into verbs; verbs into adjectives
2. Connecting words never before used together
3. Adding prefixes and suffixes
4. Devising words wholly original.

Shakespeare uses double negatives such as "most unkindest" with regularity.

He also invented many phrases that are still in common usage today: e.g. 'all our yesterdays'; 'brave new world'; 'devil incarnate'; 'foul play'; 'yeoman's service' etc.

Milton : We owe to Milton for such words or expressions like 'pandemonium' to designate any 'hell of a row', 'precious dane', (gold) 'the secret conclave', 'From noon to dewy eve', 'confusion worse confounded,' 'hide their diminished head', 'bad eminence', etc. (*Paradise Lost*), 'laughter holding both his sides'("L'Allegro"), 'where more is meant than meets the ear' ("Il Penseroso"), and 'calm of mind, all passion spent' (Samson Agonistes).

In Milton's poems we occasionally come across archaisms and dialect words like 'charm', for the song of birds in the poem "Il Penseroso". He has made use of the gardening term 'rathe' ("Lycidas") meaning quickly maturing.

Indeed, the history of the growth of the English language bears an intimate association with different processes in operation in varied spheres. The English language is not static or stationary. It is a dynamic, living and growing language. It has a wonderful flexibility that ensures for it a persistent growth and a prospective future, and this is made possible by the inner strength of the language to harmonise all forces and assimilate diverse elements with utmost spontaneity.

Thus, in the origin of English language a lot of forces-political, social, religious and many others-exerted a lot of influences and have made the language one of the most enriched global languages.

Scanned with CamScanner

1.3 Significance of Mother tongue/ Target Language :

◆ Significance of Mother tongue :

Definition : According to one Christine Senfuma, a wife and a mother, "The mother tongue is the language a person has learned as a child at home, usually from the parents." While according to one Allen Kaziro, a secondary school teacher and mother of two, "The mother tongue may indicate a language that a person is as proficient in as any other local person who speaks the same language and the language is common to that community...."

In the context of population census conducted on the Canadian population, Statistics Canada defines mother tongue as "the first language learned at home in childhood and still understood by the individual at the time of the census."

Thus, mother tongue is the language which the child learns almost without any conscious effort on his part. It is a language which the child acquires while living in his own social group. It is the native or first language what a person has learned from birth or within a critical period, where the ability to acquire a language is biologically linked to age, and thus becomes the basis for social identity. Children growing up in bilingual homes can, according to this definition, have more than one mother tongue or native language.

According to Ivan Illich, the term 'mother tongue' was first used by Catholic monks to designate a particular language they used, instead of Latin, when they are speaking from the pulpit. That is, the 'holy mother the Church introduced this term and colonies inherited it from the Christianity as a part of colonialism.

The term 'mother tongue' harks back to the notion that linguistic skills of a child are honed by the mother and, therefore, the language spoken by the mother would be the primary language that the child would learn. This was/is quite possible if the couple belongs to the same tribe.

★ Significance :

ebook.dascoaching.in

(i) **Social Significance :** It is through language, and especially through the mother-tongue, that individuals form themselves into a social organization.The mother tongue is part of a child's personal, social and cultural identity. It is the identification one gets from speaking his/her mother tongue that enforces successful social patterns of acting and

speaking. Our diverse social backgrounds make us unique and appealing in society.

The mother tongue is an indispensable instrument for the development of intellectual and moral aspects of education. Habits, conducts, values, virtues, customs and beliefs are all shaped through the mother tongue. Needless to say, weakness in the mother tongue means a paralysis of all thought and power of expression and causes impediment in the way of socialisation.

Thinking is an instrument of acquiring knowledge, and thinking is impossible without language. "And training in the use of mother-tongue-the tongue in which a child thinks and dreams-becomes the first essential of shoaling and the finest instrument of human culture." (P. B. Ballard)

(ii) **Cognitive or Emotional Significance :**

Intellectual Development : Intellectual development is impossible without language. Reading, expressing oneself, acquisition of knowledge and reasoning are the instruments for bringing about intellectual development; and all of these are possible only through language, or the mother-tongue of the child.

Creative Self-Expression : We may be able to communicate in any language, but creative self-expression is possible only in one's own mother tongue. This is clear from the fact that most of the great writers could produce great literature only in their own language.

Emotional Development : "If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language that goes to his heart," says Nelson Mandela.In fact, mother-tongue is the most important instrument for bringing about emotional development of the individual. The emotional effect of literature and poetry is something which is of vital importance in the development and refinement of emotions.

Original Ideas : Original ideas are the product of one's own mother tongue. On account of the facility of thought and expression, new and original ideas take birth and get shape only in one's own mother tongue.

(iii) **Mother tongue and a child's education :**

(a) According to Early Childhood Care and Education (ECCE), UNESCO (2007) the overlooked advantages of multilingual education in the early years. When children are offered opportunities to learn in their mother tongue, they are more likely to enroll and succeed in school.

Scanned with CamScanner

(b) Mother tongue-based education, especially benefits disadvantaged groups, including children from rural communities and girls, who tend to have less exposure to an official language.

(c) Research also confirms that children learn best in their mother tongue as a prelude to and complement of bilingual and multilingual education.

(d) Mother-tongue plays a tremendously useful role in the education of a child. It has a great importance in the field of education. Therefore, mother tongue must be given an important and prominent place in the school curriculum.

★ Influence of Mother tongue on Second Language :

(a) A strong foundation in their first language will contribute to learning another language and help them develop stronger literacy skills in the school language, because children's literacy knowledge and abilities transfer across languages from mother tongue to the language the child is learning at school.

(b) "ESL students in international schools learn English more quickly and effectively if they maintain and develop their proficiency in the mother tongue."

(c) Multi-linguals are reported to have enhanced executive function and are better at some aspects of language learning compared to monolinguals. Hence, one's proficiency in one's mother tongue will ensure his/her better acquisition of the second language.

(d) Studies show that six to eight years of education in a language are necessary to develop the level of literacy and verbal proficiency required for academic achievement in secondary school.

(e) Research increasingly shows that children's ability to learn a second or additional local language and an international language such as English, French, or German, does not suffer when their mother tongue is the primary language of instruction throughout primary school.

(f) Fluency and literacy in the mother tongue lay a cognitive and linguistic foundation for learning additional languages.

(g) When children receive formal instruction in their first language throughout primary school and then gradually transition to academic learning in the second language, they learn the second language quickly. If they continue to have opportunities to develop their first language skills in secondary school, they emerge as fully bilingual (or multilingual) learners.

(h) The skills of being able to plan out a piece of writing or develop an argument in a persuasive essay can be applied in the second language once they have been learned in the first.

★ Significance of Target Language :

☛ **Definition :** In usual sense the term Target Language (TL) refers to the language that a teacher wants his pupils to pick up. But, in formal discourse, TL refers to a foreign language which a person intends to learn and a teacher wants to teach. It is the language that the learners are studying, and also the individual items of language that they want to learn, or the teacher wants them to learn. It is a language other than one's native language that is being learned by the learners or taught by the teacher. So, in the context of Indian education system, English is considered to be the TL which the learners are expected to acquire through repeated exposure to the TL and hence, the prevalence of the concept of Language Across the Curriculum (LAC) in the teaching of Second Language. The objective of LAC is to ensure the acquisition of English through the frequent exposure to the TL. This exposure can be effected only with the efforts of all the subject teachers-using a little bit of the language in their concerned classroom procedure.

★ Significance of TL :

Dealing with the issue of the significance of TL is quite a tricky one because we are not to deal with the significance of the language itself but with the consciousness of the teachers regarding the concept of TL so that he can remain conscious about his role to be played before the learners. Hence, the significance of TL can be summed up in the following ways :

(i) Consciousness about the TL will keep the teacher conscious about the fact that intralingual teaching-learning procedure will only ensure sufficient exposure to the TL and that in turn will ensure acquisition of the same.

(ii) In his article "Using the target language : A view from the classroom" Peter Dickson states that using the "target language promotes natural acquisition and that use of the mother tongue (L1) undermines this process by diverting attention from the

Scanned with CamScanner

object of pupils' learning." This relates directly to the work of Stephen D Krashen who proposes the importance of both acquisition and Comprehensible Input (CI) in language learning.

(iii) Research indicates that effective language instruction must provide significant levels of meaningful communication and interactive feedback in the TL in order for students to develop language and cultural proficiency.Therefore, the language educators and their students should use the TL as exclusively as possible at all levels of instruction during instructional time and, when feasible, beyond the classroom.

(iv) There is no doubt that learners cannot learn the four skills in a new language without hearing it and having opportunities to speak it. In a classroom context the main provider of the TL is the teacher. Hence, the teacher must consciously put his efforts in maximizing the usage of the TL while dealing with the learners-inside or outside the classroom.

(v) The demerits of the Grammar Translation Method axiomatically gets proved in the context of the concept of TL that puts forth the idea that only intralingual method of teaching will ensure acquisition of one language.

(vi) Many language teachers, especially those who are just beginning their career, express anxieties about using the target language in the classroom. Often, teachers find it difficult to strike a balance between using local language (or language used at home) and the TL in the classroom. Although using the TL can cause some stress, it is very important to do so for the process of language learning.

(vii) By using the TL in the classroom, students are receiving more Comprehensible Input (Krashen) thus leading to more complex language structures. As per the concept of CI students learn a new langue best when they receive input that is just a bit more difficult that they can easily understand. In other words, students may understand most, but not all, words the teacher uses. By using the TL, students are not only learning 'about' the language but also learning 'through' the language.

(viii) Using the TL in the classroom can provide a source of modelling for the students both in regards to the production of the language and the attitude toward the language. If the teacher is able to show proper use of the language consistently, students can use that teacher as an example or model for production. In addition, if the teacher treats the language as more than just a subject for study but shows the value of the language by using it, students will be more likely to gain a better appreciation for the language.

★ **Strategies to be used to increase usage of TL in classroom :**

(i) **Developing a routine :** From the very beginning of the year efforts should be put to developing student and teacher expectations in regards to basic classroom commands and expressions. Teach basic phrases and classroom instructions in order to provide your students with some basic tools for communication.

(ii) **Teacher-Student and Student-Student Negotiation :** For providing the learners with sufficient exposure the teacher should try to negotiate meaning with students and encourage negotiation among students through the strategies of teacher-students and students-students interaction.

(iii) **Provision of supports :** There should be sufficient provision of effective supports for communication, such as language ladders or picture prompts, in order to give your students the support they need to use the language daily.

(iv) **Incorporating the TL in daily routines :** Teacher may take resort to usage of activities such as taking attendance or collecting homework as an opportunity to use the language. For instance, when taking attendance teacher may make students respond to a question in order to show their presence.

(v) **Provide Comprehensible Input (CI) directed toward communicative goals :** The goal of any language programme is for learners to be able to communicate effectively. By providing as much CI as possible, especially in situations when learners are not exposed to the TL outside the classroom, the teacher is able to create a more effective opportunity for language acquisition.

(vi) **Repetition :** Teacher should feel ease at asking the same questions or give the same commands daily in order to provide routine and develop confidence in the learners. This can be especially effective for less-vocal learners who lack the confidence to respond to spontaneous questioning.

Scanned with CamScanner

(vii) **Usage of ready compensation strategies :** By using gestures, body language, circumlocution and paraphrasing not only will the teacher be facilitating students' learning but also modelling how to use strategies for communication.

(viii) **Provision of Cues and information gap activities :** Researches have shown that cues and information gap activities prompt creative speech, gradually leading the students towards spontaneity that is, being able to say what one wants to say.

✪ 1.4 Concept of 1st Language, 2nd Language and 3rd Language in West Bengal :

Before dealing with language policy in West Bengal in relation to First Language (L1), Second Language (L2) and Third Language (L3) we should have brief discussion regarding the concepts of L1, L2 and L3 themselves.

❑ 1.4.1 First Language (L1) :

In popular terms, a first language (also called native language, mother tongue, FL or L1) is the language(s) a person has learned from birth, or that a person speaks the best and so is often the basis for sociolinguistic identity. Usually, L1 also refers to the language that one learns to speak or the main language that people speak in a region or country. In some countries, the terms native language or mother tongue refer to the language of one's ethnic group rather than one's first language. For example, a Santhali girl may speak in Santhali but studies Bengali as the first language in school and acquires Bengali due to consistent exposure to the langue in the school. Sometimes the term 'mother tongue' or 'mother language' is used for the language that a person learned as a child at home (usually from their parents). Children growing up in bilingual homes can, according to this definition, have more than one mother tongue or native language. Children brought up in a certain part of Kolkata may be as fluent as a first language speaker, can have more than one native language, and be bilingual. Often, L1 of a child is part of their personal, social and cultural identity.

Linguist Braj Kachru's symbolical term 'Inner Circle' refers to the countries that are the traditional bases of English and where English is the primary language. The countries are Great Britain and Ireland, the United States, Canada, Australia, and New Zealand. In West Bengal

majority of the pupils take up Bengali as L1 due to their belonging to that specific linguistic families. Other languages taken up as L1 are stated below.

❑ 1.4.2 Second Language (L2) :

The languages that a child learns in school but which are still a part of her larger environment-administration, offices, culture, etc. may be called as second languages. A person's second language (L2) is a language that is not the mother tongue of, but that is used in the area of that person- in relation to administration, culture, social or national interest. Informally speaking, a second language or L2 can be said to be any language learned in addition to one's mother tongues, especially in context of second language acquisition.

In India, the term 'Second Language Speakers' has traditionally referred to students who come to school speaking languages other than English at home. The term in many cases is incorrect, because some who come to school have English as their third, fourth, fifth, and so on, language.

In countries such as India, Pakistan, Bangladesh, Philippines Scandinavian the Netherlands English can be considered a second language for many of its speakers, because they learn it young and use it regularly. Indeed in southern Asia it is the official language of the courts, government and business. The same can be said for French in Algeria, Morocco and Tunisia, although French is nominally not an official language in any of these Arabic-speaking countries.

To have a further clarification regarding L2 we may get a brief introduction to English as a Foreign Language (EFL). The term EFL traditionally refers to the use or study of the English language by non-native speakers in countries where English is generally not a local medium of communication. It corresponds roughly to the Expanding Circle, as described by linguist Braj Kachru, symbolizing the countries that represent the importance of English as an international language though they have no history of colonization and English has no special administrative status in these countries, e.g. China, Japan, Poland and a growing number of other states. EFL is usually learned in environments where the language of the community and the school is not English. English is specifically learnt with a view to updating oneself to the criteria set forth by the international business concerns or the job markets in one's own country as well as emigrants.

Scanned with CamScanner

So, English is considered as ESL and not EFL because in India the language has a colonial history and pupils, before going to schools, get already acquainted with the language due to its usage in social as well as official communication.

❑ 1.4.3 Third Language (L3) :

Though recent researches have revealed the positive impacts of multilingualism upon the cognitive development of the children, the concept of third language got initial fillip from the language policy framers of India responding to the multilingual societal status of India. It was simply to make the Indians as multilingual as possible so that they may be more comprehensible and accessible to as many linguistic communities as possible. Added to this, to provide facilities for teaching a minority language or mother tongue, State Education Ministers evolved a scheme in 1949. Subsequently, the Union Education Ministry in consultation with States formulated a Three Language Formula. This Formula as enunciated in the National Policy Resolution of 1968. The policy called for fulfilling compulsory education for all children up to the age of 14, as stipulated by the Constitution of India, and the better training and qualification of teachers. The policy called for focus on learning of regional languages, outlining the 'three language formula' to be implemented in secondary education-the instruction of the English language, the official language of the state where the school was based, and Hindi, the national language. Language education was seen as essential to reduce the gulf between the intelligentsia and the masses. Although the decision to adopt Hindi as the national language had proven controversial, the policy called for use and learning of Hindi to be encouraged uniformly to promote a common language for all Indians. This language policy was reiterated in the National Policy on Education 1986 that provides Hindi, English and modern Indian language (preferably one of the southern languages) in the Hindi speaking states and Hindi English and the Regional language in the non-Hindi speaking States. This Formula has created many difficulties for Urdu speakers. The major grievance of Urdu speaking linguistic minority is that their children have been denied the facility of mother tongue instruction. The result is that a large number children, belonging to Urdu speaking families, are learning the regional language instead of the mother tongue as the first language. Accordingly, the Gujral Committee recommended the following modified form of three language formula :

(i) **In Hindi speaking States :**
- (a) Hindi (with Sanskrit as part of the composite course);
- (b) Urdu or any other modern Indian language excluding (a) and
- (c) English or any other modern European language.

(ii) **In non-Hindi speaking States :**
- (a) Regional language;
- (b) Hindi;
- (c) Urdu or any other modern Indian language excluding (a) and (b); and
- (d) English or any other modern European language.

The Three Language formula, at present in vogue in Andhra Pradesh with a degree of success, may also be adopted as an alternative by the non-Hindi speaking States for Urdu speaking population. The formula is :
- (a) Urdu and Hindi (a composite course);
- (b) Regional language;
- (c) English or any other modern European language.

The Gujral Committee felt that in any formula that is worked out, it should be ensured that students are able to study their mother tongue as well as the official language of the State.

The State-wise position of the languages and the stages at which they are taught is as under :

ebook.dascoaching.in

▲ West Bengal –

Three Language Formula in West Bengal is as follows :

First Language	:	Bengali, Hindi, English, Nepali, Urdu, Assamese, Gujarati,Malayalam, Marathi, Modern Tibetan, Oriya, Punjabi (Gurmukhi), Santhali, Tamil, Telugu,Lushai, Sudani-Classes VI to X
Second Language	:	English, Bengali, Nepali-Classes VI to X
Third Language	:	Bengali, Hindi, Sanskrit, Pali, Persian, Arabic, Latin, Greek, Classical Armenian, French, Russian, Portuguese, Spanish and Italian

Now, in the Bengali medium schools, the type of schools that still dominates the educational sector in West Bengal, the status of the languages is as follows :

Scanned with CamScanner

First Language : Bengali, Classes-VI (even in the lower classes) to XII.

Second Language : English, Classes VI (even in the lower classes) to XII.

Third Language : Hindi or Sanskrit, Classes VII (even in the lower classes) to VIII.

In the English medium schools the status of the languages is as follows :

First Language : English/Bengali, Classes-VI (even in the lower classes) to XII.

Second Language : Bengali/English, Classes VI (even in the lower classes) to XII.

Third Language : Hindi or Sanskrit, Classes VII (even in the lower classes) to VIII.

In the Urdu medium schools the status of the languages is as follows :

First Language : Urdu, Classes-VI (even in the lower classes) to XII.

Second Language : English, Classes VI (even in the lower classes) to XII.

Third Language : Hindi or Arabic, Classes VII (even in the lower classes) to VIII.

But, the indifferent formal approach of the institutions or the authorities themselves to the teaching of L3 in West Bengal is against the ethos of the objectives of the teaching of third language as suggested by the NPE 1968, 1986 or even the National Curriculum Framework (NCF 2005) that puts emphasis upon the significance of multilingualism.

✪ 1.5 Relation between language and dialect :

❑ 1.5.1 Dialect and Language :

Though, to a linguist the distinction between language and dialect is superfluous we can define the terms language and dialect in the following ways:

A language is a well-developed form of communication that is shared by members of a particular group, whereas a dialect is a form of variation that occurs within that language based on several reasons.

(i) One reason of variation is geographical proximity. For example, a people settled on two banks of a large river. Prior to their settlement, they

spoke the same dialect of the same language. However, many years later, since they failed to cross over to interact with each other, their language experienced independent growth on both banks of the river and ultimately formed two different dialects of the same language. When the people finally crossed over to interact for the first time, they noticed that they understood most of each other's speech.

(ii) Another way a dialect can be formed is by external influence. For example, a people (who speak a singular dialect of the same language) settled in a valley and were bordered by another people (who speak a totally different language) to their north. This can be perceived in the northern area of Digha, in East Midnapore District of West Bengal, bordering Odisha. The people of Odisha, bordering Digha, or West Bengal so to say, due to their frequent interaction with people of Digha/East Midnapore speak in a dialect, influenced by the Bengali dialect, spoken by the people of Digha/EastMidnapore. Thus, their dialect varies a little bit from their Northern counterparts.

However, in accordance with common usage, we may use the term 'language' to designate a standard or literary form of speech used in an area, often a nation, where speakers are depending on their education, monodialectal [speaking, knowing, or using only one dialect of a language] in either the local or the standard dialect, or bidialectal [natively using or capable of using two dialects of a language].

If dialect is defined as a geographical subdivision of a language, we do not come very far without a definition of language, and subdivision is not a very clear concept, either. According to Janet Holmes "... a language can be thought of as a collection of dialects that are usually linguistically similar, used by different social groups who choose to say they are speakers of one language which functions to unite and represent them to other groups."1

Language is the sum of the parts (individual dialects). For example, the English language is the total sum of a collection of sublanguages such as American, British and Australian English apart from localised slang and expressions that often stump the listener. From global point of view, American, British and Australian are the dialects of the English language.

In relation to Great Britain, one English has the following dialectical variations :

(i) **Received Pronunciation :** Received Pronunciation is the closest to a 'standard accent' that has ever existed in the UK. Although it originally

Scanned with CamScanner

derives from London English, it is non-regional. It emerged from the 18thand 19thcentury aristocracy, and has remained the 'gold standard' ever since.

Cockney : Cockney is probably the second most famous British accent. It originated in the East End of London, but shares many features with and influences other dialects in that region.

Estuary English (Southeast British) : Estuary is an accent derived from London English which has achieved a status slightly similar to 'General American' in the US.

West Country (Southwest British): West Country refers to a large swath of accents heard in the South of England, starting about fifty miles West of London and extending to the Welsh border.

Midlands English: Midlands English is one of the more stigmatized of Englishes. The most famous of these dialects is Brummie (Birmingham English).

For Bengali dialects please see "1.2.4 Origin of Bengali Language"

Linguists do not use the term 'dialect' as a contrast to 'language'. In fact, linguists would say that the difference between a language and a dialect is not based on linguistic criteria at all - but on politics/power/ geography and 'identity'. For example, 'Flemish' - one of Belgium's three official languages - is easily as similar to 'Dutch' - as spoken in the Netherlands as American English is to British English. However, for political reasons, they are referred to as two languages. On the other hand, Chinese is often referred to as one language with hundreds of dialects when actually there are 'dialects' of Chinese that are as far apart from each other as Swedish and Italian. However, for political reasons (unifying a large country), it is referred to as one language.

❑ 1.5.2 Relation between Language and Dialect :

To illustrate the relationship between language and dialect is primarily to start with the differences between the two.

The difference between a dialect and a language can be tricky one. A dialect is a regional variety (form) of a language spoken in a particular geographical area (village, country side, small town, localities) the vocabulary, tone, pronunciation are slightly different from the main language.

Linguists, however, do make a distinction between the two based on the concept of mutual intelligibility. Two languages where speakers can

understand each other are considered dialects of the same language, whereas two languages where the speakers cannot understand each other are, indeed, separate languages.

Now, the ways in which dialects vary from each other are as follows :

(i) **Phonological ('accent') :** In England, the sound /ʌ /, as in sun / 'sʌ n/, is a typical southern sound, found in southern England and in South Midland, while this sound is not used among speakers of dialects in North Midland and northern England, where, for example, the word sun is pronounced /'sʊn/, with the sound /ʊ/, which is found in put /'pʊt/ in most dialects also in the South (some areas have /ʌ /). The English phonemes / ʌ / and /ʊ / are different linguistic items. In the present context, while the pronunciation /'sʌn/ concerns a language, the pronunciation /s?n/ is dialectical.

The suffix '-ing' of written English, as in 'coming', is pronounced /ɪŋ / and /in/, as in /'kʌ mI ŋ / and /'kʌ min/, and the two pronunciations have different social distributions: the former is a typical standard pronunciation and the latter a typical non-standard pronunciation. To put it in another way, whereas the former relates to the langue proper, the latter is dialectical in nature.

(ii) **Morphological :** Noah Webster for the first time recommended many spellings in American English that deviated from British practice. The deviations appear as follows:

(1) 'u' is dropped as in 'honor', 'color', 'labor'.

(2) Single consonant is used in place of two, as in 'traveler', 'cigaret'.

(3) 'er' is substituted for 're' as 'center', 'fiber'.

(4) 's' is used in place of 'c' as in 'defense', 'offense'.

(5) Miscelleneous American spellings tire (for tyre), story (for storey), jail (for gaol).

Interestingly, the English schoolchildren are no longer penalised for spelling in the American way.

(iii) **Syntactic/grammatical :** Give it to me! is an example of a Standard English grammatical construction, with a verb (here in the imperative) followed by a pronoun referring to a patient and a prepositional phrase containing the preposition to plus a pronoun referring to a recipient. In traditional dialects of England, this construction is not very common, being found primarily in the South-west and in some areas on the south-eastern coast (including the London area). The construction with the widest geographical distribution in England is *Give me it*! and *Give it me*!

Scanned with CamScanner

These three sentences, *Give it to me*!, Give me it!, and *Give it me*!, are instances of three different grammatical constructions, each of which is a linguistic item.

When a person says "He done did it" while another says "He did it" both are using different dialects because grammatical differences are involved.

(iv) **Semantic/lexical :** The English pronouns *yous* 2nd person plural and *you* 2nd person singular or plural are linguistic items, and they have different social distributions; the former is found in certain non-standard varieties of English dialects, while the latter occurs inter alia in all standard varieties and some other non-standard varieties. While the former is related to the specific language (English) or the latter is one dialectical variation.

If one takes a look at a dialect atlas of England, you will find that roughly, the word *child* is used in southern England and in Midland, while bairn is used in northern England. *Child* and *bairn* are different linguistic items.

In the English dialects of England, the most widespread past tense of *catch* /kætʃ/ is *catched* /kætʃ t/, while the standard dialect and some other dialects have caught /kɔ : t/. The English past tense forms *catched* /kætʃ t/ and *caught* /kɔ : t/ are different linguistic items.

The relation between a language and a dialect may also be summed up through the definitions of the langue in the following ways:

1. A language is bigger than a dialect.
2. Language is more prestigious than a dialect.
3. Language is politically and historically determined.
4. Language is the so-called standard while a dialect is more of the "homely" or local version.

Finally, based on our previous discussion the relationship between dialect and language can be summed up as per the suggestion of linguist David Crystal :

Follow Our B.Ed Related WEbsite>>

www.dascoaching.in

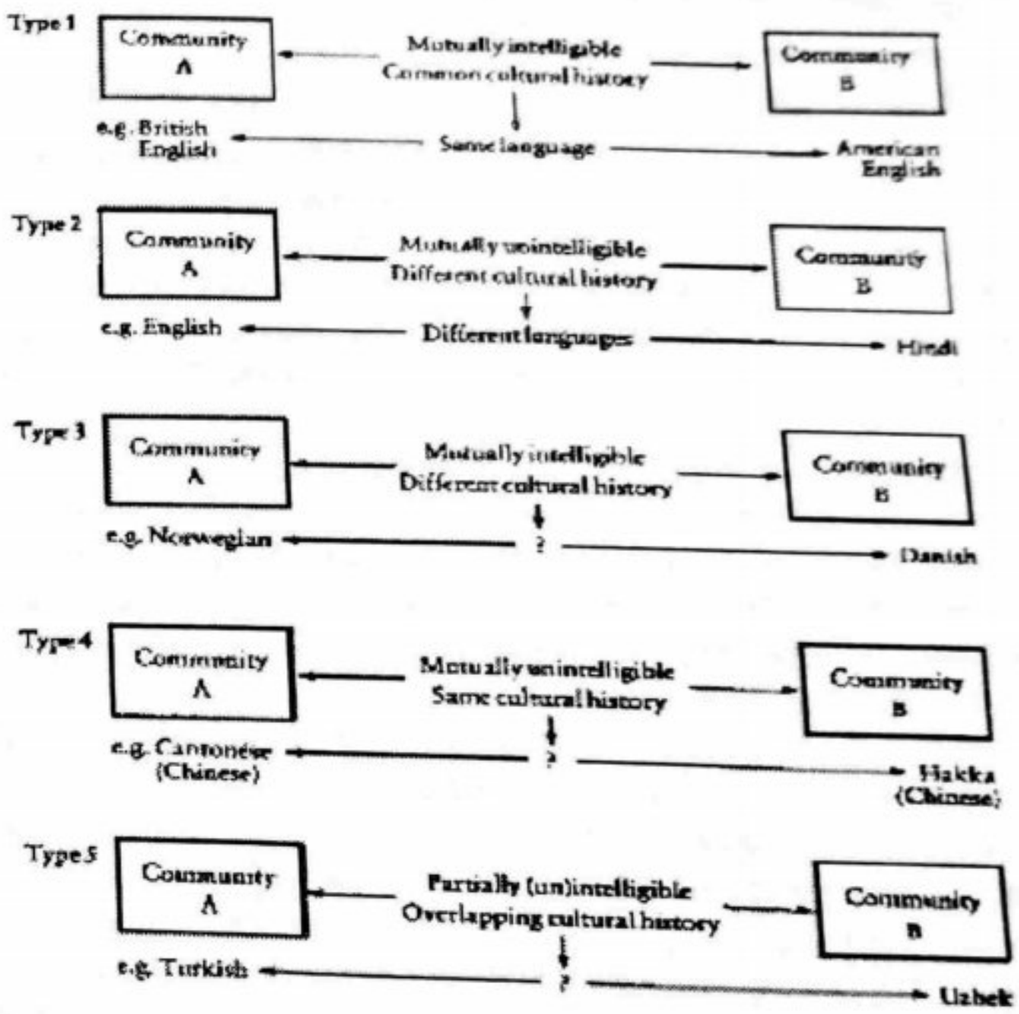


Figure 1: Relationship between dialect and language.2

But, we can conclude the issue with the fact that according to Einar Haugen (1966), quoted in Hudson (1996) English made no distinction between language and dialect until the Renaissance period when the term 'dialect' was borrowed from Greek. Haugen suggests that the distinction was made in Greek as a result of a 'number of clearly distinct written varieties in use in Classical Greek, each associated with a different area and kind of literature'. It would appear that the original Greek meaning of the term is quite different to what it means in English today.

Scanned with CamScanner

1.6 Language position and importance in Secondary School Curriculum in West Bengal :

❑ 1.6.1 Position of First Language (L1) :

After the independence of India much emphasis has been put on the teaching of mother tongue as well as developing mother tongue or first language of the learners to such an extent as to make it a medium of instruction. Learning a language, as well as other discipline, is tried to be made a joyful experience on the part of the learners. The learners are expected to acquire L1 with a view to expression and development of the self.

Along with the change in L1 curriculum of Classes VI to VIII, there has occurred a change in L1 curriculum of Classes IX & X. As per the suggestions of the Expert Committee, as set up by the West Bengal Government in 2011, the textbooks of L1, for Classes IX & X, were published. A peep into these textbooks tells us about the following significance imparted to the teaching of L1 :

(i) The real significance of the language curriculum lies in making the curriculum attractive and easy to the learners.

(ii) For the greater motivation of the learners to pursue L1, much attention should be paid to turning the language to an attractive one and that too through the publication of quality textbooks.

(iii) The load of information in the textbooks must in no case impede the development of the skill of appreciating the literature in the curriculum.

(iv) Comprehension of the primary subject-matters in a certain textbook. For example, the primary subject matter in the textbook of Class VI relates to experience and diversity and that of Class VII relates to science, technology and humanity. For the proper comprehension of these subject matters the lessons in the textbooks should be easy and attractive and should also be written in easy and attractive language. That is why, some texts are rewritten there, to suit the age-level of the learners.

(v) Development of the imaginative faculty of the learners has to be ensured through the transaction of the L1 curriculum.

(vi) Development of the skill of creative writing has to be done on the basis of the learners' dealing with L1.

If we go through the textbooks of Class IX & X, concerning L1, our attention may be drawn towards the following points :

(i) The L1 curriculum is expected to cover all the relevant periods. Along with the conventional eminent litterateurs, the writers who have just passed away or who are still carrying on their writing-career have found places in the curriculum. This is to give equal importance to Sadhubhasa (elegant or genteel speech) and the Chaltibhasa (current or colloquial speech).

(ii) Along with the fundamental literature translation literature has found prominent place in this curriculum. In the Bengali language curriculum "Illias (ইলিয়াস)" by Leo Tolstoy in Class IX is one such text. Importance of translation, in the development of linguistic skills, has been tried to be realised through these texts.

(iii) Modern writers of different trends have also found place in the curriculum. "Hariye Jaoa Kali Kalam (The Lost Ink and Pen)" by Sreepantha (Ed.), included in the Bengali Syllabus of Class X, is one such text.

(iv) Responding to the age-specific psychology of the learners, there is sufficient provision of pictures in the textbooks. The ultimate objective of such provision is to raise the motivation of the learners towards the learning of the language itself.

(v) The curriculum has been framed in such a way as to generate interest in other languages too. The texts have been included in such a way as to give the learners opportunities for interlingual transaction with their peers or the teacher.

Thus, in the secondary school curriculum of West Bengal, the objective of teaching L1 is not only to generate love among the learners towards the language and associated literature, but also make L1 play the role of a catalyst for growing interest among the learners towards other languages- L2 or L3.

❑ 1.6.2 Position of English (originally a Foreign Language) in the School Curriculum with reference to the Three Language Formula :

With the implementation of Macaulay's Minute and active assistance from the Anglicists the attitude of the Indians to the English language appeared to be favourable and English, though a foreign language, began to be

Scanned with CamScanner

treated one of the most essential educational aspects and gradually the teaching or learning of English became too natural to be left out of the school curricula. English gradually became the language of administration, education, advancement, 'a symbol of imperial rule and of self-improvement' (McCrum, et. al.). So, naturally, in the post-independence era controversy regarding the teaching of Indian languages seemed more raging than in relation to the teaching of English, except in relation to the stage at which to be introduced.

The Three-language formula, as enunciated in the 1968 National Policy Resolution is a natural corollary to the background, as discussed earlier. It is a formula of language learning formulated by the Union Education Ministry of the Government of India in consultation with the states. According to the formula, at the secondary stage a student's curriculum should include the study of a modern Indian language, preferably one of the southern languages, apart from Hindi and English in the Hindi-speaking States, and of Hindi along with the regional language and English in the non-Hindi-speaking States. The formula evolved out of the demands from non-Hindi speaking states, such as Karnataka, Andhrapradesh and mainly Tamil Nadu. The intention behind the Formula was that the provision for teaching should ensure that a student, passing out of the secondary school, has an adequate knowledge of these languages. The teaching of a language should be provided for not less than three years in a continuous course to foster bilingualism and multilingualism, traits that improve "cognitive growth, social tolerance, divergent thinking and scholastic achievement" (the National Curriculum Framework). The multilingual, multiethnic and multi-cultural character of India necessitates the inclusion of several languages in the curriculum for school education. The three language formula has, therefore, been evolved as a strategy to deal with the situation.

In practice, of course, this proposal has been honored more in the breach than in reality-at least in relation to the teaching of Indian languages. The three-language formula is restricted only to the secondary stage. Consequently each State decides how many languages and to what degree, fewer or more languages should be taught at other stages of education. Moreover, it does not speak of the mother tongue but only of the use of regional language along with Hindi/Modern Indian Languages and English. So, the formula leaves itself open for varied interpretation giving rise to controversy from time to time. In some states like West Bengal the formula is maintained at the upper primary stage (VII-VIII) where along with

English and the regional language Sanskrit or Arabic or Hindi is taught.

Ultimately the formula resulted in the acceptance of English as the common medium of communication among the non-Hindi speaking people or between the Hindi-speaking and non-Hindi-speaking people with the added emphasis on the teaching of English as the second language. And now experience shows how knowledge in the linguistic skills of reading, writing, speaking and listening ensure wider comprehensibility and consequent acceptability of an Indian inside the country.

✪ 1.7 Analysis of the objectives of teaching language at secondary level in West Bengal :

❑ 1.7.1 Objectives of Teaching 1st language and the analysis of the objectives :

If we go through the L1 Bengali textbooks, meant for the secondary level students of West Bengal, we can see the following objectives to be realised :

(i) **To have command of the language :**

A command of a language indicates one's proficiency in dealing with the language with equal ease in relation to four aspect of the language–

(1) to understand when spoken, that is, listening skill,
(2) to speak the language, that is, skill of speaking,
(3) to understand the language in its written form, that is, the skill of reading, and
(4) to write in the language, that is, the skill of writing.

Among the skills that remain associated with this linguistic skills mention may be made of the following:

Having gone through the L1 curriculum of the secondary level the learners will be able to—

(1) Read and understand the essence and meanings of books, articles, posters, notices, advertisements, leaflets etc. of equal standard as studied at the secondary level.
(2) Express himself/herself in proper language in written and spoken forms.
(3) Apply words in their right context and with proper meanings.
(4) Summarise the essence of any written text if it is under their expected level of understanding.

Scanned with CamScanner

(5) Develop any given outline into a detailed narrative, descriptive or reflective forms of literary pieces.

(6) Analyse the essence of any given text.

(ii) **To make the learners inculcate the habit of reading :**

According to Dr. Michael West, reading is the shortest way to learn to speak and write. This is applicable to acquisition of linguistic skills in relation to all the languages. To enable the learners inculcate the habit, the learning should be joyful. The learners must find the texts to be aesthetically satisfactory enough, because the learners of this specific age-group have a natural aversion towards direct preaching or didactic literature.

(iii) **Mental and Moral Development :**

It is one of the primary objectives of teaching L1. It is only through the familiarity of the first language that the learners can internalise the emotional, affective or the moral nuances of the concerned texts and experiences emotional, affective or moral development to its maximum.

(iv) **Development of the Skill of Creative Writing :**

No doubt, with the globalisation of the English language so many Indian writers like M.R. Anand, R.K. Narayan, Kiran Desai, Amitabh Ghosh, Anand Neelakantan and many others have been popular worldwide through their writings in English. But, it is through one's first language, in most cases a learner's mother tongue, that the passion for writing something creative takes its roots in the learner's mind. So, there should be enough scope in L1 curriculum for a practice in creating writing and the consequent development of the concerned skill.

(v) **Development of Social Skills :**

Social skills are the skills we use to communicate and interact with each other, both verbally and non-verbally. It is only for these skills that the human beings are different from other animals. One's command of the language of communication gains him/her the necessary confidence for interaction with others-either one's peers or others inside or outside the school premises. Only such a person can overcome his/her introversion which is one of the primary objectives of modern psychology-based educational system.

❑ 1.7.2 Objectives of Teaching 2nd language and the analysis of the objectives :

Having gone through the English textbooks meant for the learners at the secondary level in West Bengal we can identify the following objectives of teaching English as a second language (L2) :

(1) **Develop Language Proficiency :** Development oflanguage proficiency in listening, reading, speaking, and writing about content material is the primary objective of teaching L2. This proficiency, in its turn, is expected to develop higher order thinking skills (HOTS) like analysis, evaluation, and creation (the 'top end' of revised Bloom's taxonomy).

(2) **Develop Basic Interpersonal Communicative Skills (BICS) :** Basic Interpersonal Communicative Skills (BICS) are language skills needed to interact in social situations, for example, when speaking to a friend on the telephone. These skills are essential for day to day social interactions.

(3) **Develop lexical knowledge :** Lexical acquisition is central to Second Language Acquisition (SLA) as vocabulary is basic to communication, and often regarded as the greatest source of problems by language learners. The importance of lexical knowledge is also stressed by the fact that grammatical errors still result in understandable structures, while vocabulary errors may disrupt communication.

(4) **Use English as a tool for expressing abstract thoughts and acquisition of academic knowledge :** Having transcended the secondary level it is expected that learners will be able to use English as a much needed tool for expressing abstract thoughts and acquisition of academic knowledge. Acquisition of academic knowledge is made possible due to the importance of English as a library language. English can be rightly regarded as the key to the store-house of knowledge. Books on all branches of knowledge are available in English.

(5) **Learn grammar in a constructive way :** Learning of grammar should not be rule-bound. It should be learned in its context and should be learned to apply where necessary. Only then the grammar can be internalised in its true spirit.

Scanned with CamScanner

(6) **Develop Writing Skill :** One's passage through L2 curriculum is expected develop ability in using English for the purposes of writing formal letters, newspaper report, process writing, story writing, and writing summary, biographies, paragraphs, etc.

(7) **Develop Imaginative, Aesthetic and Creative faculties** : One's acquaintance with the lessons in the textbooks, along with the tasks/activities show the importance given to developing the imaginative, aesthetic and the creative skills of the learners through the reading literature of diverse genre and subsequent exercises in writing story, poem, dialogue, or drawing pictures, etc.

A further analysis of the objectives of teaching English at the secondary level of West Bengal, reveal the facts that the objectives basically focuses on—

(i) The development of the basic language skills-listening, speaking, reading and writing.

(ii) Development of literary appreciation as well as production.

Among these two again, in order of importance, the former enjoys utmost precedence over the latter. The inclusion of the poems in the English syllabuses of Classes IX & X serve the purpose of making the learners sensitive towards literary aspects of the language and can inculcate the habit of appreciating or creating some literary pieces of basic level.

A study of the objectives of teaching L2, here, shows, in a broader perspective, the following goals of the West Bengal Board of Secondary Education (WBBSE) :

(i) **Develop an awareness of the world and our own culture :** This development will be possible through reading of indigenous and world literature from different genres. This development will ultimately lead the learners towards being cosmopolitans shedding whatever narrow parochialism or chauvinism lies in them. This ideology is time and again emphasised in the literature of Rabindranath Tagore.

(ii) **Appreciate literature :** Inculcation of the autonomy of the self is one of the higher order thinking processes especially in a democratic country like India. Manifestation of multiple interpretation of a certain literary piece ensures such a development.

(iii) **Develop ability to communicate with others in the Multilingual country :** India is a multilingual country and as many as 22 languages have been recognized by Indian constitution in its 8th Schedule. The Census of India 1961 identified 1652 'mother tongues', referring to the individuals' identification of their speech, when asked to give the name of the early childhood language used in their household. In such a country the importance of one impartial language like English, to be used as link language, can hardly be ignored.

However, the curriculum does not take care of —

(i) **Development of BICS :** Due to its too much emphasis on the inclusion of literary texts and negligible presence of texts relating to day to day situations in the textbooks, the development of BICS is not being realised up to the satisfactory level.

(ii) **Development of metacognitive awareness of the students :** In a classroom metacognitive awareness means being aware of how one learns. If learners are conscious of how they learn then they can identify the most effective ways of doing so. One of the most effective and easiest ways to develop such awareness is simply talking with learners about how they do things in the classroom, such as recording new words, reading a text, and laying out a new page in their notebooks. But, the tasks or activities set against each lesson give little importance to this aspect.

✪ 1.8 Aims and objectives of Language Teaching :

❑ 1.8.1 Aims and Objectives: Meaning, Differences and Interrelation :

For every program to move forward it is highly essential and a basic requirement to have clear aims and objectives. Before dealing with the aims and objectives of teaching English as a Second Language in India it is imperative to show the difference between the two terms-'aims' and 'objectives'. Aims are general statements that provide direction or intent to educational actions. Aims are usually amorphous terms using words like learn, know, understand, appreciate, and these are not directly measurable. Aims may serve as organizing principles encompassing the

Scanned with CamScanner

ontinuum of educational direction for entire programs, subject areas or ne district. Example: Students will understand and become proficient at dentifying the different types of spoken English.

Objectives are usually specific statements of educational intention which delineate whether general or specific outcomes. Objectives can be written in a number of ways. Currently, most objectives are written in behavioural terms. Behavioural objectives usually employ observable terms and can be divided into specific domains-cognitive, affective, and physical (or psychomotor).

A major difference between aims and objectives is in terms of specification. An objective is always as specific as it can be, whereas, an aim, as compared to objective, can be considered as slightly vague. Aims can be considered as a general statement.

Regarding teaching English as a second language the aim would be to make the learners attain working knowledge of English. The objectives would be specified in relation to different chapters presented in a graded manner helping the learners attain the working knowledge of English.

So far as the theoretical discussion of teaching-learning of English second language is concerned we may use both the terms interchangeably to indicate the result we want to get through teaching English as a second language.

The aims and objectives of teaching any subject is primarily determined by the social demands and they are formulated by the committee of experts in the concerned field working under the aegis of the Ministry of Education of a provincial government that in turn works under broader aims or objectives set by the Ministry of Human Resource Development, Government of India. There is a perceptible difference among the concerned aims of teaching English during the British period and those of Independent India. The British Government, on the recommendations of Lord Macaulay's 'Minutes of 1835' favoured the teaching of English for enabling the Indians appreciate the English literature and realize the significance of modern science as envisaged in the European educational field. But, in the post-independent era, the concern for making the administration intelligible to the people through an acceptable language, having no provincial bias, has been deciding the aims of teaching English, though concern for the spread of the knowledge of science and technology still enjoys the same urgency. English teaching is also emphasized for cementing the relation of India with other countries as well relation among

the centre, states and the union territories. The modern trend of teaching English lays emphasis on considering it as a skill-subject, denoting the utilitarian aspects of the subject. Let us study the aims of teaching English in India in relation to the following three angles :

❑ 1.8.2 Aims and objectives of Teaching 1st language (L1) :

According to NCF 2005, "This [proficiency in English] is possible only if learning builds on a sound language pedagogy in the mother tongue." So, considering one's L1 as the mother tongue of a student, that can generally be seen, we can not let L1 take its own course without setting certain objectives. It is true that through their innate language faculty and interaction with the family and other people around them, children come to school with full-blown communicative competence in their language. They enter the school not only with thousands of words but also with a full control of the rules that govern the complex and rich structure of language at the level of sounds, words, sentences and discourse. A child knows not only how to understand and speak correctly but also appropriately in his language. He obviously has the cognitive abilities to abstract extremely complex systems of language-from the flux of sounds. Honing these skills by progressively fostering advanced-level communicative and cognitive abilities in the classroom is the goal of first-language(s) education. So, the objectives of teaching L1 should be set quite judiciously.

Importance of teaching of L1 can be gauged from the fact that Kothari Commission went so much as to suggest that "If a school does not have provisions for teaching in the child's home language(s) at the higher levels, primary school education must still be covered through the home language(s)." Based on these perceptions regarding the importance of teaching L1 the objectives of teaching the same can set as follows :

❖ 1.8.2.1 Linguistic Aim :

Linguistic aim refers to the attainment of proficiency in expressing ourselves in relation to certain linguistic skills like reading, writing, listening and speaking. So far as the teaching of L1 is concerned, the aims would be to help the students attain linguistic skills with proper grammatical nuances. At the lower stages of the school education the learners are expected to have already acquired the skills of listening and speaking, reading and writing. Here, the main objectives will be to make

Scanned with CamScanner

the learners love the language, inculcate the habit of reading something beyond-the-text contents, motivated to express higher or abstract ideas through speaking and written media.

Now, the following linguistic aims of teaching L1 should be taken care of :

(i) **Students should understand L1 when spoken-Listening :**

- Though students are already acquainted with the most of the words that are essential to deal with the day-to-day activities it will be imperative for the teacher to enable to the learners listen carefully and recognize sounds and combinations of sounds which are similar to, ordifferent from other languages-L2 or L3.
- When listened to, the learners will be able to get at the meanings of the words of higher order.

(ii) **Students should be able to speak L1-Speaking :**

After the completion of the school curriculum the learners will be able

- understand and respond with increasing competence, accuracy and confidence in a range of Situations;
- join in songs and stories which enable them to practise the sounds of the language; in an enjoyable and non-threatening way;
- take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings;
- memorise and recite texts of considerable length, and prepare and give a talk on a familiar subject confidentlyand with regard for the audience.
- take part in debate and discussion concerning issues of social, moral, ethical, religious or national and international importance.

(iii) **Students should understand L1 when written :**

- remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- read ad comprehend stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- read, comprehend, copy and write independently on different subjects, related to different streams of knowledge;

- read and comprehend subjects of higher order, say, literature, politics, sociology, ethics, etc.

(iv) **Students should be able to write L1 :**

When the learners reach Class VI he has already with him the skill of communicating with others through the medium of writing in L1. But, after the completion of the school education it is expected that he will be able to :

- write sentences and long texts independently and from memory;
- write something creative of considerable importance, say, stories, poems, essays, etc.
- write letters and diaries concerning personal or abstract issues like expressing one's views regarding certain issues one's ambition in life, attitude to certain socio-political issues like significance of freedom of expression, reservation, secularism, democracy, etc.

❖ 1.8.2.2 Literary Aim :

In relation to teaching L1 this aim enjoys a great emphasis because a child's love towards literature usually grows in relation to his mother tongue which is usually the L1 taught in one's school. After the completion of the school education it is desirable that learners will inculcate the healthy habit of spending their pastimes in pursuing literature of both simple and abstract nature. This avocational guidance intended to equip the learners with the right skill of using leisure is to be one hidden objective of teaching L1.

Learners will be able to appreciate critically any piece of literature of considerable significance.

❖ 1.8.2.3 Cultural Aim :

While leaving the school curriculum the learners will be able to :

- describe the life of people in the places/states/countries where the language is spoken;
- identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- recognize how symbols, products and objects can represent the culture of a country, and howaspects of the culture of different countries become incorporated in the daily life of others;
- recognize and mistrust stereotypes, and understand and respect cultural diversity.

Scanned with CamScanner

❑ 1.8.3 Aims and objectives of Teaching 2nd language :

❖ 1.8.3.1 Linguistic Aim :

So far as the teaching of the second language (L1), in Indian context usually English,in relation to school education is concerned, the aims would be primarily to help the students attain linguistic skills though based on texts having literary bias. At the lower stages of the school education specific focus would be paid on attaining linguistic skills. Gradual increase in the appreciation of the literary side of English would be ensured ultimately making a balance between linguistic and literary leanings. Between the two questions-whether the Indian school children should study English as a language, basically for its utilitarian aspects or as a medium of obtaining necessary abilities and proficiency to enter into and enjoy the treasure of English literature-the study of English as a language is what the present Indian educational condition demands particularly at the school stage. But "the approach to literature should be through the mastery of ordinary common place English, because unless the pupil appreciates commonplace English first, he is not likely to appreciate literary English afterwards. To aim at literature is to miss the way to language. To aim at language is to pave the way to literature" (Harold E. Palmer).To support further, E. A. Macnee is of opinion, "Though the literary and cultural aims should not be lost sight of the chief aim throughout the school must undoubtedly be linguistic."

This practical and utilitarian attitude should help in the formulation of aims and objectives of teaching English in Indian schools.

The aims of teaching English at the school stage are primarily four. Arranged in order of difficulty, they will be-

(i) Students should understand English when written-reading skill;
(ii) Students should understand English when spoken—listening skill;
(iii) Students should be able to speak English—speaking skill;
(iv) Students should be able to write English—writing skill.

(i) **Students should understand English when written :**

With a view to teaching English as a second language, the students are not expected to understand literary English, on the other hand should achieve the ability to understand simple and nontechnical English of such things as are associated with his daily life or day-to-day activities like reading letters, newspapers, popular literature like folktales and fables or

abridged version of literary classics, books of comics, magazines demanding lower level of intellectual exercise, etc. According to Dr. Michael West "Learning to read a language is by far the shortest road to learning to speak and write it". Though reading is considered to be a passive activity the Indian students, learning English as the second language, are hard-pressed to make out the meaning of the written materials. The students with the first-generation learning background are the worst sufferers. Dictionary is the only help for them in this regard. But, the students are not expected to learn the word meaning. They are to understand the contextual meaning or the substance of the printed material. Consistent exercise in this regard will later on make them fit enough to try their hands in putting down their thoughts in black and white.

(ii) **Students should understand English when spoken :**

This is the skill which is the most neglected one in the Indian classrooms though it is an admitted fact that to understand a foreign language when spoken appears to be a bit difficult. English as a language has its peculiar pronunciation, intonation, elliptical uses which learners find very hard to follow at the initial stages. The thing that is needed of language learners is practice in listening to spoken English as much as possible through attending to the teacher's intra-lingual teaching, group-discussion, attractive audio-visual aids. Training in grasping what and how is being said is a necessary preliminary for learning how to speak. "The standard to aim at is the power to understand ordinary daily English speech spoken at a normal speed, i.e. five syllables a second." This will enable the students to recognize and understand English sounds both in isolation and combination.

(iii) **Students should be able to speak English :**

Students are expected to speak English correctly and easily. This skill requires the ability to speak with the production of correct sounds and with ease and accuracy the language of ordinary conversation. The pupil should be able to speak in correct sentences with the correct use of phrases and idioms. So far as the utilitarian value of English is concerned, in this age of globalized economy this skill appears to be of paramount importance. Added to the skill of reading, this skill enables one to enjoy a national or global exposure of his talent and thus can increase the marketability of his talent too. The Functional Communicate Approach of

ebook.dascoaching.in

Scanned with CamScanner

teaching English in West Bengal has laid special emphasis on this skill. This can be achieved gradually through regular practice basically consisting of group discussion. Teacher's intra-lingual method of teaching can help to a great extent in this regard.

(iv) **Students should be able to write English :**

It is expected of the students leaving high school that they should be able to write without gross errors on a familiar topic which leads itself to expression within the range of vocabulary and sentence structure to be found in the syllabus. Here 'the pupil should be able on leaving school to write a letter on matters of ordinary interest to him, he must be familiar with the commonest forms of correspondence to friends, relatives, tradesmen and the few types of officials to whom he may have occasion to address letters' (Thompson & Wyatt). This linguistic skill is undoubtedly the hardest task entailing constant practice, basic sense of English grammar, control over syntax and command of English vocabulary consisting of both denotative and connotative meanings. The syllabus framers as well as the teachers should take into consideration the interests and aptitudes of the learners while choosing items for the text-books or teaching the class. The students should inculcate the skill to express themselves in their hours of necessity of most intimate and personal nature.

But, though the skills are discussed in isolation the objectives of teaching English are to develop in students both the receptive or passive skills-reading and listening-and the productive skills-speaking and writing-in relation to each other where one skill assists work towards another.

❖ 1.8.3.2 Literary Aim :

Though English now is principally taught as a language of comprehension rather than as a literary language intending the students acquire only a functional or working knowledge of English it is expected that after leaving the level of school education the students will be able to develop a taste for the rich English literature in its simple version of poem, short story, folktales and fables, science-fiction, abridged version of novels, drama, etc. This cultivation of the taste will motivate them to aspire for going through the enriched and original version of the literary pieces, may be both as a student and readers. But the syllabus-framers or the teachers are to ensure that at the initial stage emphasis should primarily be laid on the development of linguistic skills and later on conscious efforts will be put to let them inculcate a taste for literary aspects of the

contents of the syllabus because the linguistic competency earned at the initial stage will help to appreciate the literature of the syllabus in its true perspective.

❖ 1.8.3.3 Cultural Aim :

the words of R.A. Close (1962), "A language cannot help reflecting the ways of behaviour and thought of the people who speak it as their mother tongue. For proper appreciation of any literature it is necessary to know the culture in which it finds its origin. English not only introduces us to the rich Western culture, Indian culture has also enriched itself with writings of John Stuart-Mill, Burke, Rousseau, Lincoln, Carlyle, Ruskin, etc. The Western countries have also shared the teachings of Indian philosophy and writings of Tagore, Gandhi, Nehru, Ambedkar, etc. with the help of the English language. So, a culture and the language used by it are inseparable. But, as English is now taught as a language of utility and not for literary purposes the cultural aim of teaching English does not enjoy conscious favourable treatment as it enjoyed during the pre-independent India. But, English should now be taught at least as the basis for the preparation of knowing the culture of not only other nations but also other Indian states or Union Territories too that in turn will help in fostering national integration and cosmopolitanism or international brotherhood.

❖ 1.8.3.4 Objectives of teaching English as set forth in the Kothari Commission :

The objectives of teaching English, as set forth in the Kothari Commission (1964-66) should be judged in relation to the broad national and educational goals as well as the specific objectives of school education because, according to the Commission the development of a proper language policy can greatly assist in strengthening national unity. One of the most considerable contributions of the Commission was the recommendation of the three-language formula at the lower secondary stage (classes VIII-X), though actually devised under the Central Advisory Board of Education (1956), a daunting attempt to introduce the teaching of English as a second language in a linguistic environment, mostly dominated by the regional or mother tongue of the students. The impelling considerations were more political and social than educational.

Scanned with CamScanner

According to the said formula at the lower secondary stage (classes VIII-X), a study of three languages should be obligatory; and a student should study either the official language of the Union or the associate official language which he had not elected at the higher primary stage. By and large, the pupils in the Hindi areas will study Hindi, English and a modern Indian language, while the vast majority of pupils in non-Hindi areas will learn the regional language, Hindi and English. In the selection of the modern Indian language in Hindi speaking areas, the criterion should be the motivation of the pupils for studying that language. For instance, in the border areas of a State, people are generally interested in studying the regional language across the border and this could well be the third language to be studied. For its cultural value the study of Sanskrit should be especially encouraged. Special emphasis needs to be laid on the study of English and other international languages. Study of English was supposed to help one keep pace with the growing world knowledge especially in science and technology. India must not only keep up this growth but should also make her own significant contributions to it. And this may only be possible through one's command of English, a global lingua franca especially in the field of science and technology.

▲ Education and National Objectives :

- The teaching of English at school would help the students attain a working knowledge of English and in no cases it should come into conflict with the interest of the regional language/s.
- At the lower secondary stage English would serve the purpose of library language. Certain other foreign languages like Russian, German, French, Spanish, Chinese or Japanese were also intended to even supplant English.
- Even after the regional languages become media in higher education in the universities, a working knowledge of English will be a valuable asset for all students and a reasonable proficiency in the language will be necessary for those who proceed to the university.
- The ultimate objective of teaching English as a second language will cater to the local motivation and need and would be decided according to the discretion of the concerned state.
- English as the medium of instructions would help avoid any cultural conflict in the All-India institutions.

- English as a link-language in intellectual inter-communication would serve the purpose of maintaining a minimum level of universality among the curricula pursued by different higher educational institutes.

That the Commission did not pose too over-ambitious regarding the aims or objectives of teaching English in India emerges out of the following quotation :

We have recommended that its teaching may begin in class V, but we realize that for many pupils, particularly in the rural areas, the study will not commence before class VIII.

In fact, the Commission never intended to sacrifice the interest of the regional languages for the spread of English and that too in the interest of maintaining national integration and harmony with the development of an unprejudiced lingua franca, namely English.

❖ 1.8.3.5 Objectives of teaching English as set forth in National Curriculum Framework (NCF) 2005 :

The National Curriculum Framework (NCF) 2005 has, at the outset, two-fold goals for a second-language curriculum :

(i) Attainment of a basic proficiency, such as is acquired in natural language learning, and,

(ii) The development of language into an instrument for abstract thought and knowledge acquisition through (for example) literacy.

Besides these declared goals, NCF 2005 also, like the Kothari Commission (1964-66), shows its anxiety about correlating the teaching of English to the national objectives in general that finds expression in the statement that "National benchmarks for language proficiency need to be evolved". The teaching of English was supposed to be based on the solid basis of the mother tongues of the students and not at the cost of the mother tongue of a student. While English may be taught during this period [Elementary School], it must not be at the expense of learning Indian languages. "This [promotion of multilingual proficiency in every child] is possible only if learning builds on a sound language pedagogy in the mother tongue." Though the commission expressed anxiety about the fact that "that much of the higher failure and dropout rates in rural schools can be attributed to poor performance in two subjects - Mathematics and English', it tried to effect a balance between the fundamental and higher-level objectives in relation to teaching English in

Scanned with CamScanner

India. It has also elaborated upon different techniques of teaching English through which the following objectives can be realized in relation to teaching English in India:

▲ Objectives of teaching English as per NCF 2005 :

- In the case of second and third, or classical or foreign languages, all the skills-reading, writing, listening, speaking, especially in relation to communicative competence, should be equally emphasized.
- Promoting multilingual proficiency in every child because "Several studies have shown that bilingual proficiency raises the levels of cognitive growth, social tolerance, divergent thinking and scholastic achievement."
- The acquired "linguistic abilities of learners would encourage them to believe in themselves and their cultural moorings."
- Proper selection of textual materials will give the students a unique opportunity of getting linked to "their cultural heritage, and also give them an opportunity to understand their own experiences and to develop sensitivity to others".
- In a multilingual country like India proficiency in English language will help in promoting national harmony.
- Students' proficiency in English will help them enrich "all our languages; this has been an abiding national vision".
- Their acquaintance with English as a library language will enable them to gather experience from the printed version of writings and also from Internet at ease.
- At the initial stages, English may be one of the languages for learning activities that create the child's awareness of the world.
- At later stages, all learning happens through language where proficiency in English will help to a great extent.
- Once the attainment of the fundamental linguistic competencies ensured, the students will be able to gain higher-order skills, including literary appreciation. Development of life skills such as critical thinking skills, interpersonal communication skills, negotiation/refusal skills, decision making/problem-solving skills, and coping and self-management skills is also expected to be nourished by the English curriculum for dealing with the demands and challenges of everyday life.

- The students will attain proficiency in the 'expressive and participatory functions of language' and they will be less concerned about the 'correctness' of communicative aspects.
- The listening activities will enable the children "to pay attention, to value the other person's point of view...".
- Their [learners] writing skill will enable them to reach a position where "imagination and originality are allowed to play a more prominent role in education".
- With the students' progression from one class to another they should be able to meet the challenges posed by new needs with newer versions of proficiency in linguistic skills.

Thus, regarding the setting of objectives we see the similar type of dithering as was observed in those of the Kothari Commission. NCF 2005 shows its great concern regarding how to overcome the Indian socio-economic situation to realize the higher objectives of teaching English in India to keep pace with the demand of the international socio-economic arena though keeping its moorings in the national objectives of enriching the Indian languages, culture and heritage.

In this regard we may mention the following few suggestions of the NCF 2005 regarding ways of realizing the objectives :

- An experience with integrated method of teaching the subjects, including English will enable students to shed the common form of fear-psychosis attached with English [and Mathematics].
- Children will be able to abstract effortlessly more grammar from different types of activities than through explicit and often boring grammar lessons.
- Internalization of meaning, rather than rote learning, will be one of the primary concerns of 'an input-rich curriculum'.
- They will inculcate the habit of talking freely that they will develop in the school where child's talk will be considered 'as a resource rather than as a nuisance'.
- Repeated exposure to English through English as well as other subjects will make the students acquire rather than learn English. This argues for an across-the-curriculum approach that breaks down the barriers between English and other subjects.

Scanned with CamScanner

❑ 1.8.4 Aims and Objectives of Teaching Third Language (L3) :

The term L3 is used to refer to a Third Language in the sense of the language that the speaker has contact with during her/his lifetime-may be socially (example, Hindi or other Indian language in India) or culturally (example, Sanskrit, Arabia or Persian). The last decade has witnessed a rapid increase in interest in multilingualism. In fact, from a global perspective, multilingualism presents the rule and not the exception. In Europe, this development is certainly linked to the commitment of the European Union to a multilingual Europe. In 1995 it was proposed that EU citizens should be proficient in three European languages, their L1 and two other community languages, to ensure multilingualism as an essential characteristic feature of European identity. The same concern for the development of multilingualism among the Indian citizens led to the suggestion of the introduction of third language in the curriculum of the school education. The teaching of third langue is especially significant against the multilingual background of India whose integration and development depends a lot on the comprehensibility of the people of one state to another. Responding to this concern, the Kothari Commission suggested that "In the non-Hindi-speaking states, children learn Hindi. In the case of Hindi speaking states, children learn a language not spoken in their area. Sanskrit may also be studied as a Modern Indian Language (MIL) in addition to these languages." And the Kothari Commission's concern here was to introduce a third language in the school curriculum. Keeping all these facts in mind a teacher should try to realise the following aims and objectives in relation to teaching a third language:

(i) **Linguistic :**

Under the heading of the linguistic objectives the following skills may be stated in order of importance :

(a) **Listening :** To enable the learners listen to the language and understand is the main objective here.

(b) **Reading :** To make the learners understand the language in its written form is also one of the primary objectives of teaching a third language.

(c) **Speaking :** Though not setting the objective of having the students speak fluently in the language, one of the objectives of teaching L3 is to enable the students speak in the language in its broken form, if not grammatically perfect sentences.

(d) **Writing :** Writing short sentences or letters of minor significance is another objective of teaching the language.

To add to the stated objectives, another linguistic objective of higher order is to generate a motivation among the learners so that they may take up the language as an optional one at+2 level and to pursue it at undergraduate or postgraduate level, that is, to lay the foundations for future language study by pupils.

(ii) **Social/National Objectives :**

(a) **Lingua franca :** In a multilingual country like India, the primary objective is to make learners inculcate a passion for multilingualism so that they can be comprehensible to as many parts or states of the nation as possible. It is to enable the learners to utilize the language as one lingua franca, a means of communication with people of other parts of the nation. This objective is correlated with Kothari Commission's (1964-1966), suggestion to consider Hindi serving as the link language of the majority of our people and also adoption of all measures for the spread of Hindi in non-Hindi areas.

(b) **Social Integrity :** In a multilingual country like India multilingualism helps one gain increased access to social network among different linguistic communities by abolishing linguistic boundaries and developing a better understanding of the customs of different communities-a precondition for inculcating nationalism among the people. To realise national integration it is imperative to make the citizens communicable to each other. Here, the teaching of L3 is really of great importance.

(c) **Cultural Integrity :** One of the conditions of national integrity is to effect cultural integrity. The diversity of Indian culture is due linguistic diversity. One objective of teaching L3 is make the learners embrace the ethos of the culture of other states through the medium of the third language, if possible. Teaching of Sanskrit and Arabic is significant in this respect because a literacy in these languages will enable one to get at the essence of two major religions of India-Hinduism and Islam and in the process can avert so many cultural conflicts between these religions.

Scanned with CamScanner

(iii) **Pedagogic :**

(a) **Acquisition or Learning :** It may not be possible for making the learners acquire L2 and L3 simultaneously. Limited exposure to L3 can only make pupils learn the language. However, if the objective is to make them acquire it then the sequence would be as follows :
Simultaneous acquisition of L1/L2/L3 or, simultaneous acquisition of L2/L3 after learning the L1 so that transference of linguistic skills in L1 may be possible into the field of L2/L3.

(b) **Etymological Relationship :** In order to build a spontaneous grammar objective should be set making the pupils aware of an etymological relationship, if any, among the languages-L1, L2, L3. The learners are also intended to be able to use the knowledge of a previously learned language as a bridge language between the L1 and L3. In her reading of the study of multilingual learners of French at Innsbruck University in Austria, Ender (2007) found that expert learners outperformed other learners who did not exploit their prior language knowledge.

Our Online Class >>

www.online.dascoaching.in

1. **Source :** https://www.google.co.in/webhp?sourceid=chrome-instant&ion=1&espv
=2&ie=UTF-8#q=Crystal%2C+D.+The+Cambridge+Encyclopedia+of+Language.Cambridge%3A+Cambridge+University+Press%2C+1987%2C+p.287
2. http://jan.ucc.nau.edu/~carrasco/bme637/class/languages/dialects/lesson3-2.html

Probable Questions

☛ Very short answer type questions : Marks : 2

1. Give a very brief overview of the condition of language teaching during the pre-British period.
2. What is the language policy as enunciated in NPE, 1986?
3. State the language policy as stated by NCF 2005.
4. Define Target Language.
5. What do you mean by 'language' and 'dialect'?
6. What are the necessities of mother tongue?
7. State two objectives of teaching First Language.
8. State two objectives of teaching Second Language.
9. State two objectives of teaching First Language.

☛ Short answer type questions : Marks : 5

1. State the objectives of the language policy as taken up by the British rulers.
2. State in brief the three language formula as propounded by the Kothari Commission.
3. Write a very brief note on the significance of mother tongue in a child education.
4. How does a child acquire his/her mother tongue?
5. State the concept of First Language with reference to its position in West Bengal School Education Curriculum.
6. State the concept of Second Language with reference to its position in West Bengal School Education Curriculum.

☛ Essay answer type questions : Marks : 10

1. Givea brief description of the condition of language teaching during the colonial India.
2. Give an outline of the origin of language.

Scanned with CamScanner

3. Write an essay on the origin of English language.
4. Write an essay on the significance of mother tongue in a child education.
5. Write a brief essay on the concept of 1stLanguage, 2ndLanguage and 3rdLanguage.
6. What is the position of 1stLanguage, 2ndLanguage and 3rdLanguage in West Bengal?
7. Write a brief essay on the language position and its importance in Secondary School Curriculum in West Bengal.
8. What is the relation between language and dialects?
9. Write down the objectives teaching/learning mother tongue.
10. What are the objectives of teaching second language in India?
11. What may be the aims and objectives of teaching Third Language in West Bengal?

This E-Book Download From>>

www.ebook.dascoaching.in

Follow Our B.Ed Related WEbsite>>

www.dascoaching.in

Our Online Class >>

www.online.dascoaching.in

Unit 2

Strategies of Language Teaching : (As per language concerned)

❑ **Structure / Content Outline :**

2.1 Theories of Language Teaching

2.2 Concept and importance of pedagogical analysis of language
- 2.2.1 What pedagogy is
- 2.2.2 The roles and relationships of pedagogues
- 2.2.3 Modern Pedagogy
- 2.2.4 Role of Pedagogy in Teaching Effectively
- 2.2.5 Components of Pedagogical Analysis
- 2.2.6 Need of Pedagogical Analysis of language

2.3 Language Teaching Skills.

2.4 Learning Design: definition, characteristics, importance
- 2.4.1 Definition
- 2.4.2 Characteristics
- 2.4.3 Importance of Learning Design

2.5 Behavioural/Instructional objectives of Language Teaching

2.6 Teaching strategies for Language
- 2.6.1 Teaching Strategies
- 2.6.2 Characteristics of Teaching Strategies
- 2.6.2 Devising Teaching Strategies

2.7 Relevance of Teaching Model for Language Teaching
- 2.7.1 What is meant by Model of Teaching?
- 2.7.2 Functions of Teaching Models
- 2.7.3 Importance of Teaching Models
- 2.7.4 Fundamental Elements of a Teaching Model
- 2.7.5 Some Models of Teaching and their application in a language classroom

Scanned with CamScanner

2.7.5.1 Concept Attainment Model (CAM)
2.7.5.2 Advance Organizer Model (AOM)
2.7.5.3 Inquiry Training Model (ITM)
2.7.5.4 For ICON model

2.8 Theories of Language Teaching :

At any time in the history of language teaching, teachers have never been on their own. The teacher whether in informal or formal teaching situations took directions from those who spoke authoritatively on language. Inquiry into the nature of teaching language and a peep into the kind of skills required in teaching a language gave birth to the theorisation of the conceptual understanding of teaching language. In a paper on the relationship between theories of teaching and teaching skills, John A. Zahorik classifies such conceptions of teaching into three main categories, viewed as the theories of teaching in language teaching-Science-Research conceptions, Theory-Philosophy conceptions, and Art-Craft conceptions. Jack Richards took this classification as his starting point, illustrating it with examples from the field of language teaching.

1. Science-Research Conceptions :

Science-Research conceptions of language teaching are derived from research and are supported by experimentation and empirical investigation. Zahorik includes operationalizing learning principles, following a tested model, and doing what effective teachers do, as examples of Science-Research conceptions.

Operationalizing learning principles : This approach involves developing teaching principles from research on memory, transfer, motivation, and other factors believed to be important in learning. In TESOL (Teaching English to Speakers of Other Languages), Audiolingualism, Task-Based Language Teaching, and Learner Training represent applications of learning research to language teaching.

Learner Training is an approach that may involve observing learners, asking them to introspect about their learning strategies, or probing learners in other ways. Once successful learning strategies are identified, these can be taught to other learners. This is referred to as Learner Training.

Following a tested model of teaching : This approach involves applying the results of empirical or experimental research to teaching. In this approach, "a view of good teaching is developed through logical reasoning and previous research; good teaching is defined in terms of specific acts" (Zahorik, quoted in Richards). An example of research of this kind which has been used to develop theories of good teaching across both regular and ESL classrooms is research on teachers' question patterns and wait time.

Doing what effective teachers do : Another approach to developing a theory of teaching is to derive teaching principles from studies of the practices of effective teachers. This involves identifying effective teachers and then studying their teaching practices.

In a study of effective teachers in bilingual education programmes in California and Hawaii for example, W. S. Tikunoff observed teachers to find out how they organize instruction, structure teaching activities, and enhance student performance on tasks.

In a summary of research of this kind 12 characteristics of effective teaching were identified by R.E. Blum :

(i) Instruction is guided by a pre-planned curriculum.
(ii) There are high expectations for student learning.
(iii) Students are carefully oriented to lessons.
(iv) Instruction is clear and focused.
(v) Learning progress is monitored closely.
(vi) When students don't understand, they are retaught.
(vii) Class time is used for learning.
(viii) There are smooth and efficient classroom routines.
(ix) Instructional groups formed in the classroom fit instructional needs.
(x) Standards for classroom behaviour are high.
(xi) Personal interactions between teachers and students are positive.
(xii) Incentives and rewards for students are used to promote excellence. (quoted in Richards)

Advocates of effective teaching use findings of this kind as guidelines to train teachers. An approach to teaching which reflects these principles has been labelled Direct Instruction or Active Teaching.

2. Theory-Philosophy Conceptions :

The next approach to theories of teaching Zahorik terms 'theory-philosophy conceptions'. "Their truth is not based on a posteriori conditions

Scanned with CamScanner

or on what works. Rather, their truth is based on what ought to work or what is morally right" (quoted in Richards). Teaching conceptions which are derived from what ought to work are essentially rationalist in approach, while those which are derived from beliefs about what is viewed as morally right are values-based approaches.

Theory-based approaches : This approach suggests that the theory underlying a certain teaching method is ascertained through the use of reason or rational thought. These conceptions of teaching tend not to draw support from classroom results as such (e.g. by showing pre and post-test gains resulting from the use of a method), but defend themselves through logical argumentation.

Examples of 'theory' or 'rationally-based' approaches are Communicative Language Teaching (CLT), and the Silent Way.

Values-based approaches : A different approach to a theory of teaching is to develop a teaching model from the values one holds about teachers, learners, classrooms, and the role of education in society. Certain ways of going about teaching and learning are then seen to be educationally justifiable and should therefore form the basis of teaching practice. Advocates of 'literature in the language curriculum', 'school-based curriculum development' or 'the teacher as action researcher' essentially appeal to educational or social value systems in justifying their proposals.

Other examples of value-based approaches in language teaching include 'team teaching', 'humanistic approaches', the 'learner-centred curriculum' movement, and 'reflective-teaching'.

3. Art-Craft Conceptions :

Another way of conceptualizing teaching is to view it as an art or craft, and as something which depends upon the teacher's individual skill and personality. Zahorick characterizes this approach to teaching in these items :

The essence of this view of good teaching is invention and personalization. A good teacher is a person who assesses the needs and possibilities of a situation and creates and uses practices that have promise for that situation. (quoted in Richards)

The approaches seek to develop teaching as a unique set of personal skills which teachers apply in different ways according to the demands of specific situations. This does not deny the value of knowing about different methods of teaching and how to use them, but it suggests that

commitment to a single method of teaching may impede the teacher's full potential as a teacher.

❂ 2.2 Concept and importance of pedagogical analysis of language :

❑ 2.2.1 What pedagogy is :

In general term pedagogy is the art and science of how something is taught and how students learn it. It is the science and art of education, specifically instructional theory. Pedagogy includes how the teaching occurs, the approach to teaching and learning, the way the content is delivered and what the students learn as a result of the process. An instructor develops conceptual knowledge and manages the content of learning activities in pedagogical settings. Pedagogy includes how the teaching occurs, the approach to teaching and learning, the way the content is delivered and what the students learn as a result of the process. It isthe method and practice of teaching, especially as an academic subject or theoretical concept.

Etymological implication : The word pedagogy comes from the Greek 'paidagōgeō'; in which 'país', genitive 'paidos' means "child" and 'agō' means "lead"; literally translated "to lead the child".

Historical overview : Within ancient Greek society there was a strong distinction between the activities of pedagogues and subject teachers. The first pedagogues were slaves - often foreigners and the 'spoils of war'. They were trusted and sometimes learned members of rich households who accompanied the sons of their 'masters' in the street, oversaw their meals etc., and sat beside them when being schooled. These pedagogues were generally seen as representatives of their wards' fathers and literally 'tenders' of children, a 'child-tender'.

❑ 2.2.2 The roles and relationships of pedagogues :

The roles of the pedagogues were varied; but two elements were common. The first was to be an accompanist or companion - carrying books and bags, and ensuring their wards were safe. The second, and more fundamental task in relation to boys, was to help them learn what it was to be men. This they did by a combination of example, conversation and disciplining. The pedagogue was responsible for every aspect of the child's

Scanned with CamScanner

upbringing from correcting grammar and diction to controlling his or her sexual morals.

Employing a pedagogue was a custom that went far beyond Greek society. Well-to-do Romans and some Jews placed their children in the care and oversight of trusted slaves. In Roman society there were often several pedagogues in each family, including female overseers for girls. This tradition of accompanying and bag carrying could still be found in more recent systems of slavery such as that found in the United States - as Booker T Washington recounted in his autobiography *Up from Slavery* (1963).

❑ 2.2.3 Modern Pedagogy :

Modern pedagogy has been strongly influenced by the cognitivism of Piaget; the social-interactionist theories of Bruner and the social and cultural theories of Vygotsky. These theorists have laid a foundation for pedagogy where sequential development of individual mental processes, such as Remember, Understand, Apply, Analyze, Evaluate, Create, are scaffolded along the Knowledge Dimension in relation to, as per the revised Bloom's Taxonomy, Factual Knowledge, Conceptual Knowledge, Procedural Knowledge and Metacognitive Knowledge. Students learn as they internalize the procedures, organization, and structures encountered in social contexts as their own schema. The learner requires assistance to integrate prior knowledge with new knowledge. Children must also develop metacognition, or the ability to learn how to learn.

To put it simply, from the perspective of teacher training programme, it's about teaching. But we take a broad view of teaching as a complex activity, which encompasses more than just 'delivering' education. Another way to explain it is by referring to :

- the art of teaching – the responsive, creative, intuitive part
- the craft of teaching – skills and practice
- the science of teaching – research-informed decision making and the theoretical underpinning.

To make the teacher-trainees conversant with the concept of pedagogy is to make them inculcate the art, craft and science of teaching so that, in actual teaching-learning situation they can deliver themselves with desirable ease and efficiency.

❑ 2.2.4 Role of Pedagogy in Teaching Effectively :

Pedagogy is the art (and science) of teaching. Effective teachers use an array of teaching strategies because there is no single, universal approach that suits all situations. Different strategies used in different combinations with different groups of students to improve their learning outcomes. Some teaching strategies are better suited to teaching certain skills and fields of knowledge than are others. Some strategies are better suited to certain student backgrounds, learning styles and abilities. Pedagogy, incorporating an array of teaching strategies that support intellectual engagement, connectedness to the wider world, supportive classroom environments and recognition of difference, should be implemented across all key learning, and subject areas. Pedagogical practice promotes the wellbeing of students, teachers and the school community - it improves students' and teachers' confidence and contributes to their sense of purpose for being at school; it builds community.

❑ 2.2.5 Components of Pedagogical Analysis :

Pedagogical Analysis of any subject aims at carrying out the task of analysing the prescribed course material or a particular unit/sub-unit/ topic/single concept of the subject being taught to a particular class by systematically executing the following four operations in a close interactive style.

A. General Overview of Concepts and Activities : Here efforts should be put to make the second language learners conversant with the type of the text, profile of the writer, if any, the informative or conceptual aspects of the text, the kinds of rhetorical items of grammatical feature, the type of writing that may be taught in relation to the text or the kind/ s of communicative task that can be dealt with as suggested by the text.

B. Content analysis of the unit/topic/single concept being taught by the teacher in the subject : The unit/topic is divided into several sub-units, along with the hints of micro-components to be dealt with and the number of periods to be allotted to each sub-unit, in view of the expectation that the teacher can realize the expected objects within the duration of the number of periods.

C. Setting instructional objectives : Setting of the teaching or instructional objectives of the content material of the topic will have to be done along the lines drawn in relation to the sub-units.

Scanned with CamScanner

D. Taxonomic Table as per Revised Bloom's Taxonomy : The set objectives have to be put in the appropriate domain of the revised Bloom's Taxonomy as per the table below :

The Cognitive Process Dimension –

Knowledge Dimension	1.Remember	2. Understand	3. Apply	4 Analyze	5. Evaluate	6. Create
A. Factual Knowledge						
B Conceptual Knowledge				X		X
C. Procedural Knowledge						
D. Metacognitive Knowledge						

The taxonomic table has been supplemented with the suggestions of appropriate evaluation devices in the form of oral, written or practical activities for evaluating the outcomes of the teaching learning process carried in relation to the teaching of the topic in hand. Any further information regarding the setting of objectives should also be suggested here. The objectives mentioned in the proper domain should also be bracketed with the item number, as will appear in the Achievement Test (Component No. F) through which the set objective have to be realized.

E. Teacging Strategies : Teaching strategies have to be suggested along the following line of components under each sub-unit :

(i) **Broad Method of Teaching :**

No singular method of teaching can enjoy exclusive presence while conducting the teaching-learning process. In this regard, the teacher has to think over, in advance, the predominant method s/he is going to take resort to. Up to Class X the approach to Communicative Language Teaching (CLT) may enjoy precedence over others; while for Classes XI and XII the approach should be interspersed with lectures in relation to the literary aspects of a given text. Care should be taken to link the topic to the personal experience of the pupils so that they can be motivated to pursue the textual issue/s further. The teacher will, as a whole, take resort to intralingual presentation. But, if the situation demands, it may be interspersed with a little bit of occasional interlingualism or bilingualism.

Some Learner-centred strategies : Learner-centred strategies do not favour imparting knowledge to the students. Instead, the approach is in favour of making them discover the desired knowledge themselves. The strategies promote in-the-process learning. Some such strategies are role playing, brain-storming, open learning, pair work, group work, case study, simulation etc. The strategies will be based on the premises that

- Non-participation destroys attention.
- If the students can explain the content the teacher hasn't to.
- Teamwork reduces the possibility of frustration.
- Promoting diversity in perspectives and styles gives a joyful learning experience to the learners.
- Initiation of searching process ensures motivation and retention.
- The learners' success in creating something gives them a sense of achievement that motivates them to remain stuck to the process.
- An integration of the top-down approach (Deductive/analysis) and bottom-up approach (Inductive/Synthesis) ensures a balance between the efforts of the teacher to teach and those of the learners to learn.

Contextualization through pre-reading questions, along with post-reading implications imparts realization of the significance of the content. So, connect teaching and curriculum to students' experiences and skills of home and community. Contextualization utilizes students' funds of knowledge and skills as a foundation for new knowledge. This approach fosters pride and confidence as well as greater school achievement.

b. Probing Cycle : 'Probing Cycle' refers to a chain of probing questions. It may be considered as a sequence of asking open-ended question and then probing the answers, that is, either probing for clarity of the given answer or demanding further information regarding the given answer. The teacher has to suggest also the expected answer. This type of cycle is very popular in the field of personality test, conducted by different employers.

c. Equipment Used : The teacher here has to suggest about the equipment s/he is going to use while executing any lesson. The strategy may be devised according to the following table :

Scanned with CamScanner

Equipment	Stage	What for/ How used
The equipment may be textbook, the blackboard or whiteboard, worksheet, chart, model, software and even the articles to be found inside the normal classroom situation.	One equipment may be used either at the pre-reading, while-reading or post-reading stage or in all the stages.	The teacher has to state i the purpose of using the equipment, and the way of us

F. Achievement Test :

What an Achievement Test is : An achievement test is a standardized test, designed to measure subject and grade-level specific knowledge of a pupil. It is an instrument designed to measure relative achievement of students. It is an indispensable instrument in the teaching-learning process.

Unlike an aptitude test which measures a person's ability to learn something, an achievement test focuses specifically on how much a person knows about a specific topic or area such as English, mathematics, geography, or science.

The following definitions given by experts enable us to have a comprehensive view of an achievement test.

(1) Gronlund defines an achievement test as "a systematic procedure for determining the amount a student has learned through instruction."

(2) N.E. Gronlund, and R.L. Linn, in their book *Measurement* and *Evaluation in Teaching* have observed, "There typically have been norm-referenced tests that measure pupil's level of achievement in various content and skill areas by comparing their test performance with the performance of other pupils in some general reference group."

(3) Thorndike and Hagen observe, "The type of ability test that describes what a person has learned to do is called an achievement test."

Characteristics of an Achievement Test :

(1) It should contain a sufficient number of test items for each measured behaviour.

(2) A good achievement test is tried out and selected on the basis of its difficulty level and discriminating power.

(3) It should be divided into different knowledge and skills according to behaviours to be measured.

(4) Its instructions in regard to its administering and scoring are so clear that they become standardized for different users.

(5) It should have a description of measured behaviour.

(6) It includes a test manual for its administering and scoring.

An Achievement Test can be used for the following purposes :

(1) To diagnose student's strength and weakness.

(2) To motivate students.

(3) To report to the parents.

(4) To predict future progress.

(5) To reflect teacher's effectiveness.

Uses of Achievement Tests to a Teacher :

(1) The teacher comes to know about the general range of abilities of students in the class. Educational Measurement and Evaluation

(2) In the light of above, he can select appropriate materials of instruction so that all individuals benefit from instruction to the maximum.

(3) The teacher can determine and diagnose the strengths and weakness of the students in various subjects.

(4) The teacher can spot out brilliant and backward children.

(5) He can determine the progress of the group in a particular subject over the period of time.

(6) By studying the results of the students on achievement tests and intelligence tests, the teacher can determine whether or not the students are working at their maximum capacity.

Uses of Achievement Tests to Administrators :

An Achievement Test helps to :

(1) Discover backward children who need remedial instruction.

(2) Select talented pupils for special classes and courses.

(3) Decide proper classification of students.

(4) Get a better understanding of the needs and abilities of pupils.

(5) Select students for the award of special merits or scholarships.

(6) Group pupils in a class according to their individual differences.

(7) Determine the general level of achievement of a class and thus judge the teaching efficiency of the teacher.

(8) Discover the type of learning experiences that will achieve the set objectives with the best possible results.

Scanned with CamScanner

(9) Evaluate, revise and improve the curriculum in the light of these results.
(10) Classify school objectives.

Uses of Achievement Tests to Parents :

(1) Tests help the parents in recognizing the strengths and weaknesses of their children so that they direct their energies on suitable goals only and do not put heavy demands on them.
(2) Tests help to determine the efficiency of one school with the others.

Uses of Achievement Tests to Students :

(1) Students come to know about their strengths and weakness.
(2) Students are motivated to work hard for removing their deficiencies.

G. Scoring Key :

Now, the Achievement Test has to be complemented with a scoring key table suggesting the expected answers from the learners in relation to the test items in the Achievement Test. The teacher should think in advance about the components of an answer to a certain question, especially an open-ended question. The answers to those questions that will elicit uniform answers will be given. The questions giving the learners the scope to be creative or innovative will only be complemented with the components or features that are covered while writing any answer to such questions.

❑ 2.2.6 Need of Pedagogical Analysis of language :

In the light of the relationship and interdependence existing among the above-mentioned components of the pedagogical analysis we are now in a position to sum up the need of Pedagogical Analysis of a language :

(i) Pedagogy i.e. the science of teaching is a master plan that includes a details of what is to be done by a teacher, the instructional strategies, instructional equipment and the cardinal objectives of instruction. The teacher remains quite clear regarding the activities to be carried out by the teacher and the learners in a language classroom.
(ii) Depending on what can actually learn and what are the expectation sets for learners of a particular stage of development, specific instructional objectives, say learning to listen, are determined and appropriate set of activities provided.
(iii) The teacher decides instructional objectives, equipment and strategies with every aspect of language learning conditions to be created. Consequently, favourable conditions for learning a language prevail in the classroom
(iv) A comprehensive vision of required tasks, strategies for realization of specific goals facilitates effective teaching. So, pedagogical analysis offers enormous potential for improving the transaction of the linguistic components all forms of education.
(v) Effective teaching through pedagogy displays skills at creating language curriculum designed to build on students' present knowledge and understanding and move them to more sophisticated and in-depth abilities, knowledge, concepts, and performances.
(vi) Pedagogy makes a teacher conscious about how to work as facilitators, coaches, models, evaluators, managers, and advocates.
(vii) Moreover, teachers know how to utilize various forms of play, different strategies for grouping learners, and different types of media and materials-that are very much essential for enlivening the teaching or learning of a language.
(viii) Through pedagogical analysis teachers observe and assess students in the context of ongoing classroom situation like collecting and interpreting a variety of types of evidence to evaluate where each student is in a sequence or continuum of learning and development and know how to move from assessment to decisions about curriculum, social support, and teaching strategies, to increase the prospects for successful learning or acquisition of the linguistic skills.

ebook.dascoaching.in

Scanned with CamScanner

One sample of Pedagogic Analysis

Pedagogic Analysis : Class: VII

Text : "Mowgli among the Wolves";

A. General Overview of Concepts & Activities :

▲ Concepts :

- Introducing the type of the text.
  The text is a narrative with Mowgli, a little boy born and brought up in the jungle, under the care and nourishment provided by the animals in the forest, is the central character. The whole story develops round the concern of the animals in relation to Mowgli.
- Introduction to Rudyard Kipling as a writer of fiction.
- Who carnivores and herbivores are.
- Expected behaviour from different animals, imagined as human beings.
- Supposed uniqueness of a jackal as an animal, especially known as mischief makers.
- How one has the habit of meeting new situation with the old stock of words ('cub' for human child).
- How naming of animals in a children's story should be done.
- Features of a simile;
- Features of a narrative

▲ Activities :

- Reading to answer questions to test reading comprehension.
- Inculcating habit of speech in relation to animals and their characteristic features.

▲ Vocabulary :

- Using one word substitution
- Finding words the meanings to which are given

▲ Grammar :

- Using proper forms of verbs in blanks.
- Difference between present perfect and past perfect tense.
- Fillings in blanks with present or past perfect forms of verbs
- Using verbs in past or present perfect tenses

▲ Writing :

- Developing points into story
- Writing letter in relation to any imaginative experience

▲ Communicative task :

- Writing a script based upon the story and acting it out in the classroom.
- Initiating a discussion in relation to the features of different baby animals.

B. Analysis of Sub-Units :

Unit : "Mowgli among the Wolves"; **Textbook :** *Blossoms* (Class VII)

	Sub-Units	Periods
1.	Reading (Unit I & II) • Let's Start (Introducing the author) • Let's Share (Some background Knowledge/Contextualization) • Let's Read (Lesson Unit I) • Let's Do (Activities 1-3) • Let's continue to read (Lesson Unit II) • Let's Do (Activities 4-8)	6
2.	Language Study & Use • Let's Learn (One word substitution; comparative phrases; Present Perfect & Past Perfect tense.) • Let's Do (Activities 9-15)	5
3.	Composition • Let's Learn (Activities 16-17) -Developing the given points into a story -Writing a letter about one's imaginative Experience	2
4.	Extension of Reading/Follow-up Activities/Further Activities • Let's Talk (characteristic features of animals, divergent thinking regarding the title or ending of the story) • Let's Work Together (Discussion and preparation of charts, writing short play and acting out the play)	3
5.	Evaluation	2
6.	Re-teaching (if necessary)	
	Total	19

ebook.dascoaching.in

Scanned with CamScanner

C. **Instructional Objectevesaa Per Revised Bloom's Taxonomy :**

Subunit 1: Reading

Having gone through the poem the students will be able to

1. Identify the type of the text; (R/CK)
2. Justification of calling a story to be a fable; (E/CK) [Classroom Observation]
3. a. Locate information from the text;
   b. State the behavioural aspects of the characters or events in the story. (U/CK) [added later]
   c. Define certain types of animals; (R/FK) [added later]
4. Describe the story in their own language in brief; (C/CK) [Classroom Observation]
5. Evaluate the traits of characters; (E/CK)
6. a. Suggest a title for the given passage. (C/MK)
   b. Justify the title of the story. (E/CK) [Classroom observation]

Subunit 2 : Language Study & Use

Having gone through the text the students will be able to

7. Memorize and state one word expression; (R/FK)
8. Transform one form of sentence to another form; (A/MK)
9. Use adjectives of comparison; (A/CK)
10. Differentiate and distinguish between present perfect and past perfect tense; (An/CK) (Classroom observation);
11. Apply newly learnt words in other situations; (A/FK)
12. Label the features of items with the words listed. (R/CK)

Subunit 3 : Composition

Having gone through the poem the students will be able to

13. Summarize a given text; (U/CK) [Classroom observation]
14. i. Develop the given points into a short story; (A/PK)
    ii. Suggest one title to the story; (C/MK)
15. Writing letter about an imaginative experience. (C/MK)

Subunit 4 : Extension of Reading/Follow-up Activities/Further Activities

Having gone through the text the students will be able to

16. Write a script based on a certain portion of the text and acting out the same. (C/MK) [Classroom performance /oral activity].

▲ **Expressive Objectives :**

Having gone through the poem the students will be able to

- Inculcate the habit of loving others, the weaker ones;
- Appreciate their position like that of Mowgli.

D. **Taxonomic Table as per Revised Bloom's Taxonomy :**

Knowledge Dimension	Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
1. Factual Knowledge	3.c (II.C.i,ii) 7(III.D.a);	3.a (I.A. a,b);	11 (III.B.i,ii)			
2. Conceptual Knowledge	1 (IIA); 12 (III.D.b i-iii)	3.b (I.C.a,b; II.D.a) (13)	9 (III.C. i-iv)	3.b (II.D.b) (10)	3; 6.b 5(I.Ba,b; II.B.a,b);	4.
3. Procedural Knowledge			14.i (IV.A.i)			
4. Metacognitive Knowledge			8 (III.A.i-iii)		a (II.E);	6. 14.ii (IV.A.ii) 15 (IV.B) (16)

N.B.: The nos. of objectives appear outside the brackets whereas the nos. of questions In the Achievement Test appear within the brackets. The nos. within the circles/oval shapes indicate the objectives that are to be realized through classroom observation or performance.

Assessment Criteria : Achievement Test (A);
Classroom observation/Oral Activity/Performance (B)

Index :

- 3b-c, 6.b added later
- Objective 2-reframed/re-categorized

Scanned with CamScanner

E. Teaching Strategies :

Subunit 1: Reading (Unit I & II)

a. Broad Method of Teaching :

In general a joyful, activity-based, learner-centred, humanistic approach will be followed. Communicative Language Teaching (CLT) will be the dominating approach of teaching English as second language. Care should be taken to link the topic to the personal experience of the pupils. The teacher will, as a whole, take resort to intralingual presentation. But, if the situation demands, it may be interspersed with a little bit of occasional interlingualism or bilingualism.

Learner-centred strategies :

An integration of the top-down approach (Deductive/analysis) and bottom-up approach (Inductive/Synthesis) will be followed.

Let's start-reading about/introducing the author.
Let's share-contextualization through pre-reading questions
Let's read-a learner-centred, joyful approach is followed.
Teacher explains and scaffolds wherever necessary.

b. Probing Cycles :

Cycle I :

(i) Mention some types of animals based on their food-habit.
Ans. Herbivorous, carnivorous, vegetarian, omnivorous etc.

(ii) Name some herbivorous animals.
Ans. Cow, goat, lamb etc.

(iii) What is the type of animals enjoying both plants and flesh?
Ans. Such animals are called omnivorous.

(iv) Give one such example.
Ans. We, the human beings, are the greatest omnivorous being.

Cycle II :

(i) Give the names of some of baby animals.
Ans. Cub, kid, kitten, chicken child etc.

(ii) What should Mowgli be called?
Ans. Mowgli should be called a child?

(iii) Why is Mowgli called a 'man's cub'?
Ans. Mowgli is called so because the wild animals have only this vocabulary in their kitty to refer to any baby animal.

c. Equipment Used :

Equipment	Stage	What for/How used
Text book	While reading	For both loud and silent reading. Loud reading is meant for teaching pronunciation and inculcating required intonation.
Slides on Animals and their cubs; Categorisation of animals according to their food-habit.	While reading	To make the students have a feel of the information in the real-life situation
Different human characters, brought up in wild environment	Pre-reading	To secure the attention of the students
Worksheet	While reading	To receive immediate feedback from the students regarding their comprehension of certain points that have just been explained.
Chart containing certain open-ended assignment	Post-reading	To give the students open-ended assignment in the possible economic way.

☛ **A Model Worksheet :**

WORKSHEET

1. Choose the correct answer from the given alternatives :
(i) Father wolf woke up from day's rest in the– (a) morning; (b) afternoon; (c) evening.
(ii) The cubs were-(a) squealing; (b) tumbling; (c) both.
(iii) "All thanks for this good meal." Here 'good meal' refers to (a) the bone of a buck; (b) some meat of a buck; (c) both.

2. Fill in the blanks with information from the text :
(i) Tabaqui was the name of the_____
(ii) In the passage the mean person is_____

3. Tick (?) the correct statements and cross (X) the false ones :
(i) Tabaqui is despised by all the wolves.
(ii) Mother Wolf and Father Wolf didn't like their children being praised.
(iii) Mogli hunted Sher Khan.

Scanned with CamScanner

4. Complete the following chart with information from the text :

Cause	Effect
The tiger jumped into the camp fire.	
	Moonlight was blocked at the mouth of the cave.
Mother Wolf would fight to the death.	

Subunit 2 : Language Study & Use

a. Broad Method of Teaching :

As followed in Sub-Unit 1 with a little bit of modification.

Learner-centred strategies :

- Basically an inductive method of teaching, containing sufficient number of examples along with an attempt of contextualization and application will be taken resort to.
- Group and pair work will be emphasized.

b. Probing Cycle :

(i) Underline the phrase containing one comparison: He is as strong as a giant.

The phrase 'as strong as a giant' is an example of comparison here.

(ii) Find out one such comparison from the passage.

Ans. One such comparison here is 'as cunning as a jackal'.

(iii) Give some other examples of such comparisons.

Ans. Other such examples are "as black as coal", "as busy as a bee", 'as brave as a lion' etc.

c. Equipment Used :

Equipment	Stage	What for/ How used
Text book	While reading	To illustrate the linguistic and grammatical items that the teacher comes across while going through the text.
Text book	Post-reading	To relate the items in relation to grammar and vocabulary as appear in the activities.
Slides containing the pictures of baby animals and their names	While & Post-reading	To make the students have a feel of the information in the real-life situation
Chart containing examples of comparison	While & Post-reading	To make the students acquire the concept of comparison.
Worksheet	While reading	To receive immediate feedback from the students regarding their comprehension of certain points that have just been explained.

A model worksheet :

WORKSHEET

1. Fill in the blanks with present perfect forms of the verbs given in the brackets :

(a) He _____ (burn) his feet.
(b) You_____ (commit) a mistake.
(c) They _____ (break) the windows.
(d) I _____ (promise) to meet him.

2. Choose the correct option of the given verb forms :

(a) The dog found only a bone to eat as the kitten [eats/had eaten/ have eaten] everything.
(b) Yesterday I [wake/ have woken/had woken] up at seven in the evening
(c) Jayeeta and Jesmina [had supported/support/has supported] the demand of the boys.
(d) He [have finished/finishes/finish] his writing well before the scheduled time.

3. Fill in the blanks with the correct form ofthe verbs given in brackets :

Last night father could not_____ (sleep). He _____(go) to the sitting room to watch TV. Just as he _____ (switch) on the TV he _____ (smell) something burning. He _____ (call) in my mother and said to her, "_____you _____ (check) the electric switches properly before going to sleep?" Mother said, "Certainly. Only I _____ _____(forget) to enter the kitchen before going to sleep. Father _____ (rush) towards the kitchen.

4. Make sentence, in relation to your daily life experiences, with the following list of words :

List : whined, yawn, despise, compliment, muttering, savagely.

5. Fill in the blanks with appropriate words from the passage :

(a) The branches of the trees _____ a little and we were very much afraid of the sound.
(b) We should not _____ other others. We should love everybody.
(c) I wrote a beautiful poem and I got _____ from my teacher.
(d) You can still see people in the villages travelling in _____ cart.

Scanned with CamScanner

Subunit 3 : Composition

a. Broad Method of Teaching :

An explanatory approach with the teacher's practical involvement in showing the students how to frame one sentence with the help of a given point.

Learner-centred strategies :

- An intermixture of deductive and inductive method of teaching interspersed with illustration and explanation will be followed.
- Individual performance in using points to frame sentences will be emphasized.

b. Probing Cycle :

(i) Name the type of writing: "a spoken or written account of connected events; a story."

a. Narrative; b. Descriptive; c. Essay.

Ans. It is a narrative.

(ii) Mention one basic characteristic feature of a narrative that is usually absent in a descriptive text.

Ans. In a narrative the characters reveal themselves through their action or dialogue.

(iii) Mention one such narrative that you have come across.

Ans. The story of the race between a rabbit and tortoise is one such narrative.

c. Equipment Used :

Equipment	Stage	What for/ How used
Text book	Post reading	To carry out the exercises in the form of the given activities.
Chart containing outlines of items of composition	While & Post reading	The points of the outline will be used to make the students know how to frame sentences with a given point.
Worksheet Use of slides	Post reading	Worksheet containing outline of a composition will be distributed among the students to set group or pair work
Worksheet	Post reading	PowerPoint slides may be used to display a sequence pictures stating an event and then the learners may be asked to narrate the events in their own words.

A model worksheet :

WORKSHEET

Develop the given outline into a meaningful story :

A very thirsty crow- half-dead - found a pitcher - but only very little water left in it- could not reach water - tried and he tried- had to give up - found pebbles lying here and there - hit upon a plan- dropped one after another pebble into the pitcher - at last water came to his reach- quenched his thirst - flew away happily.

Moral :

Subunit 4 : Extension of Reading/Follow-up Activities/Further Activities

Broad method of teaching : On the whole, an activity-based interactive method of teaching will be followed here.

Learner centred strategies :

◆ **Brainstorming :** generation of outline

Children will be divided into groups and each group will be asked to give one outline of a story. The leader of the group will submit one report to the teacher regarding the contribution of each member.

◆ **Role playing :**

Group work may also be initiated by assigning each group the task of dramatizing the story. Then the teacher will select students for playing the roles. To ensure participation of each student different versions of the drama may be staged by different groups of pupils.

◆ **Group work/pair work :**

As said earlier, group/pair work may be initiated in association with the activities called brainstorming or role playing.

◆ **Home assignment/projects :**

To realise the extension of reading the pupils may be assigned the task of dramatizing the story.

◆ **Worksheet :**

Worksheet containing the outline of the issues to be discussed in groups may be used.

◆ **Use of software :**

Software may be developed for getting the pupils engaged in different types of self-learning programmes in relation to the story.

Scanned with CamScanner

F. **ACHIEVEMENT TEST** Time: 1 hr. & 30 minutes

Class: VII

Marks : 50

I. Read the passage carefully and answer the questions that follow:

It was seven o'clock …the end merrily.

A. Tick the most appropriate alternatives to complete the following sentences : 1×2=2

(a) Father Wolf woke up at-(i) six o' clock (ii) seven o' clock (iii) eight o' clock. (U/FK)

(b) Tabaqui was the name of a-(i) jackal (ii) wolf (iii) tiger. (U/FK)

B. Identify which of the following statements are True and which are False. Give a supporting statement for each of your answer. (E/CK) 1×2=2

(a) Father Wolf woke up early in the morning.

Supporting Statement :

(b) Indian wolves do not like jackals for their mischievous nature.

Supporting Statement :

C. Answer the following questions : 1×2=2

(a) How did Father Wolf come out of sleepiness? (U/CK)

(b) Why are the animals scared of the jackal? (U/CK)

II. **Read the passage carefully and answer the questions that follow:**

"All thanks for this good meal…ground too?"

A. Identify the type of the tex : 1 (R/CK)

B. Identify which of the following statements are 'True' and which are 'False'. Give a supporting statement for each of your answers. (E/CK) 1×2=2

(a) Sher khan lived in the forest area twenty miles away from the wolves.

Supporting Statement :

(b) The wolf family was not at all pleased to hear the compliments.

Supporting Statement :

C. Define the following animals: (R/FK) 1×2=2

(i) Herbivorous :

(ii) Carnivorous :

D. Answer the following questions : 1×2=2

(a) What was the 'law of the jungle'? (U/CK)

(b) State in two brief sentences one difference between a thicket and a forest. (An/FK)

E. Suggest a suitable title for the given passage :(C/MK) 2

Title :

III. Grammar & Vocabulary

A. Transform the sentences as directed : (A/MK) 1×3=3

(i) They work till sunset. (Rewrite the sentence in present perfect tense)

(ii) Sher Khan speaks this much truth. (Change the voice)

(iii) Is that a man's cub said mother wolf (Punctuate the sentence and use capital letters where necessary)

B. Frame sentences with the following words : (A/FK) 1×2=2

(i) hide:

(ii) stiffly:

C. Choose the correct form of comparison from the list below and fill up the blanks (one is extra). (A/CK) 1×4=4

(i) The burnt lump of clay is _____

(ii) His teeth are _____

(iii) My father always remains _____

(iv) The pillow is _____

List : as cool as cucumber; as soft as wool; as red as rose; as white as snow; as hard as stone.

D. a. Find words from the passages (I &II) the meanings of which are given below : (R/FK) 1×3=3

(i) Making a long, high sound_____

(ii) A remark that expresses praise_____

(iii) Ran with quick short steps_____

b. Label the features of the items with the words listed below (one is extra) : (R/CK) 1×3=3

Sl. No.	Features	Items
(i)	a disease in which one is scared to drink water	
(ii)	one who writes poetry	
(iii)	one who writes novels	

List of items : novelist; poet; zoophilist; Hydrophobia.

IV. Composition

A. (i) Write a short story [in about 80 words] using the following points. (A/PK)

Scanned with CamScanner

(ii) Give a title to the story. (C/MK) 8+2

A hare challenges a tortoise to a race-the race starts-hare takes rest on the way- falls asleep-the tortoise reaches the goal.

B. Imagine yourself to be travelling at a zoo and write a letter to your friend sharing your experience with him/her in brief. (C/MK) 10

.....

N.B: The abbreviations used against each item should be read as follows :

R=Remember; U=Understanding; A=Apply; An=Analyze; E=Evaluate; C=Create.

FK=Factual Knowledge; CK=Conceptual Knowledge; PK=Procedural Knowledge; MK= Metacognitive Knowledge.

Scoring Key

Qn. No.	Answers	Marks
I.A	(a) (ii) seven o' clock (b) (i) jackal	1 1
I.B	(a) False: "Father Wolf woke up from his day's rest." (b) True: "The wolves of India despise Tabaqui because he runs about making mischief."	1+1 1+1
I.C	(a) Father Wolf came out of his sleepiness scratching himself, yawning and spreading out his paws one after the other. (b) The animals are scared of Tabaqui because he is more apt to go mad and cause hydrophobia if he bites anybody.	1 1
II.A	Narrative	1
II.B	(a) False : Sher Khan ... lived near the Waingung River twenty miles away. (b) True: "...there is nothing so unlucky as to compliment children to their faces.	1+1 1+1
II.C	(i) An animal that lives on plant is called herbivorous. (ii) An animal that lives on flesh of other animals is called carnivorous.	1 1
II.D	(a) By the law of the jungle Sher Khan has not right to change his quarters without due warning. (b) A thicket is a group of bushes or small trees growing closely together. On the other hand a forest is a large area of land, thickly covered with big trees.	1 1

II.E	Various titles are expected to emerge and the title will reveal the main idea of the passage.	2
III.A	(i) They have worked till sunset. (ii) This much truth is spoken by Sher Khan. (iii) "Is that a man's cub," said Mother Wolf.	1 1 1
III.B	The students will not quote any sentence from the passage. They will frame sentences of their own.	2
III.C	(i) as hard as stone (ii) as white as snow (iii) as cool as cucumber (iv) as soft as wool	1 1 1 1
III.Da	(i) Squealing (ii) Compliment (iii) Scuttled	1 1 1
III.D.b	(i) Hydrophobia (ii) poet (iii) novelist	1 1 1
IV.A	Stating the background in brief Well-connected sequence Proper use of direct speech Inventiveness in naming characters Lucidity in language Title, reflecting the main idea	1 4 1 1 1 2
IV.B	Format of the letter Proper presentation of the content Inventiveness of the content	2 6 2

2.3 Language Teaching Skills :

Every discipline requires certain professional skills, on the part of the teacher, to transact his/her subject or discipline. Though everything is now thought from the point of view of the learners, a language teacher is also desired to acquire these skills so that the learners may acquire the language skills quite comfortably. Based on the several approaches to the theories of teaching in language teaching the skills of teaching a language can also be categorised under the three classes of conceptions, as stated by John A. Zahorik: 1. Science-Research conceptions, 2. Theory-Philosophy conceptions, and 3. Art-Craft conceptions.

Scanned with CamScanner

The different principles underlying the three conceptions of teaching can thus be summarized in terms of the following statements of what teachers should do according to each conception of teaching.

1. Science-research conceptions : These conceptions see the essential skills in teaching as the following:

(i) **Understand the learning principles :** The success in teaching here depends upon the understanding of the learning principles working behind the acquisition of a certain language skill. Audiolingualism, Task-Based Language Teaching, and Learner Training represent applications of learning research to language teaching.

(ii) **Develop tasks and activities based on the learning principles :** The teacher should acquire the skill of developing appropriate tasks and activities based on the said learning principles.

(iii) **Monitoring Students' Performance :** The teacher should have the skill of monitoring students' performance on tasks to see that desired performance on tasks is being achieved.

2. Theory-Philosophy conceptions : According to these conceptions, the essential skills in teaching a language should be as follows :

(i) Understand the theory and the principles: The teacher at first should have a clear understanding of the theory and principles behind the teaching or learning of language.

(ii) Selection of Syllabi, Materials and Tasks: Then teacher should show proficiency in selecting proper syllabi, materials and tasks based on the theory.

(iii) Monitor your teaching to see that it confirms to the theory: The teacher should inculcate the habit of matching his/her teaching strategies in consonance with the theory behind the approach.

In the case of values-based approaches, the essential skills in teaching are :

Understand the values behind the approach.

Select only those educational means which conform to these values.

Monitor the implementation process to ensure that the value system is being maintained.

3. Art-Craft Conceptions : From this approach, the essential skills of teaching are :

(i) **Treat each teaching situation as unique :** This is specifically relevant in Indian classroom situation. In India in some schools

ebook.dascoaching.in

there is so much provision of ICT-based technological devices whereas in most of the schools even the learners have to attend classes remaining standing throughout the day. The skills of dealing with two types of classroom should be of two different types.

(ii) **Identify the particular characteristics of each situation :** To deal with these varying situations at first the teacher has to identify the varying characteristics associated with these varying situations.

(iii) **Try out different teaching strategies :** The teacher has to take resort to different teaching strategies in consonance with the varying prevailing situations. In a classroom where there is an ideal teacher-student ratio the teacher may respond to individual difference quite satisfactorily; whereas in a crowded classroom the teacher may have to change his strategy accordingly.

(iv) **Develop personal approaches to teaching :** Modern educational psychology puts utmost importance upon the concept of individual difference that is based on the premise that each individual has his/her unique potential as well as problem in relation to the acquisition of linguistic skills. Some may suffer from listening problem due to physical handicap; some suffer from the problem of handwriting due to the same reason. Such situations demand personal approach on the part of the language teacher.

Since these three conceptions of teaching offer quite different perspectives on what the essential skills of teaching a language are, it is not the case that they can simply be regarded as alternatives, which can be exchanged according to the whims of the moment. Eclecticism is not an option here, since the different conceptions of teaching represent fundamentally different representations of what teaching is and how teachers should approach their work.

However it is possible to view these three conceptions as forming a continuum. Teachers entering the teaching profession need technical competence in teaching, and the confidence to teach according to proven principles. Science-research conceptions of teaching might well provide a good starting point for inexperienced teachers. As they gain experience, they can then modify and adapt these initial theories of teaching, moving towards the more interpretive views of teaching implicit in theory-philosophy conceptions. Eventually as they develop their own personal theories of teaching, they can teach more from an art-craft approach,

Scanned with CamScanner

creating teaching approaches according to the particular constraints and dynamic of the situations in which they work. In this way teacher development can be seen as a process of on-going self-discovery and self-renewal, as top-down approaches to teaching become replaced by more bottom-up approaches. This moves the teachers' work beyond the routine, creating both the challenges and rewards of teaching.

✪ 2.4 Learning Design: definition, characteristics, importance :

ebook.dascoaching.in

❑ 2.4.1 Definition :

Learning design is the practice of planning, sequencing and managing learning activities, usually using ICT-based tools to support both design and delivery. It is the practice of creating instructional experiences which make the acquisition of knowledge and skill more efficient, effective, and appealing. On the part of the language teacher, the process consists broadly of determining the current state and needs of the learner, defining the end goal of instruction, and creating some intervention to assist in the transition. In National Curriculum Framework (NCF) 2005 much emphasis is laid on Constructivist Learning Design where learners are expected to absorb the meaning in relation to certain learning experience. Conventional lesson planning focuses on what the teacher will do. If learning is teacher directed, then the focus of the lesson plan is on what the teacher does. When designing a learning experience for students, teachers focus on what students will do. Our language encourages teachers to focus on thinking about how to organize what learners will do rather than plan their teaching behaviours. The teachers are now to organize tasks for the learners that are challenging and allow independent thinking, and multiple ways of being solved, encourage independence, creativity and self- discipline in learners. Instead of a culture of quizzing, of answering quickly and always knowing the right answer, we need to allow learners to spend time on deeper, meaningful learning. This organization of learning tasks is termed as learning design. It is the process by which learning is improved through the analysis of learning needs and systematic development of learning resources that can be used in a suitable learning environment. It is the entire process of analysis of learning needs and goals and the development of a delivery system to meet those needs.

❑ 2.4.2 Characteristics :

An ideal learning design usually comprises of the following characteristics in relation to the numbered components:

(i) **Expectations –**
- provide clear learning goals and performance expectations.
- cast learning goals in terms of genuine/meaningful performance.
- frame the work around genuine questions & meaningful challenges.
- show models/exemplars of expected performance.

(ii) **Instruction –**
- the teacher serves as a facilitator/coach to support the learner.
- targeted instruction and relevant resources are provided to "equip" students for expected performance.
- the textbook serves as one resource among many (i.e., text is resource, not syllabus).
- the teacher "uncovers" important ideas/processes by exploring essential questions and genuine applications of knowledge and skills.

(iii) **Learning Activities –**
- individual differences (e.g., learning styles, skill levels, interests) are accommodated through a variety of activities/methods.
- there is variety in work, methods and students have some choice (e.g., opportunities for both group and individual work).
- learning is active/experiential to help students "construct meaning".
- cycles of model-try-feedback-refine anchor the learning

(iv) **Assessment –**
- there is no mystery as to performance goals or standards.
- diagnostic assessments check for prior knowledge, skill level, and misconceptions.
- students demonstrate their understanding through "real world" applications (i.e., genuine use of knowledge and skills, tangible product, target audience).
- assessment methods are matched to achievement targets.
- on-going, timely feedback is provided.
- learners have opportunities for trial and error, reflection and

Scanned with CamScanner

revision.
- self-assessment is expected.

(v) **Sequence and Coherence –**
- start with a "hook", immerse the learner in a genuine problem/ issue/challenge.
- move back and forth from whole to part, with increasing complexity.
- scaffold learning in "do-able" increments.
- teach as needed; don't over-teach all of the "basics" first.
- revisit ideas - have learners rethink and revise earlier ideas/ work.
- are flexible (e.g., respond to student needs; revise plan to achieve goals).

❑ 2.4.3 Importance of Learning Design :

An ideal learning design can create relevant, engaging and memorable educational experiences on the part of the learners and can successfully address the specific challenges of the learners. Usually, the importance of a learning design can be felt in relation to the following areas:

• **Sets a purposeful journey :** With preset objectives in its kitty, an ideal learning design helps a student actively move along a path toward successful learning. Young learners need to understand the educational journey that has been laid out for them. They will respond positively to objectives being clearly defined and tangibly mapped according to the activities in which they are participating.

• **Efficient utilization of limited time available :** A language teacher usually gets 40 to 45 minutes to transact his/her learning design. A well-planned learning design helps the teacher exploit the maximum utilization of this limited time.

• **Linking to Previous Knowledge :** A child-centric learning situation demands linking of the previous knowledge to what is going to be learnt. The movement should be from the known to the unknown realm that places the learners in comfortable position. It becomes easier for the teacher to build upon existing understandings and address gaps in understandings.

• **Creating suitable environment :** A well-planned learning design ensures prevalence of suitable learning environment. If situation demands group or pair work, for the development of speaking or listening skill, the

same may be found if there is a proper guideline in the learning design.

• **Responding to Individual Difference :** Learning outcomes research show that learners learn best when the learning experience is personalised to their learning needs. Learning breakdown, drop out and lack of engagement in education occurs when students face barriers to learning, feel marginalized by the learning experience offered or feel that their personal learning needs are ignored.

• **Preparation and Utilization of Learning Resources :** Without a pre-planned learning design it will not be possible for the language teacher to prepare and utilize proper learning resources. For example, to transact the lesson "Mowgli among the Wolves" (*Blossoms*, Class VII), if possible the learning may be shown one cartoon film based on the character of Mowgli. That will rouse the motivation level of the children.

• **Orderliness and logicality in Tasks :** Without a pre-planned learning design the tasks meant for the learners may not be arranged with proper orderliness and logicality without which the desirable learning outcomes may not be realised satisfactorily. It also helps the teacher avoid extraneous information, if any that may appear to be quite confusing to the learners.

• **Immersive, real-world simulations or experiences :** Through a learning design, learning experiences can simulate real-life situations that learners have encountered or will encounter, providing speedy, targeted, specific feedback on the decisions they make. This creates a high level of engagement, relevancy and information retention.

• **Evaluation :** A well-planned learning design will ensure right evaluation at the right stage of teaching-learning procedure. Positive post-reflection of the trainee teachers depends much upon this scope of evaluation.

• **Revision :** It is only through proper evaluation of the learning outcomes that the teacher may be able to realise if s/he needs revising the lesson or proceed to the next one.

Now, as so much emphasis is put by NCF 2005 upon the constructivist learning designs, we may get acquainted with three constructivist learning designs that were dealt with in a workshop on "Constructivism as a Paradigm for Teaching and Learning".

1. Learning Cycle : The Learning Cycle is a three-step design that can be used as a general framework for many kinds of constructivist activities. It is a time-honoured model of the learning process that was

Scanned with CamScanner

first used in science education. But, discovery learning is also now applied in the classrooms of all disciplines. The design is implemented through the following three phases–

(i) **Discovery Phase :** The process begins with the 'discovery' phase. In it, the teacher encourages students to generate questions and hypotheses from working with various materials.

(ii) **Concept Introduction Phase :** Next, the teacher provides 'concept introduction' lessons. Here the teacher focuses the students' questions and helps them create hypotheses and design experiments.

(iii) **Concept Application Phase :** In the third step, 'concept application', students work on new problems that reconsider the concepts studied in the first two steps. The teacher may find this cycle repeating many times throughout a lesson or unit.

Learning to write a paragraph on issues like "Superstition and Science", "Environmental Pollution", "Child Labour", etc. can highly be experienced through this learning design.

2. Another constructivist learning design was developed by George W. Gagnon. Jr. and Michelle Collay. In this model, teachers implement a number of steps in their teaching structure. They

(i) develop a situation for students to explain

(ii) select a process for groupings of materials and students

(iii) build a bridge between what students already know and what the teachers want them to learn anticipate questions to ask and answer without giving away an explanation

(iv) encourage students to exhibit a record of their thinking by sharing it with others, and

(v) solicit students' reflections about their learning.

3. **The Information Construction (ICON) Model :** Robert 0. McClintock and John B. Black of Columbia University Teachers College derived one design model, named The Information Construction (ICON) Model, from several computer technology-supported learning environments at the Dalton School in New York.

The ICON model contains seven stages :

(i) **Observation :** Students make observations of primary source materials embedded in their natural context or simulations thereof.

(ii) **Interpretation Construction :** Students interpret their observations and explain their reasoning.

(iii) **Contextualization :** Students construct contexts for their explanations.

(iv) **Cognitive Apprenticeship :** Teachers help student apprentices master observation, interpretation, and contextualization.

(v) **Collaboration :** Students collaborate in observation, interpretation, and contextualization.

(vi) **Multiple Interpretations :** Students gain cognitive flexibility by being exposed to multiple interpretations from other students and from expert examples.

(vii) **Multiple Manifestations :** Students gain transferability by seeing multiple manifestations of the same interpretations.

Now, we may try to develop one learning design based on one of the constructivist learning designs, desirably ICON, due to our familiarity with the same.

But, based upon the reorganization of the components, as to be found in NCF 2005, we may frame one ICON design model as follows:

Learning Design: ICON Model

School :	Class : VII
Teacher :	Date : Time : 40 min
Subject : English	Number of Students : Age:

UNIT : Poem- "The Echoing Green" by William Blake

SUB-UNIT DIVISION :

- **Sub-unit 1:** Stanza 1 (The sun does arise.....on the echoing green.)
- **Sub-unit 2 :** Stanza 2 and 3- (Old John with white hair.....on the darkening green.)

TODAY'S LESSON : Sub-unit 2

PREVIOUS KNOWLEDGE: The students know and are able to answer the following questions :

- Which time of the day is depicted in the first stanza?
- Why is the sky said to be happy? Who is welcoming the spring?
- Which two birds are mentioned?
- Where are the children playing?
- How is the surrounding or environment of the park?

Scanned with CamScanner

EXPECTED LEARNING OUTCOMES :

EXPRESSIVE OBJECTIVE :

The students will be able to :

- Appreciate the beauty of nature
- Relate the activities of the children with the progress of a day and that of life also.
- State what the children think about their own childhood in comparison to the ideas stated in the poem.

STRATEGY FOR IMPLEMENTATION :

Brief Content Outline	Method/Procedure	Use of Learning Resources	Use of Chalk & Blackboard
The poem talks about merry sounds and images accompanying the children playing outdoors. Then, an old man happily remembers when he enjoyed playing with his friends during his own childhood. The last stanza depicts the little ones being weary when the sun has descended and going to their mothers' laps. It is, now, time to take a break after a long day enjoying games.	**Observation :** The teacher will show a chart containing the pictures of three parts of a day-morning, afternoon and late evening. She will also show pictures on three stages of life-childhood, youth and old age. **Contextualisation:** The teacher will then ask the students to describe the pictures and to find out the similarity between the two. She will write the responses on blackboard. Then she will ask them other questions relating the present topic to their previous knowledge. **Cognitive Apprenticeship:** The teacher will then explain the second and fourth stanza of the poem to the students with the help of lecture and illustration, interspersed with question and answering to	A chart will be used. Black-board	The blackboard will be used by the teacher- i. To write the date, class and day's lesson ii. To write meanings of new words. iii. She will also write the responses given by the students during the multiple interpretation and manifestation phase.

	let them have a cognitive apprenticeship. **Collaboration :** She will then divide the class into groups and ask them to write about why the poet has called the echoing green of the first stanza darkening green in the last stanza. **Interpretation Construction :** The students will complete the task within groups and the representatives of each group will write down the sentences under different heads. **Multiple Representation :** The representatives will now come up with their group's responses and share it with the class and the teacher. The teacher will write the responses on the blackboard. **Multiple Manifestation :** Then the teacher will consolidate the day's lesson by adding a few important points from his/her side also if needed.	Black-board	

EVALUATION : The teacher will ask the following questions in order to evaluate students' understanding of the day's lesson :

- What do you think the children do when evening descends?
- Why does the playground become dark at the end?

HOME ASSIGNMENT : Imagine yourself to be one of the children playing in the park. What games would you have played? Elucidate in your own words.

Scanned with CamScanner

2.5 Behavioural/Instructional objectives of Language Teaching :

Definition-Behavioural Objective : An objective is a clear and unambiguous description of a teacher's educational expectations for students. Objectives become behavioural and instructional when a teacher desires to realise those objectives on the part of the learners after the learners have gone through the teaching-learning procedure. Before the starting of any teaching-learning procedure what types of behavioural and instructional objectives a teacher wants to realise must be clearly outlined. When written in behavioural terms, an objective will include three components :

1. Student Behaviour : Skill or knowledge to be gained (e.g., rule of conversion from active voice to passive voice, vocabulary words) and the action or skill the student is able 'to do' (e.g., define, count, label, categorize, analyze, design, evaluate, etc.)

- **Examples :** Students will add two-digit numbers; Students will define the vocabulary words identified in bold print in the first story.

2. Conditions of Performance : Under what circumstances or context will the behaviour be performed

- Examples: In an oral presentation; without the use of notes.

3. **Performance Criteria :** How well is the behaviour is to done; compared to what standard

- Examples: 80 out of 100; containing all components discussed in class.

Behavioural and instructional objectives, in relation to learning a language, can be broadly categorised into two-A. General objectives and B. Specific objectives.

A. General Objectives : Among the general objectives, arranged in order of difficulty, they are the following :

(i) Students should understand the language when written-reading skill;
(ii) Students should understand the language when spoken-listening skill;
(iii) Students should be able to speak the language -speaking skill;
(iv) Students should be able to write the language -writing skill.

(v) Students should be able to appreciate a literary piece.
(vi) Students should be able to appreciate and transmit culture or cultural heritage.

(i) **Students should understand the language when written :** Having gone through a certain period of time, say from Class VI to Class XII, the students are expected to achieve the ability to understand simple and nontechnical form of the concerned language of such things as are associated with his daily life or day-to-day activities like reading letters, newspapers, popular literature like folktales and fables or abridged version of literary classics, books of comics, magazines demanding lower level of intellectual exercise, etc. According to Dr. Michael West "Learning to read a language is by far the shortest road to learning to speak and write it". Though reading is considered to be a passive activity the students are hard-pressed to make out the meaning of the written materials. The students with the first-generation learning background are the worst sufferers. Dictionary is the only help for them in this regard. But, the students are not expected to learn the word meaning. They are to understand the contextual meaning or the substance of the printed material. Consistent exercise in this regard will later on make them fit enough to try their hands in putting down their thoughts in black and white.

(ii) **Students should understand the language when spoken :** This is the skill which is the most neglected one in the Indian classrooms though it is an admitted fact that to understand a language when spoken appears to be a bit difficult. Every language has its peculiar pronunciation, intonation, elliptical uses which learners find very hard to follow at the initial stages. The thing that is needed of language learners is practice in listening to spoken form of the language as much as possible through attending to the teacher's speaking, group-discussion, attractive audio-visual learning resources. Training in grasping what and how is being said is a necessary preliminary for learning how to speak. This will enable the students to recognize and understand English sounds both in isolation and combination.

(iii) **Students should be able to speak the language :** Students are expected to speak in the concerned language correctly and easily. This skill requires the ability to speak with the production of correct sounds and with ease and accuracy the language of ordinary conversation. The pupil should be able to speak in correct sentences with the correct use of

Scanned with CamScanner

phrases and idioms. So far as the utilitarian value of a language is concerned this skill appears to be of paramount importance. This can be achieved gradually through regular practice basically consisting of group discussion. Teacher's show of spontaneity in the spoken form of the concerned form of the language can help to a great extent in this regard.

(iv) **Students should be able to write the language :** It is expected of the students leaving high school that they should be able to write without gross errors on a familiar topic which leads itself to expression within the range of vocabulary and sentence structure to be found in the syllabus. Here 'the pupil should be able on leaving school to write a letter on matters of ordinary interest to him, he must be familiar with the commonest forms of correspondence to friends, relatives, tradesmen and the few types of officials to whom he may have occasion to address letters' (Thompson & Wyatt). This linguistic skill is undoubtedly the hardest task entailing constant practice, basic sense of grammar, control over syntax and command of vocabulary consisting of both denotative and connotative meanings. The syllabus framers as well as the teachers should take into consideration the interests and aptitudes of the learners while choosing items for the text-books or teaching the class. The students should inculcate the skill to express themselves in their hours of necessity of most intimate and personal nature.

(v) **Students should be able to appreciate a literary piece :** This objective varies in the cases of the first and second language. In the cases of the teaching of a first language there is conscious emphasis upon the attainment of the linguistic skills, as discussed earlier. But, in the teaching of a second language, in India, usually English, though English now is principally taught as a language of comprehension rather than as a literary language intending the students acquire only a functional or working knowledge of English it is expected that after leaving the level of school education the students will be able to develop a taste for the rich English literature in its simple version of poem, short story, folktales and fables, science-fiction, abridged version of novels, drama, etc. This cultivation of the taste will motivate them to aspire for going through the enriched and original version of the literary pieces, may be both as a student and readers

(vi) **Students should be able to appreciate and transmit culture or cultural heritage :** In the words of R.A. Close (1962), "A language

cannot help reflecting the ways of behaviour and thought of the people who speak it as their mother tongue." For proper appreciation of any literature it is necessary to know the culture in which it finds its origin. The study of a language certainly makes one acquainted with the culture, in association with which, the identity of the culture becomes known. We can not think of Bengali language without the culture of the Bengaleesto deal Bengali literature of Rabindranath. English introduces us to the rich Western culture, Indian culture. It has also enriched itself with writings of John Stuart-Mill, Burke, Rousseau, Lincoln, Carlyle, Ruskin, etc. The Western countries have also shared the teachings of Indian philosophy and writings of Tagore, Gandhi, Nehru, Ambedkar, etc. with the help of the English language. So, a culture and the language used by it are inseparable and students should be made to know this aspect with due seriousness.

B. **Specific Objectives :** Specific behavioural objectives are set in relation to a certain specific class or text. For example, in relation to Class VII, if we go through the Activities in *Blossoms* we can see that much emphasis is not put upon students' learning of writing a letter. But, to write short paragraphs on given outlines is one specific objective set against the attainment of the skill of writing by the learners. Similarly, learning how to convert from active voice to passive voice may be one specific objective of teaching of language in Class VII. But, when the learners move to Class VIII, then one specific objective will be to enable the learners to convert a direct speech into indirect one.

Now, when behavioural objectives are set, as per revised Bloom's Taxonomy, against one specific text or lesson, they become specific objectives. Take, for example, before going to deal with the teaching-learning procedure, in relation to text "Mowgli among the Wolves", the objectives, as per revised Bloom's Taxonomy, can be set as follows:

The Cognitive Process Dimension :

Knowledge Dimension	1. Remembering	2. Understanding	3. Applying	4. Analyzing	5. Evaluating	6. Creating
A. Factual Knowledge	R/FK	U/FK	A/FK	An/FK	E/FK	C/FK
B Conceptual Knowledge	R/CK	U/CK	A/CK	An/CK	X	X
C. Procedural Knowledge	–	U/PK	A/PK	–	E/PK	–

Scanned with CamScanner

D. Metacognitive Knowledge	U/MK	A/MK	–	–	C/MK	

N.B. The abbreviations in the boxes stand for the following domains:

R = Remember
U = understand
A = Apply
An = Analyse
E = Evaluate
C = Create

FK = Factual Knowledge
CK = Conceptual Knowledge
PK = Procedural Knowledge
MK = Metacognitive Knowledge

'X' indicates inapplicability of the domain.

'–' indicates this domain is left out of our purview.

Now, the expected behavioural and instructional objectives that may be realised on the basis of the present text, can be stated as follows:

Having gone through the teaching-learning procedure in relation to the text the learners will be able to :

R/FK : Define certain types of animals; Memorize and state one word expression.

R/CK : Identify the type of the text; Label the features of items with the words listed.

U/FK : Locate information from the text.

U/CK : State the behavioural aspects of the characters or events in the story; Summarize a given text.

U/PK : Judge the context of considering wolves to be free people and justify the same.

U/MK : State in their own words the values realised.

A/FK : Apply newly learnt words in other situations.

A/CK : Use adjectives of comparison.

A/PK : Develop the given points into a short story.

A/MK : Transform one form of sentence to another form.

An/FK : Make a comparative study of Father Wolf and Mother Wolf.

E/FK : Judge the primary and the secondary characters.

E/PK : Justify his/her judgement of primary and secondary characters.

C/FK : Give substitute names to the characters.

C/MK : Evaluate the traits of characters; Suggest a title for the given passage; Writing letter about an imaginative experience.

These are some of the specific behavioural objectives that may be realised in relation to the text "Mowgli among the Wolves". Other lessons in the textbook have their own related specific objectives, that, at the end of a certain period of duration, actually help in realizing the general or broader objectives.

✪ 2.6 Teaching strategies for Language :

❑ 2.6.1 Teaching Strategies :

Language teaching strategies refer to specific actions, behaviours, steps, or techniques that a teacher (often intentionally) uses to ensure attainment of the linguistic skills, on the part of the learners and realisation of the set objectives on the part of the teacher. Strategies are the tools to be used by the teacher for the self-directed involvement of the learners necessary for the fulfilment of the aims and objectives of teaching a language.

❑ 2.6.2 Characteristics of Teaching Strategies :

There are a number of basic characteristics in the generally accepted view of language teaching strategies:

First, strategies should be learner-centred, should take into consideration the learners' concerns and interest.

Second, strategies enhance language learning and help develop language competence, as reflected in the learner's skills in listening, speaking, reading, or writing the concerned language.

Third, strategies may be visible (behaviours, steps, techniques, etc.) or unseen (thoughts, mental processes).

Fourth, strategies involve information and memory (vocabulary knowledge, grammar rules, etc.).

In addition to the characteristics noted above, one may note the following characteristics in the language teaching strategies :

- allow learners to become more self-directed
- expand the role of language teachers
- are problem-oriented
- involve many aspects, not just the cognitive
- can be taught
- are flexible
- are influenced by a variety of factors.

Scanned with CamScanner

❑ 2.6.3 Devising Teaching Strategies :

Teaching strategies have to be devised taking into consideration the aspects of teaching-learning procedure:

(i) Setting objectives in behavioural terms

(ii) Conducting teaching-learning procedure

(iii) Evaluation of the attainment of the linguistic skills.

(i) **Setting objectives in behavioural terms :** Any activity should be preceded by certain objectives for which the activity is conducted. Conducting a language teaching-learning procedure must also be preceded by setting of objectives as per revised Bloom's Taxonomy.

(ii) **Conducting teaching-learning procedure :** Teaching-learning procedure has to be conducted according to the set objectives. Usually this part goes through two phases-pre-active and active. Teaching strategy is basically devised keeping in mind how these phases are carried out. In the pre-active phase, the teacher's concern remains to raise the motivational level of the learners by linking the present lesson to the previous knowledge of the learners. Then the teacher proceeds towards the transaction of the actual sub-unit of the unit taken to be dealt with. All these are done with the help of proper learning resources and proper interaction among the teacher and the learners or among the group members of the learners.

(iii) **Evaluation of the achievement :** The primary objectives of teaching a language are to make the learners achieve certain linguistic skills. Now, it becomes imperative for a teacher to see, at the end of the transaction of a learning design, if the said skills have been achieved by the learners or not. If achieved satisfactorily then s/he can move on to the next lesson, if not then s/he may have to arrange for further teaching or re-teaching of the present lesson.

Now, for the proper transaction of the learning design the language teacher will have to think about the following teaching strategies—

(i) **Broad Method of Teaching :** No singular method of teaching can enjoy exclusive presence while conducting the teaching-learning process. In this regard, the teacher has to think over, in advance, the predominant method s/he is going to take resort to. So far as teaching of English as a second language is concerned, up to Class X the Communicative Language Teaching (CLT) approach may enjoy precedence over others; while for Classes XI and XII the approach should be interspersed with lectures in relation to the literary aspects of a given text. Care should be

taken to link the topic to the personal experience of the pupils so that they can be motivated to pursue the textual issue/s further. The teacher will, as a whole, take resort to intralingual presentation. But, if the situation demands, it may be interspersed with a little bit of occasional interlingualism or bilingualism.

Some Learner-centred strategies : Learner-centred strategies do not favour imparting knowledge to the students. Instead, the approach is in favour of making them discover the desired knowledge themselves. The strategies promote in-the-process learning. Some such strategies are role playing, brain-storming, open learning, pair work, group work, case study, simulation etc. The strategies will be based on the premises that

- Non-participation destroys attention.
- If the students can explain the content the teacher hasn't to.
- Teamwork reduces the possibility of frustration.
- Promoting diversity in perspectives and styles gives a joyful learning experience to the learners.
- Initiation of searching process ensures motivation and retention.
- The learners' success in creating something gives them a sense of achievement that motivates them to remain stuck to the process.
- An integration of the top-down approach (Deductive/analysis) and bottom-up approach (Inductive/Synthesis) ensures a balance between the efforts of the teacher to teach and those of the learners to learn.

Contextualization through pre-reading questions, along with post-reading implications imparts realization of the significance of the content. So, connect teaching and curriculum to students' experiences and skills of home and community. Contextualization utilizes students' funds of knowledge and skills as a foundation for new knowledge. This approach fosters pride and confidence as well as greater school achievement.

b. Probing Cycle : 'Probing Cycle' refers to a chain of probing questions. It may be considered as a sequence of asking open-ended question and then probing the answers, that is, either probing for clarity of the given answer or demanding further information regarding the given answer. The teacher should remain clear about the expected answers. This type of cycle is very popular in the field of personality test, conducted by different employers.

Scanned with CamScanner

c. Learning Resources (LSs) Used : The teacher here has to think about the learning resources s/he is going to use while executing any lesson. The strategy may be devised according to the following table:

Learning Resources	Stage	What for/ How used
The LSs may be textbook, the blackboard or whiteboard, worksheet, chart, model, software and even the articles to be found inside the normal classroom situation.	One LS may be used either at the Introductory Phase, Developmental Phase or at the Closing or in all the phases.	The teacher has to remain conscious about the purpose of using the LS, and the way of using the same. The LSs must be referred to or used with the help of the learners. This ensures mental and physical involvement of the learners.

✪ 2.7 Relevance of Teaching Model for Language Teaching :

❑ 2.7.1 What is meant by Model of Teaching?

The term 'Teaching model' refers to a kind of detailed plan of teaching a lesson that could lead to effective learning. In other words, teaching models are instructional designs. Some of the important expert-definitions which provide insight into the concept are stated below :

According to **Joyce** and **Weil** (1972), a "Teaching model is a pattern or plan which can be used to shape a curriculum or course to select instructional materials and to guide a teacher's actions." Further, "Teaching models are just instrumental designs. They describe the process of specifying and producing particular environmental situations which cause the student to interact in such a way that specific change occurs in his behaviour."

Paul D. Eggenet.al (1919) focused upon the goals of instructions while defining teaching models-"Models are prescriptive teaching strategies designed to accomplish particular instructional goals."

According to **N.K.Jangira** and **Ajit Singh** (1983) "A model of teaching is a set of unit-related components arranged in a sequence which provide guidelines to realize a specific goal. It helps in designing instructional activities and environmental facilities, carrying out of these activities and realization of the stipulated objectives."

The above definitions show the following basic features of a teaching model :

- Teaching models are blue prints or detailed plans,
- They are goal oriented,
- Show various activities which are properly sequenced,
- Tell what material would be required to teach,
- Create a learning atmosphere that facilitates learning,
- Help in bringing out changes in behaviours among the students, which are measurable,
- Make the teaching effective.

2.7.2 Functions of Teaching Models :

- Teaching models help teachers in choosing appropriate strategy, technique and material for teaching to meet the objectives of instructions.
- Teaching Models are directly related with the behaviour change among the students.
- A harmonious learning environment is created with the use of proper teaching models.
- They help in teacher-student interaction.
- Curriculum can be designed keeping the teaching models in focus.
- Various activities to facilitate learning can be planned with the help of teaching models.
- New researchers and innovations take place in the field of education with the use of teaching models.
- They produce empirical evidence for teaching-learning relationship.

2.7.3 Importance of Teaching Models :

- Teaching models are useful in developing social efficiency, personal abilities, cognitive abilities and behavioural aspects of the students. It helps in selecting and stimulating situations which causes the desirable changes in students
- Teaching models help to establish teaching and learning relationship empirically. It helps in making the teaching more effective.

Scanned with CamScanner

- Teaching models helps in providing a theoretical rationale to the teaching, which will provide changes and rectifications in teaching.
- Teaching models stimulates the development of new educational innovations in teaching strategies and tactics, which may replace the existing ones in schools of today.
- Teaching models assist makers of materials to create more interesting and effective instructional materials and learning sources.
- Teaching models assist teachers to develop their capacities to create conductive environment for teaching, as its nature is practical.
- Teaching models help curriculum planners to plan learning activities and content material which provide a variety of educational experiences to learners.
- Teaching model evaluates the behaviour of the students. For this important task, it presents such a criterion with the help of which the changes in the students' behaviours can be easily evaluated.

2.7.4 Fundamental Elements of a Teaching Model :

Normally majority of teaching models are based on the following six elements :

(i) **Focus :** Objectives of teaching and aspects of environment generally constitute the focus of the model. Every teaching model is based on one or the other objective as its focal point. Any teaching model is developed by keeping this focal point in mind.

(ii) **Syntax :** Syntax of the model describes the model in action. Syntax includes the sequences of steps involved in the organization of the complete programmed of teaching. It is the systematic sequence of the activities in the model. Under syntax, the teaching tactics, teaching activities and interaction between a student and the teacher are determined in such a pattern of sequence that the teaching objectives are achieved conveniently by providing desirable environmental situations.

(iii) **Principles of Reaction :** Principles of Reaction tell the teacher how to regard the learner and to respond to what the learner does. This element is concerned with the way a teacher should

regard and respond to the activities of the students. These responses should be appropriate and selective. They provide the teacher with rules of thumb by which to select model, appropriate responses to what the student does.

(iv) **The Social System :** It is related with the interactive roles and relationship between the teacher and the student, and the kinds of norms that are observed and student behaviour which is rewarded. In some models the teacher has a dominant role to play. In some the activity is centred around the pupils, and in some other models the activity is equally distributed.

(v) **Support system :** 'Support' refers to additional requirements beyond the usual human skills, capacities and technical facilities. The support system relates to the additional requirements other than the usual human skills or capacities of the teacher and the facilities usually available in the ordinary classroom. Teacher requirements refer to special skills, special knowledge of the teacher and special audio-visual material like films, self-instructional materials, visit to special place etc.vi. Application: It means the utility or usage of the learnt material in other situations. Several types of teaching modes are available. Each model attempts to realize the feasibility of its use in varying contexts related with goal achievements in terms of cognitiveand affective behaviour modification.

2.7.5 Some Models of Teaching and their application in a language classroom :

As per our syllabus of Paper 1.2.3 (Learning and Teaching) the following Models of Teaching may be considered for application in the teaching-learning procedure :

❖ 2.7.5.1 Concept Attainment Model (CAM) :

What Concept Attainment is –

Bruner's Concept Attainment Model (CAM) was developed from the work of Jerome Bruner, JacqulineGoodnow and George Austine. It comes under the category of Information Processing Models. CAM is a teaching strategy to teach concepts. Concept Attainment is an indirect instructional strategy that uses a structured inquiry process. It is based on the work of Jerome Bruner. In concept attainment, students figure out the attributes of

Scanned with CamScanner

a group or category that has already been formed by the teacher. To do so, students compare and contrast examples that contain the attributes of the concept with examples that do not contain those attributes. They then separate them into two groups. Concept attainment, then, is the search for and identification of attributes that can be used to distinguish examples of a given group or category from non-examples.

Definition of a Concept : The dictionary meaning of concept is "a thought, an opinion or a mental image of a thing that is formed by a generalization from particulars."

Elements of Concept : Bruner has discussed the five elements of concepts.

(1) **Name :** A category of things having some similarities is given a name. For example, apples, oranges, bananas, are individual categories having their own characteristics. However, all these have some common characteristics and are together named as fruits.

(2) **Examples :** Some examples help in positively identifying a concept but others indicate the same concept negatively. Thus, examples can be positive or negative. The examples of potato, tomato, spinach and, carrot would form positive examples of the concept of vegetables but if orange is included in these examples it would be negative example as orange is a fruit not a vegetable.

(3) **Attributes :** Attributes are the common features of a concept. To illustrate. the attributes of banana can be its shape, its colour, and its taste. Such enumeration of attributes help in identifying concepts

(4) **Attribute Values :** Each attribute has one or more values. In the above illustration of banana-colour is an attribute while, yellow, green are the values of the attribute. Similarly, shape is an attribute and round, oval, etc. are values of the attribute.

(5) **Rule :** The fifth element of concept is rule. It is a statement that describes about the essential features of a concept. For example, the definition (rule) of the concept of square could be that a square is made up of four lines equal in length which are closed as a figure.

Fundamental elements of CAM –

- **Focus :** In practice, the model works as an inductive model designed to teach concept through the use of example. The

three variations of model- Reception Model, Selection Model, Unorganized Material Model-have the common target.
- Principles of reaction: It guides the teacher's response of the learner.
- Support system: Concept attainment lessons require that positive and negative exemplars be presented to the students.
- Social system: In the CAM, the teacher is the controller of the situation. The three major functions of the teacher are to record, prompt and present additional data.

➨ What is its purpose?

Concept attainment is designed to clarify ideas and to introduce aspects of content. It engages students into formulating a concept through the use of illustrations, word cards or specimens called examples. Students who catch onto the idea before others are able to resolve the concept and then are invited to suggest their own examples, while other students are still trying to form the concept. For this reason, concept attainment is well suited to classroom use because all thinking abilities can be challenged throughout the activity. With experience, children become skilled at identifying relationships in the word cards or specimens. With carefully chosen examples, it is possible to use concept attainment to teach almost any concept in all subjects.

➨ Advantages :

- helps make connections between what students know and what they will be learning
- learn how to examine a concept from a number of perspectives
- learn how to sort out relevant information
- extends their knowledge of a concept by classifying more than one example of that concept
- students go beyond merely associating a key term with a definition concept is learned more thoroughly and retention is improved

ebook.dascoaching.in

➨ How do I do it?

Steps of Concept Attainment :

1. Select and define a concept
2. Select the attributes
3. Develop positive and negative examples
4. Introduce the process to the students

Scanned with CamScanner

5. Present the examples and list the attributes
6. Develop a concept definition
7. Give additional examples
8. Discuss the process with the class
9. Evaluate

ebook.dascoaching.in

Applications of CAM in the classroom situation

- This model can be used teaching of language, grammar, science and fundamentals of mathematics.
- This model is also an evaluation tool.
- The model can be used with students of all grades.

Conclusion : CAM has a great relevance for teachers who intend nprove the instructional system. This model guides teachers to go to depth of the content. And helps students attain new concepts. So the lel has a great attribute on teaching -learning process. But, one thing be stated in this regard that the model is basically applicable in the oductory part of a learning design. After the attainment of the concept remaining part of the teaching-learning procedure can hardly be ducted as per the procedure of CAM.

.7.5.2 Advance Organizer Model (AOM) :

id Ausubel is considered to be the pioneer of Advance Organizer lel (AOM). AOM belongs to the family of Information Processing lels. The development of the theory of verbal learning forms the basis nis model of teaching. Here, the goal of learning subject matter and rovement of presentational methods of teaching is important. Ausubel's ry of meaningful verbal learning deals with three concerns–

- how knowledge (curriculum content) is organised.
- how mind works to process new information(learning).
- how teachers can apply these ideas about curriculum and learning when they present new material to students(instruction).

Goals and Assumptions of AOM :

- This model helps teacher to organise and convey information as meaningfully and effectively as possibly.
- Advance Organizers provide concepts and principles to students directly.
- This model is designed to strengthen students' cognitive structure.

- Cognitive structure deals with - what kind of knowledge of a field is in our mind, how much of it there is, and how well it is organised.
- Before presenting new material, existing cognitive structure should be increased by presenting concepts.
- Meaningful learning can occur if material is solidly organised and this depends on the learner.
- According to Ausubel, any subject is a chain of concepts and in our mind also, when we accept these facts, that is also settled as a chain in our mind, if new concept is presented as related with the old one.

○ Implications for Ccrriculum :

- To guide the organisation of content and make students cognitive structure there are two principles-

(1) Principle of Progressive Differentiation- means most general ideas of disciplines are presented first and followed by gradual increase in detail and specificity.

(2) Principle of Integrative Reconciliation(satisfying opposing facts) - means new ideas should be consciously related to previously learned content.

○ Elements of Aom :

(1) **Focus :**

strengthening Cognitive Structure and enhancing retention of new information. *Advance Organizers is the introductory material having purpose to explain, integrate and inter-relate the material with the previously learned material.

AOs are generally based on the major concepts, propositions, generalizations, principles and laws of discipline.

There are two types of AO-

(a) **Expository :** provide basic concept at highest level of abstraction and perhaps some lesser concepts. These represent Intellectual Scaffold (platform for execution of criminals) on which student will hang new information as it is encountered.

(b) **Comparative :** used for familiar material, they are designed to discriminate between new and old concepts in order to prevent confusion caused by their similarity.

Scanned with CamScanner

(2) **Syntax :**

It is divided into three phases—

Phase I : Presentation of Advance Organizer

In this phase objectives are explained and clarified and some examples are delivered in context of the subject-matter. Retention process is organized in this phase.

Phase II : Presentation of leaning materials

This is a significant phases where learning materials are presented in the various ways i.e. discussion. It has been presented into logical order. And in this phase motivation and attention is needed to be generated or raised.

Phase III : Strengthening cognitive organization

In this phase we emphasize the cognitive materials. The main purpose is to connect new material with old ones. In this phase integrative reconciliation is effected.

(3) **Social System :**

The following characteristics can be perceived here—

- highly structured and teacher more active
- active collaboration between teacher and student
- teacher retain control of intellectual structure
- third phase interactive
- acquisition depend on learner desire to integrate it with prior knowledge.

(4) **Principles of Reaction :**

Teacher solicited(friendly) or unsolicited(unfriendly) responses will be guided by purpose of clarifying the meaning of new material, differentiating it from reconciling it with existing knowledge for personally relevant to students and to promote critical approach.Students initiate their own questions in response to their drive for meaning.

(5) **Support System :**

- Well organized materials are very much necessary here.
- Prior guidelines for preparing instructional materials are expected here.

(6) **Application :**

Application relates to the following areas :

- to structure extended curriculum sequences or courses
- to instruct students systematically in key ideas of field

- step by step to gain perspective on entire area
- to teach skills of effective reception learning
- critical thinking and cognitive reorganization
- apply independently to new learning
- increase effectiveness in reading and watching films.

❖ 2.7.5.3 Inquiry Training Model (ITM) :

◆ **Inquiry Training Model (ITM) :** Inquiry Training Model (ITM) was developed by Richard Suchman. As the name of the model indicates, the emphasis is on the learner's instinct of curiosity and learning that takes place through satisfaction of curiosity.

This model is based on the Suchman's theory, which assumes that–

- People inquire naturally when they are puzzled.
- They can become conscious of and learn to analyse their thinking strategies.
- New strategies can be taught directly and added to the students' existing ones..
- Cooperative inquiry enriches thinking and helps students to learn about the emergent nature of knowledge and to appreciate alternative explanations.

Characteristics of Inquiry Training Model

(i) **Syntax :** The model has 5 phases
- Confrontation with puzzling situation.
- Data-gathering for verification.
- Data-gathering for experimentation.
- Formulating the explanation.
- Analysis of inquiry process.

(ii) **Social System :** The model is structured where teacher has active role initially in explaining the inquiry procedure. Later Students become active and frame questions, use resource material and discuss. Thus, the social system in this model is participatory.

(iii) **Principles of Reaction :** The teacher has to react to the students in the second and third phases of this model when student frame questions. If the questions are so framed that answers cannot be given in 'Yes' or 'No', the teacher has to advise the students to reframe the questions so that the answers could be in 'Yes' or 'No' form. Here, the teacher is not supposed to ask questions

Scanned with CamScanner

from the students. The teacher may also provide clues for more material to be collected by students to frame relevant questions. The teacher encourages the interaction among students.

(iv) **Support System :** Material is required for creating a puzzling situation on the basis of which students are supposed to frame questions. This material would be the support system in this model. The material can be developed by teacher himself or available material on the topic like books, articles, films, etc. may be referred to by students and teachers.

(v) **Application :**

- Inquiry Training Model can be used for teaching any subject or topic where a puzzling situation can be presented and inquiries can be had in the form of questions.
- Though earlier used only in the field of natural sciences, this model of teaching is also useful for the other subjects on the basis of utilization of its procedure.
- Any area or topic, unit or information related to the desired subject could be formulated as a puzzling situation for the learners to conduct an inquiry.
- It can be used for all age groups and for students of all grades. In case of younger children, the process has to be simple, presenting problem situations through pictures or models.

5 Stages of Inquiry Training Model–

- Step 1: Present a discrepant event or a puzzling situation in the class.
- Step 2: Encourage students to ask questions (Only 'Yes' / 'No' type).
- Step 3: Ask students to collect & arrange data on the basis of questioning method.
- Step 4: Ask students to analyse & verify data.
- Step 5: Ask students to reflect on the learning process.

Strengths & Weaknesses of using ITM –

Strengths

- Students are active participants in the learning process.
- This model can be applied for all subjects.
- Higher order thinking of the students can be developed through questioning skills.

- Students improve problem solving skills.
- Students learn to co-relate events which help in understanding the theory better.
- Students learn through discovery and not by memorizing facts.

▶ **Weaknesses :**

- The Model helps in learning existing concepts. But it does not teach the basic subject matter or new concepts.
- It is helpful only in the topics which could be converted into problem statements and solutions could be found out through framing questions.
- Not all students are skilled in asking questions.
- Time consuming.

❖ 2.7.5.4 For ICON model :

Please see 2.4.3

Two sample designs of the Models of Teaching are suggested here for consideration and necessary addition and modification because of the absence of any such designs which may be termed as uniform.

1. Advance Organizer Model

Model of Teaching
Advance Organizer Model

School : Teacher : Class : VII Date : Time :	Subject : English Unit : "The Wind Cap" by Jane Yolen Sub-Units : a. Para 1,2,3 ("There was a ...bowed.") b. Para 4,5,6 ("I thank ... for him.") c. Para 6,7,8 ("Since you put ... sea voyage!") d. Para 9,10,11 ("Well, the wind ... the land.")

Today's Lesson : Sub-unit a. Para 1,2,3 ("There was a ...bowed.")

★ Instructional Objectives :

Having gone through the text the students will be able to–

- Identify the type of the text. (R/CK)
- Locate information from the text. (U/CK)
- Evaluate Jon as an aspirant. (E/CK)
- Contrast the ambitions of farmer's son and that of a sailor. (A/CK)

Scanned with CamScanner

- Suggest a suitable title for the given passage. (C/MK)
- Identify the meanings of words they have read in the text. (R/CK)
- Use the words they have learnt in the text in new situations and sentences. (A/FK)
- Identify compounds and their meanings. (U/CK)
- Justify use of gerunds. (E/CK)
- Identify past perfect continuous tense. (U/CK)
- Explore difference between Gerund and present participle. (An/CK)

N.B.

R = Remember
U = Understand
A = Apply
An = Analyse
E = Evaluate

C=Create
FK=Factual Knowledge
CK=Conceptual Knowledge
PK=Procedural Knowledge
MK= Metacognitive Knowledge

▶ Previous Knowledge :

Students are aware about the characteristics of a narrative text. They have read the fairy tales before and also tales about sea voyages.

▶ Brief Summary of the concept :

Jon a, farmer's son, had a desire to set out on a voyage. But he could not do so denying his mother's refusal. One day while ploughing he saw a turtle on a clod of dirt. Feeling its danger, he set in on his head. Amazing enough, when he plucked it from his head, he noticed that it had turned into a tiny green fairy man.

▶ Linguistic aspects to be covered :

- Find out words from the text.
- Concept of the meanings of some words.
- Usé of Gerund
- Use of simple past tense and past perfect continuous tense.
- Identifying possessive forms of words.
- Identify and use a sentence in passive form.
- Find out words from the text.

Teaching Strategies

Broad Method of Teaching

In general an activity-based learner-centred and joyful approach will be followed. Care should be taken to link the topic to the personal experience of the pupils.

▶ Procedural Details after AOM :

Elements	Use of Blackboard/ Whiteboard	Teaching Aids
Focus : The teacher draws the attention of the subject-matter by asking some questions (a) What is a ship? (b) Where can we see it? (c) Who have some magical power?	The teacher writes the name of the lesson on the board.	The teacher shows the pictures of a farmer ploughing in a field and of a ship sailing in sea. Thus the teacher draws the attention of the students to the day's lesson.
Syntax : The teacher presents the subject-matter with clear examples to make the learners further attentive to the lesson. The teacher helps the students integrate the matter.	The teacher writes the examples-of 'caution', stories on voyage, of gerund etc.-on the board related to the text.	
Social System : Interaction process between teacher and students or students and students, related to certain questions, will be realised.	The teacher writes the correct answers on the board.	The teacher reads the text loudly with proper pronunciation and intonation. The students follow the teacher.
Principles of Reaction : the students react to the questions or interpretation of their teacher and peers, explain, differentiate and integrate the matter with their prior knowledge.	The teacher writes the students' answers on the board.	The teacher may avail himself of the worksheet here. The students will react to the questions on the worksheet.
Support System : The teacher will give instruction regarding certain narrative features and illustrate certain critical concepts like obedience of a child to parents, magical power of the fairies, etc.	The teacher explains the new words associated with the new concepts and writes	A few audio-visual modes may be used here regarding say, the magical power of a fairy for keeping the students attentive to the lesson.

Scanned with CamScanner

Elements	Use of Blackboard/ Whiteboard	Teaching Aids
Application : The teacher tries to make the learners inculcate the habit of applying the earlier experience in relation to the following areas : ● Gain perspective on entire area covered under the day's lesson. ● Increase effectiveness in reading. ● Apply today's experience independently to new areas of learning ● Teacher may give home-assignment (shown below) for further integration of the lesson.	the same on the board. The teacher sums up the days lesson through question-answer and relates to new areas of learning.	A chart containing information about new areas of learning may be used here.

Worksheet

1. Write 'T' for true and 'F' for false statements in the boxes:
(a) Jon's mother had gone to the sea.
(b) Jon did never obey his mom.
(c) Jon picked a turtle up.
2. Fill in the blanks taking information from the text:
(a) Jon had no idea about the
(b) The turtle had turned into a

To assess how far the students have achieved the behavioural objectives, some questions will be put to them. For example, Tick (?) the correct alternatives:

(a) Jon was a son of a (i) doctor (ii) farmer (iii) Lawyer.
(b) The turtle became a (i) devil (ii) prophet (iii) fairy

OPEN ENDED HOME ASSIGNMENT :

(i) Why would Jon's mother not let him go to the sea?
(ii) Why is Jon compared to a turtle?

2. Concept Attainment Model

Model of Teaching
Concept Attainment Model

School : Teacher : Class : VI Date : Time : 10-15 minutes	Subject : English Topic: Preposition

Instruction Effect : Analyse the concept of 'Preposition'.
Attains the concept of 'Preposition'.

Natural Effect : Develop the habit of independent thinking.

Supporting System : Flash Cards showing sentences with or without preposition.

Phases	Teacher's Activity	Pupils' Activity
Phase I Presentation and Identification of Concept	"I have a particular idea in mind. Now I am going to present the idea. If this is like the one that I have in mind, I will say 'Yes', if it is not so, I will say 'No'. "Carefully observe the writings on each flashcard and find what idea I am having in my mind." Showing a flashcard says, "Look at this, there is an idea in my mind." The book is on the table. "Yes, this is an example of a particular type of grammatical item which is in my mind." Teacher shows another flashcard and says The wind blows.	Observe

Scanned with CamScanner

Phases	Teacher's Activity	Pupils' Activity
	"No, this is not the example for the idea which is in my mind." The teacher shows another flashcard and says The cat is under the table. "Yes, this is an example for a particular type of grammatical idea which is in my mind." The fair is held every year. "No, this is not an example of the idea." The teacher shows another flashcard A kite is flying above the tree. "Yes, this is an example of a particular type of idea." Teacher shows another flashcard He is coming. "No, this is not the example for the idea which is in my mind." The teacher shows another flashcard Some birds are sitting on the branches. "Yes, this is an example of a particular type of idea."	
Phase II Testing the attainment of the mode	Teacher asks "Can you infer anything from these examples about the nature of the idea that I have in my mind?"	"Yes, Sir."

Phases	Teacher's Activity	Pupils' Activity
	"Good, now I will say a few examples. You have to say 'Yes' or 'No'. "I am reading." "He is writing on the wall." "She is sleeping." "He jumped into the water." "Very good. Tell me what you have inferred?"	Classifies-Example and Non-example "No" "Yes" "No" "Yes" Generates and replies what teacher has in his mind. It is 'preposition'.
Phase III Analysis of the thinking strategy	"Can you say how do you arrive at the concept?"	Students discuss and describe the way of attaining the concept.

Scanning Copyright By DASCoaching.in

Thank You

Visit Our Educational Website

Regularly For More Update:

https://www.dascoaching.in/

Facebook: fb/dascoaching.in

YouTube: DAS Coaching

mailto:contact.dascoaching@gmail.com

Follow on Dailyhunt Apps: DAS Coaching

Telegram: DAS Coaching

Whatsapp: 9339697099

Scanned with CamScanner

Probable Questions

Very short answer type questions :

Marks : 2

1. Name the theories of language teaching.
2. What is meant by the term 'pedagogy'?
3. Write about two skills of language teaching.
4. Define Learning Design.
5. State two characteristics of a Learning Design.
6. What is ICON model?
7. What is meant by Teaching Strategies in language?
8. What is meant by Learner-centred strategies in language teaching?
9. Write two items (questions) based on R/FK (Remembering/Factual Knowledge).
10. What is meant by Model of Teaching?
11. What is meant by Concept Attainment Model of Teaching?
12. What is meant by Advance Organiser Model of Teaching?
13. What is meant by Inquiry Training Model of Teaching?

Short answer type questions :

Marks : 5

1. State in brief any theory of language teaching.
2. What is the role of pedagogy in an effective teaching?
3. What is ToS (Table of Specification)? Illustrate with example.
4. What are the characteristics of a Learning Design?
5. Write down the importance of a Learning Design.
6. State in brief about the components of an ICON model.
7. What are the functions of a Model of Teaching?
8. What are the fundamental elements of a Model of Teaching?
9. What is meant by Concept Attainment Model of Teaching?
10. What is meant by Advance Organiser Model of Teaching?

11. What is meant by Inquiry Training Model of Teaching?
12. Write the differences between loud reading and silent reading.

Essay answer type questions :

Marks : 10

1. Write a short essay on the theories of language teaching.
2. Write an essay on the components of a Pedagogic Analysis.
3. What is the importance of Pedagogic Analysis in the teaching of language?
4. Write an essay on the language teaching skills.
5. Write an essay on the concept, characteristic and importance of a Learning Design.
6. Deal with any one Model of Teaching.
7. Prepare on Learning Design on the basis of one Model of Teaching.

This E-Book Download From>>

www.ebook.dascoaching.in

Follow Our B.Ed Related WEbsite>>

www.dascoaching.in

Our Online Class >>

www.online.dascoaching.in

Scanned with CamScanner

Unit 3

Brief overview of Methods and Approaches of Language Teaching (as per language concerned)

❑ **Structure / Content Outline :**

3.1 Methods and Approaches of Language Teaching

- 3.1.1 Definition of Approach, Method, Technique
- 3.1.2 Approach
- 3.1.3 Technique
- 3.1.4 Method

3.2 Concept, Characteristics, Procedure, Importance and Limitations

- 3.2.1 The Traditional or Grammar-Translation Method
  - 3.2.1.1 Concept
  - 3.2.1.2 Characteristics
  - 3.2.1.3 Procedure
  - 3.2.1.4 Importance
  - 3.2.1.5 Limitations
- 3.2.2 The Natural (Direct) Method
  - 3.2.2.1 Concept
  - 3.2.2.2 Characteristics
  - 3.2.2.3 Procedure
  - 3.2.2.4 Importance
  - 3.2.2.5 Limitations
- 3.2.3 Structural Approach to Teaching English
  - 3.2.3.1 Concept
  - 3.2.3.2 Characteristics
  - 3.2.3.4 Importance
  - 3.2.3.5 Limitations
- 3.2.4 The Humanistic Approaches to Teaching English
  - 3.2.4.1 Concept
  - 3.2.4.2 Characteristics
  - 3.2.4.3 Procedure

Scanned with CamScanner

3.2.4.4 Importance
3.2.4.5 Limitationsof Humanistic Approach
3.2.5 Communicative Language Teaching (CLT)
3.2.5.1 Concept
3.2.5.2 Characteristics
3.2.5.3 Procedure
3.2.5.4 Importance
3.2.5.5 Limitations
3.2.6 Situational Approach
3.2.6.1 Concept
3.2.6.2 Characteristics
3.2.6.3 Procedure
3.2.6.4 Importance
3.2.6.5 Limitations

3.3 Approaches to Language Teaching : Teaching different content areas- objectives, importance and procedure: o Prose, o Poetry, o Drama, o Grammar, o Composition
3.3.1 Teaching Prose
3.3.1.1 Objectives
3.3.1.2 Importance
3.3.1.3 Procedure
3.3.2 Teaching Poetry
3.3.2.1 Objectives
3.3.2.2 Importance
3.3.2.3 Procedure
3.3.3 Teaching Drama
3.3.3.1 Objectives
3.3.3.2 Importance
3.3.3.3 Procedure
3.3.4 Teaching/Developing Grammar
3.3.4.1 Objectives
3.3.4.2 Importance
3.3.4.3 Procedure
3.3.5 Composition
3.3.5.1 Introduction
3.3.5.2 Objectives
3.3.5.3 Importance
3.3.5.4 Procedure

3.4 Spelling mistake - causes and method of correction
3.4.1 Introduction
3.4.2 Causes of spelling mistakes
3.4.3 Method of correction

3.1 Methods and Approaches of Language Teaching :

3.1.1 Definition of Approach, Method, Technique :

Method and Approach & Technique: Before venturing into the attempts to deal with different approaches and methods of teaching English a brief discussion should centre round the differences among three terms approach, method and technique which are mutually and hierarchically related to each other and often used interchangeably. They represent, in fact, three levels of analysis and teacher's decision-making for teaching and learning English in the classroom.

3.1.2 Approach :

An approach is the most abstract of all the three concepts and refers to the psycho-linguistic and sociolinguistic principles underlying methods and techniques. Approach is axiomatic, study of self-evident truths. In the words of E.M. Anthony, "It states a point of view or philosophy or an assumption which one believes but cannot necessarily prove" (quoted in Pahuja). Approach refers to how you deal with the nature of teaching and learning. These include the theories and philosophies that we use as our foundations for teaching. They explain how knowledge is best acquired and utilized. An approach is a set of assumptions about the nature of language and language learning, but does not involve procedure or provide any details about how such assumptions should translate into the classroom setting.

There are three principal 'approaches':

(1) The structural view treats language as a system of structurally related elements to code meaning (e.g. grammar).
(2) The functional view sees language as a vehicle to express or accomplish a certain function, such as requesting something.
(3) The interactive view sees language as a vehicle for the creation and maintenance of social relations, focusing on patterns of moves, acts, negotiation and interaction found in conversational exchanges. This approach has been fairly dominant since the 1980s.

These principles can be observed in the popular approaches like the Aural-Oral Approach, the Structural Approach, the Situational Approach, the Communicative Approach.

Scanned with CamScanner

❑ 3.1.3 Technique :

A technique is, on the other hand, the narrowest of all the three. It is just one single procedure to use in the classroom. A technique is the most personal and unique strategy used by a teacher in teaching with an intention of being an effective teacher. The teacher adapts his teaching to the kind of students he has such that his instruction is different for every class and for every kind of student. Technique usually refers to :

- maneuvering or tactic;
- a personal way of implementing methods;
- highly individualized and tailor-fitted, customized to students' learning styles, needs and interests.

So far as teaching English as second language is concerned usually the techniques like Oral Presentation and Practice, Role Play/Dialogue, Pair Work, Total Physical Response (TPR)-Body Language, Language Games, Tongue-twisters, Cross-word Puzzles etc. are med in the classroom.

❑ 3.1.4 Method :

Methods are between approaches and techniques, just the mediator between theory (the approach) and classroom practice. In the words of Anthony, "Method is an overall plan for the orderly presentation of language material, no part of which contradicts and all of which is based upon the selected approach." The term method includes the selection and gradation of material to be taught. According to W.F. Mackey, "A method determines when and how much is taught, hence the meaning and form are conveyed and what is done to make use of the language."A method is a plan for presenting the language material to be learned and should be based upon a selected approach. A method contains the following implications :

- a way of teaching;
- a procedure or a plan;
- It takes some guidelines from approaches and imparts pointers to strategies.

In order for an approach to be translated into a method, an instructional system must be designed considering the objectives of the teaching/ learning'; how the content is to be selected and organized; the types of tasks to be performed; the roles of students and the roles of teachers. In the field of teaching English Grammar-Translation Method, Direct Method, Bilingual Method etc. are certain well known

To sum up, the differences among approach, method and technique can be stated in the following three statements appended to by a diagram:
Approaches deal with general philosophies of teaching.
Methods deal with more practical instruments or equipment.
Techniques deal with specific actions.

ebook.dascoaching.in

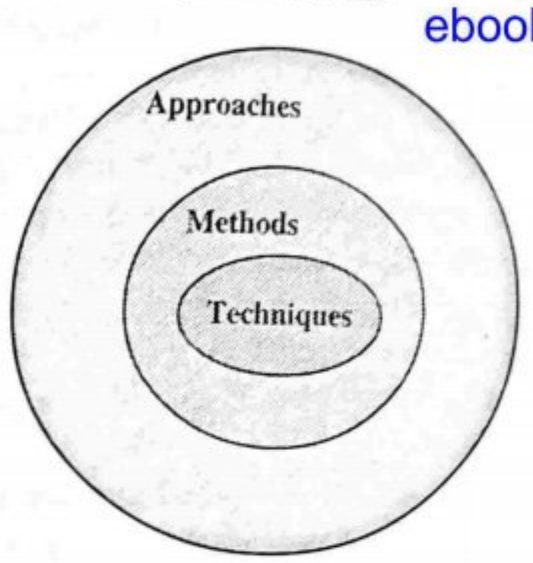


Figure 1: Diagram showing differences among approach, method and technique

The diagram shows that the term approach is the most comprehensive term encompassing all the techniques and methods. If we take it that method is the most commonly used term, that may be because the methods take some pointers from approaches, and imparts some of its pointers to techniques or strategies.

But, in spite of this academic discussion regarding the distinction, to be specific, between approach and method, the terms are often used interchangeably while discussing the following methods and approaches of teaching English :

❂ 3.2 Concept, Characteristics, Procedure, Importance and Limitations :

❑ 3.2.1 The Traditional or Grammar-Translation Method :

❖ 3.2.1.1 Concept :

The Grammar Translation Method (GTM) of teaching English is based on the assumption that the structure of a foreign language is best learnt

Scanned with CamScanner

when compared and contrasted with that of the mother tongue. This method applied the study of Latin and Greek grammars to the study of foreign languages from the 17th to the 20th centuries. In the 19th century this method was rather widespread for learning foreign languages. This is the oldest method ever known in the field of teaching English as a foreign language. This method was used for the teaching of English in the beginning, under the influence of classical languages like Latin, Greek and Sanskrit. In this method the students first of all studied the parts of speech, conjugation and syntax in detail. The rules of grammar and the lists of exceptions were all learnt by heart and applied in translation exercises during and after the lesson.

❖ 3.2.1.2 Characteristics :

The most significant characteristics of the GTM can be summarized as follows—

(i) It puts emphasis on the study and translation of the written language, as it is considered superior to spoken language.

(ii) It considers the learners as successful if they can translate each language into the other, though failing to communicate orally. The meaning of foreign words, phrases and sentences is taught through word for word translation into the vernacular of the students.

(iii) Reading and writing are the main language skills.

(iv) Teachers enjoy the sole authority in the classroom and the predominant interaction is between teacher-student.

(v) Conscious learning, interpretation and application of grammatical rules, including conjugation and other grammatical paradigms characterize the method.

(vi) Foreign phraseology can be best interpreted through translation and the process of interpretation helps the assimilation of foreign phraseology.

(vii) Words are considered to be the unit of language.

(viii) The student's native language is the medium of instruction and used as well to be compared with the language studied.

(ix) It's an inter-lingual way of teaching.

(x) Deductive method of teaching is followed here where the movement is from precepts or rules of grammar to practice.

❖ 3.2.1.3 Procedure :

The Method focuses on the teaching of a foreign language grammar through the presentation of rules together with some exceptions and lists of vocabulary translated into the mother tongue. Translation is considered its most important classroom activity. The main procedure maintained here is the following: presentation of grammatical rules, followed by a list of vocabulary and, finally, translation exercises from selected texts (Prof. H. H. Stern).

Other activities and procedures can be the following–

- reading comprehension questions about the text;
- students find antonyms and synonyms from words in the text;
- vocabulary is selected from the reading texts and it is memorized;
- sentences are formed with the new words;
- students recognize and memorize cognates andfalse cognates;
- fill-in-the-blank exercises;
- writing compositions from a given topic.

❖ 3.2.1.4 Importance :

The importance are follows–

(i) It has been noted that people trained under GTM has perfect mastery of written English, vocabulary, spelling and formal grammar.

(ii) GTM does justice to the learners so far as the evaluation is concerned as Translations Tests are easy to construct and can be objectively scored.

(iii) Learners acquire some sort of accuracy in understanding synonyms in the source language and the target language.

(iv) Direct explanation of the phraseology of the Target Language (TL) in L1 saves both time and energy.

(v) GTM does not expect the teacher to be highly resourceful. Grammatical points are explained in L1. The students translate from L1 to L2. The teacher needs only to supervise the translation. Dictation forms part of almost every class. So, the teacher does not need to be active for the purposes of illustration, dramatization, or for introducing any other technique. Moreover, it is really useful for those teachers who are not prone to exert their creative-intelligence or imagination.

Scanned with CamScanner

(vi) Communication between the teachers and the students going on in L1facilitates comprehension on the part of the learners further making it easy for the teacher to test reading comprehension.

(vii) As the class is conducted under the authoritative supervision of the teacher the method is useful for teaching larger classes.

(viii) Imbibing a diversified culture like that of India or the modern cosmopolitan literature or culture is possible only through translation of regional literature in a widely acceptable language like English and persons taught through GTM likely to surpass others in this regard.

❖ 3.2.1.5 Limitations :

But, in spite of its wide popularity among both the teachers and the students and its continuance for almost a century, from mid-19th century to mid-20th century, the GTM has lost its ground in the field of teaching a foreign language or, to be more specific, for teaching English as the second language due to the following inherent limitations–

(i) It is an unnatural method as the natural order of learning a language-listening, speaking, reading and writing as can be discerned in learning one's mother tongue in natural surroundings is reversed in GTM that starts with teaching of reading.

(ii) The students, taught through GTM, have to at first think in his mother tongue then converting it to the TL which speaks about the time-consuming characteristic of GTM on the part of the learners.

(iii) GTM lays emphasis on reading and writing and neglects the skill of speaking leaving the learners ultimately a dumb lot when they are required to communicate orally with others.

(iv) Exact translation is not possible. A language evolves out of its interaction with the customs, traditions, and modes of behaviour of a particular speech community. The connotations of these socio-cultural aspects are really hard to be translated for and even understood by another speech community. Hence, translated materials sometimes appear to be misleading for the readers.

(v) GTM does not give practice in patterns. A person can learn a language only when he internalizes its patterns to the extent that they form his habit. But GTM attempts to teach language through rules and not by use.

(vi) GTM pays little attention to the fact of teaching English as a skill subject. Principal appeal is to the intellect of the child rather to the faculties of the child. Language is taught as an intellectual discipline.

(vii) GTM requires a more resourceful set of learners than a resourceful teacher because it is easier to supervise the translation than the act of translating itself.

(viii) It is really tedious and tiresome for the learners to carry on word-for-word or phrase-to-phrase translation of a sentence. Burden of memorizing lots of grammatical rules frustrates the learners and it fails to motivate them to pursue the process further.

(ix) GTM can be successfully implemented only with the help of literary texts that further baffles the learners in finding the relation between learning and their day-to-day experiences.

(x) Niceties of grammar are learnt at the cost of the niceness of the TL itself.

❑ 3.2.2 The Natural (Direct) Method :

❖ 3.2.2.1 Concept :

Due to its inherent ease, less concern for teacher-student ratio and labour-saving character the GTM ruled for a long period of time over the field of teaching English as a second or foreign language. But, with the spread of globalization and liberalization an increasing demand for proficiency in spoken English began to grow. And, GTM utterly failed in this regard and Direct Method (DM) of teaching came into being as a reaction against the GTM. Webster's New International Dictionary says, "Direct Method is a method of teaching a foreign language, especially a modern language, through conversation, discussion and reading in the language itself, without the use of the pupil's language, without translation, and without the study of formal grammar. The first words are taught by pointing to objects or pictures or by performing actions".

It is also referred to as the Natural Method as it teaches the second language in the same way as students learn their mother tongue in a natural setting, through regular and natural social and personal intercourses. Here, the language is taught through demonstration and context. Students are encouraged to think in English. Therefore, they are more likely to

Scanned with CamScanner

acquire fluency in speech since they concentrate on expressing themselves in the TL. Students speak or write the foreign language without the need of translating their thought or idea from the mother tongue into the SL. The method became extremely popular in America during the mid-19th century as attempts were made to teach English to natives at the shortest possible time. It was introduced in France in the early 20th century and later on in Germany. In the U.S., it is known as Berlitz Method.

❖ 3.2.2.2 Characteristics :

H.E. Palmer in his book English through Actions arrives at some basic characteristics of the Direct Method–

(a) Translation has to be banished entirely from the classroom. The use of English, contextual or inferential, should be a must in the teaching of English.
(b) Grammar teaching when necessary should be inductive. The functional aspects of grammar should only be stressed.
(c) Oral teaching should precede reading and writing.
(d) Disconnected texts should never be taught.
(e) Learners should be systematically grounded in pronunciation.
(f) Natural contents and object lessons should be the means to teach meaning of words and forms.
(g) Students should be taught the structure through verbal interactions with the teachers.

☛ To add a few other features or principles to those already stated :

- The unit of speech is a sentence and not a word.
- Teaching-learning is conducted through intra-lingual devices.
- Only everyday vocabulary and sentences are taught during the initial phase; grammar, reading and writing are introduced in intermediate phase.
- Second language learning is in the natural way as humans learn their mother-tongue.
- Both oral and listening skills are taught though giving centrality to spoken language (including a native-like pronunciation)
- Student should be speaking approximately 80% of the time during the lesson.
- Students are taught from inception to ask questions as well as answer them.
- The learner is expected to use the TL to outside situations.

- Concrete meanings are taught through situational approach. The meaning of a word is not given in L1.
- Writing is kept away from the learner until after the printed word has been introduced.

The primary aim of the DM is to enable the learners think in and use foreign language with the same proficiency and facility as the native users of the language. It is to create in them instinctive and unerring language senses.

❖ 3.2.2.3 Procedure :

In this method, a short text is presented and difficult words are explained in L2 to the learners. The understanding is tested by questioning and the students learn grammar rules on their own. Question-answer sessions, interaction exercises, intensive classroom drills, dictation, free composition, pronunciation are done in the classroom to develop and strengthen L2. Concrete meanings are taught through demonstration, pictures, objects etc. and abstract meanings through association of ideas.

Grammatical items may be introduced in the following ways :

To introduce the adjectives, number may be counted (five pens), quality may be seen (white horse), felt (cold drink), smelt (a sweet rose) and heard (a loud voice).

Or, prepositions, conjunctions, and the relationships may be demonstrated as a book placed on, in, above, below, besides etc.

The teacher has to create the atmosphere of the particular lesson in the classroom and he has to show, use, point out or tell about various objects, use charts, pictures, models etc. to explain the lesson. For example, a lesson on 'Letter-writing'would be taken in the class by showing postcard, stationery articles and stamps,forexplaining the words postcard, envelope, inland-letter, stamp etc. He has to take the students to garden, to teach words like leaves, flowers, plants, trees, grass, lawn etc.

❖ 3.2.2.4 Importance :

(i) The direct association between the English words and its meaning, without the intervention of mother-tongue, makes for easy understanding facilitating expression in speech.
(ii) It generates motivated learning situation as the students have to see, listen, smell, taste, notice; feel all the various objects in the class.

Scanned with CamScanner

(iii) Unnecessary cramming of grammatical rules is eliminated.
(iv) Sentence being the unit of expression students learn to express themselves systematically. Moreover, familiarity with language structure is easily established.
(v) Direct association between language and objects saves time and energy both on the parts of the students and teachers.
(vi) The GTM is rather a bit tiring, confusing and difficult. The pupil gets bored; while the DM is object-centred.
(vii) This method gives best practice in speech and oral-drills conducted again and again in DM.
(viii) Better grasp over the language-abilities lead to easy picking up of the skills of reading and writing.
(ix) Natural picking up of the language generates among the learners a love for studying English literature ultimately leading towards a critical study of the language.
(x) Comprehensive study of the language equips the learners with a world-view and a cosmopolitan outlook.

❖ 3.2.2.5 Limitations :

The DM of teaching English was introduced in India in the early Twentieth Century. The results were not at all encouraging due to the following causes :

(i) The methodology causes a lot of problems for the teacher. Teacher's refusal to translate can waste time as he has to take resort to so many aids to explain one point.
(ii) The DM makes the learning of a language more difficult by making active command of a language all important. Dr. Brereton opines, "Only the clever child can profit by the method."
(iii) In fixing foreign phraseology in the minds of the students, the oral-aural appeal of the DM is sound and psychological. But the method ignores that all students are not linguistically minded and this leads to inferior work from misfits.
(iv) As the DM prescribes that reading lessons should be taught in co-ordination with grammar there is want of selection and grading of vocabulary and structures that causes bewilderment among the pupils.
(v) Average students cannot keep pace with the brisk movement of the lesson during oral work.

(vi) Indian socio-economic situation causes deterrent in ways of implementing the method properly due to
  (a) Insufficient number of teachers, proficient in spoken English;
  (b) Little provision of audio-visual aids in a well-equipped language laboratory;
  (c) DM teaching is productive only with small classes. But, in India, especially
  in the rural and suburban areas the teacher-student ratio is quite baffling;
  (d) A large number of pupils still being first-generation learners.
(vii) DM develops oral skills but the writing and reading is neglected or postponed to a later stage. So this is not a complete method in itself.
(viii) DM lays stress on words and not on their position in a sentence. Also, many words in English have more than one meaning. Idioms and phrases present problems of usage.
(ix) Some linguists opine that banishment of translation may stand in the way of the clarification of a concept. Communication Approach says that translation should not be totally banned.

Comparative Study of the Grammar Translation Method and Direct Method :

Components	Grammar Translation Method	Direct Method
Objectives	GTM intends to develop students' reading ability to a level where they can read literature in the TL.	Development of the language sense, formation of language habit and fluency of expression are the objectives working behind the DM.
Development of Language Skills	Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening.	Speaking enjoys precedence over other skills. Writing skill is secondary. It is believed that one's proficiency in speaking will naturally lead to the development of other skills.

Scanned with CamScanner

Teaching Grammar	Grammar is taught with extensive explanations in L1, and only later applied in the production of sentences through translation to and from the TL. Deductive method of teaching grammar is followed here.	Grammar teaching, when necessary, should be inductive. Grammar is not regarded as an end in itself but as a means to an end, as a guide to correct expression and so insistence is never on formal grammar but on functional grammar.
Teaching Vocabulary	To learn vocabulary the students are to find out their mother tongue substitutes of the words or phrases found in the TL. They are to find out the synonyms or antonyms of some words or phrases from the given passage.	Graded and selected words are provided in a controlled vocabulary for different stages. Words are taught more suitably by their material association, suitable context, explanation and practice of drill in the oral class-lessons.
Creative Writing	Inter-lingual thinking process stands in the way of spontaneous creative output. Too much concern for grammatical precision is another deterrent.	Intra-lingual thinking habit increases confidence among the students and make them love to read more and more ultimately motivating them to try their hands in creative writing.
Procedure	Grammar rules and exceptions are presented with examples. The students are asked to apply the rules when they are supposed to understand the rules. Classes are taught in the mother tongue.	Usually a short text is presented. Difficult words and phrases are explained in the TL. The students' understanding of the text is tested. Students do the exercises on grammar and learn the rules on their own. Drills are carried out on dictation, free composition and pronunciation.

Role of the Teacher	Teacher enjoys the utmost authority in the classroom. He sets the process going by providing the students with passages in mother tongue or TL, to be translated to and from the TL leading to comprehension.	Teacher is the initiator of the activities. He provides chances and creates atmosphere and situations for the students. Instead of giving meaning in the mother tongue of the learners, the teacher demonstrates things by using pantomime, audio-visual aid and regalia.
Role of the Students	Students are merely to abide by the dictates of the teacher-read or translate any given passage to comprehend the meaning or make up the sentences in which they use the new vocabulary they have learnt.	The learners remain active here. Though both the teacher and the learners are partners in the class-room, most of the time the students speak and the teacher only tries to correct them. The students learn to speak by speaking, to read by reading and so on.
Position of Mother Tongue	Translation to and from the mother tongue of the students is the primary procedure of teaching-learning. Communication between teachers and students, among the students and explanation or illustration go on in mother tongue.	Use of mother tongue in the teaching learning process is totally banned or discouraged. Translation in any form-from TL to mother tongue or the reverse-is intended to be banished from the classroom.

❑ 3.2.3 Structural Approach to Teaching English :

❖ 3.2.3.1 Concept :

The term 'Structural Approach' comprises of two words 'structural' and 'approach'. The word 'Structural', related to the structures and 'approach' literally means 'coming near'. Thus 'Structural Approach' in teaching English means approaching English on the basis of structures. The Structural Approach (SA) is based on the assumption that language can

Scanned with CamScanner

best be learnt through a scientific selection and grading of structures or patterns of sentences and vocabulary. The International Seminar held under the auspices of the UNESCO, in Ceylon in 1953, felt that properly graded structures and vocabularies are indispensable for any efficient and effective means of teaching a foreign language. The structures are the tools of a language. Every language has its own tools; its own pattern of structures. The structures are just like photo frames. Once we get a photo frame, any number of photos can be fitted into it. In the same way, if we learn a structure any number of sentences of the same type can be constructed.

❖ 3.2.3.2 Characteristics :

The concept of SA depends upon the following characteristics:

a. **Word Order :** Word Order or the "patterns of form" is of primary importance in learning English language. It is the order of words in a pattern that makes true meaning clear.

b. **Presence of Function Words :** The structural devices make use of another important principle. This is the essential use of 'function words' or 'structural words'. Observe the following structures:

(i) I eat rice.
(ii) I shall eat rice.
(iii) I shall be eating rice.
(iv) I shall have eaten rice.
(v) I have eaten rice.
(vi) I have to eat rice.
(vii) I might have eaten rice.
(viii) I may eat rice.

ebook.dascoaching.in

In the second sentence, the word 'shall' tells about one action that is going to happen and the third and the fourth sentences convey the meaning of futurity in a different way. The fifth sentence makes use of 'have' which tells us that the action is now over. Similarly, the meaning is modified by the use of structural words 'have to', 'might' and may in the sixth, seventh and eighth sentence.

The structural words which help the construction of utterances with content words are :

(i) The pronouns such as I, me, he, her, their some, any etc.
(ii) The prepositions such as in, on, of, under, at, from etc.
(iii) The helping verbs as do, have, be, will, can, may etc.

(iv) The adjectives and adverbs such as this, that, all, each, every, ago, again, also even, ever etc.

c. **Use of a small number of Inflections :** Another important characteristic feature is that, as compared to other languages, English language makes use of a small number of inflections. Inflectional changes are prominent in the following examples :

(i) **In Verbs :** I eat: he eats; I am eating; I ate.
(ii) **In Nouns :** one tiger, two tigers, that tiger's stripe; one woman, two women, women's food.
(iii) **In Adjectives and Adverbs :**
(a) great ... greater ... greatest good ... better ... best
(b) Great ... greatly; beautiful ... beautifully.

❖ 3.2.3.3 Procedure :

The teaching learning process in SA starts with the selection of structures according to the average ability of the students, the allocation of time and the availability of equipment.

The selection is also conditioned by the following principles–

(1) **Usefulness :** The more frequent is the use of structure, the more possibility of its selection.
(2) **Productivity :** Other structures are built on the structures which are productive to a great extent.
(3) **Simplicity :** The simplicity of form and meaning and meaning of the structures is also a deciding factor.
(4) **Comfortability :** Some structures can be taught more comfortably than others. The structures that can be demonstrated in a realistic situation will enjoy preference in selection over others.

About 275 graded structures will lay the foundation of the teaching-learning activity of English. And the mastery over the structures will in turn depend upon the mastery over an essential vocabulary of about 3,000 root words for active use.

After the selection the structures are drilled orally first before the learner can read or write them. The following are some types of drills.

(i) **Memorizing dialogues :** Learners take roles in the dialogue and repeat their parts and memorize the sentences.
(ii) **Expansion Drills :** The teacher gives a model sentence followed by a cue. The students expand the sentence using the cue.

Scanned with CamScanner

(iii) Repetition Drill : The students repeat the teacher's model sentence.

(iv) **Chain drill :** In a chain of conversation the students ask and answer questions of each other.

Moreover, since language learning is a matter of habit formation, it requires repetition so that the language habits that are cultivated during the learning process may be retained.

❖ 3.2.3.4 Importance :

ebook.dascoaching.in

(1) The students remain active throughout the teaching-learning process.

(2) SA helps the students acquire fluency in spoken English.

(3) It makes the students creative. They are able to think a large number of sentences of similar types.

(4) Teaching by creating meaningful situations enable the students understand the subject matter fully.

(5) Learning through situation helps retain the subject matter for a longer period of time.

(6) Learning of the language takes place in a natural way because the students have listening and speaking first, followed by reading and writing.

(7) Immediate checking of the wrong pronunciation by the teacher helps the learners acquire good pronunciation.

(8) Language learning becomes a habit with the student enabling them inculcate intra-lingual habits, a basic criterionfor learning a second language.

(9) All the skills i.e. listening, speaking, reading and writing enjoy favourable consideration here.

(10) SA helps even the slow and the backward benefit from the teaching-learning process.

❖ 3.2.3.5 Limitations :

(1) Demand for a lot of practice makes the teaching-learning process dull and mechanical for a few learners.

(2) A few years' dealing with the structures makes the system quite predictable and uninteresting.

(3) For its proper implementation SA requires the services of really competent and hardworking teachers which India lacks in.

(4) SA is applicable for the students of lower classes and not suitable for the higher classes.

(5) Blind repetition of structural items goes on during oral teaching.

(6) Listening and speaking enjoy precedence over reading and writing.

(7) Though translating is not wholly discarded, SA fails to exploit children's mother tongue.

(8) The syllabus may not be covered with the approach.

❑ 3.2.4 The Humanistic Approaches to Teaching English :

❖ 3.2.4.1 Concept :

Humanistic approach is the latest and most thought-provoking language-teaching method. It was the works of Carl Rogers and Abraham Maslow that accelerated the development of Humanistic Psychology in the early seventies which was called Counselling Learning. According to Rogers, the learners were not to be considered as a 'class', but as a 'group'. Charles A. Curran suggested that the learners ought to be considered as 'clients' and the teachers as 'counsellors', who address the needs of the learners. Curran believed that by this method, the anxiety or fear of making a 'fool' of oneself will be lowered. Another important goal of this kind of an approach is to perceive a teacher as an empathetic helping agent in the learning process and not as a threat. Perhaps Caleb Gattegno and Curran can be considered as the forerunners in the application of humanism in English Language Teaching.

Humanistic Psychologyis closely connected with counseling and notions of self-help.Learning a foreign language is a process of self-realization and of relating to other people. That is why Humanistic Approach is also referred to as Affective-Humanistic Approach that emerged as an antithesis against Cognitive Approach that assumes that language is rule-governed; hence emphasis should be given on cognitive behaviour (not habit formation-Skinner's cognitive conditioning).

With specific regard to English Language Teaching (ELT), the Longman Dictionary of Applied Linguistics (1985) defines the Humanistic Approach as follows:

(In language teaching) a term sometimes used for what underlies METHODS in which the following principles are considered important:

a. The development of human values;

Scanned with CamScanner

b. Growth of self-awareness and in the understanding of others;
c. Sensitivity to human feelings and emotions;
d. Active student involvement in learning and in the way learning takes place (for the last reason such methods are also said to be STUDENT-CENTRED) (Nagaraj 56-7).

❖ 3.2.4.2 Characteristics :

- The approach is based on the premise that the affective aspects of language learning are as important as the cognitive aspects, [and so] the learner should be treated in some sense as a 'whole person'. The answers to language learning problems are more likely to come from psychology than from linguistics.
- It proceeds with the perception that the receiver in education is first a human being, then a learner. If a person cannot satisfy his basic needs, he will surely fail to concentrate on his language learning whole-heartedly.
- Here, the teacher relinquishes a great deal of authority and becomes a facilitator. The more a child thinks positively, the more he/she is facilitated to learn. The learners were not to be considered here as a 'class', but as a 'group'. And, again, suggested that the learners ought to be considered as 'clients' and the teachers were 'counselors', who addresses the needs of the learners. Here a teacher is considered as an empathetic helping agent in the learning process and not as a threat.
- Learning is affected by how students feel about themselves.
- Here, it is believed that an opportunity for active autonomous engagement can dispel the learners' resistance to the uncertainty and threats of freedom and autonomy, thereby making the students enjoy rather than 'tolerate' the linguistic experiences.
- Another important aspect of humanistic assessment is learners' freedom in self-evaluation because when learners evaluate their own learning, it becomes responsible learning. In a formal education setting, ?nal assessment is done by teachers through formal examinations.
- Here, the teacher believes that in a learning situation the importance given to the self or the individual lead to self-actualisation, the highest goal achieved by the learners.
- In humanistic approach, the teacher as a facilitator must provide

the nurturing context for learning and not see his mission as one of rather programmatically feeding students, quantities of knowledge which they subsequently devour.

❖ 3.2.4.3 Procedure :

A Humanistic Approach to language teaching is a welcome method. But how can this methodologybe appliedin our system of education? Humanism would concentrate upon the development of the child's self-concept. When a child feels good and confident about himself/herself, it shows a positive beginning. Only when a learner's self-esteem is raised, s/he realizes his/her responsibilities in the learning process. Now the learner has not only started his/her learning earnestly but also is progressing towards self-development. If there is humanism in teaching and learning, self-development is accelerated.

The humanistic approach tends to see language learning as a process which engages the whole person and not just the intellect. It takes into account the emotional and spiritual needs of an individual too. The four methods, that were introduced in the 1970s as mere theories but later were carefully put into practice, which are generally considered to reflect the philosophy of the humanistic approach in the fullest measure is explained below:

➧ (i) **Suggestopedia :** Suggestopedia is one humanistic teaching method developed by a Bulgarian psychotherapist, Dr. Georgi Lozanov. Being a psychiatrist, he used a suggestion as an anxiety-reducing and barrier-removing tool. The method is the pedagogic application of suggestion. This method is based on the assumption that the mind has great potential and can retain information by the power of suggestion. It aims at helping learners overcome the feeling that they cannot be successful, and so removes their mental barriers to learning. "It helps learners reach hidden reserves of the mind (Nagaraj 63). According to Lozanov, by this method, a language can be learnt three to five times faster than by the traditional teaching methods. The method is 'based on the principle of joy and easiness' (Nagaraj 63). It is also based on the modern understanding of how the brain works and how we learn most effectively. Much of the learning relies on music, games, puzzles etc.

Procedure applied in the Classroom :

Imagery, music, suggestion, relaxation, comfy armchairs, and dim lighting are the essential ingredients of the Suggestopedia classroom.

Scanned with CamScanner

- The classroom uses musicto help soothe students as teachers employ various language-learning activities.
- With soft music playing in the background, students role-play and learn vocabulary under the guidance of the all-powerful teacher.
- In a typical lesson-or concert-the teacher plays a piece of emotionally charged music.
- S/he then reads a passage from a text in the target language, trying to harmonize with the music while maintaining a slow, rhythmic pace.
- Students follow along with their own texts and translation.
- Students then return their translations to the teacher, close their eyes and settle back to listen to a replay of the music and reading performance.

This teaching method uses relaxation as a means of retaining new knowledge. Though in a very few countries like Bugaria Suggestopedia is used even in primary schools, in Canada, USA and certain other countries in the Western Europe, this method is generally associated with the teaching of languages to adults. In this classroom, even adult learners are encouraged to behave as pliable, suggestible children, and to regard their teacher as a super-mentor parental figure.

➧ (ii) **Total Physical Response (TPR)**

"Allow students to produce when they are 'ready'. Improvement comes from supplying communicative input, not from forcing production" (Krashen). Total Physical Response (TPR)method, a brainchild of Dr. James J. Asher, an experimental psychologist, draws on the basic principles of how young children learn their first language. TPR is based on the premise just as an infant who acquires first language by physically responding to its parents' speeches, one can acquire a second language too following this approach. The teacher taking the role of the parent helps the learners to get motivated easily and their self-confidence is boosted. The method involves a wide range of physical activities and a lot of listening and comprehension, as well as an emphasis on learning as fun and stimulating.

Asher reasoned that since children in the process of acquiring their native language seem to listen more than they speak and often react physically to speech, second-language learners might learn a target language in the same way. In addition, he felt that language classes were

too stressful for learners, and he wanted to create an atmosphere in which learners didn't have to do anything other than respond to imperatives such as "Go to the door!" or "Walk slowly to the chalkboard!"

▶ **Procedure applied in the Classroom :**

- The teacher initiates with giving a simple command like "Go to the door!" or "Walk slowly to the chalkboard!" Commands are written by the teacher on the blackboard and are copied by the learners. At the initial stage the learners are not required to speak.
- If the students fail to follow the command/s the teacher has to demonstrate the command/s.
- Next commands are given. Volunteers from the students, who are able to follow the commands, may be asked to demonstrate the commands.
- When the spirit of commanding is supposed to be properly inculcated by the learners they themselves start giving commands to be followed by the rest of the class. Students could absorb other linguistic forms, such as questions by watching and imitating the teacher shrugging his/her shoulders, looking confused, and asking, "Where is the book?" In these ways, students magically begin asking questions and creating their own commands. In theory, this process guides them to fluency in the target language.

TPR can be an effective methodology in small doses when language learners have no knowledge of the target language. It has the advantage of getting students out of their seats, which alleviates boredom.

But, TPR has limitations, especially when teaching abstract language and tasks, though it is widely considered to be effective for beginners and is still the standard approach for young learners.This method is an excellent humanistic method of language teaching and learning only at the beginner level and miserably proves to be a failure at the advanced level.

➧ (iv) **The Silent Way :**

The Silent Way is another example of a method categorized under the Humanistic Approaches, developed by Caleb Gattegno, teacher of mathematics. The Silent Way "is based on a theory of learning and teaching rather than on a theory of language. With this technique the teacher is supposed to be practically silent...and avoids explaining

Scanned with CamScanner

everything to the students. This method is based on a problem-solving approach to learning, whereby the students' learning becomes autonomous and cooperative. The method is based on the principle that 'teaching must be subordinate to learning". The objective is to make learning automatic by encouraging students to discover, rather than memorize, the lexicon and prescriptive rules of the target language.

The scope is to help students select the appropriate phrases and know how to control them, with good intonation and rhythm. The teacher does not repeat the material nor supplies the phrases that the student has to imitate, and there is no use of the learner's native language. Patterns contain vocabulary, and coloured guides for pronunciation are used to assist the teacher in guiding the students' understanding while saying the least amount possible.

This is achieved by teaching students to associate physical objects-specifically, colour-coded rods-with phonemes. The teacher is supposed to be a facilitator only intervening in students' learning if they wander hopelessly off course. In addition to the coloured rods, classroom materials include a sound/color wall chart, with each color representing a phoneme; a 500-word color-coded word chart; a spelling chart, or Fidel chart, that color-codes all possible spellings for every phoneme; and wall pictures that represent everyday scenes.

▶ **Procedure applied in the Classroom :**

- The class starts with the display of chart containing vowel and consonant phonemes.
- The teacher points to a certain phoneme, say /a/. After the repetition of the same action for a few times he points to the phoneme-block and says /a/. Now, the class repeats the sound but the teacher remains silent. It starts with teaching phonemes and gradually moves towards dealing with words.
- Then the time comes when the learners points to the phoneme-blocks and the class repeats the same. Lots of peer interaction and peer correction go on. The teacher will only interfere when the learners are off the track.
- Cuisenaire rods (small wooden rods of different lengths and colours) may be used to teach storytelling, phrasal verbs, present language chunks etc. They are used as classroom resource to visually represent various areas of language. Rods of one colour are used to represent verbs; another is added at the end to

represent the past '-ed' form. The teacher shows the class one rod at a time and the class repeats the rod.

- The learners are asked to write out sentence they have learnt.
- The teacher uses a lot of gestures also to drive home the point. For example, if the learners pronounce the word 'but' as 'boot' instead of simply as 'but' the teacher points the mistake by gradually closing in the palms of both of her hands.
- The advanced learners may enjoy exposure to books having cultural and literary characteristic features.

While the Silent Way encourages students to become active discoverers, it also leaves them to their own limited communicative devices. It has been observed that once the uniqueness of the phonemic rods wears off, the Silent Way classroom resembles any other language classroom.

▸ (iv) **Community Language Learning (CLL) :**

The method of Community Language Learning (CLL) was developed in 1972 by Charles Curan, a priest, psychologist and counselor who wanted learning to take place in an anxiety-free atmosphere. Initially it emerged as a method of Counseling Learning. Later on, when it was applied to language learning it came to be known as Community Language Learning (CLL). Curan proposes that the teacher takes an unobtrusive role and just aids the learners to learn the language. The learners form a community, and they help each other to learn the target language. CLL seeks to encourage teachers to consider the learners as 'whole' persons where their feelings, intellect, protective reactions, interpersonal relationships, and desire to learn are considered with empathy and balance. The method 'lays emphasis on learners' personal feelings while learning a foreign language' (Nagraj 61).

▶ **Procedure applied in the Classroom :**

- The whole class is divided into small or large groups, forming the community.
- In a typical session, the learners of a community and the teacher, usually considered as a 'counsellor' are seated in a circle.
- The teacher begins by explaining what the learners will be doing.
- When moved by the spirit, one learner will raise his/her hand, a signal for the teacher to approach.
- The learner then says a phrase in her/his native language, which the teacher repeats in the target language.

Scanned with CamScanner

- The learner then repeats the phrase in the target language. The target-language portion of this "conversation" is recorded.
- The class listens to the recording.
- The teacher then writes the learner's portion of the conversation on the board and the most courageous fellow student volunteer to translate the sentences into their native language.
- All the while, learners receive tender reassurance from the teacher.

The students with the humanistic approach of the teacher-counselor are able to self-evaluate themselves and realize their self-worth and responsibility in the learning process that helps them learn out of interest and not out of compulsion.

But, in spite of the presence of all that is learner-friendly and also sharing many of the same principles as the Silent Way, the technique of Community Language Learning (CLL)was relatively short-lived.

❖ 3.2.4.4 Importance :

The basic principle is in shifting the focus in education from teaching to learning, so that the teacher is no longer the focal point in class but someone who facilitates the process of education. Its advantages may be summed in the following ways :

- Humanism in any field can do wonders, but when applied to teaching it gains significance because it is with the teachers that the learners spend most of their valuable and mouldable years. Teacher's responsibility lies in facilitating the learners toward self-motivation.
- This distinctively human qualityshows itself in terms of one or more of the five positive though overlapping components :
  (a) **Feelings :** Personal emotions and aesthetic appreciations should be encouraged. In a humane language classroom, the learners' feelings are respected.
  (b) **Social relation:** This encourages friendship and cooperation. The learners develop interpersonal skills that accelerate language learning.
  (c) **Responsibility:** This aspect accepts the need for public scrutiny, criticism, and correction and disapproves of whomever or whatever denies their importance.

  (d) **Intellect :** Inclusion of knowledge, reason and understanding fights against whatever interferes with the free exercise of the mind.
  (e) **Self-actualization :** The quest for full realization of one's own deepest true qualities, the quest for self-actualization helps one to function to him/her fullest capacity.

❖ 3.2.4.5 Limitations of Humanistic Approach :

The following disadvantages of the approach, both from the point of view of the learners and the teachers can be stated:

☛ Learners :

➧ The content of a lesson or syllabus is taught from the point of view of the learner. If the burden of what is happening in class is shifted to the learner, while the teacher only facilitates the process, the performance of the learner will most likely involve psychological stress and, may be, even more stress than before.

➧ A learner must demonstrate the ability to cooperate with the teacher and compete with his fellow-students; he has to learn to cope with success and failure.

➧ The learner has to be very sensitive to how his fellow-students feel in relation to himself and to each other. This also implies more psychological stress on the learner.

☛ The Teacher :

➧ The teacher must become a facilitator by giving up the dominating role to the learners. On the other hand, and this seems essential, it is the teacher who creates the special atmosphere of the learners' independence and the new psychological climate in class.

➧ Humanistic Approach demands too much empathy from the teacher which may not be always possible for the teachers intending to earn only bread and butter.

➧ It calls for finding an appropriate balance in the teacher- learner relationship, a very sensitive substance which may not be realized in an overburdened classroom in India.

But, undoubtedly enough, the stress, associated with the approach is more stimulating and creative rather than debilitating.

Studies also show that humanistic education can lead to fewer discipline problems in and out of the classroom interactions. To overcome the few problems associated with the approach the teachers need to have a thorough

Scanned with CamScanner

grasp of both how pupils learn. The atmosphere, the material, methods and techniques should aim at 'infantilization' so that learners have a childlike (open-minded) attitude to learning.

❑ 3.2.5 Communicative Language Teaching (CLT)

❖ 3.2.5.1 Concept :

The approach to language teaching that can be broadly labelled as Communicative Language Teaching (CLT) emerged in the 1970s and 1980s as the emphasis switched from the mechanical practice of language patterns associated with the Audio-lingual Method and Structural Approach to activities that engaged the learner in more meaningful and authentic language use. Applied linguists and language teachers in their efforts to improve the learner's communicative competence devised the Communicative Approach to enable the students deal effectively with every situation demanding active or functional communication on the part of the learners. Although the movement began as a largely British innovation, focusing on alternative conceptions of a syllabus, since the mid-1970s, the scope of Communicative Language Teaching (CLT), sometimes referred to as Notional Functional Approach or Functional Approach, has expanded. Both American and British proponents now see it as an approach (and not a method) that aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills-listening, speaking, reading and writing-that acknowledge the interdependence of language and communication.

What is communication? Communication is first of all exchanging opinions, information, notions of social, cultural, political and other aspects of everyday life. Communication always has associations with written and oral discourse. But communication includes a surprised face, a smile, a nervous movement etc. Communication is also advertising something, hoisting flags, sticking posters or blowing a whistle.

The approach is called Communicative as the learners have to inculcate the habits of realizing effective communication through task-oriented activities. The approach is based on the sound psychological assumption that the active involvement of the students in the teaching-learning process is one of the primary criteria for developing the linguistic skills of the students. The concern for effective communication enjoys precedence over concern for attaining mastery over structures.

❖ 3.2.5.2 Characteristics :

The Approach usually comprises of the following characteristics:

(1) Language is considered to be a system for the expression of meaning.

(2) The learners are made to acquire the language in a suitable situation or context that is realistic and functional.

(3) The primary function of language is for interaction and communication and the learners are taught accordingly.

(4) The primary units of language here are not merely its grammatical and structural features, but categories of communicative meaning as exemplified in discourse.

(5) It is the assumption that activities that involve real communication promote learning and activities are arranged here accordingly.

(6) Learners are made to acquire the language through continuous and consistent purposeful activities.

(7) A learner is constantly made to face the problems of how to learn English and choose his own route to a solution. He learns by discovery.

(8) Any psychologically sound method or approach should be learner-centered. It should give "the learner not only grammatical competence but also a social skill as to what to say, how to say, when to say and where, in order to satisfy his daily needs or larger aims" (Mowla 62). And, communicative approach follows this principle.

(9) At the initial stage of language teaching concern for grammatical perfection is avoided as it may cast inhibition upon the fluency and spontaneity of expression.

(10) Communicative approach is a learner-centered teaching-learning system where teacher is a facilitator of learning.

❖ 3.2.5.3 Procedure :

As this approach is firmly based on the principle of 'minimum teaching, maximum learning', learners' involvement in the teaching learning process should be ensured. Learner-centered activities form the basis of this approach and the approach starts with the designing and selection of activities and tasks which are conducive to the acquisition of the four

Scanned with CamScanner

language skills. The learners are to perform a great amount of language activity like working in pairs or groups, dramatization, project work, discussion, debates, etc. Group and collaborative activities give enough exposure to listening and speaking. Grammar has to be taught in relation to relevant texts of different types. No separate classes for teaching grammar are recommended. Text-based materials, task-based materials like exercise handbooks, cue cards, activity cards, pair communication practice materials, etc. and realia like signs, magazines, advertisements, newspapers, maps, pictures, symbols, charts, etc. provide the approach a great sustenance. The learners have to consult the text-books to get acquainted with the methodology to be followed, or the components to be incorporated in their assignments, to have their tasks performed. After consulting the learner-centered textbooks, their classmates and, if necessary, the teachers, they put down their perception in black and white or communicate to their teachers.

❖ 3.2.5.4 Importance :

(1) Active involvement of the learners in the teaching-learning process helps in internalizing the acquired language skills.

(2) Performing in pairs and small groups makes the pupils feel confident and provides motivation for further engagement in self-generated exercises.

(3) Absence of too much concern for grammatical rules makes the learners feel free in expressing themselves, ultimately leading to the acquisition of fluency and appropriateness in communication.

(4) Unlike Direct Method, CLT does not put any outright ban on the use of mother-tongue, though minimizing the use of mother-tongue. This feature makes some pupils as well as some teachers feel comfortable.

(5) Cooperation, rather than competition, in language learning plays the role of a great motivator and generates further scopes for functional communicative activities.

(6) The sequence of emphases on the language skills starting with listening and speaking and giving top priority to developing reading and writing skills later on is very much logical.

(7) As the teachers are discouraged from explaining or translating a reading material the students become independent readers.

❖ 3.2.5.5 Limitations :

(1) The requirements of CLT put a heavy burden on a non-native foreign language teacher whose own communicative competence needs to be good enough to teach effectively.

(2) CLT puts a great stress upon the teachers as a number of deviations from traditional techniques of teaching English have to be followed here.

(3) The teacher can no longer be the only source of knowledge. The teacher's role has more to do with initiating activities.

(4) Teacher training and certification programs may need to make higher requirements to teachers for communicative language proficiency.

(5) Foreign language teachers should make full use of technologies such as films, videos, audio-tapes, computer software in order to provide adequate language input and create an optimal environment for communicative learning and teaching.

(6) Certain differences existing between real life and the classroom environment may create confusion among the students.

(7) Problem is felt in assessing the results of communicative language teaching. The domination of the paper-pen system of evaluation hardly conforms to the true spirit of CLT.

(8) Sometimes the teachers may find it quite hard to tell which the most appropriate expression is because of the different social contexts and different ways of expressing the same function. 9. Not all topics can be assigned as specific linguistic means to CLT. In this sense the neglect of morphology, word formation and lexicology is a worrying issue.

Comparative Study of the Structural Approach and Communicative Approach :

Components	Structural Approach	Communicative Approach
Objectives	SA aims at laying the foundation of English and enabling the children to attain mastery over a "controlled vocabulary". It intends to help the learners form habits through intensive and extensive drilling.	CA aims at focusing in language teaching on communicative proficiency rather than on mere mastery of structures. Fluency, acceptable

Scanned with CamScanner

		language and appropriateness are the goals of the communicative skill.
Development of Language Skills	This approach employs techniques of the DM of teaching but the use of translation is not wholly discarded. Teaching is done in situations. Speech is mainly stressed but reading and writing are not so emphasized.	Reading and writing can start simultaneously. The students are made to read a paragraph or two and answer inferential type of questions. Writing exercises also follow. Though all the skills enjoy equal emphasis concern for communicative approach ultimately lays emphasis on speaking.
Teaching Grammar	Grammar is taught through drilling in the basic language patterns, called Structures. Each structure contains an important grammatical point. The structures are carefully graded and if they are mastered, the learners are expected to earn working command of spoken and written English, with a fair amount of grammatical details.	CA aims at making the students proficient in functional grammar which aims to "describe the functionally contingent order in the shape of the system of language" (Schmidt). No separate grammar classes are recommended here. Specific grammatical items will be taught in relation to relevant texts or tasks.
Teaching Vocabulary	SA makes a difference between two kinds of vocabulary-(i) Content words signifying ideas and notions about objects and actions and (ii) Structure words clearly specify the meaning of content words in their relationships and bind the content words together in sentence patterns.	No conscious or separate efforts are recommended for getting the students enriched with vocabulary. As in the case of grammar teaching, vocabulary is also to be taught in relation to specific situation or tasks. Students are encouraged to guess the contextual meanings of the words.

Creative Writing	Too much concern for drilling in and dealing with limited structures leads to a feeling of boredom and artificiality. It is not at all conducive to the development of the skill of creative writing.	The students are engaged in different activities and write anything after going through debates or discussion. Dealings with different situations and tasks motivate the learners to be innovative and creative in their writing exercises.
Procedure	Students are taught through actions as far as possible. Through exercises and repeated drilling students would form automatic language habits. The teaching of grammar and composition should be correlated with the reading lessons.	Learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use (rather than merely mechanical practice of language patterns). Errors are not frowned upon as in the other methods but tolerated as stepping stones to correct learning.
Role of the Teacher	The teacher is expected to create and utilize in the class-room a conducive situation while presenting and drilling the structures. The teacher should use clear and unmistakable situations to fix the language items. The teacher gives a model sentence. Then he gives a cue. The students expand the sentence using the cue.	The teacher has to initiate activities through the full use of technologies such as films, videos, television, audio-tapes, computer software in order to provide adequate language input and create an optimal environment for communicative learning and teaching. The teacher's role is that of a co-participant, not that of an authoritarian master.
Role of the Students	Pupils take roles in the dialogue and repeat their parts. They memorize the sentences with their proper structures	The learner must actively participate in the activities. They interact

Scanned with CamScanner

	and try to apply the structures in new situations. Success in one structure leads to the subsequent structures.	with one or more of their friends with reference to the given tasks. Pair work and group work are encouraged. They are motivated to shed their shyness and diffidence and do their best through repeated interactions among themselves.
Position of Mother Tongue	The use of mother tongue is allowed at the initial stages for explaining a situation. But a student has to fix up the habits of the language patterns in English.	CA discourages explanation or translation of reading materials by the teacher though at the same breath it says, "Feel free to use the mother tongue as and when necessary but please minimize the necessity."

❑ 3.2.6 Situational Approach :

❖ 3.2.6.1 Concept :

In spite of the controversies on language learning processes, there is the underlying fact that the main practical objective of teaching a language is to enable the learners to use it. That is, to know to what real-life situations each particular form of the target language corresponds. Acquiring linguistic data is not sufficient because the scene is not a linguistic one, as it has to do with people, objects and events which are present at the moment of communication. In this respect linguist Halliday remarks "when we acquire our primary language, we do so by learning how to behave in situations, not by learning rules about what to say."

The origins of this approach began with the work of British applied linguists in the 1920s and 1930s. Beginning at this time, a number of outstanding applied linguists developed system for a principled approach to methodology in language teaching. Two of the leaders in this movement were Harold Palmer and A. S. Hornby, two of the most prominent figures in British twentieth-century language teaching. Both were familiar with the work of such linguists as Otto Jespersen and Daniel Jones, as well as

with the Direct Method, They attempted to develop a more scientific foundation for an oral approach to teaching English than was evidenced in the Direct Method. The result was a systematic study of the principles and procedures that could be applied to the selection and organization of the content of a language course leading to the origins of Situational Approach. The 'Situational Approach' was an interesting innovation in Structural Situational Approach. When this term was first coined by Hornby himself in 1950, it was used, not to refer to the use of language in real life situations, but to the structural drills in which concrete objects along with actions was used to demonstrate meaning of words.The Situational Approach has survived, so far, by completing later approaches and methodologies such as Audio-Lingual Method, Communicative Language Teaching, Total Physical Response, The Silent Way, Community Language Learning, The Natural Approach, Suggestopedia., etc.

According to the Situational Approach, and to insure that the language that is being taught is realistic, all the words and sentences must grow out of some real situation or imagined real situation. Thus, the meanings of words are tied up with the situations in which they are used. Language is always used in situations. A child learns his mother tongue easily and quickly, without much effort because every language item is presented before him (her) in its corresponding situation. The learners know the meaning of the word "blackboard", not because they have looked it up in a dictionary, but because they have learned the word in situations; by hearing commands such as: "Look at the blackboard!"; "Clean the blackboard!", "Write on the blackboard." The example stresses the association between the word "blackboard" and the action of "looking at it", "cleaning it", or "writing on it. Even if the classroom environment is limited, the teacher's inventiveness should be put into practice in the pretence of a situation picked up from outside the classroom.

Since the purpose of teaching a foreign language is to enable the learners to use it, then it must be heard, spoken, read, and written in suitable realistic situations. Neither translation nor mechanical drills can help if they are not connected to practical life. Drilling words and structures or making a maximum of sentences out of substitution tables would, inevitably, lead to the unreality, boredom, and remoteness of the language process. The difference between American structuralists, such as Fries and the British applied linguists such as Firth and Halliday, lies in the fact that structures must be presented in situations in which they could be used.

Scanned with CamScanner

ebook.dascoaching.in

☛ Types of Situations :

Based on the book *Content-Cum-Methodology of Teaching Engl* as brought out by Netaji Subhas Open University, meant for B. Ed.-O Programme, later on to be referred to as NSOU, the situations may classified in different ways. One of these ways is as given below.

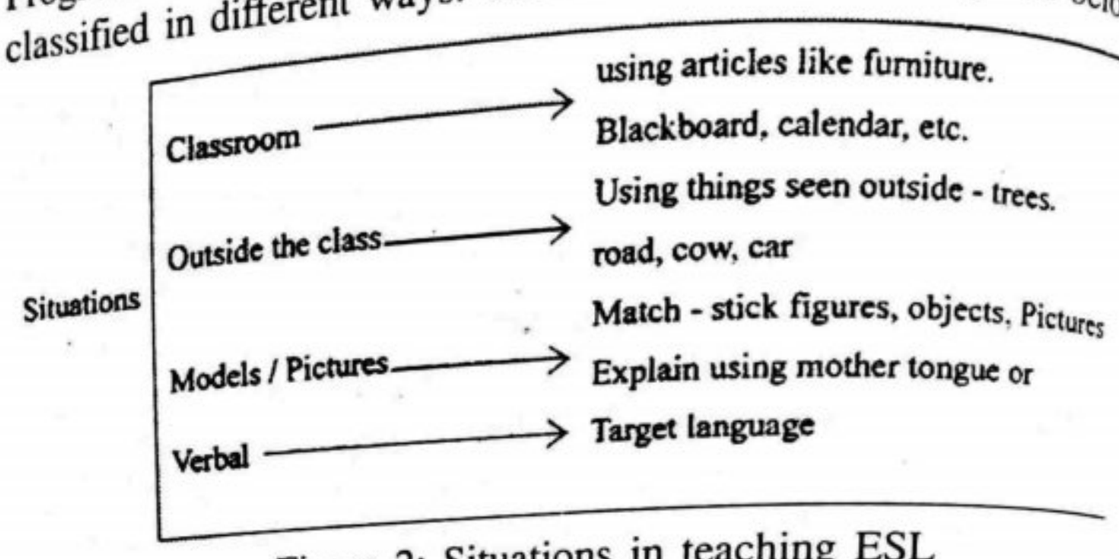


Figure 2: Situations in teaching ESL

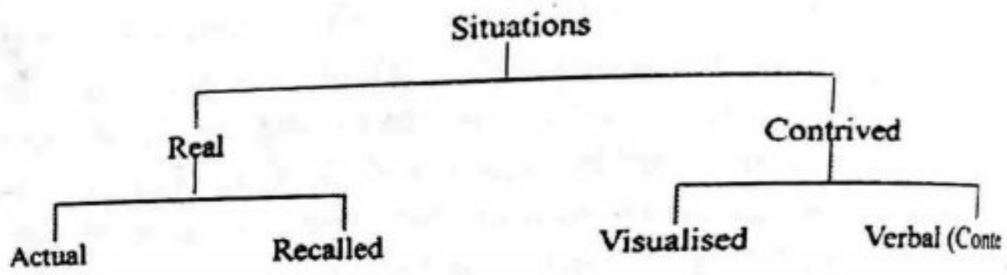


Figure 3: Situations in teaching ESL

The situations introduced, should be matter of fact and items must b introduced as naturally and spontaneously as possible. For this, situatio may be either real or contrived.

Real situations: Real situations are those which the pupils ca experience directly at the time of learning with their sense organs; thos they can see, hear or touch or taste. This corresponds to the classroo situation of the previous table. The teacher and the pupils use the langua item naturally in association with the situation. E.g.: The use of th present continuous tense. 'I am writing a letter.' 'He is listening to a song 'She is dancing on the floor.'

Real situations are also those which the pupils have experienced direct at home or elsewhere outside the classroom; but which is not availabl at the time of learning. These situations are often used by the teache E.g. The use of the simple present tense. To introduce this item a sequen

of sentences is required. The simple present should be introduced after the simple past and simple future. So the sequence would be:

You came to school yesterday.
You will come to school tomorrow.
You come to school every day.

These situations have the maximum value in language teaching as they are already known to the pupils.

Contrived Situation : Every teaching item cannot be linked to pupils' direct experience. So, the teacher has to create situations that may appear to be real. Such created situations are known as artificial or contrived situations. A resourceful teacher is ever ready to create many situations like this.

To create situations, different methods can be applied. The teacher can show pictures and create situations. A quick blackboard sketch, a few gestures, a bit of mimicry or dramatization all these will enliven an otherwise dry text and also enable the pupils to understand the situation better than any amount of explanation.

Verbal Situation: This is the most difficult situation out of the three as the students will have to understand the situation with the help of teacher's verbal explanation. The words may be either spoken or written. Here, there may not be any previous experience to recall and the teacher may not have any audio-visual aids. Most of what the pupil will read or hear in his later life, come under this category of situations. In teaching, especially in the higher classes, this method is usually employed. This is used for abstract nouns like kindness, emotion, etc. which cannot be introduced with pictures etc.

We can also classify situations as (i) Actual classroom situations, (ii) Contrived classroom situations, (iii) Life situations outside the classroom and iv. Imaginary situations.

❖ 3.2.6.2 Characteristics :

Jack C. Richards and. Theodore S. Rodgers summarized the main characteristics of the approach as follows :

(1) Language teaching begins with the spoken language. Material is taught orally before it is presented in written form.
(2) The target language is the language of the classroom.
(3) New language points are introduced and practiced situationally.

Scanned with CamScanner

(4) Vocabulary selection procedures are followed to ensure that an essential general service vocabulary is covered.
(5) Items of grammar are graded following the principle that simple forms should be taught before complex ones.
(6) Reading and writing are introduced once a sufficient lexical and grammatical basis is established.

The primary characteristics of Situational Approach can also be stated in the following ways :

(1) Language learning is habit-formation.→ One's English skills can only be reflected by your daily English habits.
(2) Mistakes are bad and should be avoided, as they make bad habits.→ Learners had better speak English before you write.
(3) Language skills are learned more effectively if they are presented orally first, then in written form. → Learners had better speak English before you write.
(4) Analogy is a better foundation for language learning than analysis.→ It is easier to do something than worry about it.
(5) The meanings of words can be learned only in a linguistic and cultural context.→ One can't learn how to use it practically unless s/he uses it!

- From theoretical point of view, language learning is a habit-formation, which means mistakes should be avoided as they make bad habits.
- Language skills are presented orally and then in written form as they are learnt more effectively that way.
- The meanings of words are learnt only in a linguistic and cultural context.
- There is strong emphasis on oral practice, thereby this form of teaching still attracts the interest of many practically oriented classroom teachers.

Situational Approach to ESL teaching is also characterized by two major features :

1. Vocabulary control : In the 1920s and 1930s, several large-scale investigations of foreign language vocabulary were undertaken. The impetus for this research came from two quarters. First, there was a general consensus among language teaching specialists that vocabulary was one of the most important aspects of foreign language learning. A

second influence was the increased emphasis on reading skills as the goal of foreign language study in some countries. Vocabulary was seen as an essential component of reading proficiency. This led to the development of principles of vocabulary control, which were to have a major practical impact on the teaching of English in subsequent decades. Frequency counts showed that a core of two thousand or so words occurred frequently in written texts and that a knowledge of these words would greatly assist in reading a foreign language. Harold Palmer, Michael West, and other specialists produced a guide to the English vocabulary needed for teaching English as a foreign language. This and subsequent efforts to introduce a scientific and rational basis for choosing the vocabulary content of a language course represented the first attempts to establish principles of syllabus design in language teaching.

2. Grammar control : Parallel to the interest in developing rational principles for vocabulary selection was a focus on the grammatical content of a language course. Much of Palmer's work in Japan, where he directed the Institute for Research in English Teaching from 1922 until World War II, was directed toward developing classroom procedures suited to teaching basic grammatical patterns through an oral approach. His view of grammar was very different from the abstract model of grammar seen in the Grammar- Translation Method, however, which was based on the assumption that one universal logic formed the basis of all languages and that the teacher's responsibility was to show how each category of the universal grammar was to be expressed in the foreign language. Palmer viewed grammar as the underlying sentence patterns of the spoken language.

A number of pedagogically motivated descriptions of English grammar were undertaken, With the development of systematic approaches to the lexical and grammatical content of a language course and with the efforts of such specialists as Palmer, West, and Hornby in using these resources as part of a comprehensive methodological framework for the teaching of English as a foreign language, the foundations for the British approach in TEFL/TESL - the Situational Approach - were firmly established.

❖ 3.2.6.3 Procedure :

Before dealing with the procedure of conducting lessons as per Situational Approach we should deal with the roles of learners and teacher here.

Scanned with CamScanner

Learner roles: In the initial stages of learning, the learner is required simply to listen and repeat what the teacher says and to respond to questions and commands. The learner has no control over the content of learning and is often regarded as likely to succumb to undesirable behaviours unless skillfully manipulated by the teacher. For example, the learner might lapse into faulty grammar or pronunciation, forget what has been taught, fail to respond quickly enough. Incorrect habits are to be avoided at all costs. Later more active participation is encouraged. This includes learners initiating responses and asking each other questions, although teacher-controlled introduction and practice of new language is stressed throughout.

Teacher Roles: The teacher's function is threefold. In the presentation stage of the lesson, the teacher serves as a model, setting up situation in which the need for the target structure is created and then modeling the new structure for students to repeat. Then the teacher elicits desirable performance from the learners. S/he is required to be a skillful manipulator, using questions, commands, and other cues to elicit correct sentences from the learners. Lessons are hence teacher-directed, and the teacher sets the pace.

Class Room Procedure in Teaching through Situational Approach

As per the book of NSOU the class room procedure in teaching through situational approach can be conducted in the following way:

To conduct a class through Situational Approach we should begin with the conception that it is teacher-oriented in the beginning stages. Later, there is more active participation by the learners. The learner has to absorb the content words and the structure in the particular situation used, and only after this, s/he is involved in oral activities. So the class starts with the teacher's statements. The teacher, as the model, creates many situations for presenting the items, makes the pupils repeat them and thus acts as a skilful manipulator in the classroom.

The classroom procedure to be followed is very similar to that of Structural Approach. In fact, even though we are not very conscious of the different Approaches based on which we proceed in our transactions in the class room, we usually use both Structural and Situational Approaches everyday.

The classroom procedure is usually conducted in the following way:

(1) The lesson begins with a listening practice, mainly for pronunciation, with the speeches of the teacher.

(2) Having listened to the teacher, the students repeat in chorus what is said by the teacher.
(3) The teacher then asks the students to repeat the item individually.
(4) The troublesome structures are repeated and drilled.
(5) The teacher then creates situations for presenting the new item. He makes the students ask and answer questions, using the language pattern that is already known to them.

Classroom objects and situations can conveniently be used for presenting vocabulary or syntax. E.g.

1. This is a table. That is a white board.
2. I am reading a book. You are writing on a paper.
3. What is this? What is that?
4. Where is Rehman? Where is your bag?
5. Rajat, sit down.
6. Sheuli, how tall you are!
7. Thus, a new item is introduced through the situations created.
8. It is usually through mime, gestures, prompt words etc., that the teacher elicits examples from students for the new pattern introduced.
9. Substitution and other drills are used by the teacher for giving practice in the structures presented.
10. The teacher then points out the errors committed by the pupils and corrects them, usually they are made to realise their mistakes and correct themselves so that, in course of time they become self-dependent.
11. Usage of the reading material based on the item used follows this and this is followed by exercises in wrting.

Classroom procedures in Situational Language Teaching vary according to the level of the class, but procedures at any level aim to move from controlled to freer practice of structures and from oral use of sentence patterns to their automatic use in speech, reading, and writing. Pittman gives an example of a typical lesson plan:

The first part of the lesson will be on practicing stress and intonation. The main body of the lesson should then follow. This might consist of the teaching of a structure. If so, the lesson would then consist of four parts:

1. Pronunciation
2. Revision
3. Presentation of new structure or vocabulary

Scanned with CamScanner

4. Oral practice (drilling)
5. Reading of material on the new structure, or written exercises.

❖ 3.2.6.4 Importance :

The situational environment should be presented in such a way that even the slowest learner gets involved in what the teacher or the other learners do and say in the classroom. The idea of making the learners cooperate with one another underlines the social touch of this approach and holds out the following advantages to the learners and the teachers:

(i) Due to its emphasis on creating situation for the study of language, the approach is suitable for introduction to a language.

(ii) Objectives to master the four language skills through talking grammar structure make the whole process interesting to the learners.

(iii) Language is always used in reference to a particular context or situation. The meaning arises from the situation. The perception of reality helps the learner grasp the contents spontaneously. According to CC Fries, 'the only true and correct meaning of words is the situations in which they are used. A 'word' consists of a sound that has become conventionalized in a cultural or a linguistic community, that is used in certain situations and that stimulates certain responses in the hearer, belonging to the same community'.

(iv) Language exists in a whole range of everyday situations which make the meaning very clear.

(v) Its strong emphasis on oral practice, grammar and sentence patters conform to the intuitions of many practically oriented classroom teachers.

(vi) Learners remain active here. That is why this approach is in compliance with modern child psychology.

(vii) Instead of rote memorisation active participation is ensured. Consequently, lasting retention takes place.

(viii) Grammar is taught inductively that turns the whole teaching-learning situation to an enjoyable one.

(ix) Emphasis on creativity contributes to the all-round development of the learners.

(x) The process requires little additional resources. As a result the teacher feels comfortable in implementing the approach.

❖ 3.2.6.5 Limitations :

In spite of several inherent merits of the approach it has also the following demerits too :

(i) It is not complete in itself. All the aspects of language can't be taught through this approach.

(ii) The learner has no control over the content of learning. He is required simply to listen and repeat what the teacher says and to respond to questions and commands.

(iii) Due to its overemphasis on oral practice, development of reading and writing skills are ignored here.

(iv) Grammar is not also given due place here. This approach can be used to teach only a few selected patterns and words.

(v) Printed text has its own importance. But it is also neglected here.

(vi) We need active and trained teachers to use this approach and this human resource is very much lacking in the Indian socio-economic situation.

(vii) It is more suitable for lower classes.

(viii) Teaching of prose, poetry and composition through this approach poses difficulty for the teacher.

Now to talk about the best method or approach of teaching English the following points should be kept in mind:

➤ The methods and approaches here discussed are all still practiced today. However, they carry different weights and distributions.

➤ Every method represents either a reaction against or an improvement on its predecessor.

➤ There are no 'good' and 'bad' methods.

➤ At present, the use of technology, strategies, styles, innovations, interaction, cooperation, and affective factors are given primary attention by language teaching methodologies.

Deciding upon which method to implement should consider a myriad of impinging factors. Research suggests that the best approach is principle of eclecticism. This is not a method in itself but the use of different methods and/or different techniques depending on factors such as the learners' age and gender and needs; the goals and objectives set, the available materials, and the teacher's views about what learning and teaching encompasses.

Scanned with CamScanner

✪ 3.3 Approaches to Language Teaching :

Teaching different content areas- objectives, importance and procedure

❑ 3.3.1 Teaching Prose :

Prose :

To appreciate prose, in the words of the great poet S.T. Coleridge "Prose is words in their best order." Prose is a form of language which applies ordinary grammatical structure and natural flow of speech rather than rhythmic structure (as in traditional poetry). The textbooks are written according to the structural approach, graded with each lesson illustrating on or two teaching items- vocabulary and structure. Reading skills are of two kinds. They are,

1. The Intensive Reading skill
2. The Extensive Reading skill.

Though only one or two textbooks are used to teach all language skills, generally the Intensive Reading skill is cultivated through the detailed textbook while the Extensive Reading skill is practiced through the Supplementary readers. As we are already aware of the fact that reading comprehension involves understanding the subject matter of the lesson including the important ideas in it, and the sequencing and relationship of these ideas to one another. It also involves understanding the meaning of new words and grammatical structures.

❖ 3.3.1.1 Objectives :

The primary objective of teaching prose is to develop the language ability of the students. It is the intensive study of a language. The language ability helps the learners use English language without any problem.

1. The main aims of teaching prose are–

(a) literary and
(b) content

ebook.dascoaching.in

To achieve the literary and content, the aims of teaching of prose should be intensive and extensive.

INTENSIVE READING : Reading a text for accuracy is called intensive reading. It is done with the close guidance of the teacher. It forces the learners to pay more attention to the text. It involves the profound and detailed understanding of the text. It is primarily concerned with the developing of reading strategies.

The reading strategies are–

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

Intensive reading is more an exercise in accuracy. Students do not read a text only for a specific purpose of information. A text is considered suitable for scanning of information, paying attention to the writer's intensions, arguments, ideas, style, etc., The students are expected to answer all questions which involve their understanding of the text, grammar, vocabulary, writing, etc.,

EXTENSIVE READING : The term extensive reading means to read silently and quickly. It helps to read without the help of the teacher. It trains the reader to understand the subject matter as quickly and efficiently as possible. It plays a vital role in the learning of second/foreign language. The students are made to read as much as possible. They are given choice and freedom to select the books of their choice. Reading has its own reward. There are no follow up activities. The reading texts are within the linguistic competence of the reader. Students are permitted to read at their own pace. They choose when to read or where to read. This creates interest among the learners. So they learn to read faster without any disturbance.

In general the objectives of teaching prose can be divided under two headings:

1. **General objectives :**

To enable the students

(a) Understand the passage and grasp its meaning.
(b) Read with correct pronunciation, stress, intonation, pause and articulation of voice.
(c) Give practice of loud reading and silent reading.
(d) Enrich their active and passive vocabulary.
(e) Express the ideas of the passage orally and in writing.
(f) Enjoy reading and writing.
(g) Develop their imagination.
(h) Prepare the students for world citizenship.
(i) Develop the habit of reading for pleasure.
(j) Develop a feeling of love among the students for English language.

Scanned with CamScanner

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

Descriptive :

1. To acquaint pupils with the style of the writer.
2. To develop imaginative power of the students.
3. To develop among students a love for natural objects.

Story :

1. To give knowledge of some facts through the story.
2. To teach some lesson through the story.
3. To train students' character.
4. To acquaint students with the style of story writing.

Essay :

1. To acquaint students with the style of essay writing.
2. To make students curious.
3. To enable students to arrange ideas in a systematic way.

Biography :

1. To get students acquainted with the lives and deeds of great men.
2. To have a feeling of respect for good character.
3. To inculcate among the students the desirable sentiments.

Play :

1. To enhance their ability of self-expression.
2. To develop their conversational ability.
3. To make them able to play different roles.
4. To build their character.

❖ 3.3.1.2 Importance :

While there are critical debates on the construction of prose, its simplicity and loosely defined structure has led to its adoption for the majority of spoken dialogue, factual discourse as well as topical and fictional writing. It is commonly used, for example, in literature, newspapers, magazines, encyclopedias, broadcasting, film, history, philosophy, law and many other forms of communication.

Prose is meant for learning a language. Teaching prose means teaching reading with comprehension. The learners are taught the skill of reading. The next step is to teach them reading with comprehension that helps the learners acquire new vocabulary and content words. The power of

comprehension can be promoted through reading and listening. Teaching prose enables the students to understand the passage, to read fluently, to enrich their vocabulary and to enjoy reading and writing. It enables the learners to extend their knowledge of vocabulary and structures and to become more proficient in the four language skills. It develops the ability of speaking English correctly and fluently.

❖ 3.3.1.3 Procedure :

Effective Teaching Strategies for Prose–

Teaching prose focuses on increasing students' comprehension of the material and establishing a personal connection to it. The key is to use a variety of strategies to keep students interested and involved. According to author Leif Danielson, "As an overall teaching strategy: You should create the conditions that will elicit the behavior that you want from your class or an individual student."

1. Read :

Encourage students to read the material several times if needed. Repeated observation reveals what they may have missed the first time. Introduce active reading strategies at the beginning of the course. First, teach them to observe what is on the page-the facts and answers to 'who, what, when, where, and how.' Then encourage them to notice patterns, connections, repetition or contradictions. Tell them to question everything and explain that a situation or item wouldn't be in the text if there wasn't a reason for it. Lastly, teach students to discover the theme of the text - - what the author intended for the reader to understand. At the beginning of the course, make sure students understand literature terminology. They will need to know what the fiction elements are (point of view, character, setting, plot, structure and theme) and why writers use them. Most textbooks explain these terms, so have students read about the concepts and then discuss them during class by using examples from the assigned readings.

2. Write :

One of the best ways for students to increase comprehension is to write about the story they've read. Require students to keep a journal during the course and have them brainstorm, list or free-write a paragraph immediately after completing the reading. Depending on the level of the class, create a form with questions to answer as homework.

Scanned with CamScanner

Other writing assignments also enhance creative and critical thinking. Ask students to write a continuation of a short story and imagine what would happen next. Alternately, have them rewrite the ending of a short story, choosing a point in the action and changing the direction of the plot. You can also require that they change the gender, age, race or sexual orientation of a character from a story and rewrite the story or a selected scene. Assign the students a character and have them write a letter to him or heror have the students write a letter to the author and tell him or her they think of the story.

3. Discuss :

Lecturing helps students understand the material, but creating a discussion involves students more effectively. Hearing another point of view challenges them to comprehend the material deeper. During class, ask questions. According to Saskatchewan Education, "Effective teaching involves asking appropriate questions at appropriate times and helping students ask their own questions." Small group discussion gives shy students an opportunity to relate one-on-one. Group four or five students together and give them a question to discuss. Let someone draw it randomly or use a question-and-answer form. Bring the smaller discussions back to the class by having one student report what was discussed.

4.Integrate Technology :

Integrate technology into your teaching strategies. After reading and discussing a work, watch the movie version in class. If a movie hasn't been made of that book, watch a similar one to compare or contrast. View author broadcasts reading their own work or commenting on it. Assign students to make a movie about the story or novel. Patty Blome at Scholastic notes that "students develop comprehension and increase learning while researching characters, storyboarding plots and learning the art of film-making by translating a novel into a Hollywood-style digital movie."

Following Krishnaswamy and Krishnaswamy, it can be stated that there are basically four major steps in dealing with a prose passage.

(1) **Introduction and task setting :** This step is for the arousal of interest. There must be a reason for listening to or reading a passage. To do this, the teacher can ask some guiding questions; the guiding questions are meant to motivate the students and not for teaching them words or structures.

The guiding questions may be about something related to the content of the lesson to be presented. Some important words used in the text may also be used in the guiding questions; such words may be written on the blackboard along with their meaning to serve as a 'mini-dictionary' for the students.

(2) **Reading and listening :** The second step is that of reading and listening. Students should not be asked to read texts aloud. The teacher must read the text aloud and offer a good speech model or a reading model. It is better to ask the students not to look at the text so that they can listen carefully; if the text is to be heard, the books should remain closed. If the text is open, students will start reading the text silently and that will take away their attention from listening. The teacher can make any necessary sketch on the blackboard while reading, break sentences or rephrase difficult areas and make the reading sound authentic or like spontaneous speech.

Then, students can keep the books open and the teacher reads the text aloud; in the second reading only the text is read without any additional material. At this stage, the teacher can point out how certain words are pronounced properly and how certain sentences are read with proper pause and intonation.

After the loud reading by the teacher, students are asked to read the passage silently, setting time limits for their reading.

(3) **Exploiting the text orally and in writing :** Some of the activities listed below can be used to exploit the text sometimes with the text open and (or) sometimes with the text closed.

(i) **Reproduction :** Wh-questions that are generally used to test one's comprehension of the text, are best suited to judge the depth of understanding.

(ii) **Limited response :** True-false statements, yes-no question and multiple choice questions can be used to check students' understanding of the meaning of words and phrases.

(iii) **Grammar awareness :** One or two questions on any grammatical nicety in the passage can be pointed out.

(iv) **Scanning :** Students can be asked to quickly point out some date or some other detail in the text. This will enable them to scan the text.

(v) **Dictation :** Two or three sentences from the text can be dictated and corrections can be made by the students. Students can take

Scanned with CamScanner

turns and dictate tm or three sentence" each; this will give them practice in reading aloud.

(vi) **Query time :** Students can ask questions about what they want to know about the meanings of words and sentences.

(vii) **Discussion :** Argument and debate about the point of view presented in the text can make the lesson lively.

(viii) **Review :** The passage is reviewed.

4. Writing and going beyond the text :

(i) **Writing :** The review of the passage is written in the form of a paraphrase; students can take turns and contribute ideas and sentences. It may be guided writing or free composition.

(ii) **Communication :** The teacher encourages the class to be adventurous with the language, extending the text outside its limits. Dramatization, presentation of other points of view, changing the mode of narration, presenting the text in graphic representations, and such other activities can be attempted. This text is expanded and converted into a basis for communication.

The activities suggested above in the four steps for exploiting a text need not be crowded into a single lesson. It is also not necessary to exploit every part of a prescribed prose lesson in an exhaustive manner. Depending on the nature of every passage, the activities can be varied to generate interest and enjoyment, resulting in learning.

❑ 3.3.2 Poetry :

Introduction : According to poet Robert Frost "Poetry begins in delight and ends in wisdom"..One of the definitions of poetry is that it is the best words in the best order. Poetry is beauty - beauty of form, beauty of language, beauty of thought, mood or feeling. We derive emotional and aesthetic satisfaction from poetry. We begin to see a deeper meaning in life. Even ordinary and familiar things, like a yellow flower on the wayside or a simple innocent girl living in a cottage become important and full of meaning when a poet observes them and writes about them.

Poetry is the highest form of literary expression. It is a work of perfect. It appeals to the emotion. It has an aesthetic effect on human mind. Poetry is different from prose. Prose is for information and poetry is for appreciation. It gives details and facts in a beautiful form. It is highly rhythmic in character. Each and every poem is a piece of literature.

Every teacher should develop a taste for poetry. While teaching poems, the teacher should appeal to the emotions of the children. In poetry class, a child enters a different world. The child must feel that it is experiencing a new joy.

Differences between teaching Prose and Poetry :

In prose a reader's attention is concentrated on the language. The teacher and pupils analyse the prose passage minutely - the words, phrases, sentences and their meanings, and also idioms and spellings, sometimes quite curious. A prose passage aims to develop the language skills of listening, speaking, reading and writing. This is done through oral work, question and answer, followed by exercises for different skills.

Most of the writings in books, magazines and newspapers are in prose written in simple and direct or sometimes abstract and verbose language. Prose is the easiest and the most natural way in which communication takes place. It may be in several forms - narrative, descriptive, discursive, dialogue, etc.

In teaching a prose piece, the teacher's aim is to teach the pupils important words, their pronunciation and sentence patterns and how they are uttered. He uses words and phrases in self-explanatory sentences and clarifies their meanings. Teaching language, and not literature, is the primary, sometimes the sole, concern of the teacher. Grammar is taught through examples and not through definitions. Blackboard summary of the passage is attempted at the end.

Poetry teaching has slightly different aims and objectives. A poet's main purpose is to convey emotions and feelings and it is done by using words, not in the conventional way, like subject, predicate, object. Music and sound effects are prime qualities of a good poem. The teacher should convey these effects through his reading the poem aloud. The more a poem is read aloud individually and in chorus, the better impact it creates on the students.

The teacher clarifies the meanings through intelligent questions, which make them think. Too much of explanation spoils the overall effect of the poem. "The rule to follow is go straight to the heart of the poem - the scene or story or idea which inspired the poet to write the poem" (Mowla, 209). Explanations on grammar points are not at all called for in teaching a poem. Emotive function is of primary importance here. The main purpose of teaching poetry is to help the learners inculcate the habit of nurturing the softer feelings of the readers.

Scanned with CamScanner

❖ 3.3.2.1 Objectives :

As per NSOU, if we go through the ESL syllabus, we can see that there is less number of poems to be studied and the time to be spent on this aspect of language learning is also less. And this is because of the ongoing debate about the need of poetry in the teaching or learning of a second language. The inclusion of poems in the syllabus speaks of the confusion deciding the objective of teaching poetry. Though, it is somehow apparent that at the primary or upper primary level emphasis is more upon rhythmic exercises and less upon content or emotive functions of a poem. But, with the gradual increase in the level of classes, going through the poems become more an exercise in inculcating the habit of nurturing softer feelings, generating a passion for literature in the true sense of the term. Regarding the selection of poems also, care should be taken by the concerned authorities.

We may frame the objectives of teaching poetry under the following two headings:

• General objectives :

It is generally expected that having gone through a poetic piece the students will be able to :

(1) Appreciate the beauty, rhyme and style of the poem.
(2) Enjoy the poem, especially the pupils of upper primary classes.
(3) Appreciate the subject matter and imagery of the poem, especially the pupils of high and higher secondary classes.
(4) Develop their imagination and thereby raise their mental health.
(5) Enjoy recitation of the poem-individually or in chorus.
(6) Nurture their emotions in healthy way.
(7) Develop a love for English literature in students.
(8) Inculcate the habit of appreciating the aesthetic aspect of a literary piece.
(9) Realise the pleasure which will lay the foundation for appreciation of poems later.
(10) Enjoy a sense of satisfaction coming from any spontaneous activity.
(11) Modify their character and mental make-up.

• Specific objectives :

Along with the general objectives some specific objectives are expected to be realised. It is expected that having gone through a poetic piece the learners will be able to :

(1) Read the poem with proper pronunciation rhythm and pause.
(2) Recite the poem with proper pronunciation and rhythm.
(3) Grasp the contents and theme of the poem as a whole.
(4) Locate picture words-figurative expressions.
(5) Locate words and usages specific to poetry.
(6) Memorise beautiful and interesting lines from the poem.
(7) Quote parallel lines from other poems in English and first language.
(8) Grasp and communicate the message of the poet. (NSOU, 575-76)

The specific aims of teaching a poem vary from poem to poem according to the situation, scene, thought and feeling depicted in the poem. Every poem brings a message and this should be mentioned in the class.

❖ 3.3.2.2 Importance :

It is said that poetry should reach the heart of the reader because it emerges from the heart of the poet. Poetry is meant for enjoyment and pleasure. It appeals to our senses. In poetry, rhythm is a universal phenomenon. The regular rhythm of poetry appeals to the child.

It draws the child closer to the language and develops the child's imagination. While reciting the poems the tunes are hummed by the reader. That is why, poetry, like music, appeals primarily to the ear. The readers are carried away by the sound, the rhyme and rhythm of poetry. Linguistically, poetry gives the studcnts a number of pattern sentences, which they easily memorise, apart from beautiful words and figurative expressions.

The purpose of poetry is to 'delight and to instruct' (NSOU, 573). Poetry is studied for the pleasure it gives without being concerned about the language though it creates a love for the study of language itself leading to an interested attempt at other parts of language study. Poetry is more memorable than prose due to the rhyme, rhythm and pattern of words; hence learning poems is easier than learning prose passages.

Scanned with CamScanner

Poetry helps in developing natural speech rhythm pupils who are used to listening to the reading of poems and those who read poems develop better speech abilities easily and quickly.

To sum up, poetry is beauty-beauty of form, thought, language and mood. Hence, in a poetry lesson we should develop the feeling for beauty. Poetry should be taught for the appreciation and enjoyment of thought, feeling, imagery and rhythm. By teaching poetry we should create in the pupils a sense of joy in the poem and a power to appreciate its beauty.

❖ 3.3.2.3 Procedure :

Poetry is not to be taught. It is to be introduced as an activity because it gives pleasure to the children. This activity is connected with the learning and appreciation of poetry in the curriculum. Mere soulless repetition of the poem is to be avoided. The chief focus is to help the students appreciate and enjoy the poem. This leads them to memorisation of the poem.

It is difficult to arouse enthusiasm among the pupils, if the teacher does not read, listen to and enjoy good poems by himself. Poetry appeals to the ears more than the eyes. Rhyme and rhythm play a dominant role in poetry and so it is meant to be read aloud otherwise the effect is lost. Rhymes and songs help fluency in English. Elucidation by questioning brings the poem or poet closer to the pupils.

A few more suggestions for teaching a poem :

(1) The message of a poem is more important than the details.
(2) The main theme of the poem is to be grasped (understood).
(3) Explanation and paraphrasing does not create any enthusiasm.
(4) The teacher should present the poem orally with correct pronunciation and rhythm.
(5) Students concentrate all their attention in listening if the poem is read aloud.
(6) Verbal peculiarities should be neglected.
(7) Students' appreciation and understanding of the poem and poet's experience can be expressed in the form of drawing.
(8) Encourage pupils to do activities at the end of the class.

The Process of Teaching a Poem–

There are three main stages in the process of teaching a poem. They are as follows:

a. Preparation :

(1) The main outline of the poem is to be understood by the students by equipping them.
(2) Familiarise the students with important words and expressions
(3) Ensure that the ideas of the poem are reachable and comprehensible by the students.
(4) This can be done by getting responses through simple questions by the teacher.

b. Presentation : The teacher reads the poem or recites with proper pronunciation, intonation, gestures and facial expressions. If necessary this can be repeated by the teacher.

c. Discussion : The teacher need not explain every word or every line of the poem. Simple questions may be asked to ensure their understanding of the poem. The teacher uses pictures to explain the meaning of difficult words. The teacher can pose questions to the class to get meanings for difficult words.

Though the phrase 'teaching poetry' appears to be a misnomer, to make a sense of teaching a poetic piece the ESL teacher keep in mind the following principles, as per NOSU in relation to the procedure of teaching a poetic piece :

(1) **Poetry is speech :** Poetry comprises of memorable and eloquent speech. Poetry is speech and sound - not patterns on paper- i.e. it is oral, not written.
(2) **Poetry is for joy and pleasure :** The teacher's presentation of a poem the pupils should generated a feeling of joy. Pursuing a poetic piece should be an experience of enjoyment.
(3) **Poetry is for reading aloud :** As the poem is to be presented through speech and its primary appeal is to the ear, naturally it has to be read aloud. The teacher has to read the poem with enthusiasm, throbbing with emotion. The teacher must be able to dramatize, to read the poem in different ways. A change in the rhythm or rhyme pattern should help the child to catch the main ideas.

When the teacher reads the poem, he must direct the attention of the pupils towards the rhyme, assonance, alliteration, rhythm or some other feature appealing to the ear, the connection between the rhythm and the emotion and mood. The teacher's reading is helpful in bringing out all these.

Scanned with CamScanner

(4) **The poem must be treated as a whole :** Any explanation given by the teacher should be towards the general effect of the poem. The meaning of individual words should not be taken up. If necessary the explanation of the word groups can be contextualised and given. The pupils have to be clear about the metaphorical usages in the poem. Line by line explanation of the poem should never be given. The poem must be treated as a whole and the overall idea explained.

(5) **The Teacher's attitude towards poetry :** The teacher has to help the pupils select poems for further reading. He has to guide them in appreciating the literary and aesthetic qualities of the poem. This will help the pupils develop a taste for good poetry later on. The beauty of words, thought and emotion all are to be introduced by the teacher. The teacher also has to develop in the pupils a love for literature.

(6) **Memorisation of Poems :** Memorization of beautiful poems is desirable. The pupils have to select the poems which they feel are interesting and recite them in class. The need to memorize must come from within. Short poems can be memorized completely. Memorization should be an intelligent one, and not mere role learning.

After memorizing the poems, the pupils can be encouraged to recite them and later the good ones can be selected to exhibit their talent in functions like school day or literary association meetings. With the guidance of the teacher, intonation, modulation of voice, place of pause, stress etc. can be practiced well by the students.

As per NSOU, the classroom Procedure can be stated as follows:

As with the prose lesson, there is a general classroom procedure for teaching poetry also. Teaching poetry at the lower and higher secondary stages follows the same method. The different stages are :

1. **Introduction / Motivation :** The poem should be introduced in such a way as to create the proper atmosphere for the study of the poem. The introduction should arouse the interest of the pupils and motivate them to listen to the poem reading. Introduction differs from poem to poem. Biographical details of the author can be used when incidents from the life of the author are found in the poem. Historical poems can be introduced with a reference to history. Situations, incidents, explanations

and references to the theme of the poem can be used successfully. Thompson and Wyatt suggest three ways of introduction :

- to read a parallel poem of similar theme or by the same author.
- to give the gist of the poem and ask questions related to that.
- to give the life sketch, style and characteristics of the poet.

2. **Statement of Aim :** After creating the atmosphere for the poem, teacher should state the objective briefly in clear terms.

3. **Presentation / Development :** As already stated, the poem should be taken up as a whole, unless it is very long. The presentation stage has four steps usually-

- model reading by the teacher, (two times)
- pupil reading.
- explanation and discussion
- pupil reading (in groups also)

The first model reading by the teacher is listened to by the pupils, keeping their books closed. The teacher reads with correct pronunciation and stress so as to bring out the rhyme, rhythm and beauty of the poem. Teacher may use gestures too to bring out the feeling. Then the pupils are asked to read aloud. Both the teacher and pupils may use recitation method. After a reading by the pupils, the study of the poem begins. Difficult words and lines are explained to convey the overall meaning. During explanation, teacher can also question and elicit answers to clarify the theme or content, if any. Thorough understanding of the poem by the pupils is necessary for appreciating the poem. Proper connection and association should be used to bring out the beauty of the poem. Dramatization can also be used effectively. Archaic words, inversion of normal word order and culture words should be explained.

After the poem has been discussed, students are asked to read the poem silently. They can also be asked to recite the poem in groups for enjoyment.

4. **Review of Recapitulation :** At this stage mam comprehension questions are asked by the teacher. These can be inferential and at application level too. The theme is to be explained by the pupils. The effect of the poem can be elicited. Comparison with similar poems also can be done. The pupils are allowed to explain their appreciation of the poem. A discussion follows - if there is difference of opinion regarding some idea presented in the poem. The teacher initiates discussion for

Scanned with CamScanner

appreciation by directing the pupil's attention to the thought, imagery etc. in the poem. Special features like mood of the poet, his experience, etc. are given for better understanding of the poem.

5. **Follow - up / Home Assignment :** The follow-up stage usually is the time when the pupils are given freedom to quote some lines which they liked from the poem. They may memorise the poem or write the theme of the poem. No compulsory assignment should be given here. Further reading may be suggested.

In fact, the major steps are the same for both prose and poem. But the techniques and methods vary. There is difference in the presentation stage mainly. And that too, there can be different procedures followed by difficult teachers of poetry.

❑ 3.3.3 Drama :

Introduction : William Shakespeare claimed that

All the world's a stage,
And all the men and women merely players;
They have their exits and their entrances,
And one man in his time plays many parts,
His acts being seven ages.

As You Like It (II.vii. ll.139-143)

If so, then, may be, we need to use drama more in the schools. With the emphasis on communicative method of teaching ESL the importance of drama in an ESL classroom can hardly be denied. Drama is a special communication situation which makes considerable demands on the flexibility and skills of the teacher. Using drama in the ESL classroom is not a new concept. Drama provides an excellent platform for exploring theoretical and practical aspects of the English language.

Now, drama refers to a composition in verse or prose intended to portray life or character or to tell a story usually involving conflicts and emotions through action and dialogue and typically designed for theatrical performance. It is a piece of writing that tells a story and is performed on a stage. So, the aspect of performance or the physical and mental involvement of the learners here is of primary importance. But, the rare existence of drama or play-let in the ESL syllabus poses the question of the relevance of the very idea of teaching drama here. From Class VII to Class XII there are very negligible number of dramatic pieces in the

syllabus. Some are included in the form of play-let. So, here, the concept of teaching drama comprises not only of teaching the dramatic pieces included in the ESL syllabus but also the concept of dramatic presentation of certain narratives, basically prose, for ensuring the realisation of the objectives or the importance as follows. Drama here means drama proper as well as dramatization of certain narratives and even poem or grammatical concepts too.

In fact, the use of drama has been used over the course of history from the time of Aristotle, who believed that theatre provided people a way to release emotions, right to the beginning of the progressive movement in education, where emphasis was placed upon "doing" rather than memorizing. Conative domain enjoys more emphasis than the cognitive domain here. And, with the increased emphasis upon the doing aspect of the present curriculum the importance of teaching drama in the ESL syllabus has got added significance.

ebook.dascoaching.in

❖ 3.3.3.1 Objectives :

Having gone through a lesson on drama, the learners are expected to :

- acquire meaningful, fluent interaction in the target language;
- assimilate a whole range of pronunciation and prosodic features in a fully contextualised and interactional manner;
- acquire the fully contextualised new vocabulary and structure;
- inculcate an improved sense of confidence in the student in his/her ability to learn the target language;
- develop reading comprehension skills by entering the world of a text through role playing, interacting with others, visualizing events, concepts, and information, and dramatizing the experiences of fictional characters and real-life individuals;
- produce written works in a variety of contexts for different audiences that demonstrate increasing technical skill, self-confidence, and effective management of multimodal and electronic texts;
- generate and use spoken, written, visual, and multimodal texts that demonstrate increasing fluency in the way of vivid description, sensory details, and effective persuasive and self-reflective writing;
- understand and develop compassion for others' representations of ideas, values, beliefs, experiences, and life conditions-from

Scanned with CamScanner

ebook.dascoaching.in

literary characters and challenged individuals to historical figures);

- acquire critical thinking skills in terms of examining, questioning, and perhaps challenging social practices and the language, actions, and beliefs that drive these practices, and investigating and evaluating texts concerning their manner of representing certain people, groups, and notions of reality;
- gain social skills through group problem solving, listening to differing views, respecting, weighing, and perhaps acting on another's proposals, and expressing empathy and compassion;
- develop appreciation for the art of drama and theater.

❖ 3.3.3.2 Importance :

One literary coach, Donnamarie, says, "I'm amazed how drama helps with reading, especially with comprehension and making inferences, you know, discovering ideas between the lines. Three boys in my class who have done almost nothing all year participated in the statue exercise. Even if this doesn't raise test scores, that's enough for me." This is how the importance of drama in the classroom has been recognized. In fact, drama is a potentially powerful tool for connecting students with learning and content. We know that learning is an active, constructive process of coming to know. And through our classroom involvement with students, we have found that drama can provide a process for learning by living through or experiencing an event. Drama by its very nature involves students in social contexts where they are required to think, talk, manipulate concrete materials, and share viewpoints in order to arrive at decisions. Thus, through drama, students explore both factual knowledge and content concepts while trying on social experiences. Drama confronts students with situations that may change them because of the issues and challenges they must face in the dramatic playing.

The classroom teacher must address the challenge of creating an instructional environment that bridges what students know with what they want to know. Genuine learning involves an interaction between the learner, the environment, and the content; this interaction integrates what we experience into our system of meanings. Drama can initiate this interaction. It empowers students to learn new knowledge and also enables them to understand more deeply what they already know. Dramatic episodes actively engage students and contribute to ownership of the educational process.

Drama is action in the present. This action prevents academic content from appearing lifeless, abstract and beyond understanding. According to Piaget physical activity can lay the groundwork for developing abstract mental concepts. Thus, drama provides students with a means of living through content in a way that deepens their understanding and appreciation of the subject. Although teachers may recognize the power of learning through drama for students, dramatization is still a relatively rare event in most classrooms. Our goal in this article is to present two approaches for integrating drama into the classroom curriculum.

Drama activities would sometimes have surprising and unexpected results. ESL professionals need to use this medium more because the artificial world of the classroom can be transformed into a quasi-real language situation and provides an endless amount of opportunities for students' personal growth. We cannot only teach grammar and phonetics with drama but also it has the power to transform the actors as well as the audience. We shouldn't underestimate this powerful teaching tool to reach our students.

The improvisation aspect of drama gives students opportunities for developing their communicative skills in authentic and dynamic situations. By using drama in the English classroom, we can use English with our students in intriguing and useful ways. The language can be used in context and makes it come to life. Drama has the potential of making the learning experience fun for the students and even memorable because it is interactive and visual.

Drama for second language learners can provide an opportunity to develop the imagination of the students. The students can go beyond the here and now and even 'walk in the shoes' of another. It provides an opportunity for independent thinking. Students are encouraged to express their own ideas and contribute to the whole.

Under the ESL teacher's supervision, the activities in relation to the presentation of a drama or the act of dramatization of a certain text the classroom can be turned to a miniature of workshop where the learners can acquire all the linguistic skills-listening, speaking, reading and writing. But, it should be ensured that the activities are carried out intralingually, as much as possible.

Creative drama will offer exercises in critical thinking and the chance for the students to be creative. A good example of this is role-plays in small groups The ESL group will have many situations where they can

Scanned with CamScanner

develop their own ideas as well as skills of cooperation when interacting with classmates. The group work builds social awareness and understanding as we walk in the 'shoes of another. Drama gives an excellent method for studying human nature and working in harmony. The play acting provides the opportunity for a healthy release of emotion in a safe setting which can work to relieve the tension of learning in a second language.

While drama does have a characteristic of recreation, the fun aspect should not be under-estimated. When the students are enjoying an activity, they are learning and letting their guard down. The shyness and fear of using English very often blocks learning. When the students are submerged in an active fun activity, they are more open to new concepts and learning will occur. When the students are having fun, they let their second language guard down and become less inhibited. The student will tend to relax and stop blocking out the new language. They will forget how hard it is and start absorbing the ideas presented. Changing the students' perception of the language learning from a negative to a positive is a huge plus for the learning process.

In the ESL classroom, role-playing is a powerful tool. It teaches cooperation, empathy for others, decision making skills and encourages an exchange of knowledge between the students.

It teaches cooperation, empathy, develops decision making skills, promotes the exchange of knowledge, builds confidence and self-esteem, refines presentation skills, encourages self-acceptance and acceptance of others, features of empowerment, pride in work, responsibility, problem solving, management and organizational skills, begets creativity and imagination.

Comprehension of gesture language: While teaching in usual classroom situation the teacher has to take resort to body language or gesture language to make the students comprehends certain concepts or ideas. The learners can have a thorough training while going through different activities of a drama-from dramatization to dramatic performance. Thus, drama gives the students training in both verbal and non-verbal communication.

When teachers harness drama's power with accurate learning outcomes, a precise structure, and appropriate drama techniques, drama activity can become a fertile method for integrating reading, writing, speaking, listening, researching, technology applications, and art experiences.

Drama inspires students to grapple with different-often opposing-points of view, beliefs and values, to play out alternate solutions to human

problems and dilemmas, and to understand the fundamental issues that enliven content area topics and themes-for the purpose of gaining knowledge and the pleasure of developing awareness.

Drama has the potential to maximize rather than limit instruction while it also supports students' emerging discoveries about content and concepts, the human condition, and themselves as creative makers of ideas in interaction with others.

Inside the imagined space that is drama's domain, students use their own lives and perceptions as a supply of ideas for taking on roles and through their interactions with others, dramatizing and reflecting on the experiences and circumstances which people face throughout a lifetime.

❖ 3.3.3.3 Procedure :

Drama puts the teacher in the role of supporter in the learning process and the students can take more responsibility for their own learning. Ideally, the teacher will take a less dominant role in the language class and let the students explore the language activities. In the student centered classroom, every student is a potential teacher for the group. Drama is to be taught with a view to maximizing the involvement of the students. It is a substitute for a project that wants to realise the objectives of all-round development of the learners. That is why the procedure of teaching drama may be done through the following ways:

Role playing: It is not enough merely to provide students with opportunities to speak in English, as teachers we need to encourage students to speak in a variety of different situations, and hence help them to learn to speak with confidence. Role playing in a drama gives these opportunities to the students. The ideal would be to travel to different locations and carry out different tasks, the next best thing however is to enact those situations in a classroom.

The effective use of role-plays can add variety to the kinds of activities students are asked to perform. It encourages thinking and creativity; lets students develop and practice new language and behavioural skills in a relatively safe setting, and can create the motivation and involvement necessary for real learning to occur.

EFFECTIVE ROLE PLAYS :

Unlike skits, role plays should not be scripted out in details; instead the teacher should give the student a general scenario with different elements and suggested ideas for complications to occur.

Scanned with CamScanner

Role play cards can be a very useful tool here. For example :

STUDENT - A
You are booking into a hotel.
Elements
Book in to the hotel - you have a reservation.
Complications
You are on your own.
You want a shower.
You want breakfast in the morning.
You have an early meeting and must not be late.

STUDENT - B
You are a hotel receptionist.
Elements
Welcome the guest.
Find them a room.
Complications
You can't find their reservation.
You only have a double room with bath available.

Before asking them to perform a role play we should prepare the students by reviewing key vocabulary and asking questions. The questions should incorporate the major parts of the role play and the vocabulary/ idioms involved. After the question answer session the students should be comfortable with what they need to do.

Students may be allowed a few minutes to study the role cards and work out some key sentences. They must be provided with assistance where needed.

Each role play should be performed at least twice with the students changing roles.

In group situations the stronger students may be made to act out the role play to the whole class.

As the teacher we can take one of the roles if required.

We should avoid making corrections until the role play is finished.

Recording or videoing role plays can be a very useful tool for giving feedback, but only if the students are comfortable with this.

★ **Role reversal :** Role reversal usually refers to the switching over of the students and the teacher, that is, at first the teacher will do something

that will be acted by the students later on. But, while teaching drama, the term role reversal refers to having the students act out different roles on the basis of a single dramatic script. For example, in relation to "The Happy Prince", in Class VIII, a student will play at first the role of the statue then that of the swallow. Through such role reversal a student will be able to comprehend the linguistic nuances in relation to the speeches of a specific character. In "The Happy Prince" though the swallow speaks like a human being the emotive language used by it and the kind of language used by the statue of the happy prince must be different. Dealing with the grammatical niceties and peculiarities of the language of any specific character will help the students get enriched with different shades of a language.

Moreover, through the role reversal, the students will be able to inculcate the quality of empathetic appreciation of any character or situation which is very much necessary for the socialisaiton of human being. And, without this socialisation, group activity inside the classroom can not be carried out properly whereas, group activity is very much emphasised in the present day's pedagogy.

★ **Paraphrasing :** Paraphrasing is taking someone else's words and putting them into your own words-but without changing the original meaning. The original text might be an idea, opinion, fact, or research data. No matter what you borrow and put in your own words, you must cite it and use new wording. Paraphrasing is revising the original text completely in the paraphraser's own words. S/he must rewrite the original author's words, totally changing the words and structure.

For an effective comprehension of the contents and language of a dramatic piece it is imperative for the teacher to get the piece paraphrased-individually or in group. Paraphrasing is usually done in assertive sentences and in simple and straightforward language, devoid of interrogative, exclamatory or rhetorical language. Thus, while pursuing the act of paraphrasing, the students get trained in transformation of sentences, illustration of figurative language, writing paragraphs, and, if done in groups, in listening and speaking too.

★ **Mime :** As teacher, we see how real excitement and enthusiasm can drive our lesson content and lesson delivery, helping our ESL students remain attentive and enjoy the lesson at the same time. A great way to make our delivery more interesting, especially to lower level ESL classes is by using mime in the ESL classroom.

Scanned with CamScanner

Mime and gestures will be able to facilitate communication, understanding and participation. Additionally, mime and gesture will make us appear to be a more charismatic teacher. But, as a means of teaching drama, here the students are to perform mime. Instead of delivering the dialogues or speeches, the students are to deliver the content through mime. It can be done through the following ways :

(1) **Teacher's Reading :** At first the teacher will read the text with proper pronunciation and intonation and necessary illustration with examples. The students will follow the teacher's reading with proper attention.

(2) **Students' Reading :** Now, the students are to read the text, imitating the teacher's pronunciation and intonation.

(3) **Role Playing :** After proper rehearsal the students are now to play the concerned roles. Role reversal may also be practiced here for a holistic understanding of the text.

(4) **Mime :** Now, for a further understanding or better understanding of the text, the teacher can make the students play the roles in mime or gesture.

To ensure acquisition of linguistic skills by the learners, the students may be asked to write down their ongoing interaction among themselves and that writing to be submitted to the teacher for an appreciation of the same by the teacher. Thus, miming of a dramatic piece also can help the teacher realise the objectives of teaching ESL.

Again, before enacting a drama through mime, the teacher can give the students a literacy in mime through the following activities:

(1) **Use Gestures to Give Directions :** Gestures could make the difference between your ESL beginners getting what you're trying to express or not. Visual cues really help things 'click' in a student's brain. Additionally, it will also help our students acquire new vocabulary as it will lead our L2 learners to associating certain body movements or gestures with particular things.

(2) **Use Gestures and Mime to Teach Vocabulary :** While teaching vocabulary the teacher should try to use mime or gesture so that the students may have a literacy in mime in advance.

(3) **Using Mime and Gesture to Practice Dialogues :** In the communicative ESL classroom, a big part of practicing the new English vocabulary and grammar that is being taught is through dialogues and role-plays. This is the perfect opportunity to incorporate mime and gesture into the lesson to give the learners a teaching in mime.

(4) **Use Mime and Gesture to Teach Cultural Differences :** This is especially relevant in the multilingual and multicultural Indian classrooms. To make the students culturally sensitive to pupils belonging to different castes and creeds the teacher may take resort to mime that easily draws the attention of the pupils.

(5) **Reinforce and Practice Using Mime Games :** Charades is a classic mime game. The great thing is that a teacher can use it for all levels and learners never grow bored of it. The teacher should separate his ESL class into two different teams; explain to ESL learners that one player goes to the front of the class and acts out a set phrase using no words, sounds or props; give the students a set time limit - a time of 3 minutes is recommended for lower ESL levels. If the actor's team guesses the right phrase within the set time, they get a point. If they can not get the answer, the point is given to the other team. After one player from one team has had a turn, the next team has a go and it continues like this. This is the perfect way to practice and review different phrases, but it must be made sure that the teacher uses this activity at the end of his lesson.

The purpose of engaging these drama activities to the curriculum is to create a variety of complex opportunities that can help further develop skills within listening, speaking, reading and writing.

Now, in a typical classroom situation, the teaching of drama can be done through the following ways :

(1) **Act out the Dialogue :** One of the easiest ways to teach drama in the classroom is to have students act out the dialogue from their textbooks. Simply pair them up, have them choose roles, then work together to act out the dialogue, figuring out for themselves the 'blocking' or stage movements. This is effective for a beginning activity of incorporating drama in the classroom.

(2) **Perform Reader's Theater :** Another good beginning in teaching drama done through Reader's Theater. Hand out copies of a short or one-act play, have students choose roles, and then read the play from their seats without acting it out. However, do encourage them to read dramatically, modeling as necessary.

Scanned with CamScanner

(3) **Act out the Story :** If students are reading a short story such as "All about a dog" by A. G. Gardiner (*Bliss*,Class IX), we may have students act out the story or part of the story, working in groups and assigning roles and determining the blocking. This is particularly effective with "short-shorts": brief, one-scene stories with limited characters.

(4) **Making the Students Write Script :** Select a story from the textbook, say "The Price of Bananas" by Mulk Raj Anand (*Bliss*,Class IX), have students write the script for it in groups, finally, act it out. The whole process ensures maximization of the involvement of the students in the teaching-learning process and that in its turn helps the students realise the objectives of teaching ESL to its maximum.

❑ 3.3.4 Teaching/Developing Grammar :

Language is a type of rule-governed behavior. Grammar is a sub-set of those rules governing the configurations that the morphology (the system of language that deals with sounds and words) and syntax (the word order) of a language assume. Grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and functions these sentences have in the overall system of the language. Every language has its grammar. Whether it is one's own mother tongue or a second-language that one is learning, the grammar of the language is important. This is because acceptability and intelligibility, both in speech and in writing within as well as outside one's own circle or group, depend on the currently followed basic grammatical notions and norms. According to C. Paul Verghese, a knowledge of grammar is perhaps more important to a second-language learner than to a native speaker. This is because in the process of acquiring the language the native speaker intuitively internalizes the grammar of the language whereas the second-language learner has to make a conscious effort to master those aspects of the language which account for grammaticality. It is, therefore, necessary for the ESL teachers to put an extra effort in the teaching learning-process for developing grammatical sense among the learners.

❖ 3.3.4.1 Objectives :

For the ESL teachers the objectives of teaching grammar will be to-

- help the students communicate in varying situations with minimum perfection in the usage of the language.
- help them use the language effectively.
- provide the students with the knowledge of the underlying 'rules' of grammar.
- develop students' insight into the structure of English language.
- enable the students assimilate the correct patterns of the language.
- teach grammar as a rule governed behaviour.
- develop the mental abilities of reasoning and correct observation.
- develop a scientific attitude about the language among the pupils.

❖ 3.3.4.2 Importance :

Though a scholar of P. Gurrey's eminence views, "In secondary schools, the use of parsing and full analysis is a waste of time compared to the effectiveness of many exercises.", we can hardly deny the importance of teaching grammar. What Gurrey wants to criticise is not as much the grammar itself, but the method of teaching the same.

It is really true that the use or misuse of grammar in speaking and in writing affects the images we have of ourselves and of others. Good grammar helps people communicate more effectively and can translate into doing better in school, getting the jobs we seek, and clarifying our points of view. Grammatical errors on everything from letters to Web sites, from e-mails to interviews often make a poor impression and can cause the speaker or writer to lose a job opportunity, fail a test, be put in remedial classes, or be judged either as poorly educated or careless.

And many feel strongly that learning grammar has a positive influence on the quality of our writing. Keeping all these things in mind, L.A. Gordon says, "Language is the vehicle of our thoughts and feelings and of our stories, whether true or not and grammar is the machinery by which that vehicle is set in motion." Now, to state the importance of grammar we can enumerate the following points :

(i) For correct expression-written or spoken-good grammar is a must.

(ii) The logic of a language is identified through the grammar on which the language is established.

Scanned with CamScanner

(iii) With the gradual development of our knowledge we proceed from concrete to abstract thinking process that needs a basis of good grammar for its correct and precise expression.

(iv) Good grammar teaches thinking skills and encourages logical thinking. It increases our vocabularies.

(v) Knowledge of grammar provides one with an insight into the structure of a language and ensures good command of the language.

(vi) Teaching of grammar is important for the fact that grammar is the systematized knowledge of the language.

(vii) Spoken English puts emphasis on what one expresses. But in the case of written English how, how in grammatically correct language something is expressed, is similarly, if not more important. That is why, in written form of expression knowledge of grammar is quite undeniable.

(viii) A good knowledge in grammar helps the learners develop various mental faculties such as reasoning, observation and concentrations.

Finally, grammatical competence is one of communicative competence. Communicative competence involves knowing how to use the grammar and vocabulary of the language to achieve communicative goals, and knowing how to do this in a socially appropriate way. Communicative goals are the goals of learners' studying English language. So grammar teaching is necessary to achieve the goals.

❖ 3.3.4.3 Procedure :

The teaching of grammar-Formal grammar & functional grammar–

Prescriptive Grammar/Formal Grammar: Theoretical grammar, acquired by conscious study, is called formal grammar that describes the teaching of grammatical rules including their definitions. The students are expected to memorize the rules of grammar and apply them in examples, before any oral or reading practices are provided. At the initial stage, formal grammar consists of acquiring terminology through repeated practice. The study of grammar assumes great importance and seriousness when writing composition begins. The teaching of grammar should be more and more complete with pupils' attaining higher standards so as to prepare them for the use of a text book on the subject. To sum up, students of higher grades should be made acquainted with grammatical terminologies

and then they would use text books on grammar which would serve as a convenient summary of what is taught in class.

Functional Grammar: But, grammar is no longer considered as a book-learning subject, requiring separate periods for its dissemination. The purpose of learning grammar is not mere technical reproduction of grammatical rules but application of those rules correctly and appropriately for all practical purposes. Grammar teaching, at the school stage, should always aim at the formation of correct language habits in pupils. The students are expected to be grammatically correct, though unconsciously, in their linguistic activities. The grammar is inherent in correct usage and remains unformulated. This latent and unformulated grammar-the grammar that functions in correct speech is termed as Functional Grammar. Here, the teacher selects progressively graded matter and texts for reading comprehension and presents them before the learners who in turn learn by reproduction and repetition. Each fact of the language is presented with concrete examples and practice of the correct forms is insisted on. The students are led to pass from simple to complicated structures and in this process they are made to learn grammar related to those structures, and become capable of expressing the structures in a correct way in varying situations. The pupils unconsciously absorb a considerable amount of grammar contained in the graded text. When the grammar book is needed for study, it is needed for mere reference.

◆ Methods of Presentation-Deductive & Inductive :

● **Deductive Presentation :** Deductive method in teaching means the acceptance of already formulated ideas, rules and definitions and bringing individual instances within their purview. The students are made to memorize rules of grammar and apply those rules in examples. A strict adherence to this method makes the teaching of grammar very formal, dull and dry.

● **Inductive Presentation :** In Inductive teaching the pupils are led to draw their own conclusions from the examples placed before them. The teachers place examples before the students, cite sentences having structures which the students have already gone through in their previous texts. The students are now encouraged to draw their own conclusions. The teacher only helps to draw out definitions and then he asks the students to apply the rules in other situations.

In the early stage of teaching, both English language and its grammar can be taught the same way as pupils acquire their mother tongue-in

Scanned with CamScanner

actual sentence patterns without any knowledge of its grammar. The teacher should proceed with limited vocabulary and limited and graded structures suitable for particular stages in a way that pupils develop correct spoken, written and reading abilities in accordance with the rules of grammar. The pupils would thus learn grammar unconsciously. At a later stage, the teacher is expected to be very cautious in his effort to relate and match lessons on grammar with the reading materials of the textbooks (*Blosssoms* or *Bliss*). Grammar, presented before the students inductively, becomes intelligible, impressive and easy. Pupils actually acquire the rules of grammar almost naturally. Grammar learning becomes an interesting work of discovery as the inductive mode of presentation and teaching makes them active, intelligent and leads them to apply their merit to draw rules and definitions on their own.

For consulting the techniques of teaching grammar as perceived in different methods and approaches please see the concerned approaches and methods of teaching English as stated earlier.

• **Novel or Unconventional Techniques :** Grammatical sense among the students may be developed through the following novel or unconventional activities:

A. Contextualization :

ebook.dascoaching.in

Best learning always takes place in a certain context or in relation to certain incident or situation. And, this is truer in the case of teaching ESL or English as a foreign language. Whenever one's learning is rooted in the reality it enjoys better fixation among the learners. An English teacher can contextualize teaching-learning activities in relation to:

a. Classroom: The teacher can develop grammatical sense in relation to the persons or objects inside the classroom. The teacher can teach the following grammatical items in relation to classroom situation:

(i) **Structural Sense :** Structural significance, for instance, of continuous tense, may be developed here. Suppose, while writing on the blackboard the following conversation may go on between the teacher and the students:

Teacher (T) : "Now I am writing. What am I doing?
Students (S) : "Sir, you are writing on the blackboard."
T : Now, copy the sentences in your exercise book.
A little later,
T : What you are doing, now:
S : We are copying in our exercise book, Sir.

T : Good. Now, let me clean the blackboard.
While cleaning the blackboard:
T : What am I doing now?
S : You are cleaning the blackboard, Sir.
T : Ok. What was I doing earlier?
S : You were writing on the blackboard, Sir.

Now, the teacher explains the syntax of the sentences written in continuous tense and asks the students to write five sentences each on what the teacher is doing in the class. The teacher will write down the list of verbs, with which the students are to write the sentences, on the blackboard. The list may contain the words like: write, sharpen, sit, read, look, etc. After each action of the teacher the students will be asked to write the sentences. For example, the teacher sits on the table and asks the students the related sentence with one listed verb. The students are expected to write: "The teacher is sitting on the table." With the help of these types of activities the students' primary literary with the tense may be effected.

Other grammatical items like the use of preposition may also be taught through classroom situation. The teacher at first writes some sentences on the blackboard and asks the students to identify the words that link nouns, pronouns and phrases to other words in a sentence. Then the following conversation may go on:

T : The duster is on the table. But, where is your bag.
S : My bag is on the bench.
T : My legs are under the table. Where are your legs?
S : My legs are under the bench.

In this way the students will learn the application of the prepositions.

b. **School Premises :** Students' acquaintance with syntactical or other grammatical features can also be realized in relation to the other rooms or playground of the school or other things surrounding the school. Giving literacy in preposition or prepositional phrases can be carried out through the following conversation:

T : The school playground is to the north of the school. Where is the lake/the pond?
S : It is to the south of the school.
T : Good. Now, our classroom is in front of the Headmaster's room. Where is the small park?
S : It is in front of our school.

Scanned with CamScanner

c. **Outside the School :** The teacher may develop grammatical sense in relation to the family, friends or relatives of the students or the society to which they belong. Conversation can be initiated in this way:

T : Today we will know about the occupation or profession of the parents or guardians of

you. You know, I am a teacher. Avik, what is your father?

S : Sir, he is a farmer?

For further consolidation of the application of the relative pronoun 'what' the students may be divided into several groups each group comprising of 4-6 students. They will ask each other and after consulting the information collected from other groups each student may be asked to write a paragraph stating the occupational status of the parents of the class.

B. Dramatization :

Children have a common instinct of imitating the activities done by their elders. So, the teacher, along with the help of a/some bright student/s of the class will perform the action first, then ask the students to perform similar activities. Some common structures like the following may be taught through pair work:

(i) **Pair Work :** Two students will stand by the side of the teacher- one holding some of the articles from the school bag and the other keeping the same articles on a bench or a table placed a little away. Following conversation may go on between them using 'this', 'that', 'these', 'those', etc.:

Rahim : This is your pencil box. Where is yours?

Sidhu : That is my pencil box, on the bench. Where is your school bag?

Rahim : That is my school bag, on the bench. Ok, these are my books. Where are yours?

Sidhu : Those are my books.

(ii) **Role Play :** Some specific types of sentences having certain specific grammatical structures, used for certain specific types of writing, may be dramatized through role-playing. For example, some students may enact the roles of some farmers and a journalist. The latter taking the interview of the former to know "How Jute Is Produced". The outline will be displayed through a colourful chart. Each character will with only one point of preparation. The initial conversation will be carried out by the

bright students and the later ones will try to imitate the syntax. We know that writing on a flow-chart is usually done in passive voice. The syntactical characteristics of these types of sentences may be illustrated to the students through the following conversation:

Journalist : We know that jute is cultivated in countries like India, Bangladesh, Brazil, Japan, etc. But, let me know how jute is produced.

First Farmer : To produce jute the land is ploughed and cross-ploughed several times.

Second Farmer : Then, clods are broken up with a beam or a ladder.

Third Farmer : Now, weeds should be removed from the land.

The conversation will go on till the whole outline is covered.

The conversation, based on the outline, may be written by the students themselves. The students may be divided into a few groups and the best script will be enacted. This type of activity will develop not only grammatical sense but also skill of speaking and writing will.

C. Going the Reverse :

It has been observed due to the lack of proper literacy in interrogative sentences the students often fail to answer the questions in grammatically correct sentences. The problem can somehow be solved by making the students move the reverse way. Here, the students will be provided with a brief passage and they will be asked to frame specific types of items like (a) Answering questions, (b) True/False; (c) multiple choice questions, (d) fill in the blanks with words/information from the text, etc. The students will also be asked to write scoring/answer key for the questions. The students here will enjoy the task as they will feel themselves belonging to the position of their teacher, a rare type of experience.

D. Illustration through Picture :

Development of grammatical sense can also be done with the help of picture. When certain types of sentences, written in specific syntax, are related to a certain picture the technique generates an added attraction for the pupils.For example, the teacher can explain the difference between 'will/shall' and 'going to' with the help of the following picture :

ebook.dascoaching.in

Scanned with CamScanner

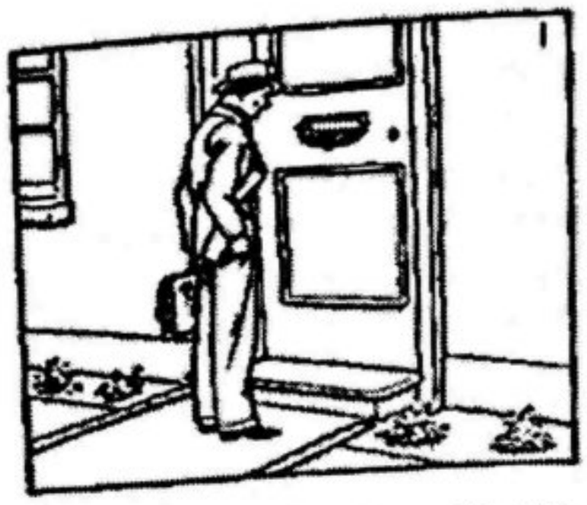


Figure 4 : to demonstrate application of 'will', 'shall', 'going to'.

Now, at first the teacher will try to describe the picture with the help of the students using 'will' and the phrase 'going to' in the following way:

Teacher : This is Mr. Sandy. He has a bag in his left hand. Where is he standing?

Student : He is standing at the door of his house.

Teacher : What is Mr. Sandy going to do?

Student : He is going to put his hand into his pocket.

Teacher : What is he going to take out of his pocket? (The teacher may show a key.)

Student : He is going to take a key out of his pocket.

Now, the teacher is in a position to sum up:

When we want to talk about future facts or things we believe to be true about the future, we use 'will'. For example,

- The President will serve for four years.
- The boss won't be very happy.

But, for making a future prediction based on evidence in the present situation, we use 'going to'. For example,

- Not a cloud in the sky. It's going to be another warm day.
- The traffic is terrible. We're going to miss our flight.

D. Comic Books :

The teacher will have the students design a character or characters for a comic book strip. They can work individually or as a group of three of four, depending on the size of the class. The student, or students, come/s up with a "preposition character"-a person, animal or object that will travel through the comic strip with preposition words. For example, a student may come

up with a bird-like creature called "Beaky." The first comic box may start with Beaky "inside" a tree pecking her way "out." As the comic continues, Beaky can peck her way "through" the tree and prune herself "on" a limb. The teacher should encourage humour and creativity with both the drawings and text of the comic. For example, students may write the prepositional phrase underneath the box to describe the action, or have the character speak for herself. The teacher asks students to finalize their books and present it to the class. The project may take two or three classwork periods. It may be assigned for homework too.

E. Games :

The ESL teacher can abate the dullness of learning grammar by using games to deconstruct the English language. The following games can take the edge off of the nervous or excited students and can help them to channel their creativity too:

(i) **Learning Parts of Speech :** Words are classified as belonging to any of eight parts of speech: verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions and interjections. Each part of speech tells not what the word is, but how the word is used in a particular sentence or context. In fact, the same word can be a noun in one sentence and a verb or adjective in the next. The word "well" is a perfect example: I don't feel well today (adverb) / Well! isn't that something? (interjection) / The well is dry (noun) / His next well visit is with Dr. Smith (adjective). Thus, exercise in parts of speech can be a real fun for the students. To add spice to the menu, similar types of exercises can be conducted on homophones or homonyms.

(ii) **Coffeepot Game :** This game is good for practising and reviewing action verbs and adverbs.Procedure :

- One student has to think of a verb, but not tell others.
- The other students then try to guess the verb by asking questions. The missing verb can be substituted with coffeepot

Example questions :

- Why do you coffeepot?
- Where do you coffeepot?
- Do you coffeepot by yourself?
- Do you need any special equipment for coffee-potting?
- Make sure the students ask questions and don't just guess the verb.

Scanned with CamScanner

- You could put the students in teams to try to guess the verb and award points to the teams for getting the correct verb.
- It might be wise for you to demonstrate the game first with the students asking you questions.

(iii) **Unscramble the Syntax :** To make the students play the game at first the teacher should divide his/her class into two groups, write down a sentence, with each word written on a separate index card, mix up the words and hand a stack to each group. Each group will be asked to re-create the sentence. The group completing the sentence first will have a chance to redeem a point. A point may be awarded for the correct use of each word within the sentence, and a point may be taken away each time a word is used incorrectly.

❑ 3.3.5 Composition :

❖ 3.3.5.1 Introduction :

'Composition', in a very broad sense is anything that is composed of words. 'Compose' means to 'put together'. Thus putting together of words is composition. If this is so, then a child begins to compose at the age of around two years, when s/he starts framing his/her first sentences. This is oral composition. And so, composition is of two types-oral and written

But, learning to compose a sentence, a paragraph or a speech is not merely learning to put down the conventional graphic or phonic symbols representing the utterances one has in mind. The term composition suggests purposeful selection and organization of ideas, facts, and/or experience. In other words, composition is a thinking process and is much more than an exercise in transcription or copying.

Even though, at the secondary level, the teachers use the terms 'oral' and 'written' compositions, at the secondary level, while teaching composition they deal with only the written composition. So, all the written exercises carried out by the students can be called 'composition'. In our curriculum, even the learners are to 'write' a dialogue. There is little scope of 'speaking' a dialogue in our present evaluation system. That is why, almost all written exercises can be called composition. This may be the use of only a missing word (fill in the blanks) but the learner is thereby composing a sentence, in the same way, when s/he is asked to change a statement into a question, that is, when one is involved in the transformation of sentences, s/he is composing. Thus, we can see that all

grammar exercises may come under the heading 'composition'. So, "'Composition' in the usual sense of the word, in academic circles, is therefore, 'a connected from of written exercise'. It can also be defined as 'a collection of sentences spun around one idea'". (NSOU, 614) Though, in the modern professional fields of activities the concern for attaining the skill of speaking in English has been growing consistently most of the pedagogical aspects of the language activities still centre round the activities of writing. So, without considering the attainment of the skill of writing to be axiomatic, conscious measures should be taken to let the students attain the skill with the best possible maximum grammatical accuracy and fluency.

When one pupil learns a second language, s/he learns to communicate with other people in order tounderstand them when spokenspeak to themread what they have writtenwrite to them.

But this, communication may not be always 'face to face'. When you communicate face to face, you can judge from your partners, facial expression, gestures etc. his reaction; when you are talking over the phone, you can judge from the listener's intonation, pause etc., feelings and attitudes. But all these are not possible when you try to communicate in writing. That is why, learning to compose is very much important for the students, especially keeping in mind the present evaluation system in our curriculum.We cannot be guided by the response. Still, we canmake them understand, by our writing. It is for this purpose that our students should be trained in composition.

❖ 3.3.5.2 Objectives :

Now, to deal with the objectives of teaching composition, the objectives will be related to both oral composition and the written one. It deals with the two skills of comprehension and expression. To enumerate the most important objectives with regard to composition are that a pupil should be able to :

- Read and understand a passage or other written material and respond to it.
- Listen to and understand talks / lectures and respond to them.
- Write to express his ideas, using proper mechanics.

This last objective can again be expressed as–

- To provide pupils an opportunity to use the structures and vocabulary.

Scanned with CamScanner

- To enable pupils to express themselves meaningfully on a topic of their choice.
- To enable pupils to arrange their ideas in proper sequence logically.

If these are once again split into smaller specification for the skill of writing, they become the ability to :

- write legibly and distinctly
- spell correctly
- use correct structures
- use appropriate words and phrases
- punctuate properly
- present matters logically
- avoid redundancy
- correct errors
- substitute one form for the other. (NSOU, 615)

Objectives of teaching composition may be set in relation to the following degrees of attainment:

a. **Superior :** Enabling the students write or speak on a variety of subjects with idiomatic naturalness, ease of expression, and some feeling for the style of the language.

b. **Good :** Enabling the students write a simple 'free composition' with clarity and correctness in vocabulary, idiom and syntax.

c. **Minimal :** Enabling the students write/speak correctly sentences or write paragraphs such as would be developed orally for classroom situations, and to write a short simple letter.

All these objectives taken together, the ESL teacher's concern should be to enable the ESL learners attain a working knowledge of English so that they may, with a fairly well grammatical accuracy, express themselves in writing or speaking in relation to letters, paragraphs, conversational forms of writing, texts for comprehension, etc.

❖ 3.3.5.3 Importance :

Staff of the ERIC Clearinghouse on Reading and Communication Skills reported in 1984 that "while most authorities of writing agree that children learn to write by writing, [there is] a distressing lack of classroom time devoted to extended periods of writing" (quoted in Cotton). What is said here about writing, comfortably applies to the act of composition because

composition basically refers to the act of writing. In fact, all language skills are directed towards the goal of gaining the ability to make good compositions in English. With this context behind us, we can state the importance of teaching composition in the following ways:

- Composition work is the only way to evaluate one's achievement in learning the language.
- A student, who leaves school after completing the course, must be able to express himself clearly and effectively. He has to compose his thoughts and ideas in a proper from so that the communication is total. And this is what he gets trained for, in the composition classes in our schools.
- As a contribution to the development of a pupil, no matter what that pupil'sbackground and talents teaching composition is a highly complex act that demands the analysis and synthesis of many levels of thinking.
- A knowledge of composition develops initiative. In reading, everything is provided. In composition the learner must supply everything: the right relationship between sounds and letters, the order of the letters and their form on the page, the topic, information, questions, answers, order.
- Knowledge in composition develops courage. At no point is the learner more vulnerable than in writing.
- Composing more than any other subject can lead to personal breakthroughs in learning.
- Learning composition can contribute to reading from the first day of school. It is active, whereas reading is passive.
- Practice in composition contributes strongly to reading comprehension as children grow older. The ability to revise composition for greater power and economy is one of the higher forms of reading.

❖ 3.3.5.4 Procedure :

Now,in our present curriculum, the classes meant for teaching composition, is very much pupil centred. So the teacher should see to it that the pupils are actively engaged in their composition work. For the development of the skill of composing a teacher can take resort to the following ways :

Scanned with CamScanner

◆ **Developing the Skill of Writing :**

In the lower classes, may be up to class VII or VIII, an English teacher may use the following writing exercises :

(i) **Writing numbers that indicate the words concerned or the vice versa :** Pupils may be asked to spell certain numbers or give the numbers against certain words.

(ii) **Words/Sentences for Pictures :** Certain pictures, like animals, trees, etc. or that of a fair, will be given and the students will be asked to at first write down the objects seen and write a few sentences about them.

(iii) **Making Family Tree :** The students at first go through certain statements describing the members of a family. Then they are asked to make a family tree, stating their designation or profession, based on the given statements.

(iv) **Drawing Stating Directions :** A drawing, stating the position of certain objects like school, park, hospital, road, street, post office, etc. is given and the students are asked to give a description of the drawing, stating location of the objects stated above.

(v) **Jumbled letters to make words :** Letters are given in jumbled order and the pupils will have to arrange the letters in proper to make meaningful words.

(vi) **Jumbled words to make sentence :** Word are given in jumbled order and the pupils are asked to arrange the words to make grammatically correct sentences.

For the upper classes students may be involved in the following activities for developing writing skil—

(i) **Reading Comprehension :** Though this is meant for improving reading comprehension, it can also prove useful for giving exercises on writing with the help of the following types of questions, framed on the basis of the given passage :

(a) **Sentence Completion :** The students will be asked to complete the given sentences with information from the given passage. The exercise should demand knowledge of correct syntactical features.

(b) **Answering Questions :** The pupils may be asked to answer certain questions, based on the given passage, in one or two grammatically correct sentences.

(c) **Cause Effect Table :** A table, having two columns-one stating 'Cause' and the other stating 'Effect'-are drawn. The students should be asked to fill either the 'cause column'or the 'effect column' desirably with correct and complete sentence.

(ii) **Writing paragraphs on given points or outlines :** Certain points or outlines concerning places, personalities (biographies), socio-economic or environmental issues, personal experiences like reading of a book, watching a film, visit to any place, narrative outlines for writing stories, etc. are given to be developed into paragraphs or letters. These types of guided writing not only generate a sense of ease, comfort and confidence but also maintain objectivity in evaluation.

(iii) **Writing letters on given topics :** In spite of the rising popularity of the social media and email, our weakness towards writing a letter still remains to a considerable degree. Moreover, in certain cases-inviting our near and dear ones, communication with the public or private offices-the formality of writing letter can not be denied still now. Hence, teaching composing a letter should enjoy special attention in teaching composition.

Now, let us be familiar with different types of letters in which the students get trained in the present school curriculum :

(i) Friendly/Personal Letters :

Letters to friends or near and deal ones are usually in the nature of friendly conversation. Hence it should have an easy, conversational style. We must imagine that we are talking to our friend, and proceed to write all that we would say if s/he were sitting before us.

The usual form of a friendly letter consists of the following components :

(12) Writer's address on the top right hand corner. But, now, in some cases, this has been shifted to the left in some formats and all matters are written beside the left margin.

(13) The date of the letter, below the address.

(14) Greeting or salutation a little down, on the left-hand side, followed by a comma. Eg:- 'My dear Rehan' or 'My dear father'.

(15) The body or main part of the letter on the next line below, a little to the right with a capital letter.

E.g.: - Thank you so much for....

The words of leave - taking at the right-hand side of the letter and your signature. This forms the conclusion of the letter. But, now, this is also written on the left side of the letter.

Scanned with CamScanner

Specimen Personal Letter

Boarding House
RKP Higher Secondary School

Srimani, Mandirbazar
South 24 Parganas
December 12, 2015

My dear father,

I am really happy to get the letter from you that that has brought the good news of the recovery of mother from the physical ailment that she has been suffering from for a long time. It is a great relief to all of us. Now, I will be able to concentrate to my study quite comfortably and pledge to make you all happy with a good result in my coming examination. But, you must also take care of your own health and do not be so much anxious about me or mother. After leaving the boarding house I will help you in dealing with the regular activities of our family. Just manage the days ahead and let us all hope for a better future. Do not forget to tell mother about the kind of pleasure I am feeling due to her recovery.

Regards to you and mother.

Your affectionate son,
Bodhi

(ii) Business Letters :

Business letters are much more formal in style than personal letters. They should be usually terse, clear and to the point as the businessmen are too busy to go through a long rambling letter.

The usual form of a business letter consists of the following components:

The position of address of the sender and the date of writing the letter is the same asthat of the personal letters. But, here, the address of the sendee is kept on the left side of the address of the sender.

Subject matter of the letter follows the mentioned addresses.

In reply to a business letter, the reference number and the date of the received letter should be quoted.

The modes of address may be, 'Dear Sir' or 'Sir' and the conclusion may be 'Yours faithfully','Yours sincerely' or 'Yours truly' etc.

Specimen business letter

For Payment
Sehegal Painting Limited

Ref. No. SPL/P/2015-2

47 A Snedder's Lane,
Kolkata 700012
November 12, 2015

To,
Knowledge Publishing House,
17, College Square Row,
Kolkata-700007.

Subject : Prayer for payment against Bill No. 35, dated 01.11.15

Sir,

We would like to draw your kind attention to our Bill No. 35, dated 01.11.15 in connection with the purchase of some containers of liquid colour meant for painting your institution. What I want to say is that due to certain financial obligation that we are to carry out immediately we expect your payment against the said Bill within this week. Kindly help us tackle the present crisis and we would pledge to supply you similar things on credit for a long duration.

Please do the needful at your earliest possible consequences.

Yours faithfully,
J.P. Singh
(for Sehegal Painting Limited)

(iii) Letters of Application :

This is one of the most important areas in which the students need special practice so that they can communicate with the institutes or organizations in which they want to apply themselves as candidates either for a job or for a special training.

These types of letters have the same form as that of business letters. They should also contain a short introduction, stating whether one candidate is answering an advertisement or applying on his own.

Bio-data containing the statement of age. educational qualifications, experience, etc. must be enclosed. Mentions of References or testimonials etc. should also form the parts of such letters.

Scanned with CamScanner

Specimen Letter of Application

Srimani, Mandirbazar,
South 24 Parganas
December 12, 2015

Awesta Design Associates,
2/B Shreyatu Mains Road,
Bengaluru 560 100.

Subject : Application for the post of assistant engineer.

Sir,

In response to your advertisement in The Pioneer, a leading daily, dated 21.11.15, for a design engineer, I would like to apply myself for the post.

A statement of my educational qualifications, supported by attached testimonials, is herewith for your kind perusal and necessary action.

If you give me the chance to serve your organization I can pledge to devote myself to your best satisfaction.

Hoping positive response from you.

Thanking you,

Yours faithfully,
Angurimal Susnata.

Curricula Vitae (C.V.)

... ...

(iv) Diary Writing :

Diary writing is one of the most popular and sought after technique for developing the skill of writing. Due to its typical personal nature the pupils may be asked to share their daily activities in relation to their studies-concerning their curriculum as well as outside it. One fortnightly or monthly special class may be devoted to the reading of the diaries of the pupils.

(v) **Dialogue Completion :**

Complete the following conversation with suitable expression :

Ruby : Hello, Juhi. _____ mother?
Juhi : She _____ kitchen. I don't know.
Ruby : _____ her that I wish to talk to her ?
Juhi : Please, _____ . I'll go and call her.
Ruby : _____the fan?
Juhi : Oh, certainly.
Ruby : Why is little Bobby crying ?

Juhi : _____ be hungry.
Ruby : Oh my Goodness! Please, first look after the baby, then go to your mother.
Juhi : ___right. ___you.

(vi) **Sentence combination :**

The pupils are given a passage written in short sentences and asked to combine the sentences using appropriate conjunctions or linkers, given in a scrambled way on the blackboard with one extra distractor.

Some of the following nonconventional or innovative techniques may also come in handy for teaching composition:

(vii) Blank Filling :

This can include discrete sentences or paragraphs. The blanks can be related to grammar items, cohesive devices or content words (vocabulary).

☛ **For example :**

a. Related to Verbs :

Paltu is a student of class VII. He ____ in a village high school in the district of Malda. His uncle ____in Kolkata. He is ____to Malda with his family in the summer. It ____exciting for Paltu. He keeps a diary and ____down what he does and what he feels. Here are three pages from his diary.

b. Cohesive Devices :

The man behind all these happenings came from Darjeeling ____ (there, where) everybody is supposed to be suave in contact with nature. But, ____(he, they) didn't show the minimum degree of gentleness ____ (it, which) became evening when ____ (one day, every day) he didn't hesitate to gobble the food keeping ____ (all, some) before standing dumbfounded.

c. In relation to vocabulary :

(a) The girl is ____ (awfully, terribly) beautiful.
(b) The news of the murder is really ____ (sensible, sensational).
(c) The people belonging to Below Poverty Line will have medicines free of ____ (cost, charge).

a. Crossword Puzzles : Exercises on crossword puzzles generate interest among the students to pursue the course on language as a game. For further cultivation of their brain, they may be asked to prepare such puzzles with words in their stock on their own either individually or in group.

Scanned with CamScanner

b. **Framing Questions with Answers :** The students may be asked to go through a passage and frame a certain number of questions with their appropriate answers. Such exercises would give practice to both reading for comprehension and appreciation as well as writing grammatically correct sentences.

c. **Summing up Newspaper Items :** The students may be asked to go through the front page of certain daily. Then, they are to sum up the news and state the reasons for the most striking news as reported on the page.

d. **Comparative Study of Cartoon Characters :** Due to the inherent attraction of cartoon programmes students may be shown some cartoon programmes. Then they will have to choose the best two or three cartoon characters only to make a comparative study of them within certain world limits.

e. **Assembling Body Parts :** Students will be provided with the body parts of, say, certain toys. They have to at first assemble the parts to make toy-machine, Barbie doll, house, furniture, etc. Then they will have to state their experience of the task of assembling.

f. **Showing a Short Film :** A short film may be shown in mute mode. It may be replayed and then the students will be asked to discuss what the dialogue they would expect to hear and would write down the expected dialogue. Then the film will be replayed in normal mode and the students are to correct the mistakes they have committed in writing the dialogue.

(viii) Transformation of sentences :

This is one of the most popular forms of composition where every student of a language is expected to excel or at least show his talent to a considerable degree. In today's form of teaching methodology such problems are usually based on the texts included in the syllabus. Examples :

(i) They will have seen the cricket match. (Change the voice)

(ii) Seeing a snake, the boy shouted. (Change into a compound sentence)

(iii) I know a man who is very wise. (Change into a simple sentence)

(iv) The sky was overcast but it didn't rain. (Change into a complex sentence)

(v) How happy we are here! (Change into an assertive sentence)

(vi) "You've only an hour, you know." Their teacher called after them. (Change into indirect speech) (all the items are based on *Blossoms*)

Stages of writing: Keeping in mind the above techniques, we may say that a writing course for the students may consist of the following three stages :

(1) **Controlled Writing :** It concerns itself with structures, use of appropriate words, punctuations, word order etc., and not with facts or ideas.

(2) **Guided Writing :** Guided writing concerns itself with ideas and facts supplied by the teacher for the students to express in their own sentences observing the mechanics of composition. That is to say, filling in the blanks in a paragraph or answering questions based on a picture in which the teacher gives facts or ideas in the form of an outline and thus assists the students is a guided composition.

(3) **Free Composition :** In a free composition the teacher gives only the title and it is for the students to decide on the facts he should include and their arrangement and expression in some logical sequence. In the words of Geoffrey Broughton and others, "Generally the controlled stage concerns itself with the production of accurate language in context, the guided stage with the organization of material which is given, and the free stage with the production by the student of both content and language."

★ Teaching Creative Writing :

Creative writing is often defined as the writing of fictional pieces, where the author creates events, scenes and characters, sometimes even a world. In reality, aside from instinctive utterances like the yelp of an injured child or a delighted 'Oh!' all expressions are creative. In fact, creative writing is any writing that expresses events and emotions in an imaginative manner and whose primary intent is to arouse emotions. Creative writing can therefore be fiction, using imaginative narration, or nonfiction, based on facts and events. The common ground of fiction and non-fiction writing is the creativity the writer uses to express his or her thoughts and emotions.

So far as the present syllabus, as followed by the West Bengal Board of Secondary Education or the West Bengal Council of Higher Secondary Education, is concerned there is little scope for the students to wield their

Scanned with CamScanner

creativity in their writings. The growing concern for ensuring objectivity in evaluation has led to the demand for such types of writing skills from the students that will be based on definite points. The students have little scope for showing their creativity in this type of point-bound writing. Yet, as a teacher of any language, L1 or L2, one has the responsibility to make arrangements for the cultivation of creative faculty with the few scopes to be found in the school curricula.

A few tips to help develop creative writing skills –

- The first step to creative writing is to develop a passion among the students for reading the works of other writers on any topic. This will help one to develop an overall appreciation of writing and the feel for creative writing skills.
- Make the students willing to accept the criticisms of others and suggestions of others on your creative writing skills.
- Make them inculcate the habit of showing the results of the expression of their early creative writing skills to their close family and friends and even teachers. They should sift through all the criticisms they receive for the many useful bits of advice that will be present and make a note of them to be incorporated in their next attempts at creative writing.
- Students should be made acquainted with the biographies of writers who had to face scathing criticism regarding their writing before being recognized writers.

Now, with the little scope for cultivating creative writing in the present school education curricula in West Bengal the teachers may consider the following activities for developing creating writing skill among the learners:

a. Twisting the Tale : The students will be told one story. Then they will be asked to retell the story with the characters and places being rechristened, beginning, middle or end being in a different form, with a different title and moral. What deters the school-going students from attempting creative writing is their limited command of grammatical perfection. But, thinking in bits-relating to a specific situation, character, title, etc. may build up the necessary confidence among them to pursue creative writing in a full-fledged manner.

b. Guessing the End : The students will be told one story up to a certain point wherefrom the students are to lead it to a logical conclusion. This type of exercise may land the pupils in a comfortable position from

where they may move a little further to reach the final stage of the story with required imaginative faculty.

c. Read and Tell : The students will be asked to go through a certain tale just for once. Then, s/he will be asked to retell the story in his/her own language. But, the students will often stumble to remember exactly what is there in the original story. And in this case s/he will have to be creative for telling the whole story with a few changes or modifications. The students, who are shy of telling it in spoken form, may also be asked to give a written shape to the recreated story.

d. What You Would Do : The students may be asked to write on certain issues demanding creativity on their part. They may be asked to write down what they would have done if they were in a certain position, say if they were to choose a few boons from the God, if they had won a lottery of a huge amount, if they were the prime minister of India or the chief minister of West Bengal. These types of activities nourish not only the creativity of the students but also their aspiration for becoming an ideal citizen in future.

e. Giving Narrative Shape : The students may be asked to go through one daily of their choice and pick up the best report of the lot. Then they will be asked to state the reason of their choice. After proper justification they will be asked to give a fictional shape to the news item. The fictional piece may be a story or playlet. The best writing may be rewarded accordingly.

f. Appreciating : Making appreciation upon certain aspects of a fictional or even nonfictional writing may also nourish creativity among the students. This may be carried out in relation to the prescribed pieces in the text-books as well as Readers. The students will be asked to answer the questions that will require the application of the creative faculty of the students. The following types of questions may be set for them–

(i) Imagine yourself in the position of Mowgli and state about your feelings in 5-6 sentences. ("Mowgli among the Wolves", *Blossoms*, Class VII).

(ii) Make a comparative study of "The Sea" by James Reeves and another poem on a sea that may be collected from the books of poems in the library. (*Blossoms*, Class VIII)

(iii) Why is the Prince called 'Happy'? ('The Happy Prince', *Blossoms*, Class VIII)

ebook.dascoaching.in

Scanned with CamScanner

h. Project Work : Projects may be carried out on writing letters, stories or creative paragraphs. At first, the class will be divided into a few groups. Every group-member will be asked to write down, say, one story each after consulting among themselves, i.e. the group members. The group-members will have to first submit two outlines of original stories, based on their real-life experience. The best outline, with, if required, a little modification, will form the basis for each of the members to write a story on their own based on the chosen outline. The teacher will go through the written stories, along with their titles and morals where necessary. S/he will select the best title and the moral for the story. But regarding the story proper the best sentences will be selected by him/her. The students will be asked to amalgamate the sentences into one single story under the leadership of the group-captain. Then the trainee will again go through the story evolved out of the group-effort, suggest addition, alteration or modification. The story will be rewritten accordingly. Each member of the group will give a pictorial illustration or illustration in collage, of his/her own, of the written story. Now, all the group members will be asked to write an individual story based on one of the modified versions of the outlines as were submitted at the initial stage. The student, whose outline was chosen, will be asked to write a story based on his/her second outline. All the stories will be checked by the teacher with required suggestions and modifications. The final version of the stories will be rectified, if required, by the teacher. Here, too, each student will give a pictorial illustration or illustration in collage of the written story. Each student will prepare one file copy of the project-work containing the story, evolved out of the joint effort and the story written individually along with the said illustrations of the concerned stories. To motivate the students to go through each of the stories written by the students, the teacher should assure the class that the outlines of the project will form items of the question paper. This prospect, along with the file-copy lying with them, may motivate them in future for pursuing creative writing in their pastime.

But, keeping all these concerns in view one thing has to be kept in mind that the present English curricula meant for the school-going children give little scope for the exertion of creativity by the students. So, all these activities should be carried out as off-the-track exercises that may generate among them a passion, a love for the language which should be the primary objective of the teachers of any subject. This will help the pupils overcome the fear attached with English as a foreign language and it is an admitted fact that most of the students study the language not out of

passion but out of compulsion. Exercises in creative writing may generate among them the sense that the language is not imposed upon them. On the contrary, the language will give them the chance to give a free play to their imagination, their creative faculty. And this mood will earn them the necessary motivator for dealing with the language outside their academic periphery too.

3.4 Spelling Mistake :

ebook.dascoaching.in

3.4.1 Introduction :

Those of us who can spell reasonably well take for granted the role that spelling plays in daily life. Filing alphabetically; looking up words in a phone book, dictionary, or thesaurus; recognizing the right choice from the possibilities presented by a spell checker; writing notes that others can read-and even playing parlor games-are all dependent on spelling. In a literate society, conventional spelling is expected and anything beyond a few small errors is equated with ignorance and incompetence. In fact, the National Commission on Writing for America's Families, Schools, and Colleges (2005) reported that 80 percent of the time an employment application is doomed if it is poorly written or poorly spelled. Even proficient language users, especially efficient in writing otherwise perfectly correct essays would make repeated spelling errors. Spelling has been a problem to Indian learners of English. Spelling makes written communication easier; and it also establishes to a large extent a person's educational level. The better we spell, the more we are likely to know. Good spelling carries with it social and business prestige. If one's spelling is poor and careless, communications suffer, because the reader will have to puzzle out what a word is. Further the degree of precision necessary in spelling is closely connected with ease and smoothness of communication. According to UNESCO (2009) English leads world languages as far as communication and publication is concerned.

Teaching spelling draws special attention due to the following factors :

(i) Not to speak clearly, not to write legibly and not to spell correctly are marks of discourtesy.

(ii) Spelling is a skill in which it is necessary to be precise and precision is generally one of the main virtues educated people have to acquire.

Scanned with CamScanner

(iii) Precision is not only important form the point of view of the receiver of information but also from the point of view of the person who wishes to communicate. So what is transformed in a skill such as spelling is not a technique but a habit of care.

Because of these reasons, the children leaving school, need to be equipped as good spellers.

The types of errors, committed by the Indian students in the spelling of English words are as follows:

(i) **Errors connected with vowels :** Errors connected with vowels such as :

1. Replacement of vowels ('e' for 'a', 'e' for 'i', etc.),
2. Transposition of vowels ('ei' for 'ie', 'ai' for 'ie', etc.),
3. Omission of vowels (therefor[e], alon[e], etc.),
4. Insertion of vowels (sho[o]es, ho[u]ney),
5. Misplacement of vowels (tigre, fier).

(ii) **Errors connected with consonants :** Errors connected with consonants such as :

1. Replacement of consonant(Briti[ce]-Briti[sh]), ([b]icked-[w]icked),
2. Transposition of consonant (Finiced, cloze),
3. Omission of consonant (Finis[h], Englis[h]),
4. Single consonant doubled (prof[f]essor, occur[r]),
5. Double consonant singled (writ[t]en, admis[s]ion),
6. Insertion of consonant not required (mod[d]ern, thirs[t]y),
7. Misplacement of consonant (frist, faimly).

(iii) **Errors connected with plural forms :** Examples-

1. 'We saw womens and men.'Instead of 'We saw women and men.'
2. 'The childrens were eating food.' instead of 'The children were eating food.'

(iv) **Errors connected with past forms. Examples :**

1. 'They putted their things in bags.' instead of 'They put our things in bags.'
2. 'I arised early in the morning.' instead of 'I arose early in the morning.'

He was cutted with a panga. (He was cut with a panga.)

(v) **Errors connected with proper names :** Examples- 'europe', 'india', 'america', etc.

(vi) **Errors connected with homophone :** 'wonder' and 'wander', 'gorilla' and 'guerrilla', etc.

(vii) **Errors due to difficult spelling :** In English this occurs basically in the cases of spelling the loan words-Latin origin-psychology, corpuscle, etc.; from Greek origin: pneumonia,choir, etc.; French origin: restaurant, giraffe, etc.

Spelling errors may also be categorized as follows :

(viii) **Phonological Errors** : Errors classified as phonological were those falling under the category of words that were misspelt. The misspelling could be attributed to wrong use of English oral skills where learners spelt out words the way they pronounce them thus creating errors. It could also be attributed to the existing difference between English spellings and sounds. In English some letters are silent and therefore not pronounced and yet must be written down. This could be a source of phonological errors for learners of English as a second language. An example of a silent letter 'k' in the word 'knocked'. Learner's spel this as 'nocked'. Learners also substitut an /l/ for an /r/. For example, the word 'right' is spelt as'lite' and 'carrying' as 'callying'. Errors connected with homophonic words also fall in this category.

❑ 3.4.2 Causes of spelling mistakes :

Difficulties in English spelling –

The main difficulty of English spelling is that there is no one to one relation between the sound and symbol in the language. The student who reads English will have to recognize many spellings for one sound, many sounds for one spelling.

The sound /i/ has many spellings as seen in the following example:

Example: big, see, thief, leaf, receive, these, beat, people

In the words like fight, psychology, knowledge, debt the underlined letters are silent.

Another difficulty is the range of words that we may be required to spell sometime during our lives. Also, the present day method of teaching reading by whole words and phrases, particularly in the early stages does not help the learning of spelling, where auditory and visual analysis of words are essential.

Scanned with CamScanner

Besides these related difficulties, spelling errors are caused by a number of factors. These factors can usually be grouped under four heads:

(i) **Learner factors :**

(1) **Ignorance about the spelling:** Due to sheer ignorance a learner may misspell the words like 'absense'/ 'absance' instead of 'absence', 'belive' instead of 'believe'.

(2) **Erroneous pronunciation and defective speech habits :** Here, speech habit associated with the mother tongue also affects the spelling of the second language. For example, as pronounced in Bengali, a learner may write the spelling of 'Bible' as 'Baibel', 'snow' as 'sonow', etc. If one pronounces the word 'di:p' as [dip] he may spell the word as 'dip' instead of 'deep'.

(3) **Incurable placing of accent :** The word 'binoculars' is pronounced as '/bɪnɒk.jʊ'ləz' '/ instead of /bɪ'nɒk.jʊ.ləz/ it may be spelt as 'binocoolers'.

(4) **Habit of spelling the word exactly as the word is spoken or pronunciation spelling :** The same may happen as in the case of 'Bible', as we have seen earlier.

(5) **Haste and carelessness :** Out of haste and carelessness one may spell the word 'technique' as 'technik/technic'.

(6) **Overgeneralisation of the rules of forming plurals and past tense :** Overgeneralisation causes spelling mistakes in forming plurals or past forms of verbs. Usual method of forming plural by adding 's' to a noun may lead one to form such a noun as 'children[s]' or 'man[s]'. The method of forming past tense of regular verbs by adding '-d', '-ed' or '-t' may lead one to form such past forms as 'gived', 'arised' or 'mewt' instead of 'gave', 'arose' or 'mewed'.

(7) **Imperfect sense of proper names :** This is specifically associated with the ESL learners who are habituated to speaking in the characteristically native manners. For example, the senior members of a certain family may pronounce the word 'Kolkata' as 'Kolkat[t]a' and this happens due to imperfect sense of the proper noun. A learner, belonging to the family, may commit mistake in spelling the word 'Kolkata'.

(8) **False analogy :** Analogy between the pronunciation of the words 'skip' and 'sheep' may cause spelling mistakes such as either 'skeep' or 'ship'.

(ii) **Teacher factors :**

1. Improper and inadequate drilling of the spelling in the classroom : Wrong drilling in the classroom may confuse, instead of clarifying, the students about any regular rules, if there is any, of spelling. For example, usually when a word ends in one consonant and it is preceded by a single vowel then the last consonant becomes doubled if something is added at the end of the word. For example, run-running/runner, prefer-preferred [but preference], panel-panelist.

Some mistakes are often caused by failure to pronounce a word correctly, slurring of vowels and distorting of consonants in pronunciation or mispronouncing words by accenting on the wrong syllable may result in misspelling. So lack of effective ear-training is one of the causes.

2. Lack of guidance to learners : The teacher's apathy regarding the concern for teaching spelling may deceive the learners of the much-needed exercises or drilling in spelling.

3. Absence of teaching the rules of spelling : If the students are trained in certain rules of spelling they may avoid certain spelling mistakes. For example, in spite of certain exception in the rule of getting the final consonant doubled, as discussed in ii.1, the rule should be taught by the teacher.

4. Spelling can be learnt by forming visual image in the mind. So owing to the lack of effective visualisation and teacher's apathy to use audio-visual aids in teaching English or spelling, pupils commit mistakes in spelling.

(iii) **Language factors :**

(a) Untidiness and inconsistencies of English spelling: Inconsistencies in the rules of spelling causes a lot of confusion among the learners. The English alphabet is not a pure guide to pronunciation as twenty-six letters of the English alphabet represent forty-four sounds. For example, one vowel sound can be written in seven ways (spellings): /ei/: say, prey, break, gaol, gauge, paid, eight. The letter 'g' in the three words-garden, gentleman and prestige- gives three different sounds.

The letters 'c', 'q', and 'x' appear unnecessary as 'c' could be replaced by 's' or 'k', 'q' by 'k' and 'x' by 'ks' or 'gz'.

(b) Interference of the mother tongue in the spelling and pronunciation of English words : In some areas the people often fail to pronounce the conjuncts properly. Consequently, 'spirit' is pronounced as 'ispirit' or 'espirit' and this habit of mispronouncing the word may cause spelling mistakes.

Scanned with CamScanner

(iv) **Textual factors :**

(1) Difficult words in the text book: Presence of a lot of difficult words in the text may cause spelling mistakes.

(2) Words not commonly used by learners in writing: It is proved that repetition in the usage of certain words causes retention of the same. So, curriculum framers have to be conscious about the most essential words that one needs in his life and texts have to be selected in a way so that the pupils come across those essential words frequently in their syllabus or texts.

❑ 3.4.3 Method of correction :

For a proper guidance in spelling correcting students need a clear explanation regarding different rules or methods in spelling. The spelling of almost any word can be explained if one or more of the following five principles of English spelling is taken into account :

(1) Words' language of origin and history of use can explain their spelling.

(2) Words' meaning and part of speech can determine their spelling.

(3) Speech sounds are spelled with single letters and/or combinations of up to four letters.

(4) The spelling of a given sound can vary according to its position within a word.

(5) The spellings of some sounds are governed by established conventions of letter sequences and patterns.

▶ Teaching of spelling by rules :

This is also not an advisable technique because most rules taught come from the teacher's experience of only a few from textbooks. There the difficulty is in the wording of the rules. For example, words ending in silent 'e' drop the 'e' when adding a suffix beginning with a vowel and keep the 'e' when adding a suffix beginning with a consonant. Another rule is monosyllables and words of more than one syllable with the accent on the last syllable, which end in a single consonant preceded by a single vowel, double the final consonant when adding a suffix beginning with a vowel. Though the rules appear to be quite frightening because of their length and technicality, there is nothing wrong in giving the rules provided:

1. The rules apply to a large number of words.
2. They have few exceptions.

3. They are stated in simple words and in a comprehensible manner.

Also before giving a rule, the teacher must bear in mind :

(a) that knowledge of a rule serves no purpose unless it covers a number of words which might reasonably be expected to be already in the children's spelling vocabulary and includes in it other words likely to be needed which the learner may spell by generalisation

(b) there are no reliable rules and even the guiding principles of which there are more than we imagine, are apt sometimes to fail and mislead both ear and eye. And,

(c) if a rule involves unfamiliar terms, it may become a major difficulty in itself and contribute nothing to spelling.

Some other Suggested Techniques for Teaching Spelling—

Make the children read aloud. Reading aloud is associated with skill in spelling, since in principle at least it is possible to read and spell words correctly without having any idea of their meaning. It entails the auditory analysis which is essential to the spelling of words that are phonemically regular. It associates the look of the word with the spoken and heard sound of the word.

Expose the class to every possible variant of spelling patterns in the language.

(1) One-syllable words with the general shape of consonant - vowel - consonant, e.g. teeth, bus.

(2) Spelling patterns using the final 'e' to differentiate them from others, e.g. made, 'bade', etc.

(3) A number of important spelling patterns of much more limited application, involving the varied doubled vowels.

The teacher should be sure about the fact that the students are familiar with the probable structures of words in their language.

-Spelling games can be used.

- **Dictation :** A considerable practice in dictation is always useful for giving the students a practice in spelling. A good dictation with proper spelling makes the students conscious about certain rules of pronunciation leading towards following proper rules in spelling. For example, the difference in pronunciation among the so-called homophonic words like 'letter', 'latter' and 'later' will only ensure proper spelling and this may be acquired through practice in loud reading.

Scanned with CamScanner

☛ **Use mnemonics :**

Mnemonics aim to translate information into a form that the brain can retain better than its original form. Even the process of merely learning this conversion might already aid in the transfer of information to long-term memory. An example is "'I' before 'e' except after 'c' or when sounding like 'a' in neighbour and weigh". Some other types of mnemonics :

(1) Gumbo lost an 'e' in an argument.
(2) Never believe a lie.
(3) Dara checked the calendar every day.
(4) Eileen found her 'e's in the cemetery.
(5) Emma faced a dilemma.

Approaches to the teaching of spelling-memorization of isolated words arranged in vertical lists is a time-consuming feat which takes away the time that children need for spelling while writing to some real purpose. Hence while teaching spelling the following things should be kept in mind :

- A spelling period is not the best time for vocabulary extension work. Also, motivation and experience particularly in reading are the essential factors for success in spelling and not direct teaching. So, our aim should be to help a child to learn to spell those words that he already uses freely either in his speech or preferably in his working-words that he will need and practise through continuous use. But each child in a class is individually different and hence the need for an individual approach in spelling.
- We should make correct spelling attractive to children. We can do this by adopting a positive approach-not grumbling at the mistakes but showing how small improvements would make for an even better piece of work for others to read.
- Learning through incidental experience: When we supply spellings to the child as he needs them he learns them incidentally in the course of his other work. At the same time, we must encourage the learner to note the word in a spelling book.
- Using the spelling dictionary: Encouraging the children first to write a word and then to look it up in the spelling dictionary will help them use the phonetic elements that they have acquired and also become more self-reliant.

Role of the Teacher: In relation to teaching spelling a teacher has a primary duty to understand the common spelling errors of students and the factors which cause such errors in spelling English words. He can guide students for correct spelling and take steps so that students do not commit such errors in writing English words :

(1) The teacher should make use of spelling drill with special stress on the particular part of the word commonly found difficult by students.
(2) Students tend to spell the word exactly they pronounce it. In other words, pronunciation leads to spelling. Hence, the teacher should guide students to develop the habit of correct pronunciation.
(3) Correct placing of accent helps to spell the word correctly. Students should be guided for correct placing of accent with particular care of vowel sounds.
(4) Students should be discouraged to write hastily and carelessly.
(5) The plural forms and the past forms should be drilled repeatedly in the class.
(6) While reading and writing words students should be encouraged to stress on the visual image and visual memory of the words.
(7) The teacher should make a list of words commonly misspelled by students or which appear difficult for them and prepare and execute an action plan to improve the spelling of English words.
(8) During leisure periods in the class and in friend circles students should be encouraged to participate in spelling games. Spelling games reinforce, strengthen and teach spelling of English words and correct errors,
(9) As we have seen earlier, certain English words are governed by spelling rules. The rules of spelling should be formally taught to students or made clear incidentally in the class.

Follow Our B.Ed Related

WEbsite>>

www.dascoaching.in

Scanned with CamScanner

Probable Questions

Very short answer type questions : Marks : 2

1. What is an approach in teaching a language?
2. What is meant by a method of teaching a language?
3. What is meant by Grammar Translation Method in teaching English?
4. State two characteristics of Grammar Translation Method.
5. What is meant by Direct Method?
6. State two differences between Grammar Translation Method and Direct Method.
7. What is meant by Structural Approach?
8. Write two characteristics of Structural Approach.
9. What is Communicative Language Teaching?
10. What is meant by Situational Approach of Teaching Language?
11. What is Intensive reading?
12. What is Extensive reading?
13. Write about two points in relation to the importance of teaching poetry
14. What are the two types of grammar?
15. What is deductive presentation?
16. What is inductive presentation?
17. What is meant by composition?
18. Write five causes of spelling mistakes in English.

Short answer type questions : Marks : 5

1. What are the limitations of Structural Approach?
2. Discuss in brief about the types of situations that may be created for the teaching of ESL.

3. What are the characteristics of Situational Approach?
4. What may be objectives of teaching a prose piece?
5. Devise the procedure of teaching prose.
6. What may be the objectives of teaching poetry to the ESL students?
7. What may be the importance of teaching drama to the ESL students?
8. State two causes of spelling mistakes committed by the ESL students.
9. Deal with the objectives of teaching grammar in the ESL classroom.
10. Make a comparative study of Formal Grammar and Functional Grammar.
11. What are the objectives of teaching composition?
12. Write about the importance of teaching composition to the ESL learners.
13. Devise on innovative method of teaching composition.
14. How may the ESL learners be helped in overcoming spelling mistakes in English?

Essay answer type questions : Marks : 10

1. Make one comparative study of Grammar Translation Method and Direct Method.
2. Write a brief essay on Direct Method of Teaching.
3. Write a brief essay on Communicative Language Teaching.
4. Write a brief essay on Situational Approach of teaching English.
5. Deal with the procedure of teaching poetry in the ESL classroom.
6. State the procedure of teaching drama in the ESL classroom.
7. State the procedure of teaching grammar in the ESL classroom.

Scanned with CamScanner

Unit 4

Assessment of Language Teaching

Structure / Content Outline :

4.1 **Assessment (elementary concepts of Evaluation and Measurement)**
- 4.1.1 Measurement
- 4.1.2 Evaluation

ebook.dascoaching.in

4.2 **Achievement Test**
- 4.2.1 Definition
- 4.2.2 Types
- 4.2.3 Characteristics
- 4.2.4 Characteristics of a standardised test
- 4.2.5 Importance
- 4.2.6 Limitations
- 4.2.7 Steps followed

4.3 **Properties (elements) and Areas (aspects) of a language Test**

4.4 **Principles for constructing a Language Test**

4.5 **Characteristics of a good Test - usability, reliability, validity**

4.6 **Construction of a language question paper including general instruction with nature of options, overall coverage and marking scheme**

Scanned with CamScanner

4.1 Assessment (elementary concepts of Evaluation and Measurement) :

Measurement, assessment, and evaluation mean three different things. Let us start with assessment, the supposed umbrella term under which other terms-measurement, evaluation -come.

Assessment : Assessment is a process by which information is obtained relative to some known objective or goal. Assessment is a broad term that includes testing. A test is a special form of assessment. Tests are assessments made under contrived circumstances especially so that they may be administered. In other words, all tests are assessments, but not all assessments are tests. We test at the end of a lesson or unit. We assess progress at the end of a school year through testing, and we assess verbal and quantitative skills through such instruments as the MCQs or 'fill in the blanks'. Whether implicit or explicit, assessment is most usefully connected to some goal or objective for which the assessment is designed. A test or assessment yields information relative to an objective or goal. In that sense, we test or assess to determine whether or not an objective or goal has been obtained. Assessment of skill attainment is rather straightforward. Either the skill exists at some acceptable level or it does not. Skills are readily demonstrable. Assessment of understanding is much more difficult and complex. Skills can be practiced; understandings cannot. We can assess a person's knowledge in a variety of ways, but there is always a leap, an inference that we make about what a person does in relation to what it signifies about what he knows. To assess means to stipulate the conditions by which the behavior specified in an objective may be ascertained. Such stipulations are usually in the form of written descriptions.

Measurement : Measurement refers to the process by which the attributes or dimensions of some physical object are determined. One exception seems to be in the use of the word measure in determining the IQ of a person. The phrase, 'this test measures IQ' is commonly used. Measuring such things as attitudes or preferences also applies. However, when we measure, we generally use some standard instrument to determine how big, tall, heavy, voluminous, hot, cold, fast, or straight something actually is. Standard instruments refer to physical devices such as rulers, scales, thermometers, pressure gauges, etc. We measure to obtain information about what is. Such information may or may not be useful, depending on the accuracy of the instruments we use, and our skill at using them. We measure how big a classroom is in terms of square feet, we measure the temperature of the room by using a thermometer, and we use an Ohm meter to determine the voltage, amperage, and resistance in a circuit. In all of these examples, we are not assessing anything; we are simply collecting information relative to some established rule or standard. Assessment is therefore quite different from measurement, and has uses that suggest very different purposes.

Evaluation : Evaluation is perhaps the most complex and least understood of the terms. Inherent in the idea of evaluation is 'value'. When we evaluate, what we are doing is engaging in some process that is designed to provide information that will help us make a judgment about a given situation. Generally, any evaluation process requires information about the situation in question. A situation is an umbrella term that takes into account such ideas as objectives, goals, standards, procedures, and so on. When we evaluate, we are saying that the process will yield information regarding the worthiness, appropriateness, goodness, validity, legality, etc., of something for which a reliable measurement or assessment has been made. For example, we often ask our students if they wanted to determine the temperature of the classroom they would need to get a thermometer and take several readings at different spots, and perhaps average the readings. That is simple measuring. The average temperature tells us nothing about whether or not it is appropriate for learning. In order to do that, students would have to be polled in some reliable and valid way. That polling process is what evaluation is all about. A classroom average temperature of 75 degrees is simply information. It is the context of the temperature for a particular purpose that provides the criteria for evaluation. A temperature of 75 degrees may not be very good for some students, while for others, it is ideal for learning. We evaluate every day. Teachers, in particular, are constantly evaluating students, and such evaluations are usually done in the context of comparisons between what was intended (learning, progress, behaviour) and what was obtained.

Now, let us pedagogically interpret the terms measurement and evaluation in the context of language teaching or education in general.

4.1.1 Measurement :

Educational measurement refers to the use of educational assessments and the analysis of data such as scores obtained from educational

Scanned with CamScanner

assessments to infer the abilities and proficiencies of students. The approaches overlap with those in psychometrics.

Measurement is a process by which the developed abilities of the pupils are expressed in the quantitative form. The measurement is directly concerned with quantity. By measuring the content, skill and the results of abilities are expressed in numbers, scores, percentage and average so that the provision of education of the pupils may be made according to their present achievement. By measurement the variable, groups, capacities, time and distance etc. can be tested very conveniently. In short, according toCampbell "measurement is the assignment of numerals to objects or events, according to rules". (P. Sharma, 157)

It measures something in numbers. It means it is quantitative evaluation. In the process of measurement, numerals are used to represent quantities of an attribute. In other words, measurement involves the process of quantification.

Quantification indicates 'how much' or 'to what extent' that attribute is present in a particular object. Following are some of the definitions of measurement—

Stevenson : "Measurement is the process of assigning number to objects according to certain agreed rules". (Ibid)

J. P. Guilford : "Measurement means the description of data in terms of numbers and this, in turn, means taking advantage of the many benefits that operate with numbers and mathematical thinking provide."(Ibid)

Thorndike : "Anything that exists at all exists in some quantity. Anything that exists in some quantity is capable of being measured." (Ibid)

Therefore, measurement is part of evaluation, which is related to numbers in the form of averages, median, mode, central tendency and percentage. It gives out the result of a thing in numbers. We cannot measure a man or an object.

Basically, any time a measurement is made we are looking at an object or condition that meets certain criteria for inclusion or exclusion from descriptive sets. These sets are usually referred to as measurement scales. We may have a brief description of these scales in the following ways :

There are four basic measurement scales. From least complex to most complex, they are—

(i) **The measurement scale descriptions :** Nominal measurement scales refer to those measurements when the only meaningful results are the delineations that one thing is different from another. For example, if one has a bag of apples and a bucket of coal, the only measurement possible involves the nominal scale. All one can say is that one set is apples and the other set is coal. It is a measurement where the only conclusion one can reach is that one thing is different from another. Another way to consider the nominal measurement scale is to think of it as a basic classification system. It might also be worthwhile to take a look at the behavioural verb 'classify'. In the nominal scale we essentially classify by name. It is always a good idea to be as clear as possible when doing this.

(ii) **Ordinal measurement scales :** Ordinal measurement scales refer to those measurements where the results indicate only that one thing is either greater or lesser than another. This always means a measurement that explicitly implies that the objects, events or processes and be placed into some order. The assigning of grades based on scores is an example of this scale, with, for example, the observation that a grade of 'A' represents not only a different value than a grade of 'C' but that it also represents a higher or greater value.

(iii) **Interval measurement scales :** Interval measurement scales refer to those measurements where there are equal intervals between given values. Interval scales are used in almost every aspect of common measurement. A ruler employs an interval scale. That means that the distance between three inches and six inches is the same as the distance between nine inches and twelve inches. In a room thermometer, the difference in degrees between 72 Fahrenheit and 78 Fahrenheit is the same as that between 90 degrees Fahrenheit and 96 degrees. The intervals are the same.

(iv) **Ratio measurement scales :** Ratio measurement scales are the same as ordinal scales with one important difference. The difference is that ratio measurement scales contain a zero. The inclusion of a zero allows for negative values to be expressed in

Scanned with CamScanner

relation to a positive value. The most obvious and easily understood example of a ratio measurement scale is an outdoor thermometer. The intervals are equal, but whether Fahrenheit or Celsius, measurement values can be expressed as a negative, as in -10 degree Celsius.

★ **Characteristics of Measurement :**

- Measurement is related to numbers.
- Measurement is related to mathematics.
- Measurement categorises things.
- Measurement categorises numbers.
- Measurement gives number to value, interests, aptitudes, attitudes and quality.

★ **Functions of Measurement :**

(1) **Selection :** Selection of an individual to an institution as a student or teacher is done with the help of measurement. Selection of a student in a certain section may also be done with the help of measurement. Achievement tests or interviews are conducted and marks are awarded. Meritorious candidates are selected.

(2) **Classification :** We can classify with the help of measurement. Students skilled in writing may form one category whereas those skilled in speaking may form another category and teaching may be maneuvered accordingly. Tests are conducted. Numbers or marks are awarded. So any type of classification can be done with the measurement.

(3) **Diagnosis :** The weakness of a student can be diagnosed by conducting various types of test in a particular subject like L1 or L2. And then remedial work can be carried out.

(4) **Research :** In research area the raw data is collected and given statistical treatment for analysis and final conclusions. For example, to see how much transference of learning taking place from L1 to L2.So it helps in research work.

★ **Methods of Measurement :**

(1) **Test Method :** It involves a defined task and testing period in which the situations are such that it may be right or wrong. One score is assigned to the correct answer and zero to the wrong answer. It tests covert behaviour of a subject. Permanent record is needed for scoring and process must be observed and evaluated.

These methods are applicable for quantifying abilities and aptitude.

(2) **Observation Method :** In this method behaviour is observed in the natural situations. There are various techniques of observation. It tests overt behaviour of a subject.

(a) Self Observation, in which the individual reports on his own reactions as far as he is aware of them. It can be planned observation to cover a specified period. It can be retrospective observation which is based on present memory and evaluation of past reactions.

(b) Observation by others, in which the other person like friend, relative, employer or teacher reports on the individual reaction. Such type of observation may be planned observation or retrospective observation. This method is used to measure abilities, attitudes and traits.

(3) **Mixed Methods :** In it following can be taken :

(a) Inventories

(b) Situational tests

(c) Rating and projective techniques

These methods are used to measure the traits like personality, attitude, interest and adjustment. Their various forms are :

(a) Appraisal by tests v/s appraisal by observation in natural situations.

(b) External observation v/s self-observation.

(c) Planned v/s retrospective observation.

(d) Observation combined with test.

❑ 4.1.2 Evaluation :

Evaluation is a systematic gathering of information for purposes of making decisions. It is a judgement made on the quality and worth of total learning that has taken place. It is the collection, analysis and interpretation of information about any aspect of a programme of education and training as part of a recognized process of judging its effectiveness, its efficiency, and any other outcomes it may have. Evaluation is defined as 'an attempt to understand what is going on to judge its worth and make decisions about it.'

Evaluation is an activity that is not restricted to only education; we do it every day, in many contexts and levels, formally and informally. We

Scanned with CamScanner

evaluate the food we eat; we evaluate and pass judgement on everything around us-maybe, a party that we attended, a lecture or a TV programme or the dress that someone is wearing. We constantly evaluate the people around us-whether someone is honest, reliable, bossy, cunning, etc. In a way, evaluation is a natural tendency.

We try to find out answers to questions such as: How well has the student mastered a competency, say in the skill of speaking? Have all the objectives been realised? The evaluation procedure depends on the kind of information that we would like to get on student performance. But when we want to express our judgement, we need to assign them some numbers or grades. When we analyse student records our assessment is likely to be descriptive. We may talk about a range of performance and express it in grades. This is assessment. The tool for assessing a performance, some learning is the test. A test is a set of questions that an examinee answers orally or in writing.

In addition, teachers must also know why they are evaluating what they are evaluating. They are not just evaluating learners' progress and the programmes and materials; they are also evaluating the effectiveness of their teaching. The following chart is intended to show why we evaluate.

There is internal as well as external evaluation in most educational institutions; both are useful to arrive at an overall picture. Each one has its own advantages and disadvantages. Some are given below:

Internal evaluation –

(1) Knows the programme and the examinees well
(2) Can't be objective
(3) Part of the power structure and internal politics
(4) May not be trained in evaluation procedures
(5) Can interpret with familiarity
(6) Not much fear or anxiety; so less threatening

External evaluation –

(1) Can take a fresh look at the programme
(2) Can be objective
(3) Not a part of the power structure
(4) May be trained in evaluation
(5) May not be familiar with the programme and the people involved
(6) May cause anxiety to the participants

To sum up, we must understand that all evaluation is like a wheel. All parts must fit together so that the process moves smoothly. All aspects are important.

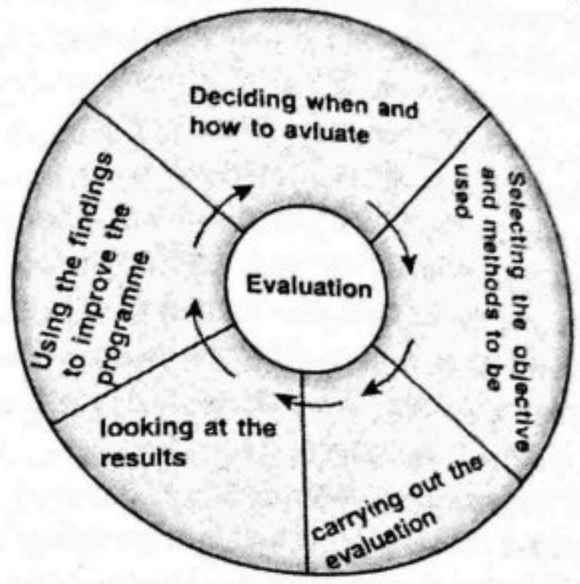


Figure 1: Relationship among aspects of evaluation (Kohli: 2013, 268)

★**Purpose/Objectives of Evaluation :** The importance of evaluation in education-language or whatever it may be-can hardly be exaggerated.

In an English classroom evaluation has a lot of bearing on learning English. Learners need constant feedback on their learning. They need to know where exactly they stand after undergoing some learning experience. They need to be made aware of the drawbacks in their learning. They should be provided with a chance to correct their mistakes. Look at the following flowchart which shows how the process of evaluation is linked with the objectives of classroom processes.

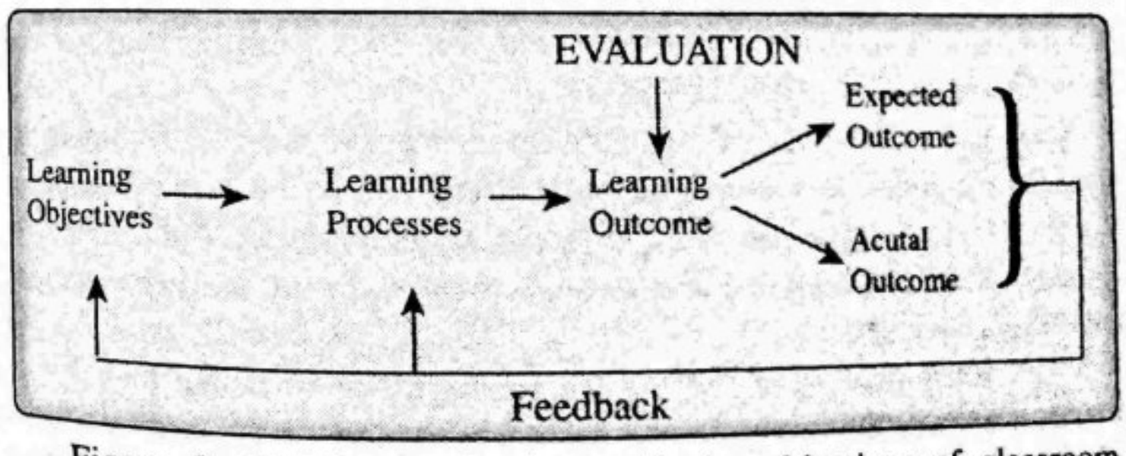


Figure 2: Linking evaluation with the objectives of classroom procedure (NSOU 758)

Scanned with CamScanner

Usually the following purposes are served through educational evaluation :

(i) **Finding out the amount of learning :** Evaluation helps us find out the amount of learning that has taken place as a result of some learning experience. It may help the teacher decide whether a learner is fit for the next class or not.

(ii) **Realisation of objectives :** Learning objectives lead on to some learning processes. When the outcome is evaluated it is likely that we find a difference between the expected outcome as stated in the learning objectives and the actual outcome. If there is gap between the two then, we take up remedial measures to make good the loss of learning. The feedback we take from evaluation helps us redesign the processes.

(iii) **Feedback for modification :** At home, every time a child uses language, there is some feedback given either in the form of an approval or appreciation or a disapproval or a comment. Accordingly the child changes the expression. Every user of a language for that matter starts with a guess that a particular usage will work. S/he modifies it when that usage does not achieve the purpose. Continuous feedback is very essential in learning a skill and that is possible only after proper process of evaluation of the acquired language skills acquired by the child.

The learner of a language always takes feedback to improve his/her efficiency in communication. In natural situations feedback is naturally taken. But in classroom situations there is some amount of artificiality. So there is every danger that the feedback does not reach the learner at all. Thus, a student who gets 35% just understands that he is eligible to be promoted. S/he does not even understand that 35% signifies that he/ she does not know 65%. (NSOU 758)

Even the smallest use of language aims at communicating something to someone. For every communication there has to be some response. From that response the user of the language takes feedback. The evaluation system should be comprehensive enough to provide the learner with that much needed response.

(iv) **Identification of varying learner abilities :** Evaluation helps us identify the varying learner abilities and plan subsequent classroom activities accordingly. The division of section of a class according to the abilities of the poem and taking up teaching strategies

accordingly is one essential and that is possible through quantifying the outcome of learning through a proper evaluation system.

(v) **Self-learning through self-reflection :** To initiate learners into the habit of self-reflection and the subsequent attempt at self-learning is one of the most desirable teaching-learning system. Providing the learners with proper feedback and that too with proper evaluation can ensure the prevalence of such self-reflection or self-learning.

(vi) **Positive changes in the teacher's approach :** To reflect on our own classroom practices and to bring about positive changes in our approach to the classroom are also some of the most desirable traits of a good teacher. This reflection or the subsequent change in the approach is only possible through proper evaluation of the learning outcomes of the learners.

There could be some more objectives or purposes for evaluation. But, one thing should be clearly understood that evaluation is not basically related to helping learners attain marks higher than they were supposed to do without the evaluation, feedback, self-reflection, self-learning and the likes. Some people argue that evaluation gives a definite purpose to students, i.e.to obtain more marks. This is a pseudo-objective. It is the learning objective that should give a student a purpose and evaluation should only tell him/her if the objectives have been achieved. To assume that a high score means the achievement of all objectives is too simplistic.

The need of evaluation can be summed up through the following flow chart :

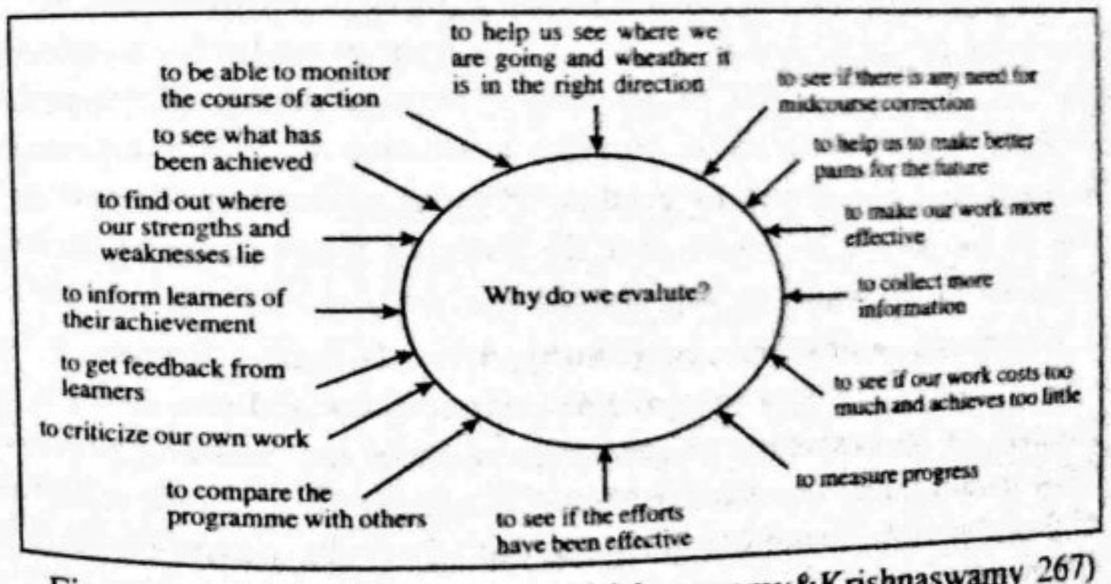


Figure 3:Need of evaluation. (Krishnaswamy&Krishnaswamy 267)

Scanned with CamScanner

Principles of evaluation: A dependable evaluation should be based upon the following principles or characteristics:

(i) **Evaluation is objective based :** Evaluation is used to find out the learning outcome of a learning process. The process itself is based on an objective. Thus, evaluation has a definite job. Its function is to find out if the target specified is reached. This is done in terms of a set of criteria fixed before-hand. These are the learning objectives. If the objective of an English class is to help studentsdevelop the competency of using polite language in speech, the evaluation should concentrate on finding out if the students make use of the polite forms like, "May I talk to you, Sir?", "Should I give the answer to the question?" etc., introduced to them in their speech. This evaluation is objective based and the objective is to help learners develop the competency of using polite languagein speech.A written test can not really test the ability to speak. Instead, it would be a good evaluation if we create some opportunities for the learners to speak English and observe the acquisition of competencies when they speak. Thus objectives give a definite direction to the procedures to be adopted in evaluation.

(ii) **Evaluation could be process oriented and product oriented :** Evaluation can be used to bring insights into the processes of learning. It is a helpful tool to find out what is happening at a given moment. It is like freezing a picture in a running video. Evaluation can freeze a particular situation and inform you about its status. It helps us to constantly find out if we are on the right track. Thus, a learner of English can get continuous feedback on his/her learning efforts. Evaluation can also summarise the total learning at the end of a term basically for certification purposes. The point is that, the need for evaluation decides if it is process oriented or product oriented. Product evaluation does not initiate any further action. It just judges a status. Process evaluation prompts us to take further action to ensure that the learning takes place in the right direction, as envisaged by the objectives.

(iii) **Good evaluation avoids subjective element :** Sometimes our evaluation is affected by our personal assumptions and prejudices. Each question in an evaluation scheme represents some learning objective. What should matter to the evaluator is if the answer reflects the realisation of that objective. Even the further analysis of results should be based on this point.

ebook.dascoaching.in

The subjective element creeps into evaluation because we try to quantify the outcome in terms of marks. The person awarding the marks will make the assessment based on his/her understanding of the criteria for learning. Open-ended questions are vulnerable to such tendencies. If the evaluator is very clear what s/he should look for in the answers, the subjectivity can be reduced. That is why we need to prepare an answer key before commencing evaluation. The answers to open-ended questions should centre round some given points. Good evaluation prepares the list of criteria for evaluating. It does not allow prejudices to affect judgement.

(iv) **Evaluation is to be continuous and comprehensive :** Nowadays much importance is attached to continuous and comprehensive evaluation. The idea is in a way related to the processes and product of learning. However, evaluation is a reflective process to bring about modifications in the existing system. There is nothing like a one-time evaluation. We usually consider examinations as one time evaluation of learning done in an academic year. But,the term-end examinations do not exactly reflect the actual learning. It is only when evaluation is undertaken throughout the year, providing feedback to learners to help them improve or modify their learning strategies, it is helpful. A three-hour written test no longer determines the performance of the student. Evaluation is a continuous process based on periodic, say monthly, weekly or even day-to-day performance of the learner. Further, evaluation is comprehensive that is to say, it includes both scholastic and non-scholastic achievement. In scholastic performance, the language skills, viz. listening, speaking, reading and writing are tested. The non-scholastic areas include pupil's general intelligence, interests, attitudes, reading habits and a number of personality traits.

An advantage of continuous assessment is that the pupils become regular in studies and keep getting feedback for improvement. The teachers, too, become aware of their strong and weak points.

Secondary School Curriculum, 2009. published by CBSE, outlining the overall assessment policy for Class IX, states: "It is, therefore, essential to measure the level of attainment in these skills (listening, speaking, reading and writing) through continuous assessment, in addition to the formal examination."

The overall pattern of the two modes of assessment at Class IX is as follows:

Scanned with CamScanner

Continuous Assessment 60%
Conversation skills 20%
Assignments 20%
Formal testing 20%
Final Examination 40%

We thus find that whereas 60% weightage is given to continuous assessment, only 40% is given to final examination.

The Curriculum makes special mention of listening and speaking skills. "Unless listening and speaking skills are assessed, they will tend to be neglected. These skills should be brought under continuous assessment." (Kohli: 2013,303)

✪ 4.2 Achievement Test :

❑ 4.2.1 Definition :

An achievement test (AT) is an instrument designed to measure relative achievement of students. It is an indispensable instrument in the teaching-learning process. Achievement test measures present proficiency, mastery and understanding of general and specific areas of knowledge. Scores of achievement test indicate the academic status of the individual learner in different subject as a whole or individually.Achievement tests attempt to measure what and how an individual has learned, viz. his present standard of performance.

The following definitions given by experts enable us to have a comprehensive view of an achievement test.

(1) Gronlund defines an achievement test as "a systematic procedure for determining the amount a student has learned through instruction."

(2) N.E. Gronlund, and R.L. Linn, in their book Measurement and Evaluation in Teaching have observed, "There typically have been norm-referenced tests that measure pupil's level of achievement in various content and skill areas by comparing their test performance with the performance of other pupils in some general reference group."

(3) Thorndike and Hagen observe, "The type of ability test that describes what a person has learned to do is called an achievement test."

(4) W James Popham in his book Modern Educational Measurement describes achievement tests as, "Tests in the cognitive or psychomotor realm are often focused on an examinee's attainment at a given time; these tests are usually referred to as achievement tests."

Now, taking all the above definitions into consideration we may say that an achievement test is such a test that is designed to measure an individual's level of knowledge in a particular area. Unlike an aptitude test which measures a person's ability to learn something, an achievement test focuses specifically on how much a person knows about a specific topic or area such as language, math or science. One of the most well-known achievement tests is the Scholastic Achievement Test (SAT), which is often used by an institution to determine who deserve admission in a certain institution in a certain class. But, unfortunately, schools often use the SAT to predict how well students will learn (or perform) in college, which means they are using an achievement test as though it was an aptitude test.

❑ 4.2.2 Types :

Achievement tests can be of various categories on the basis of form, purpose, time, method and subject area. Achievement tests can be of different forms like oral test, written test and practical test. Oral test is very important especially in the case of language teaching. Items of achievement tests can be of various types-essay type, short answer type, very short answer type or objective type questions. Usually, in a language test there is combination of all these types. Achievement tests may be of different types on the basis of the purpose for which it is administered. They are diagnostic test, prognostic test, accuracy test, power test, speed test, etc. Achievement tests can be administered in different period or time. When it is based on time or period factor, the test is summative test, daily test, weekly test, fortnightly test, monthly test, quarterly test, half-yearly test, annual test or term-end examination at the end of the course of study or career. On the basis of content or subject-matter, achievement tests are categorised as language test, reading test, writing test, vocabulary test, spelling test, etc. Broadly, all the achievement tests can be divided into two on the basis of quality, i.e., standardised test and teacher-made test. It may be shown with the following table:

Scanned with CamScanner

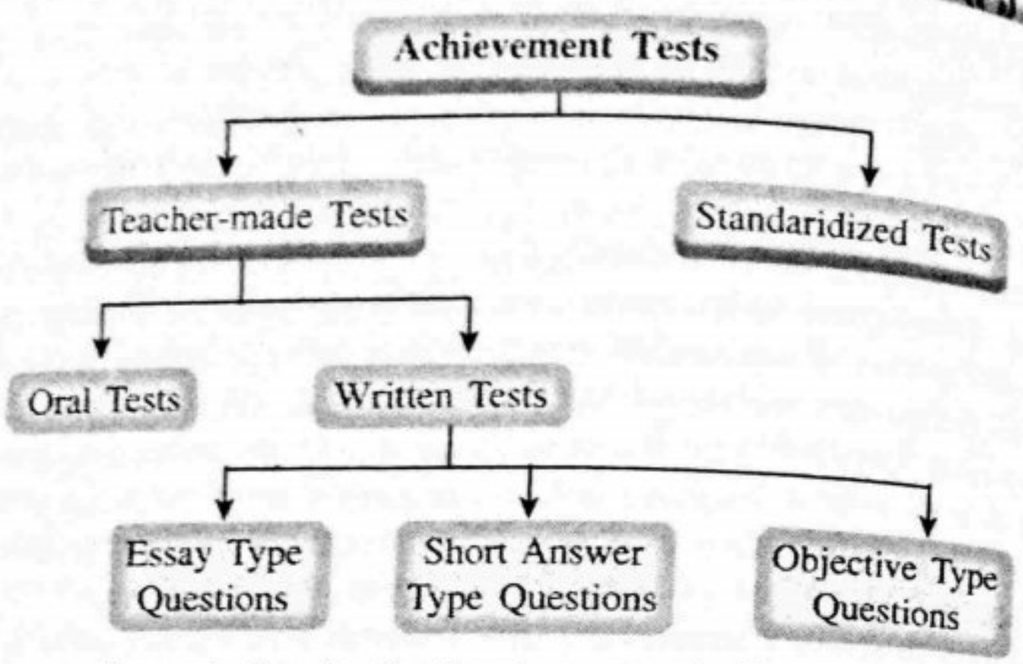


Figure 4: Standardized and non-standardized tests

Usually, Standardised Tests are not used in the schools. They are prepared by professionals and experts for assessing special items like 'intelligence', 'attitude', 'proficiency' etc., of a person. But, a test conducted at the school should comprise of the characteristics of a standarized test to make it realiable.

❑ 4.2.3 Characteristics :

An Achievement Test usually has the following characteristics :

(1) An Achievement Test should contain a sufficient number of test items for each measurable behaviour.
(2) A good achievement test is tried out and selected on the basis of its difficulty level and discriminating power.
(3) It should be divided into different knowledge and skills according to behaviours to be measured in relation to the specific language- 1st, 2nd or 3rd.
(4) Its instructions in regard to its administering and scoring should be so clear that they become standardized for different users.
(5) It should have a description of measured behaviour.
(6) It provides equivalent and comparable forms of the test.
(7) It is accompanied by norms which are developed at various levels and on various age groups or levels of classes.
(8) It includes a test manual for its administering and scoring.

The teacher must also remember to write the question paper keeping the following criteria in view :

(1) **Selection of items :** We cannot test everything we taught our pupils. So, certain important items must be carefully selected.
(2) **Objectives :** While preparing an AT we must keep in view the objectives with which we started teaching. Questions must be written on specific objectives.
(3) **Range of items :** Keeping the 'time' for the Test in view we must try to bring into the 'question paper' as much content as we can.
(4) **Variety in items :** We should try to bring in 'variety' in the kinds of questions. Essay, Short Answer, Very Short Answer, Objective Type questions must find a place in the test.
(5) **Difficulty level of items :** About 20% of the questions should target the bright pupils. That is, they must be difficult to answer. About 20% of the questions should be answered correctly, by everyone in the class. The remaining 60% of the questions should be of average difficulty. This means that no one scores a zero, but some may score all the 100 marks.
(6) **Sequence of the items :** The sequence of the items or questions should be from the easier ones to more and more difficult. The difficult questions may come in between but we should never start with the difficult questions. The learners may be baffled to find the difficult items at the very beginning. And, in the process, they may not be able to face the next question with expected questions. It has been found that the same level of questions will not elicit similar standard of answers if the items arranged differently.
(7) **Discouraging rote memorisation :** The teacher must frame the items that will demand application of acquired skills and not the information that can be acquired through rote memorisation. And, this is especially noteworthy in case of items on language.

❑ 4.2.4 Characteristics of a standardised test :

Though usually teacher-made AT is used in the schools the teachers should try their best to make their ATs smack of the characteristics of a standardised test.

Scanned with CamScanner

Today, there is a great demand for standardised tests. Standardised tests are really tests of quality. They pass through certain processes of standardisation. They are reliable and valid. The informal tests that our teachers prepare for students have some limitations. Standardised tests are usually constructed by test-specialists and experts. In developed countries standardised tests are available and they are widely used in our country. There is a growing tendency of preparing such tests and make them available for general use.

Our teachers prepare classroom tests and use them to test the achievement of students. Different schools use their own tests to suit their purpose, follow their own methods of administration and own methods of scoring. As a result, the scores of two students from two different schools in a particular subject cannot be compared. Other scores of other students of other schools could have been compared, had there been a common question, common procedure of administration and common method of scoring. Hence, there is a necessity of standardisation.

★ **Process of Standardisation :**

(i) **Standardisation of the content :** In a standardised test due weight is given to the content andobjectives. For this the content and objectives of teaching the topic are properly analysed and the experts do scrutinize whether the test covers the major content areas and behavioural objectives or not. The questions are thoroughly scrutinized by the test-maker and other experts in the field. Only the items with proper difficulty level and discriminating value are retained. In other words, too difficult and too easy items which do not discriminate between the bright and the dull students are rejected. Reliability and validity coefficients are calculated. It is to be noted that the test must prove to be both reliable and valid.

(ii) **Standardisation of the method of administration :** A standardised testprovides standard method of administration. It clearly states the time to be allowed, instructions to be given to candidates, conditions under which it is to be administered, etc. so that when atest is used in future it will be administered as per the instructions.

(iii) **Standardisation of scoring procedures :** Adequate scoring key is provided. The scoring key must contain all the possible answers and must clearly state how the answers are to be scored. That is, it must provide detailed instruction regarding the methods of scoring so as to ensure uniform and objective scoring.

(v) **Standardisation of interpretation :** The test is to be administered over a large representative sample under standard conditions and adequate norms are to be provided. It would help the test-user to interpret the test scores with reference to norms. Derivation of norms is most important in standardisation.

In short, in a standardised test the content, procedure of administration, scoring and interpretation are standardised.

❑ 4.2.5 Importance :

Main Purposes and Uses. Achievement Tests can be used for the following purposes :

(1) To diagnose student's strength and weakness.
(2) To motivate students.
(3) To report to the parents.
(4) To predict future progress.
(5) To reflect teacher's effectiveness.

ebook.dascoaching.in

Uses of Achievement Tests to a Teacher–

(1) The teacher comes to know about the general range of abilities of students in the class.
(2) In the light of above, he can select appropriate materials of instruction so that all individuals benefit from instruction to the maximum.
(3) The teacher can determine and diagnose the strengths and weakness of the students in various subjects.
(4) The teacher can spot out brilliant and backward children.
(5) He can determine the progress of the group in a particular subject over the period of time.
(6) By studying the results of the students on achievement tests and intelligence tests, the teacher can determine whether or not the students are working at their maximum capacity.

Uses of Achievement Tests to Administrators –

(1) Tests help to discover backward children who need help and to plan for remedial instruction for such students.
(2) Tests help to select talented pupils for special classes and courses.

Scanned with CamScanner

(3) Tests help to decide proper classification of students.
(4) Tests help to get a better understanding of the needs and abilities of pupils.
(5) Tests help to select students for the award of special merits or scholarships.
(6) Tests help to group pupils in a class so that students are put in such a way that individual differences are as slight as possible.
(7) Tests help the parents in recognizing the strengths and weaknesses of their children so that they direct their energies on suitable goals only and do not put heavy demands on them.
(8) Tests help to determine the efficiency of one school with the others.
(9) Tests help to determine the general level ofachievement of a class and thus judge the teaching efficiency of the teacher. The level of achievement of a class may be judged on the basis of the achievement of the class in the beginning and at the end of the school year.
(10) Tests help to discover the type of learning experiences that will achieve these objectives with the best possible results.
(11) To evaluate, revise and improve the curriculum in the light of these results.
(12) Tests help to evaluate the extent to which the objectives of education are being achieved.
(13) Tests help to classify school objectives.

Uses of Achievement Tests to Students :

(1) Students come to know about their strengths and weakness.
(2) Students are motivated to work hard for removing their deficiencies.

Uses of Achievement Tests to Parents :

Parents can recognize the strengths and weaknesses of their wards in different subjects and can accordingly provide necessary assistance to children to proceed in right direction.

❑ 4.2.6 Limitations :

ebook.dascoaching.in

Limitations of Achievement Test: In spite of so many merits of an AT it has its certain inherent limitations as stated below:

Firstly, too much reliance on scores of achievement test is positively harmful. The rationale is that achievement tests are simple devices and

they should not be considered to be goals. Therefore, guidance worker or teacher should be cautious of giving too much emphasis on achievement test scores.

Secondly, Annie Anastasi points out, "One of the strongest objections to the use of achievement tests pertains to the excessive standardisation of instruction that may thereby be encouraged."

Thirdly, we know that the goal of education is integrated with the all-round development of the learners. But when an educational programme is test-oriented, there is most possibility that an individual's situation is not taken into consideration. In this contest, scores on achievement test cannot manifest the true academic ability of the individual.

Fourthly, Anastasi states, "If achievement tests are so designed as to cover all important goals of education each weighed in proportion to its importance this criticism lose much of its force. Achievement tests, however, tend to over emphasise certain types of learning and neglect others."

Fifthly, teacher-made achievement test results cannot be fully relied for the purpose of guidance because they are not standardised.

❑ 4.2.7 Steps followed :

The preparation of an Achievement Test goes through the following steps/ stages :

(i) **Determination of the purpose of the test :** An achievement test may be used for different purposes. It may be applied to know the level of knowledge or skill that a student has at his/ her entry level or the when the teacher start taking the class. It may also be applied to know if the learners have progressed according to the set behavioural objectives.
(ii) **Selection of Target Group :** Before the preparation of an AT one must be clear about the target group for whom the test is being prepared. It should be according to the age, maturity and also according to the level of intelligence of the target group.
(iii) **Selection of the Content Area :** The content area must be decided according to the previous knowledge of the student. What has not been taught can never form the content area of the test.
(iv) **Analysis of the Content :** An outline of the content of the chosen topic/unit may help the teacher to hold justice to every part or area of the content. Teacher must be aware about the detailed nuances of every area of the topic/unit.

Scanned with CamScanner

(v) **Deciding expected behavioural objectives :** The teacher should determine the behavioural objectives in relation to development of the linguistic skills or literary appreciation, if any, or even certain cognitive development. Otherwise the AT may appear to be aimless.

(vi) **Preparation of the Table of Specification :** Table of Specification is the actual blueprint of the test proper. Here, the teacher decides the weightage to be given to different content areas, to any specific skill, to different types of test items. All these are to be decided before the construction of the AT proper. The Table of Specification reflects the essence of the AT.

(vii) **Developing the test items as per ToS :** Test items have to be developed according to the Table of Specification (ToS), maintaining the level of difficulty, weightage to be given to different types of test items or the level of skills to be acquired by the learners. The items must cover all the areas of the content.

(viii) **Preparation of the Scoring Key :** The Scoring Key states the expected answer against an item. Now-a-days even answer to essay type questions are to be given as per the outline given. All these are done to maintain objectivity of answer as well as the system of evaluation. Sometimes the ambiguity of a certain items is revealed when the teacher attempts to give answer to the question. Even, instruction is sometimes modified when it is felt that the instruction itself is not properly stated to clarify what is demanded from a learner.

Now, let us have a look at the integration of the all the components of an AT in the following model of an AT on English as Second Language :

ACHIEVEMENT TEST

Class : VII
Marks : 50

Time : 1 hr. & 30 minutes

A. Analysis of Sub-Units :

Unit : "Mowgli among the Wolves"; Textbook: Textbook : *Blossoms* (Class VII)

Sub-Units :
1. Reading (Unit I & II)
2. Language Study & Use
3. Composition

B. Behavioural Objectives Set as per Revised Bloom's Taxonomy :

Sub unit 1: Reading

Having gone through the poem the students will be able to

1. Identify the type of the text; (R/CK)
2. Locate information from the text;
   b. State the behavioural aspects of the characters or events in the story. (U/CK)
   c. Define certain types of animals; (R/FK)
3. Evaluate the traits of characters; (E/CK)
4. a. Suggest a title for the given passage. (C/MK)

Sub-unit 2 : Language Study & Use

Having gone through the poem the students will be able to

5. Memorize and state one word expression; (R/FK)
6. Transform one form of sentence to another form; (A/MK)
7. Use adjectives of comparison; (A/CK)
8. Apply newly learnt words in other situations; (A/FK)
9. Label the features of items with the words listed. (R/CK)

Subunit 3 : Composition

Having gone through the poem the students will be able to

10. (i) Develop the given points into a short story; (A/PK)
    (ii) Suggest one title to the story; (C/MK)
11. Writing letter about an imaginative experience. (C/MK)

C. Table of Specifications as per Revised Bloom's Taxonomy :

Knowledge Dimension	Cognitive Process Dimension						Total Marks	% of Marks
	Remember	Understand	Appl	Analyze	Evaluate	Create		
1.Factual Knowledge	2.c (II.C.i,ii) [2] 5 (III.D.a); [3]	2.a (I.A. a,b) [2];	8 (III.B.i,ii) [2]				9	18
2.Conceptual Knowledge	1 (IIA) [1]; 9 (III.D.b i-iii) [3]	2.b (I.C.a,b [2]; II.D.a) [1]	7 (III.C. i-iv) [4]	2.b (II.D.b) [	3(I.Ba,b; [2] II.B.a.b) [2] ;		16	32
3.Procedural Knowledge			10.i (IV.A.i) [8]				8	16

Scanned with CamScanner

Knowledge Dimension	Cognitive Process Dimension						Total Marks	% of Marks
	Remember	Understand	Appl	Analyze	Evaluate	Create		
4. Metacognitive Knowledge			6 (III.A.i-iii) [3]			4.a (2.E) [2]; 10.ii (IV.A.ii) [2] 11(IV.B) [10]	17	34
Total Marks	9	5	17	1	4	14	50	
% of Marks	18	10	34	2	8	28		100

N.B.: The nos. of objectives appear outside the brackets whereas the nos. of questions in the AT appear within the parentheses () & marks allotted appear within the square brackets [].

D. Analysis of the weightage given to Difficulty Level :

Sl. No.	Difficulty Level	Marks	Percentage
1	Easy	10	20
2	Average	30	60
3	Difficult	10	20
		50	
			100

I. Read the passage carefully and answer the questions that follow:
It was seven o'clock ...the end merrily.

A. Tick the most appropriate alternatives to complete the following sentences : 1×2=2

(a) Father Wolf woke up at-(i) six o' clock (ii) seven o' clock (iii) eight o' clock. (U/FK)

(b) Tabaqui was the name of a-(i) jackal (ii) wolf (iii) tiger. (U/FK)

B. Identify which of the following statements are True and which are False. Give a supporting statement for each of your answer. (E/CK) 1×2=2

(a) Father Wolf woke up early in the morning.
Supporting Statement :
(b) Indian wolves do not like jackals for their mischievous nature.

Supporting Statement :

C. Answer the following questions : 1×2=2

(a) How did Father Wolf come out of sleepiness? (U/CK)
(b) Why are the animals scared of the jackal? (U/CK)

II. Read the passage carefully and answer the questions that follow :
"All thanks for this good meal...ground too?"

A. Identify the type of the text : 1 (R/CK)

B. Identify which of the following statements are 'True' and which are 'False'. Give a supporting statement for each of your answers. (E/CK) 1×2=2

(a) Sher Khan lived in the forest area twenty miles away from the wolves.
Supporting Statement :
(b) The wolf family was not at all pleased to hear the compliments.
Supporting Statement :

C. Define the following animals : (R/FK) 1×2=2

(i) Herbivorous :
(ii) Carnivorous :

D. Answer the following questions : 1×2=2

(a) What was the 'law of the jungle'? (U/CK)
(b) State in two brief sentences one difference between a thicket and a forest. (An/FK)

E. **Suggest a suitable title for the given passage :** (C/MK) 2

Title :

III. Grammar & Vocabulary :

A. Transform the sentences as directed : (A/MK) 1×3=3

(i) They work still sunset. (Rewrite the sentence in present perfect tense)
(ii) Sher Khan speaks this much truth. (Change the voice)
(iii) is that a man's cub said mother wolf (Punctuate the sentence and use capital letters where necessary)

B. Frame sentences with the following words : (A/FK) 1×2=2

(i) hide:
(ii) stiffly:

Scanned with CamScanner

C. Choose the correct form of comparison from the list below and fill up the blanks (one is extra). (A/CK) 1x4=4

(i) The burnt lump of clay is _____
(ii) His teeth are _____
(iii) My father always remains _____
(iv) The pillow is _____

List : as cool as cucumber; as soft as wool; as red as rose; as white as snow; as hard as stone.

D. a. Find words from the passages (I &II) the meanings of which are given below : (R/FK) 1x3=3

(i) Making a long, high sound_____
(ii) A remark that expresses praise_____
(iii) Ran with quick short steps_____

b. Label the features of the items with the words listed below (one is extra) : (R/CK) 1x3=3

Features	Item
(i) a disease in which one is scared to drink water	
(ii) one who writes poetry	
(iii) one who writes novels	

List of items : novelist; poet; zoophilist; Hydrophobia.

IV. Composition :

A. (i) Write a short story [in about 80 words] using the following points. (A/PK)
(ii) Give a title to the story. (C/MK) 8+2

A hare challenges a tortoise to a race-the race starts-hare takes rest on the way- falls asleep-the tortoise reaches the goal.

B. Imagine yourself to be travelling at a zoo and write a letter to your friend sharing your experience with him/her in brief. (C/MK) 10

.....

N.B : The abbreviations used against each item should be read as follows :

R=Remember; U=Understanding; A=Apply; An=Analyze; E=Evaluate; C=Create.

FK=Factual Knowledge; CK=Conceptual Knowledge; PK=Procedural Knowledge; MK= Metacognitive Knowledge.

Scoring Key :

Qn. No.	Answers	Marks
I.A	(a) (ii) seven o' clock (b) (i) jackal	1 1
I.B	(a) False : "Father Wolf woke up from his day's rest." (b) True : "The wolves of India despise Tabaqui because he runs about making mischief."	1+1 1+1
I.C	(a) Father Wolf came out of his sleepiness scratching himself, yawning and spreading out his paws one after the other. (b) The animals are scared of Tabaqui because he is more apt to go mad and cause hydrophobia if he bites anybody.	1 1
II.A	Narrative	1
II.B	(a) False : Sher Khan ... lived near the Waingung River twenty miles away. (b) True : "...there is nothing so unlucky as to compliment children to their faces.	1+1 1+1
II.C	(i) An animal that lives on plant is called herbivorous. (ii) An animal that lives on flesh of other animals is called carnivorous.	1 1
II.D	(a) By the law of the jungle Sher Khan has not right to change his quarters without due warning. (b) A thicket is a group of bushes or small trees growing closely together. On the other hand a forest is a large area of land, thickly covered with big trees.	1 1
II.E	Various titles are expected to emerge and the title will reveal the main idea of the passage.	2
III.A	(i) They have worked till sunset. (ii) This much truth is spoken by Sher Khan. (iii) "Is that a man's cub," said Mother Wolf.	1 1 1
III.B	The students will not quote any sentence from the passage. They will frame sentences of their own.	2

Scanned with CamScanner

Qn. No.	Answers	Marks
III.C	(i) as hard as stone (ii) as white as snow (iii) as cool as cucumber (iv) as soft as wool	1 1 1 1
III.Da	(i) Squealing (ii) Compliment (iii) Scuttled	1 1 1
III.D.b	(i) Hydrophobia (ii) poet (iii) novelist	1 1 1
IV.A	Stating the background in brief Well-connected sequence Proper use of direct speech Inventiveness in naming characters Lucidity in language Title, reflecting the main idea	1 4 1 1 1 2
IV.B	Format of the letter Proper presentation of the content Inventiveness of the content	2 6 2

4.3 Properties (elements) and Areas (aspects) of a language Test Properties (elements) of a language Test :

A standard language test usually comprises of the following elements and aspects :

☛ **Properties or Elements contained in a language test :**

(i) **Performers :** Here the learners are the performers. Their age, maturity level, level of previous knowledge, standard of teaching-learning procedure conducted in the school-all these should be taken into consideration before the preparation of an AT for them.

(ii) **Action :** There should be unambiguous instructions, explaining what is expected from the performers, that is, what they should do or should not do. If the learners are to write or explain anything, instruction should be given accordingly so that objectivity can be maintained in relation to the explanation or writing of a certain learner regarding certain objective.

(iii) **Content :** What should be contained in the answer to a certain item, framed against certain objective, must also be stated clearly. The component/s of a certain given text or something from the given outline form/s the content of a certain language test.

(iv) **Conditions :** The performers must know, from the given instructions, how they should write the answers-in their own language, as far as practicable, with proper punctuations and capitalisation, wherever necessary.

(v) **Criteria for Judgement :** This component refers to the type of justification, a performer has to attempt, to support his/her answer, with quotation from the given text or, examples from in or outside the text.

Now, let us concretise the properties in relation to an objective against a certain text. The text may be "Mowgli among the Wolves"; Textbook:Blossoms(Class VII).

The objective may be: Having gone through the text the learners will be able to evaluate the traits of certain character/s. Against this objective the properties may be stated as follows:

(vi) **Performers :** The students of Class VII.

(vii) **Action :** The performers will evaluate certain character/s from the story, say, Mother Wolf. As an affectionate mother Mother Wolf is really appreciable.

(viii) **Content :** The learners will tell how Mother Wolf is concerned about the cubs and how she takes care of them.

(ix) **Conditions :** The students will write in their own language.

(x) **Criteria for Judgement :** The learners are to tell events from the text or quote relevant sentences or part of a sentence to justify their appreciation of the character of mother wolf. One such quotation may be the following: "Mother Wolf lay with her big gray nose dropped across her four tumbling, squealing cubs."

☛ **Areas (aspects) of a language Test :**

Basically there are four aspects of a language test-listening, speaking, reading and writing (LSRW). See Unit I, 1.8.2 & 1.8.3 that deal with these aspects of a language in relation to a learner's first language and second language.

Follow Our B.Ed Related WEbsite>>

www.dascoaching.in

Scanned with CamScanner

4.4 Principles for constructing a Language Test :

What a test is: In general sense, the term test usually refers to the periodic assessment of the achievement of pupils, in relation to a certain subject, say, English, from time to time. On the other hand, the term examination is generally applied to the annual assessment of pupils for the purpose of their promotion from one class to another. Test is more of academic in nature; whereas examination is more of administrative and les an academic in nature."'An examination is held to find out whether a required standard of attainment has been reached: the examiner says, "This is required. Can you do it?" A test is an enquiry to see whether what has been put in is still there: the tester says, "I told you this. Do you remember it?'" (Kohli: 2013, 301)

What a language test is: In a broad sense, a lot of tests can be classified as language tests, ranging from examinations at school (e.g. test on composition, vocabulary tests, grammar tests, etc.). A language test consists of the items that enable the tester to test if testee/s is/are able to

(a) understand English when spoken, that is, listen skill;
(b) speak in English, that is, skill of speaking;
(c) understand English when written, that is, reading skill;
(d) write in English, that is , writing skill.

Principles for constructing a Language Test

While constructing one language test one should keep in mind the following principles :

(1) **Synchronization between Test and Objectives :** The test must be constructed as per the objectives set before the starting of the teaching-learning procedure. Sometimes, the students are asked to state the age of a certain character if s/he is born on a certain day or in a certain year. But, this item relates to mathematical problem rather than to a linguistic problem.

(2) **Previous Knowledge :** A test should only be constructed on the previous knowledge of the learners or only on what has been taught. There is no use, for example, to ask the pupil to attempt an exercise in translation if such exercises have not been done in the class. It is, therefore, important that the course in English be clearly defined for each year, each term and each month and the examiners confine themselves to the testing of these items only.

(3) **Specificity of Aim :** A test should be carefully designed and the examiner should be clear in his mind what skill or particular item a question aims at testing. For example, while asking the pupils to fill in the blanks, does the teacher intend to test their knowledge of prepositions, articles, pronouns, conjunctions or certain vocabulary items?

(4) **Specificity of Age/ Maturity Level :** While constructing a language test one should keep in mind the fact that s/he is constructing the test for the students of a certain age group or maturity level. If the students of 12 years old are asked to write a paragraph on their aim in life that may be too much for them and at the same time, if a student of 16 years age is asked to write one sentence in present continuous tense that will be too below the age level.

(5) **Balance in Difficulty Levels :** A test should neither be too difficult nor too easy. If the test is very difficult, then all the students will be scoring low and no distinction will be made among good, average and weak students. The same thing will happen if the test is too easy and all the students are scoring high. It is a matter of fairness issue, treating every student with same perspective. A good test should cater to weak, average and bright students. It is on account of this reason that it should have a fair mixture of three types of questions :

(1) Questions that are easy and can be attempted by all the students.

(2) Questions that are of an average difficulty and can be attempted by average students and

(3) Questions that are difficult and can be attempted by bright students only.

Such a test alone will discriminate among students with different levels of attainment.

(6) **Clarity in Instructions :** The instructions to the candidates should be quite clear and unambiguous. The language of the questions should be definite and there should not be any room for generalities and ambiguity. In this case, if the constructor remains clear about his/her objective/s such a clarity can comfortably be recognized.

Scanned with CamScanner

(7) **Testing Mastery not Memory :** The questions should aim at testing the candidate's real mastery of the structures and vocabulary items taught to him rather than testing his knowledge of certain memorised answers. In a language test a student's linguistic skills are usually aimed to be tested. The questions should also aim at eliminating any guess work.

(8) **Wide coverage :** For a fair sampling, the test should cover as many areas of the subject matter as possible, that is, it should be fairly distributed over the whole course.

(9) **Ease of Test Scoring :** The test items should be of such nature as to make the tester feel at ease while scoring the answers. The answers should also befairly scored. It is on account of this reason that objective type tests and short answer type tests must find a place in testing. To maintain this objectivity now the students are to write any paragraph on the given outline.

(10) **Ease of Test Administration :** This principle is of major importance due to the fact that test should be constructed taking into consideration all the aspects of the students and the institution too. For example, if the teacher-students ratio is quite horrible, say, 1:100, then administration of the test and subsequent evaluation may incur great difficulty. Here, such a test should be constructed as to be administered by the limited infrastructural condition of a certain institute.

(11) **Encouraging not Depressing :** Test should be based on the principle of encouragement. It should be encouraging and uplifting, not depressing. In this regard, the sequencing of the items is very important. Similar test items may result in different scoring only with different sequencing. If difficult items are set at the very beginning the students may initially get puzzled and may score less. But, the initial easier questions may encourage them to pursue the subsequent items quite comfortably.

4.5 Characteristics of a good Test - Usability, Reliability, Validity :

Every test contains three important characteristics- usability, reliability, validity.

1. **Usability :** Includes several factors like economy (not time-consuming and not expensive with respect to development, administration and scoring), availability (i.e. easily available), acceptability (i.e. culturally and socially acceptable), relevance, interpretability and applicability.

(i) **Cost :** The test should not be too expensive to conduct. The cost for the test has to stay within the budget. Avoid conducting a test that requires excessive budget. And this criterion is especially considerable in a developing country like India where most of the learners attend the school without tiffin-box.

(ii) **Time :** The test should stay within appropriate time constraints. It should not be too long or too short. If a teacher wants to conduct a test of language proficiency that will take a student ten hours to complete that will be quite impracticable.

8. **Administration :** The test should not be too complicated or complex to conduct. The test should be quite simple to administer. If a teacher in a remote area conducts a test which requires the test-takers to at least know how to interact with the computer in order to be able to complete the test, it may not consist in the characteristic of usability in term of administration.

9. **Scoring / Evaluation :** The scoring/evaluation process should fit into the time allocation. A test should be accompanied with scoring rubrics, key answers, and so on to make it easy to score/evaluate. One should not conduct a test that will take students a couple minutes to complete and take the teacher several hours to score/evaluate.

2. **Reliability :** Reliability shows consistency and that the test will function in the same way each time it is administered with different examinees. Reliability is, thus, defined as the correlation between the results of one test administration T and another test administration T under the same circumstances. The higher the correlation, the more reliable is the test. Reliability actually does not really deal with the test itself. It deals with the results of the test. The test results should be consistent.

The reliability of a test is an estimate of the consistency of its marks; a reliable test is one where, for example, a student will get the same mark if he or she takes the test, possibly with a different examiner, on a Monday morning or a Tuesday afternoon. A test must be reliable, as a test cannot be valid unless it is reliable. However, the converse is not true: it is perfectly possible to have a reliable test which is not valid. For example, a multiple-choice test of grammatical structures may be wonderfully reliable, but it is not valid if teachers are not interested in the grammatical abilities of their students and/or if grammar is not taught in the related language course.

Scanned with CamScanner

Reliability falls into four kinds. They are :

(i) **Student-Related Reliability:** This kind of reliability refers to temporary illness, fatigue, a bad day, anxiety and other physical or psychological factors of the students. Thus, the score obtained of the student may be not his/her actual score.

(ii) **Rater Reliability :** Rater reliability deals with the scoring process. Factors that can affect the reliability might be human error, subjectively, and bias in scoring process. This kind of reliability falls into two categories. They are : 1. Inter-rater reliability: It occurs when two or more scorers yield inconsistent scores of the same test, possibility for lack of attention to scoring criteria, inexperience, inattention, or even biases. 2. Intra-rater reliability: It is a common occurrence for classroom teacher because of unclear scoring criteria, fatigue, and bias toward particular "good" or "bad" students or simple carelessness.

(iii) **Test Administration Reliability :** Test administration reliability concerns with the condition and situation in which the test is administered. To increase the degree of this kind of reliability test, teachers as the administrators should consider all the things related to the test administration. For instance, if we want to conduct a listening test, we should provide a room which is very comfortable to listening environment. The noise from outside the room cannot enter the room. The audio system should be clear to all students. Even, we have to consider the lighting, the condition of the desks and chairs as well.

(iv) **Test Reliability :** Tests reliability refers to the test itself-whether the test fits into the time constraints. It means that the test should not be too long or short. The items of the test should be crystal clear that it will not end with ambiguity.

3. **Validity :** Validity means that the test actually measures what it is intended to measure. In language testing, validating a test means being able to establish a reasonable link between a test-taker's performance and his/her actual language ability. So, the question in validating a test is: "Does the test measure what it is intended to measure?" As reliability ensures the consistency of a test, its being reliable is a precondition for its validity. For, we can not learn anything about a person's language ability if the test does not even yield consistent results. In fact, talking of a test's validity is quite misleading since what is validated is not the test itself. Rather, it is a matter of validating the inferences we draw and the interpretations and uses we make of test scores. Validity, then, can be seen as a concept allowing us to endow test- scores with meaning. This unitary notion of validity has traditionally been subdivided according to the kind of evidence on which the interpretations are based. The subdivisions are as follows :

(i) **Construct validity:** The term 'construct validity' refers to the overall construct or trait being measured. It is an inclusive term which, according to some testing practitioners, covers all aspects of validity, and is therefore a synonym for 'validity'. If a test is supposed to be testing the construct of listening, it should indeed be testing listening, rather than reading, writing and/or memory. To assess construct validity the test constructor can use a combination of internal and external quantitative and qualitative methods. An example of a qualitative validation technique would be for the test constructors to ask test-takers to introspect while they take a test, and to say what they are doing as they do it, so that the test constructors can learn about what the test items are testing, as well as whether the instructions are clear, and so on.

Construct validation also relates to the test method, so it is often felt that the test should follow current pedagogical theories. If the current theory of language teaching emphasises a communicative approach, for example, a test containing only out-of-context, single-sentence, multiple-choice items, which test only one linguistic point at a time, is unlikely to be considered to have construct validity.

(ii) **Content validity :** The content validity of a test is sometimes checked by subject specialists who compare test items with the test specifications to see whether the items are actually testing what they are supposed to be testing, and whether the items are testing what the designers say they are. In the case of a classroom quiz, of course, there will be no test specifications, and the deviser of the quiz may simply need to check the teaching syllabus or the course textbook to see whether each item is appropriate for that quiz.

One of the advantages of even the most rudimentary content validation is that it identifies those items which are easy to test but which add nothing to our knowledge of what the students know; it is tempting for a test writer to write easy-to-test items, and to ignore essential aspects of a foreign language, for example, because they are difficult to assess.

Scanned with CamScanner

(iii) **Criterion-oriented validity :** This kind of validity emphasizes on the relationship between the test score and the outcome. The test score should really represent the criterion that is intended to measure in the test. To assess criterion-related validity, the students' test scores may, for example, be correlated with other measures of the students' language ability such as teachers' rankings of the students, or with the scores on a similar test. Criterion validity can be established through two ways- Concurrent Validity and Predictive Validity.

(iv) **Concurrent validity :** Concurrent validity examines a particular group's results on a test in relation to some external criteria. Whereas Alderson, Clapham Wall consider these external criteria to comprise only measures of estimating language ability such as teachers' ratings, self-assessment, or other tests of the same ability, Bachman includes "examining differences in test performance among groups of individuals at different levels of language ability" as well. The latter traditionally refers to the relationship of native speakers to non-native speakers, i.e. how these two groups score on the test and whether the test can adequately discriminate them. The underlying assumption here is of course that native speakers are more proficient than non-native speakers. However, one also has to take into account that even native speakers will differ in their language proficiency, e.g. as a result of their education or social standing. Anyway, it is much more common to correlate test results to other external measures such as a different assessment of the same skill as opposed to native speaker performance on the same test. In this case, one should make sure that the external kind of assessment the test is correlated with has been shown to be valid and reliable itself.

(v) **Predictive Validity :** When the relationship between a test's results and the consecutive behaviour is studied and the precision with which the test was able to predict this behaviour investigated, we speak of examining the predictive validity. The future ability of the students can be assessed (the test's predictive validity) to see if the test can accurately foretell how the candidates will fare in the future. For example, if a test is supposed to assess whether students have a high enough level of a second language to be able to teach that language to secondary school children, the test should be validated, perhaps by classroom observation, to see whether students who have passed the test do actually have enough of the foreign language to be able to teach it in the classroom.Estimating predictive validity is problematic because the criterion behaviour that we want to

ebook.dascoaching.in

predict is often a complex one that may depend upon a large number of factors in addition to language abilities and we should not forget that predictability does not constitute evidence for making inferences about abilities.

(vi) **Face validity :** Face validity is not so much concerned with asking whether the interpretations of the test results are valid, but rather with whether they appear valid. Basically, what we are dealing with in face validity is not the actual validity but the face value test-takers and test users attribute to the test. When referring to a test's face validity, one therefore means the degree to which test-takers and users believe the interpretation of the test results to be accurate. Face validity is much more to do with acceptance than with validity itself. Since this merely reflects the opinion of non-experts, and is influenced by factors other than the actual validity estimates, face validity is frequently dismissed by testers as being unscientific and irrelevant.

In speaking test (as one example), face validity can be shown by speaking activities as the main activities in the test. The test should focus on students' activities in speaking, not anything else. The test can be judged to have face validity by simply look at the items of the test. Note that face validity can affect students in doing the test. To overcome this, the test constructor has to consider the following:

(a) Students will be more confident if they face a well- constructed, expected format with familiar tasks.

(b) Students will be less anxious if the test is clearly doable within the allotted time limit.

(c) Students will be optimistic if the items are clear and uncomplicated (simple).

(d) Students will find it easy to do the test if the directions are very clear.

(e) Students will be less worried if the tasks are related to their course work (content validity).

(f) Students will be at ease if the difficulty level presents a reasonable challenge.

(vii) **Consequential Validity :** Consequential validity refers to the social consequences of using a particular test for a particular purpose. The use of a test is said to have consequential validity to the extent that society benefits from the use of the test.

Scanned with CamScanner

Reliability vs. validity: 'Of all the concepts in testing and measurement, it may be argued, validity is the most basic and far-reaching, for without validity, a test, measure or observation and any inferences made from it are meaningless'. An observation can be reliable without being valid, but cannot be valid without first being reliable. In other words, reliability is a necessary, but not sufficient, condition for validity.' Even an ideal test which is perfectly reliable and possessing perfect criterion-related validity will be invalid for some purposes.

✪ 4.6 Construction of a language question paper including general instruction with nature of options, overall coverage and marking scheme :

One question paper on English, Class VII is constructed, as per general rules and regulations related to Third Summative Evaluation. The Marking System follows the question paper.

Question paper on English, Class VII–

Siddharthnagar Bodhisattva Secondary School (H.S)
Third Summative Evaluation, 2015

Class VII — Subject : English
Full Marks : 70 — Time : 2 hrs. 30 min

▶ General Instructions :

(i) This paper is divided into four Sections: A, B, C and D. All the sections are compulsory.
(ii) Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them faithfully.
(iii) Do not exceed the prescribed word limit while answering the questions.
(iv) Answer should be in your own words as far as practicable.

★ Section A: Reading Comprehension (Seen) 20

1. **Read the following passage carefully and answer questions the following :**

Far down the earth, there lived dark Pluto, king of the land of the dead. He had often asked some goddess to come and live with him, but no goddess was willing to live among the dead. So Pluto was lonely.

One day Pluto came to earth and was driving along in his swift chariot. Behind some bushes he heard voices and laughter. He was curious. He stopped his chariot and walked to the bushes. There he saw Proserpine laughing and playing with her companions who formed a circle round her.

A. **Fill up the following chart with information from the text:** 2×2=4

Why	What
	Pluto led a lonely life.
1.	Pluto heard voices and laughter behind some bushes.
2.	

B. **Tick (✓) true statements and Cross (×) the false ones. Give supporting statements against your answer :** 2×2=4

1. Pluto was the king of the gods.
Supporting Statement: _____

2. One day Pluto came to heaven and was driving along in his swift chariot.
Supporting Statement: _____

C. **Fill in the blanks with proper information from the text :** 1×2=2

(i) Far down the earth, there lived _____
(ii) He saw Proserpine laughing _____

2. **Read the following stanzas and complete the questions that follow :**

The sun does arise,
And make happy the skies.
The merry bells ring
To welcome the spring.
The skylark and thrush,
The birds of the bush,
Sing louder around,
To the bells' cheerful sound,
While our sports shall be seen
On the echoing green.

Old John with white hair
Does laugh away care,
Sitting under the oak,
Among the old

This E-Book Download From>> www.ebook.dascoachin g.in

Scanned with CamScanner

They laugh at our play,
And soon they all say:
'Such, such were the joys
When we all, girls and boys,
In our youth-time were seen
On the echoing green.'

A. Fill in the blanks with proper information :

(i) Name of the poem: _____ 1×2=2

(ii) Name of the poet: _____

B. **Answer the following questions :**

(i) Which are the two birds mentioned in the poem? 1×4=4

Ans.

(ii) Who is sitting under the oak?

Ans.

(iii) Pick out an expression from the poem to show that the old men are happy to see the children playing.

Ans.

(iv) How is the spring welcomed?

Ans.

C. **Underline the correct answer from the given alternatives :** 1×4=4

(i) The sun makes the sky– (a) sad (b) happy (c) excited.

(ii) Old John has– (a) black hair (b) brown hair (c) white hair.

(iii) Seeing the young children playing, the old men are - (a) annoyed (b) delighted (c) dejected.

(iv) Old John sits– (a) alone (b) among the youth (c) among old companions.

★ **Section B : Reading Comprehension (Unseen)** 10

3. **Read the passage carefully and answer the following questions :**

There lived a contented cobbler who passed his time in working and singing from morning till night. A neighbour of his, a wealthy banker, said to him one day, "How much a year do you earn, my friend?" The cobbler replied with a laugh, "I never bother about it, as I live from hand to mouth; but somehow each day brings its meal, and I am happy." The banker then said, "I have resolved to place you above want. Take this money, preserve it carefully and use it in times of need!"

The cobbler took the money and buried it in the earth for safety, but alas! he buried the happiness with it too. There was no more singing as

he was always afraid of losing his treasure. He lost his sleep, and cares and false alarms were his constant companions. At length unable to bear the cares and fears, the poor man ran to the banker's house. "Give me back," cried he, "my peaceful sleep and take back your money." So saying he returned the money to the banker.

A. **Classify the text by putting a tick (✓) in the blank space on the box below:** 1

(i) Descriptive ☐ (ii) Narrative ☐ (iii) Report ☐

B. **Tick (?) the correct alternatives to complete the following sentences :** 1×3=3

(i) The cobbler was happy because - (a) he was extremely poor ☐ (b) he was free from worries and anxieties ☐ (c) he was helped by the banker. ☐

(ii) The cobbler buried the money in the earth so that - (a) it might give him happiness ☐ (b) it might increase there ☐ (c) it might not be stolen by anybody. ☐

(iii) The text shows how - (a) money destroys our peace of mind ☐ (b) money solves the problems of life ☐ (c) money makes us rich. ☐

C. **Answer the following questions:** 2×3=6

(i) How did the cobbler pass his time before he was given money by the banker?

Ans.

(ii) What did the cobbler do with the money?

Ans.

(iii) Why did the cobbler return the money to the banker?

Ans.

★ **Section C : Grammar & Vocabulary** 20

4. A. Use 'can', 'could', 'should', 'would' and 'might' to fill in the blanks : 1×5=5

(i) _____ I use your phone?

(ii) She _____ be in her bedroom.

(iii) The programme _____ be finished by now.

(iv) She _____ spend hours in the library.

(v) He _____ run fast.

Scanned with CamScanner

B. **Underline the participial adjectives in the following sentences :** 1×3=3

(i) A barking dog seldom bites.
(ii) You should help a wounded man.
(iii) The sleeping girl looks beautiful.

C. **Fill in the blanks with appropriate possessive pronoun or possessive adjective given in the brackets :** 1×3=3

(i) I found Seema's book but I could not find_____. (my / mine).
(ii) We have sold_____ (ours / our) house.
(iii) Those pens are _____ (your/yours).

D. **Fill in the blanks with right alternatives from the brackets :** 1×5 =5

(i) The sun _____ (rise/rises/rose) in the east.
(ii) When have you_____ (do/did/done) the work?
(iii) Five and five_____ make/makes/made) ten.
(iv) The farmer's wife was _____ (cook/cooks/cooking) at home.
(v) Why did Ceres _____ (feel/feels/felt) very sad in the morning?

E. **Transform the degree of adjectives of the following sentences as directed :** 1×2=2

(i) Mr. Roy is the richest man in our village. (Change into positive degree)
Ans.
(ii) Boys have brought some books. (Change the voice)
Ans.

F. **Find words from the unseen passage the meanings to which are given below :** 1×2=2

(i) One who mends shoes: _____
(ii) satisfied/happy: _____

★ **Section D : Writing Skill** 20

Use the points given against each item. You may use one point of your own.

5. A. Write a short story in about 100 words using the following outline. Add title and a moral to your story. 7+2+1= 10

A crow saw a peacock-wanted to look like the peacock-gathered peacock's feathers and stuck them on his body-funny sight-peacocks laughed at him-avoided by other crows too.

Ans.

B. **Write a biography on Dr. B. R. Ambedkar based on the following points :** 10

Name : BhimraoRamjiAmbedkar
Birth : 14 April 1891 in Mhow, Madhya Pradesh-treated as untouchables
Parents : RamjiMalojiSakpal and Bhimabai
Education : In 1897, the only untouchable student at Elphinstone High School-obtained his degree in economics and political science from Bombay University-Ph.D., L.L.D from Columbia University, Bar-at-Law from Grays Inns, London, D.Sc. from London School of Economics.
Career : Appointed as Military Secretary to the Gaikwad-Professor of Political Economy in the Sydenham College of Commerce and Economics-first Law Minister of independent India- chairman of the drafting committee of our Constitution
Died : 6th December 1956.

Marking Scheme - English

General Instructions :

(1) Evaluation is to be done as per instructions provided in the Marking Scheme Only.
(2) The Marking Scheme provides suggested value points and not the complete answers.
(3) If a question has parts, marks must be awarded on the right hand side for each part. Marks awarded to different parts of a question should then be totalled up, written and circled on the left-hand margin of the answers concerned.
(4) If a question does not have any parts, marks for that question must be awarded on the left- hand margin of the answer.
(5) Where marks are allotted separately for content and expression as per the Marking Scheme, they have to be reflected separately and then totalled up. This is mandatory.
(6) A slash (/) in the Marking Scheme indicates alternative answers(s) to a question. If a student writes an answer which is not given in the Marking Scheme but which seems to be equally acceptable, marks must be awarded in consultation with the Head-Examiner.

Scanned with CamScanner

(7) If a child has given two answers to a single question the answer scoring highest marks will be considered.

(8) Q1 &2 under Section A (Reading: Seen) and Q3 under Section B (Reading: Seen) have been designed to test students' ability to comprehend the given passage. As such the examinees need not to be unnecessarily penalised for their language errors.

(9) Where questions have been designed to test the writing skills of students, the expression (grammatical accuracy, appropriate use of words, style, spelling, organization and presentation of relevant matter in a coherent and logical way) assumes as much importance as the content.

(10) Identify major mistakes and shortcomings before awarding marks.

(11) Wherever the word limit is given, no marks be deducted for exceeding it. However, due credit should be given for precise answers.

(12) If a student, in response to a short-answer-type question, writes a single word / phrase answer which constitutes the core of the answer, it must be accepted and awarded marks.

(13) If a student literally lifts a portion of the given passage / extract from the question paper as an answer to a question, no mark(s) to be deducted on this count as long as it is relevant and indicative of the desired understanding on the part of the student [reference questions under Q1, 2 and 3].

(14) A full scale of marks - 0 to 100 - is to be used while awarding marks.

(15) Examiners/head examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme.

EXPECTED ANSWERS/VALUE POINTS SECTION

Section A: Reading Comprehension (Seen)

1. A. NOTE : No mark(s) should be deducted for giving answer in incomplete sentence/s.

1. No goddess was willing to live among the dead. 2
2. He became curious…circle round her. Full marks be awarded if any part of this portion of the text is referred to. 2

B. NOTE : No marks to be deducted for writing something extra against 'Supporting Statements (SS)' or for missing punctuation.

1. (X). SS: king of the land of the dead 2
2. (X). SS: One day Pluto came to earth 2

C. NOTE : Marks be awarded if children write part of the statements too.

(i) dark Pluto, king of the land of the dead. 1
(ii) and playing with her companions who formed a circle round her. 1

2. A.NOTE : Marks be deducted for mistakes in spelling and missing words.

(i) "The Echoing Green" 1
(ii) William Blake 1

B. Credits be given to those answering in complete sentences. There may be varieties of language keeping the content intact.

(i) Two birds mentioned in the poem are skylark and thrush 1
(ii) Old John is sitting under the oak. 1
(iii) "They laugh at our play" 1
(iv) The spring is welcomed with the ringing of the merry bells. 1

C. NOTE : if the children forget to mention the item number and write correctly the alternative no marks be deducted.

(i) (b) happy 1
(ii) Old John has - (c) white hair. 1
(iii) Seeing the young children playing, the old men are - (b) delighted 1
(iv) Old John sits - (c) among old companions. 1

Section B: Reading Comprehension (Unseen)

A. (ii) Narrative ?

B. Tick (✓) the correct alternatives to complete the following sentences: 1×3=3

(i) The cobbler was happy because - (b) he was free from worries and anxieties ☐
(ii) The cobbler buried the money in the earth so that - (c) it might not be stolen by anybody. ☐
(iii) The text shows how - (a) money destroys our peace of mind ☐

Scanned with CamScanner

C. NOTE : Full credit will be given to answer given in complete sentence. 2×3=6

(i) The contented cobbler passed his time in working and singing from morning till night.

(ii) The cobbler buried the money in the earth for safety.

(iii) Any statement from this portion of the text-He lost his sleep, and cares and false alarms were his constant companions. At length unable to bear the cares and fears, the poor man ran to the banker's house.

SectionC : Grammar & Vocabulary 20

4. **A. NOTE :** No marks to be awarded in case of spelling mistakes 1×5=5

(i)could
(ii) might
(iii) should
(iv) would
(v) can

B. NOTE : No marks to be awarded in case of spelling mistakes 1×3=3

(i) A barking dog seldom bites.
(ii) You should help a wounded man.
(iii) The sleeping girl looks beautiful.

C. NOTE : No marks to be awarded in case of spelling mistakes 1×3=3

(i) mine
(ii) our
(iii) yours

D. NOTE : No marks to be awarded in case of spelling mistakes. 1×5=5

(i) rises
(ii) done
(iii) make
(iv) cooking
(v) feel

Follow Our B.Ed Related WEbsite>>
www.dascoaching.in

E. NOTE : Marks may be deducted if there is/are mistake/s in spelling 1×2=2

(i) No man in our village is as rich as Mr. Roy.
(ii) Some books have been brought by boys.

F. NOTE : No marks to be awarded in case of spelling mistakes 1×2=2

i. Cobbler ii. Contented

Section D : 20

NOTE: The objective of the section on Writing Skill is to test a candidate'swriting ability. Hence, expression assumes as much importance as the content of theanswer.

5. A The children writing in their own language and showing imaginative faculty will be given special credit. Full credit may be given for showing creativity in respect of giving a title to the text.

Suggested value points :

- Stating the background in brief
- Well-connected sequence
- Proper use of direct speech
- Inventiveness in naming characters
- Lucidity in language
- Title, reflecting the main idea
- Appropriate moral will earn full marks.

B. The paragraph should have a title. One (1) mark to be awarded for giving a title to the paragraph. Special credit will be given to those writing in their own language and writing precisely.

Suggested value points :

- Innovativeness in giving a title
- Proper introduction of the personality at the very beginning of the paragraph
- Maintaining sequence
- Lucidity in language.
- Proper appreciation of the contribution of the personality, if any.

Scanned with CamScanner

Probable Questions

☛ Very short answer type questions :

Marks : 2

1. What is assessment in language teaching?
2. Define Achievement Test.
3. What do you mean by usability in a language test?
4. What do you mean by reliability in a language test?
5. What do you mean by validity in a language test?

☛ Short answer type questions :

Marks : 5

1. Deal with the types of Achievement Test?
2. What are the characteristics of an Achievement Test in language teaching?
3. State the importance of Achievement Test in language teaching.
4. What are the properties of a language test?
5. What are the areas of a language test?

☛ Essay answer type questions :

Marks : 10

1. Prepare one Achievement Test of 15 marks for Class VII, based on the textbook of English.
2. State the importance of evaluation in language teaching.
3. What may be the methods of measurement in language teaching?
4. What may be the objectives of evaluation in teaching language?
5. What are the principles for the construction of a language test?
6. What are the characteristics of a good language test?
7. Construct items for a language question paper in relation to grammar, vocabulary and writing skill.
8. Construct 10 items for a language question paper along with their marking scheme.

Unit 5

Learning Resources in Language Teaching

❑ Structure / Content Outline :

5.1 Meaning, type, functions, preparation and utilization of learning resources in language: Text Books, Models, Charts, Pictures, Reference Books, Computer Assisted Learning:

- 5.1.1 Learning Resources
- 5.1.2 Type
- 5.1.3 Functions
- 5.1.4 Preparation
- 5.1.5 Utilization
- 5.1.6 Text Books
- 5.1.7 Models
- 5.1.8 Charts
- 5.1.9 Pictures
- 5.1.10 Reference Books
- 5.1.11 Computer Assisted Learning (CAL)

5.2 Language Laboratory – Component, planning, developing required activities and organizing for use

- 5.2.1 Language Laboratory
- 5.2.2 Characteristics of Task-Based Activities in the Language Lab
- 5.2.3 Traditional Classroom Versus Multimedia Lab

5.3 Designing Learning activities: School Magazine, School Debating Society, Dramatization

- 5.3.1 Designing Learning activities

Scanned with CamScanner

5.3.1.1 School Magazine
5.3.1.2 School Debating Society
5.3.1.3 Dramatization

5.4 Designing Language Games in grammatical context of language

5.5 Creative writing: composition, short story, poem (on given clues or independently)

✪ 5.1 Meaning, type, functions, preparation and utilization of learning resources in language: Text Books, Models, Charts, Pictures, Reference Books, Computer Assisted Learning :

❑ 5.1.1 Learning Resources :

◆ **Meaning :**

"You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives." Clay P. Bedford

Language instruction has five important components-students, a teacher, learning resources, teaching methods, and evaluation. The power of the learning environment to influence and promote learning is significant and the learning spaces and Learning Resources (LS) provide important opportunities for students to explore ideas and knowledge, collaborate, solve problems and develop knowledge and skills.

Learning resources are texts books, charts, pictures, videos, software, and other materials that teachers use to assist students to meet the expectations for learning defined by provincial or local curricula. The successful implementation of the modern curriculum requires the use of a variety of resources that enable the student to learn through a rich and varied selection of instructional materials. Such materials may include text books, models, charts, pictures, reference books, computer and other technological resources, "hands-on" manipulative and other practical or specialized resources that support the subject matter and student learning outcomes.

(Learning Resources (LS) is a generic term used to describe the resources teachers use to deliver instruction.) Broadly, the term refers to a spectrum of educational materials that teachers use in the classroom to support specific learning objectives, as set out in lesson plans. According to R. L. Allwright, resources should teach students to learn, that they should be resource books for ideas and activities for instruction/learning, and that they should give teachers rationales for what they do. Allwright emphasizes that resources control learning and teaching. Considering LS as just some instructional aids, we, in the words of Dent say that, learning resources "refer to all materials used in the classroom or in other teaching situations to facilitate the understanding of the written or spoken words." Materials include textbooks, video and audio tapes, computer software, and visual aids. They influence the content and the procedures of learning. The choice of deductive vs. inductive learning, the role of memorization, the use of creativity and problem solving, production vs. reception, and the order in which materials are presented are all influenced by the materials.

To sum up, we may say that learning resources are added devices or supplementary materials which help the teacher make his/her presentation concrete, effective, interesting, meaningful and inspirational. These resources are those devices which help the learners in the better assimilation and retention of ideas.

According to German educationist Froebel, a child acquires knowledge by passing from objects to pictures, from pictures to symbols, and from symbols to thought. This observation clearly illustrates the place of a number of concrete aids or teaching learning materials in the classroom.

The importance of learning resources can be clearly perceived from the following figure stating the quantity of retention achieved through the following teaching-learning activities :

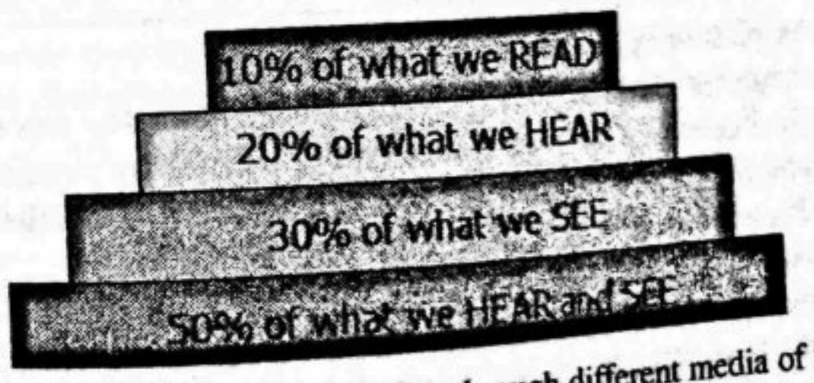


Figure 1: Percentage of Retention through different media of teaching.

Scanned with CamScanner

The figure clearly shows that higher levels of retention can be achieved through active involvement in learning through the deft use of learningresources. Mere lecture or verbal illustration of certain subject may ensure as less as 30% retention of the contents and that too if the students are taken to be attentive to the teacher's lecture with 100% concentration. So, to realise the maximum fruition of the objectives of teaching any discipline the teacher can hardly avoid the use of different types of learning resources. Language lab or the use of computers in language teaching may also be of great help in this regard.

❑ 5.1.2 Type :

Learning Resources can be classified in five different types :

Classification Number	Materials
1	i. Printed: Charts, worksheets, bulletins, newspapers, books, etc. ii. Non-printed : Model, television, songs, projector, etc.
2	i. Projected : Films, Slides, OHP (Overhead Projector), etc. ii. Non-projected : Pictures, Charts, etc.
3	i. Aural: Radio, Tape-recorder, Record-player, etc. ii. Visual: Models, Picture cut-outs, etc. iii. Audio-visual : TV, Sound Film Strips.
4	i. Hardware : Computer, Epidiascope ii. Software : Books, Magazine, etc.
5	(i) Two-Dimensional : Printed materials, Chalk board Bulletin board, Flannel board, etc. (ii) Three-Dimensional : Static model, Dynamic model, Working model, Sectional model, Specimens, etc.

◆ **A brief description of the types :**

(i) Projected-Projected LSs refer to those materials where a bright light is passed through a transparent picture by means of a lens and an enlarged picture is thrown or projected on the screen or the white wall.

(ii) Non-Projected-Non-projected LSs are those materials which do not require projector, projection screen or electricity. Such materials can be readily handled by the learners. They can be

simply shown, hung on the wall, touched and handled by every child.

(iii) Aural- Aural LSs are those materials which appeal to the sense of hearing or the ear. These are the materials by means of which children can hear something-some speech, a song, an event, a sound, a narration, a story or a recitation.

(iv) Visual-Visual LSs are those materials which appeal to the sense of vision or the eye. These are the aids in which children can see something-some picture, a chart, a graph, an object, some specimen, a model, etc.

(v) Audio-Visual-Audio-visual LSs are those materials which appeal to both the eye and the ear. These are the aids which help children see and hear something. The television or the films and cartoons shown through projector are this type of instructional material.

(vi) Educational Hardware-These are electro-mechanical equipment that can be used for effective instructions. They help teachers deal with more students with less expenditure. Computers, television, tape recorder, radio, film projector, overhead projector, etc. are some such examples.

(vii) Software in Education-Software refers to the programmes which are applied with the help of the hardware technological devices like computer or OHP. Software technology utilizes the principles of psychology. Newspapers, books, magazines, educational games and flash cards form part of software.

(viii) Two-dimensional (2D): Two-dimensional (2D) LSs refer to materials with length and width. This material is flat and is not designed to provide depth. Some examples of 2D material include charts, worksheets, graphs, maps, photographs, posters which have only two characteristic, the width and length.

(viii) Three-dimensional (3D): Three Dimensional (3D) LSs refer to a material that has length, width and height. 3D objects comprises of various shapes like cuboid, cone, cube, sphere, diorama, models and realia.

❑ 5.1.3 Functions :

Importance of Learning Resources in language teaching–

If we go through Figure 1 we can hardly ignore the importance of the learning resources in the teaching-learning of language. Usually, the importance of the LSs relate to the following inherent advantages :

Scanned with CamScanner

(1) **Supplement verbal instructions :** Study reveals that knowledge enters the human mind through various organs. Verbal discussion can stimulate only aural organs, that is, ears. LSs provide supplementary media of access to other organs.

(2) **Make learning permanent :** LSs ensure retention of the teaching-learning experience in the memory of the learners as they provide the students with various media of access to knowledge.

(3) **Provide variety :** Children's minds are usually prone to variety. LSs help a teacher add variety to his/her teaching to a great extent.

(4) **Helpful in attracting attention :** LSs are quite helpful in attracting attention of the students as they stimulate various organs of the learners.

(5) **Save time and energy :** LSs save time and energy of the teacher as they supplement his/her instructional methodology. Instead of trying to clarify verbally the meaning of the word 'aeroplane' the teacher can instantly give the meaning of the word through the model of an aeroplane.

(6) **Encourage healthy classroom interaction :** Modern methodology of teaching a language puts emphasis on interaction among learners that can be initiated in an interesting way through proper LSs. The methodology helps in the development of both speaking and listening skills.

(7) **Help teacher create situations for teaching the beginners :** The teaching of the beginners must be through inductive method, from known to unknown. LSs acquaint the learners with their known world and make learning an enjoyable experience.

(8) **Discouragement of Cramming :** A real experience of the contents to be learnt discourages the learners from cramming of the contents which is quite desirable in modern pedagogy.

(9) **Helpful in meeting individual differences :** Modern child-centric teaching-learning system is chiefly based on the principle of individual difference. Use of LSs can respond to this principle.

(10) **Make the abstract ideas concrete :** The picture of a mother hugging her child makes abstract concept of love or affection concrete to the children.

To sum up, through the proper usage of LSs learning becomes meaningful for the young learners. They feel an inner urge to get involved in the teaching-learning activities.

The functions of LS can be stated in the following ways too—

(1) **Motivation :** Learning resources motivate the students by providing direct experience to the students so that they can learn better.

(2) **Clarification :** Through LSs, the teacher clarifies the subject matter more easily.

(3) **Discouragement of Cramming :** Learning resources can facilitate the proper understanding to the students which discourage the act of cramming.

(4) **Increase the Vocabulary :** LSs helps to increase the vocabulary of the students more effectively.

(5) LSs save time and money.

(6) **Classroom Live and active :** LSs make the classroom live and active.

(7) LSs avoid dullness.

(8) **Direct Experience :** LSs provide direct experience to the students.

(9) Proper use of LSs helps retain more concepts permanently.

(10) LSs develop the proper image when the students see, hear taste and smell properly.

(11) They provide complete example for conceptual thinking.

(12) They help the teacher to get sometime and make learning permanent.

❑ 5.1.4 Preparation :

The preparation of learning resources should involve both the teachers and the students, especially the students because the basic assumption behind the usage of learning resources is that learners must be involved in the teaching-learning procedure as true knowledge should be constructed. This concept of construct of knowledge is much emphasised in National Curriculum Framework, 2005. Constructed knowledge is sure to stay secure in the life of a learner. Though in the preparation of such resources it is the main concern of the teacher to get them done, s/he should do so with the active involvement of the learners. It may be a joint effort of both the teacher and the learners or s/he may instruct the learners to do the needful according to the requirement of a certain text or topic.

Scanned with CamScanner

For example, while dealing with the text "A Day in the Zoo" (Class IX) the teacher may prepare or collect some models of animals on his own. He may also ask the students to collect or prepare some models of animals. Some models, charts or pictures may be prepared by both the teacher and the learners. But, there are some resources like text books, reference books or computer that have to be procured from proper sources. Some useful software for computer may be created by the teacher or the learners, with the help of the teacher.

❑ 5.1.5 Utilization :

Sometimes the availability of LSs may not pose any problem. What poses problem is the mentality of the teachers to utilize the same. The teacher goes on teaching with the same traditional methods-lecture method or chalk-and -talk method. Moreover, if LSs are at all used that too are used by the teacher on his own, without the involvement of the learners. In the process, the main objective of the usage of LSs is missed. For the proper utilization of the LSs there should be a physical contact between a learning resource, say, a model, and the learners. For the generation of proper motivation among the learners the learners should feel its presence through a direct sensory experience of the same. While dealing with the text "A Day in the Zoo" the teacher may use a chart of different animals that can be seen in a zoo. But, instead of identifying a certain animal on his own he may ask one student to identify the same on the chart. Through this action a learner become both physically and mentally involved in the teaching-learning process and this is supposed to be the main objective behind the usage of LSs in classroom teaching.

❑ 5.1.6 Text Books :

Introduction : A textbook is considered to be the most important aid in the teaching-learning procedure associated with a language-first, second or third. One may find it odd to see it referred to as an aid. In some places it seems rather to be a god, or at least a dictator. Many teachers, probably most, plan nearly all their lessons round a basic course-book, whether by choice or by compulsion. This has its dangers, but is basically a sensible thing in most circumstances. It ensures a reasonably well-graded progression from year to year and a rough parity in progression (though not in success of learning) between parallel classes all over the country. It makes life tolerable for the teacher, who would otherwise face an

impossible task of collecting and creating all his own material. But, the teachers should be free, within reasonable limits, to vary the diet supplied by the basic course, adapting, discarding and supplementing. This is what justifies us in calling the textbook an aid, even though the most important aid.

Theoretically, experienced teachers can teach English without a textbook. But, many teachers do not have enough time to make supplementary materials, so they just follow the textbook. Textbooks therefore take on a very important role in language classes, and it is important to select a good textbook.

For the students, textbooks make it possible to review and prepare their lessons, that textbooks are efficient in terms of time and money, and that textbooks can and should allow for adaptation and improvisation.

According to E.B. Wesley, and E.P. Wronski, "Textbook reflects and establishes standards. It indicates, all too frequently perhaps, what the teacher is required to know and what the pupils are supposed to learn. By it's teaching and learning aid it markedly affects methods and reflects in raising standard of scholarship. It expands its scope and size to meet the changing conception of what is considered" educationally sound and desirable (quoted in Tiwari 199). Thus, sometimes it leads and sometimes it follows the educational procession; but it is always a significant factor.

W.H. Burton thinks that a textbook would be a "Useful adjunct to the efforts of the teacher and a reassurance to the pupils." It has a close relationship between the persons and agencies involved in the education of a learner. It has interactions with persons like the learner himself, the teachers, the parents, the supervisors the curriculum constructors, the textbook writers, etc. and with the agencies like schools, the Department of the Boards of Secondary Education, the textbook agencies, etc.

Instructional materials or LSs are tools for significant learning and teaching. A teacher must explore a wide variety of materials to fill suitable aids for instruction to supplement the textbook to provide additional information, to broaden the concepts and to arouse interest.

Definition of a textbook : To have a definition of a textbook we may go through the following definitions :

(1) **American Textbook Publishers Institute :** "A true text bookis one especially prepared for the use ofthe pupil and teacher in a school or a class, presenting a course of study in a single subject, or closely related subjects."

Scanned with CamScanner

(2) **Webster's dictionary :** "A manual of instruction, a book containing a presentation of the principle of the subject used as a basis of instruction."

(3) **Bacon :** "A book designed for classroom use, carefully prepared by experts in the field and equipped with the usual teaching devices."

(4) **Encyclopedia of Educational Research :** "In the modern Sense and as commonly understood, the textbook is a learning instrument usually employed in schools and colleges fo support a program of instruction. In ordinary usage, the textbook is printed, it is non-consumable, it is hard-bound, it serves an avowed instructional purpose, and it is placed in the hands of the learner." (Quoted in Tiwari 199)

To sum up, a textbook is supposed to contain selective and systematic knowledge. Its criteria are for coherence and sequence. It is simple to be understood by the intended learner. Not a bare statement of knowledge it uses various teaching-learning devices to fulfill the desired instructional role. In it the subject matter receives a rich dose of pedagogy including devices for practice, application, motivation and fixation of learning. Thus, a textbook is said to be 'the teacher in print.' It differs from an ordinary book as it combines teaching-learning techniques and motives within it.

CRITERIA FOR A GOOD LANGUAGE TEXT-BOOK –

A language textbook, to be considered a good one, should maintain the following criteria :

(1) **Realisation of broader objectives :** Assuming special responsibility towards the promotion of national goals like secularism and national integration, a textbook should enable children to appreciate India's rich cultural heritage and to recognize and get rid of undesirable and antiquated elements. Through its content, style of presentation, exercises and illustrations, the textbook should provide the understandings necessary for the promotion of national goals.

(2) **Child-centricity :** As per the modern educational psychology a textbook must be child-centred, catering to the demand of the age, ability and interests of pupils. As the world of the child expands in concentric circles as s/he grows, his/her textbook must reflect the stage s/he has reached. Its language should be accurate and appropriate to help in enriching children's language.

(3) **Fluency in Narration :** Instead of presenting a bare outline of a series of cut and dried facts a textbook should contain chatty, descriptive and brightly coloured details and a lot of explanation of why things happen. Along with 'What' of people and events they should also point out 'How', 'Why', 'Where', and 'When' of them. The contents should be presented in such a way as the pupils may be interested in reading them. The young reader must go to a book to find something. Abstraction should not be the author's but the reader's task.

(4) **Clear and self-explanatory arrangement :** A textbook should have a detailed table of contents. Its material should be arranged under headings, sub-headings and to be easily comprehended by the pupils.

(5) **Opening up various avenues of thought and study :** The textbook should create interest and help to develop it by suggestions as to how the matter given in the book may be followed up and developed. Suited to the age of the pupil it should give references to other books on the same subject. It should thus help to widen their outlook, develop their interests and open new vistas of knowledge and discovery.

(6) **Well-illustrated :** Abstract concepts presented in the textbook should be illustrated through visual aids such as photographs, maps, time-lines, pictures, picture-diagrams, etc. Illustrations should be well chosen and connected with the main theme. Coloured illustrations exert tremendous influence upon the young learners. Illustrations should be meaningful for the children. They should either explain the text, or supplement and complement the text. Constant reference to the illustrations in the text is very essential.

(7) **Sufficient exercises :** To enable the pupils focus their attention on the desired objectives of the learners, the textbook should contain enough exercises or activities, as can be found in *Blossoms* or *Bliss*, the English textbooks, at the end of every chapter or unit of a certain chapter. The carrying out of the activities and exercises should enable the learners attain the desired linguistic skills. Along with sufficient reading passages, a language textbook must contain comprehension questions, exercises on structural and vocabulary items, crossword puzzles, riddles and composition exercises.

Scanned with CamScanner

(8) **Free from propaganda :** A textbook should not contain any topic or text that may help one particular group of people in propagating their ideology through the texts. The young minds should not be made prejudiced so early. That may be harmful for the society as well as the nation. It should not contain extreme nationalism, which tends to be dogmatic, conclusive and official. It should shun hasty reflexes, snap judgments, emotional reactions, biases, and prejudices. It should tell the truth, the whole truth and nothing but the truth.

(9) **Up-to-date :** Though the basic objectives of teaching remain the same-helping the students attain linguistic skills-the contents of a textbook, centering round which the tasks are to be arranged, are to be updated. It should give place to new areas of interest as felt by the pupils. Taking consideration of this fact, we can see the prevalence of cartoon related stories in the language textbooks. In the English textbooks, it has to be considered if tasks related to teaching to write SMS (Short Message Service) or email (Electronic Mail) can be included immediately. Moreover, the textbook must contain the latest information based on recent research. The sources of information should be authentic. It should have correct, natural, recent and standard form of the concerned language.

(10) **Promoting group effort :** Making the learners socialized is one of the objectives of teaching language. In this regard sufficient provisions for group works in a textbook may do the needful. Assignments may be suggested with divisions to be jointly attempted by the groups. There should be suggestions on constructing models, preparing charts, etc.

(11) **Clear instructional procedure :** The textbooks should have clear instructional procedure and methods, that is, the teacher and students should be able to understand what is expected in each lesson and for each activity.

(12) **Right vocabulary :** Since students' vocabulary is limited, the vocabulary in textbooks should be controlled or the textbooks should provide information to help students understand vocabulary that they may not be familiar with.

(13) **Variety in texts :** Many textbooks use narratives and essays. It would be useful to have a variety of literary forms (for example, newspaper articles, poetry, or letters), so that students can learn to deal with different forms. They must include some rhymes/ action songs/poems to help pupils to enjoy reading them and also to develop literary values among them.

(14) **Containing a subject index at the end :** Though this is a special requirement for textbook for higher classes, a subject Index may be quite helpful in developing independent study habits in the pupils belonging to lower classes too. It helps in forming a habit of making references and comparisons. It facilitates a combination of topics with chronological approach.

▶ Uses of Textbooks in Language Teaching :

Textbooks are considered to be an indispensible part of a language teaching-learning system due to the following reasons :

(1) **Helping the teacher :** Textbooks provide useful guidelines along which a teacher can plan his day-to-day teaching. While actually teaching in the classrooms they serve as reference books. They provide suggestions for assignments: They suggest activities to be taken up in the classroom and outside. A constant stand-by of the subject teacher, textbooks can be used to help the teacher in finding out new ideas.

(2) **Helping the pupil :** A textbook is the most accessible guide, a dependable reference book and an all-time companion for the pupil who makes use of it to prepare himself in advance for learning in the classroom. He refers to it during the course of learning in the classroom. He revises and reinforces the classroom learning though textbooks. He does assignments at home with their help. He prepares for the examination; reads for pleasure, and seeks guidance and references for further studies from textbooks.

(3) **Provides logical and comprehensive material :** By providing resources in a systematic and comprehensive form a good textbook, sets a standard of minimum essential to be achieved by students of all categories. It provides essential knowledge at one place, which teachers are not in a position to dig up. Therefore, it can be a constant standby of the subject teachers.

(4) **A self-teaching device :** It enables a student to learn through his own efforts. It provides an opportunity to a student to reflect and evaluate. Without listening to extraneous material that comes before and after it a student can find the specific information he

Scanned with CamScanner

needs in a book. He can review material he has read from time to time to clear up uncertainties. He can move ahead as quickly or as methodically as individual capacities for comprehension permit.

(5) **Providing logical and comprehensive material :** In providing material in a systematic and comprehensive form a good textbook sets a standard of minimum essential to be achieved by pupils of all categories. Giving the beginner a grasp of new matter it provides to enthusiastic pupils a direction for further studies.

(6) **Ensuring uniformity of a good standard :** Provides a highway for carrying better practices to all schools the textbook ensures some sort of uniformity of good standard. It furnishes a common basis to master the process of reading, analyzing, outlining and summarizing. It provides a common laboratory to develop study skills.

(7) **Providing a base for both the teacher and the pupils :** As the textbook contains a minimum essential knowledge it can provide a point of departure for a more comprehensive link. It provides the common ground, which may explore both the students and teachers together. It focuses attention on the same issues-events, sequence and circumstances and serves a rallying point.

(8) **Providing confirmation and sustenance :** Supposed to contain the carefully sifted and examined texts a textbook can confirm the knowledge obtained elsewhere.

(9) **An assistant master in print :** It is content plus instructional technique. It aims at enabling the content understandable to the pupils even in situations where the teacher does not help them.

(10) **Interpreter of syllabus :** Not essentially based on some pre-determined syllabi, which circumscribe the limits of a textbook besides setting the standards at which it has to be written, a textbook spells out and interprets the syllabus both for the students and teachers.

Uses of a language textbook in the context of Indian socio-economic condition: Due to the prevailing limitations of the most of the Indian schools, there is a pressing need for the use of a uniform textbook in the classroom for the following reasons :

(i) Too many students-A large number of students in each class, creating congestion, warrant the use of textbooks.

(ii) Lengthy Courses-Lengthy courses and teachers' worries about finishing the prescribed syllabus within the specified period establish the utility of textbooks.

(iii) To attain objectivity-Extremely divergent opinions regarding historical, political and social events require the use of a uniform outline of the contents in textbooks. It helps one to attain objectivity regarding teaching as well as evaluation.

(iv) Lack of Learning Resources-Non-availability of LSs and devices indispensable for effective instruction, press for use of textbooks.

Pre-Cautions in the use of the Text-book –

(1) **Subsidiary and supplementary, not primary and fundamental :** The textbook is a means to help the student in his study. He should never develop an idea that his task is simply to learn what is given in the book.

(2) **Reading aloud of the textbook :** Occasionally it may be useful to read aloud a passage of special importance or difficulty, especially in relation to teaching pronunciation and intonation of words or phrases.

(3) **No Uncritical Reading :** The teacher should not be a mere uncritical mouthpiece for what is contained in the textbook. He should see that the textbook does not become the whole outline, content and plan. The textbook should not monopolies the whole time of the pupil. It should not become the sole source of reading. It should not dominate or determine the content or procedure of the courses. (Tiwari 210)

(4) **Centre not direction/s :** The textbook should form the centre-stage of a teacher's action. But, in no case, it should decide the direction of a teacher. A textbook, prepared for the pupils of a whole state, may be interpreted according to the socio-economic condition of a certain specific area. The teacher should not feel bound by the textbook.

Recommendations of the Patel Committee on English textbooks for different classes :

Classes V/VI-VII/VIII

ebook.dascoaching.in

(1) There will have to be textbooks for each of the areas of study but the number of these can be reduced by having one book for science and one in which civics and history are combined.

Scanned with CamScanner

(2) The number of pages in each textbook should be reduced to the minimum.

(3) The language should be easily understood by children.

Classes VIII/IX-X

(1) In the area of Language/social studies or social sciences, Hindi, English, Sanskrit, history, civics and geography are sufficient to provide a broad-based general education. A correlation should be introduced which is natural and possible.

(2) While the Committee has suggested frames giving the main topics in each subject, it will be for the States, local authorities, education/examination boards and schools to plan and fill in the details.

(3) The Committee has not suggested uniform courses of study. It feels that single rigid scheme of studies for all schools may prove to be beyond the competence of some schools and may not provide a sufficient challenge to other schools. The content of courses, finally framed, must be capable of being taught or studied within the allotted time.

(4) In each subject, only the main ideas should be introduced: These should. Be few and important. Too many subjects need not be taught and whatever is taught should be taught thoroughly. The main concepts in the subject should be studied and unnecessary details, overloading the syllabus and leading to the memorising of scraps of information, should be avoided. (Quoted in Tiwari 211-12)

❑ 5.1.7 Models :

Models are visual, non-projected, three-dimensional learning resources. Models of objects can be made use of in the early stages. Models of houses, of household articles, of natural objects, etc. can be of great help in conveying meaning to young learners, especially belonging to lower classes. Such materials have great educative values and pupils take interest in them. Students can be encouraged to make models; reusable material is also available in the market for making models. The teacher can purchase these materials for the students or he may collect and store these materials for use in the class. S/he even may prepare these materials with the help of the students. Difficult words or concepts, new terms and ideas can be explained with the help of these materials. Models are used for

demonstrating the three dimensional representation of real things (model of an eye), or abstract things (model of Solar System). They can be used in a wide range of instructional situations. To explain the difference between plants and trees or to show the difference between kite, a bird and kite, a toy made of a light frame covered with paper, it will be wise for the teacher to use specimens of the things mentioned.

In the *Blossoms* meant for the students of Class VI, the students are to be acquainted with objects like bow, boat (Lesson 3), cab (Lesson 4), Pyramid, Sphinx (Lesson 5), helmet, oxygen cylinder (Lesson 8). Demonstration of the models of such objects will be quite relevant while dealing with such chapters. The models are particularly used for three specific purposes :

- as visual support material in instruction;
- as objects for study or manipulation in individualized learning;
- as construction project for individuals, small groups or even the entire class.

But too much of materials should not be displayed in the class in a single period. That may distract the learners from actual learning situation.

❑ 5.1.8 Charts : 2018

Charts belong to visual, non-projected, two-dimensional category of learning resource. Charts are simple and convenient and popular teaching aids. They can be used in different ways like time chart, tree chart, stream chart, flip-charts etc. All these charts are similar in nature but serve different purposes. In general, chart is a simple flat pictorial display material and if used appropriately, conveys the displayed information in a high effective manner.

(i) **Time Chart :** A time chart is a representation of material in their chronological sequence of happening with suitable indication of time of occurrence. It helps students compare and contrast happenings or events in relation to time. A time chart could also be presented in a tabular form such as the railway time-table. A time chart may contain outlines regarding writing a biography, a page of a diary, reporting certain event organized on certain occasions, etc. The students may be asked to write a paragraph, based on the following timeline chart :

ebook.dascoaching.in

Scanned with CamScanner

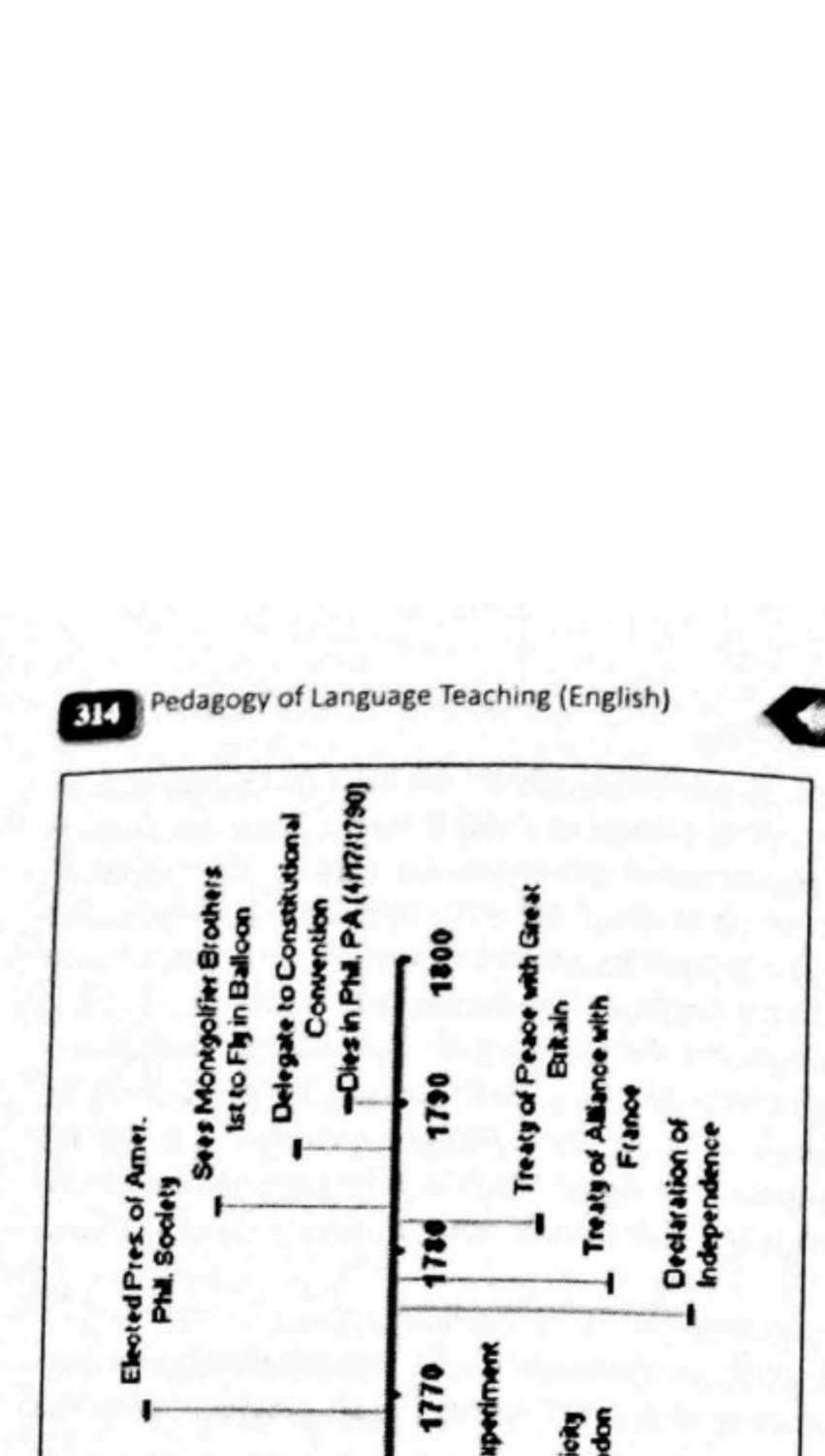


Figure 2: A Profile of Benjamin Franklin

(ii) **Tabular Chart :** It presents information and data in a classified or categorised form arranged in tabular columns. In teaching modal auxiliaries the ESL teacher may take the help of the following tabular chart:

Functions	Modals
Expressing ability	Can, could
Expressing possibility	Can, could, may, might
Expressing duty or emphasis	Should, must
Making request	Would, could, will
Asking for permission	May, shall, can, could
Giving suggestion	Should, can, could

Figure 3 : Source-*Blossoms* : English Textbook for class VII (WBBSE)

By inserting another column on the right-hand side of the table application of the modals in sentences can also be shown.

(iii) **Tree Chart :** It is a depiction of development, growth and change by beginning with a single source which then spreads out into many branches as in the case of a tree. In the lower classes the pupils are frequently provided with the following types of genealogical tree, popularly known as family tree, for writing paragraph :

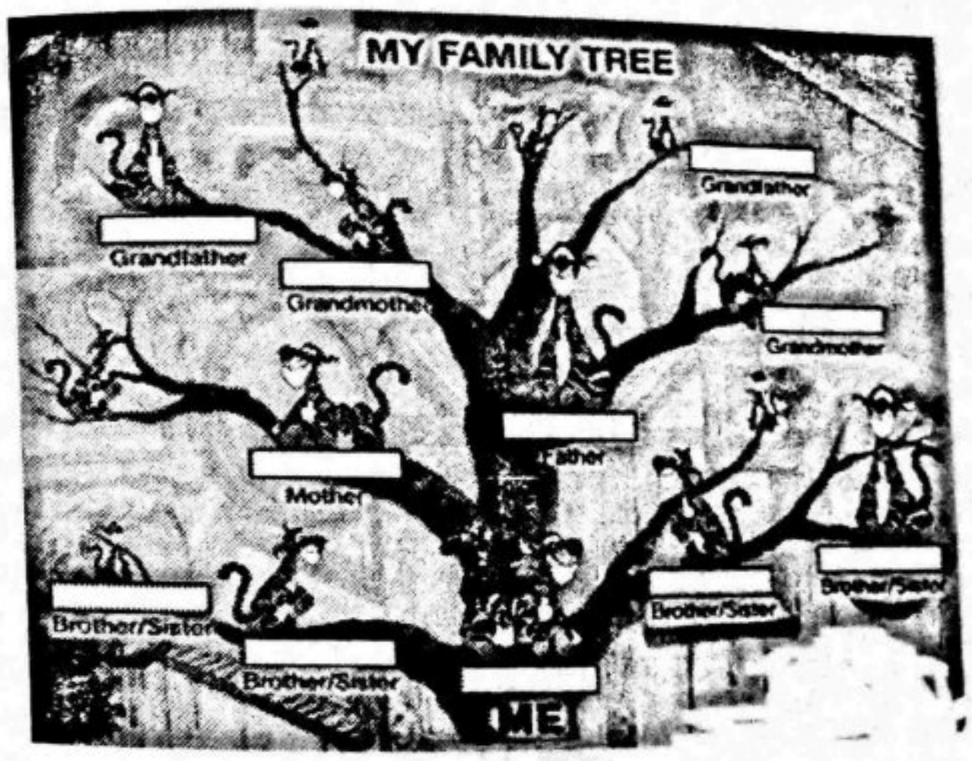


Figure 4 : Family Tree

Scanned with CamScanner

The pupils may be asked to at first fill in the boxes against the persons with relevant information. And, then they will be asked to write a paragraph on "My Family" based on the information in the chart.

(iv) **Process Chart :** It is a representation of the stages of steps in a process. It is usually in a cyclical arrangement such as in the case of life cycles, energy cycles and conservation cycles. They may also be the steps in the process of making something. The pupils may be asked to write a paragraph on based on the following process chart, popularly known as flow-chart :

1. Develop the following flow-chart into a paragraph of not more than 120 words on how to wash a shirt and get it ready to be worn :

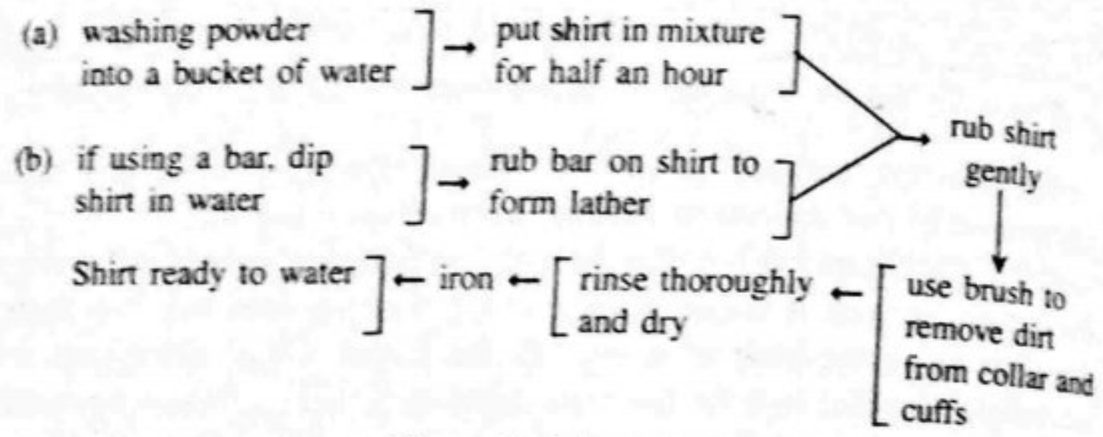


Figure 5: Flow chart

(v) **Flip-charts :** Flip-charts consist of a number of large sheets of paper, fixed to a supporting rod or clips along their edges. These sheets can be used (flipped) backwards or forwards as required.

Figure 6: Flip chart sheets

5.1.9 Pictures :

Pictures belong to the visual, non-projected, two-dimensional category of learning resource. The word "picture" is defined as "the painting, drawing, etc. that shows a scene, a person or thing; a photograph or a description that gives you an idea in your mind of what something is like" (Oxford Learner's Pocket Dictionary, 3rd edition). Pictures are versatile and useful resources for teaching aspects of grammar" as well as other linguistic aspects of the ESL. The teacher can use pictures in all stages of even a grammar lesson (i.e., in presentation, focused practice, communicative practice, and feedback and correction); and if s/he can select the pictures which are interesting and entertaining, the students will be motivated to "respond in ways that more routine teaching aids, such as a textbook or a sentence on the board, cannot" (Murcia &Hilles). Accordingly, not only can pictures help elicit verbal responses, but they can form the basis for pair and group activities which are the basis of Communicative Approach of teaching a second language.

For further use of picture in language teaching please see Unit III.

Pictures, charts, photographs, drawings and paintings have long been used by all teachers with a minimum level of energy and commitment for teaching. Even with the advent of newer types of teaching aids, these visual materials remain as important aids to teaching. Pictures connect new and unfamiliar items with ideas or concepts symbolised by them. "They help to make verbal abstractions real and concrete. They stimulate discussion and free conversation, introduce new ideas, words and structures to pupils. Pictures also help teachers to avoid verbalism in his teaching by giving reality to what he is explaining (Dash & Dash 130). Contexts that cannot be easily created in words alone can be recreated by means of pictures. By showing the pictures of a rainbow to the students before starting teaching the poem "The Rainbow" by Christina Georgina Rossetti, *Blossoms* (Class VI) the teacher can save time and energy. Otherwise s/ he has to take resort to so much verbal explanation regarding what a rainbow is. Still s/he may fail to provide the students with a clear explanation of a rainbow. There are various types of pictures that can be used in teaching. The classroom chart is one such type. In one type of classroom chart, there are about twelve pictures of different objects selected from the vocabulary contained in the book-egg, tool, knife, box, etc. The teacher may point to each picture and ask the students what they are.

Scanned with CamScanner

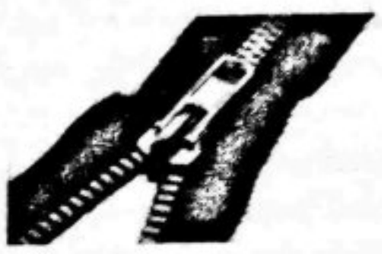
The conventional symbolic pictures or sketches are also helpful. Conventional symbols and drawings on the board or paper are attractive to children and save the teacher's time and labour. According to Frobel, "The child acquires his knowledge by passing from objects to pictures, from pictures to symbols, and from symbols to thought."

Pictures, drawings, sketches and charts must be interesting, attractive, colourful, clear and easy to understand. Pictures must be drawn in such a position or shown in such a way that every student can see and respond to it.

◆ **Some uses of Pictures :**

• **Development of listening skill :**

The students may also be asked to identify and enlist words similar in sound to the words related to some shown pictures. For example :



Zip

Jeep

Figure 7 : Difference between 'zip' and 'jeep'.

To give the learners an idea about rhyming words they may be shown pictures in relation to the following words and then ask them to make a list of pair-words rhyming with each other and discuss among themselves:

Leaf	Pin	Flip	Thief	Chin	Clip

• **Teaching Grammar and Vocabulary :**

Learners are asked to identify the items as shown through overhead projectors, computer screen or drawn on the blackboard. The teacher reads out sentences and the learners match the sentences with the right picture.

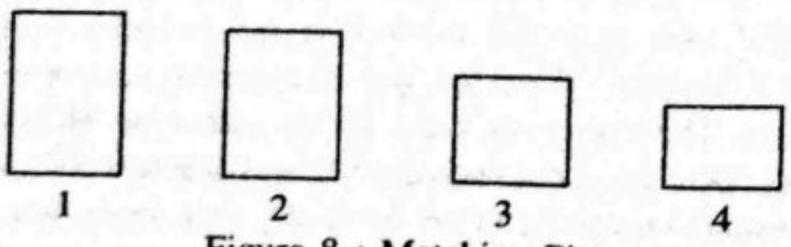


Figure 8 : Matching Pictures

Now, students are asked the following questions:

A. The first one is the biggest. Which one is the smallest shape?

B. The third picture is the penultimate one. Now, what is the meaning of the 'penultimate'?

C. To test the students' colour conception the teacher may ask them to paint the shapes with colour of their choice and write the name of the colour under each shape.

• **Teaching speaking reading and writing :**

Based on the pictures of the figures, the teacher may initiate group or pair work in relation to this task by at first giving the questions on the basis of the pictures of the shapes and then asking them to work in group. The members of a certain group will discuss among themselves regarding the questions set by the teacher. Each member of a group will have to submit one brief report regarding the type of participation each member carried out. One's report will be read by another member of a group.

The skill of reading can also be developed through the usage of pictures like the following : Matching pictures to texts: Which description matches the following pictures :

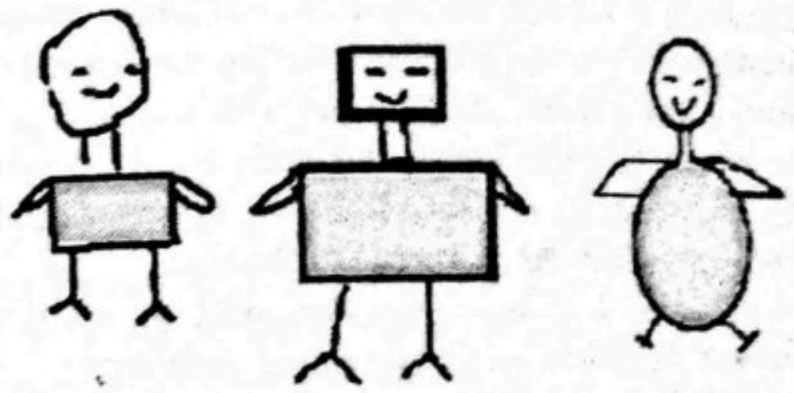


Figure 9: Matching pictures with description

- Dan has a round body and a round head.
- Han has a round head and a square body.
- Aun has a square body and a square head.

Matching diagrams and texts: Diagrams and texts are given and they must be matched. A variation of this technique is to give one diagram and many texts or vice versa and ask learners to match the right one. The following diagram, stating how impressive stereo sound is produced, may be given, along with two or three description of the procedure. The students will have at first study the diagram, then the descriptions and pick the right kind of description, illustrating the diagram :

Scanned with CamScanner

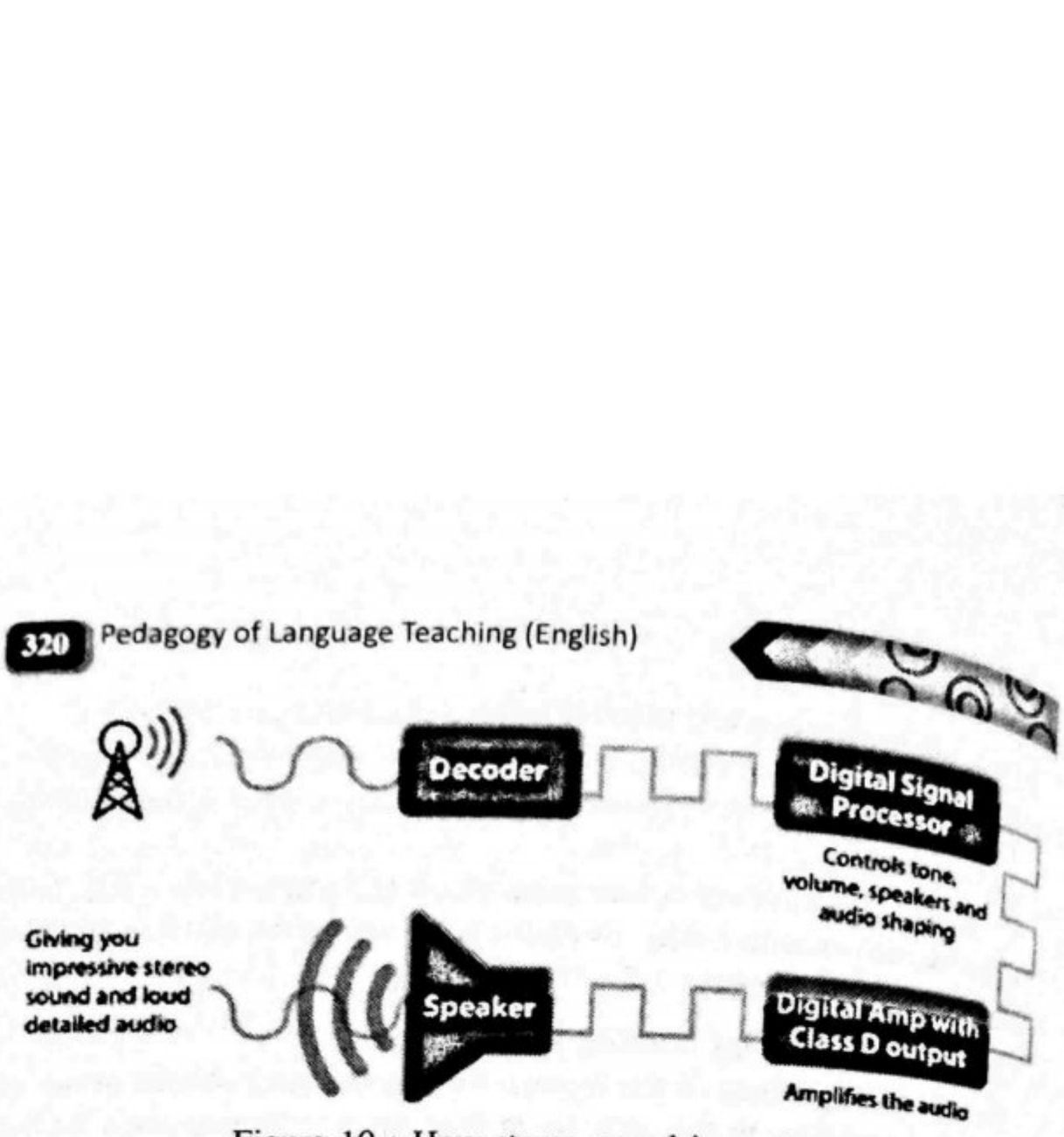


Figure 10 : How stereo sound is produced

★ Reading Practice before Readers are Introduced :

The teaching of reading is a pretty difficult task. But, the most important thing is creation of interest and initiation in the activity through known and familiar experiences. The learners are asked to read direct from the Reader only after they have accumulated a vocabulary built through oral work. This is done to help a smooth and natural transition to reading exercises from oral work. The following are some of the ways of giving reading practice before learners are asked to read direct from the Reader:

a. **Picture Cards :** The teacher places before the learners two sets of cards-one printed with pictures and the other with words. The learners are asked to find pictures to match words, and again words to match pictures. The pictures, of course, do not only illustrate concrete nouns but also simple actions with which the learners are familiar.

Developing the skill of speaking: The skill of speaking may be promoted through the following picture-based activities:

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

(b) **Picture Describing :** Here students are given just one picture to describe what is there in the picture. Students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokesperson for each group describes the picture to the whole class. This activity also fosters the creativity and speaking skill for communication.

(c) **Find the Difference :** For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

★ Developing Writing Skill :

The Skill of Writing Proper : In the lower classes, may be up to class VII or VIII, an English teacher may use the following writing exercises:

(ii) **Words/Sentences for Pictures :** Certain pictures, like animals, trees, etc. or that of a fair, will be given and the students will be asked to at first write down the objects seen and write a few sentences about them.

• **Guided Writing :** Guided writing concerns itself with ideas and facts supplied by the teacher for the students to express in their own sentences observing the mechanics of composition. That is to say, filling in the blanks in a paragraph or answering questions based on a picture in which the teacher gives facts or ideas in the form of an outline and thus assists the students is a guided composition.

• **Creative Writing :** Now, with the little scope for cultivating creative writing in the present school education curricula in West Bengal the teachers may consider the following activities for developing creating writing skill among the learners:

• **Picture Interpretation :** A certain picture, describing an incident, will be shown to the students. The students will be asked to write down a few sentences about the narrative indicated in the picture. They will be asked to give names to the places or the persons seen in the picture. After the submission of the written scripts they will be asked to state why they have thought on their respective lines. The classmates of a particular student will be asked to tell about their perception about the picture. Having gone through this session, they will be asked to retell their story, based on the given picture.

• **Developing the skill of literary appreciation :** Developing the skill of literary appreciation may also be possible with the help of pictures as mentioned in the following activity:

• **Matching Picture :** Some pictures will be given to the students, each picture describing certain story or event. Now, some paragraphs,

Scanned with CamScanner

ebook.dascoaching.in

similar to the number of pictures, will be given and the students are to match one picture with the relevant paragraph. After proper matching each paragraph will have to be entitled by the students.

❑ 5.1.10 Reference Books :

A reference book is a visual, verbal, printed or duplicated learning resource. Usually, reference books are meant for consulting to clarify doubts. We do not go through a reference book thoroughly-from page one to the end. In fact, a general reading of a reference book like a dictionary does not serve any purpose. We can not internalise anything from such a reading. But, when we refer to these books with a specific purpose, we have in our mind an information gap. The knowledge we derive from the reference fills this gap. Such knowledge is internalised very efficiently.

The teacher should guide the pupils in the way the reference books are to be consulted or the index is to be looked up. Textbooks need to be supplemented with additional material. Some good students might like to go deep into a particular subject. To them extra reading is indispensable. Various reference books such as encyclopedia, dictionaries, authoritative and standard works, yearbooks, government reports prove a very effective aid in learning a language. For the success of new methods of teaching, it is necessary that the pupils know how to consult reference books, how to sift relevant information for the preparation of assignments, etc.

Now, let us deal with a few reference books associated with teaching English as a second language.

1. **Dictionaries :** Most pedagogical and learners' dictionaries now-a-days give not only the pronunciation, spelling and meaning(s) but also examples of usage with illustrations, variations in British/American, collocations, exceptions, and a whole lot of information necessary to learn English.

Learners must be taught how to use such dictionaries. For example, *Longman Dictionary of Contemporary English*, gives picture illustrations for the entry bird; pictures are given for *sparrow*, *kingfisher*, *pigeon*, *woodpecker*, *crow*, *robin*, etc. and the names of the parts like *feather*, *wing*, *bill*, etc. are shown for a bird; it also gives expressions like *birdie* (used by or to children), 'The early bird gets/catches the worm: A person who gets up or arrives early will be successful', 'kill two birds with the same stone', etc. Learners may be trained to look up such dictionaries often so that their vocabulary gets expanded.

Cambridge International Dictionary of English (1995) under the entry 'child gives the meanings and usage of related expressions like child abuse, child care, etc. and useful quotations like 'The child is father of the Man' (Wordsworth). There is a wealth of information in modern dictionaries.

Longman Essential Activator is a word-bank that contains all essential information to help the learner to put ideas into words. For example, under the entry agree, one can find all necessary ways of expressing agreement with 'Help Boxes' that give the most common mistakes when learning English; it also gives situation-based essential communication and essential grammar. There is also a workbook to go with the Activator. (Krishnaswamy 254)

The Oxford Advanced Learner's Dictionary is another popular dictionary used throughout the world. The compact disc given with the book is quite handy in learning pronunciation of a word both in America and England. The position of a word in a certain sentence pattern is shown in such a way as to make a student learn on his own about the usage of a certain word.

How to use a dictionary :

The teacher should go through the Introduction to the particular dictionary that the learners are using and highlight the following factors, giving illustrations.

- How many times the same word is entered and why: e.g. any1 any2 any3
- Spelling and syllabification: e.g. gaol/jail; con-ve-ni-ence
- How the pronunciation is given and variation in pronunciation: e.g. can't /ku:nt/; US /kænt/
- Pronunciation of derived words with the change in stress, etc.
- Grammatical information and verb patterns
- Usage: how words are used
- Meanings and their meaning in compounds and phrases
- Use of symbols and other abbreviations
- Appendices that give additional information.

Often students believe a dictionary can only provide them with the meaning of a word, and while it is true that this is sometimes the main use of dictionaries, it is by far not their only use. It is very important to make students aware that dictionaries will also provide them with very useful grammar and pronunciation information that can be indispensable

Scanned with CamScanner

for them to properly learn the new vocabulary. It is also important to make students aware that each word can potentially have more than one definition and, ideally, they should be able to identify which definition they need or which definition applies to the context they have found the word in.

◆ **Activities for Students** – Using Dictionaries

One of the most important activities you can do with students is to help them identify all the parts of a dictionary entry. The image below exemplifies something you can do. This definition was taken from the Oxford ESL Dictionary.

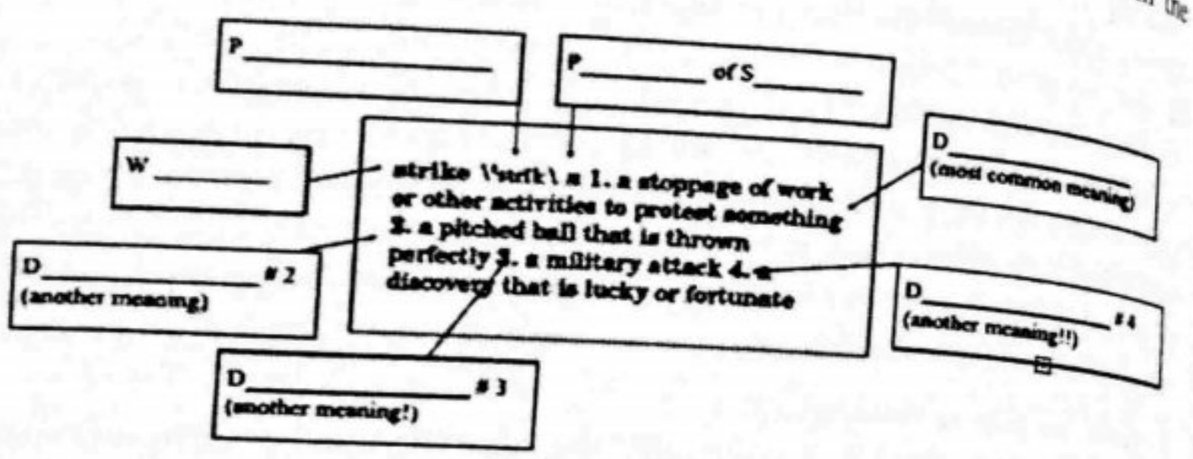


Figure 11: Identification of all the parts of a dictionary entry.

The answers (clockwise) would be: Word, Pronunciation, Part of Speech, Definition (x4).

It is also important for students to identify words at the top of dictionary pages so that their use of the dictionary is more efficient as well. To practice this skill, you can develop Dictionary Races. Dictionary Races is a game that combines a kinesthetic way of learning and team work so that ESL students find certain words in the dictionary and answer questions such as :

- What are the guide words on the page where you found 'bear'?
- How many syllables does 'dragonfly' have?
- Which animal has a beak?
- The word 'shadow' in this sentence is incorrect: "We sat in the shadow of the tree." What word should it be replaced by?

For the race the questions are placed at one end of the room, while the dictionary is at the opposite end. You can set up as many teams and dictionaries as necessary depending on the size of your class. One student

at a time picks a question and runs to the dictionary to find the answer. The student then runs back to the team to complete the handout or show the answer to the teacher so that the next team member can continue the race. These questions can be easily tailored to the students' level and will help develop the students' dictionary skills as well as their vocabulary and general reading comprehension skills.

After students have interacted with dictionaries, asking them to create their own picture dictionaries or their own vocabulary booklets is a great way to help them increase their lexicon.

Furthermore, after students have learned about different parts of words (the root word, prefixes and suffixes) as well as word families, another fun game that can be played with intermediate or advanced learners is asking students to guess and write down definitions for words that are not fully familiar for them. Once students have presented their 'homemade definitions', a dictionary is checked and the definition closer to the one in the dictionary is the winner. This game can be made more challenging if a timer is set as well.

A final activity or guessing game would ask students to match words with definitions. One word can be highlighted in a sentence or short paragraph and then a number of definitions from the dictionary are provided and students must match the word in the sentence with the correct definition. This can be done with words that have multiple meanings for higher levels as well.

Using dictionary games for teaching English is a fun way to teach students how to use this great resource. (http://how-to-teach-english.ontesol.com/teaching-esl-students-use-dictionaries/)

2. **Encyclopaedia :** Encyclopaedia is another useful source of information and knowledge.They can be general encyclopaedias like the Encyclopedia Britannia, dealing with all subjects or encyclopaedias dealing with just one topic. The term encyclopae dia means a book, often in many volumes, giving information on several subjects or on many aspects of one subject. An encyclopaedia is arranged in an alphabetical order by subject. On the spine of each volume the letters show the subject covered; for example, Volume I A C covers all subjects, the first letters of whose titles are between A and C. There can also be cross references for certain subjects: e.g. 'see also' Vol. IV. There is also an index at the end of the last volume to help the users.

Scanned with CamScanner

The following are some of the general encyclopaedias :

(i) New Encyclopaedia Britannica 30 Vols.

(ii) Encyclopaedia Americana 30 Vols,

(iii) Collier's Encyclopaedia 24 Vols.

(iv) New Columbia Encyclopaedia 1 Vol.

There are also a number of abridged versions of dictionaries and encyclopaedias in the market. Some of the encyclopaedias are also available on CDs and on the internet.

▶ **How are encyclopaedias useful to a language teacher/learner :**

Language learning is not just learning about a language. It is even learning to communicate in that language. Encyclopaedias have the knowledge base essential for higher learning. As a part of learning science, a student might want to know some more details about a particular concept. The encyclopaedias are likely to have that information.

As a teacher if you want to collect some information about a historical event, a writer, or a concept, you can easily refer to an encyclopaedia and collect the information.

As in a dictionary, entries are arranged in an alphabetical order in Encyclopaedias. Some encyclopaedias are also available in CDs. The encyclopaedia CDs save storing space, provide better search, provide animations, sounds and other multi-media features.

The ability to refer to an encyclopaedia will equip a learner with competencies required for higher learning. We can get the content for preparing essays and speeches from encyclopaedias. It is important that we teach reference skills as a part of English language curriculum. (NSOU 716)

3. **Thesaurus :** Thethesaurus is another useful book for reference purposes. *The New Roget's Thesaurus in Dictionary Form* is a standard one. A thesaurus is a converse dictionary in which, the idea being given, one can find the word or words and phrases by which the idea may be most aptly expressed; this arrangement is according to the meanings of words; it gives all synonyms in terms of meaning categories.

A thesaurus is similar to a dictionary because it helps one learn words in English. However, a thesaurus is used to learn related words-synonyms and antonyms. A dictionary will give one a detailed definition of a word, but a thesaurus provides words that s/he can use instead of the original word. Let's take a look at this by using the example verb 'walk'.

• **Dictionary :** Walk - Verb

a. To move on foot at a moderate speed or pace. I walk to work every morning.

b. To move on foot for exercise or pleasure. Mark walks two miles a day.

• **Thesaurus :** Walk - Verb

• **Synonyms :** hike, march, parade, saunter, step, stroll, tour ...

As one can see, the dictionary provides specific definitions including context. A thesaurus, on the other hand, only provides words that are related by meaning.

Why Use a Thesaurus?

The most important reason to use a thesaurus is that it can quickly improve one's vocabulary through learning related words.

There is certainly work involved in using a thesaurus, but once one becomes used to using the thesaurus, s/he will see how fast his/her English improves. Here are a few of the benefits of using a thesaurus:

- Learn related vocabulary
- Improve reading skills through recognition of related words
- Improve writing skills through wider vocabulary
- Easily create word lists
- Learn important synonyms and antonyms
- Take your speaking skills to the next level by not repeating the same words over and over
- Start using more descriptive language

Three basic areas of importance in using a thesaurus :

(i) **Use a Thesaurus to Stop Repeating Words :** Using a thesaurus will help a learner stop repeating words. Think of the verb 'go'. How often do we hear people using the verb 'go'. However, 'go' only means that one moves from one place to another place. Using a thesaurus, one can express HOW one goes from place to place. One can 'drive', 'run', 'sprint', 'stroll', 'fly', 'sail', 'ride' to another place. Each of these verbs describes how one goes to another place.

(ii) **Use a Thesaurus to Improve Your Vocabulary :** If one needs academic English, for example in order to take the IETS or the TOEFL, there's no faster way to improve one's vocabulary than by using a thesaurus. One may also use an online thesaurus as they allow one to more easily explore new vocabulary. If one is unsure of the exact meaning, just he

Scanned with CamScanner

may use the phrase "define (word)" and his search engine will supply the definition. He must make sure to explore antonyms (words that are opposite or near opposite in meaning) while one is using a thesaurus.

(iii) **Use a Thesaurus to Challenge Yourself to Use New Vocabulary :** The final piece of the puzzle is to start using new vocabulary one has learned as soon as possible. At first, this might be difficult, but with practice he will find that he can use new vocabulary quickly.

Thesaurus Exercise–

Use the following exercise to begin using and exploring a thesaurus.

Underline the adjectives in each phrase and replace each adjective with a synonym

Example : A hot day→ A boiling day

a. An interesting discussion

b. A difficult test

c. A pretty girl

d. A dangerous city

e. An expensive store

Replace the nouns and verbs in each phrase with a synonym to make the sentence more interesting.

Example : The boy went to school. -> The lad jogged to his place of learning.

a. The man worked a lot.

b. The business sold its products.

c. The teacher taught the students.

d. The woman entered the room.

e. The boy played a game.

4. **Books on Grammar and Usage :** Though the recommendation of a grammar book is supposed to be unethical, if not illegal, in an ESL classroom, the usage of the same as a reference book can hardly be ignored.

"Probably it may not make much sense to read a book on grammar as you would read a textbook. Unless the language is used, the rules governing the language are of little value. Once you learn to use a language, the formality of knowing the rules of grammar is just redundant. Then, why should we have a book on grammar and usage at all?

We need a book on grammar and usage basically to clarify our doubts with regard to usages. The spoken language is always relaxed. The

communication is face to face in most situations of speaking. So the rules of grammar are not very strictly followed or taken for granted to some extent. The persons are there to clarify doubts when there is likely to be a miscommunication. But when it comes to a formal presentation of the language we are bothered about the rules. It is at such times that we require a book of grammar and usage. Hence referring to a grammar book as and when need arises is more useful than just reading it like a textbook.

By and large the list of contents given in the beginning of a grammar book will guide you through the book. Good grammar books will also carry an index. You can refer to the index and find out the page number where the topic you are looking for is found. Sometimes you may also come across some cross references. Do refer to such recommended cross references. This will help you form the concepts better." (NSOU 718-19)

❑ 5.1.11 Computer Assisted Learning (CAL) :

Among the projected and motion-based audio-visual learning resources, computer comes to the fore. It can also be used as an aural aid in its mute mode.

Computer-assisted instruction/learning (CAI/CAL) :

Computer-assisted instruction (CAI) or computer-based instruction (CBI) are those cases in which either instruction is presented through a computer program to a student, or the computer is the platform for an interactive and personalized learning environment.

In CAI, there is flow of information and interaction between the computer and the learner. The computer delivers instruction directly to students and allows them to interact with it through the lessons programmed in the system. Computer provides feedback to the learner on the basis of his/her performance. On the whole, it may be said, that the computer acts as a teacher to the student.

The scope of CAL includes a wide variety of functions. These functions are usually realized in terms of a limited number of CAL modes. The major modes of CAL can be noted as follows:

1. Drill and Practice
2. Tutorial
3. Dialogue/Conversational
4. Games

ebook.dascoaching.in

Scanned with CamScanner

5. Simulation
6. Databases
7. Narrative/Presentational.

*** Drill and Practice :** Drill and Practice is the simplest form of CAL. A series of exercises is presented to a student by the computer. The student gives a response. The response is processed by the computer and accordingly new activity is designed. Exercises can be created by the computer by avoiding repetition. The items can be selected randomly from the list and presented. Sometimes the series is presented as it is. As a response to the exercise, the programme either asks the student to try again till it is right or provides a chance or just states the right answer. The responses are also analyzed to mark the success or to assert the need of more study. (Please refer to "Grammar Exercises" under the discussion of "Computer as a Tool").

*** Tutorial :** If the computer has a tutorial program, the student is asked a question by the computer; the student types an answer and then gets an immediate feedback to the answer. If the answer is correct, the student is routed to more challenging problems; if the answer is incorrect, various computer messages will indicate the flaw in procedure, and the programme will bypass more complicated questions until the student shows mastery in that area.

*** Conversation or Dialogue :** Here, both the teacher and the learner take an initiative to start the teaching-learning process. They can ask each other questions and answer them. The conversation goes on through the medium of headphone plugged into the audio point of the Central Processing Unit (CPU).

In dialogue tutorials the computer is engaged in learning about the learner. Thus they try to improve and further individualize the instructional strategy being used. Deep questioning techniques and multifaceted analyses of the responses given by the student can help in building complex interactive dialogues.

*** Games :** The modes discussed earlier provide information in a structured way, according to rules specified by the author. If learning concepts are taught or given for practice through games, learners generally tend to stick to it regardless of the time it consumes. Video games as well as computer games, without any educational input, are very popular with children who have an access to a computer.

*** Simulation :** A few real life systems and phenomena cannot be directly learnt. The experiments may be time-consuming, expensive, difficult or sometimes dangerous too (e.g. descending of fictional characters on the earth from the sky).

Computer can be used to simulate a real life system by following a set of rules, which approximate the behaviour of the real system. The rules specified for simulation may be simple or complex and quality of approximation can be governed. Various levels of approximation can be provided in the same simulation courseware. It allows effects of increasing experimental error or to give a feeling for the accuracy of the simulation. Simulation offers flexibility and control.

Simulation can provide the following advantages :

- Avoids the difficulties and complexities of real by using idealized conditions, e.g. changing demands and supplies of commodities to see its effect on the market economy.
- Overcomes the prohibitive costs of laboratory or field-work based experiments, e.g. providing variety of acids with different densities in a lab for one single experiment.
- The time normally demanded by an experiment can be shortened.
- Dangerous experiments can be experienced in safety, e.g. increasing proportion of pollutants in the environment to see the consequences.
- Experiment, which would normally be impractical, can be attempted e.g. creation of civilization on a different planet.
- The level of complexity can be increased slowly. Variables can be added at every stage.

*** Databases :** One of the modes of learning is learning through exploration of resource material and library utilization. The power of a computer to store, retrieve and process information is used to help the student as s/he browses through the material. One can respond to the questions about the related information and retrieve an item which one needed, summarize statistical data, suggest possible times of investigation that may be of interest.

As in the library a book or a resource material can be found using subject code, author index or title index, one can provide such key works to the computer to find resource material. Unlike books, material stored in a main-frame computer can be made available at all the terminals at a time.

Scanned with CamScanner

* **Narrative/Presentational :** Here the computer screen is used to present material to the student in a form sometimes referred to as an electronic blackboard. Along with normal verbal approach, movement and animation can be used with colours and music. Simple presentations can easily be developed by teachers to introduce learners to new information, e.g. a teacher can develop slide shows using MS-Power Point or even develop web-pages using Front-page.

* **Advantages of CAL :** The learning process could be strengthened more in many ways through these modes. Advantages of the CAL approach are mentioned below :

- CAL is individualized, that is each student is free to work at his/her own pace, totally unaffected by the performance of any other students. Since it can provide a method of instruction designed for self-directive study, it helps in improving skills or achieving objectives at all difficulty levels.
- Information is presented in a structured form. It proves useful in the study of a subject where there is a hierarchy of facts and rules.
- CAL forces active participation on the part of the student, which contrasts with the more passive role in reading a book or attending a lecture.
- Partly as a result of interactive student participation, it provides immediate feedback. The feedback may be remedial in nature or may direct the student to a certain path depending on its response.
- CAL utilizes a reporting system that provides the student with a clear picture of his progress. Thus students can identify the subject areas in which they have improved and in which they need improve.

* **Drawbacks :**

(i) There are drawbacks to the implementation of computers in instruction, however. They are generally costly systems to purchase, maintain, and update.

(ii) Popular apprehension-use of computers in education decreases the amount of human interaction.

(iii) Availability and development of software, or computer programs-Courseware can be bought as a fully developed package from a software company, but the program provided this way may not suit the particular needs of the individual class or curriculum.

(iv) Instruction tends to be boring and repetitive, with tests and questions following the same pattern for every course.

But, with the continuous research emergence of interesting and psychologically sound programmes can yield astounding result in teaching ESL through CAL.

5.2 Language Laboratory – Component, planning, developing required activities and organizing for use :

5.2.1 Language Laboratory :

The language laboratory is a great learning resource in modern language teaching. It is an audio or audio-visual installation. It is used for language teaching and remedial English classes. The students are exposed to a variety of programmes related to the language skill as well as grammar and vocabulary. It builds self-confidence in using English language. In fact, all the activities, related to the use of computer and especially those of related to CAL are best realized at a well-equipped language laboratory.

There are two types of language labs. They are :

1. **Traditional System :** The traditional language lab system has a master position which was electrically connected to the students' booths. Each student is provided with a tape recorder and a boom arm. The entire tape recorder system was controlled from the master position. The teacher can regulate the students' tape recorders in relation to recording, stopping, rewinding etc. This helped easy distribution of the master programme material to the learners. Once the programme was transferred onto the student recorders, the student took control of their machines. By pressing the record key in the booth, the student would hear the playback programme.

2. **New Language Lab System :** The new language lab system is a resource centre and the central focus of a school language department. Multi numbers of activities are provided in the new system. It is a combination of traditional system and the modern technology. It is provided with computers, video, electronic testing. It has other facilities like reading English periodicals, bulletin boards, language games, word games, quizzes, debates, skits, etc.

Scanned with CamScanner

❑ 5.2.2 Characteristics of Task-Based Activities in the Language Lab :

There are three main characteristics of task-based activities. They are :

(1) The activities have a purpose that requires the use of the TL. (E.g., storytelling).

(2) It makes use of the special facilities of the language lab which are not available in the class room situation. (E.g., Learning or practicing pronunciation with the help of the recording system, remaining in-built in the courseware programmes like Study Skills or Tense Buster delivered on demand by the concerned language lab providers.

(3) The activities motivate the students. The students are involved in the activities. The activities create a desire to excel.

The objective of task-based activities is to provide learners with opportunities to use English effectively. The learner explores the language through situational activities. Duplication is avoided in the teaching process.

Usually, in a language lab there are a few numbers of computers, may be from five to forty or more, according to the economic condition of the concerned institution. The computers are interconnected through LAN (Local Area Network). LAN supplies networking capability to a group of computers in close proximity to each other facing the pupils in the lab. A LAN is useful for sharing resources like files, printers, games or other applications. A LAN in turn often connects to other LANs, and to the Internet or other WAN (Wide Area Network). The ESL teacher operates the master computer wherefrom instructions and feedback are sent to the pupils aurally through the headphones or visually by typing the concerned keys or clicking the proper content of any programme. Once the master programme had been transferred onto the student recorders, the teacher would then hand over control of the decks to the students. By pressing the record key in the booth, the student would simultaneously hear the playback of the program whilst being able to record his or her voice in the pauses, using the microphone. This is known as an audio active-comparative system.

The role of a teacher is very important in the preparation of task based activities. The teacher has to—

- Develop or collect software.
- Make use of computer assisted instruction.
- Organize activities.

- Prepare learning materials.
- Maintain equipment.
- Organize lab.
- Provide task based activities.
- Interact with students.
- Co-ordinate activities.

❑ 5.2.3 Traditional Classroom Versus Multimedia Lab :

	Traditional Classroom	Multimedia Lab
Teaching Tools	Chalk, Blackboard, Audio tapes	Computer Network, Video
Teaching Materials	Text Book	Interactive Computer Software
Communicative Activities	Imaginative role-play	Real Computer based situation
Students teacher	Direct contact with teacher	Less intimacy

❑ 5.3 Designing Learning activities: School Magazine, School Debating Society, Dramatization :

❑ 5.3.1 Designing Learning activities :

In India a language, especially English, is not usually learnt in very natural communicative situations. More often, classroom learning remains formal and artificial as a second language is not commonly spoken in the society around. So the teacher has to create or design a situation conducive to language learning right in the classroom. The aim of creating or designing a situation is to make learning as natural an experience as possible. The main question is to what extent we can reduce the artificiality in the situations that we create.

Co-curricular activities are very useful, in this regard, in providing language experiences, especially to children. They develop competencies, ensure involvement of students and thus provide ample scope for incidental learning. Herein lies the importance of learning resources, usually in the forms of co-curricular activities like bringing out school magazine, setting up School Debating Society, Dramatization, etc. All the merits of group work can be realised through these activities. Hence, the language teachers have to devise the ways to design such activities in an efficient way.

Scanned with CamScanner

❖ 5.3.1.1 School Magazine :

School magazine may be an important means to enable the students to express their inner feelings and in the process attain linguistic skills- listening, speaking, reading and writing. It also helps them in developing the positive and desirable habits among them that will help them pursue linguistic activities on their own and that too with much interest.

Students can be asked to write some articles, poems and some knowledgeable thoughts/facts on their own. They can draw some sketches, cartoons, designs and paintings. All these-cartoons etc. or articles-should be screened by a cultural or magazine committee or in-charge teacher. After scrutiny selected ones can be published in school magazine. There should be variety in the content e.g. short stories, essays, poems, cartoons, painting and sketches. These writings can also be related to important facts, good thoughts, comedy skit, jokes, co-curricular activities of the school inside or outside the school premises, current affairs, etc. The magazine should bear a suitable title and attractive cover page.

School magazine can be of two types—

a. Wall magazine.

b. Annual or Half yearly magazine.

It is good to start with a wall magazine. Publication of the wall or other magazine may be carried out through the following stages :

(i) **Formation of a Committee :** Formation of a Magazine Committee with an editor, desirably a language teacher, with other teacher members and student members belonging to higher classes.

(ii) **Committees of Students :** For the greater involvement of the students committees can also be formed for each classes consisting of the literature savvy students of each class, numbering two or three. These committees will collect the things to be published through the magazine.

(iii) **Notification :** Notification should be done with the help of the students of senior classes. But final language of notification will come out of the hand of the editor, may be with the help of the language of the students.

(iv) **Collection and Summarization :** Items will be collected by the committee members associated with each class. The members will also present a summary of all the items collected so that editor and his/her committee members take a quick view of all

the things collected. It will also help in taking a quick decision regarding the inclusion or exclusion of the items. The class committees can also be asked to go through the collections and suggest correction or modification regarding spelling or grammatical aspects.

(v) **Class Magazine :** The earlier experiences gathered through the activities related to the publication of an annual or half-yearly magazine may be repeated through the attempt at the publication of a class magazine, under the guidance of a class teacher, desirably a language teacher. This will ensure further involvement of the learners and in the process will help them attain linguistic skills.

How to organize class magazine activities—

(1) Teacher can divide the class in groups and motivate them to write for wall magazine and class magazine.

(2) Student Editor should be selected on the basis of quality.

(3) Permission from the Head should be sought and proper name can be given to the magazine. Section wise or class wise magazine can motivate the students to excel in writing.

(4) Students should be given enough time meaning by prior intimation should be given.

(5) Class teacher or teacher Editor can give them proper directions.

(6) Editor Board should give proper attention in the selection of language, style and content.

(7) A very nominal fee can be charged against each student for class magazine at the time of admission fee. Care should be taken that each student gets the class magazine.

(8) Magazine should be sent to the agencies of social welfare and educational authorities.

(9) Previous copies of the magazine should be kept carefully as a record and guideline also.

Objectives of the Publication of School Magazine

A school magazine is published with a view to :

(1) Provide the learners with opportunities for willing involvement in linguistic activities. This lies at the centre of child-centric teaching-learning procedure.

(2) Provide opportunities for expression in writing.

Scanned with CamScanner

(3) Develop literary interest and reading habits.
(4) Provide training for the utilization of leisure time which is termed as avocational guidance.
(5) Develop commitment towards school and feel proud of class achievement.
(6) Help in developing the model of good character.
(7) Make the society aware about class achievement.
(8) Help in enhancing the knowledge of students.
(9) Help the students to increase their vocabulary among general knowledge and ability of expression.
(10) Identify and nurture the creativity among students.

❖ 5.3.1.2 School Debating Society :

A debate is a formal discussion on a particular matter in a public meeting, on a stage or in a hall in which opposing arguments are put forward and which usually ends with a vote. In debates there is an issue under consideration, two teams present their arguments, one in favour of the proposal, and the other in opposition. We debate the pros and cons of an action before taking a final decision about it. While debating we try to consider as many aspects of the issue as possible. All of us face debates-external or internal. While competing for a certain service one might have debated within himself theadvantages and disadvantages of joining that service. Students completing class X keep debating over the relative problems and prospects in opting for a particular course of studies.

"We debate in order to resolve a conflict. We debate when we have a definite stand and someone opposes it. Thus debating is a language ability that all users of a language need. Debating involves the following skills.

(1) analysing and considering different aspects of an issue
(2) listing all points in favour of/ against an argument
(3) generating relevant examples
(4) guessing the likely arguments of the opposition group
(5) using rhetorical devices in speech
(6) locating appropriate words and expressions
(7) making references
(8) discussing the issue under debate with others
(9) preparing a logically sequenced presentation
(10) listening to all debaters and analysing the arguments put forth by the opposing group

(11) generating counter arguments
(12) using body language while speaking
(13) using language for agreeing or disagreeing in a socially acceptable way." (NSOU 726)

Going through the micro skills involved in debating we can see that debate not only makes one psycho-socially fit and efficient, in the process it helps one attain the skills of listening and speaking directly. It helps one attain the skills reading and writing indirectly due to the fact that to prepare oneself as a participant in a debate one may have to go through several reference books, write down the important points to be put forward in the debate proper. Thus, participation in a debate may help one learner attain all the linguistic skills through a natural exposure to the linguistic activities. Even the audience in such an event can have a larger exposure to listening skill and may develop a penchant for participating in debate that will ultimately ensure development of desirable linguistic skills among the target learners.

There are different ways of conducting a debate. We may consider the following aspects while organizing a debate :

(1) **Identification a topic :** The topic should be a controversial one inviting conflicting opinions. It would be good one if the topic emerges as a consequence of a lesson.
(2) **Formation of groups to speak for and against the topic :** After a preliminary testing of the students two groups of debaters may be formed to speak in favour and against.
(3) **Presentation of Introductory Discussion :** An introductory discussion should be conducted to help students prepare themselves. Students belonging to both the groups should have an exposure to it so that they can think about the types of arguments they have to equip themselves with.
(4) **Specifying tasks for the observers :** To provide the participants with constructive feedback, the observers should note down points, arguments and other features.
(5) **Identification of a Student-chairperson :** One student has to be identified who may play the role of the chairperson and conduct the debates in future and assesses the strengths and weaknesses of the presentations. He can also announce in whose favour the debate is declared.

Scanned with CamScanner

(6) **Appointment of Judges :** If it is a competition, we will have to appoint judges too.

(7) **Training the debaters :** The participants will have to be trained in the modalities of a debate session like the following :

- students speak for and against the issue consecutively;
- the first two speakers get a short time at the end to present their arguments to wind up the session.
- the time limit for each speaker;
- the kind of language to be or not be used-one should not use any language that may be politically or religiously sensitive; one should also not use any brand name that may give mileage to the concerned brand.

(8) **Holding a Final Discussion :** A final discussion will have to be held for pointing out the highlights, language used, strength of arguments and examples, etc.

A debate session organized in this way will ensure the involvement of the target pupils and this involvement should give the language teacher/s a feedback on the effectiveness of this activity.

When conducting a debate as a language learning exercise, the prize element should be of little concern. The teacher should try to make it a win-win situation to all students. Presenting an argument successfully itself is the reward. The teacher should discuss with students where they were effective and where they were not. Learning is another reward for all, including the teacher.

Debating is possible once students develop minimum skill of speaking and also gather sufficient information related to a certain issue, say, "Students and Politics", "Nationalism vs. Chauvinism", etc. Depending on their ability sometimes the teacher may have to help them. But helping does not mean writing a speech for them. The teacher should discourage children from asking adults at home to write a debate for them. The teacher should talk to children about the importance of their preparing on their own beforehand. S/he should tell them that s/he would accept them better even if there are mistakes provided they prepare on their own. Such acceptance and sympathetic attitude of the teacher towards their problems will make them feel more confident. The more the students put their personal efforts, the better will be their learning.

ebook.dascoaching.in

5.3.1.3 Dramatization :

E.V. Gatenby, an ELT expert, writes that a language teacher must not adhere to one method or a few devices he favours but be inventive and make his work interesting to himself and to the learners.Learning through actions can make the entire experience delightful and meaningful. In a language learning class if dramatization is taken help of, the entire work becomes interesting and pleasant. Language teachers believe that dramatization helps students to understand the language better because (i) actions make the meanings of words clearer and more certain, so the mind remembers them better, (ii) the pupils learn not only to listen to but also to use the language, (iii) it saves repetitions and learning from being purely mechanical, and (iv) it reveals to the minds of the learners the meanings of the sentences and infuses an element of reading in the entire process of language learning.

In this connection, it has to be kept in mind that the teacher should only provide needed stimulus and suggestion. Spontaneity on the part of the pupils should not be curbed or restricted. The very purpose of dramatization is to allow children enough scope for self-expression. Care should be taken to see that this purpose is not defeated.

By dramatization we mean getting students to act out roles while speaking English.Dramatization of a theme is nothing but an information transfer exercise. The content of a lesson in simple prose format is converted into dialogues for presentation. Drama visualizes the various actions and emotions expressed in a text. Sometimes we may find an actual play among the lessons. "The Happy Prince" by Oscar Wilde in *Blossoms* (Class VIII) is such a piece. Children could present them also on the stage. The script there is readymade. But a more challenging and a rewarding job is to produce a drama from a theme or from a mere narrative. It is in the process of such productions that teachers can find ample scope for facilitating language learning. Dramatization is useful in developing quite a number of life skills among children. We will not discuss all of them. Participating in drama production can have a very positive influence on the young personalities. They learn social adjustment, decision making, the art of self-expression, co-ordination between body and mind, etc. The learning of language skills is a by-product of the development of these abilities.

Scanned with CamScanner

Benefits of Dramatization in the context of learning a language :

"Perhaps dramatization helps children develop the following language skills :

(1) reading silently and reading aloud with proper intonation
(2) interpreting a text
(3) discussing the stage possibilities of a scene
(4) dialogue writing
(5) delivering dialogues
(6) combining speech with appropriate body expressions
(7) responding to others in a polite way
(8) giving feedback to others politely
(9) agreeing or disagreeing with others politely
(10) accepting the opinion of other's
(11) making references
(12) visualising a sequence
(13) structuring a presentation." (NSOU 742)

We can comfortably add a few more skills to this list. But, finally we have just to understand that drama is a versatile tool in the hands of a language teacher.

The technique of dramatization is usually used at the practice and/ orproduction stage. English Readers contain a number of activities under Listening / Speaking section which may be dramatized by first getting the bright students to do it and then by the others. They are Pair-Work, also called Pair-Drills, Role-Play, dialogues, etc. like the following:

1. How to organize the Pair-Work

Sanju : This is my book.
That is your book.
Sahidul : This is my pencil.
That is your pencil.

The students should form pairs to do this. Rehearse the drill with one pair of students. Then let each pair do it on their own. Go round the class helping and correcting. This activity may produce some noise. Try to control it as much as possible.

2. How to organize the Role-play

English Readers suggest some situations and dialogues for role- play. Students' pretend to be the characters in the play and 'act' out the role. This should be rehearsed with bright students beginning the role-play before it is acted out by other students.

Officer : When were you born?
Candidate : In 1998.
Officer : Where were you born?
Candidate :At Siddharthnagar.

Pairs of students come to the front and play the roles. The teacher listens to each pair of students and corrects / guides them where necessary. Both these - Pair-Work / Pair-Drill and Role-Play - are usually taken up after the oral presentation of the teaching item.

But, dramatization proper is not a very easy job. It requires both physical and mental involvement on the part of the teacher. It needs elaborate planning, somereasonable amount of time for preperation, regular practice and finally an opportunity to present it to an audience though some students may dramatize a certain lesson while other students may be the very audience. It is in the process of producing a drama that real learning takes place. So a teacher will have to put his/her best insight into this work. S/he will have to consider the following issues in the dramatization of a theme.

(1) the nature of the theme and its possibilities to be staged
(2) the abilities of students act out a certain lesson
(3) the material support that the teacher can gather
(4) preparing a script basically with the help of the learners, may be, with a little bit of help from the teacher
(5) timings for regular practice
(6) stage presentation and all the preparations related to that. Help of other students may be taken or it may be an exclusive class presentation
(7) discussion with the learners and giving feedback
(8) taking decision regarding the next presentation and its related preparation.

Though it is not necessary that all dramas are produced on the stage as a language learning exercise, a class presentation will be the best option. But to give a larger exposure to the learning resource it will be better to have one staged by the pupils belonging to as many classes as possible. Scripts may be invited from as many students as possible and the best script writer may be awarded. To give exposure to as many students as possible such scripts may also be invited from different groups, formed out of students from different classes. With good encouragement you can fill life into this learning activity. The language teacher can also

Scanned with CamScanner

teach them a bit of principles of dramatics. This would motivate them better. S/he should encourage children to see the plays produced in their town. For a better understanding of the technicalities of a drama the teacher may have a short discussion about such plays in the class. This is how a learning experience becomes holistic and children benefit maximum from such activities.

But, ultimately, the teacher should note that the process of producing a drama is more valuable as a learning experience than just the finished production. It is in the process that all the skills listed above are used again and again. So, as a language teacher, one's stress has to be on the process of production. The teacher does not have to officially declare it. But, under the proper monitoring system of an energetic teacher the students can attain a lot of linguistic skills from the presentation or the process of presentation of a drama or dramatized version of a lesson from the textbooks of language.

5.4 Designing Language Games in grammatical context of language :

The language teacher can abate the dullness of learning grammar by using games to deconstruct the English language or any language. The following games can take the edge off of the nervous or excited students and can help them to channel their creativity too:

(i) **Learning Parts of Speech :** Words are classified as belonging to any of eight parts of speech: verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions and interjections. Each part of speech tells not what the word is, but how the word is used in a particular sentence or context. In fact, the same word can be a noun in one sentence and a verb or adjective in the next. The word "well" is a perfect example: I don't feel well today (adverb) / Well! isn't that something? (interjection) / The well is dry (noun) / His next well visit is with Dr. Smith (adjective). Thus, exercise in parts of speech can be a real fun for the students. To add spice to the menu, similar types of exercises can be conducted on homophones or homonyms.

(ii) **Coffeepot Game :** This game is good for practising and reviewing action verbs and adverbs. Procedure :

- One student has to think of a verb, but not tell others.
- The other students then try to guess the verb by asking questions. The missing verb can be substituted with coffeepot

Example questions :

-Why do you coffeepot?
-Where do you coffeepot?
-Do you coffeepot by yourself?
-Do you need any special equipment for coffee-potting?
-Make sure the students ask questions and don't just guess the verb.
-You could put the students in teams to try to guess the verb and award points to the teams for getting the correct verb.
-It might be wise for you to demonstrate the game first with the students asking you questions.

(iii) **Unscramble the Syntax :** To make the students play the game at first the teacher should divide his/her class into two groups, write down a sentence, with each word written on a separate index card, mix up the words and hand a stack to each group. Each group will be asked to re-create the sentence. The group completing the sentence first will have a chance to redeem a point. A point may be awarded for the correct use of each word within the sentence, and a point may be taken away each time a word is used incorrectly.

5.5 Creative writing: composition, short story, poem (on given clues or independently) :

♦ Developing the Skill of Creative Writing :

Creative writing is often defined as the writing of fictional pieces, where the author creates events, scenes and characters, sometimes even a world. In reality, aside from instinctive utterances like the yelp of an injured child or a delighted 'Oh!' all expressions are creative. In fact, creative writing is any writing that expresses events and emotions in an imaginative manner and whose primary intent is to arouse emotions. Creative writing can therefore be fiction, using imaginative narration, or nonfiction, based on facts and events. The common ground of fiction and non-fiction writing is the creativity the writer uses to express his or her thoughts and emotions.

So far as the present syllabus, as followed by the West Bengal Board of Secondary Education or the West Bengal Council of Higher Secondary Education, is concerned there is little scope for the students to wield their creativity in their writings. The growing concern for ensuring objectivity in evaluation has led to the demand for such types of writing skills from

Scanned with CamScanner

the students that will be based on definite points. The students have little scope for showing their creativity in this type of point-bound writing. Yet, as a teacher of any language, L1or L2, one has the responsibility to make arrangements for the cultivation of creative faculty with the few scopes to be found in the school curricula.

Objectives : Attempts should be made for developing, among the students, the skill of creative writing so that the students may be able to:

Have a taste of the literary nuances of the language.

Make their writing technically or grammatically correct and aesthetically appealing.

Nourish the affective domain of the learners.

Develop a desire for reading literary pieces in the language that may, as expected by Dr. West, ultimately lead to better grasp over writing skill.

Problems : English is taught in India as a second language with the primary aim of making the students attain working knowledge of English. The aim has the following inherent defects, so far as the objective of developing creative skill is concerned :

- The given outline against every test-item on writing gives little scope for going beyond the set boundary.
- Writing anything within certain word-limit adds to the woe.
- The condition does not give any considerable scope for showing a play of the imaginative faculty, the most essential precondition for creative writing.
- Concern for frequent Unit Tests is a deterrent for both the students and teachers to engage in learning or teaching creating writing.

A few tips to help develop creative writing skills—

- The first step to creative writing is to develop a passion among the students for reading the works of other writers on any topic. This will help one to develop an overall appreciation of writing and the feel for creative writing skills.
- Make the students willing to accept the criticisms of others and suggestions of others on your creative writing skills.
- Make them inculcate the habit of showing the results of the expression of their early creative writing skills to their close family and friends and even teachers. They should sift through all the criticism they receive for the many useful bits of advice that will be present and make a note of them to be incorporated in their next attempts at creative writing.

- Students should be made acquainted with the biographies of writers who had to face scathing criticism regarding their writing before being recognized writers.

Stages of writing: Students can learn to write something creative going through the following three stages of writing exercises :

(1)**Controlled Writing :** It concerns itself with structures, use of appropriate words, punctuations, word order etc., and not with facts or ideas.

(2)**Guided Writing :** Guided writing concerns itself with ideas and facts supplied by the teacher for the students to express in their own sentences observing the mechanics of composition. That is to say, filling in the blanks in a paragraph or answering questions based on a picture in which the teacher gives facts or ideas in the form of an outline and thus assists the students is a guided composition.

(a) **Writing a short story:** The students may be asked to write a short based on the given outline. They may be asked

(b) **Writing a Poem :** It is really a difficult, if not impossible, task to teach how to write a poem. A poem may be of several types or genre-narrative, descriptive, reflective, etc. Other than the narrative it is really next to impossible to provide the leanrers with an outline on which to write a poem.

(3) **Free Composition :** In a free composition the teacher gives only the title and it is for the students to decide on the facts he should include and their arrangement and expression in some logical sequence. In the words of Geoffrey Broughton and others, "Generally the controlled stage concerns itself with the production of accurate language in context, the guided stage with the organization of material which is given, and the free stage with the production by the student of both content and language."

a. **Writing a short story/poem :** Writing a short story or a poem as a free composition may come from very few learners. It is a special prerogative of those only who have made it a habit of writing literary pieces. What Wordsworth has said in the context of writing a poem- "Poetry is the spontaneous overflow of powerful feelings."-may be applicable to writing any type of literary pieces. Writing a poem can not be taught, it has to be acquired through practice and that too on the basis of the spontaneous inspiration.

Scanned with CamScanner

Aspects of poetry to be taught :

Before venturing into the task of teaching or learning to write a poem the learners should be made acquainted with certain aspects of the technicalities of poetry and the following forms of poetry:

The types of poetry that our young learners may be acquainted with:

(1) **Nursery Rhymes :** It is one of the most popular types of poetry, especially a favourite of most of the kids. Nursery rhymes are short poems written for children and are usually handed over from one generation to another.

Example : A Wise Old Owl
A wise old owl lived in an oak,
The more he saw, the less he spoke
The less he spoke, the more he heard,
Now, wasn't he a wise old bird?

2. **ABC Poem :** A poem where every beginning word of each line starts with one alphabet of a language.

Example :
Although things are not perfect
B ecause of trail and pain
C ontinue in thanksgiving
D o not begin to blame
E ven when the times are hard
F ierce winds are bound to blow
--- --- ---

Follow Our B.Ed Related WEbsite ->
www.dascoaching.in

3. **Name Poem :** Such a poem is based upon a certain name and his/her characteristics and activities. Example:

Nicky is a Nurse
It's her chosen career
Children or Old folks
Kindness in abundance
Year after year

4. **Narrative Poem :** A narrative poem narrates a story created by imagination and the story is written in verse. Homer's The Iliad and The Odyssey, The Ramayana etc. are examples of narrative poem. They fall in the category of epic also. Among the shorter version of the narrative poems mention may be made of the following example:

The Greedy Dog
There once was a dog filled with greed

Who wanted much more than he's need.
When he saw his reflection
Upon further inspection
He ended with nothing, indeed.

5. **Ballad :** A ballad is a short narrative poem with stanzas of two or four lines and usually a refrain. The story of a ballad can originate from a wide range of subject but most frequently deals with folklore or popular legends. Most ballads are suitable for singing and, while sometime varied in practice, are generally written in ballad meter, i.e., alternating lines of iambic tetrameter and iambic trimester, with the last words of the second and fourth lines rhyming.

Example : Ballad of the Cool Fountain
Fountain, coolest fountain,
Cool fountain of love,
Where all the sweet birds come
For comforting-but one,
A widow turtledove.
Sadly sorrowing,
At once the nightingale.
That wicked bird, came by,
And spoke these honied words:
"My lady, if you will, I shall be your slave."
"You are my enemy:
Begone, you are not true!"
Green boughs no longer rest me.
Nor any budding grove.
Clear springs, where there are such,
Turn muddy at my touch.
I want no spouse to love
Nor any children either.
I forego that pleasure and their comfort too.
No, leave me; you are false
And wicked-vile, untrue!
I'll never be your mistress
I'll never marry you!

6. **Lyric Poetry :** Lyric poetry typically describes the poet's innermost feelings or candid observations and evokes a musical quality in its sounds

Scanned with CamScanner

and rhythms. Lyric poems exhibit an endless variety of forms like the following:

(i) **Haiku :** Haiku is a lyric unrhymed poem of Japanese origin with seventeen syllables divided into three lines. It is usually on the subject of nature and humans' relationship to nature.

Example : The moon is a week old-
A dandelion to blow
Scattering star seed.

(ii) **Limerick :** Limerick is a five-line humorous poem, the first, second and fifth lines rhyming and the third and fourth lines rhyming. It is one of the most popular poetic forms among children. The fun of the limerick lies in its rollicking rhythm and its broad humour.

Example : Imagine a skunk who proposes,
To his true love, surrounded by roses.
It may turn out just fine,
When she falls for his line,
But I wonder if flowers have noses?

7. **Free Verse :** Free verse refers to that type of poem that adheres to no predetermined rules, but usually with its own intricate patterns of rhyme and rhythm. It requires the same thoughtful choice of words and rhythmical patterns as the more rigid stanza forms.

Example:
Feelings, Now
Some kind of attraction that is neither
Animal, vegetable, nor mineral, a power not
Solar, fusion, or magnetic
And it is all in my head that
I could see into his
And find myself sitting there.

8. **Ode :** An Ode is a poem praising and glorifying a person, place or thing. The term 'Ode' comes from the Greek word 'oide' meaning 'to sing or chant'.

Example :
Ode to Aphrodite
Deathless Aphrodite, throned in flowers,
Daughter of Zeus, O terrible enchantress,
With this sorrow, with this anguish, break my spirit
Lady, not longer!

Hear anew the voice! O hear and listen!
Come, as in that island dawn thou earnest,
Billowing in thy yoked car to Sappho
Forth from thy father's
Golden house in pity!

Besides these there are several other types of poetry-alliterative, epic, elegy, satirical, sonnet, etc.- that the young learners may learn in future.

Now, with the little scope for cultivating creative writing in the present school education curricula the teachers may consider the following activities for developing creating writing skill among the learners :

(a) **Twisting the Tale :** The students will be told one story. Then they will be asked to retell the story with the characters and places being rechristened, beginning, middle or end being in a different form, with a different title and moral. What deters the school-going students from attempting creative writing is their limited command of grammatical perfection. But, thinking in bits-relating to a specific situation, character, title, etc. may build up the necessary confidence among them to pursue creative writing in a full-fledged manner.

(b) **Guessing the End :** The students will be told one story up to a certain point wherefrom the students are to lead it to a logical conclusion. This type of exercise may land the pupils in a comfortable position from where they may move a little further to reach the final stage of the story with required imaginative faculty.

(c) **Read and Tell :** The students will be asked to go through a certain tale just for once. Then, s/he will be asked to retell the story in his/her own language. But, the students will often stumble to remember exactly what is there in the original story. And in this case s/he will have to be creative for telling the whole story with a few changes or modifications. The students, who are shy of telling it in spoken form, may also be asked to give a written shape to the recreated story.

(d) **What You Would Do :** The students may be asked to write on certain issues demanding creativity on their part. They may be asked to write down what they would have done if they were in a certain position, say if they were to choose a few boons from the God, if they had won a lottery of a huge amount, if they were the prime minister of India or the chief minister of West Bengal. These types of activities nourish not only the creativity of the students but also their aspiration for becoming an ideal citizen in future.

Scanned with CamScanner

(e) **Giving Narrative Shape :** The students may be asked to go through one daily of their choice and pick up the best report of the lot. Then they will be asked to state the reason of their choice. After proper justification they will be asked to give a fictional shape to the news item. The fictional piece may be a story or playlet. The best writing may be rewarded accordingly.

(f) **Picture Interpretation :** A certain picture, describing an incident, will be shown to the students. The students will be asked to write down a few sentences about the narrative indicated in the picture. They will be asked to give names to the places or the persons seen in the picture. After the submission of the written scripts they will be asked to state why they have thought on their respective lines. The classmates of a particular student will be asked to tell about their perception about the picture. Having gone through this session, they will be asked to retell their story, based on the given picture.

(g) **Appreciating :** Making appreciation upon certain aspects of a fictional or even nonfictional writing may also nourish creativity among the students. This may be carried out in relation to the prescribed pieces in the text-books as well as Readers. The students will be asked to answer the questions that will require the application of the creative faculty of the students. The following types of questions may be set for them:

(i) Imagine yourself in the position of Mowgli and state about your feelings in 5-6 sentences. ("Mowgli among the Wolves", *Blossoms*, Class VII).

(ii) Make a comparative study of "The Sea" by James Reeves and another poem on a sea that should collect from the books of poems in the library. (*Blossoms*, Class VIII)

(iii) Why is the Prince called 'Happy'? ('The Happy Prince', *Blossoms*, Class VIII)

(h) Project Work: Please see Unit 3

This E-Book Download From>>

www.ebook.dascoaching.in

Probable Questions

Very short answer type questions : Marks : 2

1. What do you mean by learning resources?
2. State two types of learning resources.
3. Define textbook.
4. State the uses of two pictures in relation to a specific text.
5. What is guided writing?
6. Define Reference Books in the context of teaching language.
7. Mention one reference book and state two uses of it in language teaching.
8. What is CAL?
9. State two limitations of CAL.
10. What do you mean by Language Laboratory?
11. What are the types of magazines that are published ina school?
12. What do you mean by creative writing?

Short answer type questions : Marks : 5

1. What are the types of learning resources?
2. What may be the importance of learning resources in language teaching?
3. What are the criteria for a language textbook to be called good?
4. State the importance of pictures in a language classroom?
5. Suggest the uses of two models in a language classroom.
6. How can the pictures be used in teaching writing?
7. Write an essay on different types of reference books in language teaching.
8. What are the advantages of CAL in language teaching?
9. Make a comparative study of traditional system and new language lab system.

Scanned with CamScanner

10. What may be the objectives of the publication of school magazine in relation to language teaching?
11. What are the benefits of dramatization in language teaching?
12. Design one language game in the context of teaching grammar.
13. Suggest a few tips that may help in developing writing skills.

Essay answer type questions : **Marks :** 10

1. What are the uses of a language textbook in a classroom?
2. Discuss the limitations of a certain language textbook and suggest the ways to overcome them.
3. Deal with different types of chart in a language classroom.
4. Deal with different functions of CAL in language teaching.
5. How can the school debating society be useful in language teaching?
6. Deal with two techniques of dramatization in language teaching.
7. Design two language games in the context of teaching grammar.
8. Discuss one strategy of teaching creative writing in relation to one specific text from the language textbook.

This E-Book Download From>>
www.ebook.dascoaching.in
Follow Our B.Ed Related WEbsite>>
www.dascoaching.in

PRACTICUM

[Engagement with Field]

- A.1 Speech and Speech Mechanism;
- A.2 Word Formation;
- A.3 Syntax;
- A.4 Phonetic Transcription;
- A.5 Identifying General and Specific Objectives with Learning Outcome;
- A.6 Task analysis and Content Analysis;
- A.7 Developing Instructional (Teaching Learning) Material;
- A.8 Planning Instructions

Practicum on two items is to be carried out. Submission of one term paper and presentation of one seminar will be most judicious choices.

Scanned with CamScanner

A.1 Speech and Speech Mechanism :

A.1.1 Speech :

Speech is the expression of or the ability to express thoughts and feelings by articulate sounds. It is the verbal means of communicating. Speech consists of the following:

(i) **Articulation :** How speech sounds are made (e.g., children must learn how to produce the 'r' sound in order to say 'rabbit' instead of 'wabbit').

(ii) **Voice :** Use of the vocal folds and breathing to produce sound (e.g., the voice can be abused from overuse or misuse and can lead to hoarseness or loss of voice).

(iii) **Fluency :** The rhythm of speech (e.g., hesitations or stuttering can affect fluency).

http://www.merriam-webster.com/dictionary/speech states the full definition of speech in the following ways :

1. a : the communication or expression of thoughts in spoken words
   b : exchange of spoken words : 'conversation'
2. a : something that is spoken : 'utterance'
   b : a usually public discourse : 'address'
3. a : language, dialect
   b : an individual manner or style of speaking
4. the power of expressing or communicating thoughts by speaking

How speech sounds are made should be a matter of concern for the language teacher because without it the skill of speaking can not be developed properly. Proper spelling also depends upon proper pronunciation or development of proper speech mechanism. Hence, writing is also affected by the poor development of speech mechanism. When a person is unable to produce speech sounds correctly or fluently, or has problems with his or her voice, then he or she has a 'speech disorder'.

A.1.2 Speech Mechanism :

Speech Mechanism refers to peripheral structures involved in the normal production of speech, encompassing the organs of articulation, phonation, resonance, and respiration.

It is important to understand the mechanisms of speech production because almost always speech is affected by hearing loss. Here is a basic overview of what takes place inside our bodies during the act of speech production.

The steady stream of air as we exhale is the energy source for speech production. Sounds which come from our mouth, or even our nose, are the result of interruptions of a stream of air moving from the lungs through :

- trachea
- larynx
- pharynx
- oral cavity
- nasal cavity

◆ The speech process itself consists of 3 structures :

(1) **Structure of respiration :** It is the structure which is our power source to speak. The exhaled air is our energy source for speech. The organs involved in respiration are the trachea, rib cage, thorax, abdomen, diaphragm, and lungs.

☛ **How it works :** Our lungs first expand which creates negative pressure and makes air available for speaking. Then to actually speak, our lungs deflate and our rib cage contracts forcing the air out, up into our trachea.

(2) **Structure of resonation :** The second structure, structure of resonation, is the structure which vibrates/makes sound. The organs involved in this structure are the larynx, and the vocal cords/folds. The vocal cords are part of the larynx. The vocal cords are the organ responsible for sound.

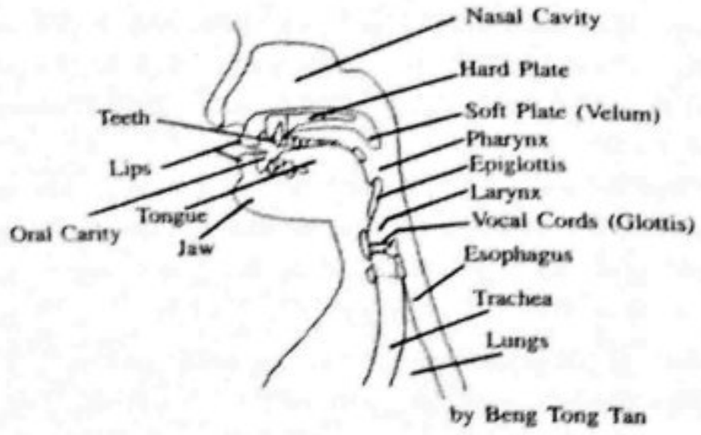
☛ **How it works :** When we talk, the vocal cords open and close rapidly. Air travels up the larynx, causing pressure to build up which causes the vocal cords to be pushed apart. A reduction of pressure causes the vocal cords to be pulled back together. This vibration (pushing/pulling of the vocal cords) is what is responsible for making sound (pitch and loudness). The larynx also acts as a gate between the lungs and mouth. It opens and closes to control the flow of air from the lungs. The larynx also closes so that food or liquid do not enter the trachea and lungs. Hence the saying, "It went down the wrong pipe."

Scanned with CamScanner

(3) **Structure of articulation :** The third structure, structure of articulation, is responsible for creating different sounds of speech. The joining together of speech organs for production of speech sounds is called articulation. The organs involved in this structure is everything from the lips up to the vocal cords. This includes the lips, teeth, tongue, alveolar ridge, soft/hard palate, and jaw.

How it works : By moving and shaping these articulators, it enables us to produce different speech sounds.

In brief, the air flow from the lungs provides energy for speech production, which in turn allows for the vocal cords to convert this energy into an audible noise. The articulators--through altering the shape of the vocal tract--transform the noise into detectable speech sounds.



The Human Vocal Organs

The following graph shows the chain of speech communication events. It consists of linking the speaker's brain with the listener's brain.

The Speech Chain

(http://melissateachdeaf.tripod.com/earspeechandsound/id7.html)

A.1.3 Speech Sounds :

Speech sounds are very broadly divided into two categories: i. Vowels and ii. Consonants.

When we produce some sounds, air escapes through the mouth with friction and these sounds are called 'consonants.

■ **I.** Consonantal sounds are classified on the basis of (i) voicing, (ii) place of articulation, and (iii) manner of articulation.

(i) **Voicing :** On the basis of voicing, sound can be classified into voiced and voiceless sounds. The voiced sounds in English are /b, d, g, v. ð, z, dʒ, m, n, ŋ, l, r, w, j/.

All the vocoids and semi-vowels are voiced sounds, whereas among the consonants some are voiced and some voiceless. If the vocal cards vibrate when a sound is produced, it is said to be voiceless.

(ii) **The Place of Articulation :** Consonants are divided as given in the following table on the basis of the articulatory points at which the articulators actually touch, or are at their closest.

Scanned with CamScanner

The Classification of English Consonants according to the place of Articulation.

Classification	Articulators	Examples
Bilabial	Upper lip and lower lip	/p b m w/
Dental	Teeth and tip of tongue	/q ð/
Labio-dentel	Lower lip and upper teeth	/f v/
Alveolar	alveolar (teeth) ridge and tip and blade of tongue	/t d s z r k b/
Post-alveolar	Hard palate and tip of tongue	/r/
Palato- alveolar	Hard palate-alveolar and tip, blade and front of tongue	/f/z/ò/d3/
Palatal	Hard palate and front of tongue	/j/
Velar	Soft palate and back of tongue	/k g ŋ/
Glottal	Glottis (vocal cords)	/h/

(iii) **The Manner of Articulation :** According to the manner of articulation, which describes the type of obstruction caused by the narrowing or closure of the articulators, the consonants can be divided into stops, affricates, fricatives, nasals, rolls, laterals, and semi-vowels or frictionless continuants. We shall discuss these one by one.

(1) **Stop :** In the production of a stop, the oral and nasal passages are closed simultaneously. The active and passive articulators come in contact with each other forming a stricture of complete closure and preventing the air from escaping through the mouth. The soft palate is raised and thus the nasal passage is also blocked. (This is also known as velic closure). The air behind the oral closure is compressed, and when the active articulator is removed from contact with passive one, the air escapes with an explosion. Stops are also known as mutes. explosives. plosives or occlusives. /p/ in **pat** and /b/ in **hat** are the examples of stops.

(2) **Affricate :** If the stop is not held for any appreciable time and released slowly, we get an affricate rather than a plosive, e.g. /tò/ in **chair** and /d3/ **in jail**.

(3) **Nasal :** In a nasal contoid, the breath stream is interrupted at some point in the oral cavity or at the lips, while being allowed

to enter the nose and create resonance there. Thus a nasal is produced by a stricture of complete oral closure. The soft palate is lowered and the air passes through the nose. All nasal sounds are voiced. Examples /m, n, v/ in English.

(4) **Trill (or Rolled Consonants) :** In the production of a trill, the active articulator taps several times against the passive articulator. The stricture involved can be called a stricture of intermittent closure. Scottish /r/, for example in red, in which the tip of the tongue strikes against the teeth ridge a number of times, is called a trilled consonant.

(5) **Flap :** For a flap the active articulator strikes the passive articulation once only. For example the /r/ in the English word **very**, in which the tip of the tongue strikes against teeth ridge only once.

(6) **Lateral :** Laterals are produced by a stricture of complete closure in the centre of the vocal tract, but the air passes out every one or both side of the tongue. For example, /l/ in late.

(7) **Fricative :** In the production of a fricative consonant the stricture is one of close approximation. The active articulator and the passive articulator are so close to each other that passage between them is very narrow and the air passes through it with audible friction. Examples are /f/ in **face**, /v/ in **vain** /q/ in **think**, /ð/ in **them**, /s/ in **sail**, /z/ in **zero**, /ò/ in **ship**, /3/ in **measure**, /l/ in **hat**.

(8) **Frictionless Continuant :** In the production of a frictionless continuant the stricture is that of open approximation. For example in the production of /r/ in **red, read, real, ready**, the active articulator (tip of the tongue) is brought just behind the passive articulator (alveolar ridge) so that there is plenty of space between the two articulators, and the air passes between them without friction; and hence the term "frictionless continuant."

Gimson includes the English /r/ in words like red and read among the frictionless continuants, but the English (r) also occurs as a fricative as in **try, cry, ray, pray, grow, very, sorry**. Jones includes it in the list of fricatives and Gimson in the list of frictionless continuants.

Scanned with CamScanner

(9) **Semi-vowel :** A semi-vowel is a vowel glide functioning as a consonant i.e., as the C element in syllable structure. In terms of articulation semi-vowels are like vowels, but they don't behave like vowels. Semi-vowels are never stable; they can never be pronounced by themselves. They are sounds in transition. Examples are /j/ in yet and /w/ in wet. These are also called semi-consonants too.

(10) **Fortis and Lenis :** When we have voiceless/voiced pair, the two sounds are also distinguished by the degree of breath force and muscular effort involved in the articulations. e.g., is comparatively strong or **fortis**, and z is comparatively weaker lenis.

We may summarize the classification of the consonants in English on the basis of the manner of articulation in the following table.

Name of the Class	Structure Involved	Examples
Stop	Complete closure	/p b t d k g/
Affricate frication	Closure, then slow separation Narrowing, resulting audible friction	/t ò d3/ /f v q ð s z ò ȝ/
Nasal	Complete closure in mouth, air escapes through nose	/m n ŋ/
Rolled	Rapid intermittent closure	/r/
Lateral	Closure in the centre of mouth, air escapes over the sides of tongue	/l/
Frictionless Continuant	Slight narrowing, not enough to cause friction	/r/
Semi-vowels/ Semi-consonants	Slight narrowing, not enough to cause friction.	/w j/

■ II. Vowels :

Vowels may be defined with an open approximation without any obstruction, partial or complete, in the air passage. They are referred to as vocoids in phonetics. They can be described in terms of three variables:

(1) height of tongue
(2) part of the tongue which is raised or lowered
(3) lip-rounding.

In order to describe the vowels, we usually draw three points in the **horizontal-axes** : front, central and back, referring to the part of the tongue which is **the highest**. So we have

(i) front vowels, during the production of which the front of the tongue is raised towards the hard palate. For example, /i, i:, e, æ/ in English as in **sit, seat, set**, and **sat** respectively.

(ii) The **back vowels** of Present-Day English are the vowels that are **articulated near the rear of the vocal cavity**.

1. /u/ (the phoneme spelled oo in food): high back vowel.
2. /U/ (the phoneme spelled u in put): high back vowel. This vowel is articulated slightly further forward and slightly lower than is the preceding vowel /u/.
3. /o/ (the phoneme spelled oa in boat) : mid back vowel.
4. /ô/ (the phoneme spelled au in caught) : mid back vowel. This vowel is articulated slighter further **forward and slightly lower than is the preceding vowel** /o/.

(iii) **Central vowels**, during the production of which the central part of the tongue (the part between the front and the back) is raised. For example, /ə, ə:, ʌ/ in English as in **about, earth** and **but** respectively.

To describe the vowel sound we mention whether it is open or close, half-close or half-open, front or back or central, long or short, whether the tongue is tense or lax while the vowel is being pronounced, and whether lips are spread, neutral, open rounded, or close rounded. All English vowels are voiced. So, for every vowel, we must state that it is voiced.

■ III. Diphthongs :

From the point of view of their quality, vowel sounds are of two types:monophthong and diphthong. Monophthongs are pure vowels and diphthongs are gliding vowels. 'A vowel that does not change in quality' may be called a monophthong; and a vowel sound with a continually changing quality may be called a diphthong.A pure vowel is one for which the organs of speech remain in a given position for an appreciable period of time. A diphthong is a vowel sound consisting of a **deliberate**, i.e. **intentional** glide, the organs of speech starting in the position of one vowel and immediately moving in the direction of another vowel. A diphthong, moreover, consists of a single syllabic--that is, the vowel-glide must be performed **with a single impulse of the breath**; if there

Scanned with CamScanner

is more than one impulse of breath, the ear perceives two separate syllables.

○ English Phonetics - Reference Table

Vowels (Monophthongs)

IPA Phonetic Symbol	Examples
iː	tree, sea, receive, women, believe, we, people
ɪ	bit, symbol, recall, business
æ	cat, apple, compact
ɑː	car, far, garage, heart
ɔː	sort, ball, ought, awful, board, floor, audacity, saw
ʃ	put, foot, could, butcher, woman
uː	fool, rule, shoes, true, crew, move, through
ʌ	up, other, but, couple, blood, love
ɜː	her, first, turn, search, word
ə	until, about, alias
e	bed, effort, head, said, friend
ɒ	rock, impossible, body, cough, knowledge

Diphthongs :

IPA Phonetic Symbol	Examples
eɪ	tray, eight, make, sail, say, great, ace
aɪ	sky, I, bye, buy, by, guide, flight, rye, die, choir ['kwair]
ɔɪ	joy, coin, oyster
ɪə (-r *amer.*)	fear, beer, here
eə (-r *amer.*)	hair, care, there, hare
ʃ ə (-r *amer.*)	tour, poor
aʃ	trousers, cow, hour, our
əʃ	joke, coat, own, go, though, sew, toe
p	parking, gallop, open
b	board, tab, abandon
t	trunk, request, receipt

d	add, ad, diligent
k	kodak, cord, accomplish, school, ache, conqueror, exchange (x = k+s)
g	grace, agree auxiliary (x = g+z)
tʃ	chance, achieve, catch, mutual
dʒ	jungle, judge, logic, procedure
f	fool, atmosphere, enough
v	vocal, give
θ	thanks, ethic
ð	there, other
s	sunday, citizen, east, scissors, psychology
z	zebra, cosmonaut, scissors, resign, xenon
ʃ	shine, sure, action, special, issue, conscience, anxious (x = k + ʃ)
ʒ	visual, casual, usual, garage,
h	head, uphill
m	mother, lamb
n	note, intrusion, knowledge, pneumatic
ŋ	sing, sink
l	laughter, illegal
r	random, orange; (amer.) order
j	yet, yesterday, you, utility; (u = j + u)
w	what, windows, quest, one (o = w + ?)

A Term Paper of 500 to 600 words on **Speech & Speech Mechanism** may be prepared by the student-teacher. So far as practical job on speech analysis is concerned, a child's speech may be recorded and analyzed. It will ensure practical touch to the Practicum. *J.D. O'Connor's Better English Pronunciation*, to be had of https://vk.com/doc-61745783_330982866?hash = 92518fe75ae134b659&dl= a3096f661414cdb87e, may be of great help in this regard.

The student-teacher may be asked to record the speech of a student and analyse the flaws and faults if any. If the habit of pronunciation of his/her mother tongue or influence of the linguistic community in which s/he lives affect the pronunciation of the concerned language then that

Scanned with CamScanner

should also be noted. The difference between the two-actual pronunciation and as pronounced by the child-may be shown through IPA alphabets. The child's speech may be shown through IPA alphabets. Side by side, the actual pronunciation of the words used by the child may be shown through IPA alphabets too.

Components of a Term Paper :

i. Preliminaries

a. Title Page
b. Abstract (if required)
c. Table of Contents (if required)

ii. Text

a. Introduction
b. Main Body (Chapters or Sections)
c. Conclusion

iii. Reference Materials

a. Parenthetical Documentation
b. Notes (if any)
c. Appendix (if any)

This E-Book Download From>>

www.ebook.dascoaching.in

Follow Our B.Ed Related WEbsite>>

www.dascoaching.in

A.2 Word Formation :

■ **Definition :** In linguistics (particularly morphology), word formation refers to the ways in which new words are made on the basis of other words or morphemes. It is also referred to as derivational morphology. Word formation is sometimes contrasted with semantic change, which is a change in a single word's meaning.

Besides borrowing from abroad to build up its vast vocabulary English language is regularly making new words from native elements or from those foreign ones which have become thoroughly naturalised in the language. Old English had a remarkable ability to form new words from its native speech material. Here are some varieties of different ways in which a new word can be made:

▲ **(a) Composition/Compounding :** One of the simplest ways of forming a new word is that of 'composition'— joining of two existing words to form a compound. The wonderful capacity of Old English for making compounds has been greatly modified by French and Latin influence.

The commonest of the English compounds are those in which two nouns are joined together and here the last element expresses a general meaning which is modified and limited, to some extent, by the prefixed element. Thus 'railway' is a way formed by rails, a 'steamboat' is a boat moved by steam. Words compoundedin this way retain for a time the sense of their separate elements; soon, however, they come to be spelt with a hyphen, as in *lawn-tennis, bus-route, etc.* and before long they are joined into one word like *rainfall* or *cornfield.*

Besides the compounds formed out of noun and noun there are also Compounds of the following forms:

Adjective + Noun : *blackbird, hot bed, white-house, greenroom* etc.

Adverb + Noun : *downfall, outhouse, outfield, under clothes, underclay,* etc.

Noun + Adjective : *grass green, purse-proud, penny-wise* etc.

Adjective+Adjective : *dark-blue, purple-red* etc.;

Adverb + Adjective : *everfresh, down-hearted etc.*

Noun + Verb, as *wiredraw, brainwash etc.*

Adjective+ Noun : *white-wash, rough-hew etc.*

Adverb + Verb : *overcome, outlive,* overturn, *undertake,* etc.

Scanned with CamScanner

In the aforesaid Compounds the literal meaning of the Compounds is that of the second element, only limited or specialised by the first.

Thereare, however, compounds to which this rule does not apply, as in adjectives like *barefoot (having the feet* bare); noun like *redstart* (a bird which has a red 'start' or tail).

Improper or spurious Compounds are phrases which consist of words in regular syntactical relations. Examples: *father-in-law, mother-in-law, man-of-war, hard and fast, etc.*

There is in English a curious kind of Compounds verb, where an adverb is used with a verb without actual union, as to *give up, give out, break out call upon* etc etc. "Verbs of this kind", says LP. Smith, "though often colloquial, add an idiomatic power to the language, and enable it to express many fine distinctions of thought and meaning."

(Compounds are also important to the poets who, like the vituperators, appeal to feeling and imagination rather than to intellect and reason. Shakes-peare abounds with splendid compound-formations like "*proud-pied* April", "a *heavenkissing* hill", "*young-eyed* cherubims" etc. Spenser has also coined some compounds of this type, such as "*self consuming* care", "*silverdropping* tears", *etc.* In the opinion of L. P. Smith, these Compound adjectives are little poems in themselves.")

On the whole, "Word-composition really belongs to an earlier stage of language, where the object of speech was to appeal to the Imagination and feelings rather than to the intellect" (L. P.Smith). Thus we find the vivid and idiomatic compounds in such abusive and contemptuous terms as *spitfire, lickspittle etc.*

▲ **(b) Derivation (Affixation) :** Derivation which means the formation of a new word out of an old one by the additon of some affixes (prefix or suffix) is the commonest way of making new words. Thus *bitterness* is formed by adding the suffix *-ness* to *bitter; miscouduct* is formed by adding the prefix *mis-* to *conduct.* We sbould note that many of the affixes we now use were originally separate words. Thus the English suffix *dom* in *kingdom, wisdom* represents the Anglo-Saxon *dom* which meant 'statute, Jurisdiction'.

The affixes now used in English can be divided into two classes—those of native and those of foreign origin. Anglo-Saxon suffixes like *-ness, -less, -full, -y, -ish, -er,* etc., are still extensively used to form new words— *darkness, hopeless, baeutifulwindy, greedy, girlish,* painter, beggar.

A much more brilliant destiny was reserved for one or two Old English suffixes. The ending *-isc* (now *-ish)* was chiefly used to form adjectives from names of places or nations, as in *Englisc* (now English), *Scyttisc* (now Scottis). In some instances it was added to common nouns to derive adjectives as in cildisc(childish).

Another extensively used ending is *-er* (O. E. *-ere).* At first its use was limited to the making of nouns denoting agents from other nouns only, thus O. E. *bocere* (scribe) from *boc* (book). Now we do not hesitate to make new words in *-er* from any verb, *e.g. writer, reader,* etc., to denote instruments and things, as in *slipper, typewriter,* etc.

The adoption of foreign affixes has been made possible by the fact that many Latin and French primitive words found their way into English with their derivatives formed with French or Latin suffixes. The suffix *-ation* led to the making of such words as *botheration, flirtation,* etc. Other French suffixes thoroughly naturalised in English are *–ment, -ess, -age, -ance, endearment, shepherdess, mileage, hindrance.* We form adjectives by adding French suffixes like *-ous,-able, -al, -ose* etc., (e.g. *dangerous, marriageable; national, grandiose* etc.). Verbs are formed by the addition of *-fy (simplify); -ize (nationalize)-ate (assassinate.); -ish (banish).*

Probably the most common of the Latin suffixes is *–al,* used for forming adjectives and nouns, e.g. adjec-tives: *sensational, medieval;* nouns: *betrayal, betrothal.* The Latin prefix *re-, dis-, multi-, pro-, ante-, post-, extra-, super-, se-* arevery extensively used as in- *renew, distrust,multipurpose,pro-king, antedate, postscript, extra-legal, super-fine, seduce,* etc.

But, by far the most active of English affixes are Greek in origin. The Greek suffixes *–ic, -ism, -ist, -istic, -crat, -cracy* as in *angelic, patriotism, artist, nationalistic, democrat, democracy* are responsible for an unprecedented development of abstract thought. Since the 19th century a great use is also made of such Greek suffixes as *hyper-, pseudo-, neo-* as in *hypersensitive, pseudo-classical, neo-Platonic* beside a great number of prefixes used in more strictly scien-tific terms like *dia-, meta-, proto-, -ism* as in *diameter, metabolism,prototype, mechanism* is the most productive of all the Greek suffixes. Ultimately the Greek suffixes came to swallow up and supplant all the Old English suffixes. It is appended not only to words of Greek or Latin origin, but also to words from other sources. Thus it has been added to Indian words, as in *Hinduism, Brahminism,* etc.)

Scanned with CamScanner

▲ (c) **Back-formation** : Back formation is a name given to the process in which a new word is formed from an existing word by dropping the ending which though looking like an inflectional or suffix, is really an integral part of the word. It owes its origin to the mistaking of a part of a word for its derivative suffix and therefore subtracting that part from the full word. It is subtracted from the back of the word."

(A) *Back formation from words* :

(i) Words are formed by deleting 'ing" from the back. The adverbs *darkling, sideling, grovelling* were originally formed by means of adverbial ending 'ling'; but 'ing' was taken to be participle inflections leading to the formation of new words *to sidle, to grovel, to darkle* by subtracting 'ing' from the adverbs.

(ii) Deleting 'y' from the back new nouns were formed. The 'y' in *greedy, puppy, gloomy* was taken to be an adjectival suffix and the new words *greed, pup* and *gloom* were formed by subtracting 'y' from the back of these words.

(iii) Words were also formed by subtracting 'er', 'ar' 'or', from nouns which were originally not agent nouns.

☛ **Example :**

beg < beggar
burgle < burglar
hawk < hawker

(iv) Deleting 's' from the back: The final 's' of a word was wrongly taken to be a plural inflectional and was subtracted from the full word to get the singular form.

☛ **Example :** *pea* <O.E. *pease* and *cherry*<M.E. *cherise.*

(B) *Back formation from Compound* :

In Germanic language it is not customary to form compounds with verb as the second and an object as the first part. For example, *pick-pocket* (v+obj) and not *pocket-pick* (obj + v). So words like the following have been formed not by placing the object and the verb together (n + v), but by subtracting 'er', 'ing' and participle in 'ed': e.g.

House-keep <house-keeper
Book-keep < book-keeping
Hen-peck <hen-pecked
Type-write < type-writer

These back formations have contributed much in enriching English vocabulary.

▲ **(d) Shortening (Clipping)** : Shortening is a method of word-making by which words much used in conversation and hurried speech are clipped of one or more of their syllables. But the abbreviated form and the original form are separate words even when they express the same meaning. Thus *omnibus* and *bus*, shortened from *omnibus*, are not absolute synonyms. *Bus* is more familiar in tone than *omnibus*. The same is true of *photograph*, and its abbreviation *photo, bicycle* and its abbreviation *bike.*

Very frequently a word formed by shortening develops a meaning of its own, which is not shared by the original word. *Cabriolet* and its shortened form *cab* do not denote the same kind of vehicle at all. (*Gent*, the abbreviation for *gentleman* underwent, in course of time the degeneration in meaning, and came to be applied to vain pretenders to gentility.)

"Some words that originated as playful abbreviations of other words are now used without any consciousness of their origin." (H. Bradley). *Extra*, in such phrases as "an extra allowance" is the shortened form of *extraordinary*, and not the Latin prefix *extra* (beyond).

Earlier, an initial vowel which immediately preceded the stressed syllable of a word was generally dropped, in the hurry of pronunciation. This dropping of the initial vowel in *assize* gave birth to *size;* but *assize* and *size* are now poles asunder in meaning. Similar examples are *tend <attend, lone <alone* and *live <alive.* (Several words which originally began with *die-* or *des-* now begin with '*s*'. Example: *spite<despite, sport<disport, stain<distain* etc.)

"Some-times the mere initials of a phrase come to be treated as a word, the written letters being represented in pronunciation by their names,"(H Bradley). Thus we speak of an "MP" as *empee*, or a "D.C.L." as *dee cee el.* The most curious instance of word-formation by this process is *culprit <culpable prest* meaning (he is) guilty, (and we are) ready (to prove it)." Afterwards this phrase was shortened, in the law-court reports, into *cul prest,* which afterwards became *cul prit.* In course of time *cul prit* was dovetailed into *culprit* and came to mean "guilty man'.

Scanned with CamScanner

▲ **(e) Root-Creation (i.e words of unknown etymology) :** There are in English a certain number of words the etymology of which has hitherto baffled all the endeavours of philologists. It isto the instances of this kind of words that Dr. Bradley applies the name of *'root-creation'*. Among words of this kind which date from the Old English period are *dog* and *curse*, while such commmon words as *girl* and *boy*, and *lad* and *lass*, etc. appear in the 13th and 14th centuries. Among the words appearing in the 16th cen-tury we may note *dad* (father), *crease* (fold), *gloat, etc. Job, pun, blight, hump* appear in the 17th Century, while *fuss, jam, bore, capsize* made their appearance in the 18th. The words *slum, stunt, blurb, rollicking*, and the verb *to loaf* belong to the 19th and 20th centuries.

Some of the words of unknown etymology can be traced back to the process called by the name of onomatopoeia which means literally name-making, but is used to describe the process by which a word is made, imitating in its sound the thing which it is intended to describe. Examples: *bang, boom, hiss, twitter, ping-pong, smash* etc.

Jespersen is of opinion that some of the words of unknown etymology "may be due to children's playful inventiveness—while others may have sprung from the corresponding linguistic playfulness of grown-up people.

▲ **(g)Telescoping :** Telescoping is the method of forming new words by combining two or more terms into one. It is an old process of word making in the English language, and the verbs like to *don* (from dot on) and to *doff* (from dot off; are instances of telescoping in its simplest form. Other exampies of telescoping are *flurry > flaw+hurry; flaunt > flout + vaunt.*

▲ **(h) Reduplicationa :** Reduplication in linguistics is a morphological process in which the root or stem of a word (or part of it) is repeated exactly or with a slight change. It is used in inflections to convey a grammatical function, such as plurality, intensification, etc., and in lexicalderivation to create new words. It is often used when a speaker adopts a tone more "expressive" or figurative than ordinary speech.

Reduplication is often described phonologically in one of two different ways: either (1) as reduplicated 'segments' (sequences of consonants/ vowels) or (2) as reduplicated 'prosodicunits'.

The 'base' is the word (or part of the word) that is to be copied. The reduplicated element is called the 'reduplicant', often abbreviated as 'RED' or sometimes just 'R'.

In reduplication, the 'reduplicant' is most often repeated only once. However, in some languages, reduplication can occur more than once, resulting in a tripled form. 'Triplication' is the term for this phenomenon of copying three times.

English uses some kinds of reduplication, mostly for informal expressive vocabulary. There are three types:

(i) **Rhyming reduplication :** hokey-pokey, razzle-dazzle, super-duper, teenie-weenie,

(ii) **Exact reduplications (baby-talk-like) :** bye-bye, choo-choo, night-night, no-no, pee-pee, poo-poo

Couscous is not an English example for reduplication, since it is taken from a French word which has a Maghrebi origin.

(iii) **Ablaut reduplications :** bric-a-brac, chit-chat, criss-cross, ding-dong, jibber-jabber, kitty-cat, knick-knack, pitter-patter, splish-splash, zig-zag.

In the ablaut reduplications, the first vowel is almost always a high vowel and the reduplicated ablaut variant of the vowel is a low vowel.

None of the above types are particularly productive, meaning that the sets are fairly fixed and new forms are not easily accepted, but there is another form of reduplication that is used as a deprecative called shm-reduplication that can be used with most any word; e.g. *baby-shmaby, cancer-schmancer* etc.. This process is a feature of American English from Yiddish, starting among the American Jews of New York City, then the New York dialect and then the whole country.

▲ **(i) Blending :** Blending is the word formation process in which parts of two or more words combine to create a new word whose meaning is often a combination of the original words. For example:

- advertisement + entertainment → advertainment
- biographical + picture → biopic
- breakfast + lunch → brunch
- cybernetic + organism → cyborg
- guess + estimate → guesstimate
- hazardous + material → hazmat
- motor + hotel → motel
- simultaneous + broadcast → simulcast
- smoke + fog → smog
- Hindi + English → Hinglish
- Spanish + English → Spanglish

Scanned with CamScanner

- spoon + fork → spork
- telephone + marathon → telethon
- web + seminar → webinar

Blended words are also referred to as portmanteaus.

▲ **(j) Conversion :** In linguistics, conversion, also called zero derivation, is a kind of word formation; specifically, it is the creation of a word (of a new word class) from an existing word (of a different word class) without any change in form.

Conversion involves the change of a word from one word class to another. For example, the verbs to *email* and to *microwave* are formed from the nouns *email* and *microwave*.

*Can you **text** her?* (verb from noun *text*, meaning *to send a text-message*)

*They are always **jetting** somewhere.* (verb from noun *jet*)

*If you're not careful, some **downloads** can damage your computer.* (noun from verb *download*)

*OK, so the meeting's on Tuesday. That's a **definite**.* (noun from adjective)

*It's a very big **if** and I'm not at all sure we can afford it.* (noun from conjunction, meaning 'it's not at all certain')

*All companies have their **ups** and **downs**.* (nouns from prepositions)

We also use conversion when we change a proper noun into a common noun:

*Has anybody seen my **Dickens**?* (copy of a book by Dickens)

▲ **(k) Calque :** A calque is a word-for-word translation from one language to another. When you take a phrase in French, for example, and translate each word literally into English, that's a calque. There are many examples in English of common phrases that are calques, translated from other languages. Examples:

From Chinese :

- *Chop chop* calques Cantonese Chinese : *kuàikuài*, via Chinese Pidgin English
- *Look-see* calques Chinese : *kànjiàn*
- *lose face* calques simplified Chinese: *diū liǎn*
- *Paper tiger* calques simplified Chinese: *zhǐlǎohǔ*

From French –

- *Adam's apple* calques *pommed'Adam*
- *deaf-mute* calques French *sourd-muet*
- *By heart* (or *off by heart*) calques French *par cœur*
- *Free verse* calques *verslibre*
- *Point of view* calques *point de vue*

From Dutch –

- *Superconductor* calques Dutch *supergeleider*
- *Pineapple* calques Dutch *pijnappel*, which calque French *pomme de pin*

From German –

- *Antibody* calques *Antikörper*
- *Heroic tenor* calques *Heldentenor*[39]
- *Intelligence quotient* calques *Intelligenz quotient*
- *Loanword* calques *Lehnwort*
- *Rainforest* calques *Regenwald*

From Latin –

- *Commonplace* calques *locus commūnis* (referring to a generally applicable literary passage)
- *Devil's advocate* calques *advocātus diabolic*
- *Wisdom tooth* calques *dēnssapientiae*[46]
- *In a nutshell* calques *in nuce*

From Spanish –

- *Blue-blood* calques *sangre azul*
- *Fifth column* calques *quinta columna*

From other languages –

- *Gospel* calques Greek *evangelion* (good news)
- *Hotdish* calques Scandinavian *varmrett/varmrätt*

(l) Neologism : A neologism is a completely new word, like *quark*. Subcategories of neologisms include :

- The eponym, a proper noun that becomes commonly used for an idea it is associated with, usually by changing its part of speech, like Xerox, Orwellian, and Stentorian.
- The loanword, a word borrowed from another language, as *cliché* is from French.
- An onomatopoeic word, a word which imitates natural sounds, like the bird name *cuckoo*.

Scanned with CamScanner

- Formation using phono-semantic matching that is, matching a foreign word with a phonetically and semantically similar pre-existing native word/root.

Now, a Term Paper of 600 to 700 words may be prepared consisting of an anthology of at 10 words in relation to their evolution in their formation, their proverbial usages, their special usages, stories related to their formation, their usage in literary texts, etc. Moreover, 5 S's—Source, Sound, Sense, Sight and Syntax of every chosen word may make an interesting presentation

Scanning Copyright By DASCoaching.in

Thank You

Visit Our Educational Website

Regularly For More Update:

https://www.dascoaching.in/

Contact Us On:

Facebook: fb/dascoaching.in

YouTube: DAS Coaching

mailto:contact.dascoaching@gmail.com

Follow on Dailyhunt Apps: DAS Coaching

Telegram: DAS Coaching

Whatsapp: 9339697099

A.3 Syntax :

A.3.1 Definition :

Syntax is a form of grammar. It is concerned primarily with word order in a sentence and with the agreement of words when they are used together. So it is, in a sense, acting as a kind of 'police officer' for the way in which sentences are constructed. English is a language that has a structure known as SVO.

So, syntax may be defined as a form of grammar that is concerned primarily with word order in a sentence and with the agreement of words when they are used together. So it is, in a sense, acting as a kind of 'police officer' for the way in which sentences are constructed.

English is a language that has a structure known as SVO. That is subject, verb and object. The cat (subject) washes (verb) its paw (object). This is the correct word order and also there is agreement between the words.

If there were no agreement within the sentence, it could read, "Its paw washes the cat". This does not make sense.

At first, syntax can seem daunting and it is always difficult initially to understand what a 'subject', 'verb' or 'object' actually is. It can also be difficult to understand whether agreement between the 'subject', 'verb' or 'object' is right or wrong. There are lots of tools such as grammar checkers, programmes or worksheets to help you get to grips with syntax and to make sure that you have the right word order and that within the sentence there is always agreement between the words, tenses and so on.

It is true that syntax can take some time to master, but, once you understand its principles and can apply it without too much effort, then it really is worth the effort, since it will greatly improve your written English

A.3.2 Subject/predicate :

Syntax may also be studied in relation to the position of the subject and predicate of a sentence. All sentences are about something or someone. The something or someone that the sentence is about is called the *subject* of the sentence. In the following sentences the subjects are underlined. Note how the subject is often, but not always, the first thing in the sentence.

Scanned with CamScanner

- John often comes late to class.
  My friend and I both have a dog named Spot.
- Many parts of the Asian coastline were destroyed by a tsunami in 2004.
- The old hotel at the end of the street is going to be knocked down to make way for a new supermarket.
- Sitting in a tree at the bottom of the garden was a huge black bird with long blue tail feathers.
- The grade 7 Korean boy who has just started at FIS speaks excellent English.
- On Saturdays I never get up before 9 o'clock.
- Before giving a test the teacher should make sure that the students are well-prepared.

The *predicate* contains information about the someone or something that is the subject. The example sentences above are shown again, this time with the predicate underlined.

- John often comes late to class.
  My friend and I both have a dog named Spot.
- Many parts of the Asian coastline were destroyed by a tsunami in 2004.
- The old hotel at the end of the street is going to be knocked down to make way for a new supermarket.
- Sitting in a tree at the bottom of the garden was a huge black bird with long blue tail feathers.
- The grade 7 Korean boy who has just started at FIS speaks excellent English.
- On Saturdays I never get up before 9 o'clock.
- Before giving a test the teacher should make sure that the students are well-prepared.

A.3.3 Sentence types :

One way to categorize sentences is by the clauses they contain. (A clause is a part of a sentence containing a subject and a predicate.) Here are the 4 sentence types :

- **Simple :** Contains a single, independent clause.
  - I don't like dogs.
  - Our school basketball team lost their last game of the season 75-68.

  - The old hotel opposite the bus station in the center of the town is probably going to be knocked down at the end of next year.
- **Compound :** Contains two independent clauses that are joined by a coordinating conjunction. (The most common coordinating conjunctions are: ***but, or, and, so.*** Remember : **boas**.)
  - I don't like dogs, and my sister doesn't like cats.
  - You can write on paper, or you can use a computer.
  - A tree fell onto the school roof in a storm, but none of the students was injured.
- **Complex :** Contains an independent clause plus one or more dependent clauses. (A dependent clause starts with a subordinating conjunction. Examples: *that, because, while, although, where, if.*)
  - I don't like dogs that bark at me when I go past.
  - She did my homework, while her father cooked dinner.o
  - You can write on paper, although a computer is better if you want to correct mistakes easily.

Note : *A dependent clause standing alone without an independent clause is called a fragment sentence - see below.*

- **Compound-complex :** Contains 3 or more clauses (of which at least two are independent and one is dependent).
  - I don't like dogs, and my sister doesn't like cats because they make her sneeze.
  - You can write on paper, but using a computer is better as you can easily correct your mistakes.
  - A tree fell onto the school roof in a storm, but none of the students was injured, although many of them were in classrooms at the top of the building.

A.3.4 Problematic 'sentences' :

To write a correct sentence, one needs to have a good understanding of what a sentence is. Students who don't have this understanding, or don't take care, often include problem sentences in their writing. Native English speakers are just as likely to write problem sentences as ESL students. There are three main types of problem sentence :

- **Run-on sentences :** These are two sentences that the writer has not separated with an end punctuation mark, or has not joined

Scanned with CamScanner

with a conjunction. (Click the following run-ons to see where they should be separated into two sentences.)

- I went to Paris in the vacation it is the most beautiful place I have ever visited.
- It's never too late to learn to swim you never know when you may fall from a boat.
- If you're going to the shops can you buy me some eggs and flour I want to make a cake.
- I like our new math teacher, she always explains the work very clearly.
- He was late to school again, his bus got caught in heavy traffic.

- **Sentence fragments :** Fragment sentences are unfinished sentences, i.e. they don't contain a complete idea. A common fragment sentence in student writing is a dependent clause standing alone without an independent clause. In the each of the following examples the fragment is the second 'sentence', italicized :
  - I don't think I'm going to get a good grade. *Because I didn't study.*
  - She got angry and shouted at the teacher. *Which wasn't a very good idea.*
  - He watched TV for an hour and then went to bed. *After falling asleep on the sofa.*
  - She got up and ran out of the library. *Slamming the door behind her.*
  - I have to write a report on Albert Einstein. *The famous scientist who left Europe to live in the USA.*
  - After riding my bike without problems for over a year, the chain broke. *40 kilometers from my house!*
- **Rambling sentences :** A rambling sentence is a sentence made up of many clauses, often connected by a coordinating conjunction such as *and, or, so*.
  - John usually gets up before 7 o'clock, but yesterday his alarm clock did not ring, so he was still asleep when his boss called him at 10.30 to ask where he was and tell him that he would lose his job if he was late again.
  - Although the blue whale has been protected for over 30 years and its numbers are increasing, especially in the North Pacific, where whale hunting has been banned, it is still at risk of extinction as its habitat is being polluted by waste from oil tankers and its main food, the plankton, is being killed off by harmful rays from the sun, which can penetrate the earth's atmosphere because there is a huge hole in the ozone layer over Antarctica.

Unlike *run-ons* or *fragments*, rambling sentences are not wrong, but they are tiresome for the reader and one of the signs of a poor writer. You should avoid them.

A.3.5 Additional Constructions :

Now, let us go through a brief account of English syntax based on *The Cambridge Grammar of the English Language*, providing an overview of the main constructions and categories in the language.

1. Sentence and clause :

We distinguish two main types of sentence: a **clausal sentence**, which has the form of a single clause, and a **compound sentence**, which has the form of two or more **coordinated** clauses, usually joined by a **coordinator** (such as *and, or, but*):

i *Sue went to London last week.* [clausal sentence]

ii *Sue went to London last week and her father went with her.* [compound sentence]

2. Canonical and non-canonical Clauses :

We can describe the structure of clauses most economically if we distinguish between the most basic and elementary kinds of clause, which we call **canonical clauses**, and the rest. The idea is that we can present the analysis more clearly if we begin with canonical clauses, describing them directly, and then deal in turn with the various kinds of non-canonical clause, describing these indirectly, in terms of how they differ from canonical clauses.

The following paired examples will give some idea of what is involved in this distinction :

Canonical	Non-canonical
i. a. *She has read your article.*	b. *She hasn't read your article.*
ii. a. *Sue is coming for dinner.*	b. *Is Sue coming for dinner?*
iii. a. *They knew the victim.*	b. *She said that they knew the victim.*
iv. a. *He missed the train.*	b. *Either he missed the train or it is late.*
v. a. *The secretary took the key.*	b. *The key was taken by the secretary.*

Scanned with CamScanner

These illustrate the following properties of canonical clauses :

- They are **positive**; **negative** clauses like [ib] are non-canonical.
- They are **declarative**; **interrogatives** like [iib] are non-canonical, as are the other clause types: **imperatives** (e.g. *Please stand up*) and **exclamatives** (*What a fool I've been*).
- They are **main clauses**; the underlined clause in [iiib] is **subordinate** and hence non-canonical.
- They are **non-coordinate**; the two underlined clauses in [ivb] are **coordinated** and hence each of them is non-canonical.
- They are **active**; **passive** clauses like [vb] are non-canonical. This is a matter of information packaging and we can say, more generally, that canonical clauses package the information in the grammatically most basic way. Thus *I have now read most of them* is canonical but *Most of them I have now read* is not.

3. Initial Listing of the Parts of speech :

We distinguish nine primary word classes, or parts of speech, to use the traditional term. In this overview we needn't worry about interjections (*wow*, *ah*, *hello*, and the like), which leaves us with eight classes :

Verb	*He is ill.*	*She left early.*	*We want to help.*
Noun	*The dog barked.*	*Sue won easily.*	*I love you.*
Adjective	*He's very young.*	*I've got a sore knee.*	*It looks easy.*
Adverb	*She spoke clearly.*	*You're extremely fit.*	*He works very hard*
Determinative	*The dog barked.*	*I've got a sore knee.*	*We need some milk.*
Preposition	*He's in the garden.*	*It's from your uncle.*	*We went to Paris.*
Coordinator	*We saw Kim and Pat.*	*Hurry or we'll be late.*	*It's cheap but good.*
Subordinator	*I know that it's true.*	*Ask whether it's true.*	*I wonder if it's true.*

4. Phrases :

For each of the first six of the word classes in [3] there is a corresponding class of phrases whose Head belongs to that class. In the following examples, the phrase is enclosed in brackets and the Head underlined :

i Verb phrase	She [wrote some letters].	He [is still in London].
ii Noun phrase	[The new lodger] is here.	[The boss] wants to see [you].
iii Adjective phrase	It's getting [rather late].	I'm [glad you could come].
iv Adverb phrase	I spoke [too soon].	It's [quite extraordinarily] good.
v Determinative phrase	I saw [almost every] card.	We've [very little] money left.
vi Preposition phrase	They're [in the garden].	He wrote a book [on sharks].

5. The Structure of Canonical Clauses :

❖ (a) Subject and Predicate :

A canonical clause consists of a Subject followed by a Predicate. The Predicate is realised by a verb phrase; the Subject is mostly realised by a noun phrase, but there are other possibilities too, most importantly a subordinate clause :

Subject	Predicate	Remarks
One of his friends	*called a doctor.*	*[noun phrase as Subject]*
That he was lying	*was obvious.*	*[subordinate clause as Subject]*

In canonical clauses describing an action the Subject will be associated with the semantic role of actor, or agent, as in [5i]. But many clauses don't express actions: *we heard an explosion*, for example, describes a sensory experience, and here the Subject is associated with the role of experiencer. There are numerous different kinds of semantic role that can be associated with the Subject : what the role is in a particular instance will depend on the meaning of the clause, especially of the verb.

Meaning therefore does not provide a reliable way of identifying the Subject. But this function has a good few distinctive grammatical properties which together generally make it easy to identify. Here are some of them.

(a) **Position :** Its default position - the one it occupies unless there are special reasons for placing it elsewhere - is before the Predicate.

(b) **Formation of interrogatives :** You can generally change a declarative clause into an interrogative by inverting the Subject with the first auxiliary verb; if there is no auxiliary in the declarative you need to insert the appropriate form of ***do***.[21] In either case the Subject ends up following the auxiliary verb:

Scanned with CamScanner

	Declarative	Interrogative
(i)	a. *The boss is in her office.*	b. *Is the boss in her office?*
(ii)	a. *Everyone signed the petition.*	b. *Did everyone sign the petition?*

(c) **Interrogative tags :** To seek confirmation of a statement you can add an interrogative tag, consisting of an auxiliary verb and a personal pronoun Subject which relates back to the Subject of the clause to which the tag is attached : ***The boss** is in her office, isn't **she**?; **Everyone** signed the petition, didn't **they**?*

(d) **Subject-verb agreement :** Where the verb has person-number properties (in the present tense and the past tense of ***be***), they are normally determined by agreement with the Subject :

a. *Her son plays the piano.* b. *Her sons play the piano.*

❖ (b) Predicator, Complements and Adjuncts :

At the next layer of structure below the Predicate we distinguish three functions. The Predicator is the function filled by the verb. The verb is the Head of the verb phrase, and Predicator is the special term used for the Head of the verb phrase forming the Predicate of a clause. Thus in [7b] *play the piano* is a verb phrase functioning as Predicate while *play* is a verb functioning as Predicator.

Complement and Adjunct are different kinds of Dependent, distinguished by the **licensing** condition. Complements can occur only if they are licensed by the Head verb: the verb must belong to a subclass that permits (or requires) a Complement of the type in question. Adjuncts are not subject to this restriction. Compare :

I mowed the lawn before it started to rain.

Here *the lawn* is admissible because the verb ***mow*** (unlike ***disappear***, for example) allows a Dependent of this kind, so *the lawn* is a Complement. But a Dependent indicating time can occur with any verb, so *before it started to rain*is an Adjunct.

We will look further at Complements in the next subsection. As for Adjuncts, they are usually realised by adverb phrases, preposition phrases, subordinate clauses, or a very narrow range of noun phrases. They can be divided into various semantic subtypes, such as Adjuncts of time, place, manner, etc., as illustrated below:

(i) *She spoke very clearly.* [adverb phrase as Adjunct of manner]

(ii) *As a result of his action, he was fired.* [prep phrase as Adjunct of reason]

(iii) *We cycle to work to save the busfare* [subordinate clause as Adjunct of purpose]

(iv) *They left the country last week* [noun phrase as Adjunct of time]

❖ (c) Object and Predicative Complement :

Two important subtypes of Complement are the Object and the Predicative Complement:

a. **Object:** *Ed blamed the minister.*

b. **Predicative Comp**: *Ed was a minister..*

There are several grammatical properties that distinguish Objects from Predicative Complements, of which the two most important ones are illustrated in [11] :

(i)	a. *Ed blamed the minister.* [Object]	b. *The minister was blamed by Ed.*
(ii)	a. *Ed was a minister.* [Pred Comp]	b. **A minister was been by Ed.*
(iii)	a. *Ed was innocent.* [Pred Comp]	b. **Ed blamed innocent.*

❖ (d) Direct and Indirect Object :

A clause may contain two Objects, distinguished as Direct and Indirect. In canonical clauses, the Indirect Object always precedes the Direct Object, and typically (but not invariably) is associated with the semantic role of recipient or beneficiary:

(i) *He gave the prisoner some water.*
[Indirect Object (recipient) + Direct Object]

(ii) *She baked me a cake.*
[Indirect Object (beneficiary) + Direct Object]

❖ (e) Subjective and Objective Predicative Complements :

The Predicative Complements in [10b] and [11iia/iiia] are related to the Subject, but it is also possible for a Predicative Complement to be related to the Object: we accordingly distinguish two subtypes, Subjective and Objective. Compare :

	Subjective Pred Comp	Objective Pred Comp
(i)	He became angry.	This made him angry.
(ii)	He was a charlatan.	They considered him a charlatan.

❖ (f) Five canonical clause structures :

On the basis of the presence or absence of the Complement types considered so far we can distinguish the following canonical clause structures :

Scanned with CamScanner

Example	Structure	Name
They disappeared.	S-P	(Ordinary) intransitive
They were ecstatic.	S-P-PC^s	Complex-intransitive
They bought a house.	S-P-O^d	(Ordinary) monotransitive
They kept it warm.	S-P-O^d-PC^o	Complex-transitive
They sent her some flowers.	S-P-O^i-O^d	Ditransitive

In the representations of the structures, S stands for Subject, P for Predicator, PC^s for Subjective Predicative Complement, O^d for Direct Object, PC^o for Objective Predicative Complement, and O^i for Indirect Object. The names reflect the fact that there are two dimensions of contrast :

❖ **(g) Prepositional and clausal Complements :**

The Complements considered so far have been noun phrases or adjective phrases, but these are not the only possibilities. Complements often have the form of preposition phrases or subordinate clauses:

(i) a. *She went <u>to Paris</u>.*	b. *She took him <u>to Paris</u>.*
(ii) a. *She relied <u>on her instinct</u>.*	b. *He congratulated her <u>on her promotion</u>.*
(iii) a. *He said <u>he was sorry</u>.*	b. *He told her <u>he was sorry</u>.*
(iv) a. *We intend <u>to leave on Tuesday</u>.*	b. *I advise you <u>to leave on Tuesday</u>.*

6. **Verbs :**

❖ **(a) Verb inflection :**

The most distinctive property of verbs is their inflection: they have a number of inflectional forms that are permitted or required in various grammatical constructions. The present tense form *takes*, for example, can occur as the verb of a canonical clause, whereas the past participle *taken* cannot: *She takes care,* but not **She taken care.*

The great majority of verb lexemes have six inflectional forms, as illustrated in the following table :

Preterite	*checked*	*She <u>checked</u> the figures herself.*
3rd singular present	*checks*	*She <u>checks</u> the figures herself.*
Plain present	*check*	*They <u>check</u> the figures themselves.*
Plain form	*check*	*She may <u>check</u> the figures herself.*

Gerund-participle	*checking*	*She is <u>checking</u> the figures herself.*
Past participle	*checked*	*She had <u>checked</u> the figures herself.*

It will be noticed that although we have distinguished six different **inflectional forms**, there are only four different **shapes**: *checked, checks, check* and *checking*. By 'shape' we mean the spelling or pronunciation. Thus the preterite and past participle of the lexeme ***check*** have the same shape, as do the plain present tense and the plain form. The same applies to all other **regular** verbs, i.e. verbs whose inflectional forms are determined by general rules. But there are a good number of irregular verbs where the preterite and past participle do not have the same shape: ***take***, for example, has *took* as its preterite and *taken* as its past participle.

This means that it is very easy to decide whether any particular instance of the shape *check* is a preterite form or a past participle. What you need to do is ask which form of a verb like ***take*** would be needed in the construction in question. Consider, then, the following examples:

(i) *She may have <u>checked</u> the figures herself.*

(ii) *I'm not sure whether she <u>checked</u> the figures herself or not.*

If we substitute ***take*** for ***check*** in [i] the form we need is the past participle *taken*: *She may have <u>taken</u> a break*. So this *checked* is likewise a past participle. And if we make the substitution in [ii] we need the preterite form *took* : *I'm not sure whether she <u>took</u> a break or not.* So the *checked* of [ii] is the preterite form. Note that when making the substitution you need to keep constant what precedes the verb (e.g. *She may have* in [i]) since this is what determines the inflection that is required: what follows the verb is irrelevant and hence can be changed to suit the verb you are substituting.

❖ **(b) The inflectional tense system :**

We have seen that there are two inflectional tenses in English: preterite and present; we review now the major uses of these tenses.

(a) <u>Preterite</u>. Three uses can be distinguished, as follows:

(i) **Past time** a. *He <u>arrived</u> yesterday.* b. *She <u>knew</u> him well.*

(ii) **Backshift** a. *Ed said he <u>was</u> ill.* b. *I thought it <u>started</u> tomorrow.*

(iii) **Modal remoteness** a. *I wish I <u>knew</u> the answer.*

b. *I'd do it if you <u>paid</u> me.*

Scanned with CamScanner

❖ **(c) Auxiliary verbs :**

We turn now to the important subclass of verbs called **auxiliary verbs**, or **auxiliaries**: they are quite markedly different in their grammatical behaviour from other verbs, which are called **lexical verbs**.

▲ ***Membership of the class :***

The main members of the auxiliary class are shown in [23], where they are divided into two subclasses, **modal** and **non-modal**:

(i) **Modal auxiliaries** ***can***, ***may***, ***must***, ***will***, ***shall***, ***ought***, ***need***, ***dare***

(ii) **Non-modal auxiliaries** ***be***, ***have***, ***do***

(*Could*, *might*, *would* and *should* are the preterite forms of ***can***, ***may***, ***will*** and ***shall*** respectively, though they differ considerably from other preterites, as we shall see.)

▲ ***Distinctive properties :***

There are several constructions which require the presence of an auxiliary verb, the two most frequent of which involve Subject-auxiliary inversion and negation.

(a) **Subject-auxiliary inversion :** We have seen that in canonical clauses the Subject precedes the verb whereas in most interrogative main clauses the Subject follows the (first) verb. The verb that precedes the Subject, however, must be an auxiliary verb: only auxiliaries can invert with the Subject. Compare :

Auxiliary verb	Lexical verb	Remarks
a. *She has taken the car.*	b. *She took the car.*	[declarative]
a. *Has she taken the car?*	b. **Took she the car?*	[interrogative]

If the declarative doesn't contain an auxiliary, as in [ib], it is necessary to insert the auxiliary ***do*** so that inversion can apply: *Did she take the car?* This ***do*** has no meaning: it is simply inserted to satisfy the grammatical rule requiring an auxiliary.

(b) **Negation :** The construction where *not* is used to negate the verb likewise requires that the verb be an auxiliary:

Auxiliary verb	Lexical verb	Remarks
a. *She has taken the car.*	b. *She took the car.*	[positive]
a. *She has not taken the car?*	b. **Took she the car?*	[negative]

ebook.dascoaching.in

▲ **Auxiliaries as Heads :**

It is important to emphasise that auxiliaries contrast with lexical verbs, not with what some grammars call 'main verbs'. Auxiliaries function as Head, not Dependent, in verb phrase structure. They mostly take non-finite clauses as Complement, like many lexical verbs. Compare the examples below, where the verb phrase is enclosed in brackets, the Head is in capitals and underlining marks the non-finite clause functioning as its Complement :

Auxiliary verb as Head	Lexical verb as Head
(i) a. *They* [*OUGHT to accept the offer*].	b. *They* [*INTEND to accept the offer*].
(ii) a. *We* [*CAN answer their queries*].	b. *We* [*HELP answer their queries*].
(iii) a. *She* [*WAS checking the figures*].	b. *She* [*BEGAN checking the figures*].
(iv) a. *He* [*WAS attacked by a dog*].	b. *He* [*GOT attacked by a dog*].

The particular type of non-finite clause that is used depends on the Head verb, whether auxiliary or lexical. ***Ought*** and ***intend*** license infinitivals with *to*, ***can*** and ***help*** infinitivals without *to*; ***be***, in one of its uses, and ***begin*** license a non-finite clause with a gerund-participle form of the verb; ***be***, in a second use, and ***get*** license one with a past participle form of the verb.

❖ **(d) The non-modal auxiliaries, *be*, *have*, *do* :**

Little further need be said about ***do***: it is used in constructions like Subject-auxiliary inversion and negation when required to satisfy the requirement that the construction contain an auxiliary. There is also a lexical verb ***do*** used in clauses like *She did her best*, *I did him an injustice*, etc.; here, then, auxiliary ***do*** must be added to form interrogatives and negatives: *Did she do her best?*, *I didn't do him an injustice.*

(a) ***Be***. Three uses of ***be*** can be distinguished, illustrated in:

(i) **Progressive marker** a. *They are watching TV.*
b. *I've been working all morning.*

(ii) **Passive marker** a. *It was taken by Jill.* b. *He may be arrested.*

(iii) **Copula** a. *She was a friend of his.* b. *That is very likely.*

(b) ***Have***. This verb belongs to both lexical and auxiliary classes. In *She had a swim* it is a lexical verb, for the interrogative and negative counterparts are *Did she have a swim?* and *She didn't have a swim.* The auxiliary uses are seen in the following examples :

Scanned with CamScanner

(i) **Perfect marker** a. *He has broken his leg.*
b. *He may have taken it yesterday.*

(ii) **Static *have*** a. *She has enough credit.* b. *We have to invite them all.*

❖ **(e) The modal auxiliaries :**

In this section we first note that ***need*** and ***dare***, like ***do*** and ***have*** above, belong to both auxiliary and lexical verb classes; we next set out the main grammatical properties that define the class of modal auxiliaries, then consider the preterite forms, and finally look at the kinds of meaning they express.

(a) **Need and dare :** These are auxiliaries only when followed by an infinitival construction without *to*, as in *Need I bother?* and *I daren't tell them*, etc. Thus in *I need a haircut, I need to get my hair cut, I dare you to repeat that*, etc. we have lexical verbs.

(b) **Distinctive grammatical properties of modal auxiliaries :**

- They have only tensed forms: no plain form, no gerund-participle, no past participle. Hence the impossibility of **I'd like to may go with you; *We're musting invite them all, *She has could speak French since she was a child.*
- They are invariable in the present tense instead of having a distinct form in *@s* used with 3rd person singular Subjects: *She can swim*, not **She cans swim*, etc.
- With one exception they license a following infinitival Complement without *to*: *She can swim*, not **She can to swim.* The exception is ***ought***: *They ought to accept the offer .*

(d) **Types of modal meaning :** The modal auxiliaries express a considerable variety of meanings, but they can be grouped into three major types.

- **Epistemic modality**. Here we are concerned with what is necessary, likely or possible: *He must have overslept; Dinner should be ready in a few minutes; She may be ill.*
- **Deontic modality**. Here it is a matter of what is required or permitted: *You must work harder; You should be studying for your exam; You can/may go with them if you like.*
- **Dynamic modality**. Here it is a question of properties or dispositions of persons or other entities involved in the situation: *She can speak very persuasively* (ability), *Will you help me?* (willingness). This kind of meaning is mainly found with just ***can***, ***will*** and ***dare***.

7. **Nouns and Noun Phrases :**

❖ **(a) Distinctive properties of nouns :**

Nouns form much the largest word class. It contains all words that denote physical entities, but also great numbers of words that do not have this semantic property: in order to be able to identify nouns we therefore need to examine their grammatical properties. We consider them under three headings: inflection, function and dependents.

(a) **Inflection :** Nouns generally exhibit inflectional contrasts of **number** and **case** :

	Number	**Case**	
		Plain	Genitive
(i)	Singular	*student*	*student's*
(ii)	Plural	*students*	*students'*

School grammars commonly use the term 'possessive' instead of 'genitive', but that term is far too specific for the wide range of relationships covered by this case: compare, for example, *Kim's parents, the boys' behaviour, the train's arrival, the mayor's obituary, the sun's rays, today's news.*

(b) **Function :** Nouns can function as Head in noun phrases that in turn function as Subject or Complement in clause structure, or Complement of a preposition, as illustrated below, where nouns are underlined and noun phrases bracketed:

(i) **Subject in clause** [*One student*] *was arrested.*
(ii) **Complement in clause** *They interviewed* [*all the students*].
(iii) **Complement in prep phrase** *The talk was given by* [*a student*].

(c) **Dependents :** There are some kinds of Dependent that occur exclusively (or almost exclusively) with a noun as Head:

(i) **Certain determinatives** *the student, a school, every book, which exam*

(ii) **Pre-head adjectives.** *mature students, a new book, an easy exam*

(iii) **Relative clauses** *the student who directed the play, a book I'm reading*

Scanned with CamScanner

❖ **(b) The structure of noun phrases :**

Noun phrases typically consist of a Head noun alone or accompanied by one or more Dependents. The Dependents are of three main types: Determiners, Complements and Modifiers.

(a) **Determiners :** These are found uniquely in the structure of noun phrases. They have the form of determinatives (or determinative phrases, as in *almost all students*, *not many people*, *too few volunteers*) or genitive noun phrases (*the girl's voice*, *some people's behaviour*, *my book*).

Determiners serve to mark the noun phrase as **definite** or **indefinite**.

(i) **Definite** *the Premier of NSW*, *the key*, *this book*, *both copies*, *the man's death*

(ii) **Indefinite** *a politician*, *some keys*, *any serious book*, *enough copies*, *three dogs* (b) Complements. The clearest cases of Complements involve preposition phrases where the preposition is specified by the Head noun, and certain types of subordinate clause :

(i) **Preposition phrases** *her review of the play*, *a ban on alcohol*, *his marriage to Sue*

(ii) **Subordinate clauses** *the idea that he might be ill*, *an opportunity to make friends*

(c) **Modifiers :** The typical pre-Head Modifier is an adjective or adjective phrase: *a good book*, *a very serious matter*. But those are not the only possibilities. In particular, nouns can also function as Modifier to a Head noun: *a schoolplay*, *the unemployment situation*, etc. Post-Head Modifiers are typically preposition phrases and subordinate clauses that occur more freely than Complements in that they do not have to be licensed by the Head noun: *a man of honour*, *the house opposite the post office*, *the play that she wrote*, *the guy who spoke first*.

❖ **(c) Number and countability :**

(a) **Nouns with fixed number :** Although most nouns have an inflectional contrast between singular and plural, there are a good few that do not - that have only singular or only plural forms:

(i) **Singular-only nouns** *crockery*, *dross*, *harm*, *nonsense*; *news*, *mumps*, *physics*,

(ii) **Plural-only nouns** *belongings*, *clothes*, *genitals*, *scissors*; *cattle*, *police*,

Note that the last three items in [i] end in @*s* but are nevertheless singular, as evident, for example, from the agreement in *This news is good.*

ebook.dascoaching.in

Conversely, the last two items in [ii] don't end in @*s*, but are nevertheless plural: cf.*These cattle are in good health.*

(b) **Count and non-count nouns :** Related to the distinction between nouns with variable number and nouns with fixed number is that between **count** and **non-count** nouns. Count nouns can take cardinal numerals (*one*, *two*, *three*, etc.) as Dependent, while non-count nouns cannot. Compare count ***student*** (*one student*, *two students*) and non-count ***harm*** and ***clothes*** (**one harm/clothes*, **two harms/clothes*).

However, most nouns can occur with either a count or a non-count **interpretation**:

	Count interpretation	**Non-count interpretation**
(i)	a. *He pulled out a white hair.*	b. *He has white hair.*
(ii)	a. *Have another cake.*	b. *Have some more cake.*
(iii)	a. *Can I borrow your football.*	b. *Let's play football.*

The interpretations in [a] allow for a contrast between one and more than one (cf., for example, *He pulled out two white hairs*), but those in [b] do not. When we speak of count and non-count nouns, therefore, we are referring to nouns as used with a count and non-count interpretation. Thus *hair* is a count noun in [ia], a non-count noun in [ib], and so on.

(c) **Subject-verb agreement :** We noted in Section5.1 that where a verb has person-number properties they normally agree with those of the Subject noun phrase, more particularly with those of the Head noun of that noun phrase: *The dog is barking* vs *The dogs are barking*. There are, however, certain semantically-motivated types of departure from this pattern, as illustrated below:

(i) **Measure expressions** *Two hours isn't long enough for such a job.*

(ii) **Quantificational nouns** *A lot of people like it.*

(iii) **Collective nouns** *The jury haven't yet reached a decision.*

- In [i] the hours aren't thought of individually but as making up a single period, so the Subject is treated as singular.
- In [ii] the verb-form is determined not by the Head noun *lot* but by *people*, which is embedded within the Subject noun phrase.
- With collective nouns like *jury* in [iii] there is divided usage, with singular *hasn't* also used.

Scanned with CamScanner

❖ **(d) Subclasses of noun**

There are three main subclasses of noun: **common noun**, **proper noun** and **pronoun**. Common noun is the default subclass and needs no further comment here.

(a) **Proper nouns :** This subclass includes nouns such as *John, Mary, Smith, Beethoven, Sydney, Egypt, Nile, Easter, Friday*, etc. They characteristically function as Head of noun phrases serving as **proper names**, names individually assigned to particular people, places, festivals, days of the week, and so on. Note, however, that they also occur, derivatively, in other kinds of noun phrase: *That's not the Smith I was referring to, Let's listen to some Beethoven*. Conversely, not all proper names contain proper nouns: cf. *Central Avenue, New Year's Day*, and so on. And some proper names contain more than just a proper noun: *the Nile, Mt Everest, King John.*

(b) **Pronouns :** The grammatically distinctive property of pronouns is that they do not normally combine with Determiners: *He arrived*, not **The he arrived*. There are several subtypes of pronoun, including:

(i) **Personal pronouns** ***I, we, you, he, she, it, they, one***

(ii) **Reciprocal pronouns** ***each other, one another***

(iii) **Interrogative or relative pronouns**

who, what, which, whoever, etc.

8 Adjectives and Adjective Phrases :

❖ **(a) Two major functions of adjectives**

Most adjectives can be either **attributive** or **predicative**:

(i) **Attributive** *a hot day, some new DVDs, this excellent play, lonely people*

(ii) **Predicative** *It's hot. These look new. I found it excellent. They seem lonely.*

Attributive adjectives are pre-head Modifiers in noun phrase structure; predicative adjectives are Predicative Complements in clause structure (see Section5.5).[6]

There are, however, some adjectives that are restricted to one or other of these functions:

(i) **Attributive-only** *the main speaker, a mere child, the only problem, my own car*

(ii) **Never-attributive** *I'm afraid. She's asleep. He looks content. It's liable to flood.*

❖ **(b) Gradability and grade :**

The most central adjectives are **gradable**: they denote properties that can apply in varying degrees. As such, they can be modified by adverbs of degree and (under conditions relating to length and form) be inflected for**comparative** (e.g. *taller*) and **superlative** (e.g. *tallest*) **grade**:

(i) **Degree modification** *very good, quite hot, rather young, too old, incredibly bad*

(ii) **Inflection for grade** *hotter, younger, older, better, hottest, youngest, oldest, best*

Gradable adjectives that don't inflect mark comparative and superlative degree by means of the adverbs *more* and *most* respectively: *more intelligent, most intelligent.*

There are also a good number of adjectives that denote non-scalar properties and hence are **non gradable**: *alphabetical order, the chief difficulty, the federal government, her right eye, third place*. Some adjectives, moreover, can be used in two different senses, one gradable, the other non-gradable (and usually the more basic). In *The door is open*, for example, *open* is non-gradable, but in *You should be more open with us* it is gradable.

❖ **(c) The structure of adjective phrases :**

Adjective phrases consist of an adjective as Head, alone or accompanied by one or more Dependents, which may be Complements or Modifiers:

(i) **Complements** *good at chess, grateful for your help, fond of animals, keen on golf, glad that you liked it, unsure what had happened, eager to help*

(ii) **Modifiers** *very bad, morally wrong, this good, most useful, much better, two days long, a bit old, cautious to excess, dangerous in the extreme*

The Complements are preposition phrases or subordinate clauses; in the former case the adjective selects a particular preposition to head the Complement: ***fond*** takes *of*, ***keen*** takes *on*, and so on. The Modifiers are adverbs (e.g.*very*), determinatives (*this*), noun phrases (*two days*) or post-Head prepositional phrases. Adjective phrases containing post-Head Dependents cannot normally be used attributively: *He's good at chess*, but not **a good at chess schoolboy.*

Scanned with CamScanner

9. Adverbs and Adverb Phrases :

❖ **(a) Adverbs in relation to adjectives :**

The majority of adverbs are derived from adjectives by adding the suffix @*ly*: *common* - *commonly*, *rare* - *rarely*, etc. There are a good number of adverbs not formed in this way, some of them very common (e.g. *almost*, *always*, *often*,*quite*, *rather*, *soon*, *too*, *very*), but these are normally recognisable as adverbs by virtue of being replaceable by ones with the @*ly* suffix: compare *It's very good* and *It's extremely good*; *She always wins* and *She frequently wins*; *It'll be over soon* and *It'll be over shortly*, and so on.

The major difference between adverbs and adjectives has to do with their functions. We have seen that adjectives function attributively or predicatively, but adverbs do not normally occur in these functions: compare attributive *a successful meeting*, not **a successfully meeting*, and predicative *The meeting was successful*, not **The meeting was successfully*. Adverbs function as Modifier to a wide range of word or phrase classes, as illustrated in [43], where underlining marks the modifying adverb and capitals what it modifies :

Adverb modifying :

(i) **Verb**	*She SPOKE clearly.*	*She PLAYED well.*
(ii) **Adjective**	*It's a remarkably GOOD play*	*It looks very GOOD*
(iii) **Adverb**	*He spoke virtually INAUDIBLY.*	*They almost NEVER reply.*
(iv) **Determinative**	*Nearly ALL copies were sold.*	*Too FEW copies were printed.*
(v) **Prep phrase**	*She is completely IN CONTROL.*	*It's quite BEYOND BELIEF.*
(vi) **Rest of clause**	*Surprisingly EVERYONE AGREED Frankly,*	*IT'S USELESS.*

In general adverbs that can modify adjectives and other adverbs can also modify verbs, but there are some exceptions, most notably *very* and *too* (in the sense 'excessively'). Compare *He's very FOND of her* and **He very LOVES her*(we need *He loves her very MUCH*).

A few adverbs inflect for grade (*soon, sooner, soonest*), but for the most part comparatives and superlatives are marked by *more* and *most* : *more carefully, most carefully.*

❖ **(b) The structure of adverb phrases :**

The structure of adverb phrases is broadly similar to that of adjective phrases, but simpler: in particular, very few adverbs license complements.

(i) **Complements** *Luckily for me, it rained. We handled it similarly to the others.*

(ii) **Modifiers** *She sang very well. It won't end that soon. We left a bit late.*

10. Prepositions and Preposition Phrases :

The most central members of the preposition class have meanings concerned with relations in time or space: *after lunch, at school, before the end, in the garden, off the bridge, on the desk*, etc. In this section we look at the function of prepositions and then at their Complements, and finally consider the phenomenon of preposition stranding.

(a) **Function of prepositions :** Prepositions function as Head in preposition phrases, and these in turn function as Dependent (Complement or Modifier) to any of the four major parts of speech:

Prep phrase dependent on :

(i) **Verb** *She WENT to London.* *They ARE in the garden.*

(ii) **Noun** *He's a MAN of principle.* *It's on the WAY to Paris.*

(iii) **Adjective** *She's INTERESTED in politics. I'm RESPONSIBLE for them*

(iv) **Adverb** *LUCKILY for me, no-one knew. I saw her LATER in the day.*

(b) **Complements of prepositions :** Usually (as in all the examples in [45]) prepositions take a noun phrase as Complement. There are, however, other possibilities:

(i) **Preposition phrase**	He emerged *[from under the bed.]*	*I'll stay [until after lunch].*
(ii) **Adjective phrase**	*That strikes me [as unfair].*	*I took him [for dead].*
(iii) **Adverb phrase**	*I didn't know [until recently].*	*I can't stay [for long].*
(iv) **Clause**	*It depends [on what she says].*	*I told her [before she left].*

Scanned with CamScanner

(c) **Preposition stranding :** In a number of clause constructions the Complement of a preposition is placed at the front of the clause or omitted altogether, leaving the preposition 'stranded':

(i) a. *What are you looking at?* b. *It's something [which I can do without].*

(ii) a. *This is the book [I was referring to].* b. *He went to the same school as [I went to].*

The construction is characteristic of relatively informal style, but it is a serious mistake to say that it is grammatically incorrect.

11. Negation :

(a) **Clausal vs sub-clausal negation :** Negation is marked by individual words such as *not, no, never,* or by affixes such as we have in *uncommon, non-compliant, infrequent, careless, isn't, won't,* etc. We need to distinguish, however, between cases where the negative affects the whole clause (**clausal negation**) and those where it affects just a part of it (**sub-clausal negation**):

(i) **Clausal negation** a. *He is not well.* b. *Surprisingly, he wasn't ill.*

(ii) **Sub-clausal negation** a. *He is unwell.* b. *Not surprisingly, he was ill.*

12. Clause Type and Speech Acts :

We use sentences to make statements, ask questions, make requests, give orders, and so on: these are different kinds of **speech act** (a term understood, like 'speaker', to cover writing as well as speech). The grammatical counterpart is **clause type**, where we distinguish declarative, interrogative, and so on. The main categories we recognise here are illustrated below

(i) **Declarative**	*You are very tactful.*
(ii) **Closed interrogative**	*Are you very tactful?*
(iii) **Open interrogative**	*How tactful are you?*
(iv) **Exclamative**	*How tactful you are!*
(v) **Imperative**	*Be very tactful.*

13. Subotdinate Clauses :

Subordinate clauses normally function in the structure of a phrase or a larger clause. Whereas main clauses are almost invariably finite, subordinate clauses may be finite or non-finite.

❖ **(a) Finite subordinate clauses :**

The most central type of **finite** clause is **tensed**, i.e. contains a verb inflected for tense (preterite or present tense), and most finite subordinate clauses are of this type. There is, however, one construction containing a plain form of the verb that belongs in the finite class, the **subjunctive**:

(i) *She says that he is kept well-informed* [tensed: *is* is present tense verb]

(ii) *She insists that he be kept well-informed* [subjunctive: *be* is plain form]

We may distinguish three main types of finite subordinate clause: **content clauses, relative clauses** and **comparative clauses**.

◆ **Content clauses :**

These usually function as Subject or else Complement of a verb, noun, adjective or preposition:

(i) *That they accepted the offer is very fortunate.* [Subject]

(ii) *I KNOW she likes it.* [Complement of verb]

(iii) *The FACT that it's so cheap makes me suspicious.* [Complement of noun]

(iv) *We stayed in BECAUSE it was raining.* [Complement of preposition]

◆ **Relative clauses :**

(a) **Relative clauses as Modifier :** The most central kind of relative clauses functions as Modifier in noun phrase structure :

(i) a. *I agree with [the guy who spoke last].* b. *I agree with [the guy that spoke last].*

(ii) a. *He lost [the key which I lent him].* b. *He lost [the key I lent him].*

(b) **Supplementary relative clauses :** The relative clauses in [56] are tightly **integrated** into the structure of the sentence, but it is also possible for relative clauses to be set off by punctuation or intonation, so that they have the status of more loosely attached **Supplements**, as in:

(i) *I've lent the car to my brother, who has just come over from New Zealand.*

(ii) *He overslept again, which made him miss the train.*

In this type the relativised element is almost always overt, and doesn't relate back to a noun but to a larger unit, a whole noun phrase in [i] (*my brother*) and a clause in [ii], where *which* is understood as '(the fact) that he overslept again'.

Scanned with CamScanner

(c) **The fused relative construction :** This is structurally more complex than the above constructions:

(i) a. *Whoever wrote this must be very naive.* b. *You can invite who you like.*

(ii) a. *He quickly spent what she gave him.* b. *What books he has are in the attic.*

◆ **Comparative clauses :**

Comparative clauses generally function as Complement to the prepositions *as* and *than* :

(i) a. *I'm as ready as I ever will be.* b. *As was expected, Sue won easily.*

(ii) a. *More people came than I'd expected.* b. *He has more vices than he has virtues.*

❖ **(b) Non-finite subordinate clauses :**

There are three major kinds of non-finite clause:

(i) **Infinitival** a. *He wants to see you.* b. *I can't help you.*

(ii) **Gerund-participial** a. *Buying a car was a mistake.* b. *He's the guy standing up.*

(iii) **Past-participial** a. *All things considered, it's OK.* b. *We got told off.*

14. Coordination :

Coordination is a relation between two or more items of equal syntactic status, the **coordinates**. They are of equal status in the sense that one is not a Dependent of another.

(a) **The marking of coordination :** Coordination is usually but not invariably marked by the presence of a coordinator, such as *and*, *or*, *nor*, *but*; the first three of these may also be paired with a determinative, *both*, *either* and *neither* respectively. The main patterns are seen in [61]:

(i) *We have no milk and the shops aren't open yet.*
(ii) *Her brother came too, but didn't stay long.*
(iii) *We can meet on Monday, on Thursday or at the week-end.*
(iv) *We can meet on Monday, or on Thursday or at the week-end.*
(v) *Both Jill and her husband attended the meeting.*
(vi) *He was self-confident, determined, egotistical.*

ebook.dascoaching.in

(b) **Functional likeness required between coordinates :** Coordination can appear at more or less any place in the structure of sentences. You can have coordination between main clauses (giving a compound sentence, as in [61i]), between subordinate clauses, between phrases, between words (e.g. *Have you seen my father and mother?*). But the coordinates need to be grammatically alike. Usually they belong to the same class, as in all the examples in [61]. They do not have to be, however: the crucial constraint is that they be alike in function. Compare, then:

(i) *She is very bright and good leadr.*

(ii) *I don't know the cause of the accident or how much damage was done.*

(iii) **We're leaving Rome and next week.*

(c) **Joint coordination :** One special type of coordination is seen in [63]:

a. *Sam and Pat are a happy couple.* b. *Sam Pat and Alex like each other.*

15. Information Packaging :

The grammar of the clause makes available a number of constructions that enable us to express a given core meaning in different ways depending on how we wish to to present or 'package' the information. For example, *Kim broke the vase, The vase was broken by Kim, The vase Kim broke, It was Kim who broke the vase, What Kim broke was the vase* all have the same core meaning in the sense that there is no situation or context in which one of them would be true and another false (assuming of course that we are talking of the same Kim and the same vase). The first of them, *Kim broke the vase*, is the syntactically most basic, while the others belong to various **information-packaging constructions**. The most important of these constructions are illustrated by the underlined examples in below :

Sl. No.	Name	Example	Basic counterpart
i	Preposing	a. *This one you can keep.*	b. You can keep this one.
ii	Postposing	a. *I've lent to Jill the only copy* that has been corrected.	b. I've lent the only copy that has been corrected to Jill.
iii	Inversion	a. *In the bag was a gold watch.*	b. A gold watch was in the bag.

Scanned with CamScanner

Sl. No.	Name	Example	Basic counterpart
iv	Passive	a. *The car was driven by Sue.*	b. Sue drove the car.
v	Existential	a. *There was a doctor on board.*	b. A doctor was on board.
vi	Extraposition	a. *It's clear that she is ill.*	b. That she is ill is clear.
vii	Cleft	a. *It was Kim that suggested it.*	b. Kim suggested it.
viii	Pseudo-cleft	a. *What I need is a cold drink.*	b. I need a cold drink.
ix	Dislocation	a. *It's excellent, this curry.*	b. This curry is excellent.

For more verb patterns please consult *Oxford Advanced Learner's Dictionary* (AS Hornby)

In the first three we are concerned simply with the order of elements, while the others involve more radical changes.

How to carry out Practicum:

Syntax : (1) Seminar presentation on 10 basic sentence structures and or functions

Or, Take a literary prose piece of 200 words> Analyse sentences of that 200 words structurally and functionally

A.4 Phonetic Transcription :

Make a list of the International Phonetic Alphabets(IPA) with illustrating words(refer Daniel Jones's Pronunciation Dictionary)

Practice sessions on transcribing words, sentences and paragraphs.

Individual Activity- Transcription of TWO 200 word extracts taken from TWO school texts.

OR

Peer tutoring through Seminar Presentation

IPA-Consonantal sounds, Vowels, Diphthongs, Transcription of words, Practice sessions.

Scanning Copyright By DASCoaching.in

Thank You

Visit Our Educational Website

Regularly For More Update:

https://www.dascoaching.in/

Contact Us On:

Facebook: fb/dascoaching.in

YouTube: DAS Coaching

mailto:contact.dascoaching@gmail.com

Follow on Dailyhunt Apps: DAS Coaching

Telegram: DAS Coaching

Whatsapp: 9339697099

Scanned with CamScanner

A.5 Identifying General and Specific Objectives with Learning Outcome :

Identifying General and Specific Objectives with Learning outcomes For the identification of objectives please see Unit 1 & Unit II

This E-Book Download From>>

www.ebook.dascoaching.in

Follow Our B.Ed Related WEbsite>>

www.dascoaching.in

A.6 Task analysis and Content Analysis :

A.6.1 Task Analysis :

It is to identify the following elements in a certain task: Is it interesting? Is it challenging? Level of Challenge? Educative? Culturally familiar? Difficult in terms of vocabulary? Difficult in terms of grammar? At how many stages can it be evaluated?

Take one task (Activity) from any text and make a Task Analysis

Criteria	Task Description	Remarks
Is it interesting? Is it challenging? Level of Challenge? Educative? Culturally familiar? Difficult in terms of vocabulary? Difficult in terms of grammar? At how many stages can it be evaluated?	Say, Cause & Effect	

❖ **(a) Examples of Task :**

Activities 5, 6, 7, 8; Lesson 7: Mowgli Among the Wolves-Rudyard Kipling in Blossoms, Class VII.

Activity 5

Complete the following chart with information from the text :

Cause	Effect
The tiger jumped into the camp fire.	
	Moonlight was blocked at the mouth of the cave.
Mother Wolf would fight to the death.	

Activity 6

Complete the followings sentences :

(a) Father Wolf heard Sher Khan_____

(b) Sher khan was unable to face the challenge of Mother Wolf because

(c) The voice of Bagheera was_____

(d) When the man-cub will grow up_____

Scanned with CamScanner

Activity 7

Answer the following questions (in about 30 words) by referring to the text :

(a) What was the 'most wonderful thing in the world'?

(b) Describe the 'brown baby' as he came to the wolves' den.

(c) Where were the parents of the 'man cub'?

(d) Why did Sher Khan come to the den of the wolves?

(e) Who was Akela? Give a description of Akela.

(f) Why do you think Akela wanted the 'man cub' to be in the wolf family?

❖ **(b) How Does Task Analysis Work ?**

- Like any other undertaking, Task Analysis can also be deconstructed into steps.
- Determine what task you want the student to perform.
- Figure out what steps will be required to complete the task.
- Teach the student one step until the student displays mastery of it.
- Decide what order to teach the steps in. You might have the student master the last step, then second to last and so on until the entire task can be done independently. Or vice versa, you can work from the first step to the last. This is known as chaining.
- As each part of the process is learned, add it to the chain until the task can be completed independently.
- Task Analysis can be an invaluable tool for a special educator trying to help students gain independence. Whether the students have cognitive, physical or communication impairments, they can benefit from this process

❖ **(c) Task analysis of writing an essay on_____**

- Brainstorm for ideas
- Organise them
- Language related to it
- Beginning, Middle , End
- Relevant Quotes, Stories, Ideas etc.
- With these points work out the task analysis. It is like writing a sequential RECIPE.
- Given Tasks in text books can be analysed against pre-set criteria.

- Criteria like joyful learning, contextualisation, discovery learning, aesthetic development, value inculcation, relating to life, active learning , integrated learning etc. etc. can be used to measure the tasks in one / two texts
- Vertical columns with Criteria/ Task description/ Comments can be devised for analysis.

A.6.2 Content Analysis :

- Treat each lesson as an UNIT
- Each UNIT is to be divided into meaningful SUB-UNITS
- Sub-units can be skill-based; content-based; or based on rubrics according to the type of text chosen

For Content Analysis please see 2.2.6 [(Example of Pedagogic Analysis, B. Analysis of Sub-Units; Unit: "Mowgli among the Wolves"; Textbook: Blossoms (Class VII)]

Scanned with CamScanner

A.7 Developing Instructional (Teaching Learning) Material :

- Workbook
- PPT
- Anthology
- Computer Assisted Teaching/ Testing Packages
- Teacher's Manual
- Any Other

A.8 Planning Instructions :

- Objectives
- Previous Knowledge
- Content in an outline
- Pre-Active Phase
- Interactive Phase
- Post-Active Phase
- Learning Resources & Supports
- ICON DESIGN MODEL
- PEACOCK

Scanning Copyright By DASCoaching.in

Thank You

Visit Our Educational Website

Regularly For More Update:

https://www.dascoaching.in/

Contact Us On:

Facebook: fb/dascoaching.in

YouTube: DAS Coaching

mailto:contact.dascoaching@gmail.com

Follow on Dailyhunt Apps: DAS Coaching

Telegram: DAS Coaching

Whatsapp: 9339697099

Scanned with CamScanner

❑ Bibliography :

◆ Print Sources :

• Baruah, TC. (1991). *The English Teacher's Handbook.* New Delhi: Sterling Publishers Pvt.Ltd.

• Bhattacharya, Ganadeb. (1982). *The Teaching of English in India.* Kolkata: Pioneer Publishers.

• Brookfield, S. (1995).Becoming a critically reflective teacher. San Francisco: Jossey-Bass ell, P. (1970).

• Brown, H.D. (2001). *Teaching by Principles - an Interactive Approach to Language Pedagogy. New York*: Pearson Education.

• Chand, Jagdish. (2007). *Education in India during British Period.* Delhi: Anshah Publishing House.

• Chaudhuri, Nirad C. (1999). *Three Horsemen of the New Apocalypse.* Delhi: Oxford University Press.

• Deci, E. L. (1975). *Intrinsic Motivation.* New York: Plenum Press.

• Diane Larsen-Freeman, Diane. (2003). *Teaching Language*: from Grammar to Grammaring. Boston : Thomson/Heinle.

• Dutta, Kalyannath. 2002. *Some Aspects of the English Languages.* Kolkata: Sribhumy Publishing Company.

• Gangopadhyay, Avik. 2009. *Essentials of English Philology, Phonetics, Linguistics.* Kolkata: Books Way Publishers.

• Gangopadhyaya, Madan Mohan. (1984). *Teaching of English as a Second Language.* Kolkata : Soma Book Agency.

• Gupta, Asoke. (2004). *A Handbook of Teaching English.* Kolkata: Central Library.

• Gurrey, P. (1955). *Teaching English as a Foreign Language.* Kolkata: Orient Longman Pvt. Ltd.

• Hughes, J. (1973). *The Slow Learner in Your Class (Nelson's Teacher Texts).* London: Cengage Learning Australia.

• Kohli, A. L. (1997). *Techniques of Teaching English.* New Delhi: Dhanpat Rai & Sons.

• Kohli, A. L. (2013). *Techniques of Teaching English.* New Delhi: Dhanpat Rai & Sons.

Scanned with CamScanner

• Krishnaswamy, N &LalithaKrishnaswamy. (2003). *Teaching English: Approaches, Methods and Techniques*. Macmillan India Ltd.: New Delhi.

• Lal, J.P. (2007). *Educational Measurement and Evaluation*. New Delhi: Anmol Publications Pvt. Ltd.

• Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press

• Lazar, Gilian. (2008). *Literature and Language Teaching: A Guide for Teachers and Trainers*. Cambridge: Cambridge University Press.

• Mehata, R. L. (1967). *Teaching of English in India*. Kolkata: Orient Longman Pvt. Ltd.

• Menon, T. K. & M. S. Patel. (1971). *The teaching of English as a foreign language* :

◆ **Structural approach. Baroda: Acharya Book Depot.**

• Mowla, Shaik. (2007). *Techniques of Teaching English*. New Delhi: Neelkamal Publishers Pvt. Ltd.

• Mukalel, Joseph and Shabbir B. Ahmed. (1984). Teaching English in India. New Delhi : Arya Book Depot.

• Nagaraj, Geetha. (1996). *English Language Teaching: Approaches, Methods, Techniques*. Orient Longman Limited : Calcutta.

• Padma, B. (2008). *Reciprocal Teaching Techniques*. New Delhi: APH Publishing Corporation.

• Pahuja, N. P. (1995). *Teaching of English*. Delhi: Anmol Publications Pvt. Ltd.

• Passow, H. (1972). *Opening Opportunities for Disadvantaged Learners*. New York: Teacher's College Press.

• Purkait, B. R. (1996). Principles and Practices in Education. Kolkata: New Central Book Agency (P) Ltd.

• Rao, K. Venugopal. (2011). *Techniques of Teaching English*. New Delhi: Neelkamal Publications Pvt. Ltd.

• Tickoo, ML. (2003). *Teaching and Learning English: a Sourcebook for Teachers and Teacher-Trainers*. Hyderabad: Orient Longman.

• Tiwari, Saket Raman. (2009). *Teaching of English*. APH Publishing Corporation, New Delhi.

• Venkateswaran, S. (1995).*Principles of Teaching English*. New Delhi: UBS Publishers' Distributors Pvt. Ltd.

• Verghese, C. Paul. (1989). *Teaching English as a Second Language*.

New Delhi: Sterling Publishers Pvt. Ltd.

• Wadhwa, Ramji Das. (2005). *Audio-Visual Aids for Teaching English*. Jaipur: ABD Publishers.

★ English Textbooks *(Blossoms, Learning English, Mindscapes)* published under the aegis of the WBBSE and WBCHSE.

★ Content-cum Methodology of Teaching English, published by The Registrar. Netaji Subhas Open University (In collaboration with Karnataka State Open University), Kolkata. (2013)

◆ **Internet sources :**

• IOSR Journal of Humanities and Social Science (IOSRJHSS) ISSN: 2279-0845 Volume 1, Issue 1

(July-August 2012), PP 38-39 www.iosrjournals.org. Retrieved on 12.12.13

• Indian Education Commission, 1964-66, Report. Source: Source: http//www.indg.in/primary...

Retrieved on 29.12.13

• National Curriculum Framework 2005. Source: http//www.ncert.nic.in/ri... Retrieved on 29.12.13

• Anthony, Edward M. Approach, Method and Technique. Source :

http://www.sala.org.br/index.php/artigos/615-approach-method-and-technique. Retreived on 29.12.13

• Azofeifa, Mila. (2002). "Learning English through Children's Literature". Source:

https://www.teachingenglish.org.uk/article/learning-english-through-childrens-

literature#comment-33340. Retrieved on 29.03.14

• Baker, E. D., Hope, L., &Karandjeff, K. (2009).Contextualizsd teaching and learning:

A faculty primer. Sacramento, CA: The Research and Planning Group for

California Community Colleges, Center for Student Success. Source:

http://www.careerladdersproject.org/docs/CTL.pdf Retrieved on 29.03.14

• Cotton, Kathleen. "Teaching Composition: Research on Effective Practices"

Source : http://www.hawaii.edu/mauienglish/department/pages/Teaching_composition.pdf

• Crystal, David. 2003. English as a Global Language.

Scanned with CamScanner

Source : http://catdir.loc.gov/catdir/samples/cam041/2003282119.pdf Retrieved on 29.03.14

• Dale-Jones, Barbara. "Turning multilingual classrooms into rich resources". Source:

http://mg.co.za/article/2013-09-13-turning-multilingual-classrooms-into-rich-resources. 03.04.14

Eva M. Fernandez and Helen Smith Cairns.*Fundamentals of Psycholinguistics*. Wiley-Blackwell,

2011. Source : http://www.google. in/url?sa...AFQjCNF38s3LIDrjMLX5-44lmrc Auiiiw. Retrieved on 29.03.14

• Eva M. Fernandez and Helen Smith Cairns. Fundamentals of Psycholinguistics.Wiley-Blackwell, 2011.

Source : http://www.google.co....-rrlmrcAuiiiw. Retrieved on 291.12.13

• Goldshmid, Barbara & Marcel L. Goldshmid.Peer Teaching in Higher Education: A Review.

Source: http://www.fandm.edu/uploads/media_items/documents-departments-precepting-goldschmidteaching-pdf.original.pdf

• Graddol, David. (2010). English Next India: the Future of English in India. Source:

http//www.britishcouncil.org/learning-english-next-in...

• Joklová, Kate?ina. (2009). Using pictures in teaching vocabulary (Thesis). Brno: Masaryk

University. http://is.muni.cz/th/123676/pedf_b/Bachelor_Thesis-Using_pictures_in_teaching_vocabulary.pdf. Retrieved on 29.03.14

• Khan, Sultan Muhammad.(2008). Education of Slow Learner. Source: http://research-education-

edu.blogspot.in/search/label/Education%20of%20Slow%20Learner. Retrieved on 05.05.14

• Krashen, Stephen D. (2009). *Principles and Practice in Second Language Acquisition*. Source:http://sdkrashen.co... Retrieved on 05.08.13

• Mazumdar, Bijaychandra. (1920). The History of The Bengali Language. university of Calcutta.

Source:https://upload.wikimedia.org/wikipedia/commons/b/ba/The_history_of_the_Bengali_language_(1920).pdf

• May, Stephen (Ed). (2014) The Multilingual Turn: implications for SLA, TESOL, and Bilingual

Education. Routledge: New York. Source: http://books.google.co.in Retrieved on 07.04.14

• Moon, J. (2005). "Guide for busy Academics No.4: Learning through Reflection." Source:

http://www.heacademy.ac.uk/resources/detail/resource_database/id69_guide_for_busy_academics_no4_moon. Retrieved on 29.12.12

• Norris, J., & Ortega, L. (2000). Effectiveness of L2 instruction: A research synthesis and quantitative meta-analysis. Language Learning, 50, 417-528.

Source:http://www.cal.org/resources/digest/digest_pdfs/InstructedLangFinalWeb.pdf

Retrieved on 29.12.12

• Nunan, David. (2003). Language Teaching Methodology: A Textbook for Teachers. Source:

https://www.google.co.in/search?hl...nunan+language+teaching+methodology+pdf. Retrieved on 07.04.14

• Richards, Jack. C. (2006)."Theories of Teaching in Language Teaching".

Source: https://eteachermethods.wikispaces.com/file/view/Theories+of+Teaching+in+Language+Teaching.pdf

• Rohmah, Zuliati. English as a Global Language: Its Historical Past and Its Future

Source:http://sastra.um.ac.id/wp-content/uploads/2009/10/English-as-a-Global-Language-Its-Historical-Past-and-Its-Future-Zuliati-Rohmah.pdf Retrieved on 19. 11. 2012.

• Sari, Ghada."Using Games in Teaching Vocabulary".

Source: http://www.udel.edu/eli/2006P4L/ghada.pdf. Accessed on 19. 11. 2012.

• Shaw, G.B. "Spoken English and Broken English". Source: https://www.google ....Fspoken_english_broken_english.doc&ei=usg=EB0LVWQ. Retrieved on 19. 11. 2012.

• Lee Gunderson, ESL (ELL) Literacy Instruction: A Guidebook to Theory and Practice, 2nd ed. Routledge, 2009). Source: http://grammar.about.com/od/e/g/English-As-A-Second-Language-Esl.htm. Retrieved on 29.12.13

• Williams, Raymond. (1974). "On High and Popular Culture". Source: http://www. newrepublic.com/book/review/high-and-popular-culture. Retrieved on 12.3.14

• Wodak, Ruth and David Corson (Eds.) (1997).Encyclopedia of Language and Education (Vol. 1

Language Policy and Political Issues in Education). Dordrecht (The Netherlands): Kluwer

Publishers. Source: http://books.google.co.in/books?id=N12qlNRFuyAC&pg... Retrieved on 28.03.14

• Wulf, Christoph. (1995).Education in Europe. Source:

http://books.google.co.in/books?id=9d7whxn9- educationist+payne... Retrieved on 28.03.14

Scanned with CamScanner

◆ **Some more important sources :**

- http://www.mcgraw-hill.co.uk/openup/chapters/9780335222407.pdf
- http://www.corwin.com/upm-data/43432_Pages_from_Smutny_ch1.pdf
- http://www.helpguide.org/mental/adhd_add_teaching_strategies.htm
- http://www.nationalautismcenter.org/pdf/boston_parents_paper_

puzzling_through.pdf

- http://tfsc.uark.edu/193.php
- http://www.studygs.net/cooplearn.htm
- http://celt.ust.hk/files/public/ccl_related_stories.pdf
- https://www.teachingenglish.org.uk/article/content-based-instruction
- http://skemman.is/stream/get/1946/9571/21136/1/Topic-based_lesson_ ideas_-

_final.pdffile:///C:/Users/Hossain/Downloads/332_866.pdf

- https://www.google.co.in/search?q=what+is+contextualisation+in+

english&oq=what+is+contextualisation+in+english&aqs=chrome..69i57.

31014j0j7&sourceid=chrome&es_sm=122&ie=UTF-8

- http://www.slideshare.net/AnubisX0880/contextualizing-language
- http://en.wikipedia.org/wiki/Popular_culture
- http://engres.ied.edu.hk/nss/tasks/USS_07_08/USS07_08_ModelE/

Model%20E%20(N.Max_Popular%20Culture).pdf

- http://www.newvision.co.ug/mobile/Detail.aspx?NewsID=632321 &CatID=396
- https://en.wikipedia.org/wiki/First_language
- https://en.wikipedia.org/wiki/First_language
- http://www.preservearticles.com/201201092034O/importance-of-teaching-mother-

tongue-to-a-child.html

- http://www.fountainmagazine.com/Issue/detail/Mother-Tongue-The-Language-

of-Heart-and-Mind)

- http://www.fountainmagazine.com/Issue/detail/Mother-Tongue-The-Language-

of-Heart-and-Mind

- http://esl.fis.edu/parents/advice/intro.htm
- http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/

targetlanguage.html

- http://shodhganga.inflibnet.ac.in/bitstream/10603/20567/9/09_chapter%202.pdf
- http://www.unil.ch/magicc/files/live/sites/magicc/files/shared/Ressources/

Jessner_2008_Teaching_third_languages.pdf)

- https://www.google.co.in/webhp?sourceid=chrome-instant&ion=1

&espv=2&ie=UTF-8#q=Crystal%2C+D.+The+ Cambridge+ Encyclopedia+

of+Language.Cambridge%3A+Cambridge+ University+ Press%2C+ 1987%2C+p.287

- http://jan.ucc.nau.edu/~carrasco/bme637/class/languages/dialects/lesson3-2.html

Scanned with CamScanner

আমাদের প্রকাশনায় B.Ed. (2 Year)-এর অন্যান্য বই

SEMESTER-I

- **শিশু ও বিকাশ** ড. বিজন সরকার
- **সমকালীন ভারতবর্ষ ও শিক্ষা**
  অধ্যাপক (ড.) দুলাল মুখোপাধ্যায়
  তারিণী হালদার ◆ বিনায়ক চন্দ
- **পাঠক্রমে ভাষার বিস্তৃতি**
  ড. বীরবল সাহা ◆ শম্ভুনাথ মাজি
- **বিষয়বস্তুর ধারণা ও সম্পর্ক**
  অধ্যাপক (ড.) দুলাল মুখোপাধ্যায়
  ড. উদয়শঙ্কর কবিরাজ
- **জ্ঞানচর্চার ক্ষেত্র ও বিষয়ের বোধ**
  ড. খগেন্দ্রনাথ চট্টোপাধ্যায় ◆ ড. চন্দন অধিকারী
- **পাঠক্রমে ভাষার ভূমিকা** সোমনাথ হাজরা
- **Childhood and Growing up**
  Dr. P.K. Chand ◆ Dr. sujit Pal ◆ Rakheebrita Biswas
- **পঠন প্রণালীর পাঠ্যপুস্তকে প্রতিফলন**
  ড. বীরবল সাহা ◆ শম্ভুনাথ মাজি
- **পাঠ্যপুস্তক : পঠন ও প্রতিফলন**
  মহুয়া বন্ধু (চ্যাটার্জী) ◆ সন্দীপ শর্মা

SEMESTER-II

- **শিখন ও শিক্ষণ** ড. বিজন সরকার
- **প্রজ্ঞা ও পাঠক্রম** (প্রথম ভাগ) তারিণী হালদার
- **নাটক ও শিক্ষায় চারুকলা** ড. সুজাতা রায় মান্না
- **Assessment for Learning**
  Dr. Parsuram Pradhan ◆ Dr. Mitali Panda
- **Learning & Teaching**
  Dr. Rajib Mukhopadhyay ◆ Dr. Mitali Panda
- **শিখনের মূল্যায়ন**
  অধ্যাপক (ড.) কমলকৃষ্ণ দে ◆ ড. সুভাষচন্দ্র ভাট
  ড. খগেন্দ্রনাথ চট্টোপাধ্যায়

SEMESTER-II & III (Semester II ও III-এর জন্য মেথড পেপারগুলি পৃথক খণ্ডে)

Pedagogy of Language Teaching

- **ভাষা শিক্ষণ তত্ত্ব (বাংলা)**
  ড. সুজাতা রাহা ◆ বৈশালী বসু
- **Thoughts & Practice in Teaching English**
  Sudhakar Sardar
- **নবরূপে সংস্কৃত শিক্ষণ পদ্ধতি ও প্রয়োগ**
  গীতা দাস ◆ নিবেদিতা চৌধুরী

Pedagogy of Science Teaching

- **বিজ্ঞান শিক্ষণের পদ্ধতি ও প্রয়োগ (জীবনবিজ্ঞান)**
  ড. দেবী প্রসাদ নাগ চৌধুরী ◆ ড. সুজিত পাল ◆ অম্লান গাঙ্গুলি ◆ ড. মিতা হাওলাদার
- **বিজ্ঞান শিক্ষণের পদ্ধতি ও প্রয়োগ (ভৌতবিজ্ঞান)**
  ড. প্রতাপ কুমার জানা ◆ ড. সুভাষচন্দ্র ভাট ◆ সম্পাদনা : ড. কমলকৃষ্ণ দে

Pedagogy of Mathematics Teaching

- **আধুনিক গণিত শিক্ষণের পদ্ধতি ও প্রয়োগ** ড. সুরপতি প্রামানিক

Pedagogy of Social Science Teaching

- **সমাজবিজ্ঞান শিক্ষণের পদ্ধতি ও কৌশল (ইতিহাস)**
  তারিণী হালদার ◆ গৌতম কুমার বিশ্বাস
- **সমাজবিজ্ঞান শিক্ষণের পদ্ধতি ও কৌশল (ভূগোল)**
  ড. জয়ারতি দাশগুপ্ত ◆ সম্পাদনা : ড. জয়ন্ত মেটে
- **সমাজবিজ্ঞান শিক্ষণের পদ্ধতি ও কৌশল (দর্শন ও তর্কবিদ্যা)**
  কাকলি মুখোপাধ্যায়
- **সমাজবিজ্ঞান শিক্ষণের পদ্ধতি ও কৌশল (শিক্ষাবিজ্ঞান)**
  অধ্যাপক (ড.) দুলাল মুখোপাধ্যায় ◆ ড. উদয়শঙ্কর কবিরাজ

ebook.dascoaching.in

SEMESTER-IV

- **লিঙ্গবৈশিষ্ট্য বিদ্যালয় ও সমাজ**
  অধ্যাপক (ড.) দুলাল মুখোপাধ্যায় ◆ উদয়শঙ্কর কবিরাজ
- **বিদ্যালয়, জেন্ডার ও সমাজ**
  ড. বীরবল সাহা ◆ শম্ভুনাথ মাজি
- **প্রজ্ঞা ও পাঠক্রম** (দ্বিতীয় ভাগ)
  তারিণী হালদার ◆ ড. বিমান মিত্র
- **অন্তর্ভুক্তিমূলক বিদ্যালয় সংগঠন** ড. ঊর্মি চক্রবর্তী
- **বৃত্তিমূলক কর্মশিক্ষা**
  ড. জয়ন্ত চৌধুরী ◆ অরুণাভ সামন্ত
- **স্বাস্থ্য ও শারীর শিক্ষা**
  ড. দীপন চক্রবর্তী ◆ অরুণাভ সামন্ত
- **স্ব ধারণা** ড. বিজন সরকার
- **শান্তির জন্য শিক্ষা**
  তারিণী হালদার
- **নির্দেশনা ও পরামর্শদান**
  অধ্যাপক (ড.) দুলাল মুখোপাধ্যায়
  ড. উদয়শঙ্কর কবিরাজ
- **নির্দেশনা ও পরামর্শদান**
  মহুয়া বন্ধু (চ্যাটার্জী)
- **পরিবেশ শিক্ষা ও জনশিক্ষা**
  ড. দেবীপ্রসাদ নাগ চৌধুরী ◆ ড. সুজিত পাল
- **যোগ শিক্ষা** ড. মলয়কুমার মুখোপাধ্যায় ◆ ড. সুজিত পাল
- **বিজ্ঞান ও শিল্পকলার ধারণা**
  ড. অমিতাভ রায় ◆ অরুণাভ সামন্ত

ISBN 81-89169-55-6
9788189169497

Scanned with CamScanner