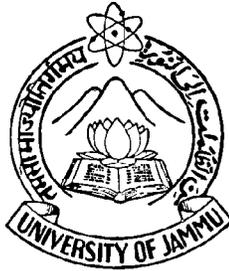


Directorate of Distance Education

UNIVERSITY OF JAMMU

JAMMU



SELF LEARNING MATERIAL

B.Ed. Semester - III

PAPER : TEACHING OF ENGLISH

UNIT I - IV

COURSE NO. : 301

LESSON 1-13

Programme Coordinator :

Prof. Darshana Sharma

<http://www.distanceeducationju.in>

Printed and Published on behalf of the Directorate of Distance Education, University of Jammu, Jammu by the Director, DDE, University of Jammu, Jammu.

TEACHING OF ENGLISH COURSE NO. 301

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Printed at :- **SETHI ART PRINTERS** / 2020 / 350 No.

Semester III
BACHELOR OF EDUCATION (B.Ed)
(For the examination to held in the year 2018, 2019& 2020)
Methodology of teaching language -II
Detailed Syllabus

Course No. : 301
Credits : 4

Title: Teaching of English
Maximum Marks: 100
Maximum Internal : 40 marks
Maximum External : 60 marks

Duration of Major Examination: 3:00 hrs

Objectives

To enable the pupil teachers to:

- know and understand the history & importance of English Language as a second language.
- know and understand the aspects of language & the theoretical knowledge of the different structures of the language.
- develop the professional competencies regarding the different aspects of language.
- know and understand the different skills of teaching English in classrooms.

UNIT I

Conventional Teaching Aids

Meaning and importance of audio-visuals aids in teaching English viz. Chalk-board, models, charts, audio tapes, video tapes, television. Preparation of low cost teaching aids in English at various levels. Use of the Literary clubs (language skills), School magazines (writing Skills) and Debates (Speaking & Listening Skills). Enactment of the activities in the classroom . How to teach parts of speech (through the use of low teaching aids and the Graphic Organiser)

UNIT II

Technological Interventions in teaching learning of Language

Computer Aided Language Learning ;Computer Aided Language Teaching;Use of Multimedia in Teaching English Using WEB 2.0 for enhancing learning of English through Social Networks like Live Mocha, Suggestopaedia; Teaching of English in Smart class rooms (development of lessons -Issues) use of Lanaguage Lab in honing skills of listening & speaking by using the Scaffolding Instructional method. Writing own Blog in English (500 words) on any two themes.

UNIT III

Development of the Teaching Material

Development of Literary Appreciation and Vocabulary Enrichment in English by writing short stories, letters (formal & informal), critical analysis of the Prose Chapter in the prescribed text books (VI to IX Classes) on the basis (language , content, relevancy and value). Assessing use of Narration and Voice aspects of grammar in the language (prose / composition)

UNIT IV

Language Assessment

Concept of Evaluation-Continuous and Comprehensive Evaluation (CCE), English Language Teaching (ELT), Review of Existing Tests, Examination Patterns: Construction of Long Essay type/Short Answer Type and Objective Based Test Items in English on language basis and on the prescribed text books in the schools and the comparison.Diagnosis of Learning Difficulties and Remedial Measures.Developing the curriculum of teaching of English as a second Language.

Sessional work

Use of educational technology in teaching English study skills -Gathering, Storage and Retrieval-their importance and use in language learning, Language Clubs (functions, developing & devising short individualized programs to test and play the skills in Language (piece of writing on great contributors of the society, literarture etc; a short characterization,

any other innovative devised program) skills through Recording, Re-structuring Editing etc, Suggestopaedia. Be a member of Live Mocha & interact.

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks . The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness .

The theory paper is to have 60 marks (external), 40 marks are for the inhouse activities.

Books recommended

- ***Bandari C. S.***, A Hand-book for Teachers of English, Orient Longmans
- ***French, F. G.***, Teaching of English Abroad- Parta 1,2 and 3, Delhi ; Oxford University Press
- ***George, H. V.***, 101 Substantial Tables for Students of English-Students book and Teacher's Guide, Bombay; Oxford University Press
- ***Gokak, V. K.***, English in India, Bombay; Asia Publishing House
- ***Bansal, R.K. and Harrison J.B. (1983):*** Spoken English for India, Orient Longman, New Delhi.
- ***Bansal, R.K.*** (1990) Introduction to English Teaching Vol. II Phonetics and Spoken
- English, English CIEFL, OUP, Hyderabad.

- ***Bhatia, K.K.*** (1988) *New Techniques of Teaching English as Foreign Language*, NBS
- Educational Publishers, Chandigarh.
- ***Kohli, A.L.*** (2003) *Teaching of English*, Dhanpat Rai and Sons, Jalandhar.
- ***Singh, M.K.*** (1998) *Teaching of English*, International Publishing House, Meerut

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		2	Use of the Literary clubs (Language skills), School magazines (Writing Skills) and Debates (Speaking & Listening Skills). Enactment of the activities in the classroom.	Dr. Rekha Teji
		3	How to teach Parts of Speech (through the use of low teaching aids and the Graphic Organiser).	Dr. Rekha Teji
	II	4	Computer Aided Language Learning; Computer Aided Language Teaching; Use of Multimedia in Teaching English.	Dr. Reeta Diwedi
		5	Using WEB 2.0 for enhancing learning of English through Social Networks: Suggestopedia, Teaching of English in Smart classrooms (development of lessons-Issues).	Dr. Reeta Diwedi
		6	Use of Language Lab in honing skills of listening & speaking by using the Scaffolding Instructional method. Writing own Blog in English (500 words) on any two themes.	Dr. Reeta Diwedi

301 Teaching of English	III	7	Development of Literary Appreciation and Vocabulary Enrichment in English by writing short stories, letters (Formal & Informal).	Dr. Gagandeep Kour
		8	Critical analysis of the Prose Chapter in the prescribed text books (VI to IX Classes) on the basis (language, content, relevancy and value).	Dr. Reeta Diwedi
		9	Assessing use of Narration and Voice aspects of grammar in the language (prose/ composition).	Dr. Gagandeep Kour
	IV	10	Concept of Evaluation-Continuous and Comprehensive Evaluation (CCE).	Dr. Gagandeep Kour
		11	English Language Teaching (ELT), Review of Existing Tests, Examination Patterns.	Dr. Gagandeep Kour
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		13	Diagnosis of Learning Difficulties and Remedial Measures. Developing the curriculum of teaching of English as a second Language.	Dr. Rekha Teji

LESSON NO 1 MEANING OF AUDIO-VISUALS AIDS UNIT-I

IN TEACHING ENGLISH

Structure

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Meaning of Audio-visual Aids in Teaching English
 - 1.3.1 Expert's Views
 - 1.3.2 Objectives of Teaching Aids
 - 1.3.3 Classification of Audio-visual Aids
 - 1.3.4 Advantages of Audio-visual aids
- 1.4 Audio-visual Aids in Teaching English
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 - 1.5.3 Low cost teaching aids for teaching English
 - 1.5.4 Pictures
 - 1.5.5 Timelines
 - 1.5.6. Charts and Graphs
 - 1.5.7. Newspaper in Teaching English (NITE)

- 1.6 Let Us Sum Up
 - 1.7 Lesson End Exercise
 - 1.8 Suggested Further Readings
 - 1.9 Answers to Check Your Progress
-

1.1 INTRODUCTION

Aids are also called instructional material. Audio literally means “hearing” and “visual” means that which is found by seeing. So all such aids, which endeavour to make the knowledge clear to us through our sense are called “Audio Visual Aids” or Instructional material. All these learning material make the learning situations as real as possible and give us first-hand knowledge through the organs of hearing and seeing. Therefore, any device which can be used to make the learning experience more concrete and effective, more realistic and dynamic can be considered audio visual material.

1.2 OBJECTIVES

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

- define audio- visual aids,
 - describe objectives of teaching audio- visual aids,
 - classify audio -visual aids,
 - write advantages of audio -visual aids,
 - explain importance of chalkboard, models, charts, audio-tapes, video-tapes and television in teaching English, and
 - prepare low cost teaching aids of English at various levels.
-

1.3 MEANING OF AUDIO-VISUAL AIDS

1.3.1 Expert’s Views

According to Kinder S. James, ‘Audio visual aids are any device which can be used to make the learning experience more concrete, more realistic and more dynamic.’

According to Burton, 'Audio visual aids are those sensory objects or images which initiate or stimulate and reinforce learning.'

According to Carter.V.Good, 'Audio visual aids are those aids which help in completing the triangular process of learning that is motivation, classification and stimulation.'

According to McKean and Roberts, 'Audio visual aids are supplementary devices by which the teacher, through the utilization of more than one sensory channel is able to clarify, establish and correlate concepts, interpretations and appreciations.'

According to KP.Neeraj, 'An audio visual aid is an instructional device in which the message can be heard as well as seen'.

Check Your Progress-1

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the lesson.

1. Define Audio-Visual aids.

.....
.....

1.3.2 Objectives of Teaching Aids

1. To enhance teachers skills to make teaching-learning process effective.
2. To make learners active in the classroom.
3. To communicate with learners according to their capabilities.
4. To develop lesson plan and build interest.
5. To make students good observer.
6. To develop easy and understandable learning material.
7. To follow child centred learning process.
8. To make teaching process more effective.

1.3.3 Classification of Audio-Visual Aids

Audio-visual aids are instructional devices which are used to communicate messages more effectively through sound and visuals. Audio-visual aids help in stimulating the sensory organs like ears and eyes and facilitate quick comprehension of the message by the audience. These may be used for literate as well as for illiterate people.

What is audio?

Audio means what we hear. The five senses audio, visual, touch, smell and taste plays an important role in communicating message. Hearing plays an important role in receiving and sending a message effectively. The most basic form of communication is oral and face to face contact. Hearing plays an important role in oral-face to face communication. Due to the invention of modern gadgets like radio, tape recorder, public address system, telephones and mobile phones the type of communication is more of an indirect type as the individuals do not face each other. People in such situations communicate without coming into close proximity.

Audio aids are the instructional devices through which the message can only be heard. An audio aid is an instructional device in which the message can be heard but not seen.

What are visual aids?

Visual aids are the instructional devices which helps to visualize the message. A visual aid is an instructional or communicating device in which the message can be seen but not heard.

What is audio-visual?

Audio-visual means the things which we hear as well see.

What are Audio-visual aids?

Audio-visual aids or devices or technological media or learning devices are added devices that help the teacher to clarify, establish, co-relate and co-ordinate accurate concepts, interpretations and appreciations and enable the learner to make learning more concrete, effective, interesting, inspirational, meaningful and vivid.

Audio-visual aids are used to improve teaching, i.e. to increase the concreteness, clarity and effectiveness of the ideas and skills being transferred. They enable the audience to

LOOK, LISTEN and LEARN (by doing); to learn faster, to learn more, to learn thoroughly and to remember longer.

1.3.4. Advantages of Audio-visual aids

1. Audio visual aids helps in effective perceptual and conceptual learning.
2. They are helpful in capturing and sustaining attention of students.
3. They arouse interest and motivate students to learn.
4. They are helpful in new learning.
5. They help in saving energy and time of both the teachers and students.
6. They provide near realistic experience.
7. Audio visual aids can meet individual demands.
8. They are useful for education of masses.
9. Though every children can take benefit while using visual aids for learning. But it is more helpful for the students:
 - Having Language Disorder
 - Autism Spectrum Disorder
 - Down Syndrome
 - Those who have Learning Disabilities
 - Students who have English as a second Language
 - Those having Oppositional Defiant Disorder
 - Personality Development Delay
 - Have the problem of Hearing Impairment
 - Have the symptoms of Attention Deficit Hyperactivity Disorder ADHD
10. They create interest in the mind of learners towards the topic.
11. Audio visual aids help the students to make a bridge between idea and expression in the classroom.
12. Audio visual aids provide direct and first-hand experience to the students.
13. Audio visual aids reinforce what the teacher is saying and summarize key concepts.

14. Audio visual aids develop critical thinking and the power of independent judgement by looking at the materials.
15. Audio visual aids make the teaching more meaningful and effective.
16. Audio visual aids ensure that the point is understood.
17. Audio visual aids enable students to visualize or experience something that is impractical to see or do in real life.
18. Audio visual aids engage or stimulate students' other senses in the learning process.
19. Audio visual aids facilitate different learning styles.

English is a foreign language. Students cannot understand it as they understand their mother-tongue. Therefore, teaching of English becomes difficult for us. In the teaching of language, the main purpose of the use of audio-visual aids is to enable the teacher to make his lessons effective and interesting. In the teaching of English the teacher uses the direct method. Therefore, it is for the teacher to give a clear idea to the students through audio-visual aids. Such type of teaching makes the idea permanent in the pupils mind. Books and other printed materials have been the basic tools of teaching for centuries, and they are still of great importance. History suggests that the basic conditions which strongly encouraged study and experimentation with visual aids were excessive verbalization in teaching.

Check Your Progress -2

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the lesson.

1. What are the objectives of teaching aids?

.....
.....

2. What are different types of Audio-visual aids?

.....
.....

3. What are the advantages of Audio-visual aids?

.....
.....

1.4 AUDIO-VISUAL AIDS IN TEACHING ENGLISH

1.4.1. Chalk Board

It is one of the most common visual aids in use. A chalk board is either built into the wall or fixed and framed on the wall and provided with a ledge to keep the chalk sticks and duster.

Characteristics of a Good Chalk Board :

1. Its surface should be rough enough so that it is capable of holding the writing on the board.
2. Its surface should be dull so that it can eliminate glare.
3. Its surface should be such that the writing on the board can be easily removed by making use of a cloth or a foam duster.
4. Its height should be so adjusted that it is within the easy reach of the teacher and is easily visible to the students.

Use of Chalk Board :

1. Write in a clear and legible handwriting the important points on the chalk board but avoid overcrowding of information on the chalk board.
2. The size of the words written on black board should be such that they can be seen even by the back-benchers.
3. There should be proper arrangement of light in the class room so that the chalk board remains glare free.
4. Stand on one side of the chalk board while explaining some points to the students.
5. Students may be allowed to express their ideas on chalk board or to make alterations or corrections.

Importance of Chalk Board :

1. It is a very convenient teaching aid for group teaching.
2. It is quite economical and can be used again and again.
3. It is one of the most valuable supplementary teaching aid.
4. It can be used as a good visual aid for drill and revision.

5. It is a convenient aid for giving lesson notes to the students.

1.4.2. Charts

A chart is a combination of pictorial, graphic, numerical or vertical material which presents a clear visual summary. Edgar Dale defines charts as, “a visual symbol summarizing or comparing or contrasting or performing other helpful services in explaining subject-matter”. The main function of the chart is always to show relationships such as comparisons, contrasts, presenting abstract ideas. A chart can be prepared to present the new words and structures which are to be listed out in one head. Small pictures may also be fixed against each linguistic item. A teacher can present a poem by writing on it and make practice of reciting the poem with proper rhythm. Charts are also useful to teach pronunciation and spelling of English words and structures.

The criteria of a good chart :

1. Size: large enough to be seen by all the pupils in the class.
2. Clarity: clear and relevant things.
3. Suitability: suitable for providing the necessary language practice. It contains necessary structures and vocabulary items.

Importance of charts :

1. Motivates the students.
2. Shows continuity in the process.
3. Shows relationships by means of facts, figures and statistics.
4. Presents matter symbolically.
5. Presents abstract ideas in visual form.
6. Summarizes information.
7. Shows the development of structures.
8. Creates problems and stimulates thinking.
9. Encourages utilization of other media of communication.

1.4.3. Models

Models are concrete representations of objects. Models are mostly three dimensional and can clearly exhibit the structure or functions of the original. A model should have the essential qualities of accuracy, simplicity, utility, solidity and ingenuity.

Models are even more interesting to watch. There are two types of models- working and non-working models. Working models are activated through batteries, electricity and robes. Teacher can teach synonyms or antonyms using working models. The non-working models could be anything like a building, a statue or railway station that is relevant to the lessons being taught. To great extent it induces pupils' curiosity.

1.4.4. Radio

Radio is one of the earliest modes of communication. It is also useful in teaching language. Various topics related to language are broadcasted. One gets opportunity to listen to expert teachers in various subjects. It encourages carrying on follow up discussion, projects or other creative activities. Hence it supplements and enriches class- room instruction.

Radio not only serves instructional purposes but also act as a source of entertainment. The programmes based on English language may be made available in a classroom through it.

It is not only useful for students but also for the new teachers.

Importance of Radio :

1. It is the cheapest way of getting information about language.
2. It serves a wider network of people.
3. It is helpful in teaching pronunciation in English.
4. It gives instruction as well as entertainment.
5. Students can make the habit of learning English language, with its help.

1.4.5. Television

Television is the most developed recent media in language learning. It not only acts as the audio but also visual aid. Students can listen as well as visualize the learning material. They get interest in the topic as they visualize it. By visualizing the various programmes based on learning a language, the students can get perfect idea like producing a letter or a word, doing language work, reciting poems etc.

Various lessons and demonstrations duly illustrated by slides, models, specimens etc. can be observed. Many important talks, scene and sights can be seen through it. The students can also use it for watching commentaries of cricket, hockey, football etc. Even the daily news telecasted in it serves the major source of learning speech habit in English. It removes the sense of fatigue and boredom in the mind of students and serves the best for developing good speaking skills.

1.4.6. Audio -Tapes

A tape is a memory device consisting of a long thin plastic strip used to record sounds. The tape recorder is an electrical device used for recording sounds on tape and for playing back the recorded material.

Audio-tape is often used for teaching English language in the classroom. Listening to tapes provides students with information not only about vocabulary and grammar, but also about pronunciation, intonation, rhythm, stress and pitch. Listening to tapes is a method of bringing different kinds of speaking into the classroom. The teacher can play varied types of tape to the students. Examples of them are conversations, advertisements, news broadcasts and interviews.

Besides, listening to tapes exposes students to spoken English of different varieties and accents rather than just the teacher's. Students need to be exposed not only to one variety of English (British English, for example) but also to other varieties (American English, Australian English etc) in today's world. This is to equip students with the skills to communicate with people from other countries. Learning to speak a language requires imitation. The teacher can play tapes containing suitable materials and ask students to role play the same situation. Students will produce the language by imitating the speaking in the tapes. The teacher can record the speech of students in English language lessons. The teacher may then play back the recording and correct poor speech habits. The speech quality can be revealed efficiently by the playback. Many students recognise their own speech deficiencies by listening to the playback.

1.4.7. Video-Tapes

1. It is a scientific fact that "Visual education is eight (8) times more powerful than textual education".

2. One can remember for a longer period of time what we learn from a visual medium than text.
3. In this era of digitization, everything is going online and so the children will get an opportunity to learn from videos at an early age.
4. Visual education creates images of the subjects taught to them and it attracts the children and is easy for them to remember.
5. Topics converted into videos give time freedom and place freedom to the learners.

1.5. PREPARATION OF LOW-COST TEACHING AIDS OF ENGLISH AT VARIOUS LEVELS

Low cost teaching aid refers to aid prepared with simple materials costing very little by involving teacher and student. It involves minimal or nil input costs as they are made from household waste and discarded items or from materials readily available in our immediate surroundings and natural environments. Low-cost teaching aids can be used in nursery, primary, middle, secondary and senior secondary schools. Of course, the type as well as number of aids to be used in a given subject would vary from one class to another. But broadly speaking, primary and middle school students can be engaged in making simple items with rudimentary materials such as bits of paper, cardboard using scissors, glue etc. whereas senior school students could develop teaching aids using metal, wood, plastic, rubber etc. Appropriate use of available waste materials at low cost-no cost experimental arrangement, model, project or activity lead to development of creative skill and through the creative skills the child acquires the basic objective of learning English viz. Knowledge, Understanding and Application. It will be achievement for a teacher, if he can bring a situation where he uses low cost- no cost teaching material and his student comes forward with a new idea to create of his own for the next one.

1.5.1. Advantages of Low Cost Teaching Aids

Low cost teaching aids have an advantage of offering learning by doing approach to the teaching learning process. When teachers and students plan, produce or create their own educational materials, they invariably manifest pride and pleasure in utilizing them to the maximum. Effective language teaching depends on three factors: teacher, equipment's

and materials. Locally produced low cost equipment, teaching aids or models can serve the needs of the teacher, the student and the curriculum more effectively and is easier to maintain.

1. Economical: Investments in equipment for all students at a given level are a heavy financial burden for schools. Essential follow-up procedures like teacher training in the pedagogical and technical use of the equipment, provision of maintenance and replenishment, etc., are sometimes not accomplished because of the lack of funds. Moreover it is very difficult to establish language laboratories and demonstration rooms due to financial constraints. Many language topics can be taught effectively by using low cost teaching aids.
2. Maximum pupil participation: It promotes pupils maximum participation in the learning process.
3. Long term retention : Improvisation ensures longer retention of the information gained. It provides first-hand experience in a variety of ways.
4. Promotes interaction: Developing low cost teaching aids promotes interaction between teachers and students. This also promotes interaction among students.
5. No fear of loss: There is another risk in connection with the high cost of equipment. It is sometimes safely locked up in the school and not used at all, because the teacher is afraid that he/she or the students might break it and that he/she will have to pay for it from his/her own pocket.
6. Maintenance and repair: If equipment is simple in design then teachers, laboratory technicians and local craftsmen are more likely to be able to carry out small repair.
7. Usefulness: Equipment made of parts and material familiar to the students is more likely to help the students.
8. Self-reliance: It cultivates confidence and expertise among educators.
9. Helpful for teacher: Because of overcrowded classroom, teacher cannot provide individual attention to the students. Low cost teaching aids helps to capture interest of the students.

10. Group work: Making and using low cost teaching aids encourage the group work and can be a great fun. Each pupil can make his or her own equipment and even bring it home. It is the active method of learning.
11. Strength: Made of paper, wood, metal, string etc. such equipment's can be treated roughly with no damage. Hence pupils will feel more at ease.

1.5.2. Developing Low Cost Teaching Aids

1. Main task of the teacher is to develop low cost teaching aids by using locally available materials. The teacher should be the active participant in preparing the low cost teaching aids. Teacher by himself or with the help of students may carry out the process.
2. To design the effective low cost teaching aid, teacher should have thorough knowledge of the objectives and concepts. The teachers should have adequate knowledge to provide learning experiences, locally available resources and environmental conditions.
3. To enhance the learning process, the teachers who have real interest in the language should prepare their own teaching aids with the help of available resources. By sufficient encouragement from the superiors, parents and the community, the quality and effectiveness of these low cost teaching aids may be improved.

1.5.3. Low Cost Teaching Aids for teaching English

1. Paper-bag puppets
2. Glove puppets
3. Hand puppets
4. Finger puppets
5. Class mascot
6. Paper dolls
7. Picture cards with different items
8. Word/Sentence cards for display and for flannel graph.

1.5.4. Pictures

Pictures are great for presenting many nouns, adjectives and simple sentence patterns. If we are using a textbook in class, make use of the pictures in it; they are sometimes very

simple and effective. With younger students, solicit words by asking “What do you see?” Be sure to call on many students and meet all of their suggestions with positive feedback. With older students, we can have them predict what a chapter will be about based on the pictures from the opening page. But what if our textbook doesn’t have any good pictures? ‘Or’ if we’re not using a textbook?

In those cases, try using realia, such as pictures from newspapers or magazines. Flash cards or picture dictionaries also work well for teaching nouns, adjectives and verbs across a wide range of themes.

Here are a few ideas of how to incorporate pictures into our teaching:

- Use personal pictures : Whenever possible, use pictures of yourself or photos around town/school (that students would recognize) in Power Points or games. This will make it much more interesting and memorable for the students, so words will stick that much easier.
- Include celebrities for interest: Likewise, if we use pictures of a well-known celebrity (whether local or global) in activities, presentations or games, students will perk up and we’ll have captured their attention more than before.
- Draw stick figures: When all else fails, or we need a quick solution, use the simple drawing or stick figure. Stick figures take only a second to draw, can be used to teach just about anything, and are guaranteed to get a chuckle.

1.5.5. Timelines



One thing that pictures aren't very helpful for is introducing grammatical structures, particularly anything beyond the present simple or present continuous.

For this, we have timelines.

Timelines are a great way to illustrate tenses and time expressions. For instance, suppose we are trying to teach the difference between "by" and "until." We could draw simple timelines to illustrate the following sentences:

Rama has to finish her thesis by March 12.

Rama will work on her thesis until 10:00 tonight.

We can maximize our Student Talking Time by presenting timelines interactively and leading our students to the answer. For instance, if we're using timelines for the above sentences, we should ask questions like, "What is Rama working on now?," "When is the deadline?," "When will she stop working on it tonight?," etc.

1.5.6.Charts and Graphs



These work beautifully for introducing and practicing a variety of structures. For example, we could use a pie chart or bar graph to illustrate comparatives and superlatives, such as:

ABC has a larger market share than XYZ.

LMN has the largest market share in the industry.

Because line graphs indicate change, they also work like a charm for verbs of change, like "increase," "decrease," "dip" and so on.\

When we are working on vocabulary building in class, use a chart. We can use charts to teach word families. We can have columns for "noun," "verb," "adjective" and "adverb." So let's say the word "tired" comes up in class. We can expand on it by eliciting "tiredness," "tire" and "tiredly." We can ask students to get the words in the chart and refer back to it through the lesson.

1.5.7. Newspaper in Teaching English (NITE)

Newspaper can play an important role in the classroom. The students are motivated to develop the reading skill. So, the teacher must judiciously (wisely) use the newspaper activities, very carefully. There are four key ways teachers can use newspaper materials successfully.

1. Pre-activity preparation
2. Material selection
3. Task designing
4. Projects

Pre-Activity Preparation:

1. It involves familiarizing the materials with the students.
2. It prepares students for any difficult language.

Selection of Materials:

Newspaper materials strengthen the skills of the students

- Reading skill with comprehension.

- Creative writing.
- Improve knowledge of structure.
- Reinforcing grammatical items.

Reading a newspaper may be a boring task. But selecting small items like headlines, news columns, pictures in the newspaper, advertisements, business column, sports columns can be successfully used by a resourceful teacher. Selecting easy and small items in the paper would help the learners in developing skills.

Designing of Tasks:

Collect old newspapers and cut according to different columns. (sports, business etc.,)

- Frame questions
- Make negative sentences
- Write degrees of comparison
- Direct speech
- Indirect speech Sentences

Task:

1. The role of the press in this century - Discuss.
2. Arranging the jumbled Headline words.
3. Frame sentences with punctuation marks.
4. Frame meaningful grammatical sentences.
5. Read out the sentences & discuss their accuracy.

Task - 3: Expansion of headlines into a meaningful paragraph.

Task - 4: Preparing news bulletin with the help of Headlines.

Task - 5: Answering questions from the advertisements.

Projects:

1. Compare two English newspapers.
2. Discussion on the introductory para of an article.
3. Finding factual information from newspaper on an article.
4. Creation of a class newspaper and writing new items.

Check Your Progress-3

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the lesson.

1. What is the importance of television in teaching English?

.....
.....

2. How are models helpful in teaching English?

.....
.....

3. Write a short note on Low cost teaching aids.

.....
.....

4. How will you prepare low cost teaching aids for teaching English at various levels?

.....
.....

1.6. LET US SUM UP

In this lesson meaning and importance of audio-visual aids in teaching English was discussed. Audio-visual aids (AV) or devices or technological media are added devices that help the teacher to clarify, establish, co-relate and co-ordinate accurate concepts, interpretations and appreciations and enable the learner to make learning more concrete, effective, interesting, inspirational, meaningful and vivid. Audio-visual aids are used to improve teaching, i.e. to increase the concreteness, clarity and effectiveness of the ideas and skills being transferred. They enable the audience to LOOK, LISTEN and LEARN (by doing); to learn faster, to learn more, to learn thoroughly and to remember longer. The audio-

visual aids help in completing the triangular process of learning, motivation, clarification-stimulation. The lesson has also provided knowledge about low cost teaching aids for teaching English at various levels.

1.7 LESSON END EXERCISE

1. Define audio-visual aids. What is the importance of audio-visual aids in teaching English?
2. Discuss in detail different types of audio-visual aids.
3. How are chalkboard, models, audio and visual tapes helpful in teaching English?
4. Write a detailed note on low cost teaching aids for teaching English at various levels.
5. What are low cost teaching aids? How will you use them for teaching English at various levels?

1.8 SUGGESTED FURTHER READINGS

- Balasubramaniam, T. (1981). *A Textbook of English Phonetics for Indian Students*. Mumbai: Macmillan India Ltd.
- Bhatia, K.K. (2006). *Teaching and Learning English as a Foreign Language*. New Delhi: Kalyani Publishers.
- Bhatia, K.K. &Kaur, Navneet. (2015). *Teaching and Learning English as a Foreign Language*. Ludhiana: Kalyani Publishers.
- Doff, A. (1988). *Teach English: A Training Course for Teachers*. Cambridge: The British Council and Cambridge University Press.

1.9 ANSWERS TO CHECK YOUR PROGRESS

Answers to Check Your Progress-1

1. Audio visual aids are supplementary devices by which the teacher, through the utilization of more than one sensory channel is able to clarify, establish and correlate concepts, interpretations and appreciations. Audio visual aids are instructional devices in which the message can be heard as well as seen.

Answers to Check Your Progress-2

1. Objectives of Teaching Aids :

- To enhance teachers skills which help to make teaching-learning process effective.
- To make learners active in the classroom.
- To follow child centred learning process.
- To make teaching process more effective.

2. There are three types of Audio-visual aids :

- Audio Aids are the instructional devices through which the message can only be heard.
- Visual aids are the instructional devices which help to visualize the message.
- Audio-visual aids consist of those aids which help to hear as well as visualize the message.

3. Advantages of audio-visual aids :

- Audio visual aids help in effective perceptual and conceptual learning.
- Audio visual aids can meet individual demands.
- Audio visual aids are useful for education of masses.
- Audio visual aids facilitate different learning styles.

Answers to Check Your Progress-3

1. Television is the most developed recent media in language learning. It is not only acts as the audio but also visual aid. Students can listen as well as visualize the learning material. They get interest in the topic as they visualize it. By visualizing the various programmes based on learning a language, the students can get perfect idea like producing a letter or a word, doing language work, reciting poems etc.

2. Models are interesting teaching aids. They are helpful in teaching of English. There are two types of models- working and non-working models. Working models are activated through batteries, electricity and robes. Teacher can teach synonyms or antonyms using working models. The non-working models could be anything like a building, a statue or railway station that is relevant to the lessons being taught. To great extent it induces pupils' curiosity.

3. Low cost teaching aid refers to aid prepared with simple materials costing very little by involving teacher and student. It involves minimal or nil input costs as they are made from household waste and discarded items or from materials readily available in our immediate surroundings and natural environments.

4. Developing Low cost teaching aids

- The main task of the teacher is to develop low cost teaching aids by using locally available materials. The teacher should be the active participant in preparing the low cost teaching aids. Teacher by himself or with the help of students may carry out the process.
- To design the effective low cost teaching aid, teacher should have thorough knowledge of the objectives and concepts. The teachers should have adequate knowledge to provide learning experiences, locally available resources and environmental conditions.
- To enhance the learning process, the teachers who have real interest in the language prepare their own teaching aids with the help of available resources. By sufficient encouragement from the superiors, parents and the community, the quality and effectiveness of these low cost teaching aids may be improved.

- Low cost teaching aids that can be used for teaching English at various levels includes Paper-bag puppets, Glove puppets, Hand puppets, Finger puppets, Class mascot, Paperdolls, Picture cards with different items, Word/Sentence cards for display and for flannel graph etc.

Structure

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Literary Club
 - 2.3.1 Meaning of Literary Club
 - 2.3.2 Working of Literary Club
 - 2.3.3 Uses of Successful Literary Club
 - 2.3.4. Practical Activities
- 2.4 School Magazine
 - 2.4.1 Meaning of School Magazine
 - 2.4.2 Uses of School Magazine
- 2.5 Debates
 - 2.5.1 Meaning of Debate
 - 2.5.2 Uses of Debate
- 2.6 Enactment of Activities in the Classroom
 - 2.6.1 Activities to enhance vocabulary among students
 - 2.6.2 Activities to develop listening among the students
 - 2.6.3 Activities to develop speaking among students

2.6.4 Activities to develop reading among students

2.6.5 Activities to develop writing among students

2.7 Let Us Sum Up

2.8 Lesson End Exercise

2.9 Suggested Further Readings

2.10 Answers to Check Your Progress

2.1 INTRODUCTION

Literary clubs, school magazines and debates helps to improve linguistic skills of students. Literary clubs give students a chance to practice English in a relaxed, informal environment and to meet new people. School magazines give the young and talented writers an opportunity to feel intently, observe keenly, think deeply and thereby express themselves in a distinct way. This valuable publication is the opportunity that students require to show their creative talents. The school/ college magazine plays a very important role in an educational institution as it channelizes the budding talented writers and helps in encouraging their writing skills by appraisal which inspires and motivates them to read and write much more. Debate is a process that involves formal discussion on a particular topic. In a debate, opposing arguments are put forward to argue for opposing viewpoints. Debating improves fluency, vocabulary and confidence. Debates help to practice and demonstrate critical thinking skills.

2.2 OBJECTIVES

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

- state meaning of literary clubs,
- explain working of literary clubs,
- describe uses of literary club,
- state practical activities that can be conducted in literary club,

- describe meaning of school magazine,
- delineate uses of school magazine,
- write meaning of debate,
- explain uses of debate, and
- utilize various activities to enhance linguistic skills.

2.3 LITERARY CLUB

2.3.1. Meaning of Literary Club

A literary club is a place for language learners to use English in a casual setting. Practising our skills in the classroom is important, but it is not like real life. In the classroom, we often focus on one skill and one item. After learning the rules teacher gives us time to practise using the item. We have our papers in front of us and the rules are fresh in our mind. Will we remember how to use our skills next week, or next year? In a literary club, we get a chance to practise many different skills in a setting that is more like real life.

Literary clubs come in many different guises. What they do all have in common, however, is that they provide an opportunity for English language learners to practise using English in a relaxed and friendly setting. They can make an excellent contribution to student life at a university language centre, a state school or at a private language school. Literary clubs give students a chance to practice English in a relaxed, informal environment, and to meet new people.

2.3.2. Working of Literary Club

1. Establish a warm-up routine

Our teachers often start class with a game or conversation exercise. They do this to wake us up! They also want to help our focus on a classroom activity that will follow. In a club that tends to have more of an academic focus the warm up could be three new vocabulary words. The leader could teach a noun, a verb, and an adjective each session. The group practises making sentences with the new words. In a club that is more social in nature, find an activity that makes people laugh. This will bring positive energy into the room.

2. Themes or Skills

We can organize our club in many ways. Some clubs will be full of members that only want to practise one skill, such as conversation. Conversation club's meetings are often very casual and require little planning. Everyone can write down a topic that they want to debate, or we can talk about popular culture and current events. Someone can bring in a newspaper article and everyone can read it together and discuss it. Reading clubs are another type of Literary Club. Each person reads the same book (outside of group time) and the club discusses aspects such as what they liked about it, who their favourite characters were, etc. The majority of English clubs, however, are designed for people who want to improve their English in all skill areas. If this is the type of club we want to create it is useful to divide the meetings in terms of themes or skills. Each member of the club can choose from a list of dates. We can suggest topic ideas, or ask members to come up with their own. Always give members the option of bringing in their own idea (leave a blank space for OTHER on the theme/skill schedule). See sample meeting schedule for ideas for our own club. The leader for each meeting is in charge of everything including the warm-up, the focus, and the dividing of members into groups or pairs. This gives everyone in the group an opportunity to show their leadership and creative skills. If someone is extremely shy and unwilling to be a leader, we can still allow them to join the club. Perhaps they will agree to be a leader a few months later in the next session when they have more confidence in English.

3. Have backup ideas on hand

What if our leader for the day doesn't show up? In a classroom, we usually get a substitute teacher when our instructor is sick or unavailable. This should be the same in a club. If members know they are going to miss a meeting that they are supposed to lead, they should call another member and give them instructions about what was planned. However, it is likely that a day will come when no leader shows up at all. It is a good idea to have a backup plan in case of this problem. The easiest thing to do is keep a list of discussion questions in the location of the meetings. Put them in an envelope or in the classroom, or give one to each member to keep in their notebook. We can cut them up and put them in a hat and take turns picking questions. Another idea is to take out a dictionary and learn ten new words. The group can practise using them and then write a group play that involves

all ten words. A deck of playing cards is also a good thing to keep in case of extra time. We can play a game of cards in English. Teaching each other rules in English is a great way to practise speaking and listening. We will also have to ask lots of questions when we learn a new game.

4. Use a suggestion box

If it's possible, keep a suggestion box in the room where we hold our club meetings. At the end of each meeting the leader should encourage members to write a comment or suggestion for the group. Examples: I want to practice pronunciation more. Let's keep track of our new vocabulary. Does anyone want to practice idioms with me? It's too cold in this room! Why don't we all bring a snack to share next week?

5. Go on excursions as a group

Outside of our weekly meetings, it is a good idea to have one excursion a month. This helps create stronger bonds within the group. It is always fun to have something to look forward to as well. Go out for a movie. Play a sport. Do community service together. Donate blood. Go for sightseeing. Have a picnic. Go dancing. Have a potluck dinner. Whatever we decide to do, everyone should speak English at all times.

Many literary clubs are moderated by English teachers, but this doesn't necessarily always have to be the case. Student support workers or even students themselves can often make great moderators.

2.3.3. Uses of Successful Literary Club

1. Literary club is participant-centred.

Some strategies to achieve this are:

- a) Encourage participants to bring in their own content.
- b) Ask participants questions about their lives.
- c) Divide participants into small groups to discuss questions or to do activities.
- d) Give participants opportunities to express themselves creatively in English, for example, through drama, poetry or storytelling.

e) Alternatively, give them opportunities to explore visual communication, for example art or dance, with a post-performance discussion in English.

2. Literary club plays an important social role.

A literary club gives chance to meet new people and make new friends (both for moderators and participants).

3. Literary club gives people freedom.

Students often appreciate the freedom from syllabi, exams and learning objectives. Teachers usually appreciate this tool.

4. Literary club is rooted in the community.

Members of literary club are rooted in the community as these clubs give them opportunity to organize visits to local places of interest or invite people from the local community to talk to participants.

5. Literary club is a fun

Fun and enjoyment are elusive qualities. They happen when people are not looking for them. With regard to literary clubs, it is almost impossible to predict in advance whether the activities planned will 'click' or not. Like a good teacher, literary club moderator should be flexible and intuitive, abandoning activities that fall flat and embracing the spontaneous and unplanned.

2.3.4. Practical activities

The following section suggests practical activities suitable for literary club. Three different types of activity are presented: discussions, online activities and activities for a themed literary club.

1. Discussions

Having discussions based on a pre-determined theme often works well. Participants can work in pairs, small groups or can talk together as a whole group and discuss questions. For example:

1. Children and Childhood

What games did you play as a child? Can you remember how to play them?

What was your favourite TV programme or book when you were growing up? If possible, show a clip or read an extract of it to the group (perhaps at the next club). How does it make you feel when you see or read it again?

What is your earliest childhood memory?

Who is the youngest person you know?

Have you ever wished you were a child again? Why/why not?

Talk about a time you (or someone you know) did something very naughty as a child. Were any adults angry?

2. Online Activities

If our participants can get online, then a whole wider world can open up for our literary club.

3. Music and Memory

Participants choose a piece of music that reminds them of a happy time in their life. (It does not need to be a piece of music with English lyrics.) They prepare a presentation describing:

the song

the place

the people

the time and the situation it reminds them of

what makes the piece of music special for them

Participants can then take turns to play their songs, either from the playlist on their mobile devices or streamed off YouTube, and give their presentations.

4. Themed literary Clubs

Some literary clubs have a theme, organizing a different activity related to that theme for each time the group meets. This generally works best when the club has a core of members who attend relatively frequently. Below are a few ideas for a club with the theme of books.

English book club

Participants bring in a book they are reading (or have read recently) and give a short talk to the group about it.

Participants 'pitch' their favourite book to the group. The other members decide how good they think the pitch was, and say whether it makes them want to read the book.

The moderator distributes a range of different books from the school library. Participants look at the cover only, and discuss the following questions:

Would you read this book? Why/why not?

Participants then read the first two or three pages and discuss these questions:

What is the book about?

Have you changed your mind about reading the book?

How effective is it to 'judge a book by its cover'?

Check Your Progress -1

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the lesson.

1. What do you mean by Literary club?

.....
.....

2. Write a brief note on working of Literary club.

.....
.....

3. What are the uses of successful Literary club?
4. Suggest some practical activities that can be performed in literary clubs to enhance language ability of the students.

2.4 SCHOOL MAGAZINE

2.4.1. Meaning of School Magazine

The school magazines is the face of the school and displays the personality of the school in many ways. It plays a role in fostering new talent in writing for children. The school magazine is a historical document of the growth of the school. It informs the future generation of students about the traditions built up of their school. This valuable publication is the opportunity that students require to show their creative talents.

2.4.2. Uses of School Magazine

1. School magazines reflect the identity of the educational institutions through the writings of its students and teachers as well. It is an integral part of the education system.
2. When the little creative minds are pricked and praised by the teachers at the right time, these will erupt like a volcano from where flows the wonderful literary work. Each individual is an entity of immense potential and creativity which requires proper exploration and channelization by the teachers.
3. Young students have a lot of potential within them which needs a proper channelization and outlet. The school / college magazines provide a wonderful platform for these young potential ones to showcase their talent as writers and express themselves into a conglomeration.

4. School magazines give the young and talented writers an opportunity to feel intently, observe keenly, think deeply and thereby express themselves in a distinct way. The school / college magazine plays a very important role in an educational institution as it channelizes the budding talented writers and helps in encouraging their writing skills by appraisal which inspires and motivates them to read and write much more.

5. It helps them to improve their reading and writing skills to a great extent. It even helps them in providing possible opportunities to improve their creative and imaginary writings. Students are given a chance to write and express their own ideas in a good form and in different languages through these magazines. These magazines contain a number of articles, poems, stories and plays as well that are written mainly by the students and sometimes by teachers and ex-students as well.

6. The young talented writers find their first exposure through this specific medium only. Magazines are generally published annually. These magazines have a great educative value. These help in encouraging the students to think and write and thus help them in developing their writing skills and talent. Magazines also help them in developing their power of thinking and strengthen their imagination as well. It also helps in improving the general knowledge of the students and this also helps them in acquiring the habit of reading and writing.

7. School magazines also help in teaching the students the value of co-operation and encourage healthy competition among the students. These are in fact a source of self-help and self-confidence for the students. Students are usually overwhelmed when they see their articles published in the school and college magazines and it gives them immense self-satisfaction. And this helps in developing self-confidence as well. Above all magazine writing helps in developing social values in the children.

8. Writing does not come from experience alone. It also requires a lot of reading. The literary and intellectual abilities of the students compel them to read books on a variety of subjects. Such students are quick to realize the value of their time and learning. They do not waste their efforts in futile activities. Not all students can be good writers but those who have the ability to form opinions can develop their power of expression by writing for their school magazine.

Check Your Progress-2

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the lesson.

1. What do you mean by School magazine?

.....
.....

2. What are the uses of School magazine?

.....
.....

2.5. DEBATES

2.5.1 Meaning of Debates

Debate is a process that involves formal discussion on a particular topic. In a debate, opposing arguments are put forward to argue for opposing viewpoints. Debate occurs in public meetings, academic institutions, and legislative assemblies. It is a formal type of discussion, often with a moderator and an audience, in addition to the debate participants. Debate is used to discuss an issue between affirmative and negative sides in order to persuade listeners logically. For one proposition or theme debaters on the affirmative and negative sides each present a constructive speech, refutation and counter-argument. In the constructive speech, members of the affirmative side explain why they support the proposition, while those of the negative side explain why they are against it. In refutation, the affirmative side attacks the negative side's constructive speech and so does the negative side. In cross-argument, the affirmative side responds to the negative side's refutation and so does the negative side. In the process of debating, we are able to learn logical thinking and critical thinking. Both the affirmative and negative sides need to construct their arguments logically in order to convey their opinions clearly to the other group and to the judges. If their arguments are not good enough, their ideas will be refuted easily by the opponent group. Therefore, debate activity is good training to improve logical thinking

skills. During a debate, we not only need to state our opinions but we also have to refute the other group's opinions. Rather than accepting the opponent's opinions without question, we have to consider them critically and examine their credibility and appropriateness.

2.5.2. Uses of Debate

1. Debating can improve fluency, vocabulary and confidence

Adults and teenagers have opinions on many of today's main issues and debating is a great way to help improve the fluency of their English. By choosing popular debating topics everyone will be able to express their own opinions with people they know without feeling embarrassed. If the topic is given in advance and the team knows whether they are 'for' or 'against' the topic being debated, then they can research the topic together and plan what they want to say. By allowing the students' time to research the topic they can learn new vocabulary to strengthen their case 'for' or 'against' the topic being debated. All the students need to be encouraged to participate in the debate. Before the judge makes a decision as to which team wins the debate, both teams need a few minutes to prepare a summary of their arguments and the judge then decides which team has made the strongest case either 'for' or 'against' the topic and chooses which is the winning team. The students in the debate need to be able to relate to the subject they are discussing.

2. Debates can help to practice and demonstrate critical thinking skills.

3. Debates can help to learn to discuss complicated topics calmly, clearly, and competently

4. Debates can help to cultivate our persuasion skills.

5. Debates help deepen our understanding of topics when we "actively" listen to opposing views.

6. Debates help sharpen communication skills – we can learn to say more with fewer words.

7. Debates can be mind-opening – "actively" listening to opposing opinions can help us think out of the box – they can offer a broader range of alternatives, excite imagination, and ignite creativity.

8. Debates help remind us that while business is about competition it is also about compromise and cooperation.

9. Debate teams can offer a sense of comradeship, demonstrating the value of teamwork.
10. To those with a truly open-mind, debates can broaden and deepen reasoning and listening and speaking skills.

Check Your Progress -3

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the lesson.

1. What do you mean by Debate?

.....
.....

2. What are the uses of Debates ?

.....
.....

2.6 ENACTMENT OF ACTIVITIES IN THE CLASSROOM

The primary role of the teacher in a multidimensional language class is to establish conditions and develop activities so that students are able to practise the language in a meaningful context. It is one of the teacher’s greatest responsibilities to develop in the students a positive attitude to learning a language. A teacher can use following activities to develop language skills of the students:

2.6.1 Activities to enhance vocabulary among students

1. Students should be encouraged to keep a vocabulary notebook to write down new or unfamiliar words.
2. They should be taught the way to use a dictionary to find out the meaning of the word.
3. Students should also be taught to use a thesaurus to locate a synonym for the word. This activity helps expand students’ vocabulary by giving them word choice options.

(Repeating the same words tends to get monotonous.) They select the synonym of their choice to replace the original word in the sentence and write it in their vocabulary notebook.

4. Students should also be taught to use a thesaurus to locate an antonym for the word. Knowing antonyms expands a student's vocabulary. Antonyms can help emphasize the writer's point, show contrast, or explain exactly what the writer means. Students are asked to write their antonym word choice in their vocabulary notebook.

5. Students should also learn to use the dictionary to discover the history or etymology of a word. Knowing the reason why a word means what it means makes it a lot more interesting and memorable, especially when students write the information in their vocabulary notebook and review the information on a regular basis.

6. Vocabulary enrichment activities are another great way to focus students' attention on new or unfamiliar words in an effort to help them incorporate new vocabulary into their personal word bank. They provide students with a fun and creative way to integrate required vocabulary skills in individual or in group settings.

2.6.2 Activities to develop listening skills among the students

1. Listen and Draw a Story

The teacher reads or makes up a story and as the students listen they draw the different scenes. The teacher can help them by explaining which scene to draw. This can be done individually or in small groups on larger paper. This really helps the teacher to see if the students understand.

2. Model Good Listening Strategies

Classroom meetings help to model and practice listening skills. The class sits together in the circle and takes turns sharing their thoughts and feelings on the topic being discussed. Children are encouraged to look at the speaker and listen to what they say.

3. Partner Conversations

It includes pairing children and giving them a general discussion topic. Each child will take turn being the speaker or the listener. When the speaker finish speaking, the listener is asked to repeat one of the speaker's main points and offer a compliment. Having "Think, Pair, Shares" during lessons and discussions is a great way to practice receiving and sharing what is heard.

4. Teach “Whole Body Listening”

A much-used concept in the early primary grades is “whole body listening.” In whole body listening, a student practices keeping particular key parts of their body focused on the speaker. Their eyes are watching, ears are listening, brain is focused on the speaker’s information, mouth is closed, shoulders are squared toward the speaker, heart is caring about the message, hands are folded or in lap, feet are still on the floor. In other words, they are actively “listening” with their entire bodies. This concept should be taught to whole class and it should also be practiced as a group before expecting learners to put it into practice.

5. Daily Listening Activities

One way to see a marked improvement in our students’ listening skills is to give them short, daily skills practice. In this case, the skills should include encouraging kids to focus on oral instructions, visualizing the tasks given and completing them accurately. Students should be given short instructions verbally for completing a task or two or three tasks in succession (depending on their age/cognitive development) and they should be advised to practice listening and complete the tasks without repeating the instructions.

6. The Storytelling Listening Game

In this game, teacher start a story with a beginning phrase and then each child in the classroom adds one word to the story in turn. Students must be active participants and follow the story closely so that when their time comes to add a word, the story will make sense. Another way to practice this is by playing a traditional game of Telephone where a message is passed around the room to see if it stays the same.

7. Questions Listening Game

In this game lot of listening skills are practiced without even explicitly calling it a “lesson in listening skills”. We can play this game any time we feel students need subject review and practice in listening skills. For instance we can tell the class we are an item that starts with a certain letter, a fictional character or a Science object we’ve recently learned about. Students should be encouraged to ask 20 yes/no questions to try to figure out what you are.

8. Listening with Flashcards

Teacher scatters lot of flashcards. Students are made to sit on the floor. Teacher makes a story and incorporate all of the flashcard pictures. As she says the flashcard word the student nearest that card touch it. For example, if students have learned lots of animal vocabulary the story could start “Once upon a time there was a farmer who had some cows (touch), sheep (touch) and pigs (touch). One day he was surprised to see lots of new animals on his farm. Next to the gate was a zebra (touch) and in the pond was a hippo (touch ...), etc.”

9. Listening Dialogs

Prepare some dialogs and comprehension questions based on the dialogs before coming to class. In class, two students should read the dialog and the other students listen and then answer the questions. In higher level classes, make groups and give each group 15-20 minutes to write a dialog and questions (questions on a large sheet of paper). Then each team reads their dialogs while the rest of the class answers the questions which have been taped to the blackboard.

10. Remember All

The teacher begins by reading a list of 20 or more facts on a topic of choice. This could be content he/she is teaching in any subject area or random facts. The list is read once, fairly quickly. Students are then given a point for every fact they can remember from the list. This can be done in groups, with each group writing down what they remember or individually, with children raising their hand or with two or more students competing at the front of the room. This activity can be done regularly with a different topic each time.

2.6.3 Activities to develop Speaking skills among the students

1. Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

2. Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

3. Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, he/she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. They increase the self-confidence of hesitant students because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

4. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

5. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming are that the students are not criticized for their ideas so students will be open to sharing new ideas.

6. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development and ending including the characters and setting a story oughts to have. Students can also tell

riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability but also get the attention of the class.

7. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover students can interview each other and "introduce" his or her partner to the class.

8. Story completion

This is a very enjoyable speaking activity for which students sits in a circle. For this activity, a teacher starts to tell a story but after a few sentences he or she stops narrating. Then each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events and descriptions.

9. Reporting

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

10. 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.

11. Picture describing

Another way to make use of pictures in a speaking activity is to give students just one picture and ask them to describe what is in the picture. For this activity 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 fosters the creativity and imagination of the learners as well as their public speaking skills.

12. Find the difference

For this activity, students can work in pairs and each pair 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 differences in the pictures.

2.6.4 Activities to develop reading skills among the students

1. Focus should be on fluency and phonics simultaneously

Phonics and fluency truly go hand in hand. We can't really have one without the other. Fluency can be defined as being able to decode text and read with accuracy, speed, and proper expression. Basically, it's the ability to easily read through a text without stumbling over words or sounding awkward. It's pretty essential for children to become fluent readers in order to focus on comprehension. When they're struggling to pronounce or decode words, they can't give the necessary attention to understanding the text. Phonics is often thought of as a precursor to fluency. It deals with beginning readers understanding the correspondence between letters and sounds. Fluent readers often rely on their knowledge of letter-sound relationships to decode words. Without phonics, it's tough to become a fluent reader. By focusing on teaching phonics while working on fluency, students will have the opportunity to grow exponentially as readers.

2. Explicitly teach and display strategies

We can make our classroom décor a powerful part of our reading curriculum by displaying strategies around the room. Displaying and explicitly teaching strategies can be used by students while reading. By keeping useful strategies displayed, we allow our students an element of independence. They can take control of their own reading and help themselves get through tough words or pronunciation issues.

3. Graphic Organizers

When it comes to reading comprehension, graphic organizers are an useful strategy and tool to support this vital aspect of becoming proficient readers. The students in classroom

are undoubtedly a diverse bunch with each of them learning and absorbing information in different ways. Using graphic organizers allows us to address a variety of learning modalities at once during reading instruction. Graphic organizers let students process information both visually and spatially which encourages them to internalize the material. The very nature of graphic organizers enables students to quite literally see the connections in what they are reading.

4. Employ the 3-2-1 Strategy

A fun technique to use when teaching reading is something called the 3-2-1 strategy. This can be very helpful in ensuring and monitoring student engagement. If students are not fully engaged in their endeavor to learn how to read, their progress will occur at a much slower rate. After students complete a passage, ask them to write down 3 things that they learned, 2 things that are interesting, and 1 question that they have. By using this simple strategy, we not only boost their engagement but also allow them to purposefully improve their reading comprehension.

5. Decoding: Focus on Problem sounds

Decoding is a common skill that students employ when learning to read. While it is important to focus on decoding all words (from simple to challenging) placing a pointed focus on decoding problem sounds can do wonders for improving our student's reading skills. Using manipulative to teach letter-sound relationships is a great technique.

6. Use Metacognition

Metacognition can be defined as “thinking about thinking”. By using metacognition, we help get our students in the habit of thinking about their reading before, during, and after a text. Before reading a text, we might ask our students to discuss their purpose for reading and preview the text. During reading, we can guide students to continually monitor their understanding, adjust the speed they are reading to ensure that it aligns with the difficulty or address any possible comprehension issues that they come across. When first using metacognition, we should offer quite a bit of support to our students and ‘train’ them to get in the habit of metacognition strategies. The goal is to scaffold until they can get into the habit of thinking about their reading on their own.

7. Word Walls

A word wall is often seen as simply a classroom decoration or fancy bulletin board. Maintaining a word wall is a highly effective strategy for promoting literacy in classroom. Word walls are powerful tools to help students work on their spelling, vocabulary, and reading skills. They help promote a literacy-focused environment that's rich in printed text. When creating word wall, we should not feel as if it is a static resource. They can be utilized daily by incorporating various activities and word wall lessons into our curriculum. Word walls should be referred to on a daily basis.

8. Integrate Technology

We all know that kids tend to excel at the things that they are interested in or care about. Technology is the perfect way to not only get kids excited about reading but offer them the opportunity to work on a variety of reading skills. Aside from the obvious use of reading on a kindle or other e-reader device, there are countless apps and programs out there that help build fluency and comprehension in engaging ways. The innate understanding that kids today have with technology makes it an amazing strategy for boosting learning and engagement during reading instruction.

9. Make Reading a Game

Everyone loves games. They offer healthy competition, the possibility to win, and the opportunity to be engaged in something fun. Adding games to reading instruction is a great strategy to improve literacy skills. There are a ton of simple ways that we can turn reading into game or we can use reading inspired games to help increase literacy skills.

10. Incorporate more Senses

We should add in activities that reinforce learning and comprehension by using more senses. We should remind students to read with a pen or pencil to annotate the text. We should ask them to take turns reading out loud.

2.6.5. Activities to develop writing skills among the students

1. Story Rewriting

The teacher reads a story or the class listens to an audio story. After this students draw pictures on it. Then they write the story based on those pictures. This is very simple and powerful way to improve writing skill of the student.

2. Visualization

The students close their eyes and the teacher describes a scene. The teacher play some nice background music. The students then write and describe the scene they imagined, sharing their scene afterwards with the class or a classmate.

3. Newscasts / Weather reports

Students should be encouraged to watch the daily news or weather report. They should be asked to write in groups or individually, their own version of the news for that week/day. They should be motivated to perform for the class just like a real news report.

4. Travel Videos

Students should be asked to watch a few travel videos. Groups of students select a place and write up a report or a poster outlining why others should visit their city/country. Teacher should also give students a postcard and ask them to write to another student in the classroom as if they were in that city/country. A template should be provided to lower level students and they should be asked to fill the details.

5. Pictures / Slideshows

Visuals are a powerful way to provide context and background for any writing. Teacher should use attractive, stimulating and if possible “real” photos to prompt student writing. Students can describe a scene or they can describe a series of pictures from a slideshow. Teacher can show a picture and ask students to write a story or use it as background for a writing prompt. For example, we can show a picture of a happy lottery winner and can ask students to write in their journal ‘ If I won a million rupees I would’ This is a much better way to “prompt” writing than simple script.

6. Description

Students can be shown a selection of fairly similar pictures. The students describe in writing one of the pictures (faces work really well). They read and the other students listen and “guess” which picture is being described.

7. Bookmaking

Students should be provided with a series of pictures (Action Pictures) which describe a story. Students write about each picture and will number each piece of writing for each picture. The teacher can guide lower level students. After editing, the students cut up the

pictures and make a storybook. They will glue in the pictures, color them, decorate them and add their own story text. Afterwards they are asked to read it to the whole class or share among the class.

8. Opinion / Essay

Teacher selects an article that students would find interesting or controversial. After reading and discussing, students can respond with a formal essay or piece of writing reflecting their opinion. Teacher read them anonymously afterwards and get the class to guess who wrote it.

9. Describe and guess

Students think of a person, place or a thing. They write a description of it and read it out and others students guess it. Jokes and riddles are also effective for this. Students write out a joke or riddle they know, then they are read and other students try to guess the punch line.

10. Sentence Chains

The teacher writes a word on the board and then students shout out words that follow using the last letter(s). The more last letters they use, the more points they get. The teacher keeps writing as quick as possible as the students offer up more correct words.

11. Dialogues

Students can write dialogues for everyday situations and then act them out for the class. The teacher can model the language on the board and then erase words so students can complete by themselves and in their own words.

Check Your Progress -4

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the lesson.

1. Discuss some activities to enhance vocabulary among students.

.....
.....

2. Explain any two activities to develop listening skills among the students.
3. Which activities can a teacher encourage in the class to develop speaking ability among the students?
4. Tell some activities that can be enacted to develop reading ability of the students.
5. Name some activities to develop writing ability among the students.

2.7 LET US SUM UP

In this lesson uses of literary clubs, school magazines and debates to enhance linguistic skills(listening, speaking, reading and writing) have been discussed in detail. Literary clubs provide opportunity for English language learners to practise using English in a relaxed and friendly setting. School magazines play important role in fostering creativity among students. They improve writing skills of the students. Debates are mind-opening. To those with a truly open-mind, debates can broaden and deepen reasoning and listening and speaking skills. The lesson has also provided knowledge and understanding about various activities that a teacher can enact in the classroom to improve language skills of the students.

2.8 LESSON-END EXERCISE

1. What are literary clubs? How are literary clubs useful in developing language skills of the students?

2. Discuss in detail uses of school magazines.
3. How are debates helpful to teachers in developing language skills of the students?
4. Write a detailed note on various activities that are helpful in developing language abilities of the students.
5. Enlist various activities to develop listening and speaking abilities of the students.

2.9 SUGGESTED FURTHER READINGS

Balasubramaniam, T. (1981). *A Textbook of English Phonetics for Indian Students*. Mumbai: Macmillan India Ltd.

Bhatia, K.K. (2006). *Teaching and Learning English as a Foreign Language*. New Delhi: Kalyani Publishers.

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Doff, A. (1988). *Teach English: A Training Course for Teachers*. Cambridge: The British Council and Cambridge University Press.

Kohli, A.L. (1999). *Techniques of Teaching English*. New Delhi: Dhanpat Rai and Company.

Sachdeva, M.S. (2007). *Teaching of English*. Patiala: Twenty First Century Publications.

2.10 ANSWERS TO CHECK YOUR PROGRESS

Answers to Check Your Progress-1

1. A literary club is a place for language learners to use English in a casual setting. It gives students a chance to practice English in a relaxed, informal environment, and to meet new people.
2. Working of Literary Club
 - Establish a warm-up routine
 - Themes or Skills

- Have backup ideas on hand
 - Use a suggestion box
 - Go on excursions as a group
3. Uses of Successful Literary Club
- Literary club is participant-centred.
 - Literary club plays an important social role.
 - Literary club gives people freedom.
 - Literary club is rooted in the community.
 - Literary club is a fun
4. Practical Activities
- Discussions
 - Online Activities
 - Music and Memory
 - Themed Literary Clubs

Answers to Check Your Progress-2

1. The school magazine is the face of the school and displays the personality of the school in many ways. It plays a role in fostering new talent in writing for children. The school magazine is a historical document of the growth of the school. It informs the future generation of students about the traditions built up of their school. This valuable publication is the opportunity that students require to show their creative talents.

2. Uses of School Magazine

- School magazines give the young and talented writers an opportunity to feel intently, observe keenly, think deeply and thereby express themselves in a distinct way. The school / college magazine plays a very important role in an educational institution as it channelizes the budding talented writers and helps in encouraging their writing skills by appraisal which inspires and motivates them to read and write much more.
- It helps them to improve their reading and writing skills to a great extent. It even helps them in providing possible opportunities to improve their creative and imaginary

writings. Students are given a chance to write and express their own ideas in a good form and in different languages through these magazines. These magazines contain a number of articles, poems, stories and plays as well that are written mainly by the students and sometimes by teachers and ex-students as well.

Answers to Check Your Progress-3

1. Debate is a process that involves formal discussion on a particular topic. In a debate, opposing arguments are put forward to argue for opposing viewpoints. Debate occurs in public meetings, academic institutions, and legislative assemblies. It is a formal type of discussion, often with a moderator and an audience, in addition to the debate participants. Debate is used to discuss an issue between affirmative and negative sides in order to persuade listeners logically.

2. Uses of Debate

- Debating can improve fluency, vocabulary and confidence
- Debates help to practice and demonstrate critical thinking skills.
- Debates help to learn to discuss complicated topics calmly, clearly, and competently.
- Debates help to cultivate our persuasion skills
- Debates deepen our understanding of topics when we “actively” listen to opposing views.
- Debates help sharpen communication skills – we can learn to say more with fewer words

Answers to Check Your Progress-4

1. Activities to enhance vocabulary among students

- Students should be encouraged to keep a vocabulary notebook to write down new or unfamiliar words.
- They should be taught the way to use a dictionary to find out the meaning of the word.
- Students should also be taught to use a thesaurus to locate a synonym and antonym for the word.

2. Activities to develop listening skills among the students

- Partner Conversations

It includes pairing children and giving them a general discussion topic. Each child will take turn being the speaker or the listener. When the speaker finish speaking, the listener is asked to repeat one of the speaker's main points and offer a compliment. Having "Think, Pair, Shares" during lessons and discussions is a great way to practice receiving and sharing what is heard.

- Listening dialogs

Prepare some dialogs and comprehension questions based on the dialogs before coming to class. In class, two students should read the dialog and the other students listen and then answer the questions. In higher level classes, make groups and give each group 15-20 minutes to write a dialog and questions (questions on a large sheet of paper). Then each team reads their dialogs while the rest of the class answers the questions which have been taped to the blackboard.

3. Activities to develop speaking skills among the students

- Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

- Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming are that the students are not criticized for their ideas so students will be open to sharing new ideas.

- 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.

4. Activities to develop reading skills among the students

- Focus should be on Fluency and Phonics simultaneously
- By using Graphic Organizers.
- Decoding: Focus on Problem Sounds
- Using Metacognition
- Make Reading a Game

5. Activities to develop Writing among Students

- Story Rewriting

The teacher reads a story or the class listens to an audio story. After this students draw pictures on it. Then they write the story based on those pictures. This is very simple and powerful way to improve writing skill of the student.

- Visualization

The students close their eyes and the teacher describes a scene. The teacher play some nice background music. The students then write and describe the scene they imagined, sharing their scene afterwards with the class or a classmate.

- Dialogues

Students can write dialogues for everyday situations and then act them out for the class. The teacher can model the language on the board and then erase words so students can complete by themselves and in their own words.

Structure

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Parts of Speech
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 - 3.3.5. Adverbs
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- 3.4 Teaching Parts of Speech
 - 3.4.1 Teaching Parts of Speech by Using Low Cost Teaching Aids and Graphic Organisers
- 3.5 Let Us Sum Up
- 3.6 Lesson–End Exercise
- 3.7 Suggested Further Readings
- 3.8 Answers to Check Your Progress

3.1 INTRODUCTION

There are eight parts of speech in the English language: noun, pronoun, verb, adjective, adverb, preposition, conjunction and interjection. The part of speech indicates how the word functions in meaning as well as grammatically within the sentence. An individual word can function as more than one part of speech when used in different circumstances. Understanding parts of speech is essential for determining the correct definition of a word when using the dictionary.

3.2 OBJECTIVES

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

- explain parts of speech,
 - use parts of speech, and
 - describe how to teach parts of speech by using graphic organisers and low cost teaching aids.
-

3.3 PARTS OF SPEECH

3.3.1. Noun

A **noun** is a word used to name a person, animal, place, thing, and abstract idea. Nouns are usually the first words which small children learn. The **highlighted** words in the following sentences are all nouns:

Late last **year** our **neighbours** bought a **goat**.

Portia White was an **opera singer**.

The **bus inspector** looked at all the **passengers' passes**.

According to **Plutarch**, the **library** at **Alexandria** was destroyed in 48 B.C.

Philosophy is of little **comfort** to the **starving**.

A noun can function in a sentence as a subject, a direct object, an indirect object, a subject complement, an object complement, an appositive, an adjective or an adverb.

- **Noun Gender**

Many common nouns, like “engineer” or “teacher,” can refer to men or women. Once, many English nouns would change form depending on their gender — for example, a man was called an “author” while a woman was called an “authoress” — but this use of **gender-specific nouns** is very rare today. Those that are still used occasionally tend to refer to occupational categories, as in the following sentences.

David Garrick was a very prominent eighteenth-century actor.

Sarah Siddons was at the height of her career as an actress in the 1780s.

The manager was trying to write a want ad, but he couldn’t decide whether he was advertising for a “waiter” or a “waitress”

- **Noun Plurals**

Most nouns change their form to indicate number by adding “-s” or “-es”, as illustrated in the following pairs of sentences:

When Matthew was small he rarely told the **truth** if he thought he was going to be punished.

Many people do not believe that **truths** are self-evident.

As they walked through the silent house, they were startled by an unexpected **echo**.

I like to shout into the quarry and listen to the **echoes** that return.

He tripped over a **box** left carelessly in the hallway.

Since we are moving, we will need many **boxes**.

There are other nouns which form the plural by changing the last letter before adding “s”. Some words ending in “f” form the plural by deleting “f” and adding “ves,” and words ending in “y” form the plural by deleting the “y” and adding “ies,” as in the following pairs of sentences:

The harbour at Marble Mountain has one **wharf**.

There are several **wharves** in Halifax Harbour.

Warsaw is their favourite **city** because it reminds them of their courtship.

The vacation my grandparents won includes trips to twelve European **cities**.

The children circled around the headmaster and shouted, “Are you a **mouse** or a man?”

The audience was shocked when all five men admitted that they were afraid of **mice**.

Other nouns form the plural irregularly. If English is our first language, we probably know most of these already: when in doubt, consult a good dictionary.

- **Possessive Nouns**

In the possessive case, a noun or pronoun changes its form to show that it owns or is closely related to something else. Usually, nouns become possessive by adding a combination of an apostrophe and the letter “s.”

We can form the possessive case of a singular noun that does not end in “s” by adding an apostrophe and “s,” as in the following sentences:

The red suitcase is **Cassandra’s**.

The only luggage that was lost was the **prime minister’s**.

The exhausted recruits were woken before dawn by the **drill sergeant’s** screams.

The **miner’s** face was covered in coal dust.

We can form the possessive case of a singular noun that ends in “s” by adding an apostrophe alone or by adding an apostrophe and “s,” as in the following examples:

The **bus’s** seats are very uncomfortable.

The **bus’** seats are very uncomfortable.

The film crew accidentally crushed the **platypus’s** eggs.

The film crew accidentally crushed the **platypus’** eggs.

Felicia Hemans’s poetry was once more popular than Lord Byron’s.

Felicia Hemans’ poetry was once more popular than Lord Byron’s.

We can form the possessive case of a plural noun that does not end in “s” by adding an apostrophe and a “s,” as in the following examples:

The **children’s** mittens were scattered on the floor of the porch.

The **sheep’s** pen was mucked out every day.

Since we have a complex appeal process, a **jury's** verdict is not always final.

The **men's** hockey team will be playing as soon as the **women's** team is finished.

The hunter followed the **moose's** trail all morning but lost it in the afternoon.

We can form the possessive case of a plural noun that *does* end in "s" by adding an apostrophe:

The concert was interrupted by the **dogs'** barking, the **ducks'** quacking, and the **babies'** squalling.

The **janitors'** room is downstairs and to the left.

My uncle spent many hours trying to locate the **squirrels'** nest.

The archivist quickly finished repairing the **diaries'** bindings.

Religion is usually the subject of the **roommates'** many late night debates.

Using Possessive Nouns

When we read the following sentences, we will notice that a noun in the possessive case frequently functions as an adjective modifying another noun:

The **miner's** face was covered in coal dust.

Here the possessive noun "miner's" is used to modify the noun "face" and together with the article "the," they make up the noun phrase that is the sentence's subject.

The concert was interrupted by the **dogs'** barking, the **ducks'** quacking, and the **babies'** squalling.

In this sentence, each possessive noun modifies a gerund. The possessive noun "dogs'" modifies "barking," "ducks'" modifies "quacking," and "babies'" modifies "squalling."

The film crew accidentally crushed the **platypus's** eggs.

In this example the possessive noun "platypus's" modifies the noun "eggs" and the noun phrase "the platypus's eggs" is the direct object of the verb "crushed."

My uncle spent many hours trying to locate the **squirrels'** nest.

In this sentence the possessive noun "squirrels'" is used to modify the noun "nest" and the noun phrase "the squirrels' nest" is the object of the infinitive phrase "to locate."

Types of Nouns

There are many different types of nouns. As we know, we capitalise some nouns, such as “Canada” or “Louise,” and do not capitalise others, such as “badger” or “tree” (unless they appear at the beginning of a sentence). In fact, grammarians have developed a whole series of noun types, including the proper noun, the common noun, the concrete noun, the abstract noun, the countable noun (also called the count noun), the non-countable noun (also called the mass noun), and the collective noun. We should note that a noun will belong to more than one type: it will be proper or common, abstract or concrete, *and* countable or non-countable or collective.

If we are interested in the details of these different types, we can read about them in the following sections.

- **Proper Nouns**

We always write a **proper noun** with a capital letter, since the noun represents the name of a specific person, place, or thing. The names of days of the week, months, historical documents, institutions, organisations, religions, their holy texts and their adherents are proper nouns. A proper noun is the opposite of a common noun

In each of the following sentences, the proper nouns are **highlighted**:

The **Marroons** were transported from **Jamaica** and forced to build the fortifications in **Halifax**.

Many people dread **Monday** mornings.

Beltane is celebrated on the first of **May**.

Abraham appears in the **Talmud** and in the **Koran**.

Last year, I had a **Baptist**, a **Buddhist**, and a **Gardnerian Witch** as roommates.

- **Common Nouns**

A **common noun** is a noun referring to a person, place, or thing in a general sense — usually, we should write it with a capital letter only when it begins a sentence. A common noun is the opposite of a proper noun.

In each of the following sentences, the common nouns are **highlighted**:

According to the **sign**, the nearest **town** is 60 **miles** away.

All the **gardens** in the **neighbourhood** were invaded by **beetles** this **summer**.

I don't understand why some **people** insist on having six different **kinds** of **mustard** in their **cupboards**.

The road **crew** was startled by the **sight** of three large **moose** crossing the **road**.

Many child-care **workers** are underpaid.

Sometimes we will make proper nouns out of common nouns, as in the following examples:

The tenants in the **Garnet Apartments** are appealing the large and sudden increase in their rent.

The meals in the Bouncing **Bean Restaurant** are less expensive than meals in ordinary restaurants.

Many witches refer to the Renaissance as the Burning **Times**.

The **Diary of Anne Frank** is often a child's first introduction to the history of the **Holocaust**.

- **Concrete Nouns**

A **concrete noun** is a noun which names anything (or anyone) that we can perceive through our physical senses: touch, sight, taste, hearing, or smell. A concrete noun is the opposite of an abstract noun.

The **highlighted** words in the following sentences are all concrete nouns:

The **judge** handed the **files** to the **clerk**.

Whenever they take the **dog** to the **beach**, it spends hours chasing **waves**.
The real estate **agent** urged the **couple** to buy the second **house** because it had new **shingles**.

As the **car** drove past the **park**, the **thump** of a disco **tune** overwhelmed the string **quartet's rendition** of a **minuet**.

The **book binder** replaced the flimsy paper **cover** with a sturdy, cloth-covered **board**.

- **Abstract Nouns**

An **abstract noun** is a noun which names anything which we cannot perceive through our five physical senses, and is the opposite of a concrete noun. The **highlighted** words in the following sentences are all abstract nouns:

Buying the fire extinguisher was an **afterthought**.

Tillie is amused by people who are nostalgic about **childhood**.

Justice often seems to slip out of our grasp.

Some scientists believe that **schizophrenia** is transmitted genetically.

- **Countable Nouns**

A **countable noun** (or **count noun**) is a noun with both a singular and a plural form, and it names anything (or anyone) that we can *count*. We can make a countable noun plural and attach it to a plural verb in a sentence. Countable nouns are the opposite of non-countable nouns and collective nouns.

In each of the following sentences, the **highlighted** words are countable nouns:

We painted the **table** red and the **chairs** blue.

Since he inherited his **aunt's library**, Jerome spends every **weekend** indexing his **books**.

Miriam found six silver **dollars** in the **toe** of a **sock**.

The oak **tree** lost three **branches** in the **hurricane**.

Over the **course** of twenty-seven **years**, Martha Ballard delivered just over eight hundred **babies**.

- **Non-Countable Nouns**

A **non-countable noun** (or **mass noun**) is a noun which does not have a plural form and which refers to something that we could (or would) not usually count. A non-countable noun always takes a singular verb in a sentence. Non-countable nouns are similar to collective nouns, and are the opposite of countable nouns.

The **highlighted** words in the following sentences are non-countable nouns:

Joseph Priestly discovered **oxygen**.

The word “oxygen” cannot normally be made plural.

Oxygen is essential to human life.

Since “oxygen” is a non-countable noun, it takes the singular verb “is” rather than the plural verb “are.”

We decided to sell the **furniture** rather than take it with us when we moved.

We cannot make the noun “furniture” plural.

The **furniture** is heaped in the middle of the room.

Since “furniture” is a non-countable noun, it takes a singular verb, “is heaped.”

The crew spread the **gravel** over the roadbed.

We cannot make the non-countable noun “gravel” plural.

Gravel is more expensive than I thought.

Since “gravel” is a non-countable noun, it takes the singular verb form “is.”

- **Collective Nouns**

A **collective noun** is a noun naming a group of things, animals, or persons. We could count the individual members of the group, but we usually think of the group as a whole is generally as one unit. We need to be able to recognise collective nouns in order to maintain subject-verb agreement. A collective noun is similar to a non-countable noun, and is roughly the opposite of a countable noun.

In each of the following sentences, the **highlighted** word is a collective noun:

The **flock** of geese spends most of its time in the pasture.

The collective noun “flock” takes the singular verb “spends.”

The **jury** is dining on take-out chicken tonight.

In this example the collective noun “jury” is the subject of the singular compound verb “is dining.”

The steering **committee** meets every Wednesday afternoon.

Here the collective noun “committee” takes a singular verb, “meets.”

The **class** was startled by the bursting light bulb.

In this sentence the word “class” is a collective noun and takes the singular compound verb “was startled.”

3.3.2 Pronoun

A **pronoun** can replace a noun or another pronoun. You use pronouns like “he,” “which,” “none,” and “you” to make your sentences less cumbersome and less repetitive.

Grammarians classify pronouns into several types, including the personal pronoun, the demonstrative pronoun, the interrogative pronoun, the indefinite pronoun, the relative pronoun, the reflexive pronoun, and the intensive pronoun.

- **Personal Pronouns**

A **personal pronoun** refers to a specific person or thing and changes its form to indicate person, number, gender, and case.

- **Subjective Personal Pronouns**

A **subjective personal pronoun** indicates that the pronoun is acting as the subject of the sentence. The subjective personal pronouns are “I,” “you,” “she,” “he,” “it,” “we,” “you,” “they.”

In the following sentences, each of the **highlighted** words is a subjective personal pronoun and acts as the subject of the sentence:

I was glad to find the bus pass in the bottom of the green knapsack.

You are surely the strangest child **I** have ever met.

He stole the selkie’s skin and forced her to live with him.

When **she** was a young woman, **she** earned her living as a coal miner.

After many years, **they** returned to their homeland.

We will meet at the library at 3:30 p.m.

It is on the counter.

Are **you** the delegates from Malagawatch?

➤ **Objective Personal Pronouns**

An **objective personal pronoun** indicates that the pronoun is acting as an object of a verb, compound verb, preposition, or infinitive phrase. The objective personal pronouns are: “me,” “you,” “her,” “him,” “it,” “us,” “you,” and “them.”

In the following sentences, each of the **highlighted** words is an objective personal pronoun:

Seamus stole the selkie’s skin and forced **her** to live with **him**.

The objective personal pronoun “her” is the direct object of the verb “forced” and the objective personal pronoun “him” is the object of the preposition “with.”

After reading the pamphlet, Judy threw **it** into the garbage can.

The pronoun “it” is the direct object of the verb “threw.”

The agitated assistant stood up and faced the angry delegates and said, “Our leader will address **you** in five minutes.”

In this sentence, the pronoun “you” is the direct object of the verb “address.”

Deborah and Roberta will meet **us** at the newest café in the market.

Here the objective personal pronoun “us” is the direct object of the compound verb “will meet.”

Give the list to **me**.

Here the objective personal pronoun “me” is the object of the preposition “to.”

I’m not sure that my contact will talk to **you**.

Similarly in this example, the objective personal pronoun “you” is the object of the preposition “to.”

Christopher was surprised to see **her** at the drag races.

Here the objective personal pronoun “her” is the object of the infinitive phrase “to see.”

➤ **Possessive Personal Pronouns**

A **possessive pronoun** indicates that the pronoun is acting as a marker of possession and defines who owns a particular object or person. The **possessive personal**

pronouns are “mine,” “yours,” “hers,” “his,” “its,” “ours,” and “theirs.” Note that possessive personal pronouns are very similar to possessive adjectives like “my,” “her,” and “their.”

In each of the following sentences, the **highlighted** word is a possessive personal pronoun:

The smallest gift is **mine**.

Here the possessive pronoun “mine” functions as a subject complement.

This is yours.

Here too the possessive pronoun “yours” functions as a subject complement.

His is on the kitchen counter.

In this example, the possessive pronoun “his” acts as the subject of the sentence.

Theirs will be delivered tomorrow.

In this sentence, the possessive pronoun “theirs” is the subject of the sentence.

Ours is the green one on the corner.

Here too the possessive pronoun “ours” function as the subject of the sentence.

- **Demonstrative Pronouns**

A **demonstrative pronoun** points to and identifies a noun or a pronoun. “This” and “these” refer to things that are nearby either in space or in time, while “that” and “those” refer to things that are farther away in space or time.

The demonstrative pronouns are “this,” “that,” “these,” and “those.” “This” and “that” are used to refer to singular nouns or noun phrases and “these” and “those” are used to refer to plural nouns and noun phrases. Note that the demonstrative pronouns are identical to demonstrative adjectives, though, obviously, you use them differently. It is also important to note that “that” can also be used as a relative pronoun.

In the following sentences, each of the **highlighted** words is a demonstrative pronoun:

This must not continue.

Here “this” is used as the subject of the compound verb “must not continue.”

This is puny; **that** is the tree I want.

In this example “this” is used as subject and refers to something close to the speaker. The demonstrative pronoun “that” is also a subject but refers to something farther away from the speaker.

Three customers wanted **these**.

Here “these” is the direct object of the verb “wanted.”

- **Interrogative Pronouns**

An **interrogative pronoun** is used to ask questions. The interrogative pronouns are “who,” “whom,” “which,” “what” and the compounds formed with the suffix “ever” (“whoever,” “whomever,” “whichever,” and “whatever”). Note that either “which” or “what” can also be used as an interrogative adjective, and that “who,” “whom,” or “which” can also be used as a relative pronoun.

You will find “who,” “whom,” and occasionally “which” used to refer to people, and “which” and “what” used to refer to things and to animals.

“Who” acts as the subject of a verb, while “whom” acts as the object of a verb, preposition, or a verbal.

The **highlighted** word in each of the following sentences is an interrogative pronoun:

Which person wants to see the dentist first?

“Which” is the subject of the sentence.

Who wrote the novel Rockbound?

Similarly “who” is the subject of the sentence.

Whom do you think we should invite?

In this sentence, “whom” is the object of the verb “invite.”

To **whom** do you wish to speak?

Here the interrogative pronoun “whom” is the object of the preposition “to.”

Who will meet the delegates at the train station?

In this sentence, the interrogative pronoun “who” is the subject of the compound verb “will meet.”

To **whom** did you give the paper?

In this example the interrogative pronoun “whom” is the object of the preposition “to.”

What did she say?

Here the interrogative pronoun “what” is the direct object of the verb “say.”

- **Relative Pronouns**

A **relative pronoun** is used to link one phrase or clause to another phrase or clause. The relative pronouns are “who,” “whom,” “that,” and “which.” The compounds “whoever,” “whomever,” and “whichever” are also relative pronouns.

We can use the relative pronouns “who” and “whoever” to refer to the subject of a clause or sentence, and “whom” and “whomever” to refer to the objects of a verb, a verbal or a preposition.

In each of the following sentences, the **highlighted** word is a relative pronoun.

You may invite **whomever** you like to the party.

The relative pronoun “whomever” is the direct object of the compound verb “may invite.”

The candidate **who** wins the greatest popular vote is not always elected.

In this sentence, the relative pronoun is the subject of the verb “wins” and introduces the subordinate clause “who wins the greatest popular vote.” This subordinate clause acts as an adjective modifying “candidate.”

In a time of crisis, the manager asks the workers **whom** she believes to be the most efficient to arrive an hour earlier than usual.

In this sentence “whom” is the direct object of the verb “believes” and introduces the subordinate clause “whom she believes to be the most efficient”. This subordinate clause modifies the noun “workers.”

Whoever broke the window will have to replace it.

Here “whoever” functions as the subject of the verb “broke.”

The crate **which** was left in the corridor has now been moved into the storage closet.

In this example “which” acts as the subject of the compound verb “was left” and introduces the subordinate clause “which was left in the corridor.” The subordinate clause acts as an adjective modifying the noun “crate.”

I will read **whichever** manuscript arrives first.

Here “whichever” modifies the noun “manuscript” and introduces the subordinate clause “whichever manuscript arrives first.” The subordinate clause functions as the direct object of the compound verb “will read.”

- **Indefinite Pronouns**

An **indefinite pronoun** is a pronoun referring to an identifiable but not specified person or thing. An indefinite pronoun conveys the idea of all, any, none, or some.

The most common indefinite pronouns are “all,” “another,” “any,” “anybody,” “anyone,” “anything,” “each,” “everybody,” “everyone,” “everything,” “few,” “many,” “nobody,” “none,” “one,” “several,” “some,” “somebody,” and “someone.” Note that some indefinite pronouns can also be used as indefinite adjectives.

The **highlighted** words in the following sentences are indefinite pronouns:

Many were invited to the lunch but only twelve showed up.

Here “many” acts as the subject of the compound verb “were invited.”

The office had been searched and **everything** was thrown onto the floor.

In this example, “everything” acts as a subject of the compound verb “was thrown.”

We donated **everything** we found in the attic to the woman’s shelter garage sale.

In this sentence, “everything” is the direct object of the verb “donated.”

Although they looked everywhere for extra copies of the magazine, they found **none**.

Here too the indefinite pronoun functions as a direct object: “none” is the direct object of “found.”

Make sure you give **everyone** a copy of the amended bylaws.

In this example, “everyone” is the indirect object of the verb “give” — the direct object is the noun phrase “a copy of the amended bylaws.”

Give a registration package to **each**.

Here “each” is the object of the preposition “to.”

- **Reflexive Pronouns**

We can use a **reflexive pronoun** to refer back to the subject of the clause or sentence.

The reflexive pronouns are “myself,” “yourself,” “herself,” “himself,” “itself,” “ourselves,” “yourselves,” and “themselves.” Note each of these can also act as an intensive pronoun.

Each of the **highlighted** words in the following sentences is a reflexive pronoun:

Diabetics give **themselves** insulin shots several times a day.

The Dean often does the photocopying **herself** so that the secretaries can do more important work.

After the party, I asked **myself** why I had faxed invitations to everyone in my office building.

Richard usually remembered to send a copy of his e-mail to **himself**.

Although the landlord promised to paint the apartment, we ended up doing it **ourselves**.

- **Intensive Pronouns**

An **intensive pronoun** is a pronoun used to emphasise its antecedent. Intensive pronouns are identical in form to reflexive pronouns.

The **highlighted** words in the following sentences are intensive pronouns:

I **myself** believe that aliens should abduct my sister.

The Prime Minister **himself** said that he would lower taxes.

They **themselves** promised to come to the party even though they had a final exam at the same time.

3.3.3 Adjective

An **adjective** modifies a noun or a pronoun by describing, identifying, or quantifying words.

An adjective usually precedes the noun or the pronoun which it modifies.

In the following examples, the **highlighted** words are adjectives:

The **truck-shaped** balloon floated over the treetops.

Mrs. Morrison papered her **kitchen** walls with **hideous** wall paper.

The **small** boat foundered on the **wine dark** sea.

The **coal** mines are **dark** and **dank**.

Many stores have already begun to play **irritating Christmas** music.

A **battered music** box sat on the **mahogany** sideboard.

The back room was filled with **large, yellow** rain boots.

An adjective can be modified by an adverb, or by a phrase or clause functioning as an adverb.

In the sentence My husband knits intricately **patterned** mittens.

For example, the adverb “intricately” modifies the adjective “patterned.”

Some nouns, many pronouns, and many participle phrases can also act as adjectives.

In the sentence Eleanor listened to the **muffled** sounds of the radio **hidden** under her pillow.

For example, both **highlighted** adjectives are past participles.

Grammarians also consider **articles** (“the,” “a,” “an”) to be adjectives.

- **Possessive Adjectives**

A **possessive adjective** (“my,” “your,” “his,” “her,” “its,” “our,” “their”) is similar or identical to a possessive pronoun; however, it is used as an adjective and modifies a noun or a noun phrase, as in the following sentences:

I can’t complete **my** assignment because I don’t have the textbook.

In this sentence, the possessive adjective “my” modifies “assignment” and the noun phrase “my assignment” functions as an object. Note that the possessive pronoun form “mine” is not used to modify a noun or noun phrase.

What is **your** phone number.

Here the possessive adjective “your” is used to modify the noun phrase “phone number”; the entire noun phrase “your phone number” is a subject complement. Note that the possessive pronoun form “yours” is not used to modify a noun or a noun phrase.

The baker sold **his** favourite type of bread.

In this example, the possessive adjective “his” modifies the noun phrase “favourite type of bread” and the entire noun phrase “his favourite type of bread” is the direct object of the verb “sold.”

After many years, she returned to **her** homeland.

Here the possessive adjective “her” modifies the noun “homeland” and the noun phrase “her homeland” is the object of the preposition “to.” Note also that the form “hers” is not used to modify nouns or noun phrases.

We have lost **our** way in this wood.

In this sentence, the possessive adjective “our” modifies “way” and the noun phrase “our way” is the direct object of the compound verb “have lost”. Note that the possessive pronoun form “ours” is not used to modify nouns or noun phrases.

In many fairy tales, children are neglected by **their** parents.

Here the possessive adjective “their” modifies “parents” and the noun phrase “their parents” is the object of the preposition “by.” Note that the possessive pronoun form “theirs” is not used to modify nouns or noun phrases.

The cat chased **its** ball down the stairs and into the backyard.

In this sentence, the possessive adjective “its” modifies “ball” and the noun phrase “its ball” is the object of the verb “chased.” Note that “its” is the possessive adjective and “it’s” is a contraction for “it is.”

- **Demonstrative Adjectives**

The **demonstrative adjectives** “this,” “these,” “that,” “those,” and “what” are identical to the demonstrative pronouns, but are used as adjectives to modify nouns or noun phrases, as in the following sentences:

When the librarian tripped over **that** cord, she dropped a pile of books.

In this sentence, the demonstrative adjective “that” modifies the noun “cord” and the noun phrase “that cord” is the object of the preposition “over.”

This apartment needs to be fumigated.

Here “this” modifies “apartment” and the noun phrase “this apartment” is the subject of the sentence.

Even though my friend preferred **those** plates, I bought these.

In the subordinate clause, “those” modifies “plates” and the noun phrase “those plates” is the object of the verb “preferred.” In the independent clause, “these” is the direct object of the verb “bought.”

Note that the relationship between a demonstrative adjective and a demonstrative pronoun is similar to the relationship between a possessive adjective and a possessive pronoun, or to that between an interrogative adjective and an interrogative pronoun.

- **Interrogative Adjectives**

An **interrogative adjective** (“which” or “what”) is like an interrogative pronoun, except that it modifies a noun or noun phrase rather than standing on its own (see also demonstrative adjectives and possessive adjectives):

Which plants should be watered twice a week?

Like other adjectives, “which” can be used to modify a noun or a noun phrase. In this example, “which” modifies “plants” and the noun phrase “which plants” is the subject of the compound verb “should be watered”:

What book are you reading?

In this sentence, “what” modifies “book” and the noun phrase “what book” is the direct object of the compound verb “are reading.”

- **Indefinite Adjectives**

An **indefinite adjective** is similar to an indefinite pronoun, except that it modifies a noun, pronoun, or noun phrase, as in the following sentences:

Many people believe that corporations are under-taxed.

The indefinite adjective “many” modifies the noun “people” and the noun phrase “many people” is the subject of the sentence.

I will send you any mail that arrives after you have moved to Sudbury.

The indefinite adjective “any” modifies the noun “mail” and the noun phrase “any mail” is the direct object of the compound verb “will send.”

They **found** a few **goldfish** floating belly up in the swan pound.

In this example the indefinite adjective modifies the noun “goldfish” and the noun phrase is the direct object of the verb “found”:

The title of Kelly’s favourite game is “**All dogs** go to heaven.”

Here the indefinite pronoun “all” modifies “dogs” and the full title is a subject complement.

3.3.4. Verbs

The verb is perhaps the most important part of the sentence. A verb or compound verb asserts something about the subject of the sentence and express actions, events, or states of being. The verb or compound verb is the critical element of the predicate of a sentence.

Examples of Verbs

am, is was, are, go, write, exist, be

Example Sentences

Pooja writes to share her ideas.

Explanation: This verb shows an action (writes).

He will be late to the movie.

Explanation: This verb shows a state of being (will be).

3.3.5 Adverbs

An adverb is used to modify a verb, adjective, and other adverbs.

Examples of Adverbs

completely, never, there

Example Sentences

He completely forgot to take the trash outside to the bin.

Explanation: This adverb modifies the verb (forgot).

She worked really hard on her project all night long.

Explanation: The adverb modifies the adjective (hard).

3.3.6 Prepositions

A preposition is a word that relates a noun or pronoun to some other word in the sentence and often forms a phrase that shows where, when, how, or why

Examples of Prepositions

in, above, to, for, at

Example Sentences

She never remembers her car keys in the morning.

Explanation: This preposition tells when she remembers (in the morning).

The water runs under the bridge.

Explanation: This preposition tells where the water went (under the bridge)

3.3.7 Conjunctions

We can use a **conjunction** to link words, phrases, and clauses, as in the following example:

I ate the pizza **and** the pasta.

Call the movers **when** you are ready.

- **Co-ordinating Conjunctions**

We use a **co-ordinating conjunction** (“and,” “but,” “or,” “nor,” “for,” “so,” or “yet”) to join individual words, phrases, and independent clauses. Note that we can also use the conjunctions “but” and “for” as prepositions.

In the following sentences, each of the **highlighted** words is a co-ordinating conjunction:

Lilacs **and** violets are usually purple.

In this example, the co-ordinating conjunction “and” links two nouns.

This movie is particularly interesting to feminist film theorists, **for** the screenplay was written by Mae West.

In this example, the co-ordinating conjunction “for” is used to link two independent clauses.

Daniel’s uncle claimed that he spent most of his youth dancing on rooftops **and** swallowing goldfish.

Here the co-ordinating conjunction “and” links two participle phrases (“dancing on rooftops” and “swallowing goldfish”) which act as adverbs describing the verb “spends.”

- **Subordinating Conjunctions**

A **subordinating conjunction** introduces a dependent clause and indicates the nature of the relationship among the independent clause(s) and the dependent clause(s).

The most common subordinating conjunctions are “after,” “although,” “as,” “because,” “before,” “how,” “if,” “once,” “since,” “than,” “that,” “though,” “till,” “until,” “when,” “where,” “whether,” and “while.”

Each of the **highlighted** words in the following sentences is a subordinating conjunction:

After she had learned to drive, Alice felt more independent.

The subordinating conjunction “after” introduces the dependent clause “After she had learned to drive.”

If the paperwork arrives on time, your cheque will be mailed on Tuesday.

Similarly, the subordinating conjunction “if” introduces the dependent clause “If the paperwork arrives on time.”

Gerald had to begin his thesis over again **when** his computer crashed.

The subordinating conjunction “when” introduces the dependent clause “when his computer crashed.”

Midwifery advocates argue that home births are safer **because** the mother and baby are exposed to fewer people and fewer germs.

In this sentence, the dependent clause “because the mother and baby are exposed to fewer people and fewer germs” is introduced by the subordinating conjunction “because.”

- **Correlative Conjunctions**

Correlative conjunctions always appear in pairs — we use them to link equivalent sentence elements. The most common correlative conjunctions are “both...and,” “either...or,” “neither...nor,” “not only...but also,” “so...as,” and “whether...or.” (Technically correlative conjunctions consist simply of a co-ordinating conjunction linked to an adjective or adverb.)

The **highlighted** words in the following sentences are correlative conjunctions:

Both my grandfather **and** my father worked in the steel plant.

In this sentence, the correlative conjunction “both...and” is used to link the two noun phrases that act as the compound subject of the sentence: “my grandfather” and “my father”.

Bring **either** a Jello salad **or** a potato scallop.

Here the correlative conjunction “either...or” links two noun phrases: “a Jello salad” and “a potato scallop.”

Corinne is trying to decide **whether** to go to medical school **or** to go to law school.

Similarly, the correlative conjunction “whether ... or” links the two infinitive phrases “to go to medical school” and “to go to law school.”

The explosion destroyed **not only** the school **but also** the neighbouring pub.

In this example the correlative conjunction “not only ... but also” links the two noun phrases (“the school” and “neighbouring pub”) which act as direct objects.

Note: some words which appear as conjunctions can also appear as prepositions or as adverbs.

3.3.8 Interjections

Interjections are used to show surprise or emotion.

Examples of Interjections

Oh!, Wow!, Ah-ha!

Example Sentences

Wow, she aced the test!

Explanation: This interjection shows surprise

He yelled in surprise, “Oh, I get it!”

Explanation: This interjection shows understanding.

Each **part of speech** explains not what the word *is*, but how the word *is used*. In fact, the same word can be a noun in one sentence and a verb or adjective in the next. The next few examples show how a word’s part of speech can change from one sentence to the next.

Books are made of ink, paper, and glue.

In this sentence, “books” is a noun, the subject of the sentence.

Deborah waits patiently while Bridget **books** the tickets.

Here “books” is a verb, and its subject is “Bridget.”

We **walk** down the street.

In this sentence, “walk” is a verb, and its subject is the pronoun “we.”

The mail carrier stood on the **walk**.

In this example, “walk” is a noun, which is part of a prepositional phrase describing where the mail carrier stood.

The town decided to build a new **jail**.

Here “jail” is a noun, which is the object of the infinitive phrase “to build.”

Check Your Progress -1

Notes : a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the lesson.

1. How many parts of speech are there? Name them.

.....
.....

2. Define Noun.

.....
.....

3. What do you mean by Pronoun?

.....
.....

4. She is a beautiful girl. Underline adjective in this sentence.

5. We down the street. Fill in the blank with appropriate verb.

6. She held the book the table. Fill in the blank with appropriate preposition.

7. What is the difference between adjective and adverb?

.....
.....

8. Give examples of Interjections.

.....
.....

The sheriff told us that if we did not leave town immediately he would **jail** us.

Here “jail” is part of the compound verb “would jail.”

They heard high pitched **cries** in the middle of the night.

In this sentence, “cries” is a noun acting as the direct object of the verb “heard.”

The baby **cries** all night long and all day long.

But here “cries” is a verb that describes the actions of the subject of the sentence, the baby

3.4 TEACHING PARTS OF SPEECH

3.4.1 Teaching Parts of Speech by Using Low Cost Teaching Aids and Graphic Organisers

Unifying Meaning with Parts of Speech

Movement, imagery, teaching aids and graphic organisers are used to help children learn the purpose of nouns, verbs, adjectives, and adverbs.

Grade: 7

Lesson Objectives:

Students will:

1. Demonstrate their understanding of nouns, verbs, adjectives, and adverbs through imagery.
2. Classify words into their appropriate categories (parts of speech) according to their functions in sentences.
3. Understand that some parts of speech create more concrete images than others.

Guiding Questions:

1. What do people think of when they hear different kinds of words?
2. How do different words create or change the pictures we form in our heads?
3. What are the functions of the different parts of speech?
4. How do we use different parts of speech to send messages to each other?

Warm-Up (7 minutes each):

Note: Based on available time, one or both of the warm-up activities may be facilitated. The goal in each activity is to highlight that some parts of speech (verbs and nouns) create more concrete images than others (adverbs and adjectives).

1. Explain to students that people use words to send messages to others and these messages must be clear in order to convey the same meaning to different people. Line students up along the classroom perimeter so that they face the walls and can't see one another. Tell them you will say only one word, and they must act this word out however they can. The word is 'slowly'. Students may stall as they realize they don't know what to do slowly. After students eventually perform different movements, ask students to turn around and observe one another's movements. Facilitate a brief discussion about why students were doing different things, even though they all had the same word to act out. Closing question: If we want everyone to do the same thing, what other words could the teacher have said in addition to slowly? (Students tend to respond with verbs.) What part of speech would we need to unify students' slow actions? (Answer: verb.)

2. Distribute the Parts of Speech hand-out and ask students to turn it over onto the blank backside. Ask them to draw the word beautiful. After students have sketched their pictures, invite them to share what they drew and follow up with a discussion speculating why there is a variety of images. Write the list of images on the board and discuss what is similar and different about them. Images may vary from flowers to rainbows but note that many students might draw people and this can lead into a discussion about the way we see and place ourselves at the focal point of the world around us.

Closing question: What part of speech would have guided most students to draw the same thing? (Answer: noun.)

Closing thought: Explain to students that although people communicate through words, these words form images in our heads. We don't think in letters, we think in pictures; therefore, it is important to understand the different functions of words and their different roles in creating the pictures in our heads.

Mentor Text, Discussion, and Sketching (25 minutes):

1. Introduce the front side of the Parts of Speech handout, noting the four columns on the page (Noun, Adjective, Verb, Adverb) and the six rows. Review the definitions of

the parts of speech and explain how each part of speech serves a different function that helps clarify meaning. Nouns often present concrete objects, adjectives decorate these objects, verbs animate these objects, and adverbs direct these animations.

2. Explain that students will work through the handout one row at a time, moving from left to right as the teacher says a noun, an adjective, a verb, and then an adverb. Students will develop the previous sketch they draw, so the noun they draw in the first column of Row 1 will be redrawn in all boxes within that row, with each new detail rolling over to the next box.

3. Provide a series of words for students to write and sketch in the various rows of the hand-out. Sample word series are included in the table below.

4. After Row 1 is completed, allow students to compare their pictures with their neighbor's. Point out that the first image in the first row, being just a noun, will have more differences among the various artists than the last image in the first row, which requires a noun with a specific description to be doing something specific in a specific way. When more parts of speech are used, a message is more accurately delivered to different people. Here is a suggested sequence of activities for the 6 rows on the handout:

- Row 1: Teacher provides series of words for students to sketch and students compare what they've drawn with a neighbor.
- Row 2: Teacher provides series of words for students to sketch and students again share their images.
- Row 3: Formative assessment as described in Writing Section below.
- Row 4: Teacher provides series of words for students to sketch.
- Row 5: Students work with partners to create their own series of words. One partner speaks words while the other sketches, and then vice versa.
- Row 6: Formative assessment as described in Writing Section below.

Samples of teacher-provided word series:

Noun	Adjective	Verb	Adverb
Fish	blue	jumping	Backward
Boy	big	crying	Happily
Cloud	dark	floating	Low
computer screen	cracked	blinking	Brightly
Student	angry	smiling	Sarcastically
Kitten	tiny	purring	Ferociously

Writing (10 minutes):

1. Between exercises within the Mentor Text, Discussion, and Sketching section, announce to students that for the next row, you will say a series of twenty words. After they put the words in the right columns, they will write brief sentences using the words. This step is important to provide students with context and illustrate the words' different functions. Students use one row to write these words in the appropriate part of speech columns. Inform students that they will write several words within each of the four boxes during this exercise. Teachers may use this activity as a formative assessment for Row 3 by walking around and gauging how accurately students are placing the various words, and it may be used as a summative assessment for Row 6, measuring student understanding of the parts of speech based on the sentences they wrote. Here are two sample word lists for this section of the lesson:

- cow, stand, blue, dog, jump, really, quickly, scary, sick, almost, school, pencil, chilly, cry, fly, shy, very, sit, peace, sadly
- boring, yell, lightly, horribly, backpack, long, restaurant, think, argue, later, water, awesome, road, sister, look, cheerfully, weird, sometimes, smile, difficult

Noun	Adjective	Verb	Adverb
cow, dog, school, pencil, peace	blue, scary, sick, chilly, shy	stand, jump, cry, fly, sit	really, quickly, almost, very, sadly
backpack, restaurant, water, road, sister	boring, long, awesome, weird, difficult	yell, think, argue, look, smile	lightly, horribly, later, cheerfully, sometimes

Closing (8 minutes):

- As a think/pair/share activity, ask students to decide which part of speech they feel is most important in conveying meaning. After they discuss their ideas with their partners, open the discussion to the whole class and allow students to argue their opinions. There is no right answer but students will be engaged in discussing the functions of the various parts of speech.

Materials:

1. Parts of Speech handout
2. Colored pencils
3. Graphic Organisers

Multimodal Approaches to Learning: Visual-Spatial, Verbal-Linguistic, Bodily-Kinesthetic, Interpersonal, Intrapersonal.

Note: Similar procedure can be followed to teach remaining parts of speech i.e. Pronoun, Preposition, Conjunction & Interjection

Graphic Organiser to evaluate students' knowledge and understanding about parts of speech is as under:

Check Your Progress-2

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the lesson.

Name: _____

Date: _____

Parts of Speech Chart

Directions:

The chart below contains the eight parts of speech. In the column labeled "Define it," write the definition for that part of speech as well as you can. In the column labeled "Identify it," circle that part of speech.

Part of speech	Define it!	Identify it!
Noun		Sean earned a Creed Deed for Integrity.
Verb		Chani chose the correct answer.
Adjective		The talkative student was assigned a demerit.
Adverb		Mr. Cruz ran quickly down the hall.
Pronoun		Whenever Eddie is feeling generous, he assists his sister with her homework.
Preposition		Mr. Wells walked into the house.
Conjunction		I would like to go to your house after school, but I have already made other plans.
Interjection		“Drat!” yelled Ms. Shepherd after she misplaced her clipboard.

3.5 LET US SUM UP

In this lesson parts of speech have been discussed. There are eight parts of speech in the English language: noun, pronoun, verb, adjective, adverb, preposition, conjunction and interjection. The part of speech indicates how the word functions in meaning as well as grammatically within the sentence. Further teaching Parts of Speech by Using Low Cost Teaching Aids and Graphic Organisers has also been discussed.

3.6 LESSON END EXERCISE

1. Write a detailed note on different parts of Speech.
2. Discuss parts of speech with examples.

3. How will you teach parts of speech to your students?

3.7 SUGGESTED FURTHER READINGS

Balasubramaniam, T. (1981). *A Textbook of English Phonetics for Indian Students*. Mumbai: Macmillan India Ltd.

Bhatia, K.K. (2006). *Teaching and Learning English as a Foreign Language*. New Delhi:

Kalyani Publishers.

Bhatia, K.K., & Kaur, N. (2015). *Teaching and Learning English as a Foreign Language*. Ludhiana: Kalyani Publishers.

Doff, A. (1988). *Teach English: A Training Course for Teachers*. Cambridge: The British

Council and Cambridge University Press.

Kohli, A.L. (1999). *Techniques of Teaching English*. New Delhi: Dhanpat Rai and Company.

Sachdeva, M.S. (2007). *Teaching of English*. Patiala: Twenty First Century Publications.

3.8 ANSWERS TO CHECK YOUR PROGRESS

Answers To Check Your Progress-1

1. There are eight parts of speech in the English language: noun, pronoun, verb, adjective, adverb, preposition, conjunction and interjection.
2. A noun is a word used to refer to people, animals, objects, substances, states, events, ideas and feelings. A noun functions as a subject or object of a verb and can be modified by an adjective.
3. A pronoun is used in the place of a noun or phrase. For example I, you, he, she, it etc.
4. Beautiful is adjective.
5. Walk
6. On

7. Adjectives are used to describe or specify a noun or pronoun. An adverb is used to modify a verb, adjective, and other adverbs.
8. Oh!, Wow!, Ah-ha! Are examples of interjection.

Answers To Check Your Progress-2

1. Answer Key of Graphic Organiser

Part of speech	Define it!	Identify it!
Noun	A person, place, thing, or idea	Sean earned a Creed Deed for Integrity.
Verb	A word that shows action or state of being	Chanichose the correct answer.
Adjective	A word that describes a noun	The talkative student was assigned ademerit.
Adverb	A word that describes a verb, adjective, or another adverb	Mr. Cruz ran quickly down the hall.
Pronoun	A short word that takes the place of a noun	Whenever Eddie is feeling generous, he assists his sister with her homework.
Preposition	A word that links nouns or pronouns to other words in a sentence.	Mr. Wells walked into the house.
Conjunction	A word that joins clauses or phrases together.	I would like to go to your house after school but I have already made other plans.
Interjection	A word that is added into a sentence to show motion.	“Drat!” yelled Ms. Shepherd after she misplaced her clipboard.

Structure

4.1 Introduction

4.2 Objectives

4.3 Computer Aided Language Teaching

4.4 Use of Multimedia in Teaching English

4.5 Let Us Sum Up

4.6 Lesson End Exercise

4.7 Suggested Further Readings

4.1 INTRODUCTION

Computer Aided Language Learning: CALL

Computer Aided Learning is an integrative technology, which describes an educational environment where a computer program is used to assist the user in learning a particular subject. **Computer aided learning** is a device or a learning strategy to make teaching more interesting, joyful and sustainable.

The current philosophy of CALL puts a strong emphasis on student-centered materials that allows learners to work on their own. Such materials may be structured or unstructured, but they normally embody two important features: interactive learning and individualized learning. CALL is essentially a tool that helps teachers to facilitate the language learning process. It can be used to reinforce what has already been learned in the classroom or as a remedial tool to help learners who require additional support.

Computer Assisted Language Learning (CALL) is often perceived, somewhat narrowly, as an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element. Levy (1997) defines CALL more succinctly and more broadly as “the search for and study of applications of the computer in language teaching and learning”. Levy’s definition is in line with the view held by the majority of modern CALL practitioners.

4.2 OBJECTIVES

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

- explain the meaning and concept of Computer Aided Language Learning,
- describe the history of Computer Aided Language Learning,
- discuss the need and Importance of Computer aided Language Teaching,
- explicate the advantages and disadvantages of Computer aided Language Teaching, and
- describe the use of Multimedia in Teaching of English.

4.3 COMPUTER ASSISTED LANGUAGE LEARNING

A Brief History of CALL

Computer Assisted Language Learning (CALL) is the general term for the range of processes and activities that employ computers in the teaching and learning of a new language.

In the history of CALL we can see the confluence of the latest technology as well as the most widely accepted language theories of the day.

The history of CALL is often divided into three phases:

1. Behaviourist CALL
2. Communicative CALL
3. Integrative CALL

Though CALL has developed gradually over the last 30 years, this development can be categorized in terms of three somewhat distinct phases.

Structural / Behaviorist CALL

The first phase of CALL, conceived in the 1950s and implemented in the 1960s and '70s, was based on the then-dominant behaviorist theories of learning. Programs of this phase entailed repetitive language drills and can be referred to as “drill and practice” Drill and practice courseware is based on the model of computer as tutor. In other words the computer serves as a vehicle for delivering instructional materials to the student. The rationale behind drill and practice was not totally spurious, which explains in part the fact that CALL drills are still used today. Briefly put, that rationale is as follows:

- Repeated exposure to the same material is beneficial or even essential to learning.
- Repetitive language drills.
- A computer is ideal for carrying out repeated drills, since the machine does not get bored with presenting the same material and since it can provide immediate non-judgmental feedback.
- A computer can present such material on an individualized basis, allowing students to proceed at their own pace and freeing up class time for other activities.
- Based on behavioral learning model.
- First designed and implemented in the era of Plato system (Main used for extensive drills, explicit grammar instruction and translation tests).

Communicative CALL

The second phase of CALL was based on the communicative approach to teaching which became prominent in the 1970s and 80s. Proponents of this approach felt that the drill and practice programs of the previous decade did not allow enough authentic communication to be of much value.

One of the main advocates of this new approach was John Underwood, who in 1984 proposed a series of “Premises for ‘Communicative’ CALL”. According to Underwood, communicative CALL:

- Focuses more on using forms rather than on the forms themselves.

- Corresponds to cognitive theories.
- Cognitive theories: creative process of discovery, expression and development.
- Teaches grammar implicitly rather than explicitly.
- Allows and encourages students to generate original sentences rather than just manipulate prefabricated language.
- Does not judge and evaluate everything the students nor reward them with congratulatory messages, lights, or bells.
- Avoids telling students they are wrong and is flexible to a variety of student responses.
- Uses the target language exclusively and creates an environment in which using the target language feels natural, both on and off the screen.
- Will never try to do anything that a book can do just as well.

Integrative CALL

The next phase of CALL is the **Integrative Phase** (which has reigned from 2000 onwards). First came the drills of the structural approach, then followed the skills in the communicative approach. Critics of the second phase say that the skills taught may be limited to the number and types of situations that may be presented to students.

Integrative approaches to CALL are based on two important technological developments of the last decade - multimedia computers and the internet. Multimedia technology - exemplified today by the CD-ROM - allows a variety of media (text, graphics, sound, animation, and video) to be accessed on a single machine. What makes multimedia even more powerful is that it also entails hypermedia. That means that the multimedia resources are all linked together and that learners can navigate their own path simply by pointing and clicking a mouse. Thus, Integrative CALL:

- The most recent stage of CALL.
- Integrating technology more fully into language teaching.
- Communicative CALL being criticized for using the computer in an adhoc and disconnected fashion.

- Teachers moving away from a cognitive view communicative language teaching to a socio-cognitive view (real language in a meaning, authentic context).
- Multimedia networked computers, provides a range of information, communicative and publishing tools available to every student.

Hypermedia provides a number of advantages for language learning. First of all, a more authentic learning environment is created, since listening is combined with seeing, just like in the real world. Secondly, skills are easily integrated, since the variety of media make it natural to combine reading, writing, speaking and listening in a single activity. Third, students have great control over their learning, since they can not only go at their own pace but even on their own individual path, going forward and backwards to different parts of the program, honing in on particular aspects and skipping other aspects altogether. Finally, a major advantage of hypermedia is that it facilitates a principle focus on the content, without sacrificing a secondary focus on language form or learning strategies. For example, while the main lesson is in the foreground, students can have access to a variety of background links which will allow them rapid access to grammatical explanations or exercises, vocabulary glosses, pronunciation information, or questions or prompts which encourage them to adopt an appropriate learning strategy.

Besides advantages there are some disadvantages of CALL

Advantages:

- Interest and motivation.
- Individualization.
- Appropriate learning style.
- Effective use of learning time.
- Immediate feedback
- Error analysis
- Guided and repetitive practice.

- Being able to get materials that would not be reached in real life.

Disadvantages:

- Less-handy equipments
- Economical factors
- Lack of trained teachers in sufficient speaking programmes.
- Inability to handle unexpected situations.

Check Your Progress- I

Note: (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

Fill up the blanks with suitable words:

- (i) Computer Aided Learning is an..... technology which describes an educational environment where a computer program is used to assist the user in learning.
- (ii) The current philosophy of CALL puts a strong emphasis on.....materials that allows learners to work on their own.
- (iii)provides a number of advantages for language learning.
- (iv) CALL is essentially.....that helps teachers to facilitate the language learning process.
- (v) The second phase of CALL was based on the.....to teaching which became prominent in the 1970s and 80s.
- (vi) Programs of the first phase of CALL entailed repetitive language drills and can be referred to as.....

4.4 USE OF MULTIMEDIA IN TEACHING ENGLISH

Modern language teachers have new challenges and duties given by the new era. Tradition of English teaching has been drastically changed with the remarkable development of newer technologies such as multimedia technology. Technology provides so many options as it makes teaching interesting and productive because it has capability to attract the

language learners. With the rapid growth of science and technology, the use of multimedia technology in language teaching has created a favorable context for reforming and exploring English language teaching models in the new age. This trend features the use of audio, visual, and animation effects in the English language teaching classrooms. Multimedia technology plays a positive role in improving activities and initiatives of students and teaching effect in the classrooms. Teaching English with multimedia technology is now flexible that focuses on “how English language teachers, teacher educators, and administrators can and should use technology in and out of the classroom”

Because technology always comes in service of the language paradigm of the day, computers are used to reflect the new ideas. Developments in computer technology didn't just affect the “testing” part of CALL. It really made teaching language more vivid. For example, the continued development in computer capabilities has resulted into crisper audio and video. So in addition to the drill formats, students can learn by watching videos of how native speakers actually interact. They can see how language is used in different situations, like in meeting a new person or asking for directions. Computers have given language learners a more vivid idea of what language is beyond the subject-verb agreements and the endless list of vocabulary words to be memorized.

The development of the internet and hypermedia that can integrate, video and audio streaming, graphic-interactive content and virtual worlds, have redefined how learning is done. With today's technology, you can develop speaking, listening, reading and writing skills concurrently and in the comfort of one's private space and schedule.

Computer as Tutor

Grammar

CALL Programs designed for teaching grammar include drill and practice on a single topic (Irregular Verbs, Definite and Indefinite Articles), drills on a variety of topics, games and programs for test preparation. Grammar units are also included in a number of comprehensive multimedia packages.

Listening

This category includes programs which are specifically designed to promote second-language listening, multi-skill drill and practice programs, multimedia programs for second language learners and multimedia programs for children or the general public.

Pronunciation

Pronunciation programs (Sounds American, Conversations) generally allow students to record and playback their own voice and compare it to a model. Several comprehensive multimedia programs (Firsthand Access, The Lost Secret) include similar features.

Reading

This category includes reading programs designed for ESL learners and tutorials designed for children or the general public (MacReader, Reading Critically, Steps to Comprehension) and games (HangWord). Also included are more general educational programs which can assist reading (Navajo Vacation, The Night before Christmas) and text reconstruction programs.

Text Reconstruction

Text reconstruction programs allow students to manipulate letters, words, sentences, or paragraphs in order to put texts together. They are usually inexpensive and can be used to support reading, writing, or discussion activities. Popular examples include Eclipse, Gapmaster, Super Cloze, Text Tangles, and Double Up.

Vocabulary

This category includes drill and practice programs (Synonyms), multimedia tutorials (English Vocabulary), and games (Hangman, Scrabble). Also useful are several reference and searching tools (such as Concordancer) which can be described as Computer as a tool category.

Writing

Most software for supporting writing falls under the computer as tool category. Exceptions include tutorials such as sentence combining, sentence maker, and typing tutor.

Comprehensive

A number of comprehensive multimedia programs are designed to teach ESL students a variety of skills. They range in price but many are quite expensive. Among the better known are Dynamic English, Ellis Mastery, English Discoveries, Rosetta Stone.

Computer as Stimulus

Computer as stimulus category includes software which is used not so much as a tutorial in itself but to generate analysis, critical thinking, discussion, and writing. Of course a number of the above-mentioned programs (e.g., The Animals, Navajo Vacation, Night before Christmas) can be used as a stimulus. Especially effective for a stimulus are programs which include simulations.

Computer as Tool

Word Processing

The most common use of computer as tool, and probably the most common use overall of the computer for language learning, is word processing. High quality programs like Microsoft Word can be useful for certain academic or business settings. Programs such as Claris Works and Microsoft Works are cheaper and simpler to learn and still have useful features. Simple text and teach text are simpler yet and may be sufficient for many learners.

Grammar Checkers

Grammar checkers (e.g., Grammatik, Grammarly) are designed for native speakers and they typically point to problems believed typical of native speaker writing (e.g., too much use of passives). They are usually very confusing to language learners.

Concordancer

A concordancer is a computer program that automatically constructs a concordance. The output of a concordancer may serve as input to a translation memory system for computer-assisted translation, or as an early step in machine translation. Concordancing software searches through huge files of texts in order to find all the uses of a particular word (or collocation). The best Concordancer for language students and teachers is Oxford's MicroConcord. The program includes as an optional extra several large (total 1,000,000 words) taken from British newspapers..

Collaborative Writing

A number of tools exist to help students work on their writing collaboratively on computers linked in a local area network. The most popular among language teachers is Daedalus.

Integrated writing environment includes modules for real-time discussion, word processing, electronic mail, and brainstorming, as well as citation software and a dictionary. Other programs with some similar features are Aspects and MacCollaborator.

Reference

There are numerous CD versions of encyclopedias and dictionaries. Two which have been highly recommended for language learners are the encyclopedia ENCARTA and the Longman Dictionary of American English.

Internet

The three most popular uses of the internet for language teaching are electronic mail (e-mail), the World Wide Web, and MOOs. Numerous programs exist for using electronic mail. The Eudora program has several nice features, including “point-and-click” word processing capacity, easy attachment of formatted files, and ability to include foreign characters and alphabets. To access the World Wide Web, one needs a special program called a browser. By far the most popular browser among educators is Netscape, which until now has been free to teachers and students. MOOs (“Multiple-user-domains Object Oriented”) allow for real time communication, simulation, and role playing among participants throughout the world, and a special MOO has been set up for ESL teachers and students.

Authoring

Authoring allows teachers to tailor software programs either by inserting new texts or by modifying the activities. Authoring runs on a spectrum from set programs which allow slight modification (e.g., inclusion of new texts) to complex authoring systems. Many of the programs (e.g., Mac Reader, Eclipse, Gap master, Super Cloze, Text Tangles, and Double Up) allow teachers to insert their own texts and thus make the programs more relevant to their own lessons. By allowing the students themselves to develop and insert the texts, the programs can be made even more communicative and interactive, authoring systems allow teachers to design their own multimedia courseware.

Advantages of using Multimedia

- Motivates students to learn English

- Develops students' communicative competence
- Widens students' knowledge about the culture of English
- Improves teaching efficiency
- Enhances interaction among students and between teachers and students
- Creates a conducive teaching environment in the classrooms
- Provides opportunities for English teaching outside the classrooms

Disadvantages of the Use of Multimedia:

- Emphasis on the supplementary effective teaching
- Lack of communication between teachers and students
- Lack of real-time teaching
- Loss of students' logical thinking
- Expensive way of conducting language classes

Check Your Progress-2

Note: (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

Fill up the blanks with suitable words:

(i) A Concordancer is a computer program that.....constructs a concordance.

(ii)allows teachers to tailor software programs either by inserting new texts or by modifying the activities.

(iii) Computer as stimulus category includes software which is used not so much as a tutorial in itself but to, discussion, and writing.

(iv) Grammar units are also included in a number of comprehensive.....

4.5 LET US SUM UP

Computer-Assisted Language Learning CALL (British) or Computer-Aided Language Instruction CALI(American)is briefly defined by Levy as “the search for and study of applications of the computer in language teaching and learning”. The main advantage of using computers in the field of education is the improvement in the quality of teaching-learning process and communication between students & teachers. A computer helps them to easily input grades and student data into programs that will quickly compute the percentages and scores of their students accurately. With access to the internet today, it is now possible to teach students from far remote places; provided that their places have internet signalsComputers play a vital role in the field of language teaching. This is also why the education system has made computer education a part of school curriculum. ComputerAidedLearning is an integrative technology, which describes an educational environment where a computer program is used to assist the user in learning a particular subject. It refers to an overall integrated approach of instructional methods. Training of computer technology is essential for teachers and students both. Internet access, teachers’ and learners’ attitudes to the use of CALL, changes in the ways in which languages are learnt and taught, and paradigm shifts in teachers’ and learners’ roles.

4.6 LESSON END EXERCISE

1. How text reconstruction program works in language learning?
2. Write in brief about the different phases of CALL.
3. What is Computer aided learning?
4. What are the disadvantages of Computer assisted learning?
5. Elaborate the use of multimedia in teaching of English.

4.7 SUGGESTED FURTHER READINGS

Kumar, E. S., & Sreehari, P. (2007). *A handbook for English language laboratories*.New Delhi: Foundation Books

Son, J. B. (2014). *Computer-assisted language learning: Learners, teachers and tools* (Illustrated ed.). U.K.: Cambridge Scholars Publishing.

Chapelle, C. A. (2001). *Computer applications in second language acquisition* (Illustrated ed.). U.K.: Cambridge University Press.

Beatty, K. (2010). *Teaching and researching computer-assisted language learning* (2nd, illustrated ed. ed.). London: Longman.

Khan, B. H. (1997). *Web-based Instruction* (illustrated ed.). N.J.: Educational Technology Publications.

4.8 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress I

- (i) integrative
- (ii) student-centered
- (iii) hypermedia
- (iv) a tool
- (v) communicative approach
- (vi) drill and practice

Check Your Progress II

- (i) automatically
- (ii) authoring
- (iii) generate analysis, critical thinking
- (iv) multimedia packages

**USING WEB 2.0 FOR ENHANCING LEARNING OF
ENGLISH THROUGH SOCIAL NETWORKS**

Structure

5.1 Introduction

5.2 Objectives

5.3 Using Web 2.0 for Enhancing Learning of English through Social Networks

5.4 Suggestopedia: A Method of Teaching of English

5.5 Teaching of English in Smart Classrooms (Development of Language Issues)

5.6 Let Us Sum Up

5.7 Lesson End Exercise

5.8 Suggested Further Readings

5.9 Answers to Check Your Progress

5.1 INTRODUCTION

The rapid advances in ICT in recent years have resulted in an extensive search for possible uses of ICT in educational settings. Many educators all around the world, including English language teachers, are now taking innovative steps to integrate technology into their teaching environments. In language teaching, language teachers have a wide variety of choices for integrating technology into their classes. One of these is the use of Web 2.0 tools. The term refers to a second generation of World Wide Web, making it available for people to collaborate and share information online easier. There are hundreds of these tools on the

internet, making it difficult for language teachers to determine the useful ones for language education. In fact, in comparison with other disciplines in social sciences, language teaching requires the use of technology more. The use of technology in educational settings has certain benefits. It can increase motivation, decrease anxiety, foster more student-centered activities, provide students with authentic materials and audiences. In other words, educational technology can enrich learning in teaching environments. When considered the field of language education, the potential of new technologies is limitless. In line with the limitless potential of technology for language education, it is generally accepted that the use of technology becoming widespread all over the world has also brought about considerable changes on the part of both students and teachers. It is suggested that the advancement in technology has been revolutionizing the way educators teach and students learn.

5.2 OBJECTIVES

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

- explain the concept, features and importance of Web 2.0 for enhancing learning of English,
- describe the concept and features of Suggestopedia in teaching of English,
- discuss the role of teacher in Suggestopedia.

List of Web 2.0 Tools for Language Teaching

Blendspace: is a kind of a content curating tool. It is an easy-to-use tool for creating lessons including multimedia elements in a few minutes. It allows teachers to create a lesson by combining a great variety of resources.

Padlet: a virtual notice board which can be used in a variety of ways depending on the creativity of the language teacher. Unlike real notice-boards, Padlet allows students to post stickiest with multimedia elements. Teachers and students can also export the digital wall they created in a variety of formats including pdf, image, csv etc. and share it via social media sites.

Scoop: it is a content curating tool by which online publications can be done. Language teachers can use this tool in a variety of ways including classroom projects.

Live binders: is a tool that is used for compiling internet resources. You can organize them in a variety of formats. Language teachers can determine different web pages and their content in multiple formats in line with the objectives of the lesson

Google drive (forms, documents) : Google drive is a cloud-based storage service for storing all kinds of documents. Teachers can use form and document sections of Google drive in a variety of ways. They can create quizzes and lessons including multimedia elements by using Google forms. They can also use document section of Google drive for collaborative projects.

Vialogues: is a tool for creating a video-based discussion. Language teachers can use this tool to create lessons around video. Teachers can also add polls and quizzes and comment on the video lesson. Students can post comments related with the video.

Voxopop: is a web based audio tool that allows users to record their speaking on a given topic. Teachers can use this tool especially for discussions. It is an engaging tool for developing speaking skills of the students using voice recorded answers of them on a given discussion topic. Other students can also listen to these voices recorded answers of their classmates It can also contribute to participation of those students who are shy or unwilling to participate in the class discussions.

Lesson writer: is a website for creating reading lessons. English language teachers can paste a text that they determine for use in class. This tool automatically generates vocabulary, pronunciation, word roots and grammar support to help students. Exercises and questions related with the given text can also be added. Teachers can also have full control in creating the reading lesson from scratch. Lesson writes also provides a lesson plan to the teacher.

Check Your Progress-I

Note: (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

Fill up the blanks with suitable words:

(i) Web 2.0 is a..... that aims to enhance creativity, information sharing and collaboration among users.

(ii)is a kind of a content curating tool.

(iii) Teachers can use.....of Google drive in a variety of ways.

(iv)automatically generates vocabulary, pronunciation, word roots and grammar support to help students.

(v) Live binder is a tool that is used forinternet resources.

5.3 USING WEB 2.0 FOR ENHANCING LEARNING OF ENGLISH THROUGH SOCIAL NETWORKS

English language teachers are now taking innovative steps to integrate technology into their teaching environments. Teachers have a wide variety of choices for integrating technology into their classes. One of these choices is the use of Web 2.0 tools. With these tools, if integrated properly into language lessons, teachers can create a more engaging, interactive and motivating learning environment in their lessons. However, there are hundreds of these tools on the Internet all of which are not promising for teaching and learning purposes. Therefore, it is important to determine appropriate ones for use in language teaching.

Web 2.0

Millions of people have been using the tools that are called Web 2.0. Actually there are many definitions in the literature defining what Web 2.0 is. However, the definitions can display an extensive variety depending on how you approach Web 2.0. It is a Web technology that aims to enhance creativity, information sharing and collaboration among users. Web 2.0 tools and materials used in traditional classrooms are mostly static text based materials. These include main course books, workbooks, lecture notes and handouts. All these materials are to a great extent static in essence and language teachers have the responsibility of bringing interactivity and dynamism into their teaching environments. However, the use of Web 2.0 tools can add interactivity to language teaching and learning environments and materials used in these environments. When considered the variety of Web 2.0 tools, the use of these tools mostly depends on the teachers' enthusiasm in integrating technology into their lessons. If used properly, these tools have a positive effect on the teaching and learning process. On the Internet, language teachers can find a great many Web 2.0 tools that can be used in language teaching. If Web 2.0 tools are used properly by the teacher in line with the objectives of the language lesson, after a careful

planning, it may support the language learning process of the students. The following list includes some of the Web 2.0 tools than can be used in language teaching for various purposes.

5.4 SUGGESTOPEDIA : A METHOD OF TEACHING OF ENGLISH (DEVELOPMENT OF LANGUAGE ISSUES)

Suggestopedia is a portmanteau of the words “suggestion” and “pedagogy”. Suggestopedia is a teaching method which is based on a modern understanding of how the human brain works. It also helps to learn the things most effectively. It includes a rich sensory learning & positive expectation of success. Suggestopedia also uses different range of methods like dramatized texts, music and active participation in songs and games. The effective feature of this method is the use of “music” and “musical rhythm.” Suggestopedia was originally developed in the 1970 s by the Bulgarian psychotherapist and a great educator Georgi Lozanov. It was originally applied mainly in foreign language teaching. It is often claimed that it can teach languages as quickly as traditional methods. It improves physical health and brings substantial benefits in personality and motivation.

Concept of Suggestopedia :

Suggestopedia is a very interesting method which is used mostly to learn through their own learning styles which are visual, auditory or kinesthetic style. Those who are visual learn through seeing and they need to see the teacher’s body language and they can learn the best through verbal lectures, discussions, talking things through, and listening to what others have to say. Suggestopedia is one of the methods that can be used by the language teachers. It is a method that desuggests the limitations that students have to believe that they could be successful in learning. So it can definitely cultivate student’s motivation in learning. Moreover, it involves emotional meaning which help student’s better in memorizing. So suggestion is at the heart of Suggestopedia. Lozanov noticed that learners have difficulties in acquiring English as the second language because of the fear of mistakes. He believes that there is a mental blockage in the learner’s brain (affective filter). So it blocks the learner’s difficulties to acquire language caused by their fear.

Key Features of Suggestopedia :

- a) Comfortable or cozy environment: In this method, the classroom arrangement is more convenient and comfortable for the students. The chairs or benches are arranged semicircle & faced the board in order to make the students more relaxed & can pay more attention.
- b) The use of music: Use of Baroque music during the learning process. Baroque music with its 60 beats per minute & its specific rhythm. It automatically creates the kind of relaxed state of mind for maximum retention of material.
- c) Peripheral learning: The students learn English not only from direct instruction but also from indirect instruction. It encourages the students through the presence of learning material. Posters, teaching aids, decoration featuring the target language with grammatical information changed every day.
- d) Free errors: In the teaching learning process, students who make mistakes are welcomed. For example in pronouncing the word, writing the spelling etc. The emphasis is on the context not the structure. The main focus is on vocabulary and grammar through enjoyable environment.
- e) Limited home assignment: Students reread the given material in the classroom. So they are relaxed at the home. No burden of homework is there for the students.
- f) Integration of music, drama & art: Both the intonation and rhythm co-ordinate with a musical back ground. The musical background helps to induce a relaxed & cozy attitude.

Role of Teacher in Suggestopedia :

Teacher plays a vital role in this approach. Though this is a student centered method, teacher has prime place to motivate the learner in language retention. Lozanov suggested expected teacher behaviors as follows:

- 1) Teacher should show absolute confidence in the method.
- 2) Teacher should organize the initial stages of teaching learning process which includes play of music.
- 3) Maintain a solemn attitude towards the session.
- 4) Conduct tests & respond tactfully to poor students.
- 5) Stress global rather than analytical attitudes towards material.

6) Maintain a modest enthusiasm in the class.

Conclusion : In this way teacher can use Suggestopedia as teaching method in their teaching learning process. Using Suggestopedia is very interesting but challenging too. It definitely provides some valuable insights into the power of cognition & creates techniques that make students feel comfortable, relaxed and suggestible to the material to be learned.

5.5 TEACHING OF ENGLISH IN SMART CLASSROOMS (DEVELOPMENT OF LANGUAGE ISSUES)

Smart Classrooms are technology enhanced classrooms that foster opportunities for teaching and learning by integrating learning technology, such as computers, specialized software, audience response technology, assistive listening devices, networking, and audio/visual capabilities. Smart class technology allows students to make presentations online and get feedback from their teachers in less time. Same for teachers who do not need to tell students to make rough notes, as presentation can be shared directly with everyone. When teachers effectively integrate technology into subject areas, teachers grow into roles of adviser, content expert, and coach. Technology helps make teaching and learning more meaningful and fun. Students are also able to collaborate with their own classmates through technological applications. This could lead to better learning and teaching processes and also to the development of new and attractive methods for teaching and learning. Promoting good practices of using computer applications in the educational field could contribute to increasing the trust in these new methods. Smart classrooms utilize visuals for teaching. Visual-based learning process was found way effective than the traditional learning method. In this way, students can learn easily. Smart classrooms also make to reduce distractions and keep students engaged in the learning process.

The smart classroom concept is the modern buzz word for school and college classrooms around the world which are in a process of transition from traditional to technology supported classroom instruction. The Smart Classroom integrates voice-recognition, computer vision and other technologies to integrate a tele-education experience with a real classroom experience.

Concept of Smart Class

Right from the beginning, the need for a virtual concept of teaching has been felt, but even after great efforts there has always been a gap. So, there needed an innovative methodology to bridge this gap. Thus, there came into existence the concept of digital method of teaching as Smart classrooms. A Digital classroom is a traditional teaching space equipped with multimedia components designed to enhance instructions and learning. Most digital classrooms contain the following devices:

- Networked computer complete with monitor
- Key-board, mouse and other accessories
- Overhead projectors and screen
- VCR and DVD players
- Control devices such as switches and remotes
- Amplifier and classroom speakers
- Document recorder etc.

The inclusion of these equipments enhances the teaching quality by complementing classroom teaching, engaged learning, making difficult concepts easy, reinforcing knowledge-retention, promoting self-directed learning, improving the academic performance of the students and enabling the teachers to assess and evaluate the learning achieved by the students in class.

Advantages of Smart Classroom

The new concept of digital or smart classes has come out with multiple numbers of advantages and as a boon for both, the students and the teachers. The Smart Classes come out with following advantages during the teaching and learning processes:

- More time for interaction in class between the teacher and the student.
- Visuals are easier and more appealing to remember than the age old method of reading page after page.
- Imitation of movies adds more interest.
- More time saving than other methods of teaching.
- Can be used as many times as required what is taught once.
- Suitable for all age groups.

- More adherences to modern technology.
- Learning becomes more retentive for longer period through audio-visuals.
- Direct internet access anytime from the class for improved teaching and learning.
- Free from burden of books and heavy bags.

Disadvantages of Smart Classroom

As it is said that every coin has a dark side too, the digital classes also have negative side as well. But they can be counted just on finger tips only as compared to its bright side. The disadvantages can be:

- Technical drawbacks
- Costlier device
- It may make the teachers away from brain storming
- Total dependency may be harmful.
- Difficult for non-technology friendly teachers.
- Lengthy preparation
- Prone to indiscipline in class.
- Deprives from the advantages of reading comprehension.

Check Your Progress- 2

Note: (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

Fill up the blanks with suitable words:

- (i) Suggestopedia is a portmanteau of the words..... and.....
- (ii) In.....the students learn English not only from direct instruction but also from indirect instruction.
- (iii) A Digital Classroom is a traditional teaching space equipped with.....designed to enhance instructions and learning.
- (iv) The new concept of digital or smart classes has come out with multiple numbers offor both, the students and the teachers.
- (v) Most digital classrooms contain the devices like..... complete with monitor.

5.6 LET US SUM UP

Teachers, especially language teachers, are becoming more and more interested in and enthusiastic about integrating ICT into their teaching environments. Web 2.0 tools can create a more student-centered language learning environment since they allow students to become creators of their own knowledge rather than passive recipients. Language teachers have started to realize that Web 2.0 tools are providing opportunities to enrich and support their students' learning. However, they have to choose the most appropriate ones of these tools, most of which is freely available on the internet. The tools may become more beneficial in the hands of creative and knowledgeable language teachers for teaching a foreign language. It is therefore crucial to raise awareness of language teachers about choosing appropriate Web 2.0 tools and to guide them how to integrate these tools into their own language teaching environments. It is important to mention here that technology does not always guarantee success in language learning. Web 2.0 tools cannot be seen as a magic solution to the challenges encountered by language learners in the process of learning a foreign language. Technology can only become effective and useful in hands of competent teachers. When it comes to consider the use of Web 2.0 in language education, teachers should first decide whether these tools serves to achieve objectives of the language lesson and whether they meet the pedagogical needs of teaching situation. If these two criteria are taken seriously into consideration, Web 2.0 tools can aid to create a more communicative and collaborative language teaching and learning environment.

Likewise, PowerPoint is an effective pedagogical tool in the classroom. PowerPoint presentations can be used in the classroom for initial teaching, for student's projects, for practice and drilling, for games, for reviews, and for tests. This format is attractive to students, and it appeals to students' diverse learning styles, such as visual, auditory, kinesthetic, and creativity by employing multimedia methods, such as sounds, images, color, action, design, and so on. Therefore, it is believed that Power Point presentations can improve the efficiency of English language classroom instruction. In addition, they can help teachers organize their thoughts and present their information in an orderly, attractive manner and students to better understand the instruction of the teacher.

5.7 LESSON END EXERCISE

1. Explain the concept, features and importance of Web 2.0 for enhancing learning of English.
2. Describe the concept and features of suggestopedia in teaching of English.
3. Explicate the effectiveness of Smart classrooms in teaching of English.

5.8 SUGGESTED FURTHER READINGS

Anderson, P. (2012). *Web 2.0 and Beyond: Principles and Technologies* (1st ed.). New York: Chapman & Hall/CRC.

Stephens, M. (2006). *Web 2.0 & Libraries: Best Practices for Social Software* (Revised ed.). ALA TechSource.

Brown, R. W. (2009). *The Best Damn Web 2.0 Guide: The Ultimate Book For Website Development & Internet Strategy* (1st ed.). New Delhi: CreateSpace Independent Publishing Platform.

Pearl, P. (2013). *A Practical Guide to Developing Web 2.0 Rich Internet Applications* (2nd ed.). New Delhi: CreateSpace Independent Publishing Platform .

Bancroft, W. J. (1999). *Suggestopedia and Language* (1st ed.). London: Routledge.

5.9 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress-I

- (i) Web technology
- (ii) Blendspace
- (iii) Form and document sections
- (iv) Lesson Writer
- (v) Compiling

Check Your Progress-2

- (ii) "suggestion", "pedagogy".
- (iii) peripheral learning
- (viii) multimedia components
- (iv) advantages and as a boon
- (v) networked computer

LESSON NO. 6**UNIT-II****USE OF LANGUAGE LAB IN HONING SKILLS OF LISTENING & SPEAKING BY USING THE SCAFFOLDING INSTRUCTIONAL METHOD**

Structure

6.1 Introduction

6.2 Objectives

6.3 Significance and Relevance of Language Lab on Development of Language Skills

6.4 Use of Language Lab in Honing Skills of Listening & Speaking by Using the Scaffolding Instructional Method

6.5 Writing Own Blog in English

6.6 Let Us Sum Up

6.7 Lesson End Exercise

6.8 Suggested Further Readings

6.9 Answers to Check Your Progress.

6.1 INTRODUCTION

Scaffolding though relevant to teaching any subject, is of a lot of importance especially to teaching English as a skill. The learners when guided through concepts, meaning or vocabulary of their level are more willing to learn and to use the language in their day to day expressions.

Some digital learning labs offer this facility of supported learning. When combined with the experience of the teacher, the learners are provided with practice space and ample time to

learn English. The self-paced learning allowed in the English Language Lab helps them to practice the given grammar or language concept at their own pace. The learners, during the classroom session of the language lab, are provided with a lot of relevant vocabulary and expressions before and during the session. The teacher clearly describes the purpose of the learning activity, the instructions the learners need to follow, and the learning objectives they are expected to achieve. This scaffolding is generally weaned away over a period of time. The language laboratory is a very helpful tool for practicing and assessing one's speech in any language. It provides a facility which allows the student to listen to model pronunciation, repeat and record the same, listen to their performance and compare with the model and do self-assessment.

6.2 OBJECTIVES

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

- describe significance and relevance of Language Lab in development of Language skills,
- discuss the concept and need of Language Lab in development of Language skills,
- explain the use of Language Lab in honing skills of listening & speaking by using the Scaffolding Instructional method, and
- expound the concept of writing your own Blog in English

6.3 THE SIGNIFICANCE AND RELEVANCE OF LANGUAGE LAB IN DEVELOPMENT OF LANGUAGE SKILLS

Language learning is not the same as learning any other subject. It is not confined to writing an examination and getting a degree or award. The four skills of reading, writing, listening and speaking have to be practiced. Being able to communicate well is the most important factor when seeking a placement in a company or institution. Communication involves one's ability to listen carefully so as to grasp the meaning and to respond in turn with apt words and clarity of pronunciation.

The language laboratory plays an important role in the language learning process. As it is a technological aid for learning, it has a number of advanced facilities that can help a student to learn a language with proficiency to communicate. It has become inevitable in today's context but, at the same time, it poses certain challenges.

The Significance and Relevance of the Language Laboratory

The significance of the language laboratory has been much felt in the domain of communication. The language laboratory exists to help one to use technology effectively to communicate. It is not merely for learning a single language, but can be used for teaching a number of languages efficiently. To acquire a sensibility for the sounds and rhythm of a language, one has to hear the best samples of a spoken language. This is precisely the function of the language laboratory. Some highlights of the language laboratory are given below:

1. It is a tool designed for teaching any language.
2. It helps one to learn pronunciation, accent, stress and all other aspects of the phonetics of a language.
3. Effective communicative training programmes for the general public, private and corporate sectors, junior and senior level officers can be given through the lab.
4. Web-content creation, the setting up of in-house news magazines, corporate publicity and teaching materials can be generated through the language laboratory.
5. General documentation, software documentation and all forms of technical documentation can be done.
6. Experts can utilize the laboratory for creating and editing scientific and technical materials for teaching language.
7. The language laboratory enables one to conduct courses for various groups of people like students, faculties, businesspeople, etc.
8. Short-term and long-term coaching classes for international examinations like IELTS, TOEFL and other competitive examinations can be organized.
9. Online courses and paperless examinations can be conducted through the language laboratory.

The Need for a Language Laboratory

It is required of any learner to have a good command of the language for communication purposes, with clarity and accuracy being vital for effective and efficient communication. What help one to acquire such proficiency in a language is the process and the method of learning that language. The curriculum of the present educational system in India does not have a laboratory session for arts subjects. Only those who study science subjects have practical work, which is undertaken in a laboratory. Hence, a laboratory for language learning is something new to Indian students, whereas it is very common in Western countries to train children in the laboratory to enrich their language learning experiences.

Scientific advancements have produced a number of innovative products to assist the learning process. Innovative products such as digital multimedia control, wireless headsets and microphones, the interactive response pad, etc. are very useful for students learning languages for communication. These interactive tools are designed to enhance not only language teaching but also class room grading and distance learning.

The language laboratory is very useful for assessing students' speech. It provides students with the technical tools to get the best samples of pronunciation of the language. The electronic devices used in the laboratory will stimulate the eyes and ears of the learner to acquire the language quickly and easily. The laboratory's collection is designed to assist learners in the acquisition and maintenance of aural comprehension, oral and written proficiency, and cultural awareness. The language laboratory offers broadcasting, television programmes, web-assisted materials and videotaped off-air recordings in the target language. In short, a learner can get the experience of having interaction with native speakers through the laboratory. Hence, the language laboratory has become the need of the hour in any language learning process for communication.

Kinds of Language Laboratory

The language laboratory assists educators in delivering foreign language instruction, and has been through many developmental stages over the years.

Four kinds of laboratories are being focused on here:

Conventional Laboratory

This is the primitive form of the language laboratory. The conventional lab has a tape recorder and a few audiocassettes of the target language to teach the learners. The teacher

plays the tape and the learners listen to it and learn the pronunciation. As it is used in a normal classroom setup, it is prone to distractions and this type of laboratory is no longer common.

Lingua Phone Laboratory

This is again a conventional type of lab, with a little modernization. Learners are given a headset to listen to the audiocassettes being played. Here distractions are minimized and a certain amount of clarity in listening is possible.

There is also a modernized lingua phone laboratory available today, which uses an electronic device that has two functions. It works as a cassette player with all the features of a normal cassette player on the left side and as a repeater on the right side that helps one to record one's voice and play it back for comparison.

Computer Assisted Language Laboratory (CALL)

CALL uses the computer to teach language. The language course materials are already fed into the computer and are displayed according to the features available in the system. Nowadays, there are also laboratories with computers with a connection to the Internet. These are called **Web Assisted Language Laboratories (WALL)**.

Multimedia Hi-Tech Language Laboratory.

There is a lot of software available in the market that can be used in the multimedia language laboratory, for example:

Renet, Aristoclass, Hiclass, Globalina, Console OCL-908W, Histudio MHi Tech. Online Software

6.4 USE OF LANGUAGE LAB IN HONING SKILLS OF LISTENING & SPEAKING BY USING THE SCAFFOLDING INSTRUCTIONAL METHOD

With the advancement of computer technology it remarkably reached to common people. In the preliminary stage computer was used for science and engineering purpose. When it entered to teaching learning process it changed the scenario of education drastically. It made possible to simplify many aspects of language teaching. Teachers can bring out the facts and rules of language to students in an easily graspable manner. It provides education

as well as entertainment which means edutainment. Now language teaching is more result oriented. Day by day language lab is getting more and more technological support and delivering more output

Use of Language Lab in teaching Listening skills

Lab is foremost useful in teaching listening skill. Listening is the basic skills for language learning. It is a receptive and active skill. Learner receives information via this skill. According to science this is the only skill which a human starts developing before birth. Good listening practice leads to good command on remaining English skills. In traditional language class listening skill is mostly neglected. Sometimes it is avoided due to large number of students or lack of facility. Generally very less importance is given to language skill development while syllabus designing. Even skillful teachers are unable to justify the need of students due to human limitation and less technical support. These limitations can be overcome by the use of language lab.

In language lab teaching starts with listening skills: Teacher starts giving instruction in English. Here the number of students is limited as per the number of the computers, mostly thirty to thirty five. In language lab, a headphone is connected with each system which makes the listening process enjoyable and productive. First of all it becomes easier to listen the target language in slow speed.

- **In Lab, learner can start with the listening skill by listening simple words and simple sentences.** More importantly these audio recording is done by expert so there is no chance of mispronunciation. The expert committee checks every minute detail before software launching and the end user gets the accurately spoken audio. Here it is also possible to listen a same sentence again and again until a learner gets it completely where as in traditional class it is not possible.
- **After basic practice of slow listening, learners try to work on listen and compare with picture.** Learners listen to a word, try to match it with the correct picture. The software also provides audio description for any picture and learner follows the instruction alike to underline any object or to write names under certain characters. These activities exposes learner to extended listening. This stage is very initial stage of listening, so learner is often provided the picture with the audio to have a visual support. This lays a strong foundation to language learning.

- **The most useful exercise at advance stage is listening comprehension.** It is extended listening activity in which learner listen to short audio, conversation, advertise, speech. After listening this one has to answer MCQ or fill the blanks and submit answers. Software indicates correct and incorrect answers. If any answer is incorrect learner has given chances to listen to the audio again and correct answers.
- **Listening with purpose makes the learner an active listener and improves one's listening skills.** It also develops vocabulary by projecting synonyms in various ways. This way learner gets a strong foundation of English on which a strong building can be structured

Proactive Lab Teaching: Steps for developing Listening Skill

Listening skill can be divided mainly in two types:

1. Active listening
2. Passive listening

In the first one listener is involved in attentive listening and in second one learner is not listening attentively. Lab forces learners to be active listener. Trainers who are using lab can get optimum result for listening practice by regular listening practice. Here learners are first involved in intensive listening If listening practice is set in the logical order learners can develop listening skill faster.

(1) Repeated practice of listening common sentences used in daily life opens the floor. It also motivates learners to give simple statements.

(2) Next listening practice is by showing short videos with subtitle in group. With this learner can get support of visualization. Learner can easily understand new words and cultural concepts.

(3) Now there can be shift to audio played at slow speed. Grasping speed of beginners tend to slow so at slow speed they can grasp the word as well as pronunciation. For beginners group listening activity is more productive. If trainer plays an audio commonly in class, learner can discuss if any difficulty is there. Any missing detail can be supplemented by students or trainer.

(4) After this practice trainer has to move for the audio of routine dialogue. This is the type of asynchronous listening. Learner is now capable to understand simple statement so one learns how to answer or how to ask question. Peer learner also learns rising and falling tone and stress pattern of speech.

(5) Now it is the right stage to expose learner for extensive listening. Here we can check learner's listening skill by giving listening comprehension. In this level one learns punctuation, pitch and pause.

Use of Language Lab in teaching Speaking Skill

It is productive skill as while speaking learner is involved in action and in conscious communication. Language speaking requires mainly two abilities

1. Ability to use language and

2. Ability to pronounce properly.

For the first ability one requires proper knowledge of grammar and vocabulary. For the second, one needs to know phonetics. In traditional class the second most avoided skill is speaking skill. In a class with large number of students, it is very hard to motivate them for spoken practice. Grammar can be practiced while writing but pronunciation can't be practiced easily. As we know in English language there are many homophones. If it is pronounced incorrectly it may mar the meaning.

- In language lab it is possible to listen to the accurate pronunciation by the expert. Learner has to repeat the same word or sentence afterwards. By this one can compare one's pronunciation with expert and can correct mistake if any. In this practice the most beneficial thing is speech graph. Sonic Visualized Graph and digital dual track audio recorder allow learners to compare his/her voice as well as graph for accurate pronunciation.
- In Lab teaching it is possible to teach the difference between every pronunciation. Here words are listed according to similar or different sounds. Repeated practice of similar and dissimilar sounds makes the concept clear. To teach correct pronunciation and word stress we can use following exercises. In lab the following exercises can be given. The difference between two same words. (1) communicate

(2) Communication Words in bold are stressed while speaking. In any language, pronunciation is a very significant part. If a learner can find incorrect pronunciation then one also can observe one's pronunciation and improve it.

- At this stage learner is given task for error finding. For example-listen to the sentence and find the words incorrectly spoken. **My son is an architect.** After listening to the sentence learner finds that it was pronounced as /maj/ /sCEn/ /j£/ /Ýn/ /Q:§jt[kt/ and points out the incorrectly pronounced words. A positive response will reinforce learner. This way he will make his knowledge profound.
- When a learner is capable to pronounce the words properly, he can be given task for independent speaking. At first level few words can be given for sentence construction. Instructions regarding diphthongs, fricatives, plosives, nasals can be taught practically.
- Words can be divided in groups. These segments are known as syllable. When learner practices syllables, he can know about stress patterns and divisions of syllables in words, as monosyllabic, bisyllabic, tri syllabic words.
- Above practice will boost the confidence of a learner and will motivate him to perform better. Now a learner is set to speak without word help. For advance exercise a picture or any table is given for short speech. The learner will observe the given task and will speak some sentences round about 20 to 25. Finally trainer can bring the learner to one to one conversation. As it is a synchronous task learner has to be more conscious. Any two learners who are at same level can be given task for conversation. By this way speaking skill can be really checked.

Proactive Lab Teaching: Steps for developing Speaking Skills

We can divide speaking skills in two stages:

1. Repetition

2. Independent speech production.

In the first one learner is capable to only listen and repeat or read and repeat. While in the second stage the learner can independently speak sentences or can give speech. Speaking

skill is more subtle and technical. So it requires more consciousness and patience. So step wise teaching can reduce the efforts by both the sides.

(1) For any new learner first and foremost necessary exercise is listening to expert's voice and repeating the same to record it and then compare the recording with expert. This exercise removes mother tongue influence. There are many words which are common in mother tongue and English. In many regions of India there is problem in speaking certain sounds. In this recording tool, words are divided according to their sounds so the learner can practice the sounds in which he needs practice.

(2) The second step for speaking is to show pictures and ask a learner "What is it?" the learner will answer and will start word production. Picture vocabulary can be used for routine words or objects.

(3) The third step is to ask the learner to answer short questions. Now one becomes active to answer and prompt to answer.

(4) After above exercises, learner will be able to ask questions. Trainer has to motivate him/her to ask questions relating to daily life.

(5) Giving introduction can be the next target for a learner. In introduction one will use English with some known words of mother tongue. Words like his/her name, father's name, name of city etc. It is observed that most of the students are very keen for self introduction. There is a possibility of some grammatical errors or pronunciation mistakes. But to boost up learner's confidence the trainer has to avoid pointing out mistakes directly. Rather it can be corrected by using the same sentence correctly.

(6) Speaking on a simple topic with given words is now possible. After the practice of speaking simple sentences learner becomes confident and can speak independently with little help.

(7) After practicing English for 40 – 50 hours learner can make simple conversation. Here one's vocabulary is developed and can conversate without taking pause.

Check Your Progress I

Note: (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

Fill up the blanks with suitable words:

- (i) Communication involves one's ability to listen carefully so as to grasp the meaning and to respond in turn with apt.....
- (ii) Experts can utilize the laboratory forscientific and technical materials for teaching language.
- (iii) The learners when guided throughorof their level are more willing to learn.
- (iv) After the practice of speaking..... learner becomes confident and can speak independently with little help.
- (v) We can divide speaking skill in two stages.....and.....
- (vi) is a productive skill as while speaking learner is involved in action and in conscious communication.

6.5 WRITING OWN BLOG IN ENGLISH

A blog, also known as a weblog, is a website that is like a diary or journal. Most people create a blog and then write on that blog. When a person writes on a blog, what he writes is in the form of a post, which is a single piece of writing on the blog. Posts often include links to other websites. Bloggers (a word for people who write on blogs) often write about their opinions and thoughts. This makes blogs good for discussion, if someone writes something that someone else does not believe to be true, someone else can fix it by writing a comment on that blog or on their own blog. Someone else cannot change what the post says, but the writer of the post can. Not all blog posts need to be talked about or fixed. But if there are a lot of people interested in a topic, they can start a discussion on the original blog, on their own blogs, or both. These people can discuss a topic or their point of view. Blogs can have one or more writers. If they have more than one writer, they are often called community blogs, team blogs, or group blogs because the thoughts are made by more than one person.

How to Improve Your Written English: Ways to Get Better Through Blogging

There is a well known phrase “practice makes man perfect”. It’s absolutely true. The more you practice something, the better you will get. Practice on its own is not always very exciting or interesting. That’s why writing on a blog is such an excellent method of practice. It gets you writing in a way that is more enjoyable and entertaining. Through blogging, you can :

- Practice using vocabulary words and grammar rules correctly.
- Learn new vocabulary words and grammar rules by writing about a variety of topics.
- Get feedback (responses that help you improve) on your writing from other people.
- Challenge yourself to try new structures.
- Discover which parts of your English skills you still need to work on.
- Write and learn about a topic you find interesting.
- Incorporating newly learned information into writing.
- Proof reading and editing. It can be helpful to use a checklist for proofreading.
- Spelling. Use your browser or blog’s spell checker, but remember that it might not correct misused homonyms (words that sound the same but have different meanings). It might check for grammar mistakes too.
- Punctuation. Each sentence should end with a punctuation mark like a period (.), exclamation point (!), or question mark (?).
- Capitalization. Each sentence and all proper nouns (like the names of people and places) should begin with a capital letter.
- Sentence length. The easiest way to catch sentence fragments and run-on sentences is to look closely at any sentences that seem too long or too short.
- Grammar. Do all your sentences follow correct grammar rules? All verbs and subjects should agree (i.e. the dog barks but the dogs bark) and the verb tenses should be consistent.
- Remember that a blog post can easily be edited even after you publish it.

Useful Tips for Setting up a Blog in English:

- **Pick a topic:** Your blog should be about something that you enjoy writing about, but it should also match with your goal for learning English. The theme of your blog could affect how you design it and what you name it, so take some time to think about this.
- **Start writing:** The most important part of having this type of blog is to write regularly. So if you can't think of a topic for your blog, you don't have to limit yourself to one topic. (In fact, it will be most helpful if you write about a wide variety of topics.) If you don't want to design the blog (or if you're spending too much time on the design), just use a pre-made template/theme that comes with your blogging platform. Write your first post the same day you create your blog.
- **Create a schedule:** Writing regularly might seem easy, but it can be tough when you first start out. To prevent this problem, create a schedule for yourself when you first start, for example- Pick whatever works for you, as long as you stick to it.
- **Read other people's blogs:** This is a good tip to follow even after you've created the blog. Reading other blogs will get you more practice reading in English. It will also help you find inspiration, ideas and friends (and readers) for your own blog.
- **Make connections:** As you read other blogs, leave comments and join the conversation. Invite friends and other English learners to read your blog. Connect with teachers and native speakers in person, online or through their own blogs. Find people who enjoy reading what you'll be writing about, so your blog can have an audience. Once you have readers, ask them to correct your English and you will see some amazing growth as an English learner.
- **Use the blog to branch out to other Internet resources:** A blog is not the only place online where you can learn English. But it can be a great place to start! Use your blogging to help you join English learning communities around the Internet, on social media or in online forums.

Steps for writing a Blog:

Section 1 – Planning a Blog Post

- Things bloggers should do before putting pen to paper – outlining, research etc.

Section 2 – Writing a Blog Post

- Tips on how to focus on writing, productivity tips for bloggers

Section 3 – Rewriting/Editing a Blog Post

- Self-editing techniques, things to watch out for, common blogging mistakes

Section 4 – Optimizing a Blog Post

- How to optimize a blogpost for on-page, social shares/engagement, etc.

Section 5 – Conclusion

- Wrap-up

Check Your Progress-2

Note: (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

Fill up the blanks with suitable words:

- (i) A blog, also known as a is a website that is like a diary or journal.
- (ii) The of your blog could affect how you design it and what you name it, so take some time to think about this.
- (iii) Reading other blogs will get you more reading in English.
- (iv) Use your blogging to help you join English learning communities around the

6.6 LET US SUM UP

The language laboratory is a very helpful tool for practicing and assessing one's speech in any language. It provides a facility which allows the student to listen to model pronunciation, repeat and record the same, listen to their performance and compare with the model, and do self-assessment. Since the language laboratory gives every learner of any language freedom to learn at their own pace, it is flexible and does not necessarily require a teacher all the time. At the same time, it is possible for teachers to provide assistance individually

and collectively. The language laboratory allows every participant his or her privacy to speak and listen.

Today language lab is an indispensable tool for every English language teacher. Language lab works as an effort reducer. Trainer and students get benefit of easy, effective and quick evaluation. Material and lessons prepared once can be used every time and number of teacher can use it. Trainer can divide learners in various batches and conduct exam throughout the day. Here after giving exam result will be generated auto automatically. The result will be error free and quick. A learner would be able to get separate score per section. This system can also be helpful for remedial teaching as a trainer can identify the areas where his learners are weak. If the role of lab is clear to a trainer one can win the world.

6.7 LESSON END EXERCISE

1. How Language Lab can be used in developing skills of listening & speaking?
2. Discuss the ways to improve your written English through blogging.
3. Explain the use of Language Lab in honing skills of listening & speaking by using the Scaffolding Instructional Method.

6.8 SUGGESTED FURTHER READINGS

Bindra, D. R. (2005). *Teaching of English: Vol. II* (Revised ed.). Jammu: Randha Krishan Anand & Co.

Sood, D. M., Singhla, P., & Bhagat, R. (2012). *Teaching of English* (1st ed.). Delhi: Bookman.

Makol, R., & Makol, L. (2017). *Learning and Teaching* (1st ed.). Delhi: Bookman.

Walia, G. S. (2012). *Teaching of English* (1st ed.). Ludhiana: Tandon / Vinod Publications.

Bisht, A. R. (2014). *Teaching English in India* (1st ed.). Agra: Agrawal Publications.

Sharma, P. (2008). *Teaching of English language* (Vol. 1). Delhi: Shipra Publications.

https://shodhganga.inflibnet.ac.in/bitstream/10603/76322/8/08_chapter%201.pdf

6.9 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress I

- (i) Words and clarity of pronunciation
- (ii) Creating and editing
- (iii) Concepts, meaning or vocabulary
- (iv) Simple sentences
- (v) Repetition and Independent speech production
- (vi) Speaking Skill

Check Your Progress-2

- (i) Weblog
- (ii) Theme
- (iii) Practice
- (iv) Internet

**DEVELOPMENT OF LITERARY APPRECIATION AND
VOCABULARY ENRICHMENT IN ENGLISH**

Structure

7.1 Introduction

7.2 Objectives

7.3 Literary Appreciation

7.3.1 Meaning

7.3.2 Stages of literary appreciation

7.3.3 Ways to motivate students to read

7.3.4 Role of teacher in developing literary appreciation

7.4 Vocabulary Enrichment in English by writing short stories and letters

7.4.1 Importance of vocabulary

7.4.2 Need of Enriching vocabulary

7.4.3 Why a short story is the most suitable tool?

7.4.4 The elements of a short story

7.4.5 Steps of writing a short story

7.4.6 Motivating the students to write short stories

7.4.7 Benefits of short stories

7.4.8 Vocabulary enrichment by writing letters

7.5 Let Us Sum Up

7.6 Lesson End Exercise

7.7 Suggested Further Readings

7.8 Answers to Check Your Progress

7.1 INTRODUCTION

This chapter deals with the concept of literary appreciation in teaching literature to students. Literature requires the necessary skills that differ from reading comprehension text. One of the skills of literary competence is literary appreciation. Teachers must design effective learning tasks to help learners develop this skill. This chapter also focuses on importance of vocabulary enrichment and how writing short stories and letters can help in achieving this.

7.2 OBJECTIVES

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

- explain literary appreciation,
- expound importance of literary appreciation,
- delineate different literary appreciation stages,
- discuss vocabulary enrichment by writing short stories and letters,
- explain the steps of writing a story, and
- elucidate the format of writing letters

7.3 LITERARY APPRECIATION

7.3.1 Meaning

Literary appreciation is reading, understanding and making a critical judgment of the theme, style, use of figurative and non-figurative language as well as other elements of a literary work. It means to find out, to appreciate any literary piece, such as a poem, a short story, a novel. It is a kind of practical criticism of a given text.

Ogenlewe (2006) posits that ‘literary appreciation refers to the evaluation of works of imaginative literature as an intellectual or academic exercise. In this process, the reader interprets, evaluates or classifies a literary work with a view to determine the artistic merits or demerits of such a work. According to Nilsen and Donelson (2005) “Literary appreciation focuses on the adequate grasp of the definitions and applications of traditional literary devices such as plot, character, metaphor, setting and symbolism which may be encountered within texts”. Nilsen and Donnellsen (2009) further added that literary appreciation is the process by which one gauges one’s interpretive response as a reader to a literary work. Fakoya and Ogunpitan (2014) mentored that literary appreciation can be classified as the process by which the reader of a work of literature acquires a meaningful understanding of the theme and gains personal insights which will help them realize the structure of the literary work.

Literary appreciation cannot exist without literature in the first place. Literature may be defined as the study of imaginative works that relate certain aspects of human experience. Literature is, thus, peculiar as a discipline because it involves the recreation of human experience. It is the art of life. According to Moody (1978), “Literature brings us back to the realities of human situation, problems, feelings and relationships.” So, students who are exposed to literature are exposed to different aspects of real life situations and this makes them understand certain conditions they would not have been able to comprehend in real life. Studying literature gives them insight into real life possibilities. Thus, Probst (1984) remarks: Even in scientific and technological era, literature remains a vital subject of the curriculum. It is indeed our reservoir of insight into the human condition, the pool of perceptions and conceptions from which we draw our visions of what it is to be human.

Ighile (2011) contends that “literature can best be thought of as a process of communication between the writer or the artist and his public”. Students should be engaged in more meaningful guided discussions about the writer’s craft and to relate their experiences to that of the characters (Flood et al 1994). Students should be able to make the connections so as to enable them to identify with the characters and the issues discussed in the text. The literature experience has to be a satisfying one filled with “pleasure and profit” for students, one which focuses less on the academics and more on the student. All students

should aim at reaching the highest stage of literary appreciation so that they can be classified as an avid literature student (Nilsen & Donelson 2001).

Literature is the medium through which literary appreciation can be expressed. Genres of literature are important to learn about. The two main categories separating the different genres of literature are fiction and nonfiction. There are several genres of literature that fall under the nonfiction category.

7.3.2 Stages of Literary Appreciation

According to Donelson and Nilsen (2009), literary appreciation occurs in seven stages:

Level 1: Pleasure and Profit (literary appreciation is a social experience)

(Ages 0-5: Pre-School)

- Literature can refer to oral manifestations (songs and nursery rhymes) as well as graphic or visual depictions (picture books, television programs, and appealing signs).
- The literary experience is a social one.
- Adults sharing; going to book stores and libraries; talking about T.V. programs and movies.
- Children have opportunities for “talking stories” and “grand conversations”.

Level 2: Decoding (literacy is developed)

(Ages 6-8: Grades 1-3)

- Children are developing literacy (“...a process that is never-ending for anyone who is intellectually active.”)
- One must not lose sight of those children who are struggling with literacy and subsequently lose sight of the search for pleasure and enjoyment.
- Those children who learn to read easily are undemanding and in a stage of “unconscious enjoyment” –becoming addicted to one particular book or character (allowing for the development of speed and skill).

Level 3: Lose yourself (reading becomes a means of escaping)

(Ages 9-11: Grades 4-6)

- Time outside of school for reading, less television time, and uninterrupted conversation is essential. (Distractions do not help to develop appreciation for reading).
- Children read while engaged in other activities.
- Reading can become a means of “escaping.”
- This developmental stage may not occur until much later than the 4th or 5th grades, or it may not happen at all.

Level 4: Find yourself (discovering identity)

(Ages 12-14: Junior High) Adolescence

- At this stage, the more experience young people have with literature (books or movies), the more discriminating they become.
- To receive pleasure, they have to respect the story; it has to be real!
- They want to know not what happened, but why; stereotypes are no longer satisfying; characters have to be believable.
- They are reading to find out about themselves, not simply to escape into someone else’s experiences.
- They are looking for lives as much like their own as possible
- In addition, they are curious about other sides of life (e.g. the bizarre, the unbelievable, the grotesque)
- The Bottom Line: Reading is a means of discovering identity.
- Their purpose is largely that of finding themselves and where they fit in society.

Level 5: Venture beyond self (‘going beyond me’, assessing the world around them)

(Ages 15-18: High School)

- The person goes beyond his/her egocentrism and looks at the larger circle of society (“going beyond me”).

- Issues such as conformity, social pressures, justice, and human weaknesses and strength.
- Teenagers are responsible for assessing the world around them and where they fit in.
- This stage is more about emotional, intellectual and physical development instead of advanced reading skills.
- Reading at this level allows for focusing on the person's psychological needs in relation to society. (Science fiction and fantasy help to create new ideas about the existing society.).

Level 6: Variety in reading (reads widely and discusses experiences with peers)

(Ages 18 -Death)

- At the college level, the young adult reads best-sellers and is involved in a claimed literary works such as novels, plays, and films, sharing these experiences with peers.

Level 7: Aesthetic purposes (avid reader, appreciates the artistic value of reading)

(Ages 18 -Death)

- Throughout adulthood, the avid reader who has developed the skills and attitudes necessary to enjoy literary experiences at all the previous levels, is ready to embark on a lifetime of aesthetic appreciation (understanding the beauty and artistic value).

7.3.3 Ways to Motivate Students to Read

- **Build students' self-confidence-** By instilling a sense of accomplishment in all students, teachers help them improve their self-perceptions and self-confidence. When learners believe they *can* achieve, they *do* achieve.

Some ideas for increasing students' self-efficacy and thus their motivation to read include:

1. Establish specific, short-term reading goals, such as “read one chapter every day.” Goals should be challenging but attainable.
2. Introduce a variety of comprehension strategies like graphic organizers or two-column notes to help students better understand what they are reading.

3. Allow students to make choices and feel a sense of ownership for their reading. Use choice boards, flexible grading, even self-determined due dates for assignments.
 4. Give frequent, focused feedback. Keep a watchful eye on students, so when they reach a milestone, you can praise and encourage.
- **Spark new learning-** Appeal to middle grades students' interests and learning styles. Incorporate a variety of instructional practices that embrace multiple forms of literacy and multiple sources of information, and include student choice. Instructional practices do not need to revolve around skills and strategies when it comes to the *why* of reading; students' interests should be the starting point for reading instruction.
 - **Build connections-** Topics and reading materials that bridge students' personal lives with their school lives increase their motivation for reading. Make a connection. Look for literature that addresses topics that are relevant to the subject and to your students' reality.
 - **Go beyond the print-** Motivate students to read by encouraging them to make a connection to popular movies based on the literature. Explore ways to promote reading through iPods, iPads, and Kindles.
 - **Incorporate a variety of texts-** Young adolescents may consider the materials in most traditional school settings uninteresting and constrictive. Include a variety of appropriate, authentic young adolescent literature, including graphic novels, newspapers, and magazines.
 - **Expand choices and options-** Provide a platform for and encourage students to be agents of their own learning. Gather a variety of adolescent literature to accompany, support, enrich, and extend topics across all content areas. Include all literary genres and varying readability levels.

When students have a choice of what to read, they will make additional and deeper connections to the topic of study. In addition, each student will have a slightly different experience based on the literature selected. Lively discussions, writings, and re-enactments will increase motivation, engagement, and achievement.

- **Excite students about narrative texts-** Like most readers, middle grades students will choose books that relate to topics of interest and that are popular. Have a varied selection of high-quality adolescent narratives that link to the content.

For example, if you are studying immigration, gather several narratives about the immigration experience, introduce each book in great detail, and allow students to select the book that most interests them. If their interest is piqued and they can self-select their narrative, students feel empowered, become excited to read, and look forward to sharing their reading experiences with others. Students' learning soars to new heights!

- **Excite students about expository texts-** When middle grades students believe they will learn something fascinating, they are motivated to read factual texts. When they have choice and their personal interests are met through their factual text choices, they are more motivated to read.

Build a classroom library that includes a wide range of nonfiction that naturally links to science, math, social studies, and the arts, and include varying readability levels. Encourage cover-to-cover reading, independent supplemental research, or read-aloud.

- **Promote conversations-** Middle grades learners love to talk, so establishing literature-rich learning environments that capitalize on activities and provide time for talk supports students' strengths, interests, and desires. Structuring the academic day to incorporate meaningful, purposeful opportunities for students to talk about books enhances their engagement.

7.3.4 Role of Teacher in Developing Literary Appreciation

The real challenge for literature teachers is not to cover syllabus, but rather to teach the students to read beyond the text and create interest in reading.

- English teachers must be well read, knowledgeable and enthusiastic about the subject. They need to be less product based (exams) and more process based (learning).
- Students learn best by doing, so writing or creating literature is the most effective way to go. When teaching creative writing, however the teacher must give the students freedom to write on themes they are interested in. They should be given the opportunity to read their work to the class and explain what influenced the choice of characters, themes, style and setting.

- Writing short stories help students develop a sense of worth. It makes them feel important that they are creating and are also writers. Teachers need to give freedom to the students to develop their own sense of style or voice, enabling them to understand how writers develop a personal style or voice for a reason.
- Another way to maintain interest is to invite local writers to meet with students and to read their work to them.
- Team teaching is also an effective way to teach literature, particularly for those who are less confident or comfortable with specific genres. This would ensure that students study all genres with teachers who are enthusiastic and competent, thereby gaining some literary appreciation.
- It would be an advantage if teachers take a creative writing course to gain the requisite skills.
- The teachers should include comprehensive literary discussion in the class.
- Genuine literary appreciation cannot be simply taught. It can be nurtured and developed along with a child's creative imagination. So, teachers can also encourage creative expression in their students by organizing school activities which help unleash the student's creativity.

Check Your Progress- 1

Note: (a) Write your answers in the space given below.

(b) Compare your answers with the one given at the end of the lesson.

1) Literary appreciation is a kind of _____ of a given text.

2) According to _____, literary appreciation occurs in seven stages.

3) Enlist seven levels of Literary appreciation:

7.4 VOCABULARY ENRICHMENT IN ENGLISH BY WRITING SHORT STORIES AND LETTERS

7.4.1 Importance of vocabulary

Vocabulary is the most important material in foreign language teaching for young learners. It is one of the important elements of language proficiency that becomes the basis of how well learners speak, write, listen and read. In the past, vocabulary teaching and learning were often give little priority in second language programs (Richard, 2002). Without vocabulary, learners cannot express their idea or understand the message. The students cannot read, speak, listen, and write without understanding the meaning of words. Rivers in Nunan (1991) argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions that we may have learned for comprehensible communication.

7.4.2 Need of enriching vocabulary

The knowledge of vocabulary plays a very crucial role in the major language skills: listening, speaking, reading and writing. Mastery over required knowledge of vocabulary can make a foreign language learner an effective speaker, good listener, reader and writer. On the other hand, lack of vocabulary significantly affects these four language skills. Therefore, a deliberate and structured approach needs to be taken for enriching vocabulary of English as a Foreign Language (EFL) learners. A good command of vocabulary is one of the important aspects in learning foreign language, like English, because the ability of the language learners to read and to comprehend the subject is relatively determined by their vocabulary command. A large vocabulary helps us to express our ideas precisely, vividly and without repeating ourselves. We cannot do well comprehension without a large vocabulary, for the passages and questions involves a range of words much wider than that of daily conversation.

Everyone has two kinds of vocabulary which are often called passive and active vocabulary. Passive vocabulary is made of all those words one recognizes in written and oral content. The second consist of the words which are actually used in everyday speaking and writing. Smith and Johnson (1980) categorize the processing and utilization of individual's vocabulary as follows:

Processes :	Oral	Written
Receptive :	Listening	Reading
Productive :	Speaking	Writing

The figure indicates that we receive vocabulary through both auditory (listening) and visual (reading activities). We generate or produce language both orally (speaking) and through the medium or print (writing).

The problem of foreign learner of English concerning English vocabulary is how to recognize the words in reading. For student who learn to read, enriching passive vocabulary is an essential task.

In order to communicate well in English language, the learners need to know a lot of vocabulary. Knowing a lot of vocabulary by means of communication process may not be separated from the importance of the functional approach of the language. Having a lot of vocabulary can help the learners to the progression according to the functional needs.

7.4.3 Why a short story is the most suitable tool?

The teacher's role in applying interesting methods is one of the important factors in creating a good atmosphere in the classroom activities. Teachers should be able to develop any kind of material so that learning vocabulary does not become boring and monotonous thing. The teacher can enrich the students' vocabulary through short story. First, the deviated and figurative language of poetry necessitates very long time to grasp. Second, the length of novel will make it difficult for such classes to finish. Finally, drama can be used in classes, but it will be difficult to act out a play in crowded classes within limited course hours. Considering these objections, it is obvious that among literary forms, short-story, which is defined by Poe (as cited in Abrams, 1970, p. 158) "as a narrative that can be read at one sitting of from one-half hour to two hours, and that is limited to a certain unique or single effect, to which every detail is subordinate", seems to be the most suitable one to use in schools. Since it is short, and aims at giving a "single effect, there is usually one plot, a few characters; there is no detailed description of setting. So, it is easy for the students to follow the story line of the work.

Short story is one of the modern prose forms. As literary work, story becomes an interesting thing for people to read and talk. The function of story is to entertain and to enrich mental experience. Story is talking about author's expression to anything about life experience concerning with human imagination. And the short stories encourage the students to think about moral, social and philosophical aspects.

The reason, that short story is the most suitable literary genre to use in English teaching is due to its shortness, is supported by Collie and Slater (1991) when they list four advantages of using short stories for language teachers. First, short stories are practical as their length is long enough to cover entirely in one or two class sessions. Second, short stories are not complicated for students to work with on their own. Third, short stories have a variety of choice for different interests and tastes. Finally, short stories can be used with all levels (beginner to advance), all ages (young learners to adults) and all classes.

Another advantage of using short-stories with EFL learners for developing vocabulary is that they present many opportunities for designing various language activities and help in teaching and learning new words very effectively in the real life context. Short-stories not only help EFL learners to develop vocabulary from linguistically rich material but also guide them to a personal discovery by opening a window on another culture and encouraging interaction. Short stories are also practical for the English language teachers as their length is long enough to cover, entirely, in one or two classes sessions.

7.4.4 The elements of a short story

In longer forms of fiction, stories, tend to contain certain some core elements of dramatic structure, but a short story focuses on only one incident, has single plot, limited number of characters and covers a short period time, the dramatic structure are :

- 1) **Exposition** (the introduction of setting, situation, and main characters). An initial incident sets the story in motion.
- 2) **Complication** (the event that introduces the conflict): complications arise, often due to mistakes made by the protagonist. The protagonist faces some sort of crisis that causes them to change in some way.
- 3) **Rising action, crisis** (the decisive moment for the protagonist and his commitment to a course of action.): Based on the change they must settle the key conflict of the story in the climax.

4) **Climax** (the point highest interest in terms of the conflict and the point with the most action);

5) **Resolution** (the point when the conflict is resolved); and moral.

7.4.5 Steps of writing a short story

While teaching the learners how to write a story and at the same time focusing on vocabulary enrichment, the teacher can make use of the following steps:

Step 1- Brainstorming of ideas

a) Come up with a plot: Think about what the story is going to be about and what is going to happen in the story.

b) Focus on a character: Give the main character interesting attributes. Create characters that make the plot more interesting and complicated. Find inspiration from real people.

c) Create a central conflict for the main character: Every short story should have a central conflict.

d) Pick an interesting setting: Another key element of a short story is the setting or where the events of the short story are taking place. Visualize each place vividly and write all details to make it a crucial part of the story of the story. Using too many settings confuses readers.

e) Think about a particular theme: Many short stories center on a theme and explore it from the point of view of a narrator or main character. You may take a broad theme like “love,” “desire,” or “loss,” and think about it from the point of view of your main character

f) Plan an emotional climax: Every good short story has a shattering moment where the main character reaches an emotional high point. The climax usually occurs in the last half of the story or close to the end of the story. At the climax of the story, the main character may feel overwhelmed, trapped, desperate, or even out of control

g) Think of an ending with a twist or surprise: Brainstorm an ending that will leave your reader surprised, shocked, or intrigued. Avoid obvious endings, where the reader can guess the ending before it happens.

Step 2- Creating the first draft

- a) Make a plot outline: Organize your short story into a plot outline with five parts: exposition, an inciting incident, rising action, a climax, falling action, and a resolution. Use the outline as a reference guide as you write the story to ensure it has a clear beginning, middle, and end.
- b) Create an engaging opening: Your opening should have action, conflict, or an unusual image to catch your reader's attention. Introduce the main character and the setting to your reader in the first paragraph. Set your reader up for the key themes and ideas in the story.
- c) Stick to one point of view: A short story is usually told in the first person point of view and stays with one point of view only. This helps to give the short story a clear focus and perspective. You can also try writing the short story in third person point of view, though this may create distance between you and your reader.
- d) Use dialogue to reveal character and further the plot: The dialogue in your short story should always be doing more than one thing at a time. Make sure the dialogue tells your reader something about the character who is speaking and adds to the overall plot of the story. Include dialogue tags that reveal character and give scenes more tension or conflict.
- e) End with a realization or revelation: The realization or revelation does not have to be major or obvious. It can be subtle, where your characters are beginning to change or see things differently. You can end with a revelation that feels open or a revelation that feels resolved and clear.

Step 3- Polishing the draft

- a) Read the short story aloud: Listen to how each sentence sounds, particularly the dialogue. Notice if the story flows well from paragraph to paragraph. Check for any awkward sentences or phrases and underline them so you can revise them later.
 - Notice if your story follows your plot outline and that there is a clear conflict for your main character.

- Reading the story aloud can also help you catch any spelling, grammar, or punctuation errors.
- b) Revise the short story for clarity and flow. With short stories, the general rule is that shorter is usually better. Most short stories are between 1,000 to 7,000 words, or one to ten pages long. Be open to cutting scenes or removing sentences to shorten and tighten your story. Make sure you only include details or moments that are absolutely essential to the story you are trying to tell.
 - c) Come up with an interesting title: Pick a title that will intrigue or interest your reader and encourage them to read the actual story.
 - d) Let others read and critique the short story. Show the short story to friends, family members, and peers at school. Ask them if they find the story emotionally moving and engaging. Be open to constructive criticism from others, as it will only strengthen your story.

7.4.6 Motivating the students to write short stories

- A teacher should motivate beginners to write a true story from their own experience, but direct them to write it as if it were a fiction piece, with fictional characters, in third person.
- Students are natural storytellers; learning how to do it well on paper is simply a matter of studying good models, then imitating what those writers do. Teachers should provide students with at least one model story, a mentor text that exemplifies the qualities expected from them. This should be a story on a topic to which students can relate to, something they could see themselves writing.
- Introduce the students to good writers.
- Encouraging them to tell their own short anecdotes, they will grow more comfortable and confident in their storytelling abilities.
- Teachers should share *their own* stories as this is the best way to bond with the students.
- Give the students exposure of skill of narrative writing.

- Using think pair-share technique and games to make the whole process interesting.
- Organize creative writing competitions.
- Acknowledge the effort of the students by displaying the stories on class bulletin boards.
- Publish weekly/fortnightly/monthly newsletters or magazines and include the best stories.
- Reward the students for their creative abilities.

7.4.7 Benefits of short stories

Literature, in the form of short-stories, makes learning English an enjoyable and attractive process for EFL learners. A strong link exists between vocabulary knowledge and reading comprehension. Therefore, if an EFL teacher wishes that his/her students learn vocabulary and be successful in reading, be creative in classes, then the best reading materials can be short-stories to make learning easy, independent, motivational, enjoyable and memorable. The benefits of using short-stories in EFL classrooms for developing vocabulary are as follows:

- Stories help to stimulate students' curiosity about the target culture and language.
- Integrating short-stories in EFL classrooms also paves the way to the EFL learners' involvement with rich, authentic uses of the foreign language.
- Stories stimulate language acquisition by providing contexts for processing and interpreting new language.
- They also supplement the restricted input of the EFL classroom.
- Stories also promote an elementary grasp of English to internalize vocabulary and grammar patterns.
- Stories foster reading proficiency which is very important for enriching EFL vocabulary.

- Stories offer new words with the actual usage in many forms. This can help learners to understand not only the meaning of the new word learned but also the usage in context.
- One of the principles of vocabulary learning is that in order to be familiar with the new word, one need to see it several times. Stories make learners repeat the words unconsciously in various forms.
- Another principle of vocabulary learning is that if the learning is enjoyable, then it can be memorable and this principle of vocabulary learning is easily practicable with the use of short-stories.
- The use of short-stories not only offers essential vocabulary for EFL learners but also helps them in learning about the syntax and discourse functions of words learned and the possible usages of the word in different contexts of communication. The interesting contexts provided by short-stories serve to illustrate the notice ability of lexical and syntactical features.

The use of short-stories in EFL classrooms for developing vocabulary of EFL learners is a naturalistic, enjoyable, low-cost and highly effective method. And it should be recommended for all EFL teachers and learners. However, this does not mean that story telling should replace all other methods of vocabulary teaching; rather it should be used in addition to those methods in order to boost development further.

Check Your Progress- 2

Note: (a) Write your answers in the space given below.

(b) Compare your answers with the one given at the end of this lesson.

1) Elements of a short story are:

2) Steps of writing a short story are:

3) _____ is made of all those words one recognizes in written and oral content.

7.4.8 Vocabulary enrichment through writing letters

Vocabulary enrichment is important. A robust vocabulary improves all areas of communication like listening, speaking, reading and writing. The greatest way to express vocabulary is in writing essays, speech, advertisements and letters. A strong vocabulary helps to convert ideas into words fluently.

One of the aims of teaching English as a foreign language is to give students proficiency in speaking and writing. So a teacher is supposed to help the child to add words continuously to active vocabulary. As it is only this vocabulary, that enables the learner to use the language fluently. If a learner cannot use a word effectively and accurately, it means the word is not a part of active vocabulary.

Giving students training in writing letters can help in enriching vocabulary. While, teaching letter writing to students the teacher should focus on these points so that vocabulary enrichment can also be done concurrently:

- Persuade students to include a lot of specific details, as this would increase their vocabulary.
- Encourage students to focus on concision and accuracy while writing.
- Motivate them to use Thesaurus/dictionary to use the most accurate possible words.
- Guide them to use an appropriate word that reduces the number of words in a sentence.
- Convince them to write using more descriptive words as this helps the reader envision what you are describing.
- Direct them to adapt writing according to the situation/context.
- Help them in understanding that creating variety in sentences and paragraphs help in drawing the attention of the reader.
- Discuss the format of different type of letters along with context specific vocabulary.

Parts of an informal (person) letter

1. Heading: It includes the sender's address and is written at the top left hand corner of the letter. It includes the house number first, followed by the street, town and pin code(if you know) but does not include the writer's name .

2. Date: It appears directly below the address, after leaving some space. Always write out the full date.

29th December 2019 (British) or 29 December 2019 or December 29, 2019 (American)

3. Salutation: It is the usual way of beginning a letter and is written just below the date. Its choice depends on the relationship between the recipient and the sender.

Here is a useful check list

(a) for friends, write

- My dear + name
- Dear + name

(b) for family members, write

- Dear (est) father |pa |dad
- Dear (est) mother |ma |mom
- Dear(est) grandfather | grandpa |grandma
- Dear(est) brother| sister {cousin| elders}
- Dear(est)Akshay| Aakshit {younger brother| sister| cousin}

(c) for relatives, write

- Dear(est)uncle James
- Dear(est) aunt Jane

4. Body: It forms the very soul of a letter-the message it carries. It usually makes use of three paragraphs, be shorter or longer.

5. Complimentary Close: It is a polite way of ending the letter. The expression used must match the salutation.

Here is a Useful Check List

(a) For friends, write:

- Yours affectionately |yours ever| yours
(for close friends you can end with ‘love’)

(b) For family members, write

- Yours affectionately
- Your affectionate son| daughter| brother| mother| Father

(c) For relatives, write

- Yours sincerely
- Yours affectionately
- Your affectionate cousin | uncle| aunt

Remember the word “yours” and not “your ‘s”

6. **Signature:** It is written just below and includes the sender’s name and/or signature.

Formal letter (Letter to the Principal)

As a school student, students have to write a letter, often called an application, to the principal on several occasions and for numerous purposes – making enquiries about courses and their requirements, getting admission, applying for a leave or an exemption, highlighting a problem and seeking a solution to it, requesting a change of subject , class or section, seeking permission to participate in an event or a tour, making complaints, offering explanations or apologies, giving suggestions and submitting a report, etc.

It is a formal letter that requires careful planning and may involve one or more tough drafts before a final draft that can be sent to the principal.

Useful tips for writing an effective letter to the Principal:

- Collect all the necessary information before you sit down to write.
- Be sure of the purpose why you are writing.
- Prepare a rough draft first. Revise it and check for it errors in vocabulary, grammar and punctuation. Then write the final draft.

- Use a polite, formal but positive tone.
- Write complete sentences do not use any slang or offensive language.
- Write in clear and legible handwriting. If you are using a computer to write your letter, don't forget to use proper margins, spell check your final draft.
- Strict to the word limit.
- Try to keep the letter to one page if longer, number the pages.
- Avoid including any false information or hiding facts.

Parts of a letter to the Principal

- **Date:** write the date on which you have to submit the letter to the principal.
- **Address:** include here the formal designation of the principal| head teacher| incharge and the complete name and address of the school.
- **Salutation:** use an appropriate and formal way of addressing the principal. For example 'Dear sir' or 'Dear madam' or simply 'Sir' or 'Madam'.
- **Subject or heading:** state briefly but clearly the topic and purpose of the letter.
- **Body:** use at least three paragraphs to convey

All the necessary information, including a statement of the expected outcome |s| of the letter.

➤ **Paragraph 1:** introduce yourself giving your name, class, section and roll number and state the purpose of your writing.

➤ **Paragraph 2:** give details of the issue you are writing about. Say how it affects you or other people.

➤ **Paragraph 3:** say what outcome you desire an action, a permission, an inquiry, a solution to a problem, a consideration of your suggestion or proposal. If necessary seek a meeting with the principal.

- **Closing:** use a closing convention consistent with the salutation and the level of formality in the letter. The closing usually contains a statement of leave taking. A closing

phrase like “yours sincerely”, the signature and name of the sender. Sometimes details like class, section and roll number and a formal designation [for example, school pupil leader of the writer are also included].

Formal letter (letter to the Editor)

Tips useful for writing letters to the editors

- Be polite and formal.
- Start by introducing yourself and describing the purpose of writing. For example: to comment on a recent news item, event or incident.
- Briefly describe the news item and date of its publication.
- Give your comments or feedback on it.
- If you are writing about a problem in your area, briefly give its details and seek or suggest a solution. Remember the editor cannot himself/herself solve the problem. He /she can only highlight it in the newspaper to draw attention of the concerned official/department/business houses.
- Conclude with a hope or an appeal or a warning or a suggestion, as required.
- Stick to the word limit.

Parts of a letter to the Editor

1. Heading: It includes the sender’s address at the top left or righthand corner of the letter depending on the layout you are choosing. Beside the house/ office number, name of the building, name of the street, and name of the village, town or city where is located, the sender’s address may also include the sender’s email address and phone number.

2. Date: It appears just below the address, after leaving some space. Always write the full date:

29th December 2019 [British] or

December29, 2019 [American]

Avoid using 29/12/2019

3. Receiving editor's address: Address your letter to the editor as shown below:

The editor

(complete name of the newspaper)

(complete address of the newspaper)

4. Salutation: You can address a letter to the editor in the following ways:

Dear editor/sir/madam

This salutation is placed just below the receiver's address.

5. Subject: State the topic on which you are writing in simple straightforward and concise manner. Underline and highlight it to make it stand out. The subject can be placed either before or above the salutation.

6. Body: It forms the very soul of your letter to an editor. It contains the message that you want to convey. You may like to divide the body into several paragraphs as required but usually there are more than sufficient. In the first introduce yourself and state the purpose of your writing; in the second give details of your topic and in the third draw a conclusion or make an appeal or sound a warning or draw the attention of a third party. Sometimes you may need a fourth paragraph to summarize your ideas and/or to make a request for publishing your letter in the paper/magazine.

7. Closing: Sign off your letter in one of the following ways:

Sincerely/yours sincerely

Truly/ yours truly

Remember: the word "yours" never takes an apostrophe.

8. Sender's name and signature: Write or type it just below the 'complimentary close' and include your signature, name and designation.

Formal letter (letter to an official)

A letter to an official is written by an individual or an organisation to government officials or different organisations such as banks, a gas company, telephone department, electricity board, municipal authorities etc. to draw their attention towards a problem or an issue and seek/suggest a solution.

Tips useful for writing letters to officials

- Be polite and formal.
- Start by introducing yourself and describing the purpose of writing. For example: applying for a new electricity connection; reporting a theft; complaint about erratic water supply etc.
- Give details of what you would like the concerned official to do e.g. request for necessary action.
- Conclude with a hope, an appeal or a suggestion as required.

Parts of a letter to an official

1. Heading: It includes the sender's address at the top left or righthand corner of the letter depending on the layout you are choosing. Beside, the house/office number, name of the building, name of the street and name of the village, town or city where it is located, the sender's address may also include the sender's email address and phone number.

2. Date: It appears directly below the sender's address after leaving some space. Always write the full date:

12th December 2019 (British) or

December 12, 2019 (American)

Avoid using "12/12/2019"

3. Receiving Official's Address: Address your letter to the official as shown below:

- Full name of the official.
- Complete designation of the official.
- Complete name and address of the department/ office.

4. Salutation: You can address a letter to an official in the following ways:

Dear sir/ dear madam 'or simply 'sir /madam.

This salutation is placed just below the receiver's address.

5. Subject: State the topic on which you are writing in a simple straightforward and concise manner. Underline and highlight it to make it stand out. The subject can be placed either below or above the salutation.

6. Body: It forms the very soul of your letter to the official. It contains the message that you want to convey. You may like to divide the body into several paragraphs as required but usually three or four are sufficient. In the first one, briefly introduce yourself and state the purpose of your writing, in the second give details of your topic and in the third make a request, appeal or call for an action. Sometimes you may need a fourth paragraph.

7. Closing: sign off the letter in one of the following ways:

Sincerely/Yours sincerely

Truly/ Yours truly

Remember: the word ‘yours’ never takes an apostrophe.

8. Sender’s name and signature: Write or type it just below the ‘complimentary close’ and include signature, name and designation.

Check Your Progress- 3

Note: (a) Write your answers in the space given below.

(b) Compare your answers with the one given at the end of this lesson.

1) A teacher can motivate the students to use _____ the most accurate possible words.

2) Parts of an informal letter are:

3) _____ is written to the principal on several occasions and for numerous purposes - making enquiries about courses and their requirements, getting admission, applying for a leave or an exemption etc.

7.5 LET US SUM UP

In this unit, we have discussed about meaning of literary appreciation, the different stages of literary appreciation and how a teacher can play an important role in encouraging students

to read literature as well as critically appreciate it. The importance of vocabulary enrichment through writing short stories and letters has also been discussed. Vocabulary holds an important place in teaching or learning a language as proficiency and fluency can only be acquired if one has a good command over vocabulary. Motivating the students to write short stories and letters can help them to express themselves on various subjects and is an important aspect of language learning.

7.6 LESSON END EXERCISE

1. What is Literary Appreciation? What role can a teacher play in developing literary appreciation among students?
2. Discuss in detail the stages of literary appreciation.
3. How can a teacher motivate students for literary appreciation?
4. Discuss the importance of enriching vocabulary.
5. Why short story is considered suitable for enriching vocabulary of students?
6. Explain the various steps of writing a short story.
7. Illustrate the steps of writing a short story by taking an example for secondary students.
8. How can letter writing be used to enrich vocabulary of students?

7.7 SUGGESTED FURTHER READINGS

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7.8 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress- 1

1. Practical criticism
2. Donelson and Nilsen (2009)
3. Level 1 : Pleasure and Profit, Level 2 : Decoding, Level 3 : Lose yourself, Level 4: Find yourself, Level 5: Venture beyond self, Level 6: Variety in reading and Level 7: Aesthetic purposes

Check Your Progress- 2

1. Exposition, Complication, Rising action, Climax, Resolution
2. Step 1- Brainstorming of Ideas, Step 2- Creating the first draft, Step 3- Polishing the draft
3. Passive vocabulary

Check Your Progress-3

1. Thesaurus/dictionary
2. Heading, date, salutation, body, complimentary close
3. Formal letter

**CRITICAL ANALYSIS OF THE PROSE CHAPTER IN THE PRESCRIBED
TEXT BOOKS (VI TO IX CLASSES)**

Structure

8.1 Introduction

8.2 Objectives

8.3 Elements of Critical Analysis

8.4 Critical Analysis of the Prose Chapter in the Prescribed Text Books (VI to IX Classes)
on the Basis of (language, Content, Relevancy and Value)

8.5 Let Us Sum Up

8.6 Lesson End Exercise

8.7 Suggested Further Readings

8.8 Answers to Check Your Progress

8.1 INTRODUCTION

Learning to read carefully and critically and to present written arguments in a sustained and coherent manner is an essential transferable skill for future study in any sphere. Much of the reading we do every day is simply for information—newspapers, advertisements, timetables, etc. We read them once, absorb the information, and move on. The study of literature however, calls for more refined reading skills, specifically for the ability to read critically. This means not just reading a text or a work once to understand what it says, but re-reading it in order to identify how it is put together, why it is put together in that way and what effect it is trying to produce. Critical analysis focuses on short passages. It is based

on close reading and attention to the detail of the passage's language. It concentrates on the interaction between theme and form in the text. The average length of a critical analysis runs to around four pages (1000 words), though critical analyses at higher levels may be longer.

Critical analysis is an exercise based on the close reading of a short text such as a poem or a passage of narrative fiction. Although there will be differences between critical analyses dealing with different literary genres, certain general principles apply to all kinds. The most important aspects to cover are context (where the passage is an extract from a longer text), content, and form. While it is useful to think of these dimensions of the text as distinct, a good analysis will show how, in reality, they interact with one another. Read the passage carefully, at least twice. Use a dictionary to ensure that you understand all the vocabulary, and make sure that you have grasped the literal sense of all the sentences in the text. If the text is an extract from a longer work, make sure you have read the entire work.

8.2 OBJECTIVES

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

- describe the elements of critical analysis,
- discuss about different types of prose and prose techniques, and
- explain the criteria of critical analysis of the prose chapter in the prescribed text books on the basis of (language, content, relevancy and value).

8.3 ELEMENTS OF A CRITICAL ANALYSIS

In writing a critical analysis, you will be presenting a detailed account of the passage in question, in terms of context, content, and form. Given the amount of textual detail you will be dealing with, you will need to present your findings in an organised, clearly structured way. Your final work does not have to be a complete, comprehensive, exhaustive analysis, that is not the intention of the exercise. Rather, it is a critical analysis incorporating your critical appreciation, response, reaction, and interpretation; and it should focus on your

choice of what you consider to be the most important elements in the text. What follows is a suggestion for how you might structure your analysis. You may wish to organise it differently; the important thing is that it must be clearly ordered and cover the main points relating to the passage's context (where applicable), content, and form.

1. Introduction

- **Context:** If the passage is an extract rather than a complete work, you must situate it briefly in relation to the text as a whole. Locate its place in terms of the plot and the structure of the whole work. This part should be kept as concise as possible, its purpose is simply to provide a context for your detailed analysis of the passage.
- Give a brief introductory summary of content and form. **Content-**State concisely what the passage is about, what happens in it and what changes occur as it develops. **Form:** Note briefly the most important structural aspects only (narrative technique for prose, verse form for poetry). You will discuss these in much more detail in the main section of your analysis. The question 'What is it about? What does it mean?' asks about content. The question 'How does it convey its meaning?' addresses form.

2. Main section

- In this section you will analyze in detail the relationship between the form of the text and its content.
- This is the essential part of the exercise, and to master it you need to get into the habit of reading 'interrogatively' - i.e. asking what effects the text is creating and then how it is creating them.
- Another strategy is to ask what stylistic characteristics are present in the text and then why they are there. The best way to proceed is through a combination of both lines of questioning. At the same time as you are on the lookout for formal features, keep asking yourself how you are responding to different parts of the text, and what stylistic elements might be provoking that effect.
- Don't lose sight of the 'big picture': as well as paying attention to details, look out for general structural features such as parallels, contrasts, repetition, variation, etc.

- Structure your observations either by proceeding through the passage line by line and commenting on noteworthy features, or by identifying and concentrating on particularly important moments. In both cases, pay special attention to how formal aspects of the passage reinforce its meaning.
- Avoid gratuitous description. In other words, don't just give a random catalogue of recognizable technical features like alliteration, metaphor, etc.—you must be able to identify the effects they produce. Only features which you can show to have a function should be mentioned.

3. Conclusion

- Summarize your findings—how themes or character or plot are developed and how formal techniques are deployed.
- Where applicable, note which aspects of the extract's form and content link it to the text as a whole.
- You may wish to offer your personal judgement of the text. Keep in mind that it must impress your reader as valid—it must arise logically from the analysis you have undertaken, and that analysis in turn must be firmly rooted in the words on the page.

General advice on critical analysis

- Concentrate on what the use of formal devices achieves.
- Focus on what seem to you to be the most important moments, in terms of both theme and form.
- Look out in particular for significant parallels and contrasts, repetition and variation.
- Avoid paraphrase (telling the story).
- Keep generalizations about the work or the author to a minimum, confined to your conclusion

Check Your Progress- I

Note: (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

Fill up the blanks with suitable words:

(i) Critical analysis focuses on short passages. It is based on close.....to the detail of the passage's language.

(ii) In writing a critical analysis, you will be presenting a.....of the passage in question, in terms of context, content, and form.

(iii)states concisely what the passage is about, what happens in it and what changes occur as it develops.

(iv) A.....requires you to take a passage and to analyze it in the finest of detail, as if with a magnifying glass.

8.4 CRITICAL ANALYSIS OF THE PROSE CHAPTER IN THE PRESCRIBED TEXT BOOKS (VI TO IX CLASSES) ON THE BASIS OF (LANGUAGE, CONTENT, RELEVANCY AND VALUE).

Before doing Prose analysis, Let us know what is Prose and Prose Technique

The word “**prose**” comes from the Latin expression ‘prosa oratio’ which means straight forward or direct speech. Prose is a communicative style that sounds natural and uses grammatical structure. There is, however, some poetry called “prose poetry” that uses elements of prose while adding in poetic techniques such as heightened emotional content, high frequency of metaphors, and combination of contrasting images. Prose is the opposite of verse, or poetry, which employs a rhythmic structure that does not mimic ordinary speech.

There are four types of prose in literature :

- Fictional Prose (includes novels, short stories)
- Non-fictional Prose (includes biographies, essays, journals)
- Heroic Prose (includes legends, tales)

- Poetry Prose (poetry written in prose instead of using verse but maintaining poetic qualities).

The basic elements of prose are: **character**, **setting**, **plot**, **point of view**, and **mood**. Character refers to biographical information; personality traits; social roles, and psychological factors such as aspirations, fears, and personal values. Setting includes physical environment, social situation, time period, and location. Plot is what happens, characters' actions and important events. Plot progresses through the three stages of rising action, climax, and resolution. Point of view is a technical term that identifies the narrator's position relative to the story being told. Mood means the dominant feelings and emotions evoked.

Prose uses everyday, descriptive speech. It is written in sentences and paragraphs. Prose generally does not make use of structural poetic elements such as meter or rhyme scheme. However, literary prose does sometimes make use of more flexible poetic elements such as metaphor, simile, and rhythm. Without figurative language, writing would be plain and shallow. The more stylistic devices you know, the more unique your writing can be.

Prose Analysis

A prose analysis requires you to take a passage and to analyze it in the finest of detail, as if with a magnifying glass. You should be commenting on points of style and how those points can give insight into the ideas present in the passage. The fun of a prose analysis lies in language-in-action analysis, in which you can see how the language is doing to enrich the theme. You could begin by identifying any unusual or characteristic words. If words stand out, examine what the words appear to dramatize—do they seem to be used like poetry, with lots of external, thematic meanings attached, or are they more literal, like a straightforward action story? Then, characterize the diction more specifically. Ask yourself about abstraction/concreteness, what figures of speech you see, and the sounds of the language. Ask yourself what purpose of the word choice appears to be fulfilling. For example, you can always say that it sets a tone—just make sure you have some words ready to describe that tone. Consider whether the word choice is having an effect on character, symbol/theme, setting, etc. What form of narration does the passage take? Is it first-person narration? How is dialogue being used? Make sure you're defining the specific devices and techniques, and see how they create, convey and enrich the thematic intention.

Specific guidelines: Critical Analysis of Prose

Below given is a list of points which might feature in a critical analysis of a prose passage. It is not exhaustive, and, depending on the passage, not all the points may be appropriate. **You do not have to write about every single item in the checklist.** You must choose which elements are most relevant to the specificities of the passage you are analyzing, and to your own reading of it. This list is not intended to be followed slavishly, item by item, but to remind you of questions you may have overlooked. The most important question a reader should think about is **Context** which includes-

- Where does the passage come?
- What leads up to it?
- What follows it?

These basic questions lead to broader ones:

- What contribution does the passage make to the text as a whole? For example, does it present a development at the stage of plot or characterization?
- Does it say or do anything new?
- Does it present a key moment or relate a key event?
- Does it explicitly echo another part of the narrative?
- To what extent do thematic or stylistic elements tie in with the wider context?

CONTENT

- What is the passage about?
- What does it mean?
- What themes does the passage explore?
- What issues does it raise?
- What claims, arguments, etc. (if any) does it make?

These questions need to be addressed on more than one stage. Superficially, the passage may be about a character, situation, event, etc.

FORM

How does the passage convey its meaning? This question—”how does it work?”—is the central question of **critical analysis**. The following are some aspects of form to consider when you are analyzing a piece of prose:

Structure

- How is the passage organised?
- What gives it its coherence?
- If there is a sense of completion at the end, how is this created?
- How does the passage move from point to point, sentence to sentence, paragraph to paragraph?
- Is there linear development or a circular structure?
- Are points linked by a logic of contrast or elaboration?
- Are there significant breaks?
- Are there changes of pace? (If the passage seems to fall into distinct parts, you could consider analyzing each section separately.)

Narrative form

Who is telling the story? (the narrator):

- Is the story being told by a third- or first-person narrator?
- Is she/he inside or outside the story?
- If inside, how central to events is she/he?
- Does she/he know everything about the events (i.e. is his/her perspective omniscient or limited)?
- Is she/he reliable or unreliable?
- Is there more than one narrator?

- Does the narrator describe things from someone else's point of view (a character's)?
- Does the point of view change in the passage?

The voice, telling the story in prose fiction is always the narrator's. Their beliefs and attitudes may well be those of the author too; but the author, as a real person, is outside the fictional world and so, for the purpose of analysis, not considered as present in the text.

Narrative Technique

How is she/he telling the story?(narrative technique):

- Is the passage predominantly narrative (recounting events), descriptive (of a situation, place, character, etc.), discursive (discussing an issue), etc.?
- What is the proportion of dialogue to narrative?
- How does each type of discourse function in terms of conveying information about events, characters, etc.?

Language and style

- Are sentences long or short, simple or complex?
- If there is imagery, what kind (simile/metaphor/symbol/personification, etc.)?
- Is the register elevated/colloquial/familiar/slang?
- What kind of vocabulary is used?
- Does it come from a specific semantic field (i.e., do a number of words relate to the same topic or area of meaning)?
- Is it abstract or concrete, emotive or neutral, characterised by directness or circumlocution, etc.?

Tone

- What attitude do the words of the speaker (narrator or speaking character) convey?

The attitude may be towards events, characters, even towards the reader. There are many possibilities: tragic, comic, ironic, earnest, lyrical, sentimental, optimistic, intimate, etc.

Check Your Progress-2

Note: (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

Fill up the blanks with suitable words:

(i) The word “**prose**” comes from the Latin expression.....which means straightforward or direct speech.

(ii) Prose is the opposite of....., which employs a rhythmic structure that does not mimic ordinary speech.

(iii) The fun of a prose analysis lies in.....analysis, in which you can see how the language is doing to enrich the theme.

(iv) Without....., writing would be plain and shallow.

Sample of Analysis of a Prose Lesson ‘The Last Leaf’ written by O’ Henry from class IX

A Brief introduction to O’Henry

William Sydney Porter (September 11, 1862 - June 5, 1910) was known by his pen name O’ Henry. As a master of short stories, O’ Henry was called the American Guy De Maupassant. O’ Henry’s short stories are known for their smart, wordplay, and clever twist ending. It roots in his rich experience of life.

Throughout his life he wrote more than 300 short stories. His stories are great number of warm characterization and most of them are rooted in the real life. He shows a style of the original and typical American democratic. He factually narrates a real America where the lower class lives in. All his stories make up constitute a true complete picture of American life.

Describing the characters with humorous language and full of life interest, O’ Henry is known as the “Humorous encyclopedia of American life”. O’ Henry’s ending style awakes

the stories extremely dramatic by an unpredictable writing technique. The last leaf is a typical representative. The author often gives irony and surprising ending. He let the theme sublimate. O' Henry was good at using psychological description of the human characters which reflected social background. In all, this kind of special artistic ending, inspired the people to think about the characters about human nature, while the characters of human nature sublimated.

The following is the analysis of his writing method and character feature to grasp accurately the connotation of the story and help the reader read the real intention through representation, and then catch sight of the artistic glam in his works.

The Writing Style

When people try to describe O. Henry's writing style, they always use the term "Smile with tears", which implies his twisted way of thoughts and endings about every story. These stories usually end in a humorous but also cruel kind of way. It's absolutely useful to elevate the artistic thought in writing a thoughtful story.

A. The Writing Features in *the Last leaf*

O' Henry is one of the leading short-story writers. In the 'Last Leaf' he talks about a seriously ill patient looking the leaves out of her window, which the patient regards it as a hint of her own life. Once the last leaf will fall, she will also die. Finally, an old painter saves her and gives her hope. We can learn from the three aspects:

Firstly, word selection is accuracy, concise and vivid. The biggest characteristic of his words is easy to understand. At the beginning of the story, he often uses the same specific and accurate words. The author brings the readers amaze. For example, "angles", "curves", "cross", these words are exact and vivid. It can express complex terrain. The word "colony" can express that people in poverty live there. However, there are still outstanding artists and excellent works of painting in the story. The Last Leaf has a sentence: "Then she swaggered into Johnsy's room with her drawing board. . . ." "Swaggered" is rather than "walk in a self-satisfactory". We can know that Sue do not want Johnsy worry about her, and she deliberately pretends to be fine.

Secondly, it has the diversification of sentence patterns. In The Last Leaf, simple sentences are more than complex sentences, short verses are more than long verses. Such as the

second paragraph in the story: So, to quaint old Greenwich village the art people soon came prowling, hunting for North widows and eighteenth century gables and Dutch attics and low rents. Then, they imported some power mugs and a chafing dish or from Sixth Avenue, and became a “colony”. When we read that, we will feel fluency and vividness. Nonetheless, if author uses simple sentence that will be donkey work.

Lastly, the paragraph arrangement is clever. In the first, the doctor told Sue that her friend cannot be saved the just has ten percent chance. There are seeds underneath it. When people all the time sympathized Johnsy and the last leaf, however the old man died.

B. The Feature of Characters

O Henry’s short story is popular and easy to understand. No matter what happened, and no matter who is the protagonist, his stories always describe the relation of the world and American style. In a general way, the desire of people is quite complex. But the thoughts of his characters relatively are simple. The centre of the conflict seems to be the poor and the rich. His familiarity with ordinary people and the way he stands for them in his stories, gives the readers the impression that they meet these characteristics and they had the same ordinary features. On the other hand, he showed great sympathy for the poor resulting in the fact that the poor were usually of good qualities in his works.

The abjection people in his short story could still express love and show solicitude for others. The old artist, painting a leaf or his work at the expense of life, but the young artist is alive. These are the little things in the life of ordinary people, but they can help others. O Henry’s success is that he is good at grasping the typical scenes in life. In small fragments of life, the dilemma, the protagonist must make a choice. It can not only depict character psychology, also can show life contradiction. The scene arrangement he puts is so proper, that within short length he is able to achieve the effect of art and ideas.

C. The Feature of Language

O Henry is skillful in using a great number of language features in his stories. The language he uses is on the basis of the development of the plot which is characterized with humorous words, vivid characters and strong regional features. He is also adept at creating figurative languages. The informal language that he uses always makes readers easily accept his views and easily understand what he wants to express. Another characteristic of his language

is significant. He indirectly expresses the meaning of humor. Readers can still recall after reading.

O Henry added a great number of rhetoric in his story such as simile, metaphor and irony. It makes readers experience his sense of humor vividly.

D. The Inversion ending of the Last Leaf

In the story, he refused remorselessly and ruthlessly the neighbor's request who wanted to draw a picture of a classic work. 'After the stormy night, the last leaf still stands there. The last leaf lets her restore hope in life and she began to recover. We believe that it is a common medical miracle. However the heroine's words made the plot reversal occurred. The dead leaf which saved the life was drawn by an artist in a stormy night. However the old man got pneumonia and died. The last leaf not only gave girls courage for a better life, but also moved every reader to tears.

E. Conclusion

It is a beautiful moving story that suddenly brings people's psychological changes unexpectedly but reasonably, in unanimous with the reality of life. The plot of the story develops very fast. The climax of the story presents both sorrow and hope. Twist ending is the link which binds the author intention with the words the author uses to write.

8.5 LET US SUM UP

To sum up, critical analysis is a subjective form of observation and evaluation, expressing your personal opinions and reactions. It helps us understand things better. Critical analysis includes the writer argument about a particular topic, book, essay, movie, etc. The goal is twofold- one, identify and explain the argument that the author is making, and two, provide your own argument about that argument. A student writing a critical analysis of a short story must decide what the story is about and then defend that decision with examples from the story itself. It is a kind of practical criticism, that exercise in which you are given a poem, or a passage of prose, or sometimes an extract from a play, that you have not seen before and are asked to write a critical analysis of it. We can sum it up as criticism is based on the close analysis of a text in isolation.

8.6 LESSON END EXERCISE

1. Write in brief the elements of critical analysis?
2. What are the various types of prose?
3. Elaborate the various types of prose techniques.
4. Explain the steps of critical analysis of a prose chapter in the prescribed text book of any class on the basis of (language, Content, Relevancy and Value).

8.7 SUGGESTED FURTHER READINGS

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8.8 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress- I

- (i) Reading and attention
- (ii) Detailed account
- (iii) Content
- (iv) Prose analysis

Check Your Progress- 2

- (i) 'Prosa oratio'
- (ii) Verse, or poetry
- (iii) Language-inaction
- (iv) Figurative language

Structure

9.1 Introduction

9.2 Objectives

9.3 Teaching Grammar in Context

9.4 Narration

9.5 Voice

9.6 Assessing Use of Narration and Voice Aspects of Grammar in Language

9.6.1 Assessing Use of Narration in the Language

9.6.2 Using an Authentic Text to Teach Voice

9.7 Role of a Teacher

9.8 Let Us Sum Up

9.9 Lesson End Exercise

9.10 Suggested Further Readings

9.11 Answers to Check Your Progress

9.1 INTRODUCTION

This lesson deals with the grammar components i.e. narration and voice in language (prose and composition). Grammar is essential for gaining systematic knowledge of English language and development of all the four language skills. Grammar in English should be taught in context through various integrated activities and communication exercises. Teachers must

integrate narration and voice in prose and composition rather than teaching the rules in isolation. This chapter also focuses on how the teachers can assess the use of narration and voice in language.

9.2 OBJECTIVES

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

- state the importance of teaching grammar through integrated exercises,
- explain the rules of narration and voice,
- design activities to assess the use of narration in prose and composition,
- design activities to assess the use of voice in prose and composition, and assess the use of narration and voice aspects of grammar in language.

9.3 TEACHING GRAMMAR IN CONTEXT

Teaching grammar in context provides a meaningful framework that connects to reality in the targeted language (Anderson, 2005). Nunan stressing the advantage of teaching grammar in context writes: An approach through which learners can learn how to form structures correctly, and also how to use them to communicate meaning. If learners are not given opportunities to explore grammar in context, it will be difficult for them to see how and why alternative forms exist to express different communicative meanings (Nunan, 1998). Many researchers stress the fact that learners need to experience grammatical conventions in various contexts in order to control and use them correctly (Anderson, 2005). Context-based teaching will help learners how grammar structures function in context that will give them an opportunity to develop their comprehension of the grammar rules.

9.4 NARRATION

9.4.1 Direct and indirect Speech

There are two ways to convey a message of a person, or the words spoken by a person to another person:

1. Direct speech

2. Indirect speech

Direct speech repeats, or quotes, the exact words spoken. In direct speech, the original words of a person are narrated and are enclosed in quotation mark. We may be reporting something that's being said (for example a telephone conversation), or telling someone later about a previous conversation.

Example- She said, "I am doing my homework".

In Indirect speech: some changes are made in original words of the person because these words have been uttered in past so the tense will change accordingly and pronoun may also be changed accordingly. In indirect speech, the statement of the person is not enclosed in inverted commas. We use reporting verbs like 'say', 'tell', 'ask', and we may use the word 'that' to introduce the reported words. Indirect speech is also called reported speech because reported speech refers to the second part of indirect speech in which something has been told by a person.

Example- She said that she was doing her homework.

Reporting verb: The verb of first part of sentence (i.e. he said, she said, he says, they said, she says,) before the statement of a person in sentence is called reporting verb.

Examples: In all of the following examples the reporting verb is "said".

Direct speech: He **said**, "I study in a school."

Indirect speech: He **said** that he studied in a school.

Direct speech: They **said**, "We are going to market".

Indirect speech: They **said** that they were going to market.

Reported speech: The second part of indirect speech in which something has been told by a person (which is enclosed in quotation marks in direct speech) is called reported speech.

Change in time: Time is changed according to certain rules like now to then, today to that day, tomorrow to next day and yesterday to previous day.

Examples:

Direct speech: He said, “I am happy today”.

Indirect Speech: He said that he was happy **that day**.

Change in the tense of reported speech: If the first part of sentence (reporting verb part) belongs to past tense the tense of reported speech will change. If the first part of sentence (reporting verb part) belongs to present or future tense, the tense of reported speech will not change.

Examples:

Direct speech: He said, “I am angry”.

Indirect Speech: He said that he was angry.

Direct speech: He says, “I am angry”.

Indirect Speech: He said that he is angry.

9.5 ACTIVE / PASSIVE VOICE

The primary difference between the two is the word order, which makes the subject of the sentence either actively performing the verb or inaccurately presents the subject as a direct object. Whether the voice is passive or active will wholly depend on the relationship between the subject of the sentence and the verb used.

The passive voice is used to place focus on the object rather than the subject. In other words, who does something is less important than what was done to something (focusing on the person or thing affected by an action). Generally speaking, the passive voice is used less frequently than the active voice.

The passive voice is useful to switch the focus from *who* is doing something to *what* is being done, which makes it especially useful in business settings when the focus is placed on a product. By using the passive, the product becomes the focus of the sentence.

Active Voice - When the subject performs the action denoted by the action verb the sentences are called to be in active voice. Here the subject does or “acts upon” the verb in such sentences.

Example -Radha wrote a letter.

Passive voice- We can change the normal word order of many sentences with a direct object so that the subject is no longer active, but is, instead, being acted upon by the verb - or passive.

Because the subject is being “acted upon” (or is passive), such sentences are said to be in the passive voice.

Example-A letter was written by Radha.

To change a sentence from active to passive voice, following are the rules:

- i. Move the active sentence’s direct object into the sentence’s subject slot .
- ii. Place the active sentence’s subject into a phrase beginning with the preposition by.
- iii. Add a form of the auxiliary verb *be* to the main verb and change the main verb’s form

To change a passive voice sentence into an active voice sentence, reversing the above steps is necessary.

Check Your Progress- 1

Note: (a) Write your answers in the space given below.

(b) Compare your answers with the one given at the end of the lesson.

- 1) In direct speech the original words of person are _____ and are enclosed in _____.
- 2) The passive voice is used to place focus on the _____ rather than the _____.
- 3) _____ will help learners how grammar structures function in context

9.6 ASSESSING USE OF NARRATION AND VOICE ASPECTS OF GRAMMAR IN LANGUAGE

9.6.1 Assessing Use of Narration in the Language

Objectives:

- To enable the students to differentiate between direct and indirect speech.

- To make the students understand the relation between the reporting verb and the reported verb

Task: Change the speech and report:

Procedure: The teacher selects the dialogue/ paragraph from the prose and ask the students to change the narration.

The Inspector had smiled after he was finished and patted Margie's head. He said to her mother, "It's not the little girl's fault, Mrs. Jones; I think geography sector was geared a little too quickly. Those things happen sometimes. I've slowed it up to an average ten-year's level. Actually, the overall pattern of her progress is quite satisfactory." And he patted Margie's head again. Margie was disappointed. She had hoped, they would take the teacher away altogether. They had once taken Tommy's teacher away for nearly a month, because the History sector had blanked out completely.

Discussion

The teacher must focus to make the students understand that indirect speech focuses on what is said (the gist of a particular message) whereas direct speech focuses on creating a mental representation of the described situation. In terms of the Van Dijk and Kintsch (1983) levels of representation, direct speech focuses on the surface structure whereas indirect speech focuses on the situation model.

Although direct speech is perceived as more vivid and is thought to be more engaging than indirect speech. Indirect speech quotations are a descriptive form of language which means that they are aimed at conveying the gist of an utterance without necessarily drawing attention to its specific realization. Direct speech, on the other hand, is a depictive form of language. It offers the listener a more direct perceptual experience – comparable to looking at a Picasso painting itself, rather than reading a description of that painting.

9.6.2 Using an authentic text to teach voice

The teacher should choose the text from prose as a vehicle for introducing the passive. Let us try to understand this through an example, where the teacher has selected this authentic text.

DOG ATTACK

Jessica Johnson was out walking with her husband when she was attacked by an unsupervised Alsatian dog. Jessica's leg was bitten, and she had to have stitches in two wounds. Two days later, because the wounds had become infected, Jessica was admitted to hospital. Even after she was discharged, she needed further treatment from her GP- and she was told to rest for two weeks.

Jessica is self-employed and her business was affected while she was sick. Also, the trousers and shoes she'd been wearing at the time of the attack were ruined by bloodstains and had to be thrown away.

Jessica told us, "I'm now trying to get compensation from the owners of the dog".

Step 1

Before handing out the text, the teacher should tell the class the title of the article [**DOG ATTACK**] and ask the students in groups to think of and list vocabulary items that they might expect to find in such a text. These are written on the board, and the teacher uses this stage to feed in words from the text that might not have been mentioned by the students, e.g. stitches, wounds, infected, bloodstains.

Step 2

The teacher asks the class to read the text silently with a view to answering these questions: Who was attacked? Where? How badly? Who was to blame? The students check their answers in pairs before the teacher checks in open class. The teacher asks further questions about the text, such as how long was she off work? What other losses did she suffer?

Step 3

The teacher asks the class to turn the text over and then writes these two sentences on the board:

1 AN UNSUPERVISED ALSATIAN DOG ATTACKED HER.

2 SHE WAS ATTACKED BY AN UNSUPERVISED ALSATIAN DOG.

He/ She ask the class if they can remember which of these two sentences was used in the text. Then allows them to check the text if they cannot remember. He/ She then elicits from the students a description of the difference in form between the two sentences, identifying 1 as an active construction and 2 as passive. He points out that while in 1 the subject of the verb [the dog] is the agent, or actor, in 2 the subject of the verb [she] is the person who is affected by the action. He/ She elicits the structure of the passive sentence: subject + auxiliary verb to be + past participle. He/ She then asks the students to study the text again and decide why sentence 2 was considered appropriate in this context. He/ She elicits the answer: because the woman in the topic, or theme, of the story, not the dog. (Themes typically go at the beginning of sentences.)

Step 4

The teacher asks the students to find other examples of passive constructions in the text, to underline them, and to discuss in pairs or small groups the rationale for the use of the passive in each case. In checking this task in open class, the following points are made:

The Passive is typically used:

- a) to move the theme to the beginning of the sentence, and/or
- b) when the agent is unimportant, or not known.
- c) Where the agent is mentioned, 'by + agent' is used.

Step 5

The teacher asks the students to cover the text and, working in pairs, to try and reconstruct it from memory. They then compare their versions with the original.

Step 6

The teacher asks students if they [or people they know] have had a similar experience. Having recounted their stories in English they are asked to write their story [or one of their classmate's

stories] and this is checked for appropriate use of passive structures.

Discussion

The teacher has chosen a text which is both authentic and rich in examples of the passive. [It is not always the case, however, that grammar structures cluster in this way.] Because it is authentic rather than simplified, the teacher has to work a little harder to make it comprehensible, but, for the sake of presenting language in its context of use, this is an effort that is arguably worth making. As was pointed out above, authentic texts offer learners examples of real language use, undistorted by the heavy hand of the grammarian. In steps 1 and 2 the teacher aims to achieve a minimum level of understanding, without which any discussion of the targeted language would be pointless. As in example 1, the shift of focus is from meaning to form, and it is in step 3 that this shift is engineered. But even while the focus is on the form of the passive, the teacher is quick to remind students how and why it is used. To consolidate this relation between form and use he directs them back to the text [step 4], which they use as a resource to expand their understanding of the passive. Note that there are one or two slippery examples in the text: *is*, for example, the wounds had become infected an example of the passive? In fact, strictly speaking, it is passive in meaning but not in form. *Is Jessica self-employed* is being used as an adjective. It is often the case that authentic materials throw up examples that resist neat categorization. The teacher's choice here include: **(a)** removing these from the text, or rephrasing them; **(b)** explaining why they are exceptions; **(c)** enlisting a more general rule that covers all these rules. Most experienced teachers would probably opt for plan **(b)** in this instance.

Step 5 tests the ability of learners to produce the appropriate forms in context. The teacher has chosen a writing task rather than a speaking one, partly because the passive is not used in spoken English to the extent that it is written English, but also because a writing exercise allows learners more thinking time, important when meeting relatively complex structures such as passive. They then have a chance to personalize the theme through a speaking and writing activity[step 6] :the writing also serves as a way of testing whether the lesson's linguistic aim has been achieved.

Evaluation

The E- Factor: This approach is **economical** only if the texts are neither too difficult nor too long, and if they contain typical examples of the target item. Therefore, the time spent finding the right text, and, having found it, designing tasks to make it comprehensible, detracts from the **ease** of this approach. However, assuming the texts are available, this approach must rate highly in terms of **efficiency** for apart from anything else, the experience of successfully learning grammar from authentic texts provides the self- directed learner with a powerful tool for independent study. Moreover, even if some learners are already familiar with the targeted item, authentic texts are usually so language- rich that the student is likely to come away from the lesson having gained in some other way, such as learning new vocabulary.

The A- Factor: Students in many cultures will be familiar with text- based approaches to language study; and for many students the sense of **achievement** experienced from cracking an authentic text will be motivating. But others, especially at lower levels, may find them daunting. It may be better, in such cases, to use simplified texts.

9.7 ROLE OF A TEACHER

1. Grammar should be taught in context. If learners are not given opportunities to explore grammar in context, it will be difficult for them to see how and why alternative forms exist. Nunan express different communicative meanings. For example, getting learners to read a set of sentences in the active voice, and then transform these into passives following a model, is a standard way of introducing the passive voice. However, it needs to be supplemented by tasks which give learners opportunities to explore when it is communicatively appropriate to use the passive rather than the active voice.
2. While teaching grammar, inductive-deductive method should be used.
3. Functional grammar should be taught.
4. Rules should be taught not in isolation but in a co-ordinated manner.
5. The teacher should choose a text with a high frequency of instances of the targeted grammar item. This will help learners notice the new item, and may lead them to work out the rules by induction (Thornbury, 1999).

6. If the communicative value of alternative grammatical forms is not made clear by the teachers to learners, they come away from the classroom with the impression that the alternative forms exist merely to make things difficult for them. We need an approach through which they learn how to form structures correctly, and also how to use them to communicate meaning. For example, if the learners are taught how to transform sentences through exercises from the active voice into the passive, and back into the active voice; however, they are not shown that passive forms have evolved to achieve certain communicative ends—to enable the speaker or writer to place the communicative focus on the action rather than on the performer of the action, to avoid referring to the performer of the action. Then the communicative value of alternative forms cannot be focused upon.

Check Your Progress- 2

Note: (a) Write your answers in the space given below.

(b) Compare your answers with the one given at the end of the lesson.

1) Why direct speech is considered as a depictive form of language?

2) What should the teacher focus on step 1 and 2 while assessing use of narration and voice aspects of grammar in language?

3) While teaching grammar _____ method should be used.

9.8 LET US SUM UP

Importance of grammar in English language is undeniable. This unit focused how grammar should be taught through various integrated exercises and in educational context. Drilling of rules should be avoided as they lead to monotony. Grammatical activities should be planned with usage in focus, not the formal implications of grammatical concepts. While assessing the use of narration and voice aspects of grammar in the language stress should be on interesting contexts (prose/composition), rather than as isolated skills without application.

9.9 LESSON END EXERCISE

1. Why is it important to teach grammar in context?
2. Discuss the importance of teaching narration to students. Illustrate with an example.
3. Discuss the importance of teaching voice to students. Illustrate with an example.
4. How can a teacher assess the use of narration in the use of language (prose / composition)?
5. How can a teacher assess the use of voice in the use of language (prose / composition)?
6. What should the teacher take care of while dealing with assessing the use of grammar components in the use of language?

9.10 SUGGESTED FURTHER READINGS

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9.11 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress-1

1. Narrated, quotation mark
2. Object, subject
3. Context-based teaching

Check Your Progress-2

1. It offers the listener a more direct perceptual experience.
2. In steps 1 and 2 the teacher aims to achieve a minimum level of understanding, without which any discussion of the targeted language would be pointless.
3. Inductive-deductive

Structure

10.1 Introduction

10.2 Objectives

10.3 Evaluation

 10.3.1 Meaning

 10.3.2 Characteristics

 10.3.3 Principles

10.4 Continuous Comprehensive Evaluation

 10.4.1 Meaning

 10.4.2 Objectives

 10.4.3 Functions

 10.4.4 Purpose

10.5 Concept of Assessment and Evaluation of Languages in NCF (2005)

10.6 Evaluation in English

10.7 Types of Evaluation Techniques

10.8 Let Us Sum Up

10.9 Lesson End Exercise

10.10 Suggested Further Readings

10.11 Answers to Check Your Progress

10.1 INTRODUCTION

The present unit deals with the meaning and significance of Continuous and Comprehensive Evaluation(CCE), different skills to be assessed through continuous and comprehensive evaluation and tools to evaluate these skills. In the past, English was primarily taught with a focus on reading and writing skills rather than on over all communication skills. But, now the emphasis has shifted from only reading and writing to other communication skills of listening and speaking. Therefore, there is a need to align the evaluation in English with the objective of achieving proficiency in all the four skills namely, listening, speaking, reading and writing.

10.2 OBJECTIVES

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

- describe the concept of CCE,
- identify the characteristics of CCE,
- explain the benefits of CCE in the teaching and learning process,
- identify appropriate tools to carry out CCE in English, and
- implement CCE in English classrooms

10.3 EVALUATION

10.3.1 Meaning

Evaluation focuses on the actual level attained after a certain period of instruction with no interest in why and how that level was attained. It refers to judging the quality of students' work on the basis of established criteria, and assigning a value (for example, marks or grades) to represent that quality. Evaluation is criteria based mapping of learning and developmental aspects of children. Often 'assessment' and 'evaluation' are used interchangeably but there is a difference in what these imply. Assessment is a process of identifying the learning gaps of children while the teaching learning is going on through gathering and analyzing evidence using various strategies. It also involves reviewing or modifying one's own teaching learning as per the needs of the children to provide timely support. It allows focusing on the change in learning with how and why aspects to understand

the gaps and to make judicious interventions. Evaluation focuses on judging the learning progress of learners against established criteria, to benchmark i.e. to what extent the changes have taken place in the learning and development among all children. It has to be based on reliable and valid multiple evidence so as to arrive at authentic interpretations. Assessment is process-oriented while evaluation is product-oriented.

Some of the definitions of evaluation that will prove helpful in understanding the meaning:-

“The process of determining to what extent the educational objectives are actually being realized” (Tyler, 1950)

“Evaluation is the process of determining merit, worth, or significance; an evaluation is a product of that process” (Scriven, 1991)

According to Hanna-- “The process of gathering an interpreted evidence changes in the behavior of all students as they progress through school is called evaluation”.

Muffat says – “Evaluation is a continuous process and is concerned with the formal academic achievement of pupils. It is interpreted in the development of the individual in terms of desirable behavioral change in relation of his feeling, thinking and actions”.

Goods define– “Evaluation is a process of judging the value or something by certain appraisal.”

According to Bradfield, “Evaluation is the assignment of symbols to phenomenon, in order to characterize the worth or value of a phenomenon, usually with reference to some cultural or scientific standards”.

According to Thorndike and Hegan, “The term evaluation is closely related to measurement. It is in some respect, inclusive including informal and intuitive judgment of pupil’s progress. Evaluation is describing something in term of selected attributes and judging the degree of acceptability or suitability of that which has been described”.

According to Gronlund and Linn, “Evaluation is a systematic process of collecting, analysing and interpreting information to determine the extent to which pupils have achieved instructional objectives”.

10.3.2 Characteristics

- **Continuous process:** Evaluation is a continuous process. It leads together with teaching-learning process.
- **Comprehensive:** Evaluation is comprehensive as it includes everything that can be evaluated.
- **Child-Centered:** Evaluation is a child-centered process which gives importance to the learning process, not to the teaching process.
- **Remedial:** Evaluation comments on the result which helps in planning remedial work.
- **Cooperative process:** Evaluation is a cooperative process involving students, teachers parents, and peer-groups.
- **Leads to improvement:** Effectiveness of teaching methods is evaluation.
- **Common practice:** Evaluation is a common practice for the proper growth of the child mentally and physically.
- **Multiple Aspects:** It is concerned with the total personality of students.

10.3.3 Principles

Evaluation is based on the following principles:

1. **Principle of Continuity:** Evaluation is a continuous process, which goes on continuously as long as the student is related to education. Evaluation is an important part of the teaching-learning process. Whatever the learner learns, it should be evaluated continuously. Only then the learner can have a better command on language.
2. **Principle of Comprehensiveness:** By comprehensiveness, we means to assess all aspects of the learner's personality. It is concerned with the all-round development of the child.
3. **Principle of Objectives:** Evaluation should be based on the objectives of education. It should be helpful in finding out where there is a need for redesigning and refraining the learner's behavior.
4. **Principle of Learning Experience:** Evaluation is also related to the learning experiences of the learner. In this process, not only the curricular activities of the learner

but also the co-curricular activities are evaluated. Both types of activities are helpful in increasing learners' experiences.

5. Principle of Broadness: Evaluation should be broad enough to cover all the aspects of life.

6. Principle of Child –Centeredness: Child is in the center, in the process of evaluation. The behavior of the child is the central point for assessment. It helps a teacher to know the grasping power of a child and usefulness of teaching material.

7. Principle of Application: During the teaching and learning process, the child may learn many things, but it may not be useful in his daily life. He can't apply it, then it is useless to find. It can be known through evaluation. Evaluation judges that if a student is in a position to apply his knowledge and understanding in different situations in order to succeed in life.

Check Your Progress- 1

Note: (a) Write your answers in the space given below.

(b) Compare your answers with the one given at the end of the lesson.

1) Evaluation is a process of determining to what extent the _____ are actually being realized.

2) Evaluation is a continuous process. True/False _____

3) Formative Assessment is _____ while evaluation is _____.

10.4 CONTINUOUS COMPREHENSIVE EVALUATION

10.4.1 Meaning

The 'Continuous' component of CCE means continuous observation and support to children during teaching learning employing different tools and in no way it means conducting frequent formal tests. Information about their learning gathered through assessment during teaching learning, helps teachers to determine students' strengths and learning gaps in different curricular areas, which serves to guide teachers in adapting the curriculum and teaching-

learning approaches to suit the needs of all children. It means regularity of assessment, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, retesting and feedback of evidence to teachers and students for their self evaluation.

‘Comprehensive’ component of CCE implies getting a sense of ‘holistic’ development of child’s progress. Progress cannot be done in a segregated manner, i.e., cognitive aspects and personal social qualities, etc. The scheme attempts to cover both the scholastic and the co-scholastic aspects of the students’ growth and development. Since abilities, attitudes and aptitudes can manifest themselves in forms other than the written word, the term refers to application of variety of tools and techniques (both testing and non-testing) and aims at assessing a learner’s development in areas of learning, like:

- ❖ Knowledge
- ❖ Understanding
- ❖ Applying
- ❖ Analyzing
- ❖ Evaluating
- ❖ Creating

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of student development. It is a developmental process of assessment which emphasizes on two fold objectives. These objectives are continuity in evaluation and assessment of broad based learning and behavioural outcomes on the other. It aims at fostering individual ability of children and helps them to realize their potentialities. Continuous and Comprehensive Evaluation, is very much integral to the process of teaching learning and against the traditional, practice of an activity completely external to teaching learning i.e. to be carried out separately after the completion of a topic, lesson or a unit, and conducted quarterly, half yearly or annually. Integrating assessment with the teaching-learning process is an essential component of CCE, which requires tapping information on learning and development of children holistically when children are exposed to learning situations that encourage and enhance their overall development.

10.4.2 Objectives

The objectives are:

- To help develop cognitive, psychomotor and affective skills.
- To lay emphasis on thought process and de-emphasise memorization.
- To make evaluation an integral part of teaching-learning process.
- To use evaluation for improvement of students achievement and teaching-learning strategies on the basis of regular diagnosis followed by remedial instructions.
- To use evaluation as a quality control device to maintain desired standard of performance.
- To determine social utility, desirability or effectiveness of a programme and take appropriate decisions about the learner, the process of learning and the learning environment.
- To make the process of teaching and learning a learner-centered activity.

10.4.3 Functions

The functions are:

- It helps the teacher to organize effective teaching strategies.
- Continuous evaluation helps in regular assessment to the extent and degree of learner's progress (ability and achievement with reference to specific Scholastic and Co-Scholastic areas).
- Continuous evaluation serves to diagnose weaknesses and permits the teacher to ascertain an individual learner's strengths and weaknesses and needs.
- It provides immediate feedback to the teacher, who can then decide whether a particular unit or concept needs a discussion again in the whole class or whether a few individuals are in need of remedial instruction.
- By continuous evaluation, children can know their strengths and weaknesses. It provides the child a realistic self assessment of how he/she studies.
- It can motivate children to develop good study habits, to correct errors, and to direct their activities towards the achievement of desired goals.

- It helps a learner to determine the areas of instruction in where more emphasis is required.
- Continuous and comprehensive evaluation identifies areas of aptitude and interest. It helps in identifying changes in attitudes and value systems.
- It helps in making decisions for the future, regarding choice of subjects, courses and careers. It provides information/reports on the progress of students in scholastic and co-scholastic areas and thus helps in predicting the future success of the learner.

10.4.4 Purpose

Integral to teaching and learning- The primary purpose of assessment and evaluation is to improve children's learning to help them progress leading to their overall development. CCE is an activity embedded in the teaching learning process and helps in doing away with examination related fear, anxiety or trauma.

Identifying learning gaps- Information about learning gathered through assessment during teaching-learning helps teachers to determine children's strengths and learning gaps in the concerned subjects which serves to guide them in adapting curriculum and teaching-learning approaches/methods to suit children's need. However, at the same time, it also serves the purpose to reflect how well a student has achieved the curricular expectations through the process of gathering information from a variety of sources.

Organizing remedial measures- Assessment during teaching-learning gives clues about children and the teacher can act upon timely to enhance learning, especially where children are facing difficulties and special help is needed. They can look into the probable cause of the fall in performance if any, and may take remedial measures of instruction in which more emphasis is required.

Motivating learners- CCE uses assessment as a means of motivating learners to provide feedback and follow up work to improve upon the learning in the classroom and to present a comprehensive picture of a learner's profile.

Communication of performance- Continuous evaluation helps in bringing awareness of the achievement to the child, teachers and parents from time to time. Many times, because of some personal reasons, family problems or adjustment problems, the children start

neglecting their studies, resulting in sudden drop in their performance. If the teacher, child and parents do not notice the sudden drop in the performance of the child in academics, it could result in a permanent deficiency in the child's learning.

Assessing learning progress holistically- The major emphasis of CCE is on the continuous growth of students ensuring their intellectual, emotional, physical, cultural and social development and therefore, it is not merely limited to assessment of learner's scholastic attainments. It includes assessment of all aspects of students' personality i.e. knowledge, performance, skills, interests, dispositions, motivation using a range of activities that the child participates in both inside and outside the classroom for making assessment comprehensive.

Multiple evidence based- No single assessment method is capable of providing complete information about a child's progress and learning. So, multiple evidence is required to make it free from biases or distortion. CCE helps in tapping different sources to collect information or evidence.

Check Your Progress-2

Note: (a) Write your answers in the space given below.

(b) Compare your answers with the one given at the end of the lesson.

- 1) 'Comprehensive' component of CCE implies getting a sense of _____ of child's progress
- 2) CCE attempts to cover both the _____ aspects of the students' growth and development
- 3) The objective of CCE is to make the process of teaching and learning a _____ activity.

10.5 CONCEPT OF ASSESSMENT AND EVALUATION OF LANGUAGES IN NCF 2005

The National Curriculum Framework (NCF, 2005) hopes that the purpose of education can be achieved only if the teacher is prepared even before the course of teaching begins, armed with not only the techniques of assessment but also the parameters for evaluation and the various tools that will be employed. In addition to judging the quality of the students'

achievements, a teacher would also need to collect, analyse and interpret their performances on various measures of the assessment to come to an understanding of the extent and nature of the students' learning in different domains. The salient ideas contained in the NCF 2005 may be summarised as follows:

- Language evaluation need not be tied to “achievement” with respect to particular syllabi, but must be reoriented to measurement of language proficiency.
- The tests and examinations need not be conducted frequently. On the contrary, routine activities and exercises can be employed effectively to assess learning.
- Preparing report cards is a way for the teacher to think about each individual child and review what she has learnt during the term, and what she needs to work on and improve. To be able to write such report cards, teachers would need to think about each individual child, and hence pay attention to them during their everyday teaching and interaction.
- One does not need special tests for keeping a record of the students or for preparing a report card; learning activities themselves provide the basis for such ongoing observational and qualitative assessment.
- Maintaining a daily diary based on observation helps in continuous and comprehensive evaluation.
- The types of questions that are set for assessment need not be restricted to those found in the book.
- Questions that are open-ended and challenging could also be used.
- Grading and correction carried out in the presence of students and providing feedback on the answers they get right and wrong, and why.
- Not only learning outcomes but also learning experiences themselves must be evaluated. Exercises, both individual and collective, can be designed to enable the learners to reflect on and assess their learning experiences.
- Self-assessment may be encouraged. Every classroom interaction with children requires their evaluation of their own work, and a discussion with them about what should be tested and the ways of finding out whether the competencies are being developed or

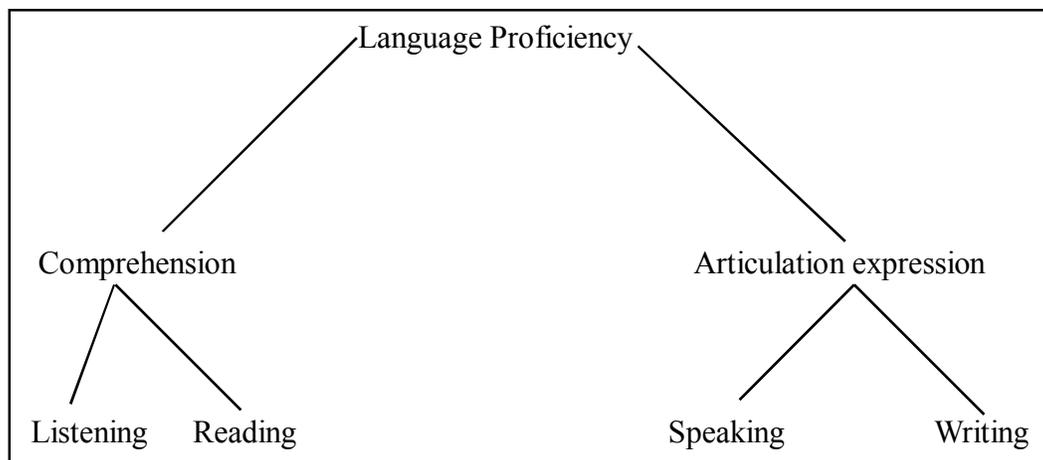
not. Even very young children are able to give correct assessments of what they can or cannot do well.

10.6 EVALUATION IN ENGLISH

Language learning is not just a matter of acquiring the skills of listening, speaking, reading, writing and thinking but it should also focus on developing a communicative competence where these skills are used in an integrated manner along with several other abilities. Therefore, the goals of language learning are:

- attainment of basic proficiency in language
- development of language for knowledge acquisition.

There is a need to develop skills holistically for example, when we are speaking, we are also simultaneously Listening and when we are writing, we are also reading in a variety of ways. So, we must understand that the basic objective of language teaching is to develop language proficiency among the children which comprises comprehension and articulation/ expression. Listening and reading help develop comprehension skills. Speaking and writing help develop expression. The following diagram will help you understand the process of developing comprehension and articulation (expression).



In English language teaching-learning, continuous comprehensive evaluation would involve a regular assessment of the progress of students in developing various language skills. It is the process in which students are evaluated in the four skills along with grammar and literature at regular intervals over the school year.

The underlying philosophy of CCE is to support language learning in a learner-centered manner in secondary schools that follow the CBSE curriculum. In this model, both formative (during instruction) and summative (end of unit/end of term) assessments are taken into account. This assessment model is supposed to give a clear and balanced estimate of a child's language learning capacity and growth in two domains: one is academic or scholastic growth and the second is growth in affective skills that fall under the rubric of co-scholastic education. So, teachers need to take the various levels of cognitive skills and knowledge into consideration from the Bloom's taxonomy, both original and revised (1956, 2002) along with affective factors to evaluate learner performance in the target language.

10.7 TYPES OF EVALUATION TECHNIQUES

A comprehensive programme of evaluation in language comprises a variety of test items to test different aspects of language learning. These can be covered under two broad headings:

- 1. Oral Tests**
- 2. Written Tests**
- 1. Oral**

Oral test form an essential part of an effective evaluation program. Student's command over comprehension of spoken English, speaking and reading can best be evaluated through oral tests. These tests also help in ascertaining the deficiencies and difficulties of students in speaking and reading English and they can thus, be helped to improve their pronunciation and form desirable speech habits. These tests make the students attentive and alert and stimulate their mental activity. They also overcome their shyness and gradually learn the art of conversation and public speaking. Following types of oral tests may be held at the secondary stage:

- a) Test of reading and comprehension**
- 1) Test of expression**

Many types of questions can be put to the students in the tests of reading comprehension and expression. A few examples are given here- (a) The pupils may be asked to read a passage from their textbook. The teacher should take a note of their pronunciation, stress

and intonation while they read. Their performance should be evaluated objectively. The mistakes of the pupils may be pointed and necessary improvements suggested. Suitable questions may be put on the passage read. (b) General questions concerning day to day life of the pupils and on other ordinary topics may also be put. A few questions for the beginners are given here-

- What is your name? What is your father?
- In which class do you study?
- How old are you?
- Where do you live?
- How many siblings you have?

The pupils may be asked to do as directed. This will show whether they understand the spoken sentences or not. Following types of instructions may be given to know their responses.

- Open the box.
- Shut the door.
- Write the sentence in your copy.
- Look at the blackboard.
- Open your hands.

The teacher may put some questions about the objects by showing them a picture. For example- by showing a picture of objects like aeroplane, truck, jeep, train, etc. He can ask the question. 'name the object' or he may ask to describe a given picture.

The teacher may ask students to recite poems with proper rhythm.

The teacher can evolve a number of questions for oral tests or reading comprehension and expression. The first example given here illustrates oral test for reading, the other two were meant for tests of comprehension and the last two for the test of expression. Such examples may be multiplied. The teacher must ensure that students do not suffer from any fear or reluctance to take these tests. They should be sympathetic in their attitude and encourage the students to frame answers to the questions.

2) **Pronunciation**

Pronunciation is the way in which a word or a language is spoken. This may refer to generally agreed-upon sequences of sounds used in speaking a given word or language in a specific dialect (“correct pronunciation”), or simply the way a particular individual speaks a word or language. The role of teachers is like a coach, a speech coach, and a pronunciation coach. The pronunciation coach has the critical role of checking and guiding modifications of spoken English at two levels :

(a) speech production

(b) speech performance

According to Morley (1991), teachers perform pronunciation diagnostic analyses and select those aspects that can have a great effect on changing the speech of learners toward increased comprehensibility, assist learners in setting both long-range and short-term objectives, develop a lot of instructional modes and modules (e.g., whole-class instruction, small-group work, individual one-on-one tutorial sessions; prerecorded audio and/or video materials; work with new computer program speech analysis systems), structure in-class speaking and listening activities with invited native speakers and non-native speakers of English., provide models, cues, and suggestions for modifications of elements in the speech patterning for all learners, monitor learners’ speech production and speech performance and evaluate pattern changes as a continuous part of the program, and persuade learners’ speech awareness and realistic self-monitoring.

Teachers should familiarize their learners to both American and British English and learners should be able to understand both varieties of pronunciation (Rasekhi Kolokdaragh, 2010). Teachers should incorporate pronunciation in other language activities because it will help learners to adapt themselves to the sound systems of a new language and overcome their affective problems related to the learning of English language (Rasekhi Kolokdaragh, 2010).

Teachers should set obtainable goals that are appropriate for the communication needs of the learners. Teachers should act as the speech coach of pronunciation, give feedback to their learners, and encourage them to improve their pronunciation (Thanasoulas, 2002).

b) Storytelling

Storytelling, the art of narrating a tale from memory rather than reading is one of the oldest of all art forms. Storytelling is the original form of teaching and has the potential of fostering emotional intelligence and helps the child gain insight into human behavior. It also promotes language learning by enriching learners' vocabulary and acquiring new language structures. Moreover, storytelling can provide a motivating and low anxiety context for language learning. The storytelling tips given in this article are meant to help the teacher-as-storyteller as s/he prepares for a storytelling "performance" for students. Firstly, a story is defined as a narrative account of a real or imagined event(s), it is a structure of narrative with a specific style and a set of characters. Additionally, in this technique 'storytelling' learner may share experience and learn from others' wisdom, beliefs, and values. Besides that, stories build blocks of knowledge and it is the foundation of memory and learning, lastly, stories connect people to the past, present and the future.

Objectives: To enable the students to learn English language skills

- To enhance their confidence and speaking skill.
- To increase the student's knowledge of vocabulary, structure, context and grammar.
- To develop problem solving skills.
- To shed inhibition.
- To teach narrative structure and practice description.
- To create interest and develop listening comprehension.
- To improve pronunciation and intonation.
- To enhance the skills of connecting to content, connecting to learners and modeling.
- To create fluency in speaking and to think about narration in writing.
- To encourage interaction and share culture.

Evaluation

- Communication Skills (speak clearly, use proper expressions)
- Confidence level
- Useful language and vocabulary
- Summarizing techniques

- Useful expression
- Analysis of plot and character
- Language diction
- Checking non-verbal aspects
- Interpersonal skill
- Body language
- Team work
- Audience control

a) Reading Aloud And Clear

By reading aloud means the learners' activity and not the reading out of texts by the teacher. Reading aloud is providing practice in the following areas :-

- (a) reading for comprehension
- (b) speaking
- (c) pronunciation

Learners may read aloud fairly competently in terms of pronunciation of individual words but fail to understand the meaning of what they are reading.

II. Written

While we emphasize oral tests for a real appraisal of the achievement of the students, the importance of written tests in English cannot be underestimated. These tests can be held for evaluating the attainments of students in various aspects of learning English and may be following types:

(i) Vocabulary Tests

Vocabulary tests are meant for testing the student's knowledge of vocabulary which are required to master in a particular class. Following examples may be noted-

- (a) Use the following words in sentences of your own to show that you understand the meaning
 - Reticent

- Coward etc

(b) Distinguish between the following pair of words by using them in meaningful sentences:

- Abstain
- Refrain
- Advise
- Advice
- Answer
- Reply etc.

(c) Explain the following words in simple English :

- Potable
- Imminent
- Mandatory
- Gullible etc.

(d) Substitute one word for the following :

- Which cannot be heard.
- Which cannot be conquered.
- A man who does not believe in God
- One who cannot be corrected or improved etc.

(e) Match the words in the following list :

- Birds bark
- Dogs fly
- Lions neigh
- Horses Roar

(f) Supply the right words from the given list in the following sentences : Lost, Angry, Jealous

- He his temper.

- You are..... with me.
- She is..... of you. etc

(g) Make the sentences with the following idioms and phrases-

- Give up
- Call on
- Run down etc.

Such examples can be multiplied. The teachers can easily plan suitable vocabulary tests for the students of various classes.

(ii) Test of Grammar

The knowledge of English grammar structures and correct use of words and sentences can be tested with the help of various questions. Some examples are as follows-

(a) Supply the right form of verb:

- The boys (is, are) playing in the playground.
- Ram (go, went) to Mumbai yesterday.
- He (have, has) two sisters. etc.

(b) Change the voice of the following:

- Promise should be kept.
- Her books have been stolen.
- It will be done by me.
- I am learning English. etc

(c) Change the narration of the following:

- She said, "I am reading this book".
- He told Ram that Mohan would go.
- He said that his mother was writing letters.
- He said, "I will help Mohan". etc.

(d) Change the following into negative:

- He will come to see me.

- I shall be doing my work.
 - Dogs are running.
 - He came last evening. etc.
- (e) Correct the following sentences:
- He has many works to do.
 - He gives food to the poor.
 - His hairs are all black.
 - The news was false. etc.
- (f) Change into interrogatives:
- He smokes.
 - Anita is a teacher.
 - He told him to go home.
 - Nothing succeeds like success. etc.

The teacher can frame many other types of questions on various aspects of English Grammar.

(iii) Comprehension Tests

The teacher can construct various types of comprehension questions on seen (from textbook) or unseen passages of prose and poetry. The comprehension questions can be (a) of/yes/no type, (b) multiple choice questions, (c) direct questions from the passage, (d) inference questions, (e) the questions which require the reader to relate his own experiences to those expressed in the passage and (f) précis-writing type.

The following unseen passage may be asked in the manner given here :

The Passage- A good book is one of our best friends. It is the same today that it always was and it will never change. It is the most patient and cheerful of companions. It does not turn its back upon us in times of adversity or distress. It always receives us with the same kindness; amusing and instructing us in youth; comforting and consoling us in age.

(a) Yes/No Type: Can books be the best friend?

(b) Multiple Choice type: Tick the correct alternative.

- Which of the following is incorrect about the books?

- (i) They comfort us.
- (ii) They are best friends.
- (iii) They are cheerful friends
- (iv) They turn back in times of adversity.

- (c) Direct question type;

- What do books do in hours of distress?

- (d) Inference Question type:

- How do books help us?

- (e) Related question type:

- What do you think about the books?

- (f) Precis-writing type:

- Summarize the passage in 25-30 words.

(iv) Composition

The term composition literally means, ‘putting of the words together’ or connected from of sentences. The composition test should be framed by the teacher in such a way that the students express their own ideas and not the memorized material from books. It is, thus, a test of pupil’s ability to express himself rather than his test of memory. The test of composition should include certain structures and vocabulary items which the students must use in their composition. The composition test includes under the umbrella paragraph writing, story writing and letter or essay For example –

- **Story writing**

The Villager and the Thief :

Develop the following outlines in test:

A villager came to a town on horse back.....tired.....went to a shop for tea.....thief untied the horse.....rode away.....the police caught the thief..... ‘It is my horse’ the villager- ‘of which eye is the horse blind’. Thief- ‘left’. The horse, not at all blind.....The villager got the horse.

- **Letter writing**

Imagine you are Raman. Last week you and your friend Rahul went to see a cricket match. Write a letter to your to your friend describing a cricket match you saw last week.

- **Essay writing**

The Date Palm-develop the given outline:

Tall tree.....grows in a sandy lands..... green leaves at the top.....its trunk.....fruit in bunches at the top.....only an expert can climb up..... uses.....trunk as beam.....ropes, mats, basket bags..... made of its leaves..... wood as fuel..... fruit tastes sweet.

(i) Cloze Test

A Cloze reading test is an exercise where the candidates are provided with a passage which has certain words missing from it. It follows logically that to ace such an assessment, candidates must have a strong command over English language, along with a flair for grammar and a good vocabulary. More importantly, it is important to understand the flow and context of the passage.

Here is a small example:

Disregarding the news about impending bad weather, I decided to go out without a/an _____ and ended up getting wet. I resolved thereafter to always take note of the weather _____.

The correct answers in the above scenario would be ‘an umbrella’ or ‘a raincoat’ for the first blank and ‘report’ or ‘forecast’ for the second.

Other Forms of Evaluation that can be used

Portfolios - Portfolios assess learners’ achievement over a period of time. Genesee and Upsher (1996) defined a portfolio as “a purposeful collection of student’s work that demonstrates their efforts, progress, and achievements in a given area” (p. 99). Portfolios can be essays, reports, creative prose, photos, diaries, written homework exercises, and the like. As Brown (2004) stated, “a journal is a log (or

‘account’) of one’s thoughts, feelings, reactions, assessments, ideas, or progress toward goals, usually written with little attention to structure, form, or correctness” (p. 260). Most of classroom journals are dialogue journals which consist of interactions between the teacher and the learner. Responses to journals should be provided during the course. Journals provide valuable information about students’ learning progress.

Self- and peer-assessment - Autonomy and cooperative learning are basic principles of self- and peer-assessment. Autonomy can lead learning progress to success by making the students set their own goals, pursue them without pressure of teachers, and also monitor their progress continuously (Brown, 2004). Self-assessment can foster intrinsic motivation. Cooperative learning, on the other hand, appreciates collaboration and the benefits of a community of learners. Peer-assessment is an example of tasks in learner-centered education (Ibid).

Check Your Progress- 3

Note: (a) Write your answers in the space given below.

(b) Compare your answers with the one given at the end of the lesson.

- 1) According to NCF(2005), questions that are _____ could be used in evaluation of languages.
- 2) Evaluation techniques can be covered under two broad headings: _____ and _____.
- 3) Autonomy and cooperative learning are basic principles of _____.

10.8 LET US SUM UP

In this unit, we have discussed about Evaluation and Continuous Comprehensive Evaluation in English. The traditional written evaluation is inadequate to assess the proficiency of learners in languages. For evaluating the four language skills of listening, speaking, reading and writing, continuous assessment is necessary as the progress and processes of the development of these skills can be evaluated only through continuous assessment. The purpose of this kind of evaluation is the assessment during the process of learning for its

improvement. Informal continuous evaluation gives the opportunity to teacher to cover all the language skills, and use an array of means for assessment thus making the process interesting and above all leading to improvement in learning.

10.9 LESSON END EXERCISE

1. What is evaluation? Discuss its characteristics and principles.
2. Discuss in detail the concept of CCE.
3. Continuous Comprehensive Evaluation is inbuilt in teaching learning process. Explain.
4. How can you evaluate the oral skills of students in English? Illustrate with examples.
5. What skills can be tested through the written techniques?
6. How will you proceed to evaluate achievement in a) reading and vocabulary, b) silent reading c) written expression d) spelling?

10.10 SUGGESTED FURTHER READINGS

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10.11 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress- 1.

1. Educational objectives
2. True
3. Process-oriented, product-oriented

Check Your Progress- 2

1. Holistic development
2. Scholastic and the co-scholastic
3. Learner-centered

Check Your Progress- 3

1. Open-ended and challenging
2. Oral, written
3. Self- and peer-assessment

LESSON NO. 11**UNIT-IV****ENGLISH LANGUAGE TEACHING (ELT), REVIEW OF EXISTING TESTS,
EXAMINATION PATTERNS**

Structure

- 11.1 Introduction
- 11.2 Objectives
- 11.3 English Language Teaching
- 11.4 Importance of Tests and Examination
- 11.5 Present System of Examination in English
- 11.6 Evaluation devices
- 11.7 Evaluation of different skills in English
 - 11.7.1 Evaluation of Listening Skill
 - 11.7.2 Evaluation of Speaking Skill
 - 11.7.3 Evaluation of Reading Skill
 - 11.7.4 Evaluation of Writing Skill
 - 11.7.5 Evaluation of Vocabulary
 - 11.7.6 Evaluation of Structures
- 11.8 Let Us Sum Up
- 11.9 Lesson End Exercise
- 11.10 Suggested Further Readings
- 11.11 Answers to Check Your Progress

11.1 INTRODUCTION

This chapter deals with the review of existing tests and examination patterns. Assessment and evaluation are essential components of teaching and learning English language. Without an effective evaluation program, it is impossible to know whether students have learned, whether teaching has been effective, or how best to address student learning needs. The quality of the assessment and evaluation in the educational process has a profound and well-established link to student performance. The regular monitoring and feedback are essential to improving student learning. What is assessed and evaluated, how it is assessed and evaluated, and how results are communicated results send clear messages to students and others about what is really valued—what is worth learning, how it should be learned, what elements of quality are most important, and how well students are expected to perform.

11.2 OBJECTIVES

After going through this lesson you shall be able to:

- understand importance of tests and examination,
- know characteristics of a good test,
- evaluate existing examination pattern of English,
- realize nature and scope of existing tests in english language,
- develop insight into different types of evaluation devices of teaching English, and
- design tests and examination to evaluate skills of english language.

11.3 ENGLISH LANGUAGE TEACHING

Language is usually thought of as a means of communication. A human society needs language for internal communication between its members as well as for external communication with other societies and to express and record its culture. Language is thus seen as a part of human psychology, a particular sort of behaviour, the behaviour which has its principal function that of communication. Explaining the functions of a language, Prof. A. Antony says, Language is a means of communication. Communication can be within and out side the speech community. In addition to these, language is a means by which the culture of the community is expressed and recorded. Thus language can fulfil two functions Language, when used for communication is a tool and the handling of any

tool requires a certain skill. When a child is born in a community, it hears the language spoken by that community. When the child has been exposed to speech for sufficiently long time, it tries to imitate the speech sounds that it has been listening to for a considerable time. Thus, the most important and natural language skills are listening and speaking. The objective of teaching a language or language is not simply to make the learner learn the major language skills but to enable the learners to play their communicative roles effectively and to select languages, registers styles according to the roles they are playing.

The objective of teaching English as a Second language in India have to be formulated in the light of what we perceive our needs for English to be in a multilingual setting, at both the national and individual levels. This is related to the following questions; what are the roles of Hindi, English, regional languages, classical languages, foreign languages, and languages of the minority groups in our multilingual setting? What are the topics and situations that will necessitate the use of English? What is the kind and amount of English that the learners will need? A functional approach to language, according to Halliday, means..... investigating how language is used; trying to find out what are the purposes that language serves for us, and how we are able to achieve these purposes through speaking listening, reading and writing.

At the national level, English must serve as our window on the world as the language in which nearly all contemporary knowledge is accessible. It is a means of observing and learning about people, especially those of other countries. English is rightly called a pipeline for the stream of western thoughts. Keeping in view these functions, the primary aim of teaching English as a Second language at the secondary level should be to give the learners an effective mastery of the language, that is to help them acquire –

- (1) Ability to read easily and with understanding, books in English written within a prescribed range of vocabulary and sentence structure, and to read with good understanding easy un-simplified texts on familiar topics.
- (2) The readiness to proceed to a more advanced reading stage, that of reading un-simplified texts, particularly those bound up with personal studies and interests.
- (3) Ability to understand a talk in English on a subject of general experience and interest, clearly spoken and restricted in vocabulary and sentence structure to the range of the syllabus.

(4) Ability to write comprehensibly in English, and without gross errors, on a familiar topic which lends itself to expression within the range of vocabulary and sentence structure that has been taught.

(5) Ability to carry on comprehensibly a conversation in English on a topic fully within the range of active command postulated by the syllabus.

11.4 IMPORTANCE OF TESTS AND EXAMINATION

The best formula in a successful teaching is, “Teach, test. Then re-teach and re-test”. The following are the points which clearly show that tests and examination are of unique importance:

- 1) By holding a test, the teacher can judge his ability as a teacher.
- 2) Examinations help the teacher to find out whether the students have developed a particular skill or not. On the basis of the results, the teacher can find out whether a particular student can be promoted to next higher class or not.
- 3) While teaching, the teachers conduct some experiments. Sometimes they are using one method and in the other class they are applying another method. Only tests and examinations can help to find out which method is better.
- 4) Through tests, they can find out the difficult areas of the syllabus for the students. Then the teacher can help them by re-teaching those things.
- 5) By holding tests, we can cultivate the healthy spirit of competition among the students. It will help them to aspire for higher grades and each one of them will make efforts to achieve them.
- 6) Tests give incentive to the students. They are motivated and they work hard all the more.

Thus we find that tests and examination are of great importance. They can remain important if they are really good tests. Hereunder are given the **characteristics of a good test**:

- (i) A good test tests only what has been taught. It does not test that material which has not been taught.
- (ii) In a good test there is due emphasis on the various skills i.e. listening, speaking, reading and writing.

- (iii) It is easily scorable.
- (iv) In a test, instructions for the pupils are clearly given. There is nothing vague in it.
- (v) The test items are according to the mental level of the students.
- (vi) The test should be reliable, valid, practical and utility based.

11.5 PRESENT EXAMINATION SYSTEM IN ENGLISH

The system of examination in English, as it is prevalent these days is not satisfactory. The language, we know, is taught so that the learners are able to listen and speak that language. They are also able to read and write the language when it is required. The present examination system in English has no test for listening, speaking and reading. Further, it is a matter of sad observation that the tests used at present to assess and evaluate pupil's achievement in English are neither valid nor reliable. Language evaluation need not be limited to "achievement" with respect to particular syllabi, but must be reoriented to measurement of language proficiency. Following are the chief weaknesses of the present tests:

- i. Ambiguous questions.
- ii. Questions cover only a small sample of the skills or knowledge involved.
- iii. The objective type questions are of such a nature as to form lucky guesses or to allow the pupil to proceed to the correct result by a process of elimination.
- iv. Written tests dominate the evaluation and these questions require cramming on the part of learners.

What should the teacher do?

1. The teacher should know his goals and reduce them to their simplest elements.
2. The teacher should know what ability or skill he is testing.
3. The teacher should frame tests to evaluate pupils' listening comprehension and speaking ability as well as reading comprehension and writing ability.
4. Each ability should preferably be measured in situation which comes as close as possible to real circumstances in which it will be used.
5. The teacher should frame questions in such a way that there is no ambiguity.

6. The teacher should word his objective type questions in such a way that there is no chance for guessing.

7. Short questions requiring short answers should be preferred so as to reduce subjectivity in the marker's judgment.

Check Your Progress- 1

Note: (a) Write your answers in the space given below.

(b) Compare your answers with the one given at the end of the lesson.

1) The examination in English should focus

on _____, _____, _____ and _____ skills.

2) The present system of examination in English uses reliable and valid tests. True/False

3) Enlist characteristics of a good test:

11.6 EVALUATION DEVICES

Evaluation can best be defined as “systematic collection, analysis and interpretation of information about any aspect of a course of a programme as a part of a recognized process of judging its effectiveness, its efficiency and any other outcomes it may have.” In this definition, there are six key factors. They are,

Systematic collection of information

Its analysis

Its interpretation

Judgment of effectiveness

Aspect of the course

Its outcome

Here in the evaluation process the aspects of the course and the outcome of the information, so collected gets a prominent place. Aspects of the course with the intrinsic features of the

course and its requirements to be met out while teaching the course. In other words it may be stated as the broad aims of teaching a course. The outcomes are the learning objectives of a particular course. For behavioral psychologists, it is the expected modification in the behavior of the learners as a result of learning the course. Learning and teaching English is aimed at imparting the four basic skills i. e. listening, speaking, reading and writing. The learners are expected to attain mastery in these four basic skills on completion of the course. Evaluation is very important for the education system. It fulfills various purposes in the system of education. It plays an effective role in questioning or challenging the objectives, keeping in view the learning experience and learner appraisal.

It is forgotten now-a-days that English is a skill based subject and is evaluated as a Knowledge based subject just like science, mathematics and all. The present day teaching of English also focus on getting through the examination system. So we have an exam oriented teaching programme and hence the teaching of English language does not impart skills to the learners. In short evaluation in English language in the present scenario is not full-fledged and fully developed to assess the learners' attainment level in the language skills which is the requirement of teaching English in the broad concept of education. So it is mandatory that the evaluation techniques and tools must be rejuvenated.

The following types of examination and tests can be used for measuring the ability of students in English:-

- 1. Oral**
- 2. Written**
 - i. Essay type tests**
 - ii. Short answer type tests**
 - iii. Objective type tests**

1. Oral tests must form an essential part of the evaluation of spoken English skill of the students. Especially, during the first two or three years of learning English. In the beginning, tests should be mostly oral. Written tests can be introduced only at the later stage when the students have fairly learnt the skills of writing English. Even at the senior stages, where the tests are mostly written, oral tests must not be ignored altogether, at least in the measurement and evaluation of spoken English skill.

Oral tests are given to test the student's ability to understand spoken English or to speak English fluently; they are the best means of improving the pronunciation of the students and measuring their oral expression. They not only keep the students alert and attentive but also stimulate their mental activity. Therefore, the students should be encouraged from the very beginning to express themselves orally as often as possible. Some marks must be set apart for oral testing at the end of every term or session, short questions should be put on familiar objects and topics taught in the class during the session and the students should be asked to give their answers orally.

Oral tests should test the following abilities of the students:-

a) Listening comprehension

b) Expression skill

a) Listening Comprehension

In order to know whether the students have understood what has been spoken by the teacher the following type of tests may be used:-

i. Picture comprehension:- the teacher shows the class a large picture depicting some scenes. Then he makes a few statements about it. Some of which are correct and some are incorrect. The pupils listen to the statement and write down 'R' for the right statement and 'W' for the wrong statement.

ii. Story comprehension:- The teacher relates a story and asks a question with three or four possible answers, out of which only one is correct. The pupils indicate the number of the correct answers.

iii. Body motion test:- The teacher asks a student to perform certain physical actions. He watches the movements of the students after giving command for movement. He watches the movement in order to test the comprehension of the command by the student.

iv. Writing answers to a story:- The teacher relates a short story. The pupils listen and write out short answers to the questions asked. The teacher may relate the story twice before asking the questions and demanding their answers.

(b) Testing Expression Ability

Testing of expression ability can be done by the following ways:-

- i. Producing different sounds: The teacher writes down pairs of words similar in sound such as sit-sear, pull-pool, wine-vine. The pupils are asked to read the pairs aloud.
- ii. Describing a picture: The teacher shows a picture from the reader and asks the students to say two or three sentences about it.
- iii. Conversation:
 - a. The teacher shows a picture from the reader and asks the students to say two or three sentences about it.
 - b. Two students are asked to have a simple conversation on a common topic.
- iv. Reading aloud: The student reads aloud some sentences. The stress and intonation used by the student in those sentences are noted.
- v. Describing actions: The teacher performs a few physical actions and asks the students to describe them.

2. **Written tests**

The written tests contain the following type:

(i) **Essay type tests**

Essay type tests are most common in our school. In these tests, the students are required to give answers to the questions in the form of short essay. This type of test has become the object of criticism from all quarters:

1. Generally essay type tests are criticized because they encourage cramming and rote memory.
2. The chief drawback is that there is subjectivity in their marking. That is why they are also called subjective tests. Scoring is unreliable in them because it differs with every examiner.
3. Since only a few questions are set in them, many portions of the course are not tested at all.
4. The questions in these tests are often vague and the students do not understand how they are required to write. Hence, their answers are also vague.

However, in spite of all these shortcomings we cannot entirely do away with essay type tests of testing the pupil's power of organization of ideas and expressions. They also test their creative power of the students.

(ii) Short answer type tests

Short answer type tests play an important role in evaluation in English. They should have a sure place in the evaluation programme of English. In these tests, students are required to give very short answers in a few sentences.

Short answer type tests have the following advantages over essay type tests:

1. They make it possible to have a large number of questions in the test. So many questions can be spread over the entire course.
2. Short answer type tests have the advantages both of objective type tests and essay type test.
3. They are exact and specific and want specific and exact answers.
4. They also require the students to give their answers in short time with full alertness.

(iii) Objective type tests

Objective type tests are objective based tests. They have been introduced to remove the shortcomings and defects of essay type tests. They are based on a large number of question requiring very short answers. Their answers, sometimes, are only in the form of 'Yes' or 'No'. Sometimes the students are required only to pick out or mark at the right alternative out of the given several alternatives in the test.

Objective type tests are of the following types:

- I. Recall type tests:** This type of objective type test tests the student's power of recalling some item from memory.
- II. Completion test:** In this type of test incomplete sentences are given. The students are asked to complete them by supplying appropriate word or words.
- III. True or False test:** In this type of test some statements are given. The students are required to tell whether the statement is true or false.

IV. Multiple choice test:- Here the students are to choose the correct answer out of many given answers.

V. Matching type tests:- In this test the students are to select matching pairs of words out of given group of words.

There can also be many other types of objective type tests. These tests can be framed to measure different kinds of attainments of the students. Thus, there may be vocabulary tests, spelling tests, comprehension test, grammar tests and spoken English test.

The following precautions should be taken while using objective type tests:-

1. The language of the test items should be carefully chosen. Carelessly framed test items are likely to be misinterpreted.
2. Each test item should be subject to one and only one interpretation. There should be no place for vagueness or ambiguity in the test items.
3. Test items having obvious answers serve no useful purpose. Such items should not be used.
4. Test items that contain clues or suggestions for their answers should be avoided.
5. Items in the whole test should be such that the answer to no items provided or suggested in any other item in the test.

Objective type tests have many advantages over essay type tests, viz

1. They are useful for measuring many specific skills
2. The scoring also is objective
3. They are not influenced by the subjectivity of the examiner
4. Their scoring also takes less time than in the case of essay type tests

However they have some **shortcomings**, viz:

1. They are difficult to construct. Constructing a good objective type test requires a good deal of time, labour and thought.

Keeping in view all these types of tests and their importance, it is advisable that in English tests should be judicious combination of objective type questions, short answer type questions and essay type questions.

The teacher of English, while judging the ability of students in English, must use all these three types of tests. Essay type tests and short answer type tests are essential for judging comprehension of subject matter, appreciation, originality, reasoning power and power of expression. Objective type tests are essential for measuring the pupil's achievement in vocabulary, spelling, grammar and spoken English. Their scores, combined together, will give an indication of the pupil's achievement in English.

11.7 EVALUATION OF DIFFERENT SKILLS IN ENGLISH

11.7.1 Evaluation of Listening skill

Students ability to understand what they listen to in English can be assessed through various items. Here are some activities:

1. The students have a written sheet with four options he listens to the questions read out by teacher and tick the right option from the list.
2. The students may be given a sheet on which some sentences are written. The teacher says a sentence and the learners listens to it and choose the most appropriate closest in meaning to the one said by the teacher
3. The students may be made to listen some recording in a dialogue form. Then they are supplied a sheet on which some answers are written. The teacher asks a question and the students choose the appropriate answer in the sheet supplied to them.

11.7.2 Evaluation of Speaking skill

1. The students are given a situation and example of the responds demanded. They then produce the desired response.
2. A picture may be given to the students and they may be asked to comment on the picture.
3. Two similar pictures may be given to two students and they be asked to find out the difference between the two picture by the medium of dialogue between them.
4. Information gap activities may be used.
5. Role play and group discussion may be organized.

11.7.3 Evaluation of Reading Skill

A student's achievement in reading can be best evaluated from his responses to new material. The presentation of the familiar material may elicit only memorized responses. So tests of reading should preferably have three unseen passages, each of a different kind of

writing *i.e.* dialogue, conversation, narration and description, this is to ensure that the student has developed the ability to read and comprehend different kinds of prose.

Reading comprehension should be separated from expression. Many students are unable to express themselves, though they comprehend the subject matter quite well. In questions on comprehension, the examiner is expected to give marks only for comprehension. But consciously or unconsciously he gets prejudiced by poor expressions and holds back the marks, the student deserves. It is therefore, desirable to set only objective type questions or very short answer questions to do justice to the student's genuine skills in reading comprehension. Relevant passages and stanzas from the texts may be quoted in the questions paper and objective type and short answer type questions may be set on them.

In the lower classes, flash cards may be shown and the pupils may be asked to carry out the commands or requests etc. the commands may involve physical movements or activities on the part of the students. If he performs right kind of physical activity, it will show that he has understood the command, read by him through the flash card. Free translation from English into mother tongue may be employed as a test of reading ability. For testing reading ability of the students, they may be asked to read aloud some sentences. Their stress and intonation may be noted when they are reading the sentences.

11.7.4 Evaluation of Writing Skill

Free composition is not a satisfactory device to test pupil's achievement in writing in English. Hence, questions may be set on some functional topics. The test of letter-writing may take the form of a letter printed on the question paper. The students may be asked to write a letter in reply to it. Thus the questions for testing pupil's achievement in writing should be definite, real and purposeful. Since creative ability is not to be measured in a test of composition, it is desirable to provide the student's with the necessary information. For example:

“You went to the railway station to receive a friend who was coming to stay with you for some days”

Write an essay in about 150 words, dealing with the following points:

- a) Why did you go to the railway station?

- b) How did you go to the station?
- c) What interested you in and around the railway station?
- d) How long did you have to wait at the station for your friend?
- e) What did you see the train was steaming in?
- f) What did you do after friend had arrived?

Some other examples of tests in composition are as follows:

1. Write a short scene using the following words:

In the morning, washerman's family, small garden, washerman sitting by a tree, smoking pipe, wife by him, both talking, son reading under the tree, daughter sleeping on a cot.

2. Write the following passage in the past tense:

The washer man and his wife have been working on the river bank. They have been working there for six hours. The washer man has been washing clothes and his wife has been spreading them in the sun.

3. Add a paragraph on the following using the given words:

Anil is my friend. His sister is my friend too. Their father is a doctor. He is a rich man. He has a big house and a beautiful car.

Anil has a dog but sister has not. His dog ran away. She has a cat now. Friend gave her car; Nose, tail.

4. Write a dialogue between Reena and Rosy using the following key words:

Reena : Mahatma Gandhi?

Rosy : 2nd October, 1869: where?

Reena : Porbandar in Gujarat. When go to school?

Rosy : In 1876.

5. Write a story with the help of given words:-

Hot summer day. Fox along with path jungle, hungry no food, thirsty, no water. Suddenly saw bunches, grapes vine, happy, jumped but could not, too high, several times but in vain, walked away saying ‘.....sour’.

11.7.5 Evaluation of Vocabulary

Vocabulary tests can be given for testing the student’s knowledge of vocabulary that they are required to master during a particular session. We can test the vocabulary by testing the following items:

- A. Meaning of words and phrases
- B. Use of words and phrases in sentences
- C. Word building
- D. Spelling and pronunciation

(A) Meanings of Words and Phrases

- i. The teacher asks the students to put in pairs the words of the same cases from the given list. The list can be of the following type:
Apples, eat, drink, desk, table, water, write, father, mother, mangoes.
- ii. The teacher asks the students to put in pairs the words and phrases having the opposite meanings from the given list, such as : A lot of little, to awake , near, to fall asleep, a long way, day, high, night, low.
- iii. The teacher asks the students to put in pairs words and phrases of similar meaning from a given list, such as : To eat, to die, to oppose, to let in, to admit, to have a meal, to go against, to pass away.
- iv. The teacher asks the students to write associated words against each of the words given in the list, such as : school, bus stand, village, hospital, post office.
- v. The teacher asks the students to write four words belonging to the class of each of the words given in a list, such as, trees, birds, animals, vegetables, fruit.

(B) Use of Words and Phrases

Following questions can be asked:

- i. Put 'a few' or 'a little' whichever is correct before:
People, furniture, sugar, men.
- ii. Put 'a' or 'an' whichever is correct before:
Amount of money, April morning, Ray of sunshine.
- iii. Substitute different but suitable words for 'nice' in the following phrases:
A nice dress, a nice man, nice journey, nice food.
- iv. Use the appropriate word or group of words:
She is the most beautiful girl (of all other girls, than other girls).
- v. Put 'the' if necessary before the following words:
Indian Army, Himalaya, India, Sutlej, Mahatma Gandhi

vi. Word Building

- i. Make at least three new words(Not Verbs) from each of the following:
Agree, employ, able, prove.
- ii. Make adjectives from given nouns:
Britain, anger, taste, India
- iii. Give two adjectives which end in:
-y, -ive, -ish, -al, -ful.
- iv. Make verbs from:
Dark, full, long, sweet

(C) Spellings and Punctuation

- i. Give the past tense of:
Beg, sin, allot, aim, gain.
- ii. Make a word for each of the following meanings:
Land surrounded by water, the sister of son; the number after.

iii. Punctuate the following:

Mohan he cried if you do not get up this minute I will thrash you.

If you go to Delhi please see Mohan.

Here comes someone running said the hermit let us see who is he.

11.7.6 Evaluation of Structures

Structure tests are meant for testing student's knowledge of structures, sentences, patterns, word order etc. We can test structures by the following test items:-

1. Write two suitable words in the blank column below and then write three different sentences from the table:-

we		A pen
you		A pencil
she		bread

1. Supply the right form of the tense

- a) Gitato Delhi Yesterday.(went, had gone, has gone)
- b) Mohanill since Tuesday.(is, has been)

2. Complete the following sentences :-

- a) All that glitters.....
- b) Walk quickly.....
- c) Though she is rich.....

3. Fill in the blanks with the words given below :-

By, to, against, hence, playing, on, in

- a) We arefootball
- b) He is going.....college.
- c) The fan ismy hand.

- d) All birds.....wings.
- e) The ladder is.....the wall.
- f) Sunil is standing.....the window.
- g) The turban isthe head.

4. Make questions from the following answers, beginning with words in brackets:-

- a) He likes apples. (Does.....?)
- b) A cat is like a monkey. (Is.....?)
- c) Mohan runs slowly (How.....?)
- d) I play football (what...?)

5. Change the following sentences into negative:-

- a) The bus has left the stand.
- b) The girls are dancing.
- c) He keeps a dog.

6. Make tag questions:-

Example:- She is your sister, isn't she?

- a) She will dance to-night.....
- b) You have finished the work.....
- c) We are near a village.....

7. Change the voice:-

- a) They gave the president a warm welcome
- b) The boy killed a snake
- c) The student wrote an essay.

8. Change the form of narration:

She said, "I shall go to Delhi tomorrow".

The teacher said, "Boys, don't make mischief".

9. Join these into one sentences:

The actress sang a sweet song. I liked to it.

I liked it. My brother did not like it at all.

10. Put the following groups of words in the right order to make correct sentences:

a) Are drawing water/ from the well/ the women.

b) To sell butter/ went to the market/ the milk man.

11. Combine the following sentences using the link word given against each:

a) Alladin opened the door of the cave. He saw many bags of gold. (when)

b) I like he picture. You showed it to me. (which)

12. Write the following sentences in the plural:

a) There is a cup of tea and a bottle of milk on the table.

b) The milkman sold hid cow, his buffalo and his goat

13. Rewrite these sentences in the appropriate tense, using the or phrase given in brackets:

a) I went to my village (tomorrow).

b) I live in Bombay (since 1980).

Check Your Progress -2

Note: (a) Write your answers in the space given below:

(b) Compare your answers with those given at the end of the lesson:

1. Listening comprehension and expression skills can be tested through, _____ tests.

2. Role play and group discussion may be organized for evaluating _____ skill.

3. English tests should be judicious combination of _____ and _____ questions.

11.8 LET US SUM UP

In order to evaluate the achievement of students in learning English, the teacher should measure the ability of the students in understanding spoken English, forming structures, possessing reading skill and writing skill. The teacher should make use of a simple test for each of these skills. The test may assume the form of objective type questions, short answer type or essay type questions. The teacher should make an endeavour to cover all the main objectives of teaching.

11.9 LESSON END EXERCISE

1. Discuss the importance of tests and examination in teaching and learning English.
2. What is the importance of a good test in English?
3. Discuss the qualities of a good test of English.
4. What improvement would you suggest in the present system of examination in English for secondary classes?
5. What aspects of English language are measured through oral tests? Illustrate through examples.
6. “A good test is one which aims at testing what the students know and not what they do not know.” Comment.
7. What are the defects of our secondary school examinations? Describe with special reference to traditional tests in English skills.
8. Distinguish between objective type, short answer type and essay type questions and explain the relevance of each type of test in English.

11.10 SUGGESTED FURTHER READINGS

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11.11 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress- 1

1. Listening, Speaking, Reading, Writing
2. False
3. A good test tests only what has been taught. It does not test that material which has not been taught.
 - In a good test there is due emphasis on the various skills i.e. listening, speaking, reading and writing.
 - It is easily scorable.
 - In a test, instructions for the pupils are clearly given. There is nothing vague in it.
 - The test items are according to the mental level of the students.
 - The test should be reliable, valid, practical and utility based.

Check Your Progress- 2

1. Oral
2. Speaking
3. Objective, short answer and essay type

**CONSTRUCTION OF LONG ESSAY TYPE/ SHORT ANSWER TYPE AND
OBJECTIVE BASED TEST ITEMS IN ENGLISH ON LANGUAGE BASIS**

Structure

12.1 Introduction

12.2 Objectives

12.3 Construction of long essay type/ short answer type and objective based test items in English on language basis and on the prescribed text books in the schools and the comparison

12.4 Essay type tests: Advantages and Disadvantages

12.4.1 Introduction to essay type test

12.4.2 Types of essay test

12.4.3 Advantages of long answer / extended response essays

12.4.4 Disadvantages of essay type / long answer test

12.4.5 Guidelines to follow while constructing a Structured essay question (SEQ)

12.5 Objective Type Tests: Advantages and Disadvantages

12.5.1 Introduction to objective type test

12.5.2 Advantages of objective type/short answer questions

12.5.3 Disadvantages of short answer questions

12.5.4 How to design a good short answer question?

12.6 Let Us Sum Up

12.7 Lesson End Exercise

12.8 Suggested Further Readings

12.9 Answers to Check Your Progress

12.1 INTRODUCTION

There are various ways of assigning and evaluating the teaching work. Testing is an essential part of the teaching and learning. It is the only way in which a learner can find out whether he is making any progress and if so, how much. Tests are mainly the tools of evaluation. The word test is derived from the ‘Testum’ which means “an earthen vessel or an earthen pot”, used to test the mixture of minerals that was put into it in order to find out whether there was any gold in it by melting the mixture. Therefore test is an examination to reveal the relative standing of an individual in the group with respect to intelligence, personality, aptitude and achievements. A notable concern of many teachers is that they frequently have the task of constructing tests but have relatively little training or information to rely on in this task. A good test reflects the goals of the instruction. If the instructor is mainly concerned with students memorizing facts, the test should ask for simple recall of material. If the instructor is trying to develop analytic skills, a test that asks for recall is inappropriate and will cause students to conclude that memorization is the instructor’s true goal. The Essay type tests and the Objective type tests are the parts of the written tests of achievement tests. Essay & short answer questions are one of the most commonly used methods for assessing students learning.

12.2 OBJECTIVES

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

- explain appropriate principles for developing and using assessment methods,
- describe the limitations of Essay type and Objective type assessment methods,
- depict skill in choosing assessment method appropriate for instructional decision, and
- portray skill in developing assessment method appropriate for instructional decision.

12.3 CONSTRUCTION OF LONG ESSAY TYPE/ SHORT ANSWER TYPE AND OBJECTIVE BASED TEST ITEMS IN ENGLISH ON LANGUAGE BASIS AND ON THE PRESCRIBED TEXT BOOKS IN THE SCHOOLS AND THE COMPARISON

A test can be used for different purposes in a teaching learning process. It can be used to measure the entry performance, the progress during the teaching learning process and to decide the mastery level achieved by the students. A test or examination (informally, exam or evaluation) is an assessment intended to measure students knowledge, skill, aptitude, physical fitness, or classification in many other topics. Tests serve as a good instrument to measure the entry performance of the students. Formal testing often results in a grade or a test score. The quality of test construction depends largely on the part of the teacher. Every teacher is interested to know how far and wide he/she can facilitate, orient and guide his/her students with the knowledge, ideas, abilities, skills and attitudes that he/she wishes to build up in order to achieve his teaching objectives, and to make his/her students responsive to the changing needs of the society.

Unfortunately, there are some teachers who don't know how to make a good test or exam. Some teachers make an exam for the sake of compliance purposes.

12.4 ESSAY TYPE TESTS : ADVANTAGES AND DISADVANTAGES

12.4.1 Introduction to Essay Type Test:

The essay tests are still commonly used tools of evaluation, despite the increasingly wider applicability of the short answer and objective type questions. There are certain outcomes of learning (e.g., organising, summarizing, integrating ideas and expressing in one's own way) which cannot be satisfactorily measured through objective type tests. The importance of essay tests lies in the measurement of such instructional outcomes. It tests deeper sampling of narrow domain. It assesses the cognitive domain and tests knowledge objectives at the higher levels. It assesses complex cognitive skills including analysis, synthesis & evaluation. It assesses the ability to research a topic, creatively provide, organize, integrate, evaluate ideas, construct an arrangement & present it in coherent English, in addition to the student's factual knowledge & recall knowledge. There is freedom of response to the question.

An essay test may give full freedom to the students to write any number of pages. The required response may vary in length. An essay type question requires the pupil to plan his own answer and to explain it in his own words. The pupil exercises considerable freedom to select, organize and present his ideas. Essay type tests provide a better indication of pupil's real achievement in learning. The answers provide a clue to nature and quality of the pupil's thought process.

That is, we can assess how the pupil presents his ideas (whether his manner of presentation is coherent, logical and systematic) and how he concludes. In other words, the answer of the pupil reveals the structure, dynamics and functioning of pupil's mental life.

The essay questions are generally thought to be the traditional type of questions which demand lengthy answers. They are not amenable to objective scoring as they give scope for halo-effect, inter-examiner variability and intra-examiner variability in scoring. In essay items the examinee writes the answer in her/his own words whereas in objective type of tests the examinee selects the correct answer from the among several given alternatives. Thinking and writing are important in essay tests whereas reading and thinking are important in objective type tests.

12.4.2 Types of Essay Test:

There are five main types of writing: expository, descriptive, narrative, persuasive and creative. There are many other subtypes that fall under these titles but it's easier to start here. Expository writing is where the author intends to inform, explain, describe or define the subject. Some of these are given below with examples from different subjects:

1. Selective Recall: e.g. What was the religious policy of Akbar?
2. Evaluative Recall: e.g. Why did the First War of Independence in 1857 fail?
3. Comparison of two things - on a single designated basis: e.g. Compare the contributions made by Dalton and Bohr to Atomic theory.
4. Comparison of two things - in general: e.g. Compare Early Vedic Age with the Later Vedic Age.
5. Decision - for or against: e.g. Which type of examination do you think is more reliable? Oral or Written. Why?
6. Causes or effects: e.g. Discuss the effects of environmental pollution on our lives.

7. Explanation of the use or exact meaning of some phrase in a passage or a sentence:
e.g., Joint Stock Company is an artificial person. Explain 'artificial person' bringing out the concepts of Joint Stock Company.
8. Summary of some unit of the text or of some article.
9. Analysis: e.g. What was the role played by Mahatma Gandhi in India's freedom struggle?
10. Statement of relationship: e.g. Why is knowledge of Botany helpful in studying agriculture?
11. Illustration or examples (your own) of principles in science, language, etc: e.g. Illustrate the correct use of subject-verb position in an interrogative sentence.
12. Classification: e.g. Classify the following into physical change and chemical change with explanation. Water changes to vapour; Sulphuric Acid and Sodium Hydroxide react to produce Sodium Sulphate and Water; Rusting of iron; melting of ice.
13. Application of rules or principles in given situations: e.g. If you sat halfway between the middle and one end of a sea-saw, would a person sitting on the other end have to be heavier or lighter than you in order to make the sea-saw balance in the middle. Why?

12.4.3 Advantages of Long Answer/ Extended Response Essays :

- We can assess the student's ability to compose an answer & present it in prose.
- The attitudes, values & opinions of the students can be measured indirectly.
- Essays encourage students to develop more desirable study habits because they encourage the production of written language & the expression of thought.
- Relatively essays are easy to construct & do not take much time to set. Hence there is practicability.
- Essays avoid cueing & use higher order cognitive processes.
- They provide a measure of complex learning outcomes which cannot be measured by other type of tests. They are ideal for assessing how well students can summarize, hypothesize, find relations & apply known procedures to new situations.
- They assess higher order critical thinking skills.

- They evaluate & assess a student's ability to think & reason out with the knowledge of their subject.

12.4.4 Disadvantages of Essay Type/ Long Answer Test

- It has limited validity, because of the large size of response leading to limitation in the number of test items that can be assessed. There is also under sampling/ oversampling of the content domain. Hence they may not provide a good assessment.
- It has poor reliability- if a test is given on more than one occasion, the inherent plasticity of scope, content & style of the essay makes it unlikely that the students will perform exactly the same way as on the previous occasion. Hence they may not provide a good assessment.
- Essays are not an objective measure of learning outcomes. This is because of variability in assessment by different examiners.
- The unlimited scope of the essay leaves considerable room for subjective judgement. Superfluous factors such as bad handwriting, poor spellings and grammar may make an otherwise good answer. On the other hand, a student may bluff his way to better marks through smart writing.
- The essay questions are often framed in a non-descript phrase giving no idea to the student about the scope of the answer expected.
- More time is required for scoring, grading & answering.
- Provide scope for guess work by students.
- It involves high cost. So it can be used sparsely.

12.4.5 Guidelines to Follow While Constructing a Structured Essay Question(SEQ):

- Be specific about the learning outcome being assessed.
- Break the topic into precise divisions, giving problem based orientation as far as possible.
- Use simple unambiguous language.
- Provide adequate information in the text. Explain the context.

- Define the task clearly. The student should know precisely what is expected of him/her.
- Specify allocated marks & time for each part.
- Clearly define the intended learning outcome to be assessed by the item.
- Delimit the scope of the task.
- Clearly develop the problem/problem situation
- State the criteria for grading.
- Make problem based structured essay questions (SEQs) with check lists. The wording of the question should limit the scope of the content & direct the student to a precise & specific response. This will improve reliability of the test.
- Checklist should provide key points & allocated marks. Checklist maintains objectivity & reduces subjectivity in the marking of essays.
- Try to accommodate a larger number (say 5 or 6) of short SEQs in a paper rather than 1 or 2 detailed questions. This can improve validity of the assessment.

Check Your Progress- I

Note: (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

Fill in the blanks with suitable words:

1. Testing is an essential part of the
2.serve as a good instrument to measure the entry performance of the students.
3. The word test is derived from the.....which means "an earthen vessel or an earthen pot".
4. The importance of essay tests lies in the measurement of
5. Essays encourage students to developstudy habits.
6. The essay questions are often framed in a.....giving no idea to the student about the scope of the answer expected.

12.5 OBJECTIVE TYPE TESTS: ADVANTAGES AND DISADVANTAGES

Objective type tests such as short-answer, true-false, multiple-choice, matching and completion which are extensively used to evaluate the students' success. It tests broader sampling of domain along with the lower domains of learning too. It assess only factual knowledge, recall knowledge & the ability to access, analyze, plan, implement & evaluate. Boundaries are set on the answer required & on its organisation. It is obvious that objective tests have some advantages over essay tests. The principal strengths of objective testing are objective scoring, extensive sampling, and improvement of students' comprehension. On account of these advantages, objective tests have a lot of uses in the EFL classrooms. Unless these tests are prepared and applied in a right way, they may induce undesirable results. Objective tests are mainly criticized because of lack of production, chance success, and difficult preparation. Despite these limitations of the objective tests, well-prepared tests will facilitate not only the teaching of the instructor, but also the learning of the students.

The main types of Objective type tests are: (1) Matching Test, (2) Multiple Choice Test, (3) True False Tests, (4) Correct/Incorrect Test, (5) Simple Recall Test, (6) Best Answer Test, (7) Completion Test, and (8) Classification Test. The following are the examples given for each type of tests.

1. Matching Test:

Under column 'A' names of certain books and under 'B' names of certain authors are given. Write down the names of the right authors under column 'C'.

'A'	'B'	'C'
Meghaduta	Ashvagosa
Raghuvansam	Megasthenes
Raj Tarangini	Kahdasa
Uttar-Ram Charita	Kalhan
Sakuntala	Bhava Bhuti
Budh Charitam	Kalidasa
Indica	Kalidasa

2. Multiple Choice Test:

Below are given a few questions. Against each are given a number of answers.

One of these is correct, Underline the same.

(a) Who was Kalidasa? (King, Poet, Scientist)

(b) What was the capital of Kanishka?

(Pataliputra, Ujjaini, Parashpur)

(c) Who built edicts?

(Chandragupta, Vikramaditya, Ashoka, Samudragupta)

3. True False Tests:

Certain statements are given below. Against each statement two words are mentioned.

That is true and false. Underline the correct one.

(a) People used to love their houses during the Mauryan period.

(True/False)

(b) Similar triangles are congruent. (True/False)

(c) Supplementary angles are equal. (True/False)

4. Correct/Incorrect test:

Some sentences are given below. Against each are mentioned two words that is correct and incorrect. Underline the correct one.

(a) Ram has been absent from the school from last Saturday.

(Correct/Incorrect)

(b) Hari prefers English to French. (Correct/Incorrect)

5. Simple Recall Test:

Write in one word the answer of the following:

(a) What is the per capita income in India?

(b) What is the per capita income in U.K.?

(c) What is the exchange value of the Indian Rupee in terms of the Dollar?

6. Best Answer Test:

Put a mark against the best answer, (a) Alexander didn't proceed further. The reason was that

He didn't know the route

- (ii) His forces refused to go further.
- (iii) He was defeated by some king.

7. Completion Test:

Fill in the following blanks by using appropriate word :

- (i) To be wealth, a thing must have scarcity, utility and.....
- (ii) You should refrain....doing undesirable things.

8. Classification Test:

In each line, underline the word that doesn't belong to the group.

Harbour, export, import, mountains.

- (a) Tulasidas, Kabir, Surdas, Napoleon
- (b) Kolkata, Chennai, Mumbai, Delhi
- (c) Cat, Horse, Cow, Tree

12.5.2 Advantages of Objective type/Short Answer Questions :

- They are relatively fast to mark and can be marked by different assessors, as long as the questions are set in such a way that all alternative answers can be considered by the assessors.
- They are also relatively easy to set compared to many assessment methods.
- They can be used as part of a formative and summative assessment, as the structure of short answer questions are very similar to examination questions, students are more familiar with the practice and feel less anxious.
- Unlike MCQs, there is no guessing on answers; students must supply an answer.

12.5.3 Disadvantages of Short Answer Questions

- Short Answer Questions (SAQ) are only suitable for questions that can be answered with short responses. It is very important that the assessor is very clear on the type of answers expected when setting the questions, because SAQ is an open-ended question, students are free to answer any way they choose, short-answer questions can lead to difficulties in grading if the question is not worded carefully.
- They are typically used for assessing knowledge only, students may often memorize short answer questions with rote learning. If assessors wish to use short answer questions to assess deeper learning, careful attention (and many practices) on appropriate questions are required.
- Accuracy of assessment may be influenced by handwriting/spelling skills.
- There can be time management issues when answering short answer questions.

12.5.4 How to design a good Short Answer Question?

1. Design short answer items which are appropriate assessment of the learning objective
2. Make sure the content of the short answer question measures knowledge appropriate to the desired learning goal.
3. Express the questions with clear wordings and language which are appropriate to the student population.
4. Ensure there is only one clearly correct answer in each question.
5. Ensure that the item clearly specifies how the question should be answered (e.g. Student should answer it briefly and concisely using a single word or short phrase? Is the question given a specific number of blanks for students to answer?)
6. Consider whether the positioning of the item blank promotes efficient scoring.

7. Write the instructions clearly so as to specify the desired knowledge and specificity of response.
8. Set the questions explicitly and precisely.
9. Direct questions are better than those which require completing the sentences.
10. For numerical answers, let the students know if they will receive marks for showing partial work (process based) or only the results (product based), also indicated the importance of the units.
11. Let the students know what your marking style is like, is bullet point format acceptable, or does it have to be an essay format?
12. Prepare a structured marking sheet; allocate marks or part-marks for acceptable answer(s).
13. Be prepared to accept other equally acceptable answers, some of which you may not have predicted.

Check Your Progress- 2

Note: (a) Answer the questions given below.

(b) Compare your answers with those given at the end of this lesson.

Fill up the blanks with the appropriate words:

1. Objective type tests broader sampling of domain along with the.....too.
2. The principal strengths of objective testing are objective scoring, extensive sampling, and improvement of students'.....
3. They are relatively fast to mark and can be marked by different.....
4. There can beissues when answering short answer questions.
5. They are typically used foronly, students may often memorize short answer questions with rote learning.
6. Objective tests can be used as part of a....., as the structure of short answer questions are very similar to examination questions.

12.6 LET US SUM UP

We can conclude that that the objective type tests serve as reliable means of evaluation to form judgment which in turn is to be used to further the cause of educational process, both for the teachers and for the learners. Objective type tests therefore, must aim at testing the degree to which the objective of teaching a particular subject have been achieved. The scheme of evaluation should also ensure an effective coverage of syllabus through different forms of questions, essay type, short answer type, very short answer type, objective types and items on skills. The objective type tests aim at eliminating subjectivity.

Essay type questions have a distinct place in the assessment of cognitive skills. They are primarily used to assess learning outcomes of a higher level such as problem solving ability, which cannot be tested by other methods. Open ended essays have severe limitations but the structured essay questions are better. They have good reliability & can be adapted to improve validity. Structured essay questions used along with checklist can ensure a high objectivity. On the other hand, short answer questions can be used for formative and summative assessment both.

12.7 LESSON END EXERCISE

1. What are the different types of objective tests?
2. What do you mean by essay type questions?
3. What are disadvantages of objective tests?
4. What is difference between objective and subjective test?
5. How essay type tests are different from objective type tests?
6. In your opinion which test is more reliable in evaluation of the performance of students?

12.8 SUGGESTED FURTHER READINGS

Steven M Downing, S.M. & Yudkowsky, R. (2009). Assessment in health professions education. London: Routledge .

Chan C. (2009) Assessment: Short Answer Questions, Assessment Resources@HKU, University of Hong Kong [<http://ar.cetl.hku.hk>]

Top 8 Types of Objective Tests. (2015, August 11). Your Article Library. <https://www.yourarticlelibrary.com/education/guidance-techniques/top-8-types-of-objective-tests/>

12.9 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress- I

1. Teaching and learning
2. Tests
3. 'Testum'
4. Instructional outcomes
5. More desirable
6. Non-descript phrase

Check Your Progress-2

1. Lower domains of learning
2. Comprehension
3. Assessors
4. Time management
5. Assessing knowledge
6. Formative and summative assessment

**DIAGNOSIS OF LEARNING DIFFICULTIES AND REMEDIAL
MEASURES**

Structure

- 13.1 Introduction
- 13.2 Objectives
- 13.3 Learning Difficulties
 - 13.3.1. Possible causes of learning difficulties
 - 13.3.2. Types of learning difficulties
 - 13.3.3. Difference between learning and intellectual difficulties
 - 13.3.4. Common learning difficulties
 - 13.3.5. Diagnosis of specific learning difficulty
 - 13.3.6. Therapy and support for learning difficulties
- 13.4. Remedial Measures
 - 13.4.1. Objectives of remedial teaching
 - 13.4.2. Principles of helping pupils with learning difficulties
 - 13.4.3. The process of remedial teaching
 - 13.4.4. Curriculum adaptation
 - 13.4.5. Homework policies
 - 13.4.6. Teaching activities, aids and supporting materials
 - 13.4.7. The setting of learning environment
 - 13.4.8. Remedial teaching strategies

- 13.4.9. Liaison with parents
- 13.4.10. Co-ordination with other teachers and professionals
- 13.5. Developing the Curriculum of Teaching of English as a second language
 - 13.5.1. Curriculum
 - 13.5.2. Expert's views
 - 13.5.3. Characteristics of curriculum
 - 13.5.4. Developing the curriculum
 - 13.5.5. Components of curriculum
 - 13.5.6. Criteria for the selection of subject matter or content of the curriculum
- 13.6. Let Us Sum Up
- 13.7. Lesson End Exercise
- 13.8. Suggested Further Reading
- 13.9. Answers To Check Your Progress

13.1 INTRODUCTION

Pupils may have different abilities and styles of learning. Some are better in visual learning while others are more competent in audio learning. Certain pupils have to learn through sense of touch or practical experiences. Apart from different abilities and styles of learning; pupils can have various learning difficulties. Remedial teachers, therefore, should design diversified teaching activities and adopt various teaching methods to help students develop their potential and remove the obstacles in learning

13.2 OBJECTIVES

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

- diagnose learning difficulties of the students,
- explain the process of remedial teaching,
- apply remedial teaching strategies,

- utilize remedial measures that can help struggling learners shore up their basic skills, and develop the curriculum of teaching of English as a second language.

13.3 LEARNING DIFFICULTIES

Learning difficulties, known as learning disabilities are conditions that impact on an individual's ability to gain knowledge and skills at the same rate as his or her peers. They may be due to a mental handicap or a cognitive disorder. Having a learning difficulty does not make someone less intelligent, it just means they learn in a different way that can render traditional classroom activities problematic. That's why people with learning difficulties often require specific strategy training and customized lessons in order to overcome challenges and make progress in an academic environment. The term "learning difficulties" covers a wide range of conditions from dyslexia and attention hyperactive deficit disorder (ADHD) to Down's syndrome. Learning difficulties can affect people of all ages; however, they are particularly problematic for children who are learning how to read and write. That's because they may interrupt the development of key literacy skills required for students to excel in all areas of the curriculum. Adult learners who enrol in adult basic skills programs or struggle with spelling and reading skills may be people who faced learning difficulties as children but did not receive proper support.

No two individuals with a particular learning difficulty will have the same set of symptoms, which makes it hard for educators and parents to recognize the underlying cause of performance issues such as slow reading or below average writing abilities. It's also common for conditions to go un-diagnosed, which can lead to students not receiving the help or attention they need and result in low self-esteem and a negative attitude towards learning.

13.3.1. Possible Causes of Learning Difficulties

It is not clear what causes learning difficulties, but researchers believe genetic influences, brain development, and environmental effects may all be likely to have some impact on their development. While learning difficulties often appear in families, researchers are uncertain whether this is due to genetic causes or if this recurrence appears because children typically learn from and model their parents. Brain development before and after birth might also have an impact on the development of learning difficulties, and children who were born prematurely, had a low birth weight, or who sustained a head injury may be

more likely to have a learning difficulty. Environmental effects such as toxins and poor nutrition in early childhood are also considered to be potential factors in the development of a learning difficulty.

13.3.2. Types of Learning Difficulties

A learning difficulty might often be termed a “hidden disability.” A person challenged by a learning difficulty is generally of average or above average intelligence, and many are able to hide the fact that certain aspects of academic learning give them issue for years, leaving these issues unaddressed until high school or later. The difficulty arises in the gap between the individual’s potential for achievement and ability to achieve, which is often hampered by a difficulty in receiving or processing information.

Learning difficulties can be verbal or nonverbal. Verbal learning difficulties affect one’s ability to read, write, or otherwise process spoken or written words, while nonverbal learning challenges can make it harder for an individual to process visual information or master abstract concepts like fractions. Some learning difficulties can also make it difficult for an individual to focus: At least 20% of those with learning difficulties have a condition that impacts the ability to focus or concentrate.

Specific learning difficulties are enlisted as under:

- **Dyslexia:** A condition that can affect reading fluency and comprehension, writing, spelling, speech, and recall. Dyslexia might occur along with other related conditions and is also known as a language-based learning disability.
- **Dysgraphia:** An individual with dysgraphia might find it difficult to write legibly, space words consistently, spell, compose, think and write at the same time, or plan spatially (on paper). Specifically, this condition affects handwriting and other fine motor skills.
- **Dyscalculia:** This condition may have an effect on one’s ability to develop math skills, understand numbers, and learn math-based facts. It can be difficult for individuals with dyscalculia to comprehend math symbols, organize or memorize numbers, tell time, and count.
- **Auditory processing disorder (central auditory processing disorder):** Individuals with this condition may have difficulty recognizing the differences between sounds, understanding the order of sounds, recognizing where sounds have come from, or separating sounds from background noise.

- Language processing disorder: This condition, a type of APD, makes it difficult for individuals to give meaning to sound groups in order to form words and sentences. It relates to the processing of both expressive and receptive language.
- Nonverbal learning difficulties: These typically make it difficult for individuals to interpret facial expressions and body language. Visual-spatial, motor, and social skills may all be affected.
- Visual perceptual/visual motor deficit: Those with dysgraphia or a nonverbal learning difficulty might also have a visual perceptual/visual motor deficit, which can impact the way a person understands visual information, the ability to draw and copy, hand/eye coordination, and the ability to follow along in text or on paper.

Attention deficit hyperactivity is not considered a learning difficulty but research shows between 30% and 50% of children have both ADHD and a specific learning difficulty. When these two conditions occur together, learning can become even more challenging.

13.3.3. Difference between Learning and Intellectual Difficulties

An intellectual difficulty(intellectual disability) is characterized by significant limitations to intellectual functioning and adaptive behavior with onset before age 18. Generally, an IQ test score below 75 can be said to indicate a limitation to intellectual function. With an intellectual difficulty, adaptive behavior—conceptual, social, and practical skills—may also be limited.

An individual with a learning difficulty usually does not experience these same limitations. Those with learning difficulties may often exhibit above-average intelligence, as determined by an IQ test, and they may have developed strategies on their own to either hide or cope with a learning difficulty. Though neither intellectual nor learning difficulties can be cured, awareness and a variety of supportive techniques can enhance and improve the condition of an individual with either difficulty.

13.3.4. Common Learning Difficulties

Some common learning difficulties possessed by students of English are as under:

1. Dyslexia is the most common form of learning difficulty. Problems with reading and related difficulties with comprehension, spelling and writing are common for these

students. Many people with dyslexia also experience difficulties with working memory, attention and organisational skills.

2. Dysgraphia is a specific learning difficulty that often remains undiagnosed. It is a persistent difficulty with written expression, handwriting and/or spelling that may occur in isolation or in addition to dyslexia.

3. Students with learning difficulties generally have difficulties processing information accurately and automatically, and many students have a weakness in working memory.

4. They have short attention span and are easily distracted by other things.

5. They have relatively poor comprehensive power.

6. Many students with learning difficulties have difficulty attending to the sounds and oral language patterns within words. This ability is called phonological awareness. In the early years of schooling, students may show difficulties in:

- detecting and creating rhyming words
- breaking words into syllables
- identifying the phonemes (individual sounds) at the beginning and end of words
- isolating, deleting and substituting phonemes within words.

7. Students with learning difficulties have poor phonological memory. Students with poor phonological memory are unable to hold as much phonological information in mind as their age-matched peers. While recalling the words, they tend to forget parts of the word and/or confuse the sounds and sequence of sounds in the word.

8. A skill that is commonly assessed in the identification of both Dyslexia and Dysgraphia is referred to as Rapid Automatised Naming (RAN). It requires an individual to quickly identify and name a series of common stimuli (e.g. letters, numbers, colours, objects). People with learning difficulties – particularly dysgraphia – often take longer to name these items when compared to their peers. RAN provides information about an individual's ability to retrieve words quickly and easily from long term memory. Students with a poor RAN score (and, therefore, difficulties with rapid word retrieval) tend to have weaknesses in reading and writing fluency. These difficulties often become apparent later in a student's education.

9. Students with learning difficulties have weak orthographic processing. They rely very heavily on sounding out common words that should be in memory, leading to a choppy and laborious style of decoding. These students are also more likely to have difficulty applying knowledge of root words in order to decode a variation of a word and confuse simple words like 'on' and 'to' when reading. Delays in orthographic processing are also linked to ongoing difficulties in letter recognition and letter reversals.
10. Students with learning difficulties lack learning motivation.
11. They lack self-confidence and have relatively low self-expectation.
12. They are weak in problem-solving power.
13. They fail to grasp information effectively and mix things up easily.
14. They have difficulty in understanding new/abstract concepts.
15. They fail to transfer knowledge to the related learning areas appropriately.
16. They need more time to complete assignments

13.3.5. Diagnosis of Specific Learning Difficulty

1. Knowledge and understanding of the common learning difficulties possessed by students of English is helpful in the diagnosis of specific learning difficulty.
2. Teachers are well positioned to observe first-hand the struggles and challenges that a student has in any given academic area.
3. It is important that the actual diagnostic process be undertaken by a specialist in the area. This generally involves:
 - a psychologist (preferably with educational and/or developmental training) in the identification of Dyslexia and Language-based Dysgraphia.
 - an occupational therapist in the diagnosis of Motor-based Dysgraphia or Developmental Coordination Disorder; and,
 - a speech pathologist for difficulties related to a Specific Language Impairments (SLI) and Verbal Dyspraxia

It is important that the diagnosis is made by a person who is qualified to administer the range of standardised assessment tools required to make a clinical diagnosis. These tests

generally include standardised measures of: intellectual ability and cognitive skills; expressive and receptive language ability; underlying processing strengths and weaknesses; and, academic achievement across a range of domains.

13.3.6. Therapy and Support for Learning Difficulties

An individual diagnosed with a learning disability may find the diagnosis difficult to cope with, as might that person's family. When learning issues have been present for some time, the person diagnosed may find the diagnosis to be a relief, especially when the diagnosis occurs later in life. However, one might fear becoming labeled or worry that plans for the future and potential careers may be impacted. Parents may worry that a learning disability will prevent their child from succeeding in school, but this is not necessarily the case. Teachers, mental health professionals, and specialized professionals are frequently able to work with students who have a learning difficulty or other academic concerns. These professionals can help to identify particular areas of difficulty and develop specialized learning plans and strategies, such as an IEP (individualized education program), in order to adjust learning and education strategies to best fit that student's strengths and accommodate for areas of weakness. When a child's needs cannot be adequately addressed in the original classroom, a child may be placed in a different classroom—for all or part of the school day—to receive specialized instruction, often on an individual level.

Coping with the challenges of a learning issue can be difficult. Children and teens may experience anger, frustration, anxiety, or stress as a result of the difficulty. They may become frustrated when they study extensively but receive low test scores; experience anger and stress when it is difficult to understand an assignment, or become anxious at the beginning of each new school year. These emotional issues can often compound the issue and may worsen it, but speaking about these and other emotional concerns to a counselor or therapist can be helpful. A therapist can also help individuals understand that although learning disabilities are lifelong, many methods of help and support are available. A child can also learn effective coping mechanisms to manage the difficulty and any resulting emotional issues.

Occupational therapy can be helpful to children who experience difficulty with motor skills, while educational therapists work with school-aged individuals to improve skills in reading, writing, and math. Speech therapists works with children who have language-based or reading comprehension issues and can help them improve their ability to understand and

communicate in social situations. Solution-focused counseling may be appropriate for older children and teens who are aware of their difficulties, as a solution-focused therapist will be able to support youth as they address a difficulty and help them determine what might be working for them and what could be improved upon. Children and adults may also do well in therapy groups or support groups, and play therapy can help young children learn interaction skills, which may occasionally be lacking in the presence of a learning difficulty. Counselling can also be helpful when those with a learning difficulty feel shy, anxious, or otherwise find it challenging to express themselves to others. Because emotional distress can occur as a result, talking through these anxieties in therapy may prove beneficial.

Check Your Progress-1

Note: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the lesson.

1. What are the common learning difficulties possessed by students of English?

.....
.....

2. How can Specific Learning Difficulties possessed by students of English be diagnosed?

.....
.....

3. What are different types of Learning Difficulties?

.....
.....

4. Differentiate between Learning and Intellectual Difficulties.

.....
.....

13.4 REMEDIAL MEASURES

Remedial teaching is identifying students with learning difficulties and providing them with the necessary help and guidance to help them overcome their problems, after identifying their areas of difficulty. A remedial teaching class is one that is meant to improve a learning skill or rectify a particular problem area in a student. Remedial instruction involves using

individualized teaching of students who are experiencing difficulties in specific subject areas. It may be taught individually or in groups. Remedial measures can help struggling learners shore up their basic skills. This extra support can help them catch up to their peers.

13.4.1 Objectives of Remedial Teaching

1. Each pupil is different in terms of learning ability, academic standards, classroom learning and academic performance. Each has his own style of learning. The aim of remedial teaching is to provide learning support to pupils who lag far behind their counterparts in school performance. By adapting school curricula and teaching strategies, teachers can provide learning activities and practical experiences to students according to their abilities and needs. They can also design individualized educational programmes with intensive remedial support to help pupils consolidate their basic knowledge in different subjects, master the learning methods, strengthen their confidence and enhance the effectiveness of learning.
2. Throughout the teaching process, teachers should provide systematic training to develop pupils' generic skills, including interpersonal relationship, communication, problem-solving, self-management, self-learning, independent thinking, creativity and the use of information technology. Such training can lay the foundation for pupils' life-long learning, help them develop positive attitudes and values, as well as prepare them for future studies and career.

13.4.2 Principles of Helping Pupils with Learning Difficulties

Teaching preparation

Before preparing for their lessons, remedial teachers should identify pupils' diverse learning needs as soon as possible so that they may design appropriate teaching plans to facilitate pupils' effective learning.

Devise various learning activities

Since pupils have different characteristics in learning, teachers must devise different learning activities with the same teaching objective to develop pupils' varied abilities and skills in problem solving. It is more effective for teachers to adopt a series of relevant and simple teaching activities than assigning one long teaching activity since pupils may acquire the required knowledge and skills through diversified activities.

Design meaningful learning situations

Remedial teachers should specifically design meaningful learning situations, language environments (especially for English subject), games or activities so as to provide personal learning experiences for pupils and stimulate their interest and initiative in learning.

Teaching approaches

Teachers should give concrete examples before proceeding to abstract concepts by way of simple and easy steps at a pace in line with the learning abilities of students. Teachers may teach new concepts from different perspectives by various approaches so that pupils can grasp the ideas through meaningful and repeated illustrations. Teachers should encourage pupils' active participation by more frequent use of teaching aids, games and activities. They can also make use of information technology and all the teaching resources available to help pupils understand the main points.

Provide clear instructions

Pupils with learning difficulties are less competent in understanding written language. Therefore, remedial teachers should give pupils short and clear instructions to avoid confusion. They must explain clearly the arrangement of each learning activity. If necessary, they may ask pupils to repeat the steps of activities so that every pupil may understand the instructions.

Summarize the main points

During the course of teaching, teachers should always sum up the main points in teaching and write the key phrases on the board to enhance pupils' audio and visual memories. Teachers can guide their pupils to link up the knowledge they learn from class with their life experiences so as to enhance the effectiveness of learning. Besides this, guiding pupil to repeat the main points in verbal or written form is also an effective way of learning.

Enhance learning interest and motivation

Suffering from frequent frustrations in their work, pupils with learning difficulties may gradually lose their interest in learning. Therefore, teachers should adapt the curriculum to meet the needs of pupils. With less pupils in the class, teachers can design interesting activities

coupled with reward scheme to stimulate pupils' interest. It is most important to help pupils overcome their learning difficulties so that they may gain a sense of achievement and recover their confidence and interest in learning.

Encourage pupils' active participation in class activities

Pupils with learning difficulties usually lack self-confidence and are more passive in class. They seldom ask questions or express their views. Remedial teachers should patiently encourage active participation in class. Pleasurable learning experiences may help enhance pupils' interest in learning.

Focus on the learning process

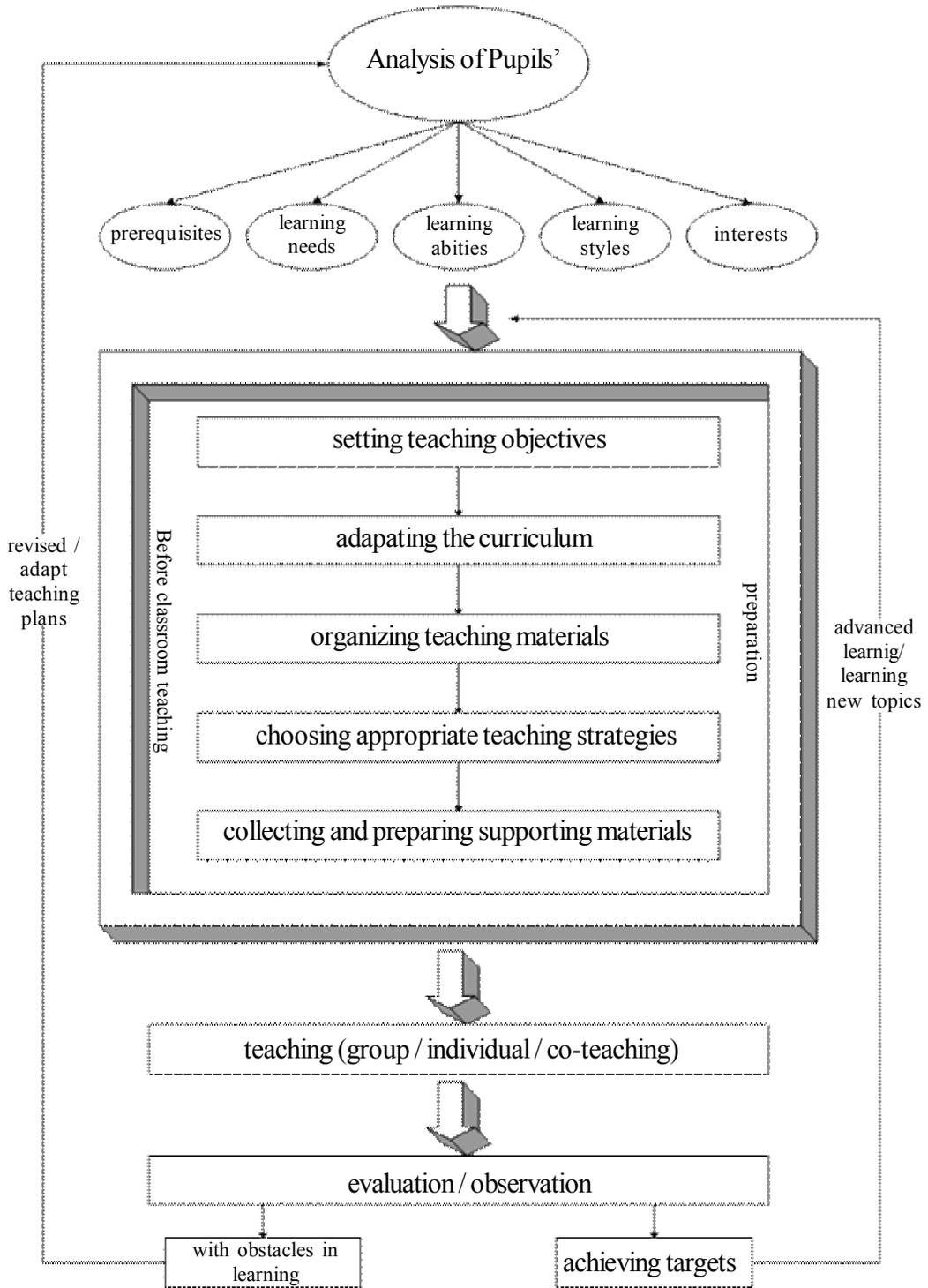
Teaching should not only focus on the transmission of knowledge. It is also important to see that pupils are benefited from the entire learning process. Teachers should provide ample opportunities in class for pupils to practise and think what they have learnt, and allow them to solve problems by different means. Teachers should also carefully observe the performances of pupils and give them appropriate assistance, feedback and encouragement so as to help them acquire the learning skills, solve their problems and understand their own capability, thus enhancing self-confidence and improving their learning skills.

Show concern for the performances of individual pupils

Pupils may encounter different problems in their studies, therefore, teachers should carefully observe the learning process of individual pupils in class. Whenever necessary, they should provide individualized remedial teaching before and after class, during recess or lunchtime, so that they can remove their learning obstacles as soon as possible. When marking assignments, teachers should take note of the common errors of pupils and deliver the correct concepts and knowledge to them promptly.

13.4.3. The Process of Remedial Teaching

The flowchart below may serve as a reference for teachers in the delivery of collaborative teaching or individual teaching:



13.4.4. Curriculum Adaptation

1. Remedial teachers should adapt the curriculum to accommodate the learning characteristics and abilities of pupils. They should set some teaching objectives which are easy to achieve to ensure that pupils may acquire the knowledge as desired after the completion of each module.

2. Teaching should not be directed by textbooks which should not be taken as the school curriculum. There is no need to cover all the contents in the textbooks as well. Schools can classify the teaching content into core and non-core learning aspects according to the teaching objectives and pupils abilities. Core learning aspects require in-depth studies and application whereas materials in the non-core or advanced learning aspects may be streamlined or appropriately selected for teaching.

3. Teachers are encouraged to adopt recommendations on cross-curricular teaching by linking up related teaching areas flexibly so that more time can be spared for effective activities and learning.

4. Teachers should make good use of all teaching materials. For example, they may select and use the materials in textbooks to meet the teaching objectives, or compile their own supplementary teaching materials. They may also design materials of different standards. Materials from the internet, newspapers, magazines and references provided by the Education Department may help teachers design interesting and enjoyable activities to enhance pupils' effectiveness of learning.

13.4.5. Homework Policies

Schools should formulate clear policies on homework which should be reviewed regularly. The assignments should be targeted at the teaching objectives and serve the purposes of learning. Exercise books available in the market should only serve as a reference. Schools should choose these exercise books carefully and make appropriate adjustments to the category, quantity and quality of homework.

Teachers should take note of the following points when designing homework for pupils:

- i. the homework should have clear objectives and can accommodate the level and needs of pupils;
- ii. the form and contents of homework should be of a great variety so as to develop pupils' creativity, self-learning and collaborative skills;

- iii. the homework should match the content taught in class;
- iv. teachers should give simple and clear instruction;
- v. assign appropriate amount of homework each day;
- vi. ineffective and mechanical drills should be avoided; and
- vii. teachers should make good use of the homework as a tool for evaluation and feedback to enhance the motivation and effectiveness of learning.

13.4.6. Teaching activities, aids and supporting materials

1. Teachers should design appropriate learning activities in line with the focus of teaching. On the basis of low starting point, small steps, diversified activities and instant feedback, teachers should encourage pupils to participate actively during the learning process to help master the skills and methods of collaborative learning. Diversified teaching activities such as situational teaching, competitions, collation of information, discussion, oral reporting, games, topical research, production of graphs/figures/models, role play, recording, visit and experiments may help pupils enhance their interest in learning, stimulate their thinking and reinforce the effectiveness of teaching.

2. Teachers should exercise their discretion in the appropriate use of teaching aids. Appropriate teaching aids not only help to enhance pupils' interest in learning, but will also consolidate the knowledge they learned, thus achieving the objective of teaching. Common teaching aids are concrete objects, figures, models, word cards, number cards and audio-visual equipments such as tape recorder, headset, wire free induction loop system and multimedia teaching aids, etc. When designing and using teaching aids, teachers should first consider their practical use and assess whether the aim of remedial teaching can be attained.

3. The design and organization of teaching materials should be pupil-oriented. They should be selected and collated systematically to serve the purpose.

13.4.7. The setting of learning environment

1. Well-designed learning environment helps to maintain pupils' attention and interest in learning and facilitates the achievement of teaching aims. In this way, it is more easy to achieve the aim of teaching. The teaching environment should be designed to support remedial teaching and group activities. Seat arrangements of pupils should be flexible to

meet the specific teaching purposes of each learning activity. For example, teachers and pupils may form of circle when holding discussions and the two pupils or group members involved may sit together during peer group or small group learning.

2. Teachers should prepare a rich, pleasant and comfortable learning environment for pupils. For example, they may set up a self-learning corner, book corner, toy corner, science corner, prize corner or stationery/learning resources corner, etc. to enkindle pupils' interest in learning.

3. Teachers may display the teaching materials of the week or the learning outcomes or products of pupils at prominent places to stimulate their motivation in learning.

13.4.8. Remedial Teaching Strategies

1. Individualized Educational Programme (IEP)

Geared to the learning needs of individual pupils, the Individualized Educational Programme aims to reinforce the foundation of learning, help pupils overcome their learning difficulties and develop their potentials. Individualized Educational Programme should include short-term and long-term teaching objectives, learning steps, activities and reviews to ensure that the programme is implemented effectively. Teaching can be done in small groups or for individual. If necessary, remedial teachers, other teachers, student guidance officers/teachers, parents and pupils alike are to participate in designing the programme. Remedial teachers hold meetings regularly to evaluate the effectiveness of work and gather opinions for refinement.

2. Peer support programme

Remedial teachers may train up pupils who perform better in a certain subject to become 'little teachers' and who will be responsible for helping schoolmates with learning difficulties in group teaching and self-study sessions as well as outside class. Peer support programme helps pupils reinforce their knowledge and develop their communication and cooperation skills as well as good interpersonal relationship. To enhance the effectiveness of the programme, remedial teachers must provide training to the pupils concerned beforehand and make regular reviews on its effectiveness. Generally speaking, this programme is more suitable for pupils of higher grades.

3. Reward scheme

The reward scheme has positive effect in enhancing pupils' motivation. It aims at guiding pupils to set their own objectives and plans and positively reinforcing their good performance. No matter what reward is provided, the most important thing is to help pupils cultivate an interest in learning and gain a sense of satisfaction and achievement during the learning process. When designing the rewards offered, remedial teachers should take note of the following:

- set clear and specific targets (for example: requirement on the score of dictation and number of assignments submitted);
- set achievable objectives;
- give diversified rewards (including verbal commendation) or prizes to accommodate pupils' interest; give rewards instantly;
- review and revise the reward scheme regularly; and
- invite parents to help children improve their work.

4. Handling pupils' behaviour problems

Remedial teachers should observe the following when dealing with the behaviour problems of pupils:

- always observe the performance of pupils in class and their behaviour in groups;
- establish close relationship with pupils, develop mutual trust and listen carefully to what they say;
- help pupils understand the effect of their behaviour on the others as well as their own selves;
- keep in close contact with parents to find out the cause of pupils' behaviour problems;
- help pupils build up self-confidence and a healthy self-image;
- give positive reinforcement to pupils' good behaviour, and do not pay undue attention to their misbehaviour;

- do not try to change all the deviant behaviour of pupils at once. Teachers should list out the problems and set the priorities with an aim to improve one or two of them at a time;

13.4.9. Liaison with Parents

1. In order to help pupils with learning difficulties, schools must liaise closely with parents. Apart from providing guidance on homework to their children, parents also handle pupils' problems either by the same way or similar ways in line with the requirements of the school and their schoolwork.

2. Some parents may have unrealistic expectation of their children's performance. In such cases, remedial teachers have to explain to the parents about the characteristics and abilities of pupils so that they may help their children to learn in a pleasurable manner. On the contrary, some parents' expectation may be too low. Teachers must then keep in contact with parents to help them understand their children and to provide appropriate guidance to develop the pupils' potentials.

13.4.10 Co-ordination with other teachers and professionals

1. Remedial teachers must keep in close contact with other teachers. They are encouraged to discuss or share their experiences with others to find out ways to improve pupils' learning and behaviour. For example, they may discuss on the teaching plans, learning progress of pupils, test and examination questions and pupils' problem behaviour.

2. Remedial teachers should also liaise with other related professionals to seek for professional support with a view to helping pupils solve their problems.

Check Your Progress -2

Note: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the lesson.

1. What is remedial teaching?

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.....

2. What are the objectives of remedial teaching?

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.....

3. Explain any two principles of helping pupils with learning difficulties.

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4. What should be the design and organization of teaching materials during remedial teaching?

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.....

5. Enlist some remedial teaching strategies.

.....
.....

13.5 DEVELOPING THE CURRICULUM OF TEACHING OF ENGLISH AS A SECOND LANGUAGE

13.5.1. Curriculum

The term curriculum has been derived from a Latin word ‘Currere’ which means a ‘race course’ or a runway on which one runs to reach a goal. Accordingly, a curriculum is the instructional and the educative programme by following which the pupils achieve their goals, ideals and aspirations of life. It is curriculum through which the general aims of a school education receive concrete expression. The traditional curriculum was subject-centered while the modern curriculum is child and life-centered. Modern education is the combination of two dynamic processes. The one is the process of individual development and the other is the process of socialization, which is commonly known as adjustment with the social environment. Curriculum is the set of courses and their content, offered at a school or university. A curriculum is prescriptive and is based on a more general syllabus

which merely specifies what topics must be understood and what should be the level to achieve a particular grade or standard.

13.5.2. Expert's Views

In the words of Tanner (1980), "Curriculum is the planned and guided learning experiences and intended outcomes, formulated through the systematic reconstruction of knowledge and experiences under the auspices of the school for the learners' continuous and wilful growth in personal social competence".

According to Schubert (1987), "Curriculum is the content of a subject, concepts and tasks to be acquired, planned activities, the desired learning outcomes and experiences, product of culture and an agenda to reform society".

According to Cunningham, "Curriculum is a tool in the hands of the artist (teacher) to mould his material (pupils) according to his ideas (aims and objectives) in his studio (school)".

Munroe says, "Curriculum includes all those activities which are utilized by the school to attain the aims of education".

In the words of Crow and Crow, "The curriculum includes all the learners' experience in or outside school that are included in a programme which has been devised to help him developmentally, emotionally, socially, spiritually and morally".

In the words of T.P. Nunn, "The curriculum should be viewed as various forms of activities that are grand expressions of human spirit and that are of the greatest and most permanent significance to the wide world".

According to Pratt, "Curriculum is a written document that systematically describes goals planned, objectives, content, learning activities, evaluation procedures and so forth."

In the words of Cronbleth (1992), "Curriculum answers three questions: what knowledge, skills and values are most worthwhile? Why are they most worthwhile? How should the young acquire them?"

According to Albert Oliver, 'Curriculum is the educational program of the school and is divided into four basic elements: 1) program of studies, 2) program of experiences, 3) program of service, 4) hidden curriculum.'

According to B. Othanel Smith, 'A sequence of potential experiences is set up in the school for the purpose of disciplining children and youth in group ways of thinking and acting. This set of experiences is referred to as the curriculum.'

In the words of Caswell and Campbell, 'Curriculum is composed of all of the experiences children have under the guidance of the teacher.'

13.5.3. Characteristics of Curriculum

1. The curriculum is continuously evolving.

To be viable and effective, the curricular program must have continuous evaluation and reappraisal. A program must adapt its educational activities and services to meet the needs of a modern and dynamic community.

2. The curriculum is based on the needs of the people.

It is imperative in developing a program to begin with those that concern the people themselves. Their years of experience can be a good source that can be woven into the fabric of the classroom presentation.

3. The curriculum is democratically conceived.

The minds and energies of many people who are in intimate contact with the interests, needs and resources of the community will create a more effective product than the individual director could possibly provide by working alone.

4. The curriculum is the result of long-term effort.

Enthusiasm for a proposed curriculum activity often impels proponents to push for immediate action. But a class or service that is begun hurriedly and folds quickly may hurt the long-term continuance of the program.

5. The curriculum is a complex of details.

A friendly social meeting, good student-teacher relationships, effective guidance opportunities and favorable attitude on the part of individuals, groups and organizations within the community are necessary ingredients for a successful programme.

6. The curriculum provides for the logical sequence of subject matter.

Classes and activities should be planned so as to achieve an orderly development of subject matter and step-by-step progress of the learner.

7. The curriculum has educational quality.

The curriculum must be made up of offerings that pass the test of good and sound education. We speak of quality education but there has to be quality curriculum as well.

8. The curriculum has administrative flexibility.

Flexibility is an important trait of good curriculum. A curriculum must be ready to incorporate changes whenever necessary.

13.5.4. Developing the Curriculum

The primary goal of English as a Second Language (ESL) instruction is to provide support for those students who have limited or no exposure to the English language. ESL curriculums should be designed to provide students the foundation needed to access the content area curriculum while they work towards mastering the English language. Because the needs of ESL students are varied, it is necessary for teachers to differentiate or find different ways to make instruction meaningful for all learners in the classroom. Developing ESL instruction requires educators to be aware of the problems that ESL students have in the classroom and be aware of research-based practices that have been proven to be effective.

Curriculum development in English language teaching starts with the notion of syllabus design. Syllabus design is one aspect of curriculum development but is not identical with it. A syllabus is a specification of the content of a course of instruction and lists what will be taught and tested. Thus the syllabus for a speaking course might specify the kinds of oral skills that will be taught and participated during the course, the functions, topics or other aspects of conversation that will be taught and the order in which they will appear in the course. Syllabus design is the process of developing a syllabus. Curriculum development is a more comprehensive process than syllabus design. It includes the processes that are used to determine the needs of group of learners, to develop aims or objectives for a program to address those needs, to determine an appropriate syllabus, course structure, teaching methods, material and to carry out an evaluation of the language program that results from these processes.

Language curriculum development is an aspect of a broader field of educational activity known as curriculum development or curriculum studies. Curriculum development focuses on determining what knowledge, skills and values students learn in schools, what experiences should be provided to bring about desired learning outcomes and how teaching and learning in schools or educational systems can be planned, measured and evaluated. Language curriculum development refers to the field of applied linguistics that addresses these issues. It describes an interrelated set of processes that focuses on designing, revising, implementing and evaluating language programs.

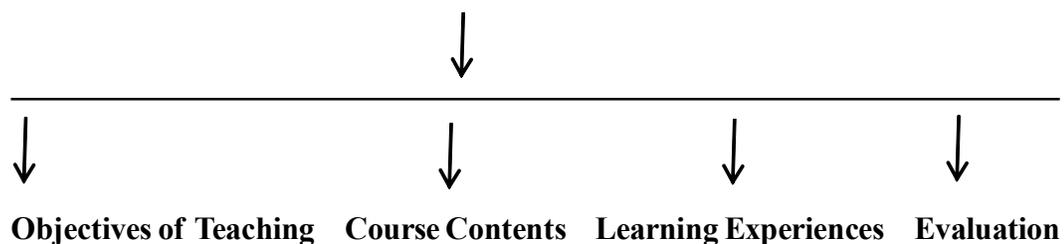
Language curriculum development deals with the following questions:

- Which procedures can be used to determine the content of a language program?
- What are learner's needs?
- How learners need can be determined?
- Which contextual factor needs to be considered in planning a language program?
- What is the nature of aims and objectives in teaching and how can these be developed?
- Which factors are involved in planning the syllabus and the units or organization in a course?
- How can good teaching be provided in a program?
- What issues are involved in selecting, adapting and designing instructional materials?
- How can one measure the effectiveness of a language program?

13.5.5 Components of Curriculum

The process of developing curriculum takes place through following components:

Components of Curriculum



1. Objectives of Teaching

The first component of the curriculum of any subject is the 'Objectives of Teaching' of that subject. These are the general objectives, implying the rationale of teaching a particular subject. The person desirous of developing the curriculum of a subject should have a thorough knowledge of the objective of teaching of that subject. Two of the general objectives of teaching a language to a particular class for example, may be to enable the students to write and speak correct language. Once the objectives of teaching to write and speak correct language are clear, it becomes easy to develop the course-contents.

2. Developing the Course-Content

The second component of the curriculum is the course-content or the syllabus. As stated above, an objective of teaching facilitates the task of developing the syllabus. For each objective, a question should be asked how to accomplish this objective? The answer of this question brings out the course-contents to be taught for accomplishing the corresponding objective. This exercise helps in developing the desired syllabus.

The two objectives of teaching a language, as given under are to enable the students to write and speak correct language. The course-content required for writing correct language may be the knowledge of appropriate vocabulary, parts of speech, participles, tenses, active passive voice, direct indirect speech and providing adequate practice of writing paragraphs, compositions etc. These contents should be included in the syllabus of that particular language.

The second objective, along with the first one is to enable the students to speak correct Language. It means to speak this language with the proper stress and intonation. Speaking requires immediate comprehension and real time reaction. For accomplishing such objectives, theoretical contents may not serve the purpose. Teacher should focus mainly on activities where students will be speaking as much as possible. Some practical sessions may be incorporated in the syllabus like conversation with teacher and fellow students, observing the model of teacher's speech with mutual speed and intonation, proper use of the language lab etc.

The readers might have noted that the objectives facilitate the task of developing the course-content. Like the objectives given above, the objectives of teaching of different subjects help the curriculum developers to develop the syllabi of their respective subjects.

3. Learning Experiences

The main task of every teacher is to communicate the course content to the students in the right perspective. He/she has to devise the strategies for providing the suitable learning experiences to the learners. During the pre-teaching phase, he/she determines the objectives that are to be accomplished during the teaching / learning process. He/she plans the steps to be taken during the teaching phase as also during the post-teaching phase. Different learning experiences are provided through different methods of teaching during a properly developed time table, text books, reference books by organizing suitable co-curricular activities, by providing opportunities to work in labs, utilizing the library, playground etc.

4. Evaluation

When the teacher provides the learning experiences; naturally he/she would like to see the impact of those experiences. He/she would like to observe the extent of learning that has taken place by the students. For this, different types of tests are developed. The administration of tests reveals the extent of learning by the students. In case, learning is not satisfactory, ways and means are found out to take care of the deficiencies. No learning or lack of learning may be due to the faulty objectives or inappropriately drawn course content or the use of defective evaluation tools. All this is done under evaluation.

13.5.6. Criteria for the Selection of Subject Matter or Content of the Curriculum

For the judicious selection of the content, the basic principles of selection should be taken into account.

Self-Sufficiency:

To help learners attain maximum self-sufficiency in the most economical manner is the main guiding principle of subject matter or content selection. Although the economy of learning implies less teaching efforts and less use of educational resources, students gain more results. They can cope up with the learning outcomes effectively. This criterion means that students should be given a chance to experiment, observe and do field study. This system allows them to learn independently. With this principle in mind, the suggestion is for a high school curriculum or preparatory year, there should be a one-day independent learning activity each week. However, this should be carefully planned by the teacher. When the students return, they should present outputs from that activity.

Significance:

The subject matter or content is sufficient if it is selected and organized for the development of learning activities, skills, processes and attitude. It also develops the three domains of learning namely the cognitive, affective and psychomotor skills and considers the cultural aspects of the learners. Particularly, if the students come from different cultural backgrounds and races, the subject matter must be culture sensitive. In short, select content or subject matter that can achieve the overall aim of the curriculum.

Validity:

Validity refers to the authenticity of the subject matter or selected content. Curriculum planner should make sure that the topics are not obsolete. For example, Curriculum framer should not include typewriting as a skill to be learned by college students. It should be about the computer or Information Technology (IT). Thus, there is a need to check regularly the subject matter or contents of the curriculum and replace it if necessary. We should not wait for another 5 years to change it. Modern curriculum experts are after current trends, relevance and authenticity of the curriculum; otherwise the school or the country becomes obsolete.

Interest:

This criterion is true to the learner-centered curriculum. Students learn best if the subject matter is meaningful to them. It becomes meaningful if they are interested in it. However, if the curriculum is subject-centered, teachers have no choice but to finish the pacing schedule religiously and only teach what is in the book.

Utility:

Another criterion is the usefulness of the content or subject matter. Students think that a subject matter or some subjects are not important to them. They view it useless. As a result, they do not study. Here are the questions that students often ask: Will I need the subject in my job? Will it give meaning to my life? Will it develop my potentials? Will it solve my problems? Will it be part of the test? Will I have a passing marks if I learn it? Students only value the subject matter or content if it is useful to them.

Learnability:

The subject matter or content must be within the schema of the learners. It should be within their experiences. Teachers should apply theories in the psychology of learning to

know how subjects are presented, sequenced, and organized to maximize the learning capacity of the students.

Feasibility:

Feasibility means full implementation of the subject matter. It should consider the real situation of the school, the government, and the society in general. Students must learn within the time and resources available to them. We should not give them a topic that is impossible to finish.

Sequencing of Content:

Proper arrangement or sequencing of content is an important factor in the effectiveness of learning.

At this stage following two questions must be kept in mind:

- (i) Whether learning will result in mere memorization of facts and principles or functional understanding of concept.
- (ii) Does the organization of this material permit most students to find rapid interest and meaning in what they are learning?

Organization and arrangement of content and topics are done according to the following rules:

Arrangement in Psychological and Logical Order:

Giving psychological order to the curriculum means, curriculum should be according to the age, grasping power and understanding level of the child. Logical order means topics should be taught according to the logical order. For example, alphabet and words should be taught before teaching sentence formation to the students because knowledge of alphabets and words help the students in formation of sentences.

Principle of Practical Work:

As the child is active by nature, he likes new things, therefore he learns more by doing or by activity method. Therefore, it is necessary that in the lower classes only those concepts or topics must be included in the curriculum which provide maximum opportunities to the child for practical work with the help of concrete things. Slowly and slowly while proceeding towards higher class, some abstract concepts should be included.

Principle of Difficulty:

At the time of arranging the content or topics, digestive power of the students should be kept in mind. In the organization of content and topics we must proceed from simple to complex. In the lower classes content of the curriculum of any subject should be such that is easy for the children to understand. After that in the upper classes content should be such that may be beyond the understanding level of the children.

Principle of Graded Arrangement:

Every topic must be divided into small units and these units must be graded according to their difficulty level. Simple units or topics must be taught at the lower stage while the difficult units must be kept for higher classes.

Topical v/s Spiral Arrangement:

According to topical arrangement if we once take up a topic we must complete it and teach it thoroughly before we go to another. The greatest defect of the topical plan of organizing the subject is that it introduces into the curriculum a large mass of irrelevant material-material for which the pupils find out no immediate need or the use of which the pupils cannot appreciate at that stage. They are introduced with a view to make the teaching of the topic complete and thorough. For example, it is not good teaching or arrangement of material to take a topic like 'Tenses' in a particular class and exhaust all possible problems direct as well complicated in that class. The result is that some of the most abstract and difficult portions are presented to the pupils at the beginning of the course. Nothing could be more uninteresting than this. Another defect of this arrangement is that as students do not get the opportunity of revising the topic year after year due to its complete and thorough teaching in one class, there is possibility that students may forget the concept or topic after some time.

On the other hand, in spiral arrangement which is considered to be better than topical arrangement there is splitting up topic into suitable portions so that each portion may be taken up in different classes according to the difficulty of the problems and the maturity of the mind of the students. But in doing so, we must see that parts are neither too long nor too short. If we linger on too long on any one topic, the felt need of the student will be forgotten. Interest will be lost and the whole time will become tedious. If the portion is too small and if we spend only a short time over it, then no lasting impression will be made.

Principle of Correlation:

While arranging the content and topics for the curriculum of any subject, it must be taken into consideration that topics are correlated with the life activities of the students, with the teaching of other subjects of the school curriculum, with the topics of other branches of that subject and with the topics or contents of that special branch to which they belong. For example, an essay on ‘Pollution’ will involve materials from school studies and from science. Similarly, skills learned in language class may be used by students to improve their writing of science laboratory reports. Content should be correlated with life situations and every day experience of the pupils.

Principle of Integration:

Another approach of organizing content matter is integrating the subject content i.e. integration of theory and practical. Topics should arise out of the environment and experiences of the children. The material should be arranged around these topics in such a way as to bring about a close integration between the different branches of the subject e.g. in case of social studies, material should be from history, geography, political science, economics etc.

Check Your Progress -3

Note: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the lesson.

1. Define curriculum.

.....

2. What are the characteristics of curriculum?

.....

3. What are the components of curriculum?

.....

4. How will you select subject matter or content of the curriculum?

.....

13.6 LET US SUM UP

In this lesson various learning difficulties faced by students of English as second language were discussed. A learning difficulty (also referred to as a learning disability) can be described as an issue with the brain's ability to process information. Individuals who have a learning difficulty may not learn in the same way or as quickly as their peers, and they might find certain aspects of learning, such as the development of basic skills, to be challenging. Because learning difficulties cannot be cured, their effects may impact an individual's performance throughout life: academically, in the workplace, and in relationships and daily life. Intervention and support, which may be supplemented by counseling or other mental health care services can help an individual with a learning difficulty to achieve success. Diagnosis of learning difficulties and various remedial measures to overcome these learning difficulties were also discussed in this lesson. The lesson has also provided knowledge and understanding about development of the curriculum of teaching of English as a second language.

13.7 LESSON-END EXERCISE

1. Write a detailed note on various learning difficulties?
2. What remedial measures will you adopt as an English teacher to deal with these learning difficulties?
3. What are the various types of learning difficulties?
4. What is the criteria for the selection of subject matter or content of the curriculum?
5. What are the various components of a curriculum?

13.8. SUGGESTED FURTHER READINGS

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13.9 ANSWERS TO CHECK YOUR PROGRESS

Answers To Check Your Progress-1

1. Common Learning Difficulties

- Dyslexia
- Dysgraphia
- Poor phonological memory
- Weak orthographic processing

2. Diagnosis of Specific Learning Difficulties

- Knowledge and understanding of the common learning difficulties possessed by students of English is helpful in the diagnosis of specific learning difficulty.
- Teachers are well positioned to observe first-hand the struggles and challenges that a student has in any given academic area.
- It is important that the actual diagnostic process be undertaken by a specialist in the area (a psychologist, an occupational therapist, a speech pathologist etc.)

3. Types of Learning Difficulties

- Dyslexia
- Dysgraphia
- Auditory processing disorder
- Language processing disorder
- Nonverbal learning difficulties
- Visual perceptual/visual motor deficit

4. An intellectual difficulty (intellectual disability) is characterized by significant limitations to intellectual functioning and adaptive behavior with onset before age 18. Generally, an IQ test score below 75 can be said to indicate a limitation to intellectual function. With an intellectual difficulty, adaptive behavior—conceptual, social, and practical skills—may also be limited. An individual with a learning difficulty usually does not experience these same limitations. Those with learning difficulties may often exhibit above-average intelligence, as determined by an IQ test and they may have developed strategies on their own to either hide or cope with a learning difficulty.

Answers To Check Your Progress-2

1. Remedial teaching is identifying students with learning difficulties and providing them with the necessary help and guidance to help them overcome their problems, after identifying their areas of difficulty. A remedial teaching class is one that is meant to improve a learning skill or rectify a particular problem area in a student.

2. Objectives of remedial teaching

- To provide learning support to pupils who lag far behind their counterparts in school performance
- To design individualized educational programmes with intensive remedial support to help pupils consolidate their basic knowledge in different subjects, master the learning methods, strengthen their confidence and enhance the effectiveness of learning.
- To provide systematic training to develop pupils' generic skills, including interpersonal relationship, communication, problem-solving, self-management, self-learning, independent thinking, creativity and the use of information technology.

3. Principles of helping pupils with learning difficulties

- Devise various learning activities
- Design meaningful learning situations

4. Teachers should make good use of all teaching materials. For example, they may select and use the materials in textbooks to meet the teaching objectives, or compile their own supplementary teaching materials. They may also design materials of different standards. Materials from the internet, newspapers, magazines and references provided by the

Education department may help teachers design interesting and enjoyable activities to enhance pupils' effectiveness of learning.

5. Remedial Teaching Strategies

- Individualized Educational Programme (IEP)
- Peer Support Programme
- Reward Scheme

Answers To Check Your Progress-3

1. Curriculum is the planned and guided learning experiences and intended outcomes, formulated through the systematic reconstruction of knowledge and experiences under the auspices of the school for the learners' continuous and wilful growth in personal social competence.

2. Characteristics of curriculum

- The curriculum is continuously evolving.

To be viable and effective, the curricular program must have continuous evaluation and reappraisal. A program must adapt its educational activities and services to meet the needs of a modern and dynamic community.

- The curriculum is a complex of details. A friendly social meeting, good student-teacher relationships, effective guidance opportunities, and favorable attitude on the part of individuals, groups and organizations within the community are necessary ingredients for a successful programme.
- The curriculum provides for the logical sequence of subject matter. Classes and activities should be planned so as to achieve an orderly development of subject matter and step-by-step progress of the learner.
- The curriculum has educational quality. The curriculum must be made up of offerings that pass the test of good and sound education. We speak of quality education but there has to be quality curriculum as well.

3. Components of Curriculum:

- Objectives of teaching
- Developing the course-content
- Learning experiences
- Evaluation

4. The basic principles for the selection of subject matter or content of the curriculum :

- Principle of Integration
- Principle of Correlation
- Principle of Graded Arrangement
- Principles of Difficulty