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(NON -SEMESTER)

PEDAGOGY OF A SCHOOL SUBJECT

PEDAGOGY OF ENGLISH II – PART 2

SECOND YEAR

STUDY MATERIAL BASED ON PONDICHERRY UNIVERSITY SYLLABUS

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UNIT – I
LESSON PLAN FORMAT GRAMMAR

1.1. PLANNING FOR TEACHING GRAMMAR AND USAGE

By teaching grammar, we not only give our students the means to express themselves, but we also fulfil their expectations of what learning a foreign language involves. Fortunately, nowadays with the emphasis on a communicative approach and a wealth of stimulating resources, teaching grammar does not necessarily mean endless conjugation of verbs or grammar translation. There are two main approaches to teaching grammar. These are the deductive and the inductive approach.

- A deductive approach is when the rule is presented and the language is produced based on the rule. (The teacher gives the rule.)
- An inductive approach is when the rule is inferred through some form of guided discovery. (The teacher gives the students a means to discover the rule for themselves.)

In other words, the former is more teachers centred and the latter one is more learners centred. Both the approaches have their own advantages and disadvantages. The deductive approach is undoubtedly time saving and allows more time for practising the language items, thus making it an effective approach with lower level students. The inductive approach, on the other hand, is often more beneficial to students who already have a base in the language, as it encourages them to work things out for themselves, based on their existing knowledge.

A deductive approach often fits into a lesson structure known as PPP (Presentation, Practice, and Production). The teacher presents the target language and then gives students the opportunity to practise it through very controlled activities. The final stage of the lesson gives the students the opportunity to practise the target language in freer activities which bring in other language elements.

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In a 45-minute lesson each stage would last approximately 15 minutes. This model works well as it can be used for most isolated grammatical items. It also allows the teacher to time each stage of the lesson fairly accurately and to anticipate and be prepared for the problems students may encounter. It is less workable at higher levels when students need to compare and contrast several grammatical items at the same time and when their linguistic abilities are far less uniform. The preparation of lesson plan for teaching grammar (conditional clauses) involves the following steps:

- Preparation
- Presentation
- Practice/Application
- Production/Recapitulation
- Home Assignment

a) Preparation

English is a foreign language. Indian students find it difficult to learn it, thus proper preparation is required to motivate the students to learn English grammar (conditional clauses). Under this, the following points are to be considered:

i) General Aims

- To develop the four language skills such as listening, speaking, reading and writing
- To learn English grammar inductively
- To focus on the use of grammar in language
- To pick up grammar from real life situations
- To integrate the learning of grammar with four language skills
- To consolidate the grammatical items earlier
- To acquire grammar through the process of interaction

ii) Specific Aims

- To recall the meaning of grammatical item learnt earlier

- To define the conditional clauses
- To explain the conditional clauses with different examples
- To identify the different context wherein the conditional clauses are used
- To classify the different types of conditional clauses
- To differentiate the types of conditional clauses with examples
- To make use of the conditional clauses in the given exercises
- To apply the concept of conditional clauses in real life situations

iii) Material Aids

The teacher makes the appropriate use of audio-visual aids to make the grammar class interesting.

iv) Previous Knowledge

The teacher should know how much knowledge students already possess regarding the grammatical item, he/she is going to teach. So that he/she can give new knowledge by linking it to their previous knowledge.

v) Introduction of the Topic

The introduction is the important part to make the students ready to learn and start the grammar lesson. As it is believed that, well begun is half done.' The introduction has two purposes:

- To bring the previous knowledge to consciousness
- To link the previous knowledge to the new knowledge to be given

Introduction can be done in different ways. The teacher may start by asking some introductory questions in order to test the previous knowledge of the students and then link it to the topic to be taught. He may attract the student's attention by showing pictures, charts, models etc. and arouse their curiosity. In the event of a continuing grammar lesson, the teacher can ask questions on the portion of the grammar lesson already taught.

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vi) Statement of the Aim

Under this, the teacher clearly explains the topic which he is going to teach and instructs the students to open their books at the appropriate page.

b) Presentation

In this stage the teacher presents the new language in a meaningful context. The teacher may find that building up stories on the board, using realia or flashcards and miming are the fun ways to present the language. For example, when presenting the 2nd conditional clause, the teacher often may draw a picture of himself/herself with thought bubbles of lots of money, a sports car, a big house and a world map. Then the teacher may ask his/her students what he/she was thinking about and then introduce the target language.

"If I had a lot of money, I would buy a sports car and a big house."

Teacher practise and drill the sentence orally before writing it on the board (positive, negative, question and short answer). Then, the teacher focuses on form by asking the students questions. E.g. ***"What do we use after 'if'***?" and on meaning by asking the students questions to check that they have understood the concept (E.g. ***"Do I have lots of money?***" No. "***What am I doing?***" (Imagining). When teacher is satisfied with his/her students understand form and the meaning, the teacher moves on to the practice stage of the lesson. During this stage of the lesson, it is important to correct phonological and grammatical mistakes.

c) Practice/Application

There are numerous activities which can be used for this stage including gap fill exercises, substitution drills, sentence transformations, picture dictations, and class questionnaires, reordering sentences and matching sentences to pictures. It is important that the activities are fairly controlled at this stage as students have only just met the new language. Many

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students' books and workbooks have exercises and activities which can be used at this stage.

When teaching the 2nd conditional, the teacher would use split sentences as a controlled practice activity. The teacher gives students lots of sentence halves and in pairs they try and match the beginnings and ends of the sentences.

Example: "*If I won the lottery,*" …. "*I'd travel around the world.*"

Teacher would then do a communicative follow up game like pelmanism or snap using the same sentence halves.

d) Production/Recapitulation

Again there are numerous activities for this stage and what you choose will depend on the language you are teaching and on the level of your students. However, information gaps, role plays, interviews, simulations, find someone who, spot the differences between two pictures, picture cues, problem solving, personalisation activities and board games are all meaningful activities which give students the opportunity to practise the language more freely.

When teaching the 2nd conditional, teacher would try to personalise the lesson at this stage by giving students a list of question prompts to ask others in the class. Example: *do / if / win the lottery?*

Although the questions are controlled the students are given the opportunity to answer more spontaneously using other language items and thus the activity becomes much less predictable. It is important to monitor and make a note of any errors so that you can build in class feedback and error analysis at the end of the lesson.

e) Home Assignment

Assigning home work is the final stage of a lesson plan. Home assignment is the basis for retaining learning.

1.2. TYPES OF GRAMMAR

Grammar should be introduced after two, three years of learning the language. By that time the learner can use grammar as a tool. It is very important to note that the entire language cannot come under rules. Palmer rightly says that only one tenth of English follow rules. Let language be taken up first and then the study of grammar be introduced. Thus knowledge of grammar acquired side by side will be of great help. The ability to use language correctly is more important than the ability to name parts of speech. This grammar could be divided into two types. They are formal and functional grammar

a) Formal Grammar

Formal grammar is that grammar which is taught in a formal way. It is called the prescriptive grammar or the traditional type of grammar. It is in fact theoretical grammar which deals with the definition and rules of the language. With its help, the learner acquires the ability to describe the language. In this type of grammar, there are set of rules. No departure is allowed from those rules. Here the grammarians forget that language is ever changing and ever growing. The students first of all learn the rules for the formation of the tenses, words, etc. they learn everything else afterwards.

b) Functional Grammar

Functional grammar is also called the incidental grammar. This type of grammar is learnt by the students quite unconsciously, while learning the language. Here language learning is the first concern of the learners and knowing the rules and regulations is the secondary concern. Besides, whatever grammar they are able to pick up becomes integral part of their knowledge. This type of grammar takes into account the fact that language is growing and changing from time to time. Here the rules of language are set but change in those rules is allowed. It deals with the ability to use the language grammatically, i.e. acceptable form of words, pattern of phrases,

sentences, sounds, stress, rhythm, intonation, etc. It is the grammar in operation.

c) Difference between Formal and Functional Grammar

Formal grammar is the ability to describe the language whereas functional grammar is the ability to use the language. The second type is better because it helps the learners in the achievement of real aims of language learning. So it is recommended for teaching purpose in the schools. All the people learn functional grammar when they are learning to speak their mother tongue. They have a very high degree of control over functional grammar before they even go to school. It is only in schools where we find that formal grammar is taught and used. The fact that people learn mother tongue without learning formal grammar is now being applied to the learning of second language. In other words we can say that a learner can learn a new language without learning the formal grammar first.

1.3. METHODS OF TEACHING GRAMMAR

There are four main methods of teaching grammar:

- The Traditional method
- The informal method
- The reference or correlation method
- The inductive-deductive method

a) The Traditional Method

In this method grammatical items are taught with the help of a grammar book which contains definitions, rules, examples and exercises. For example:

Definition of Noun: "A noun is the name of a person place or thing". For examples: Sachin, Seema, Delhi, Kanpur, Book, Chair etc.

Exercise: Underline the nouns in the following sentences. Rajesh lives in Delhi. My father gave me pen.

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The main procedure in this method is from rule to example. It emphasizes on rote learning of rules and definitions. Students find it least interesting and monotonous.

b) The Informal Method

This method advocates the teaching of grammar not by rules but by usages. By continuous practice of using words while speaking, reading and writing grammar can be learnt. This method proves useful at the early stage when students learn language by lot of oral work. This method demands a lot of practice and time for learning the grammatical items on the part of the students. The students do not get systematized knowledge of grammar.

c) The Reference or Correlation Method

This method is also called incidental method as grammar is taught incidentally in this method. Grammar is taught while teaching the text book lesson or a composition. The sentence patterns, structures etc that are used in the text book lesson or composition are taught during teaching of the lesson. For example: While teaching the particular lesson, the teacher instructs the students to note all the examples of the present tense and past tense separately.

After noting the different sentences of present tense and past tense, the grammatical rules are discussed in the class. This method lays stress on the application of the rules and their usage. It is not considered a complete method as grammatical items are taught only incidentally. It can interfere with the normal teaching.

d) The Inductive and Deductive Method

This method is considered to be the best method as it follows certain educational principles from known to unknown, from simple to complex, from general to particular, from concrete to abstract etc. Inductive means to proceed from observation to laws and rules. Deductive means to proceed from the law and rule to observation and examples. This method has two

processes: Inductive Process and Deductive Process. For teaching grammar inductively and deductively following steps are to be followed:

I. Inductive Process

- Presentation of examples in a systematic way
- In the first step, the teacher presents the examples of the grammatical item to be taught in a systematic way.
- Observation and analysis of examples
- The teacher asks the students to observe the examples and analyse them with the help of students.
- Generalization/Generation of rule or definition
- After analysis of the examples, they come to certain conclusions or generalization and draw certain rule or definition.

II. Deductive Process

- Presentation of the rule or the definition.
- In this step, the teacher points out the rule or the definition.
- Verification and application of the rules
- The teacher gives several other examples to verify the rule or the definition. The teacher again motivates the students to observe and analyse the example and apply the rule or the definition.
- Practice for the application of the rule.
- The teacher gives ample practice for the application of rule and definition.

Inductive & deductive method is based on psychological maxims of learning and makes the active participation of the students. It has no place for rote memorization as the rules and definitions are discovered by the students themselves. Thus it stimulates their thinking and reasoning power. It is advisable that grammar should be taught informally at the early stage with the inductive and deductive method and incidental method at the middle stage and with traditional method at the higher stage.

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UNIT – II
LESSON PLAN FORMAT – COMPOSITION

2.1. TEACHING COMPOSITION

Composition is the expression of thoughts, ideas, feelings, observations, experiences in written form. It refers to the process of collecting thoughts or information, arranging them in a sequence and expressing them in accordance with recognized standards of form. An essay, a story a letter, a poem, a description etc are some of the forms of composition. Proper organization, clarity and effectiveness of the subject matter are some of the important points to be kept in mind while writing composition.

a) Aims of Teaching Composition

- To encourage the students to express their ideas in an organized and systematic way
- To enable them to develop their skill of writing
- To enable them to use appropriate vocabulary in writing various forms of composition
- To enable them for logical presentation of facts and ideas
- To develop their communicative competence

Types of Composition and their Teaching

There are two types of composition: Oral composition and written composition. They are further divided as: (a) guided oral composition and guided written composition (b) free oral composition and free written composition

a) Oral Composition

Composition should begin with the power of speech. It should be oral, long before it is written, as it paves the way for written composition.

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i) Aims of Oral Composition

- To give practice for using graded structures and sentence patterns orally
- To enable the students to express their ideas, interest and feelings freely
- To create suitable situations in the classroom to make them speak on their own

ii) Teaching of Oral Composition

Following methods can be adopted for teaching oral composition at early stage.

- Asking students to repeat the sentence which the teacher speaks
- The teacher can ask some question by showing object or performing some actions
- The teacher can ask question on a picture after describing it.
- The teacher can ask the students to read out the substitution tables and make various sentences
- The teacher can ask questions from the text
- The teacher can narrate the simple story and ask questions on it
- The teacher may have conversation with the students on various topics of general interests.
- The students may be asked to play simple drama.

iii) Guided Oral Composition

Guided composition is also known as controlled or directed composition. In guided composition, the students are supplied with the necessary vocabulary and structures to be used to speak or write. At the early stage, the oral composition should be strictly guided because students should proceed from imitation to improvising, from reproduction to original expression. Thus guided composition paves the way for free composition. Guided oral composition can be done by the following exercises

- Repetition of sentences and structures

- Substitution table
- Transformation of sentence
- Reproducing a situation
- Reproducing a picture description
- Reproducing a story

iv) Free Oral Composition

As the students gain mastery over the guided and controlled vocabulary and structures, they are encouraged to use new words and sentences on their own and express themselves freely. It promotes them for thinking freely. Free composition should be introduced at the later stage when students have done lot of practice in guided and controlled composition. The teacher can adopt various methods for teaching free oral composition at the later stage:

- The teacher can ask the students to describe the picture or an object on their own.
- The students can be asked to describe the important incidents or events.
- Debates, extempore and speech may be organized on the topics in their range of experience.
- Conversation can be arranged in the class in pair or group on familiar situations.
- Short dramas and one act play can be enacted in the class.

b) Teaching Written Composition

Written composition should follow oral composition when the students have gained sufficient knowledge of English vocabulary, structures and spellings. The aims of written composition are as follows:

- To develop their writing ability
- To enable them to write correctly
- To enable them to express their ideas and thoughts in writing in an organized way.

There are two types of written composition:

- Guided written composition
- Free written composition

i) Guided Written Composition

Guided Written Composition is usually introduced at the early stage. The teacher guides the students to write with the help of controlled vocabulary and structures. It lays the foundations for writing free composition. Guided written composition can be done by using the following methods:

- By giving dictation
- By giving certain words and asking the students to make the sentences using those words
- By giving substitution table to make various sentences
- Writing description of an object or a picture with the help of key words
- By asking to complete the story or a paragraph by filling the gaps
- By giving few sentences from the text book and ask them to write parallel sentences
- By reproducing the gist of story
- By reproducing the description of the picture
- Expansion of a topic on the basis of the given outlines

ii) Free Written Composition

Free Written Composition should be introduced at the later stage. In free composition, there is no restriction on the students regarding use of vocabulary, structures and the length of composition etc. Students are free to tackle the topic on their own freely. They are encouraged to think freely and express themselves freely. There are five types of free composition.

(a) Narrative Composition

It involves description of an event like visit to the zoo, a journey by train etc. Before making them writing the narrative composition on a given topic, the

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teacher may refresh their memory by discussing the event or the incident and ask them to write on their own in their own words.

(b) Story Type Composition

The teacher can present a picture or series of pictures before the students and ask them to write the story. Or teacher may give certain hints and some sentences and ask them to develop the story

(c) Reflective Composition

It includes essay writing, letter writing application etc.

(d) Essay Writing

At the early stage, teacher should give easy topics for essay writing but at the higher stage, students can be given all types of topics to write in their own style. They should be made clear about the parts of the essay i.e. introduction, main body and conclusion.

(e) Letter Writing

Letter writing can be divided into two categories: (i) Informal letters (ii) formal letter: The students should be made familiar with various parts of formal and informal letters and about different style of writing them. Initially they may be given the format of particular letter and asked to complete it.

(f) Imaginative Composition

The teacher can give some imaginary situation or topic to the students to write on it using their own imagination. For example: If I were a principal! When I trapped in a road jam!

(g) Literary Composition

Literary composition includes abstract writing and explanation writing.

2.2. PREPARATION OF A LESSON PLAN FOR TEACHING COMPOSITION

The following are the major steps for preparing a lesson plan for teaching composition. (Picture Composition)

- Preparation
- Presentation
- Home Assignment

a) Preparation

English is a foreign language. Indian students find it difficult to speak and write, so proper preparation is required to motivate the students in order to speak and write English. Under this, following points are to be considered:

- General Aims of Teaching Composition
- Specific aims of teaching Composition
- Teaching and learning Materials Used
- Previous Knowledge
- Introduction of the topic
- Statement of the Aim

b) Presentation

Step – I: Oral Development of Composition

Teacher will display the chart showing the pictures of different stages of the story and start oral development of composition. Teacher will be speaking sentences by pointing towards the various aspects of the story. She will also write the outline of the story on the black board.

For example: one hot summer day, a fox felt very hungry. He went in search of food here and there. At last, he reached a garden. There he saw some bunches of grapes hanging from a vine, his mouth watered. He thought of a plan.

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Step-II: Oral Development of Composition by students

Now the aids used by the teacher will continue there and the students will be enabled to develop composition orally. For this, the teacher will use various devices which are below:

- By putting questions to the class
- Showing a picture and raises question, etc.

In this way, the composition will be developed by the students. Whenever they find some difficulty, all guidance or help will be rendered by the teacher.

Step –III: Writing of Composition by the Students

All hints or guidelines continue on the black board or chart. The students will be asked to write down composition in the class. Every effort will be made that the students complete the composition themselves. The teacher should see that none of them copies the other students. In case the composition remains incomplete, the teacher may ask the students to complete it at home.

Step-IV: Correction Work

In this stage, the notebooks of the students will be collected by the teacher for correction work.

c) Home Assignment

The students will be asked to write a composition on "An evening Walk" ay home.

2.3. CORRECTION OF A COMPOSITION WORK

Correction work is very important in every language. In case of a foreign language, it is all the more of a greater importance. English is not a phonetic language. Its spelling system and pronunciation are different. The words are written in a different way and they are spoken in a different way. The

learners of English commit a number of mistakes in their writing. They need to be checked regularly. Only then the learners will be able to learn the language well.

Correction work consumes a lot of time of the teacher. Many teachers consider it dull and monotonous. Some teachers do not care car of it. The result is that the students have poor spellings. Sometimes the students are careless. The teacher points out the mistakes but the students do not care for their mistakes. All this needs to be checked properly.

Generally teachers of English are overburdened. They have to teach six periods a day. Correction work is extra. The authorities should reduce the load of work of language teachers. Correction work should also be considered in their load of work. The teaching of English in the schools can improve, if the teachers are exempted from the needless compulsion of correction work.

a) Procedure for Correction work

There can be number of ways for doing correction work. Some of them are explained as below:

1. The teachers ask the students to correct their own note books. He/she gives guidance to them orally or in written form on the chalk board. Thus the students are able to correct their own note books. Then the teacher collects the note books for further correction

2. The teacher asks the students to exchange their note books with the neighbouring students. Now the students correct the note books. The teacher gives required type of guidance. After this, the notebooks are collected by the teacher.

3. The teacher takes the note books of junior class and distributes to the students of a senior class. The students are asked to do correction work in five or seven minutes. The teacher gives guidance wherever it is needed. This type of practice helps the seniors in learning the language

4. In each class, the teacher selects a number of leaders, who are good in English. These student leaders assist the teachers in correction work.

5. In each class, a number of groups are formed. There is one student leader in each group. The group leaders carry on correction work in their respective groups. The teacher is available there for any type of guidance.

6. For carrying on correction work, the teacher may use some symbols for the senior students. It will reduce the work of the teachers. Of course, the teacher should explain those symbols to the students.

b) Symbols Used in Correction Work

- Spelling mistake   SP
- Punctuation mark   P
- Grammatical error   G
- A word is missing   ^
- Mistake of tense   T
- Article mistake   A
- Doubtful or not clear   ?
- Join the words or letters   ()
- Separate the word   //
- New paragraph   NP
- Exaggeration   !

By using these symbols, the teacher can correct the notebooks of the students easily. once the mistakes are pointed out, the students try to understand them. They make efforts to improve their writing and also they rectify their mistakes.

c) Suggestions for Making Correction Work Effective

Correction work can be made more effective if the following suggestions are taking into consideration:

a) The teacher should do the job of correction work joyfully. He/she should understand that it is a way of improving the language of the students.

b) The teacher should always encourage the students. In case a student writes everything wrong, the teacher should point out some mistakes and ask the students to learn them. Gradually he should improve all the mistakes.

c) The common mistakes of the students should be discussed in the class.

d) As far as possible, correction should be made in the presence of the students.

Correction work is a useful tool in the hands of language teacher. It proper use can help the teacher in teaching the language effectively.

UNIT – III
APPROACHES TO ENGLISH LANGUAGE TEACHING

3.1. STRUCTURAL APPROACH

Structural Approach is also known as Aural-oral Approach. Each language has its own pattern of structure. The structural approach is an outcome of the experiments carried out in language teaching in the army campus during World War II. Meaningful words are used in particular order. Every structure embodies an important grammatical point. A sentence needs a grammatical background. The different arrangements or patterns of words are called structures. Here words are used in particular order to convey their sense and meaning. In this way structures are the tools of language and should not be confused with sentences.

According to Brewington "Structural approach is a scientific study of the fundamental structures of the English language, their analysis and logical arrangement". The structural approach to English is teaching the learner certain selected structures in a certain order. The different arrangement or patterns of words are called structures. Structure may be complete patterns or they may form a part of a large pattern. Language is viewed as structurally related elements for the encoding of meaning the elements being phonemes, morphemes, words, structures and sentence types.

In the structural approach there may be four kinds of structures namely; Sentence patterns; Phrase patterns; Formulas and Idioms. Sentence Pattern are the word model from which many things of the same kind and shape can be made like cars which look the same or shoes made alike all of the same size and shape though perhaps of different colours. A sentence pattern is therefore a model for sentence which will be of the same shape and construction although made up of different words. Phrase Pattern is a group of words which express an idea without its being a sentence of clause e.g. in the house, on the table, into the tub etc. Formulas are those words which are used on certain occasions e.g. How are you? Good morning; Thank you;

etc. Idioms like 'Rome was not built in a day', 'hit the iron when it is hot', etc. come in this category. These should be taught as a whole.

a) Principles of Structural Approach

It is based on three main principles:

- Importance is given to student's activity rather than the activity of the teacher.
- Importance is given to speech work.
- Importance is given in developing correct language habits among the students, particularly the habits of arranging words in English in order to replace the sentence patterns of the pupil's mother tongue.

b) Aims of Structural Approach

The main aim of structural approach is to teach four fundamental skills: listening, speaking, reading and writing. It also enlarges the vocabulary of the student's. It correlates the teaching of grammar and composition with the lesson of the text-book. It improves and corrects pupil's speech habit. It makes classroom environment interesting and natural. It develops student's interest in creating meaningful situations. It lays proper emphasis on the aural-oral approach, active methods and the condemnation of formal grammar for its own sake. It also enables the children to attain mastery over an essential vocabulary of about 3000 root words for active use.

c) Merits of the Structural Approach

The merits of this approach are that it can be adopted for all stages of education. It stress habit formation, through intensive drills, the students cultivate the habit of speaking the English language, due to much oral drilling, whatever is learnt in the class remains stable in the minds of the students. It provides enough opportunities to the students to express their ideas and feelings and makes both teacher and students active which is psychologically sound. It puts more emphasis on speech or oral aspects of learning. The students are provided with carefully selected and graded

language material. Making use of this approach the teacher can attend to more or almost all students of his class.

d) Demerits of the Structural Approach

The demerits of this approach are that it is suitable only in lower classes. Only well selected sentence patterns are taught through this approach. It is rarely successful in overcrowded classroom. It neglects reading of all types. This approach does not take into consideration the fact that pupil is a learner. This approach needs specially planned text-books and well trained teachers to create appropriate environment for learning the language.

While teaching through this approach each structure should be repeatedly taught many times with different words. The teacher should care that the students get adequate practice in the use of special words. New words should be introduced gradually and they must be corrected with the structures already taught. Sufficient practice should be given in respect of each structure before the next is introduced. New words at early stages should refer to objects and actions which can be seen and demonstrated in the classroom. Thus this approach is based on the assumption that language learning is a matter of habit formation, which involves a lot of repetition and conscious drilling of the language items.

3.2. SITUATIONAL APPROACH

Hornby used the term situational approach in the title of a popular series of article published in ELT (1950). The approach suggests that any language item, whether it is structure or a word, should not be presented in isolation. It has to be introduced and practised in a context or situation. In the situational approach, explanations are discouraged and the learner is expected to apply the language learnt in the classroom to situation outside the classroom. By using situation the use of mother tongue can be avoided. If the language item is given in the meaningful situations the learner can deduce the meaning and context from the situation in which it is used.

The situational approach indicates as to how a teacher should create a real situation in the classroom. Now the question that arises is how these real situations can be created in the classroom? The Situational Approach tries to solve this problem. A particular situation helps the teacher to provide practice to the pupils to explain its meaning. A particular situation may be created in the classroom by use of maps, pictures, various objects, actions or by drawing on the black board. It can thus be realized that to create a relevant situation is practical problem.

According to this approach the English as a second language should be taught by forming links between the new words and the real situations encountered by the child while learning their mother tongue. All the items are learnt by a child in real situations. The situation in which the child learns his mother-tongue are repeated again and again and whatever the child understands or expresses about his experiences of his own life are then in same way connected with the terminology of the English Language. The structure or a word conveys its meaning to the pupil only when it is used in particular situations. This particular situation helps the teacher to familiarize the pupils with the structure. But how a teacher can create a real situation, may be created in the classroom and outside by the use of objects, by the use of pictures, by drawing or displaying maps and sketches, by gestures and by action etc. Conversation is another way to create real situations in the classrooms. The teacher may ask questions also. They may have discussion or extempore etc.

a) Characteristics of Situational Approach

Speech is the basis of language teaching. The new language items and vocabulary items are graded according to their usefulness, frequency and teach ability. The language items thus selected and graded are presented and practised in meaningful situations. Reading and writing are based on items which have already been introduced and practised orally. New words are introduced incidentally in the class. Opportunities are provided to the pupils to associate the meaning of new words with the created situation. Lot

of appropriate material is used to create proper and real situations. Examples are given to make the things clear. Teacher gives continuous statements about his actions – He puts before his pupils several questions and answers them himself. The use of mother-tongue is emphasized.

For example – If the teacher wants to teach the parts of a flower. He can show various pictures to the students depicting different parts of a flower. He may also write the names of the parts of the trees on these pictures. First of all he will explain orally only and then the teacher may take the help of the pictures to make his teaching more effective and interesting.

b) Merits of the Situational Approach

- It creates interest among the students.
- Emphasis is given on learning by play.
- Action chains make the classroom atmosphere lively.
- Lot of material aid is used to make the learning stable and interesting.
- Lot of examples can be given
- The teacher can make his illustrations clear by using various materials or by pictures etc.
- Stress is given on learning through hearing.

c) Demerits of the Situational Approach

- It is suitable only in the lower classes as this approach cannot be made applicable to the senior classes.
- Text books cannot be taught by this method.
- Only well selected sentence patterns can be taught by this approach.
- That minimum makes the classroom dull.
- Trained teachers are required for it.
- Prose, poetry, rapid reader etc. cannot be taught through this approach.
- Sometimes it becomes difficult to relate the statement of the teacher with the created situation.

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Situational Language Teaching involves accurate use of vocabulary items and grammar rules in order to achieve a practical mastery of the four basic skills. Learners must be able to produce accurate pronunciation and use of grammar. The ultimate aim is to be able to respond quickly and accurately in speech situations with an automatic control of basic structures and sentence patterns.

3.3. COMMUNICATIVE APPROACH

The development of language learning or teaching from form-based to a meaning-based approach, the move towards the eclectic approach from a rigid method, the shift from teacher centered to learner centered classes, are all subsumed under the broad term communicative approach. The communicative approach is the recent and latest approach of teaching English. This approach lays a great emphasis on the use of language. It enables the students to communicate his ideas in a better way. The socio linguists Dell Hymes propagated this approach. According to him the purpose of teaching language is the communicative competence. The following materials are used in this approach; different functions such as requesting, informing, expressing likes and dislikes; notions of time, location and duration etc.; using language to perform different tasks such as solving puzzles, dramatization, role play etc. Teachers have known that their aim is to get students communicating successfully outside the classroom.

Communicative competence not only applies the grammatical rules of a language in order to form a grammatically correct sentence, but also to know when and where to use these sentences- in other words, to use them appropriately.

a) Characteristics of the Approach

The communicative approach aim to make all the learner attain communicative competence i.e. use language accurately and appropriately. The prime focus is on learner and teacher is just a facilitator. It is based upon need analysis and planning to prepare communicative curricular and

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syllabuses. It is based upon the concept of how language is used and what is functional utility of language. It lays less stress on grammar and emphasis on language in use rather than language as structure. It gives emphasis on the semantic objective of the language which means the meaning of language in real life situation and contexts. The skills of speaking and writing are included in communicative approach. It provides the communicative opportunities where the students may be able to communicate their ideas through dialogue, discussion, debate, literary and cultural activities of the schools

b) Merits of Communicative Approach

1. The merits of communicative approach are to develop the speech ability among the students.

2. It teaches of different ways of expression.

3. This approach is based on the practical utility.

4. It lays more stress on the functional value of language.

5. It enables the students to communicative their ideas both inside and outside the class-room.

c) Demerits of Communicative Approach

1. This approach ignores grammar and structures.

2. It is not properly and scientifically developed as yet.

3. It is a new approach and it is to be used and tested in our schools for language teaching.

4. Practical utility of this approach is yet to be confirmed.

5. Trained teachers are not available in this approach to teach English language.

6. Students don't get proper environment for communication.

In communicative approach techniques such as information gap tasks are used. An information gap occurs in a situation where one person knows something which other person do not. Information gap task used in the classroom are language games, role play, retrieving text order etc. In this approach the teacher is no longer regarded as sole arbiter and controller of what goes in the language classroom. The independent status of learner is fully accepted. The communicative approach has implications for the classroom teacher in terms of their way of teaching and attitude. Thus communicative approach can be the effective way of developing language competence among learners.

3.4. CONSTRUCTIVE APPROACH

This view represents the shift from education based on behaviourism, to education based on cognitive theory. Thus, behaviourist epistemology essence is based on intelligence, domains of objectives, levels of knowledge and reinforcement; however in the case of constructivist epistemology it is the learner who constructs their knowledge on the basis of interaction with the environment. The primary message of constructivism is that active learning enables the students to construct their own knowledge and make their own meaning of what is being thought. According to this approach, acquiring second language will be effective in authentic and complex learning environment or situation. One of the primary goals of using constructivist teaching is that students learn how to learn by giving them the training to take initiative for their own learning experiences.

According to Reinfried constructivist language learning should be action oriented where language is learned through collaboration, free creation is praised, and learning is achieved by actively doing projects and self-teaching. Constructivist language learning should be learner centred that supports individualization of learning and autonomy. Learner should develop awareness not only for learning but for the language itself and for the intercultural aspect as well. Constructivist language learning is to be

holistic with content oriented perspective, authentic and complex learning environment.

a) Principle of Constructive Approach

One of the most important principles in constructivist approach to language teaching is action orientedness. Co-operative learning (such as pair work, group work or any other social forms of learning), creative and active participation in classroom activities, learning by preparing various projects as well as learning by teaching (when the student is asked to take over teacher's role) have been treated as the major tasks referring to the action oriented method.

The second principle in constructive language teaching is individualisation of learning which is centred on the learner. It is the learner who is allowed to decide about the fragments and sections of the materials provided by the teacher during the lesson. This possibility to make choices fosters learner's autonomy, thus it takes into account their preferable style and type of learning.

Another principle of constructive approach refers to holistic language experience which refers to content-oriented language teaching and usually takes place in bilingual classes. Constructive approach to language teaching is based on the foundation that knowledge is constructed not received. It is based on thinking and analysing not memorising. It also lays emphasis on understanding and applying and not repeating.

Constructivist teaching involves negotiation and scaffolding. Negotiation is an important aspect of a constructivist classroom. It unites teachers and students in a common purpose. It is important for the teacher to talk openly with the learners about the choice of new information as well as the way of introducing it during classes, and the formal constrains such as obligatory curriculum. Scaffolding is a more systemic approach to supporting the learner, focusing on the task, the environment, the teacher, and the learner. Scaffolding provides temporary frameworks to support learning and student

performance beyond their capacities. The concept of scaffolding represents any kind of support for cognitive activity that is provided by an adult when the child and adult are performing the task together (Wood & Middleton, 1975).

Instructional practice in constructivist classrooms values prior knowledge, is context embedded, integrates cooperative group work, multidimensional assessment, and integrates language, content, and process.

In the constructivist classroom, the teacher's role is to prompt and facilitate discussion. Thus, the teacher's main focus should be on guiding students by asking questions that will lead them to develop their own conclusions on the subject. Teaching strategies which can be used in this approach is that a teacher can use a picture from students' cultural background. Ask students to describe as they say the words, and write the words on paper, put words together and look for patterns. Write sentences from the words formed.

Some of the activities that could be involved in constructive classroom while teaching language are role playing, theme and content based, oral presentations, discussions and debates, metaphors, interactive, collaborative, real life examples, portfolio evaluation etc. Students can construct additional knowledge by writing poems, short plays, screen plays, legal briefs, journals, diaries etc

b) Merits of Constructive Approach

This method of teaching is effective for students who learn better in a hands-on environment and helps students to better relate the information learned in the classroom to their lives. Children learn more, and enjoy learning more when they are actively involved, rather than passive listeners. Education works best when it concentrates on thinking and understanding, rather than on rote memorization. Constructivism concentrates on learning how to think and understand. Constructivist learning is transferable. In constructivist classrooms, students create organizing principles that they

can take with them to other learning settings. Constructivism gives students ownership of what they learn, since learning is based on students' questions and explorations, and often the students have a hand in designing the assessments as well. Constructivism promotes social and communication skills by creating a classroom environment that emphasizes collaboration and exchange of ideas.

c) Demerits of Constructive Approach

There are also some demerits to constructive teaching. The training necessary, for constructive teaching is extensive and often requires costly long-term professional development. With an average number of students in one classroom, teachers are unable to customize the curriculum to each student, as their prior knowledge will vary. The constructivism curriculum also eliminates standardized testing and grades. It requires more time and energy.

3.5. S-O-S (STRUCTURAL-ORAL-SITUATIONAL) APPROACH

This approach, popularly known as the S-O-S approach, came into being as an alternative to the direct method. It is an outcome of the experiments carried out in the army camps during World War II. It is the presentation and practice of carefully selected and graded grammatical structures of English in effective, meaningful situations, initially through speech and later through reading and writing.

Language is viewed as structurally related elements for encoding of meaning, the elements being phonemes, morphemes, words, structures and sentence types. According to Rao, the theory underlying this approach is that language exists in situations; it cannot be used in vacuum. Language is used according to the needs of the situation. In view of this Rao suggests presenting a new language item in meaningful situations. It would make the input comprehensible for the learner. Situational use of English is aimed at in this approach.

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Prominent names associated with this approach are Charles Fries, Harold Palmer and A.S. Hornby. Harold Palmer points out that there are three processes in learning a language- receiving the knowledge or materials, fixing it in the memory by repetition, and using it in actual practice until it becomes a personal skill. By using meaningful situations, according to Geetha Nagraj, the use of mother-tongue can be avoided. In view of this Geetha Nagraj suggests that these language items should be given in meaningful situations, the learners can deduce the meaning and the context from the situation in which it is used. Pitman suggests that the situations will be controlled carefully to teach the new language material...in such a way that there can be no doubt in the learners' mind regarding the meaning of what he hears.

a) Characteristics of S-O-S Approach

- Speech is the basis of language teaching-new language items and vocabulary items are presented orally before they are presented in the written form.
- The language items which are commonly used by native speakers in their day-to-day language are selected for teaching.
- The items are also graded according to their usefulness, frequency and teachability.
- The language items thus selected are presented and practised in meaningful situations.
- Vocabulary items are selected with reference to the general service list.
- Reading and writing are based on items which have already been introduced and practised orally.

This approach got well established by 1975 but soon then some doubts were also raised on its efficiency. In Prabhu's words 'the S-O-S principles were increasingly being questioned, mainly on the grounds that learners practice situation didn't ensure that they could make sentences correctly in other contexts, and that, although learners seem to learn their command of language structure at the end of a structurally graded course, lasting several

years, was still very unsatisfactory, requires good deal of remedial re-teaching which, in turn, led to similarly unsatisfactory results.'93 The other charges were that the teachers were required to do a lot of preparatory work, the structures soon become over generalized and mechanical, less attention in this approach, was paid to the reading skill etc

b) Merits of S-O-S Approach

SOS approach has some points in common with direct method. Both emphasise the importance of speech and habit formation, inhibit the use of the mother tongue, and teach language in situations by use rather than by rule. However, the SOS approach scores over D.M as it follows a carefully selected and graded syllabus. The selection and gradation of structures and vocabulary items facilitate learning on the part of the pupil. The SOS approach deals with the three main levels of language i-e., Phonology, Morphology and Syntax and the teachers use a Controlled and definite process of input based on the rules of linguistic structures unlike in D.M. where the teachers are given full freedom in the choice of input.

c) Demerits of S-O-S Approach

1. SOS approach is mainly based on the principle of oral proficiency; hence, it cannot be practiced in large classes.

2. It is effective in the hands of trained teachers because the method demands proper study and understanding of the theories underlying the practice drills.

3. The methods require a well graded syllabus which insists not only the grading of structures but also a basic vocabulary within which the structures should be operated i.e., grading of structures and vocabulary control is essential.

3.6. ECLECTIC APPROACH

Eclectic approach is a method of language education that combines various approaches and methodologies to teach language depending on the aims of

the lesson and the abilities of the learners. Different teaching methods are borrowed and adapted to suit the requirement of the learners. It breaks the monotony of the class. In addition, it is a conceptual approach that does not merely include one paradigm or a set of assumptions. Instead, eclecticism adheres to or is constituted from several theories, styles, and ideas in order to gain a thorough insight about the subject, and draws upon different theories in different cases. 'Eclecticism' is common in many fields of study such as psychology, martial arts, philosophy, religion and drama.

There are varied approaches and methods used for language teaching. In eclectic approach, the teacher can choose from these different methods and approaches:

- **Grammar-translation Method:** It is a method of teaching languages by which students learn grammatical rules and then apply those rules by translating between the target language and the native language.

- **Direct Method:** In this method the teacher refrains from using the students' native language. The target language is directly used for teaching all the four skills—listening, speaking, reading and writing.

- **Structural-situational Approach:** In this approach, the teacher teaches language through a careful selection, gradation and presentation of vocabulary items and structures through situation based activities.

- **Audio-lingual/Audio-visual Method:** In this style of teaching students are taught through a system of reinforcement. Here new words and grammar are directly taught without using the students' native language. However, unlike direct method, audio-lingual method does not focus on vocabulary. Instead, the teacher focuses on grammar through drill and practice.

- **Bilingual Method:** The word 'bilingual' means the ability to speak two languages fluently. In bilingual method, the teacher teaches the language

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by giving mother tongue equivalents of the words or sentences. This method was developed by C.J. Dodson.

- **Communicative Language Teaching:** This approach lays emphasis on oral method of teaching. It aims to develop communicative competence in students.

- **Total-Physical Response:** It is based on the theory that memory is enhanced through association with physical response.

- **The Silent Way:** In this method the teacher uses a combination of silence and gestures to focus students' attention. It was developed by Caleb Gattegno.

a) Advantages of Eclectic Approach

- The teacher has more flexibility
- No aspect of language skill is ignored.
- There is variety in the classroom.
- Classroom atmosphere is dynamic.
- These types of programs not only negotiate teacher's skill-development within an improved recognition of and respect for cross-cultural and multi-linguistic classroom settings, but also encourage student pride in their heritage, language, communication preferences and self-identity.

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UNIT-IV
TEACHING PRONUNCIATION

4.1. TEACHING PRONUNCIATION AND SPOKEN ENGLISH

There are many things that English teachers need to fit into their limited class time—grammar, vocabulary, speaking, listening, reading, and writing. Pronunciation often gets pushed to the bottom of the list. Many teachers say there's just not enough time to teach pronunciation. Students often think it isn't that important—after all, it won't be tested on their college entrance exams!

But if students need or want to speak English understandably, pronunciation is important. The days when learners only needed reading and writing skills in English are past. Depending on where you teach, many or all of your students will need to speak and understand English in real life to communicate with both native speakers of English and speakers of other languages. Even if students' grammar and vocabulary are strong, if their pronunciation isn't easy to understand, their communication will fail. We owe it to our students to give them the tools they'll need to be able to communicate successfully in English

a) Goals of Teaching Pronunciation

Most teachers agree that they want their students to be able to speak English with good pronunciation. But what does that mean? What is good pronunciation?

One answer might be "sounding like a native speaker." However, this answer is problematic for a couple of reasons. First, it's hard to define what "a native speaker" sounds like. There are so many varieties of English and so much variation within each type that it's almost impossible to define that elusive "ideal" pronunciation. Trying to sound like a native speaker is like throwing a ball at a moving target—difficult, frustrating, and likely to fail.

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Another problem is that very few learners will ever be able to sound exactly like their preferred pronunciation model, no matter how hard or how long they try. This is especially true for adult learners and for those who don't constantly hear English in their daily lives. Whatever the definition, speaking with native like pronunciation is not an easy goal to reach.

A more realistic goal, and one that more and more teachers and researchers recommend, is intelligible pronunciation—speaking in a way that most listeners, both native and non-native speakers, can understand without too much effort or confusion. It's not a bad thing if you can still tell that the speaker comes from a particular country or region, as long as the speaker can be easily understood by others.

Still, while it's not practical to set our goal impossibly high, we also can't afford to set it too low. It's not helpful for students to become too complacent and to believe that their pronunciation is fine when, in fact, it may not be easily understood by anyone other than their own teacher and classmates. To be truly intelligible to a wide range of listeners, and not just too willing listeners of their own language background, speakers need to come fairly close to some kind of a recognized standard, whether it's one of the major native-speaker varieties or a non-native variety of pronunciation that is easily understood by listeners from many backgrounds. As responsible teachers, we must make sure we don't set the bar too low.

We should also realize that English teachers, both native and non-native speakers, are often not the best judges of whether someone's pronunciation is intelligible. Many English as a second language (ESL) or English as a foreign language (EFL) teacher can understand their students' speech when people in the wider world can't; in fact, it sometimes seems that we teachers can understand practically anything. We're used to inaccurate pronunciation. We know what students are going through and how hard they're trying. We're on their side and want to understand them, while a future employer or a cashier at Starbucks might not try so hard. No teachers are a tough audience

b) Accuracy and Fluency

We often think of pronunciation teaching in terms of helping students achieve accurate pronunciation so that their production of sounds, stress, rhythm, and intonation begins to match an ideal pattern. But accuracy is only one part of good pronunciation. Fluency in producing sounds and other aspects of pronunciation is equally important. The two don't always go together. For example, many students learn to produce a new sound correctly when they're concentrating carefully and saying it alone or in a single word. When they need to use that same sound in conversation, however, it's much more difficult to keep producing it correctly—they can't pronounce the sound fluently. After all, in real-world speaking, pronunciation is just one among many things that students have to think about. Vocabulary, grammar, the ideas they want to express, and the appropriate degree of politeness and formality also occupy their attention.

It's hard to use pronunciation accurately and fluently at the same time. Because of this, when we're practicing pronunciation, we should include some activities that emphasize pronunciation fluency—speaking smoothly and easily, even if not all the sounds are perfect—along with activities that emphasize accuracy—producing sounds correctly. Both accuracy and fluency are important in pronunciation, just as they are in speaking in general, and both deserve attention and practice

c) Factors affect Pronunciation Learning

Many things contribute to learning pronunciation, from students' ages, motivation, and personality—which depend on the learners themselves—to the quality of the teaching and the students' first language—which are outside factors.

I. The Age of the Learner

We have all observed how easily babies and very young children learn languages. They just seem to absorb the sounds and words they hear

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around them and, little by little, learn to imitate them accurately. Linguists call this time in a child's life, lasting up to the age of about 12 to 14 years, the critical period for language acquisition. Children can learn the sounds of language more naturally than adults and can approach native speaker pronunciation, but only if they are surrounded by the language and have many chances to hear its pronunciation. Young children who hear English only a couple of hours a week lose much of their learning advantage.

Effective pronunciation learning is not limited to young children, however. Older children and adults have their own strengths and can also learn pronunciation well, even if they never sound quite like native speakers. Adults are better able to set goals and to practice purposefully. They can understand more abstract explanations and analyze how sounds are produced and how the melody and rhythm of a language sound. Adults should not give up the hope of having easily intelligible pronunciation; they just have to reach their goal in a different way than children.

II. Motivation

Learners in any subject area tend to make more progress if they want to learn. No teacher can force students to learn if they're not motivated. A proverb says, "You can lead a horse to water, but you can't make him drink." This also applies to teaching pronunciation. We can provide information and many chances to practice, but we don't have the power to change our students' pronunciation for them. They have to want to do it and be willing to do the work themselves. Three general sets of goals or desires have been suggested that can motivate students in language learning.

- Learners want to be accepted into a group that uses the language. The group might still recognize the learners as "outsiders," but they can function well in the group. This is sometimes called **integrative motivation.**

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- They want to be accepted as real members of the group. They don't want to be thought of as "outsiders." This is called **assimilative motivation.**
- They want to be able to use the language to reach a goal: To get a job, to conduct business, to pass a test, or to travel easily in a foreign country. This is called **instrumental motivation**.

If we recognize our students' goals in learning English, we can help motivate them by showing them how improving their pronunciation will help them reach their goals.

III. Personality and Aptitude

No two people are alike. We each have our own personality, talents, strengths, and weaknesses. These factors can affect how people learn pronunciation.

Teachers sometimes assume that more outgoing learners will be able to learn pronunciation better than shyer students, and there may be some truth to this. Confident students might speak more and be more willing to try new sounds, and this extra practice could help them improve their pronunciation. However, this improvement is certainly not guaranteed. Some outgoing students may be producing a lot of language, but they may also be jumping ahead without paying attention to the accuracy of their pronunciation. If listeners are impressed by their fluency and accept their imperfect pronunciation, they have no way to know that they need to improve.

Some more introverted students might actually be thinking carefully about sounds and practicing "within themselves," even if they don't speak much in class. Don't underestimate the quiet students. Appreciate the strengths and possibilities of all your students, and encourage everyone. All students can learn and improve in their own way.

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Another aspect of personality that can affect pronunciation is the degree to which a person is willing or able to change the way he or she sounds. Most of us have been speaking and listening to language in the same, familiar way since we learned to talk. Our voice and our pronunciation are a central part of the way we see ourselves. It can be uncomfortable and possibly even frightening, to try out unfamiliar sounds and melodies of language. For some people this process seems like a small bump in the road, but for others, it's a serious roadblock.

Finally, some people seem to have more of an aptitude or talent for learning language or imitating pronunciation than others. We say that some people "have a good ear" for language. Of course, this is something that is almost impossible to define or measure. What seems like a natural talent may be partly due to special motivation, encouragement from parents or teachers, or growing up in an environment where there are many opportunities to hear and learn other languages. In fact, there's no magical ability possessed by some people but not others that determines whether someone can be a successful language learner. As teachers, we need to believe that everyone has an ability to learn pronunciation. Then we need to give all our students the help they need to do it well.

IV. Methods and Quality of Teaching

The kind of teaching students have experienced both in amount and quality has a strong influence on their learning. The quality of teaching that students receive certainly affects the quality of their learning.

V. Exposure to the Target Language

Students' pronunciation learning is also affected by how much English they have a chance to hear in their daily lives. Learners who live in an English-speaking country where they are constantly surrounded by the language will be more familiar with the sounds and melodies they're trying to imitate than those who have few chances to hear spoken English—perhaps only during English classes for a few hours each week.

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VI. The Influence of the Learner's Language

A learner's first language (often referred to as the L1) has a strong influence on the way he or she learns the pronunciation of a second language (referred to as the L2). Often this influence is helpful, such as when some sounds are very similar in the two languages. For example, knowing how to pronounce /m/ in one language makes it easy for a learner to pronounce /m/ in another language. However, learners' pronunciation habits in their first language can also make it more difficult for them to pronounce sounds in the new language that don't exist in their L1 or that are used in a different way. This influence is called native language interference or language transfer.

d) Problems in Teaching Pronunciation

I. Effects of Differences between First Language and Second Language

(a) Merging

When learners hear unfamiliar sounds in a new language, they tend to interpret the sounds of the new language in terms of the categories of their original language. The learner's brain may hear two sounds as being the same when they're actually considered separate sounds in the new language. This is called merging and leads to pronunciation errors. When our brains and ears can't tell the difference between two similar sounds, we tend to pronounce both of them in the same way. For example, many languages don't have separate vowel sounds like the ones in reach (/iy/) and rich (/ɪ/). Speakers of these languages may merge the two sounds and pronounce them both in the same way.

(b) Substitution

When learners hear a new sound that doesn't match any of the sounds they know, they often substitute a familiar sound that is somewhat similar and easier for them to produce. For example, the first sound in think and three is found in relatively few languages in the world. Speakers of languages that

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don't have this sound often substitute /s/, /f/, or /t/ so that think sounds like sink, fink, or think.

(c) The effect on intelligibility

The processes of substitution and merging can cause serious problems for learners' intelligibility. When listeners expect to hear one sound but actually hear a different one, communication can break down. Even when teachers make learners aware of what's happening, it's difficult not to fall into one of these traps

II. Problems with Individual Words

Sometimes specific words can cause pronunciation problems. Two causes of this are described here.

(a) Spelling

English has many words with irregular or unpredictable spellings, and this can lead students to mispronounce those words. For example, if students learn the words rain, plain, and maintain, they will naturally assume that the letters ain must represent /eyn/. Then if they see the written word mountain, they may mistakenly pronounce it /mawnteyn/. Since students often meet words first in their written form, this can lead to incorrect pronunciation of many words.

(b) Borrowed words

Many languages have borrowed words from English, adapting their pronunciation to fit the sound system of the borrowing language. We might think that knowing words that have been borrowed from English into the student's native language would make it easier to learn those words in English, and this is often true with word meanings. However, familiarity with these borrowed words can actually make it harder for learners to pronounce the words correctly in English if they assume that the pronunciation is the same in English as it is in their native language. This

can cause misunderstandings. In an ESL class that I observed recently, the teacher asked a Japanese student about his favourite food. The student answered: /karee/. (The last vowel is similar to the vowel in bed, not need.) The teacher had no idea what the student meant, and it took several tries by the student and his classmates until the teacher recognized the word as curry, which in American English sounds like /ˈkəriy/. Teachers need to take special care to point out and practice words that are pronounced differently in English than their borrowed counterparts.

III. Fossilization

One of the most stubborn problems that we face in teaching pronunciation is fossilization. Fossilization is a process that occurs when a language learner progresses to a certain point but then has a hard time making further progress. For example, a student who has been studying English for many years might still not be able to differentiate /v/ as in very and /b/ as in berry; this error just seems to have become a permanent part of the person's English.

When students begin to learn a new language, they usually feel like they're making progress fairly quickly. Since they're starting from zero, any new knowledge feels like a great step forward. But after a while, students may find that their teacher and classmates understand them when they say /b/ instead of /v/, and so they lose their incentive for trying to say /v/ accurately. Their habit of saying /b/ for /v/ seems frozen in time, like a fossil of an ancient animal. Their mistake has become fossilized, and at this point, it becomes very hard to change.

Most students who have been learning English for a while have some fossilized pronunciations that are very hard to change or improve. So what can the teacher do to help crack up those fossils? First, we have to recognize the fossilized forms and help students realize what error they're making and why it's causing a problem in understanding. Next, the learner has to be willing to put lots of effort into changing his or her pronunciation. It won't happen easily, and it won't happen at all if the student doesn't

work at it. We need to provide information, opportunities for focused practice, and feedback to the learner on how well his or her pronunciation is reaching the goal. It's difficult to change fossilized pronunciation, but it's not impossible.

A more effective strategy in the long run is to try to prevent fossilization in the first place. Emphasize pronunciation at all levels of teaching, especially for beginners. It's easier to get learners started on the right path than to try to change their fossilized pronunciation later.

IV. Hypercorrection

A less common pronunciation problem is hypercorrection, which means "too much correction." This happens when a student has learned a rule and tries to apply it, but applies it in too many cases. For example, a common error among Korean learners is to substitute /p/ for /f/, since /f/ doesn't exist in the Korean language. The predictable error is to say pan instead of fan or punny instead of funny. But sometimes a learner has been concentrating so hard on not saying /p/—on saying /f/ instead—that he or she sometimes says /f/ even when the correct sound actually should have been /p/. The speaker might say fan instead of pan. Hypercorrection is a much less frequent and less serious source of error than fossilization—more like an occasional slip of the tongue than a long-term problem.

V. Learning Pronunciation Takes Time

Pronouncing sounds involves both our minds and our bodies. When you learn new sounds, you need to learn to move the muscles of your mouth in new ways and change the pronunciation habits you've built up all through your life. This isn't easy, and like learning any other muscular activity, it takes a long time. Most people can't learn to dance or to play a musical instrument immediately; they have to start out slowly, practice a lot, and gradually build up speed and skill. Your mouth also needs to build up muscle memory—the ability to do something more easily after practicing it many times. Your muscles begin to "remember" how to move in a certain

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way because they've done it so often. Teaching pronunciation also takes time. As teachers, we can't just teach something once and expect our students to master it right away. We need to come back to the same point again and again, giving students lots of review and continued practice.

e) Needs of Teachers to Teach English Pronunciation

To teach pronunciation effectively, teachers need several types of pronunciation knowledge:

- Teachers need to know the facts about pronunciation: How speakers' mouths move when they produce the sounds of language, and how word stress, rhythm, connected speech, and intonation work.
- Teachers need to understand and be able to predict the kinds of problems your students might have with pronunciation and why they happen.
- Teachers need to know many ways to teach pronunciation to your students, adapting your methods to fit them and their needs, and helping them practice effectively to overcome any problems they might have.

Teachers also need to know the following basic principles of teaching pronunciation:

- Include more than just "repeat after me." Having students listen to a recording or to the teacher's voice and then repeat is a useful part of a pronunciation lesson, but by itself it is not enough.
- Encourage students to use more than one of their senses, which is more effective anyway. We can use many different ways of learning— through sight, sound, and movement—to help students understand and remember better.
- Keep lessons practical. For most students, even adults, theory and technical explanations are hard to understand and are easily forgotten. Simple, concrete demonstrations followed by lots of

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practice produce better results. Lessons need to fit our students' level of understanding.

- Include communicative practice whenever possible. Students need to work toward using their new pronunciation in real speech. During class, we can help them practice in activities that are similar to real communication.

- Train students to become independent and autonomous learners. Our students won't be with us forever. Someday they'll be facing pronunciation puzzles on their own. If we can help them build up their own skills in listening, imitating, and monitoring their own pronunciation, it will be a big help to them in their future learning.

f) Teaching Pronunciation Strategies

The following are the effective ways or the strategies to teach English pronunciation:

I. Listen and Repeat

This will be the first and most common method of teaching sound specific pronunciation in English. You say the target sound and have your students repeat it after you. If you are teaching a long word with multiple syllables, start with the final syllable of the word and have your class repeat it. Then add the penultimate syllable and say the two together having your class repeat after you. Work backwards in this manner until your students are able to pronounce the entire word correctly.

II. Isolation

When working on a specific sound, it may help your students to isolate that particular sound from any others. Instead of presenting a certain sound as part of a complete word in English, you can simply pronounce the sound itself repeatedly. When you do, your students can say it along with you repeatedly, focusing on the small nuances in the correct pronunciation and also engraining the sound pattern into their minds. This is especially

helpful when you have several students struggling with a specific sound delineation.

III. Minimal Pairs

Minimal pairs are a great way to focus pronunciation on just one sound. If you are not familiar with linguistics, a minimal pair is two words that vary in only one sound. For example, rat and rate are minimal pairs because only the vowel sound differs between the two words. Additional minimal pairs are pin and pen, dim and dime, and bat and pat. You can use minimal pairs to help your students with their pronunciation by focusing on one particular sound. In addition to the pronunciation benefits, your students will also expand their vocabularies when you teach minimal pairs.

IV. Record and Replay

At times, your students may think they are using correct pronunciation when in fact they are saying something quite different. By using a device to record what your students are actually saying, you have empirical data to play back for each person. Encourage him to listen to what he actually said rather than what he thinks he said. You may also want him to compare a recording of a native speaker against his recording of himself. In this way, your students will have a more objective understanding of their true pronunciation and be able to take steps to correct it.

V. Use a Mirror

Giving your students a chance to view their own physical movements while they are working on their pronunciation can be of great value. You can always encourage your students to look at your mouth and face as you pronounce certain sounds, but they will also benefit from seeing what movements they are making as they speak. Sometimes, becoming aware of the physical movements involved in pronunciation is all your students will need to correct pronunciation issues of which they are unaware.

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VI. Phonetics

When your students are facing a pronunciation challenge, it could be that English spelling is adding to the mystery of the spoken word. Instead of spelling new vocabulary out on the white board, try using phonetic symbols to represent the sounds (rather than the alphabet to represent the spelling). If you were to use phonetic symbols, the word seat would be written /si:t/ and eat would be written /i:t/. You can find a list of the phonetic symbols on several websites or in introductory linguistics books. Once you teach your students the International Phonetic Alphabet, you can use those symbols any time you introduce new vocabulary to your students.

VII. Show a Vowel Diagram

If you are using phonetic symbols to help you teach vowel pronunciation, a diagram of where each English vowel sound is produced can be eye opening for your students. Print copies to distribute in class or show your students where they can find this diagram online. When students know which area of the mouth in which they should be making their sounds, they may have an easier time distinguishing between similar sounds because they are produced in different areas of the mouth.

VIII. Sing

Surprisingly enough, singing can be a good way for your ESL students to practice their English pronunciation. Because singing requires a person to maintain vowel sounds over more than just a moment, it can give your students a chance to focus in on the target sound and adjust what sound she is making

IX. Tongue Twisters

Though tongue twisters are probably more popular for practicing consonant pronunciation, they are still a valuable resource for vowel practice. Not only are they a challenge to your students' pronunciation abilities, they add an

element of fun to the classroom that can help your students relax and therefore free them to be more daring in their attempts at English.

X. Target Language Specific Sounds

Some pronunciation patterns are found consistently in students with the same native language. Being aware of these patterns is helpful in addressing problems your students may not even know they have. You can find practice exercises to target specific pronunciation patterns, or you can write your own to target the specific needs of your class. Either way, making students aware of pronunciation patterns of speakers of their native language can be the biggest help in eliminating the mispronunciations.

g) Different Ways to Teach Spoken English

The following are the ways to teach spoken English to the students of ESL:

- Teachers must drive away the fear in the students who are afraid of speaking English in public. They must encourage them to speak in front of the whole class.

- Encourage them to speak on very simple and easy topics in front of the class without any interruption or laughter but keep track of the mistakes they make while speaking.

- Correct any speaking errors afterwards in a one-on-one discussion as it will not embarrass the students who feel shy in front of their classmates. Do not over-rely on these discussions because it will not allow the students to come out of their shell.

- Suggest the students to read in English but start off with easy material. This will help them to form ideas and thoughts in English and not in one's native tongue.

- To converse fluently in English, students must think in the language. Construct sentences for them to speak. Translating from your native tongue to English is not desirable because it breaks the continuity. Instruct them to focus on thinking in English.

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- When teaching grammar, focus on aspects that are necessary to speak English properly such as parts of speech, vocabulary, and idioms.

- Parts of speech include nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, interjections, and their various uses. Be sure to use lots of examples from daily life when going over the concepts.

- One thing to remember when teaching is that the students must be allotted a time slot every day to converse in English. Thus, grammar lessons should not consume the total class time. Regular practice of speaking is required.

- With regular speaking practice in the class, students will strengthen their comfort with grammatical details as they develop confidence.

- Start with group discussions at this point. Provide some interesting topics. Allow them a few minutes to arrange their own points regarding the topic. You can start the discussion by asking a particular student to begin or leave it open to the students to begin.

- A group discussion is a very healthy way to have a conversation. The students have to converse without a break. Listening becomes very important here. Follow what the students say and encourage others to offer counter questions, answers, and additional points.

- If some students avoid talking during this time then you should make them speak by providing some direct questions.

- Group discussions are very important but they should not be held at the very beginning of a course. It is natural that students will be at different levels of fluency so those who are more advanced in speaking English could make the novice students feel more pressured.

- Once all students start to participate and begin speaking spontaneously, you can start focusing on pronunciation and accent. You can occasionally pinpoint the pronunciation of different words at the start of a course but do not put a lot of emphasis on doing this. If teachers do, the students will get hung up on pronunciation and break their flow while speaking.

- Convey to your students that nothing can substitute practice because it is the key to success. Also encourage them to never miss an opportunity

to speak English in front of others. These two attributes will boost up confidence and that's the most important quality for becoming fluent.

4.2. STANDARD INDIAN PRONUNCIATION WITH REFERENCE TO GIE/RP

Indian accents vary greatly. Most Indians speak with a more vernacular, native-tinted accent. The following comparison with the Received Pronunciation system of English has made in order to understand the distinctness of Indian English sounds.

a) English Vowels (RP): Comparison with Indian Sounds

In general, the Indian English has fewer peculiarities in its vowel sounds than the consonants, especially as spoken by native speakers of languages like Hindi, the vowel phoneme system having some similarities with that of English. Among the distinctive features of the vowel-sounds employed by some Indian English speakers are:

- Modern Indians, especially a minority of English students and teachers along with some people in various professions like telephone customer service agents, often speak with a non-rhotic accent. Examples of this include *flower* pronounced as /flaʊ.ə/, *never* as /nevə/, *water* as /wɔːtə/, etc.

- Many North Indians have a sing-song quality as they speak English, which perhaps, results from a similar tone used while speaking Hindi.

- Indian English speakers and thus do not make a clear distinction between /ɒ/ and /ɔː/ unlike RP i.e. have the cot-caught merger

- Diphthong /eɪ/ is pronounced as /e: /

- Əʊ is pronounced as to /o: /

- ɑː may be more front a

- Most Indians have trap-bath split of Received Pronunciation affecting words such as class, staff, and last (/klaːs/, /staː f/, and laːst/). Though the trap-bath split is prevalent in Indian English, it varies greatly. Many younger Indians who read and listen to American English do not have this split. The distribution is somewhat similar to Australian

English in Regional Indian English varieties, but it has a complete split in Cultivated Indian English and Standard Indian English varieties

- Most Indians have a hoarse-horse split.

The following are the variations in Indian English resulting from inability to articulate few vowels:

- Pronunciation of /ɔ /as /o/
- Pronunciation of /æ /and /ɛ /as /e/
- Pronunciation of /ɔ/ and /ɒ / as /a /

b) Consonants: Comparison with Received Pronunciation

The following are the characteristics of dialect of Indian English most similar to RP.

- The voiceless plosives /p/, /t/, /k/ are always unaspirated in Indian English, whereas in Received Pronunciation (RP), they are aspirated in word initial or stressed syllables. Thus "pin" is pronounced as /pɪn/ in Indian English but [pʰɪn] in most other dialects.

- In native Indian languages (except in Dravidian languages such as Tamil), the distinction between aspirated and unaspirated plosives is phonemic, and the English stops are equated with the unaspirated rather than the aspirated phonemes of the local languages. The same is true of the voiceless post alveolar affricate /tʃ/.

- The alveolar stops English /d/, /t/ are often retroflex [ɖ], [ʈ], especially in the South of India. In Indian languages there are two entirely distinct sets of coronal plosives: one dental and the other retroflex.

- Native speakers of Indian languages prefer to pronounce the English alveolar plosives sound as more retroflex than dental, and the use of retroflex consonants is a common feature of Indian English.

- In the Devanagari script of Hindi, all alveolar plosives of English are transcribed as their retroflex counterparts. One good reason for this is that unlike most other native Indian languages, Hindi does not

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have true retroflex plosives. The so-called retroflexes in Hindi are actually articulated as apical post-alveolar plosives, sometimes even with a tendency to come down to the alveolar region. So a Hindi speaker normally cannot distinguish the difference between their own apical post-alveolar plosives and English's alveolar plosives. However, languages such as Tamil have true retroflex plosives, wherein the articulation is done with the tongue curved upwards and backwards at the roof of the mouth. This also causes (in parts of UP and Bihar) the /s/ preceding alveolar /t/ to allophonically change to / ʃ / (<stop> /stɒp/ - / ʃtap/). Mostly in south India, some speakers' allophonically further changes the voiced retroflex plosives to voiced retroflex flap, and the nasal /n/ to a nasalised retroflex flap.

- All major native languages of India (except Bengali) lack the dental fricatives (/θ/ and /ð/; spelled with th). Usually, the aspirated voiceless dental plosives [t̪ʰ] substituted for /θ/ in the north (it would be unaspirated in the south) and the unaspirated voiced dental plosive [d̪], or possibly the aspirated version [d̪ʰ], is substituted for /ð/. For example, "thin" would be realised as [t̪ʰɪn] instead of /θɪn/ for North Indian speakers, whereas it would be pronounced unaspirated in the south.

4.3. ENGLISH SOUND SYSTEM

a) The Individual Sounds: Vowels (Monophthongs)
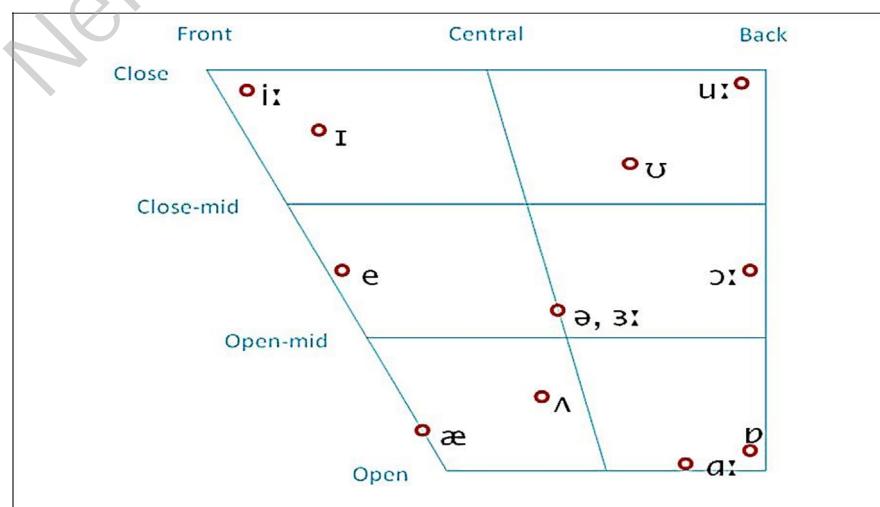
/iː/:	bee, beat, bead
/i/:	bid, bit
/e/:	bet, let, bed, led
/æ/:	bat, cat, pat, mat, bad, mad
/uː/:	shoot, root, rude, shoe
/u/:	put, sugar
/ɔː/:	bought, law, caught
/ɔ/:	cot, ox, box
/ɑː/:	car, card, cart, hart
/ɜː/:	heard, hurt, learn, earn
/ə/:	an, her about, forget
/ʌ/:	cup, up

b) The Individual Sounds: Vowels (Diphthongs)
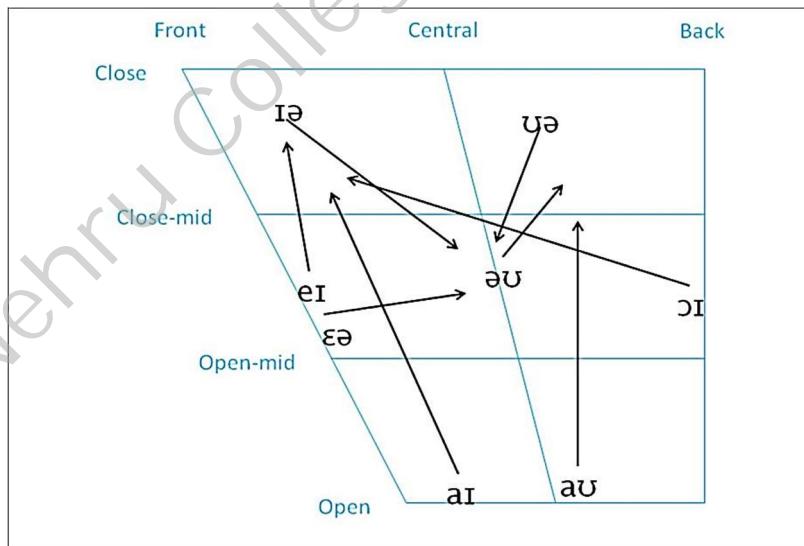
/eɪ/:	aim, play, pain
/aɪ/:	bite, buy
/ɔɪ/:	oil, boil, boy

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/aʊ/:   out, bout, cow, mouse, mouth

/əʊ/:   over, boat, go, node

/ɪə/:   fierce, fear

/ʊə/:   during, cure

/ɛə/:   care, scarce

c) The Individual Sounds: English Consonants

	Bilabial		Labio Dental		Dental		Alveolar		Palato Alveolar		Palatal		Velar		Glottal	
Unvoiced (-V) / Voiced (+V)	-V	+V	-V	+V	-V	+V	-V	+V	-V	+V	-V	+V	-V	+V	-V	+V
Plosives	p	b					t	d					k	g		
Fricatives			f	v	θ	ð	s	z	ʃ	ʒ						h
Affricates									tʃ	dʒ						
Nasals		m						n						ŋ		
Lateral								l								
Approximants		w						r				j				

i) Plosives:

/p/: put, supper, lip

/b/   bit, ruby, pub

/t/   two, letter, cat

/d/   deep, ladder, read

/k/   can, lucky, kick

/g/   gate, tiger, dog

ii) Fricates:

/f/   fine, coffee, leaf

/v/   van, over, move

/θ/   think, both

/ð/   the, brother, smooth

/s/   soup, fussy, less

/z/   zoo, busy, use

/ʃ/   show, washing, lash

/ʒ/   leisure, vision

/h/   home, ahead

iii) Affricates:

/ʧ/   chairs, nature, watch

/ʤ/   jumps, pigeon, budge

iv) Nasals:

/m/   man, drummer, comb

/n/   no, runner, pin

/ŋ/   young, singer

v) Laterals:

/l/   let, silly, fall

vi) Approximants/Semi-Vowel:

/r/   run, carry

/j/   you, yes

/w/   woman, away

4.4. MINIMAL PAIRS OR CONTRASTS

A minimal pair is a set of two words which differ from each other in one sound. Meat and Neat constitute a minimal pair in English and they differ from each other in the initial consonant. Seat and feet constitute a minimal pair and they differ from each other in the initial consonant. Leave and love constitute a minimal pair and they differ from each other in the medial vowel sound. Pin and spin do not constitute a minimal pair since spin has an additional sound. Ten and pin do not constitute a minimal pair because these two words differ from each other in more than one sound-the initial consonants and the medial vowels are different. From the above stated analysis clearly indicates that a phoneme is a minimal distinctive sound unit of a language.

4.5. CONSONANT CLUSTERS

English allows up to three consonants, to begin a syllable and upto four consonants to end a syllable. Such a sequence of consonants at the beginning or end of a syllable is called consonant clusters.

For example, the sequence /b/ and /l/ in the word is a consonant cluster because both the consonants forming the sequence belong to the same syllable. Similarly, the consonants /s/, /k/, and /s/ in the word asks form a consonant cluster because all the three consonants once again belong to the same syllable.

On the other hand, the consonants /ŋ/ and /k/ in the uncle do not form a consonant cluster because in the speech of most English speakers, /ŋ/ arrests the first syllable and the /k/ release the next. In other words, the /ŋ/ and the /k/ belong to two different syllables.

The following are the list consonant clusters that occur commonly in English.

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a) Initial Consonants: Two Clusters

I. b-r cluster

Example: break, bring, brother

II. p-r cluster

Example: price, practice, private

III. g-r cluster

Example: great, green, grow

IV. k-r cluster

Example: cry, create and crazy

b) Initial consonants: Three clusters

I. s-k-r cluster

Example: scratch, scream, screen

C) Final Consonants: Two Clusters

I. ft, kt cluster

Example: drift, gift, lift, sift, left, draft, shaft, oft, soft

D) Final Consonants; Three Clusters

I. lkt, lpt, lvd cluster

Example: milked, bulked, hulked, skulked, sulked

E) Final Consonants: Four Clusters

I. ncht, lcht cluster,   Example: pinched, branched, drenched.

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4.6. FOCUSING DIFFICULT SOUNDS

Difficult or peculiar sounds of English are those which do not occur in the mother tongue of the pupils. Suppose Hindi or Punjabi is the mother tongue of the learners, the sounds which create problems for them are:

/z/, /ae/, /w/, /d/, etc

The following are the steps to teach difficult sounds for the improvement of pronunciation:

Step I: The teacher speaks a few words in which the sound to be taught occurs for example, the sound /w/. The pupils repeat these words after him in chorus, in groups or individually as the teacher feel it necessary.

Step II: More practice is given to the students by taking up more words

Step III: Then the teacher presents a contrasting sound say /v/. He/she speaks the words which contain the sound vary, vase, voice, etc. This is done just to make the children feel the difference the two words.

Step IV: The sounds are presented in minimal pairs and sufficient practice is given to the learners.

Worse	verse
Was	vase
Waste	vast

Step V: Further the teacher tries to make the learners understand the position of organs of speech when these two sounds are produced.

Step VI: The teacher tests the pupil's mastery over the sounds taught. It is done by writing words with contrasting sound on the black board. In one column, there are words with the sound to be tested while the second column contains words of contrasting sounds. The pupils are asked to tell the column out of which the word has been spoken. This test can be best performed if the words in the two columns make minimal pairs.

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Step VII: If possible, nursery rhymes or jingles based on the sound being taught are given to the learners for more practice.

4.7. SYLLABICATION

Syllabification is the process of splitting of words according to the syllables or units of sounds or vowel sounds. These may be classified into six types. They are:

- Monosyllabic
- Disyllabic (or) Bisyllabic
- Trisyllabic
- Terasyllabic
- Pentasyllabic
- Polysyllabic (or) Multisyllabic

a) Monosyllabic: Words which have only one syllable is called monosyllabic words

Example: act, cat, boy, book. etc.,

b) Disyllabic: words having two syllables.

Example: educate, programme, censure, moral, etc.

c) Trisyllabic: words having three syllables.

Example: beautiful, tomorrow, popular, mutiny, etc.

d) Polysyllabic: Words having four or more than four syllables.

Example: personification, intensification, syllabification, etc.

4.8. STRESS

Syllables in English words don't all have the same level of loudness. Some are loud, some are short and quiet, and some are in between. English has three levels of stress:

a) Primary Stress

It is the loudest syllable in the word. In one-syllable words, that one syllable has the primary stress. Primary stress is marked in IPA by putting a raised vertical line ['] at the beginning of the syllable.

b) Secondary Stress

Syllables which aren't completely unstressed, but aren't as loud as the primary stress are termed as secondary stress. Secondary stress is marked with a lowered vertical line [ˌ] at the beginning of the syllable.

c) Unstressed Syllables

It refers the syllables that have no stress at all. In English, almost all of these have schwa [ə] for their vowel, though [i] will also often be unstressed, like the [i] in *happy* [ˈhæpi]. (Very rarely, another non-schwa vowel might be unstressed, like the [o] of *potato* [pəˈteto] for most speakers.)

Examples:

- [əˈnʌf]   enough
- [ˌmænəˈtobə]   Manitoba
- [ˈfotəˌɡɹæf]   photograph

A good example of the difference between secondary stress and the complete absence of stress is the final syllable of *delegate,* used as a verb and used as a noun.

- [ˈdɛləˌget]   Verb: You have to *delegate* your responsibilities
- [ˈdɛləgət]   Noun: We elected a *delegate* to the national committee.

d) Word Stress

Word Stress is phonemic in English, this is the movement of stress in a word from one position to another changes the meaning of the word.

For example, the words desert / ˈdezərt/ and dessert / dɪˈzɜːt / are distinguished by stress, as are the noun a record / ˈrek.ɔːrd / and the verb to record /rɪˈkɔːrd/.

Word Stress in English is the magic key to understanding spoken English. Native speakers of English use word stress naturally. Word stress is so natural for them that they do not even know they use it.

e) Sentence Stress

Sentence stress is the music of spoken English. Like word stress, sentence stress can help you to understand spoken English, especially when spoken fast. Sentence stress is what gives English its rhythm or "beat". The word stress is accent on one syllable within a word, whereas sentence stress is accent on certain words within a sentence.

Most sentences have two types of word:

- content words
- structure words

Content words are the key words of a sentence. They are the important words that carry the meaning or sense. Structure words are not very important words. They are small, simple words that make the sentence correct grammatically. They give the sentence its correct form or "structure". If we remove the structure words from a sentence, we will probably still understand the sentence. If we remove the content words from a sentence, we will not understand the sentence. The sentence has no sense or meaning.

For example:

> Will you sell my car, because I have gone to France?

In the above sentence, the 4 key words (sell, car, gone, France) are accentuated or stressed. Why is this important for pronunciation? It is

important because it adds "music" to the language. It is the rhythm of the English language. It changes the speed at which we speak (and listen to) the language. The time between each stressed word is the same.

In our sentence, there is 1 syllable between sell and car and 3 syllables between car and gone. But the time (t) between sell and car and between car and gone is the same. We maintain a constant beat on the stressed words. To do this, we say "my" more slowly, and "because I've" more quickly. We change the speed of the small structure words so that the rhythm of the key content words stays the same.

i) Rules for Sentence Stress in English

The basic rules of sentence stress are:

1. content words are stressed
2. structure words are unstressed
3. the time between stressed words is always the same

4.9. INTONATION

Intonation describes how the voice rises and falls in speech. The four basic patterns of intonation in English are: falling intonation, rising intonation, fall-rise intonation and rise-fall intonation.

a) Falling Intonation

Falling intonation describes how the voice falls on the final stressed syllable of a phrase or a group of words. A falling intonation is very common in wh-questions.

- Where's the nearest p↘ost-office?
- What time does the film f↘inish?

We also use falling intonation when we say something definite, or when we want to be very clear about something:

- I think we are completely l↘ost.
- OK, here's the magaz↘ine you wanted.

b) Rising Intonation

Rising intonation describes how the voice rises at the end of a sentence. Rising intonation is common in yes-no questions:

- I hear the Health Centre is expanding. So, is that the new d↗octor?
- Are you th↗irsty?

c) Falling-Rising Intonation

Falling-rising intonation describes how the voice falls and then rises. We use falling-rising intonation at the end of statements when we want to say that we are not sure, or when we may have more to add:

- I do↘n't support any football team at the m↘om↗ent. (But I may change my mind in future).
- It rained every day in the firs↘t w↗eek. (But things improved after that).

We use falling-rising intonation with questions, especially when we request information or invite somebody to do or to have something. The intonation pattern makes the questions sound more polite:

- Is this your cam↘er↗a?
- Would you like another co↘ff↗ee?

d) Rising – Falling Intonation

This tone is a combination of a rise and fall. The rise reinforces the meaning conveyed by the following fall.

- Do you ↗agree↘?
- It was ↗frightful↘.

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4.10. RHYTHM

English is a very rhythmical language, so that a learner who can maintain the rhythm of the language is more likely to sound both natural and fluent. The two components of the system which have the greatest influence on rhythm are sentence stress and the various features of connected speech, i.e. what happens to words when we put them in an utterance.

a) Sentence Stress

In any sentence, some words carry a stress. These are the 'strong' or 'lexical' words (usually nouns, verbs, adjectives and adverbs). The remaining words are 'grammatical' words and are unstressed or 'weak' (conjunctions, pronouns, prepositions, auxiliaries, articles).

The rhythm produced by this combination of stressed and unstressed syllables is a major characteristic of spoken English and makes English a stress-timed language. In stress-timed languages, there is a roughly equal amount of time between each stress in a sentence, compared with a syllable-timed language (such as French, Turkish and West Indian English) in which syllables are produced at a steady rate which is unaffected by stress differences. Sentence stress is an important factor in fluency, as English spoken with only strong forms has the wrong rhythm, sounds unnatural and does not help the listener to distinguish emphasis or meaning.

b) Connected Speech

Speed is also a factor in fluency. When we speak quickly, we speak in groups of words which are continuous and may not have pauses between them. This causes changes to the 'shape' of words. Unstressed words always sound different when used in a sentence as opposed to being said in isolation.

The most common features of connected speech are the weak forms of grammatical and some lexical words (and, to, of, have, was, were) and contractions, some of which are acceptable in written English (can't, won't,

didn't, I'll, he'd, they've, should've). However, we often ignore other features which preserve rhythm and make the language sound natural. The most common of these are:

- Elision (losing sounds)
- Linking (adding or joining sounds between words)
- Assimilation (changing sounds)

Added to these is the use of the schwa, the most common vowel sound in English. Many unstressed vowel sounds tend to become schwa, and because it is an important feature of weak forms, learners should be able to recognise and produce it.

UNIT – V
TEACHING OF VOCABULARY

5.1. ESSENTIALS OF VOCABULARY

Learning words does not occur in a vacuum; that is, children do not acquire meanings of words in isolation. All learning—both personal and academic—occurs within the sociocultural environment of the home, community, and classroom. "Literacy is a social practice, so students learn academic vocabulary through social interactions as members of the learning community". Therefore, effective teachers of language and literacy provide practices that stimulate rich uses of language, designing their instructional programs within a social context that promotes literacy learning.

Teachers know that students who are learning to read and write and those who are reading to learn—that is, learning in content areas—will benefit from a sound instructional vocabulary program. This is especially true for classrooms where children have small vocabularies and are English language learners. Knowledge of words is acquired incidentally, where vocabulary is developed through immersion in language activities. Words are also learned through direct instruction, where students learn words through a structured approach. Thus, vocabulary programs should be designed to support children's world learning through a combination of approaches to teaching, direct instruction, and incidental word learning.

Michael Graves offers a framework for successful vocabulary programs that supports effective teaching and students' development of word knowledge. The foundation of his instructional program includes a four-part approach to developing robust vocabularies:

- Provide rich and varied language experiences
- Teach individual words
- Teach word-learning strategies
- Foster word consciousness

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a) Providing rich and varied language experiences

Incidental word learning takes place when teachers offer and encourage students to participate in a variety of rich language experiences that occur throughout the day and across the curriculum. Examples of such experiences that promote rich and powerful vocabularies at all grade levels include:

- Interactive read-aloud of outstanding children's literature
- dialogic-based instructional activities
- Independent reading
- Interactive writing
- Creating a print-rich environment where the "walls are dripping with words

b) Teaching individual words

Although many words may be learned incidentally and vocabularies do become stronger when they are supported with a language-rich environment, children benefit from systematic and direct instruction of words. The research is clear with respect to effective teaching of words. Vocabulary instruction should:

- Provide students with information that contains the context as well as the meaning of the word
- Design instruction that engages students and allows sufficient time for word learning
- Make sure students have multiple exposures to the words with review and practice
- Create a dialogue around the words.

c) Teaching word-learning strategies

An important aspect of developing students' robust vocabularies is teaching them tools to unlock the meaning of unknown words. The most effective tools use the context of the surrounding words or sentences to infer the

meaning of a word, using meaningful word parts to make sense out of the unknown word and using the dictionary effectively to help define an unknown word.

d) Building word consciousness in readers and writers

An important aspect of a strong vocabulary program is to engage students in learning new words. As teachers, we need to develop word consciousness within our students and maintain their interest in words. Graves and Watts-Taffe (2008) suggest that teachers:

- Create a word-rich environment
- Recognize and promote adept diction
- Promote word play
- Foster word consciousness through writing
- Involve students in original investigations
- Teach students about words

5.2. TYPES OF VOCABULARY

F.G. French has made a very useful classification to the words of a language in relation to its users. He divides the words into three groups:

- The small number of words that a person knows immediately and can use effectively
- The relatively large number of words that he understands but does not normally use
- The vast number of remaining words in the language that he does not know

It is not possible for the learner to cover all the words of a language in the process of learning a language. He has to master a minimum number of words to attain mastery over the four skills of language use. This number has been found to be around 3000. This list of words is termed as the foundation vocabulary or base vocabulary. Commenting on the vocabulary

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for second language Robert Lado distinguishes three levels of vocabulary for the second language learner. They are:

- Vocabulary to operate the patterns and illustrate pronunciation of the language
- Vocabulary for communication in areas of wide currency
- Aesthetic and technical vocabulary

In the first stage, the learner learns the function of words more than the content words and concentrates on learning the grammar of the language. The teacher can come close to teaching the full core structure of the language. In the next stage, the student acquires the vocabulary items he needs to converse on contextual areas of wide currency. After mastering these two stages, the learner goes to the aesthetic and technical use of vocabulary. The vocabulary can be divided into two types. They are active and passive vocabulary.

a) Active Vocabulary

The small number of words that a person knows intimately and familiar with them pass into our active vocabulary. We not only understand but also use in our own speech and writing. Our passive vocabulary serves as a foundation for our active vocabulary. This group also comprises the most useful but to some extent a person's specific use of language would also determine the nature of his active vocabulary. Words too keep changing their places. They also change from person to person. A new word stranger may enter a person's active vocabulary while a known word "friend" may be forgotten owing to long disuse. Active vocabulary refers to the words that are currently in use. Around 3500 words are used in speech and writing. We have control over it. We use only the words which are familiar to us. The other points worth netting are: a) a person's active vocabulary at any given time is usually very small and b) it is neither possible nor necessary to teach every word as an active vocabulary.

Characteristics of Active Vocabulary

1. The vocabulary should consist of simple everyday words
2. It should relate as far as possible to the pupils own environment so that experience and expression may be closely associated
3. It should not be literary in flavour
4. It should be graded in point of commonness or frequency
5. It should be well balanced

b) Passive Vocabulary

Passive vocabulary comprises words that a person understands when they appear in print or in others speech, but does not normally use in one's speech and writing. We recognise them but not master and use them in our daily life. This group is far larger than the active vocabulary. The larger a person's passive vocabulary the better equipped he is for reading comprehension. This vocabulary is recognised by the pupils when seen or heard but rarely do they make use of such vocabulary. The word love is an active vocabulary but amor is passive vocabulary.

5.3. CONTENT WORDS AND STRUCTURAL WORDS

It is generally observed that teachers teach words, especially in the context of reading and writing. Every new lesson often begins with teaching of new words. There cannot be any meaningful teaching of vocabulary items unless and until teachers know what words are and how they may be taught. Vocabulary items generally refer to words and phrases. A word is a single unit of language which means something and can be spoken or written.

If we examine an English sentence closely, we will find that it is made up of two kinds of words. Some of the words in it have stable meaning while the meaning of others depends entirely on the context. Language is largely made up of words which we listen (hear), speak, read and write. Teachers generally teach words while teaching the prescribed texts. Let us know the

basic types of words and how they should be taught for comprehension and communication. Words are generally of two types:

(i) Content words: These words have their own meaning.

(ii) Function/structural words: These words do not have their own meaning.

Content words may be classified into three broad types which are as follows.

(i) Words of actions.

(ii) Words of ideas, things and entities

(iii) Words used to describe the qualities of things or actions

Function Words: These words correspond to the various parts of speech: nouns, verbs, adjectives, and adverbs, demonstrative and interrogative pronouns.

Categories of function words are as follows:

(i) Prepositions: in, on.......

(ii) Determiners: the, an, a,

(iii) Auxiliaries: be, do, have.......

(iv) Pronouns: I, we, this......

(v) Adverb particles: on, off, down, up.....

(vi) Relatives: who, that, which.....

(vii) Interrogatives: what, when, why.....

(viii) Subordinators: because, since.......

(ix) Conjunctions: and, but, or......

(x) Sentence connectors: therefore, further.......

(xi) Intensifiers: very, quite, rather.....

5.4. SELECTION AND GRADATION OF VOCABULARY

Generally the purpose of teaching English is not to teach all the words of English but to teach a reasonable number of words according to the standard of the class. It is possible to cover approximately 2500 active words

and 500 passive words in a five year course of English. It seems appropriate that the students at secondary stage should get the knowledge of 3000 words. It is very important that the words (active and passive) are selected and graded for each class and a list of words is prepared for each class and these words are presented through the textbooks prescribed.

a) Principles of selection and gradation

While selecting the words the course-designers should keep the following principles in mind:

- **Universality**: The words to be selected should be of a universal use in almost all walks of life.
- **Popularity:** The words used in speech, news and those which are very popular should be included.
- **Frequency**: The words which are frequently used in the real life should be listed out and included.
- **Utility:** The words should be useful for the learners and should not be above their mental level.
- **Validity:** Words of current usage should be selected and out of date words should hence be avoided.
- **Productivity:** Words which have potential to produce more words, with prefixes and suffixes, (like harm, harmful, harmless etc) should be selected.
- **Applicability:** Words which can be used in various situations should be selected.
- **Suitability:** Easy to memorise, easy to spell and easy to utter, such words should be given priority

b) Grading of Vocabulary

Structures should also be properly graded. Grading means, "to placing the teaching material in a suitable order". It places more important things first and less important ones afterwards. The grading should be gradual. Simple and common structures are kept for early stages and difficult ones for later

stages. Gradation involves two distinct operations namely grouping and sequence.

a) Grouping

I. Phonetic Grouping

Grouping is formed according to sounds. Words having the similar sounds are taught first. Example: tap, cap, map, pat, rat, etc.

II. Lexical Grouping

Words, which are used in the same environment. For example school, principal, teacher, students, etc.

III. Grammatical Grouping

Similar sentence patterns are taught. For example: I eat, I walk, etc.

IV. Semantic Grouping

Words that convey similar meaning are taught. For Example: love, affection, kind, etc.

b) Sequence

I. Lexical Sequence

Words in a sequential order are taught for more effect. For example: sit, stand, come, go, read, etc.

II. Semantic Sequence

Words with layers of meaning are put in order and taught on different times. There indicates introduction and place.

For example: The table is there (place)

                 There are many students (introduction)

III. Sequence of Structure

Simple structures are taught first and the complex ones latter. For example: words to phrases, phrases to clauses, clauses to sentences, sentences to paragraphs.

It is important to bear in mind that grading must start from language and from teaching circumstances but most of all consider the learner. It is not merely a matter of what we grade and where, but also of who we grade for.

5.5. TEACHING MEANING OF WORDS

Generally a word in isolation has no meaning. It is generally accompanied by other lexical items. The meaning of lexical items is determined by a context. For example, the word 'run' in the following sentences has been used in a variety of contexts.

- He runs fast. (Physical movement) (Verb)
- He can't run a shop. (Manage) (V)
- He made one hundred runs. (Noun)
- This newspaper runs in high society. (Is popular) (V)
- The bicycle ran into a bus. (Collided) (V)
- His health has run down. (Become weak) (Phrasal verb)
- The tap is running dry. (V)

Lexical items may have more than one meaning. Some of the major types of meaning are as follows:

- Lexical meaning is one which is given in a dictionary. It is fixed. It is concerned with the basic or usual meaning of the word or phrase. It is literal.
- Idiomatic meaning is different from the literal meaning. It operates at a different level. It is a particular meaning accepted by the society. It is socially and contextually oriented.
- Morphological meaning is one which is conveyed through the forms of words.

- Implied meaning is one in which the real meaning is hidden. The meaning is not explicit. It is implied. It is internal.

- Intonational meaning is one which in conveyed through pronunciation.

- Socio-cultural meaning is one which is related to the social and cultural environment. A word may have a particular meaning in one society but the same word may have a different meaning in another society.

- Total meaning involves all the aspects of meaning discussed above.

a) Techniques of Teaching Meaning of Words

There are various ways of teaching vocabulary in English. Generally speaking, the teacher may keep in view the level of the class and teach vocabulary by:

- Using real objects (realia): for example: flower, book, purse etc.

- Showing models: plastic models of watch, temple, mosque, bear, horse, etc.

- Using actions, miming and facial expressions: (walk, punch, wave, sneeze)

- Using pictures: (cat, owl, temple, elephant)

- Using blackboard sketches: (tree, clouds, sun, circle)

- Using verbal context:

   Prefer: I like tea more than coffee. I prefer tea to coffee.

   Late: The class is at 10 A.M. Prakash comes at 10.15. He is late.

- Giving definitions

   For example: gravitation: a force of attraction that causes objects to move towards each other.

- Using opposites: empty (full) small (big) long (short)

- Using synonyms: Reena is a pretty girl. Reena is a beautiful girl.

- Using dramatization / mime: sleep, shake hands, close, open

- Using series: The months of the year, the days of the week, and seasons of the year......

- Word analysis Unhealthy = un+health+y

- Using illustrative sentences: Raju sees a bird. Can you see a bird in the tree? Did you see a bird in the tree?
- Using translation and explanation
- Using associated vocabulary: On particular topics e.g. - doctor, nurse, patient, medicine, ambulance, stretcher, etc.

According to Jane Willis (1981:114) the teacher may use the following techniques for teaching vocabulary.

- Write in figures
- Use symbol
- Demonstrate
- Take students out of the classroom
- Give a context and let students guess
- Give lexical sets.

b) Presenting words

- The teacher should follow the dual method of presentation and practice. After the presentation of the new words, the teacher should provide the class with adequate amount of practice.
- Presentation of a new word generally involves three aspects: sound, shape and sense. Firstly let the student properly hear the sound of the word, which is its pronunciation. Secondly let the students know the meaning of the word and thirdly let them observe the spelling of the word.
- Generally words in isolation have no meaning. They have meaning in a context. Therefore, the teacher should teach the words in the context of the text.
- Adrian Doff advises teachers to allow their students to understand far more words than they can produce- and they (teachers) should not try to treat all new words as active vocabulary.

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- In teaching active vocabulary, it is usually worth spending time in giving examples and asking questions, so that students can really see how the word is used.
- To save time, it is often best to present passive vocabulary quite quickly, with a simple example. If it appears as part of a text or dialogue, teachers can often have students to give the word from the context.
- Since the use of the same technique renders the interest of the students it is better to use different kinds of techniques for presentation e.g. visual demonstration, word association, verbal context, etc.
- The use of the mother tongue should be the last resort.
- Teacher should always consult a standard dictionary if need be.

According to Peter Hubbart, while presenting new lexical items:

- Teacher should teach and practise the words in spoken forms first; otherwise students will try to pronounce the words as they are written.
- Unless teachers only want students to have passive knowledge of the lexical items, they (teacher) must present them in a meaningful context and get the students to practise them.
- As with teaching anything else, revision is essential; otherwise the new words which have been taught by the teacher will be forgotten
- Teachers should check that their students have understood the new words, no matter how they have been presented.
- Students will remember new vocabulary better if it is perceived in a memorable way to start with.

Obviously, emphasis should be put on learning to use the words. Therefore, the teacher should:

- Recognise degree of vocabulary difficulty
- Let the student hear the word

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- Let the student pronounce the word
- Let the student grasp the meaning
- Use a self-defining context
- Lead the class practising words into use
- Write the word on the board and let the class see and read it aloud
- Use the word more freely keeping in mind the level of the learners
- Ask the class to use the word for some communicative purposes.
- Use different types of strategies for different types of words

5.6. EXPANSION OF VOCABULARY

It is not just enough to teach essential vocabulary to students. It is equally important that teachers help their students in expanding and building students' vocabulary. It is believed that a rich vocabulary would help them in better comprehension and expression. Therefore, teachers may use the following techniques to help their students build their vocabulary:

I. Provide an appropriate context for new words

The dictionary defines only certain limits within which a word may range. Selecting the appropriate meaning is the skill that has to be developed.

II. Teach key words

The key words or 'stopper' words to be encountered by the students in new assignments or units should be taught by the teacher prior to the assignment.

III. Utilize word-attack devices

To develop understanding of word meaning, various word-attack devices can be used. If there are roots, prefixes and suffixes that can be pinpointed, these can be separated and analysed. Long words can be divided into easy - to-manage syllables. Sounding out the words, placing the proper stress, hearing and recognizing the auditory components call into play other senses used in learning. Syntactical clues can be helpful, such as the endings-ed,-

ly, marks such as capital letters, articles, auxiliary verbs and prepositions also help to decide the function of words. The way a word is used in a sentence, or in its relationship with other words, often will supply a broad hint to its meaning.

IV. Teach the use of printed aids to reading

These include marginal notes, parenthetical definitions, headings, footnotes, summaries and punctuation marks.

V. Encourage and teach use of dictionary

The dictionary is a resource with which students need help. The following skills for vocabulary building are useful:

- Using guide words.
- Selecting the best fitting meaning.
- Recognizing differences in meaning.
- Figuring out pronunciation by proper use of the key.
- Syllabication, stresses and blending.
- Relating the meaning to word derivation.
- Using information about nuances of meaning among synonyms.

VI. Utilize word-slips or vocabulary note-books

On small slips of paper or in a note pad students can record the words and sentences in which the task is used. Pronunciation should be recorded if it presents a problem and the derivation may be helpful in remembering its meaning.

VII: Expand pupil's vocabulary through the following techniques:

(1) Word Families

Take up words and teach all the words which go with them. Usually each word has a family. The members of the family are equally important. Words

taught in the context of the family are usually better understood and easily remembered. For example, look at the following words and their family:

Care	fear	doubt	hope
Careful	fearful	doubtful	hopeful
Carefully	fearfully	doubtfully	hopefully
Careless	fearless	doubtless	hopeless
Carelessly	fearlessly	doubtlessly	hopelessly
Carelessness	fearlessness	doubtlessness	hopelessness

(2) Word Patterns

Some Words also have different forms. Look at the following examples:

Adjective	Adverb
Quick	Quickly
Slow	Slowly
Firm	Firmly
Violent	Violently

(3) Word Building Games

There are lots of games available for word - building. Some of the examples are as follows:

(a) Strips can be prepared with the number of words, prefixes and suffixes written on them. The students can be asked to use some prefixes and suffixes to form new words. For example: comfort profit able ly. Some of the words which may be made with the help of the above strips are as follows: comfortable, uncomfortable, profitable, profitably etc.

(b) How many words of four or more letters can you make from the letters shown in the following puzzle? In making a word, each letter may be used once only. Each word must contain the central letter.

E   S   R   D   U   I   E

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Some of the words would be: deer, desire, dire, reed, reside, ride, rude, seed, used etc.

(c) Select suitable words from the ones given in the 'Cloud' shown on the right hand side and use the words appropriately in place of the underlined words in the list given on the left hand side below:

- - a wealthy merchant
- - a lovely bouquet
- - Tasty dishes
- - An honest man
- - an excellent plan
- - a velvet purse
- - a gold coin
- - an expensive gift

Idea, Mangoes View Necklace Diamond Dress Doctor Shopkeeper
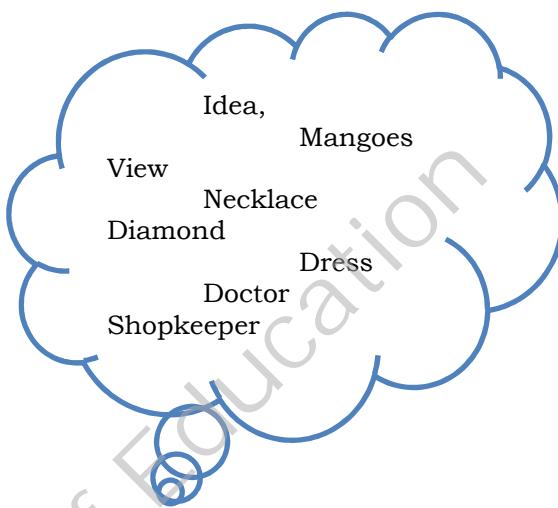
(d) Pick the odd one out. Tree, branches, mud, root, lovely, interesting beautiful, pretty

(e) Match the words opposite in meaning

Late	Crying
Open	Never
Laughing	Early
Always	Close

(f) For each sentence, write one word that means the same as the words underlined. Beside that word, write its homonym.

1. His book is not old, _____ _____
2. Our team did not lose the game, _____ _____
Answer 1) new   2) won

(g) What are the synonyms of 'cook'? _____ _____ _____
_____
Answer- bake, fry, boil, grill

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(h) Think and write five other related words for "thief, carpet, marry".

Answer: Thief _____ burglar, robber, steal, crime, arrest, etc.

            Carpet _____ rug, mat, doormat, weave, woven, etc.

            Marry _____ wedding, husband, wife, fiancé, separate, etc.

(i) In English which of the following can we keel, which can we shell and which can we skim? Tick ☐ the boxes.

	Shell	Keel	Skin
Potatoes			
Oranges			
Eggs			
Nuts			
Tomatoes			
Grapes			

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UNIT – VI
SKILL OF SPEAKING

6.1. SPEAKING SKILL - INTRODUCTION

Speech is the ground work, all the rest are built upon it. Through speech, the pupils learn to make the direct connections between the English words or phrase and the subject, action and idea it bears. He learns the habit of using words in the correct sentence pattern and phrase patterns and he can learn this in no other way. - **F.C. French**.

It is true to say that the faculty of speech is a natural gift, we get it polished and improved through education in our schools providing various opportunities for its natural development. An English teacher should be very careful to his own pronunciation for lying down the correct speech habits of his students.

6.2. AIMS OF TEACHING SPEAKING

- Cultivation of audible and intelligible pronunciation
- Production of correct sounds, stress, intonation, rhythm, fluency and pause
- Cultivation of the habit of speaking long sentences
- Developing good speech manner
- Expressing ideas, thoughts and feelings of others
- Understanding ideas, thoughts and emotional feelings of others

6.3. DEFINITION OF SPEAKING

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are depending on the context in which it occurs, including the participants themselves, their experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

As state by Chaney which is quoted by Kayi Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is much more complex. It involves both a command of certain skills and several different types of knowledge.

In other words, Burns and Joyce in Florez defined Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Besides that, speaking is one of the important skills that have to be mastered by students in learning English. It is an essential tool for communicating. Talking about speaking is talking about communicating, express the ideas, feeling, opinions and others, that will be change for one person to another.

Based on the definition speaking above, it can be concluded that speaking is an important instrument of communication included expressing ideas, sharing meaning, feeling or opinion through verbal or non-verbal symbol.

6.4. TYPES OF SPEAKING

Brown argues that there are five basic types of speaking as follows:

a. Imitative: The ability to simply imitate a word or phrase or possibly a sentence. In this stage, the teacher focuses only on student's pronunciation than the ability to understand or convey meaning.

b. Intensive: The production of short stretches of oral language design to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship.

c. Responsive: Interaction and test comprehension but at the somewhat limited level very short conversation, standard greetings and small talk, simple request and comments, and the like.

d. Transactional (dialogue): It is carried out for the purpose of conveying or exchanging specific information is in extended form of responsive language.

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e. Interpersonal (dialogue): It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations, games and speech

f. Extensive: The oral production task includes speeches, oral presentation, and storytelling, during which the opportunity for oral interaction from listener is either highly limited.

Based on the theory above, a teacher should to know that speaking is not only about the use of the right sounds but also the choice of words so that someone can communicate with others. The stage of students" performance also becomes part of consideration to design English teaching activities. The goals of our teaching will influence the activities in the class.

6.5. ELEMENTS OF SPEAKING

The ability to speak fluency presupposes not only knowledge of language features, but also the ability to process information and language on the spot. Those will be explained below.

a. Language features

1) Connected speech: connected speech is effective speakers of English need to be able not only to produce the individual phonemes of English but also the use of fluent connected speech. In connected speech sounds are modified, omitted, added or weakened.

2) Expressive device: native speaker of English change the pitch and stress of particular part of utterance, vary volume and speed, and show by other physical and nonverbal means how they are feeling (especially in face to face interaction).

3) Lexis and grammar: teachers should therefore supply a variety of phrase for different function such as agreeing or disagreeing, expressing surprise, shock or approval.

4) Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask 26 for clarification when we are listening to someone else talks and it is very crucial for students.

b. Mental/social processing

1) Language processing: effective speaker need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

2) Interacting with others: effective speaking also involves a good deal of listening, and understanding of how the other participants are feeling, and knowledge of how linguistically to take turns of allow others to do so.

3) (On the spot) information processing: quite apart from our response to others feeling, we also need to be able to process the information they tell us at the moment we get it. From those elements mentioned above, it can be concluded that to be a good speaker, he or she has to master language elements. On the other hand, it is not enough to have a lot of vocabulary without other knowledge. Speaker who wishes to say anything has to consider two things. First, the language feature by which people know the use of language such as: how to modify the sound and how to use appropriate expression. Second, people also should to know how to arrange the words into the right order.

6.6. ASPECTS OF TEACHING SPEAKING SKILL

Brown states that teaching cannot be defined apart from learning, because it is guiding and facilities of learning, enabling the learner to learn and setting the condition for learning. Speaking is a skill requiring the simultaneous use of member of different abilities. There are five components in speaking skill:

a. Pronunciation: Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that determine how sounds vary and pattern in a language.

b. Grammar: Grammar is the rules for forming words and making sentences. It is needed for students to arrange a correct sentence in conversation, or the students" ability to manipulate structure and to distinguish appropriate grammatical for in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

c. Vocabulary: One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication. Vocabulary is the total number of words that make up a language.

d. Fluency: Fluency is quality or condition of person to speak a language easily and well.

e. Comprehension: For oral communication certainly requires a subject to respond to speech as well as to initiate it. Based on the explanation above, when the students speaking in English, they should be able to pronounce correctly. Another aspect of speaking is grammar. Grammar refers to the rules of language structure. Then, vocabulary, it refers to the total number of words that make up a language. Then, fluency, it refers to how well the speaker articulate the words; clear and understandable. The last is comprehension. It is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

6.7. THE MEANING OF SPEAKING SKILL

Speaking skill is the ability to perform the linguistic knowledge in actual communication. Its function is to express some idea, feeling, thought and needs orally. According to Hornby speaking is making of words in an

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ordinary voice, uttering words, knowing and being able to use a language; expressing one in words, making speech.

According to the Webster College Dictionary, to speak means to utter words with the voice; to utter by means of words (speak the truth), to address a gathering, to mention in speech or writing, to carry a meaning as if by speech, to make a natural or characteristic sound, to use in talking. Speak may apply to any articulated sounds ranging from the least to the most coherent. Then, talk is less technical and less formal and implies a listener and connected discourse or exchange thoughts. On the other hand, speech means the communication or expression of thoughts in spoken words.

While, skill is a present state of being able to make certain response perform certain tastes, we say that a person has a skill to do something, we mean that he can do right now. Skill is a power in doing something, fitness for ability for being improved. For that reason, both speaking and skill are combined and it is means capability/skill to utter the articulation of sound to express or deliver thought, wish to other people to do communicative task. Furthermore, speaking is more than just a message being transmitted from a speaker to the listener. In this case, the speaker is at the same time both subject of his own message.

6.8. THE IMPORTANCE OF SPEAKING SKILL

The capability of human to speak well and right are very needed in sending wishes, thoughts, and others. In other that the partner can understand what the speaker's talks about it. Refers to the importance of speaking ability, Haryanto says that human delivers a message and it is accepted by the communicant, so it had been occurred a communication between communicator and communicant. If the communicant does not understand what the message conveyed is about, it will be occurred misunderstanding. The above opinion indicated that speaking skill is very important to everyone, because speaking is an instrument of social interaction.

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Furthermore, the speaking is a work that constitutes a complex problem and it is so important. Also, it cannot be separated from practice every day in daily life. Speaking skill is very important and need by everyone because it is multifunction. To speak well, right, fluently, it needs more courses practice. Actually, since a normal infant was born she or he had a potency of speaking skill, it can be seen when the infant started to make sound.

6.9. CHARACTERS OF SUCCESSFUL SPEAKING

When the students choose to learn a language, they are interested in learning to speak that language as fluently as possible. There are the characteristics of successful speaking:

a. Learners talk a lot As much as possible of the period of time allocated to the activity is a fact occupied by learners talk.

b. Participation is even Classroom discussion is not dominated by a minority of talk active participants. It means that all students get a chance to speak and participate in class.

c. Motivation is high All students have enthusiasm to speak in class. As Nunan states that the successful in speaking is measured through someone ability to carry out a conversation in the language.

6.10. ACTIVITIES TO PROMOTE SPEAKING SKILL

The goal of any speaking activity is developing communicative ability of the learners. This means that the language system has to be internalized activities usually focus directly on the different aspects of language.

a) Eliciting

Presentation of a lesson will eliciting questions helps student remember words and structures and gives them practice right then and there when the word is introduced. Care should be taken while framing questions. They should be framed in an unambiguous way so that the learners may answer easily.

b) Discussion Activities

These types of activities act as initiators. They may be in the form of pictures. The students may be asked to describe the pictures.

c) Find the Difference

This activity leads to purposeful question and answer exchanges. The vocabulary used is specific. Help can be provided initially.

d) Role Play

Role play enables the students to imagine, act and speak accordingly. They bring the situations from real life into the classroom. Roles should be selected beforehand if required clues be provided to the learners. Everyday life situations such as shopping, holidays, camps, folktales etc. can be used. Roles such as friends, brothers, sisters, shopkeepers, characters from the textbook can be taken up.

e) Games

Games help the teacher to create contexts in which the language is used contextually and meaningfully. Games are task-based and have a purpose beyond the production of speech, serve as excellent communicative activities. Games are learner centred; they integrate various linguistic skills and construct a cooperative learning environment.

f) Pronunciation Drills

Language learning is a process of habit formation. It is important, that enough practice in sentence patterns is provided to the learner. They help the learner to improve his pronunciation, to speak with proper stress and intonation to grasp the basic patterns and vocabulary, and to speak fluently. Minimal pairs help the learners to practice the sounds which create problems for them. For example: **/i: /** = Sheep /**I/** = Ship

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g) Tongue Twisters:

Tongue twisters also help in improving the pronunciation of the learners.

Example-

1. She sells sea-shells on the sea shore. But the sea- shells that she sells are not the sea-shells of that shore.
2. Sister Susie sews shorts for soldiers.

h) Reading Aloud

Reading aloud provides practice to the pupils to read with correct pronunciation. The mispronounced words can also be corrected. Initially the learners should not be asked to read anything which they have not mastered orally. The teacher should, therefore help the learners with the pronunciation of new words and patterns which they will come across in their reading. The teacher may ask the learners to repeat after him/her. The teacher should ensure that the learners should not be exposed to bad pronunciation.

The teacher should help the learners to divide the text into sense groups by drawing slanting lines. The learners should be trained to pause according to the sense groups. While reading aloud, the teacher should:

a. Stand at a place from where he can be heard while reading.
b. Keep the book at a proper distance and in such a way that he can allow his eyes to move all over the class.
c. Read with proper gestures, actions, tone and pauses etc.

i) Recitation of Poem

Poetry has tremendous appeal for children and it helps to arouse the interest of the learners. It has a special appeal for the aesthetic and intuitive sides of the child's personality. Poetry imparts pleasure to the students. It helps to learn to appreciate poetry. The rhythm of poetry helps the learner to acquire natural speech, rhythm etc. When poetry is read with proper stress

and rhythm, the learners receive training in speech and pronunciation. The teacher should read the poem with correct pronunciation, proper stress and rhythm. Poetry is an art of the ear, not of the eye- in other words, poetry is sound not sight. The best way to teach a poem is to read it well. Good reading helps the learners to understand and enjoy the poem

j) Narration of Stories

Story reading or narrating stories is another activity which requires tremendous skill on the part of the teacher. The teacher can keep the class spell-bound for a few minutes. The change of pitch, tone, speed gestures, repetitions etc. Keep the learners engaged and they are also able to understand the story. A lively narration of stories keeps the boredom away from the classroom. Story telling activity leads to a harmonious blending of learning and recreation

h) Discussion Skills

In a face-to-face classroom setting, students are expected to participate in class discussions and that participation is part of the equation when assessing performance Asking questions and joining in discussions are important skills for study. In many subjects, you will receive marks for participation and this mark reflects how active you have been in discussions.

6.11. PRONUNCIATION PRACTICE AND DRILLS

A. PRONUNCIATION PRACTICE

For the improvement of pronunciation, pronunciation drills may be used effectively. Pronunciation drills are of two types.

a) Recognition Drills and b) Reproduction Drills

While teaching sounds, recognition drills may be taken up first and they would be followed by production drills. The point is that the learners are first given a chance for recognition of sounds and then they are asked to

produce the sounds. The recognition drills can be given in the following ways:

1. By presenting minimal pairs. Some minimal pairs are written in two different columns say (i) and (ii|). The teacher speaks the word and the students are asked to tell the column out of which it is spoken. They will be able to say it correctly if they recognise the sound.

Pin   Pen

Tin   Ten

Tree   Three

2. The teacher may ask the students to carry out certain orders. For example sit at your area, sit at his seat.

3. The students are asked to give answers to certain questions. For example:

(a) What do you want share or chair?

(b) What do you want now seat or sheet?

(c) What grows in the field rice or rise?

4. Phrases and sentences may be given and numbered. Then the students are asked to identify sentences with the given meanings.

For example:

(i) Veena and I will be present at the morning

(ii) I will present Veena a book at the meeting. Which sentence shows some action? Say it. Say the other sentence

(iii) I am leaving here

(iv) I am living here

5. Some pictures are prepared on charts or flash cards. Words or sentences are written on them. The teacher shows them to the students and speaks

those words or sentences. The students look at the picture, listen to the teacher and try to read by recognising the sounds. This type of read and listen exercises help the learners considerably.

Thus the students learn the recognition of sounds first and then they are enabled to produce the sounds themselves. This way of teaching the sounds is called Reproduction Drills. This drill can be conducted as follows:

1. The teacher takes up minimal pair of words. He/she speaks the word or words and the students repeat after him/her. This type of drill work can also be taken up by using the words of minimal pairs in sentences. For example: I want a pen. I want a Pin.

2. Model dialogues, substitution tables and reading passages are built around the problem sounds. Thus the students get practice of producing those sounds.

3. Oral compositions are built around the problem sounds

4. A few songs and simple poems may be selected for further oral practice.

B. DRILL

I. Definition of Drill

A drill is a classroom technique used to practice new language. It involves the teacher modelling a word or a sentence and the learners repeating it. Hornby states that drill is trained or trains somebody thoroughly by means of regularly repeated exercises. Furthermore, drill is a technique that has been used in the foreign language classroom for many years. It was a key feature of audio-lingual method which placed emphasis on repeating structural pattern through oral drill.

Matthews, Spratt, and Dangerfield said that a drill is a type of highly controlled oral practice in which the students respond to given cue. The response varies according to the type of drill. Drills are used usually at the controlled practice stage of language learning so that students have the opportunity to accurately try out what they have learned. Drills help

students to develop quick, automatic responses using a specific formulaic expression or structure, such as a tag ending, verb form, or transformation.

According to Tice (2004), drilling remains a useful technique in the classroom if it is used appropriately. For the learners, drilling can:

1) Provide for a focus on accuracy. Increasing accuracy, fluency, and complexity is a way where a learner's language improves so there is a need to focus on accuracy at certain stages of the lesson or during certain task types.

2) Provide learners with intensive practice in hearing and saying particular word phrases. They can help learners get their tongues around difficult sounds or help them imitate intonation that may be rather different from that of their first language.

3) Provide a safe environment for learners to experiment with producing the language. This may help build confidence particularly among learners who are not risk-takers.

4) Help students notice the correct form or pronunciation of a word or phrase. Noticing or consciousness rising of language is an important stage in developing language competence.

5) Provide an opportunity for learners to get immediate feedback on their accuracy in terms of teacher or peer-correction.

6) Help memorization and automation of common language patterns and language chunks might be good for oral communication learners.

7) Meet student expectations. The students may think drilling is an essential feature of language classrooms.

II. Types of Drill

Richards, J. C (1986: 53) say that dialogues and drills form are the basis of audio lingual classroom practices. In addition, Brooks in Richards and Rodgers (1986: 54) states that the use of drills and pattern practice is a

distinctive feature of the audio-lingual method. Various kinds of drills used include the following:

1) Repetition: The student repeats an utterance aloud as soon as he has heard it. He does this without looking at a printed text. The utterance must be brief enough to be retained by the ear.

2) Inflection: One word in an utterance appears in another form when repeated.

3) Replacement: One word in an utterance is replaced by another.

4) Restatement: The student rephrases an utterance and addresses it to someone else, according to instructions.

5) Completion: The student hears an utterance that is complete except for one word, and then repeats the utterance in complete form.

6) Transposition: A change in word order is necessary when a word is added.

7) Expansion: When a word is added it takes a certain place in the sequence.

8) Contraction: A single word stands for a phrase or clause.

9) Transformation: A sentence is transformed by being made negative or interrogative or through changes in tense, mood, voice, aspect, or modality.

10) Integration: Two separate utterances are integrated into one.

11) Rejoinder: The student makes an appropriate rejoinder to a given utterance.

12) Restoration: The student is given a sequence of words that have been culled from a sentence but still bear its basic meaning.

In addition, Diane Larsen-Freeman (2000: 47-49) also states that there are several kinds of drill techniques used in audio-lingual method:

1) Dialog memorization

Dialog or short conversations between two people are often used to begin a new lesson. Students memorize the dialog through mimicry; students usually take the role of one person in the dialogue, and the teacher the other. After the students have learned the one person's line, they switch roles and memorize the other person's part. Another way of practicing the two roles is for half of the class to take one role and the other to take the other. After the dialogue has been memorized, pairs of individual students might perform the dialog for the rest of the class. In the audio-lingual method, certain sentence patterns and grammar points are included within the dialog. These patterns and points are later practiced in drills based on the lines of the dialog.

2) Backward build-up (expansion) drill

This drill is used when a long line of a dialogue is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then, following the teacher's cue, the students develop what they are repeating part by part until they are able to repeat the entire line. The teacher begins with the part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible. This also directs more student attention to the end of the sentence, where new information typically occurs.

3) Repetition drill

Students are asked to repeat the teacher's model as accurately and as quickly as possible.

4) Chain drill

A chain drill gets its name from the chain of conversation that forms around the room as students, one by one, ask, and answer questions of each other. The teacher begins the chain by greeting a particular student, or asking him a question. That student responds, and then turns to the student sitting next to him. The first student greets or asks a question of the second

student and the chain continues. A chain drill also gives the teacher an opportunity to check each student's speech.

5) Single-slot substitution drill

The teacher says a line, usually from the dialog. Next, the teacher says a word or a phrase-called the cue. The students repeat the line the teacher has given them, substituting the cue into the line in its proper place. The major purpose of this drill is to give the students practice in finding and filling in the slots a sentence.

6) Multiple-slot substitution drill

This drill is similar to the single-slot substitution drill. The difference is that the teacher gives cue phrases, one at a time, which fit into different slots in the dialog line. The students must recognize what part of speech each cue is, or at least, where it fits into the sentence, and make any other changes, such as subject-verb agreement. They then say the line, fitting the cue phrase into the line where it belongs.

7) Transformation drill

The teacher gives students a certain kind of sentence pattern, an affirmative sentence for example. Students are asked to transform this sentence into a negative sentence. Other examples of transformations to ask of students are changing a statement into a question, an active sentence into a passive one, or direct speech into reported speech.

8) Question-and-answer drill

This drill gives student practice with answering questions. The students should answer the teacher's questions very quickly. Although we did not see it in our lesson here, it is also possible for the teacher to cue the students to ask questions as well. This gives students practice with the question pattern.

9) Use of minimal pairs

The teacher works with pairs of words which differ in only one sound; for example, ship/sheep. Students are first asked to perceive the difference between the two words and later to be able to say the two words. The teacher selects the sounds to work on after she has done a contrastive analysis, a comparison between the student native language and the language they are studying.

10) Complete dialog

Selected words are erased from a dialog students have learned. Students complete the dialog by filling the blanks with the missing words.

11) Grammar game

The games are designed to get students to practice a grammar point within a context. Students are able to express themselves, although it is rather limited in this game. Notice there is also a lot of repetition in this game.

3. Repetition Drill

Repetition drills are used for familiarizing students quickly with a specific structure formulaic expression (Doff 1990: 71). Repetition drill is the simplest drill used in learning language patterns. Language learners merely repeat what the teacher says or the tape recorder produces. This may be used for the presentation of new vocabulary and will be useful for pronunciation class.

Furthermore, at its simplest, drilling means listen the model, provided by the teacher, or a tape or another student in the classroom and repeating what is heard. It is a repetition drill. In a repetition drill, the teacher says the model (words and phrases) and the students repeat it. (Tice, 2004)

Learning to speak a foreign language is like the other skills. It is simply a question of correct habit formation. It is though that repeating phrases correctly in lots of time would lead the learner to master the language. Diane Larsen-Freeman (2000: 43) said: "language learning is a process of habit

formation. The more 20 often something repeated, the stringer the habit and the greater learning. Learning a foreign language is the same as the acquisition of the native language."

According to Diane Larsen-Freeman (2000: 45) the role of the teacher is like an orchestra leader, directing and controlling the language behaviour of the students, also responsible for providing the students with a good model for imitation. The students are imitators of the teacher's model or the tapes of model speakers. They follow the teacher's directions and respond as accurately and as rapidly as possible.

In accordance with the idea, repeating or drilling models plays a very important role in language learning. In audio-lingual, drilling is needed to facilitate learning, although it is meaningless and mechanical drill (Tice, 2004). In conclusion, repetition drill enables the students to be aware of the relationship among form, meaning, the use of language, and also helps the students to memorize the words or phrases.

From the explanation above, it can be concluded that drilling is a technique that has been used in foreign language classrooms which emphasis on repeating structural pattern through oral practice to demonstrate students" ability in using specific language. The use of this technique not only to give the students chance to speak in front of the class and practice their speaking, but also their comprehension of the text can be reached through this technique. In this research, the researcher chose "repetition drill" as the technique using in classroom. Where, the teacher says the model of the text, then the students repeated what the teacher said as accurately as quickly as possible.

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UNIT – VII
SKILL OF WRITING

7.1. TEACHING WRITING SKILL

Speech come to man as a gift from nature. Oral work is the back bone of language teaching. Oral work supplies material for written work. Fair and legible handwriting makes a man perfect. **According to Bacon**, "Reading maketh a full man, conference a ready man and writing an exact man". Writing is a product of development. The real test of their knowledge of the language is their ability to express their ideas in a written from.

7.2. MECHANICS OF WRITING

a) Writing Pattern

The teacher, first, has to train the students to hold the pen properly. Only when they hold the pen properly, they will be able to make a good Writing. Almost all English alphabets are made with strokes and curves. English alphabet is produced with anticlockwise movements, whereas it is clockwise in Tamil.

b) Print Script

At first, it is better to introduce print script to the students. Any other type will have different form and this will confuse the students. Till they are familiarized they should not be introduced to any other form. And in print Script also, it is advised to use only capital letters, first. When the students learn to write the entire alphabet in English, then, two letter words or three letter words can be given to them to practise.

c) Cursive Script

While teaching Cursive Script the teacher has to keep in his mind types of joiners, namely, bottom joiners, do not joiners and top joiners. The priority

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of teaching Cursive Script should be bottom joiners, do not joiners and top joiners.

7.3. TEACHING MECHANICS OF WRITING

1. Controlling the small muscles of the fingers and wrist.

2. Securing Co-ordination of the hand and the eye write betters of the correct shape and size.

3. Giving proper spacing between letters, words and line.

4. Using capital letters where required and putting punctuation marks

7.4. FORMS OF WRITINGS

a) Earlier form (Picture writing)

The earlier kind of writing was 'picture writing'. It was not easy. It presented difficulties because everything, a person cannot record in pictures. It was difficult to learn and read because thousands of objects and ideas needed different sign to express.

The script of the Chinese language is based upon picture script and one has to learn hundreds of symbols in order to understand spark, read and write this language.

b) The Alphabetic Form

In this form, each letter or symbol represents a different sound. It was first used by the Phoenicians of solomen. The Romans copied this method and the present script of writing of English is also called 'Roman script'.

So, the linguistic activities may be compared to the four pillars supporting the magnificent structure of language. Writing is just like pasting and plastering. The teacher like a conscientious artist places not only bricks and mortar and other material required for his fine creation, but also paste and plasters it and gives it a finishing touch.

7.5. ESSENTIALS OF TEACHING WRITING

a) The Choice of Script

Script is the written of strokes, circles, dots etc. These scripts are of your kind.

b) Print Script

In this type, the letters appears in words which are not joined to gather. The common practice in teaching writing is to start with print script. It is the simple form of writing. It is straight and clear in shapes of letters, and it is not confusing in anyway.

c) Cursive Writing

In this type, the letters are joined together with strokes or loops. This is the running type of writing. Cursive script is useful because it makes writing fluent and facile, developed speed.

d) Marion Richardson Script

In this type, all the letters are not joined together. This script is also called rounded cursive. The basis of this type of writing is a system of rhythmic pattern movements. This script found wide favour with the teachers all over the world. It is infect, a development of print script with certain requirements of cursive script.

e) Italic

This kind of writing was used in Italian manuscript in the middle Ages. It is a kind of cursive script but more pointed. Though it can be written very quickly, yet its major drawback is its being difficult to read. At early stage, it is not very much encouraged.

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f) Choice of Style

Another essential of good writing is the choice of proper style. There are two types of styles: They are vertical and slanting style. Vertical style is easy to follow and may be encouraged. Slanting style, there are two options: Forward slanting and backward slanting. The backward slanting style depends upon individual different, but there should be uniformity in the pupils writing.

g) Choice of Material

In the beginning, the student should be taught to write on a rough surface with soft chalk, or the very first lesson should start with the pupils' finger movement on sand. Writing on a rough surface will regulate the movements of pupil's fingers and muscles and eye coordination. The surface on which to write should be rough but pencil or chalk should be quite soft. It should be followed by writing in ink.

h) Postures

Right posture is an important factor in teaching writing. It consists in the position of the body, arm, head and paper etc. At their desks, students should sit comfortably in correct position; his head should be held high so that his eyes are about a foot away from the paper. The body should learn slightly forward from the hips, but should not touch the desk. Both arms should be within two or three inches of the elbows. The teacher should also pay attention to left handed children. It should be discouraged.

7.6. TEACHING WRITING ALPHABET

There are three commonly used methods are utilised by the teachers to teach writing the alphabet to the beginners. They are as following:

a) Use of Kinder Garden Apparatus

Under this method pupil is given practice in constructing the alphabets by joining the piece of wood in different shapes. It is suitable only for infants

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b) Tracing Method

Under this method, the learner is required to make movements of the pen or pencil held in his hand over the printed letters. The letters are generally printed in dotted lines or they are written with a soft pencil. This method is neither very effective nor pedagogically sound.

c) Free Hand imitation

Under this method pupil imitates the printed letters in their note-books or they imitate the form or movements from teachers writing on the black board.

d) F. G. French's Method

The beginners should be taught to write the letters in vertical style and they should be taught first small letters after that capital letters

7.7. CHARACTERISTICS OF GOOD-HANDWRITING

The following are the characteristics of good handwriting. They are:

a) Distinctiveness

This means 'each letter should have a characteristic form of its own'. It means 'a' should resemble 'a' and not 'e', 'E' should resemble 'e' not 'f' etc. The letters should not be distorted.

b) Legibility

A legible handwriting is easy to read and causes no confusion. It is also a reflection of mind. Letters should possess all the fine aspect of legibility i.e. letter-formation, regularity of slant, quality of line or stroke, alignment and spacing,

E.g.   Difficulty in dotting (i)

Difficulty in crossing '+'

Top stroke short as in 'h'

Pupils do not write properly-Five letters- a, e, r, t, f. the teacher should pay special attention to these letters which the students do not write properly.

c) Uniformity

Whatever style the students adopt, should be uniform in size, spacing and alignment. It means that all the words should be written either in a vertical style or slanting style. If they are written in a slanting style, it should be either forward slant or backward slant throughout.

d) Appropriate Size of Letters

The size of the letters should be neither too big nor too small. These should be proportion between the sizes of letters. Margin between two letters should be appropriate.

e) Spacing

Proper spacing adds beauty to the style. The letters and words should be properly spaced. There should also be proper spacing between lines. Spacing the letters in a word, the words in line and the lines in a page should not be crowded too closely together. This will avoid over writing.

f) Simplicity

Handwriting should be always simple. It should have no unnecessary tails or simple letter shape had good appeal, unnecessary strokes should be avoided.

g) Speed

A.W. Frisly, "the writing should not be laboured but done at a reasonable speed". Speed combined with practice. Good handwriting is carried out at a reasonable speed.

h) Attractiveness

Handwriting which is attractive and nice to look at is a great asset. A beautiful handwriting is one in which the letters are well framed even in size & spaced which is upright or slopes slightly forward and in which the lines of writing are parallel to the top of sheet of a paper. So, handwriting must be 'nice to look at'.

7.8. METHODS OF IMPROVE HANDWRITING

a) Calligraphy

Calligraphy is a type of good handwriting, which is learnt with the help of a special type of brush or pen.

b) Transcription and Dictation

Transcription and dictation are interrelated. Transcription aims at neatness and care and promotes accuracy which is also required in dictation and composition. Dictation is an exercise in hearing and correct spelling.

Transcription is a sort of reproduction exercise which enables the pupils to see words or sentences and then write on their copy books. This exercise is not only useful but also pleasure giving to the children. For a beginner, transcription may be done for the sake of handwriting. The teacher should ask the pupils to transcribe words involving the types of letters that may be troublesome in some way.

- Transcription should be given only after the pupils are familiar with the scripts.
- It may also be done for spelling observation.
- Words, the spellings of which are likely to pose difficult should be given for transcription.
- Language patterns can also be practiced by transcript.

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- Specific language construction based on the use of article prepositions, adverbs etc, can be conveniently framed to give models for transcription.
- Transcription should become a productive activity leading to extension work. This will require the pupils to keep a special eye on the meaning.

7.9. SKILLS OF WRITING

a) Discourse Skill

Discourse is one of the four systems of language, the others being vocabulary, grammar and phonology. Discourse has various definitions but one way of thinking about it is as any piece of extended language, written or spoken, that has unity, meaning and purpose. One possible way of understanding 'extended' is as language that is more than one sentence.

For example: something as short as two phrases in a conversation or as long as an entire extended essay are both examples of discourse and both show various features of discourse.

Areas of written and spoken discourse looked at in language classrooms include various features of cohesion and coherence, discourse markers, paralinguistic features (body language), conventions and ways of taking turns.

b) Judgement Skill

Judgement is the skill that is part of ability to execute group of basic skills. It is the ability to conclude based on facts, in order to make further steps. It is important ability or skill for managerial and executive positions within all functions. It forms conclusions and takes actions that consider facts, resources, constraints and values and based on perceptive observations.

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7.10. REFERENCE SKILLS: NOTE-TAKING

Taking notes while listening to a lecture or talk is a very useful study skill to be developed. The notes taken can be referred to whenever required (e.g. to prepare for an examination). Thoughts can be organised better while taking notes because, as you listen you will be considering the points made by the speaker and be arriving at your own conclusions on what is being listened to.

Steps to be followed, while taking notes

- Always carry a notepad / note-book and a pen with you whenever you attend a lecture.
- Listen to the lecture attentively.
- Do not write down everything that the speaker says. Take down only the important points and clues.
- Remember that the speaker draws your attention to the main points by repeating the main points, by making pauses and by raising his / her tone on those points.
- Develop your own note-taking style.
- Use a phrase or a word or an abbreviated form of a word rather than a sentence.
- Remember, taking notes as you listen is an active process, so keep your mind focussed.
- Follow a patterned note-taking or diagrammatic form of note taking.

In real life, it is not possible to note down everything that we listen. Higher education mostly depends on taking the running notes. In some cases the running notes are equivalent to referring 10 stands books. Note-taking is a study skill which can be nourished among the students encouraging them to take notes from the lectures in schools and colleges and speeches of eminent personalities. Students should be encouraged to take running notes even from their teachers' teaching. If this habit is groomed it will benefit the

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students from last hour tension for examination. He can just browse what he had written in class notebook. And that can give a lot of information.

7.11. NOTE-MAKING

Note-making is a study skill where the students will prepare their own notes from reference books. Finally, they will prepare a brief summary of the notes have taken. Students have to be trained to prepare notes from long hooks or news items. They should also be trained to describe a bigger event in a nutshell. Note-making involves reading, comprehension and analysis. Note-making will sharpen their concentration.

7.12. REPORTING

Reports are accurate and objective descriptions or accounts of significant events which could be political, social and academic. These events are significant in the sense that they attract a lot of attention. (Examples: "Rathore winning a silver medal at the Athens Olympics" and "Kumbakonam fire accident in which many children were killed"). The most important aspect of report writing is that it should be accurate and objective. Therefore, the report writer has to personally collect, check and verify the facts. He/she should collect facts and information from authentic and reliable sources.

In report writing the language should be simple and clear for the purpose is to convey information clearly and accurately. It is better to present the report from a third person point of view using the passive voice. The use of the third person point of view and the passive voice will ensure that the report is objective.

A report should:

- be in the form of a narrative
- be in the past tense
- include all relevant details
- focus on one particular event only

- mention the date and time of occurrence
- mention the venue
- mention the facts
- mention the cause, result, etc.

7.13. SUMMARISING

Summarising is an important skill, for, all students are constantly required to summarise their lessons and all other materials that they read. Note: It is easier to digest and remember summarised versions of lessons and other materials rather than the original versions which may be lengthy.

The steps to be followed while summarising:

1. Since each paragraph revolves around a key sentence (known as the topic sentence), identify the topic sentence. (Note: Usually, the topic sentence is placed either at the beginning or the end of the paragraph.)

2. Identify all key words and expressions.

3. Leave out examples, comparisons, analogies, etc., for these are brought in to stress the main points. (Note: Summaries should contain only essential points.)

4. Write down all key words and expressions along with the topic sentences separately.

5. Put them together in the form of a paragraph

7.14. PARAGRAPHING

Paragraphing is part of the visual presentation of your essay or assignment along with punctuation, spelling, double spacing, page numbering etc. However, unlike all the above which are mechanical and fairly easily checked for problems (since simple rules can be applied to them), paragraphs can require a considerable amount of thought and effort to get right. However **a well-paragraphed essay signals a careful, organised**

writer (a good way to pick up marks!) and so it is worth making sure that you have done everything you can to improve them.

Basic principles to paragraphing

There are some basic principles to paragraphing. Some of these apply to the **visual impact** on the reader, others to the **content**. Both aspects are important.

a) Visual impact

1. A new paragraph is signalled by starting a new line and either indenting slightly or leaving a blank line. Choose one style and stick to it throughout your essay. See the diagrams below for examples of each type.

2. One sentence is not a paragraph in academic writing. It is possible to find one sentence paragraphs in magazine articles and novels but good academic style does not have one sentence paragraphs.

3. An average paragraph should be between 4 and 7 sentences long and should take up about 2/5 of the page (i.e. you should aim to have about 2 and half paragraphs per page). This is an average and so it will not matter if you occasionally have a slightly longer or shorter paragraph. Introductions and conclusions particularly tend to be shorter than the other paragraphs in an essay.

4. A consistent length to your paragraphs shows the effort you have made to make your essay easier for your reader to grasp. It is therefore another good way to pick up marks.

b) Content

1. A paragraph contains a 'packet of information'. Each paragraph in your essay should therefore have a different packet so that you are not repeating yourself.

2. The 'packet of information' is more than one sentence can contain, but is less than your total essay. It should have a single point that is developed with some or all of the following: examples, quotations, references, definitions, explanations or (more rarely in academic writing) anecdotes.

3. Ideally your paragraphs will build up, one upon the other, each packet of information helping to develop your argument one stage further.

4. Although it may be clear to you how two paragraphs are linked, it is important to make it clear to your reader what the connection is.

5. A guiding principle for both sentences and paragraphs is that shorter is better than longer. When a paragraph starts to take up more than half a page, stop and see how you could say what you want to say in two or may be three paragraphs instead.

6. Typical features of the average paragraph are: a topic sentence (usually the first one) which sums up what the paragraph will be about, often linking it to what has gone before; development sentences which explain or illustrate the point; a concluding sentence which hints at how the next paragraph will carry on.

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UNIT – VIII
CHALLENGES OF TEACHING ENGLISH LANGUAGE

8.1. PROBLEMS OF TEACHING ENGLISH AS A SECOND LANGUAGE

English embraces a better position in our country, even after more than six decades since Britishers left India. However, no indigenous language has come up to replace English, either as a medium of communication or as an official language in India. Under the influence of nationalistic feeling and emotional hostility, English began to reassert its position. Now a day, it is still urgent to discuss, what to teach and how to teach a foreign language taking into account the objective, social and professional needs of future specialists in our country.

Besides businessmen, tradesmen, engineers, scientists and scholars all over the world must know English because it is the international means of exchange of information and experience. The students have to learn foreign language because students of any subject, any discipline must learn a foreign language teaching it is necessary to formulate its actual and realistic aims and tasks. The way English is taught in our schools and colleges today is to a great extent responsible for the failure. Here is an effort to search the problems in learning English in rural areas and some suggestions to overcome the same.

a) Psychological Problems

It is a widespread misunderstanding amongst students that English the most difficult of all subjects. The result and the failure candidates act as evidence to prove this fact. Hence most of the students look at this subject with a prejudiced vision and bear the fear through the year. The psychological depression results in poor performance at the end of the year.

b) Learning Methods

One of the reasons for the declining standards of teaching English is the inability of teachers to understand the difference between the teaching of

literature and the teaching of language skills. Everybody knows that the study of a language is not an end in itself, it is a means to develop one's power of expression and comprehension can be achieved by mastering stylistic elements of the language.

c) Problem of Concretizing the Abstract Idea

The teacher faces a serious problem of concretizing the abstractness of the novel, poem, passage, words etc. they face difficulty in creating live pictures. The students find it difficult to understand the abstract idea and so they are unable to comprehend the lectures given by their teachers in English. If a poem on sadness is going on in the class the teacher should teach it so effectively that the students get tears in their eyes. This type of experience is hardly found in classroom teaching at present. In fact the teacher is always in a hurry to complete the portion and feels that it is waste of time to arouse emotions and interact with the students.

d) Translation Method

Translation method is widely used in rural areas. It helps the learner to understand the content of the text but bars from learning the language. The main purpose of teaching the language is kept aside and the teaching of content and theme is given importance. Translation method is thus a great problem in learning English.

e) Mother Tongue Interference

Most of the problems arise due to the interference of mother tongue in speaking English. Both the teachers and the students are very fluent in talking their own mother-tongue. But they forget the essence of pure language. When they speak in their mother-tongue they sometimes use English words in the midst of the sentences. They forget that every language differs in stress, intonation and pronunciation.

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f) Difference in English

English is pronounced in a very different way from almost all other languages of the world. Every region of the world where English is spoken has a different accent. When you are teaching English as second language, you must bear in mind that your students will not know the difference between US English, Queen's English and the entire sundry English's of the world. This could lead to confusions.

g) Lack of Practice

Language could be mastered by practicing all the four skills viz. Listening, Speaking, Reading, Writing. The rural surrounding does not allow the learner to practice any of these skills. The lack of audio tools also adds in the problem of lack of practice. Many teachers are unable to teach English effectively because they face lot of problems due to the lack of teaching aids. There are very few audio-visual aids available and it is insufficient for the teachers to use it effectively. Some are so costly that the colleges can only afford to buy few.

h) Lack of Interest

Learning English being compelled has merely become a hurdle in passing. Students only concentrate on passing marks. They do not care for learning the language as a tool of communication. Teacher and the taught both look at this subject as an unavoidable hurdle and try their level best to cross this hurdle anyhow.

i) Lack of Motivation

In learning a second or a foreign language, motivation is the crucial force which determines whether the learner embarks on a task at all, how much energy he devotes to it and how long he perseveres. It is known as a complex phenomenon and includes many components, such as, the individual's drive, need for achievement and success, curiosity, desire for stimulation and new experience, and so on.

j) Malpractices in Exam

One of the factors responsible for the deterioration is the pattern of question setting. It is easy to predict what questions would be asked on what books in which examinations. The students simply have to memorize. The teacher also teaches only those aspects which are important for the examinations. In most of rural areas we see that malpractice at the time of exam is a common practice. It is on its peak at the exam of English. Students, Teachers, non-teaching staff, parents, relatives, principal, officer in charge of exam, co-officer in charge of exam and many others are involved in this custom of malpractice. They all intensify the problem of learning English in rural areas.

k) Mistakes in English

Most of the mistakes are made unknowingly i.e. when making a mistake becomes habitual; we keep making the same mistake even without realizing it. If we study this problem in a scientific manner by trying to know what is the actual cause behind making the mistake we would be able to avoid it.

l) Crowded Classes

The size of the classes everywhere is considerably large and thus student's participation in the class work is quite impossible. The ratio of students in relation to teachers is not proportional. This is one of the reasons why individual attention is not possible to the students. For individual attention, there is a provision of Tutorial classes but the number of students in Tutorials is also very large, because most of the college can afford neither so many rooms for this purpose nor so many teachers to conduct effective teaching of English. It should also be recognized that the practical work in the teaching of English demands that the number of students in the class be limited.

8.2. SUGGESTION TO OVERCOME THE PROBLEMS

a) Building a Rapport with Your Class

When you enter the class for the first time it is very important that you give a welcoming smile to your students and greet them. Your assuring smile and greeting them in a familiar manner helps them bond with you instantly. When they bond with you, they will find learning the language easier. Remember a smile always welcomes people to interact with you.

b) Place of English Should be Defined

English offers vast opportunities to all. The policy regarding the place of English in our education system should be well defined. This should be determined keeping in view its use and vast opportunities in the field of science, technology, social sciences, philosophy, area studies, journalism, international trade and diplomacy.

c) Applying Different Methods of Teaching

The teacher while teaching English should use the different methods of teaching English to the students. The teacher can also make use of the language lab. Some of the methods of teaching English are as follows:

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

d) Building Confidence among Students

At the first meeting itself train your students to ask some simple English questions and give their answers, examples are 'What is your name?', 'Which country are you from?', 'Who is your best friend?' etc. Many teachers of English as a second language make the mistake of beginning with the

alphabet. This is wrong. When you train them to ask questions on the first day itself, your students will definitely show off these questions to their folks. And their interest in the language will be built. They will come with higher hopes of learning more things the next day. The teacher should emphasize more on the language learning skills than the portion completion at the undergraduate level.

e) Keeping in Mind Aims of Teaching English

The teacher should always emphasize on the aims of teaching English. It will help to teach effectively. These are the primary aims of teaching English instead of enabling the student to pass in the upper class. These aims are:

a) To enable the students to understand English when spoken.
b) To enable the students to speak in English.
c) To enable the students to read English.
d) To enable the students to write in English.

f) Improvement in Teaching Facilities

Special efforts should be made to ensure that teachers get proper teaching facilities, including space, books and teaching aids. The school and the college libraries should subscribe good journals which may enable them to know the latest developments in the field of linguistics and English language teaching.

g) Make Students Think in English

Make it a very firm rule but subtly implied that there will be no other language spoken in your class other than English. Exhort them to think in English. This a mammoth task, and can be achieved only after some weeks or probably months of teaching.

h) End the Socio-Psychological Problems

Many think English as the most difficult language and many call it unnecessary to learn it. The efforts of the teacher should be in eradicating

the Socio- Psychological problems of the students, by motivating them and giving them some responsibility.

i) Building Communication Skills

Never teach your students always speak with them. Speak with the students about day-to-day things. Keep talking with them in simple English. They will talk when the initial icebreakers are done with. And when they will talk, they will learn. Encourage your students to talk. As long as the students attempts to talk in English make it a point to listen.

j) Handling Mistakes with Care

Mistakes will happen in the class and you have to learn how to handle them deftly. If you laugh at the students they will be too embarrassed to make any further attempts at speaking the language. If you do not laugh students will feel you are only being too kind to them and might always think they have said something wrong but you are hiding your amusement.

k) Matching Level with Your Students

Being a teacher you know the language and might have got accolades for it but your student cannot even frame three sentences in English properly. Only your perseverance will help them do it. Remember that your students are not native English speakers they will not be able to even ask you their doubts. Be patient with them and encourage them to express themselves.

8.3. INTERFERENCE AND INFLUENCE OF MOTHER TONGUE

Many steps involved in the learning of mother tongue and second language have similarity. These steps are the association of names with the objects, learning by sound, learning by doing, learning by correction, learning by practice and the alike. Heated discussions are going on about the use of mother tongue for teaching English. There are two contradictory schools of thought: the direct method and the translation method. The first one is more suitable for the present day.

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The interference has been dealt very clearly in the first two sections. The mother tongue influences the pupil's learning of a second language in many ways. The skills acquired in the mother tongue influences the second language. The pupil is able to transfer the skills to the learning of a second language. He has to escape from the pull of the mother tongue. The positive transfer of the experience facilitates the learning of a second language and the negative transfer interferes the learning. The tendency to replace the sounds and the structures of the second language with those of the mother tongue is known as the pull of the mother tongue.

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UNIT – IX
ANALYSIS OF SYLLABUS, TEXTUAL MATERIALS AND COMPETENCY OF ENGLISH TEACHERS

9.1: UNDERSTANDING THE RELATIONSHIP BETWEEN CURRICULUM, SYLLABUS AND TEXT BOOK

a) Syllabus

The syllabus is defined as the documents that consist of topics or portion covered in a particular subject. It is determined by the examination board and created by the professors. The professors are responsible for the quality of the course. It is made available to the students by the teachers, either in hard copy or electronic form to bring their attention towards the subject and take their study seriously.

A syllabus is considered as a guide to the in charge as well as to the students. It helps the students to know about the subject in detail, why it is a part of their course of study, what are the expectations from students, consequences of failure, etc. It contains general rules, policies, instructions, topics covered, assignments, projects, test dates, and so on.

b) Curriculum

The curriculum is defined as the guideline of the chapters and academic content covered by an educational system while undergoing a particular course or program.

In a theoretical sense, curriculum refers to what is offered by the school or college. However, practically it has a wider scope which covers the knowledge, attitude, behaviour, manner, performance and skills that are imparted or inculcated in a student. It contains the teaching methods, lessons, assignments, physical and mental exercises, activities, projects, study material, tutorials, presentations, assessments, test series, learning objectives, and so on.

The curriculum is well planned, guided and designed by the government or the educational institution. It is aimed at both physical and mental development of a student. It is the overall learning experience that a student goes through during the particular course of study.

c) Text Book

The definitions for Textbooks are wide and varied. One common definition is that a textbook is a printed and bound artefact for each year or course of study. They contain facts and ideas around a certain subject. Textbooks are not like other books. Today, textbooks are assembled more than they are written. They are not usually written by a single author, nor are they a creative and imaginative endeavour. They are, in fact, usually specially made by a corporation to follow a set standard curriculum for a school system or larger organization, such as a province.

d) Key Differences between Syllabus and Curriculum

The basic differences between syllabus and curriculum are explained in the point given below:

1. The syllabus is described as the summary of the topics covered or units to be taught in the particular subject. Curriculum refers to the overall content, taught in an educational system or a course.

2. Syllabus varies from teacher to teacher while the curriculum is same for all teachers.

3. The term syllabus is a Greek origin, whereas the term curriculum is a Latin origin.

4. The curriculum has a wider scope than the syllabus.

5. The syllabus is provided to the students by the teachers so that they can take an interest in the subject. On the other hand, normally the curriculum is not made available to the students unless specifically asked for.

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6. Syllabus is descriptive in nature, but the curriculum is prescriptive.

7. Syllabus is set for a particular subject. Unlike curriculum, this covers a particular course of study or a program.

8. Syllabus is prepared by teachers. Conversely, a curriculum is decided by the government or the school or college administration.

9. The duration of a syllabus is for a year only, but curriculum lasts till the completion of the course.

9.2. QUALITIES OF A GOOD TEXT BOOK

(1) Text-books that are intended to be used should be useful for the students as well as teachers. They should be so designed that on the one hand they may be written according to the psychological requirements of the' students and on the other they should serve the purpose of the teacher who wish to impart knowledge to the students in a successful and interesting manner.

(2) The size of the book should be handy. It should be possible for the students to carry them properly. They should not be bulky. This is especially true about books intended for the primary classes.

(3) Printing and get-up of the books should be interesting and attractive. They should be printed in the letters that they do not require strain on the eyes of the students. On the other hand they should be correctly and neatly printed.

(4) The exterior of the picture should be attractive. If the exterior is attractive, students would like to carry them and keep them. This is true of the books intended for primary classes.

(5) They should serve the purpose of the subject- matter as well as the aims and objects of teaching. They should be written with a view on the aims and objects of the teaching.

(6) The text-books should be accurately written. They should present the subject-matter in such a manner that there is no fault in them. The subject-matter, presented therein should be up to date.

(7) The style of the books should also serve the psychological requirements of the students of different stages. Text books intended for the students of the primary classes should be written in a story form. In the text-books meant for higher classes the author may use the regional method or some other method that is useful for the students of the stage.

(8) The text-books should continue to keep the interests of the students alive in the subject-matter. The subject-matter should be presented in a simple and lucid style and clear form.

(9) The text-books should contain all the necessary and relative material required for a particular stage of education.

(10) The text-books of different stages should be complimentary to each other. Text-books that are used in primary classes should have some bearing and connection with the text-books that shall be used by the students in the Junior High School classes. Similarly text-books that are to be in mind the books that have been used by the students in the Junior High School classes.

(11) Text-books should be free from prejudice. The presentation of the subject-matter should be unbiased. There should be no material which can injure the susceptibility of any class or category of people. They should contain objective description of the people and conditions of different countries.

(12) The text-books should contain charts, maps, diagrams etc. as and where required. Without the charts, maps and diagrams etc. the subject-matter of Geography cannot be taught properly. It is, therefore, necessary to give place to all these things in the text-books.

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(13) Geography is a developing subject. Every day we find that new researches have been made in the field of Geography. Up to date knowledge of Geography must be given place in the text-books.

(14) At the end of every chapter of the text-book there should be certain questions that may be used for the revision of the subject-matter. Without these questions the text-books shall not be useful.

(15) If required the text-books may give a substance of the chapter at the end of each lesson. Such a provision will help the students to grasp the subject-matter properly.

9.3. SELECTION OF MATERIALS

Instructional materials are essential tools in the English language classroom. They allow students to interact with words, images, and ideas in ways that develop their abilities in multiple literacies such as reading, listening, viewing, thinking, speaking, writing, and technology. Because instructional materials are a primary resource for English language teachers, they must be selected wisely.

The cornerstone of consistent, pedagogically sound selection practices is a clear, written policy for the selection of materials in the English language classroom. Such a policy not only helps teachers to achieve the goals, but also helps schools protect the integrity of programs increasingly under pressure from censors, propagandists, and commercial interests.

Because selection policies should reflect local interests and issues and should be consistent with other locally developed policies and curriculum documents, NCTE provides no "boilerplate" to be used as a model by local schools. The following points should be kept in mind while selecting appropriate instructional material:

- The corrective material should be designed to correct the students' individual difficulties.

- You have to analyze the work of slow learners by means of observation, interview and Diagnostic Testing. A careful consideration of the three may help decide what kind of corrective material is to be designed and whether material will be adequate to correct the specific difficulties of learners.
- The corrective material should be graded, self-directive and should permit students to work independently. Written directions, which accompany the material, should be easily readable and comprehensible by the students.
- The corrective material must permit individuals to progress according to their pace.
- The material should encourage systematic recording of evidence of pupils' progress.

9.4. CONNECTING LEARNING TO THE OUTER WORLD

Learning that is restricted to the four walls of a classroom cannot prove to be very effective. There is a need to connect classrooms to the world outside to realize the true potential of learning and make it effective.

Classrooms should be connected to the world so that students can share ideas about what they are learning, take their ideas to a higher order of thinking and learn about the world outside their classroom. Connecting your students to the world has great educational potential. It helps them learn by making connections across geographic, socio-economic and cultural boundaries. It is a powerful way to encourage them to think beyond their own societal and cultural norms and consider the world from another perspective. Extending the reach of a classroom by connecting it to the world is made easy with the help of technology. The Internet has revolutionized the way communication happens. With e-mail, social networks, video conferencing and more people can be more connected than ever before and so can classrooms. The following are ways in which teachers can connect their classrooms to the outer world:

a) Class Blogs

Blogs help connect students to each other and to the world. Blogging makes use of social media skills which students are adept with. It is a more comfortable medium for writing for students than many of the traditional ones. With the help of blogs, teachers can connect their students with people all over the world and bring diverse perspectives to the classroom to take student learning and experiences to the next level. One of the advantages of blogging is that the activity is open to outsiders who have the opportunity to contribute to the educational community online through the blog.

A class blog or individual student blogs could be completely private and classroom-based, and only the teachers and students of a class can be its users and viewers. But, if you want to connect your classroom to the world to increase the scope of your students' learning, you can make your class blog public so that anyone can access it online. The benefit of making a blog public is that it creates a broader sense of audience and of participating not only in the class or school community but a global community as well. With blogging teachers can make sure that the audience of their students' work is not just restricted to themselves, the classmates and parents. Blogs provide a much larger audience for student work and an avenue for feedback and self-improvement through commenting. Blogging can help flatten the classroom walls and helps students develop a sense of understanding and learn a lot about the world in which they live.

b) Video Conferencing

A variety of video conferencing tools including Skype, Google Hangouts, and Facetime can be used to connect your classroom to an authentic global audience. They offer free video chat options and can turn classroom discussions global. Other people can connect with your classroom via video chat and give students a real interaction with someone they might not ever meet otherwise.

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A new initiative on Google+ called Connected Classrooms has been launched that enables students around the world to take virtual field trips through Google+ Hangouts, visiting places they would otherwise never be able to explore. Connected Classrooms makes it easier for teachers to access exciting educational content to share with their students and teachers are already using it to make learning more relevant, collaborative and accessible. They can make their students explore the world from the classroom itself and in addition to the virtual field trips, teachers who visit the Connected Classrooms site will have the opportunity to join a Google+ Community with other educators to collaborate on field trips and share best practices for using digital tools in the classroom.

c) Social Media (Facebook/Twitter)

It offers authentic school content from authors, scientists, historians, college professors, astronauts, poets and more. Using a class Twitter account or students' own personal ones; they can ask questions and connect with subject experts around the world. Twitter is used worldwide and can also connect a classroom to a different culture. You can share what you are doing with your students daily, have your students tweet about their experiences and get parents involved. You can ask questions and have students tweet their answers with their parents for homework. You can also use it to tweet about upcoming events. It can also be a great way to teach students how to organize their thoughts and give specific but detailed answers. Using it as a communication tool, teachers and students from around the world can collaborate on projects, that helps simultaneously educate students in different classroom and cultural protocols.

d) Edmodo

It is a great platform for helping teachers build a community with students and their parents. Students can share their work with their classmates via small groups on Edmodo, and can also share with a larger audience and gain additional feedback by posting to the community's page on Edmodo.

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Students feel motivated with positive reinforcement from other teachers around the world and can comment on the feedback as well.

e) Voice Thread

Is an interactive collaboration and sharing tool that enables users to add images, documents, and videos, and to which other users can add voice, text, audio file, or video comments. You can use it to extend the classroom and to create engaging classroom discussions. You can upload prompt, invite students to participate, and wait for the comments to come in. It is an easy tool that allows students to gather in cyberspace and interact with one another. The system is user-friendly and provides a plethora of how-to guides, sample threads, and a library of ideas from other educators and users. You can keep a Voice Thread private, share it with specific people, or open it up to the entire world.

9.5. ROTE LEARNING TO CONSTRUCTIVISM

The recent developments in student learning have been based a constructivist philosophy. Previous emphases in studies of teaching and learning had focused on the activity of the teacher, suggesting that the structure of teaching - or of instruction - is the key to learning. This view implies that knowledge is transmitted from the teacher to the learner. It stresses the content and organization of the curriculum as being the basis of learning and implies that knowledge is built from ideas and they replace them like bricks in a wall. On this empiricist model of teaching and learning, the learner's prior academic ability and knowledge is seen as a guide to the teacher's strategy and its role in a new learning for the learner is as a foundation on which the new learning is built or sometimes the foundation may be replaced.

There was a movement towards a view of learners as the determinants of what is learnt. On this learner-centred constructivist view, the teacher's role is that of a facilitator of the learning, and the prior ability and knowledge of the learner determines the learner's approach to a learning

task. This view conceives of a more active role for learners, particularly for those who choose to be engaged in meaningful learning, where their intentions become more significant than those of the teacher.

On the constructivist view of learning, the learner constructs their own knowledge and the knowledge is conceived to be organized more as a network than as a brick wall. What is already known is employed in guiding the new learning in organizing the process of assimilation (taking in the material of learning).

In meaningful learning, where the learner intends to understand the material of learning instead of just memorizing it, the learner accommodates or adapts an area of the network in response to the new learning. Whether learning is meaningful or not can only be judged by the learner because meaningfulness is an expression of the relationship between the material of learning and the learner's existing understandings.

Teachers may seek to influence the learning by, for example, careful construction of the material of teaching to make it likely that it will be understood by the learner, by interaction to check understanding or by choosing specific forms of assessment that, in turn, influence the learner's approach to the learning of their intentions.

In these terms, rote learning or learning by memorizing occurs when the learner does not, or cannot, relate the material of learning to prior knowledge and will not wish to recall in the context of other knowledge. It results in isolated 'bits' of knowledge and, for this reason, a more descriptive term might be 'unconnected learning'. This is contrasted with meaningful learning, which is when the learner intends to understand the material of learning. Nichol (1997) describes the distinction between meaningful and unconnected learning as:

Learning through memorization and . . . reproduction does not result in knowledge that can be used to reason and to solve problems in new contexts. For this [reasoning/problem solving] to happen, students must

learn by interacting with and transforming received information so as to own it and make it personally meaningful. They do this by actively constructing or reconstructing information input - i.e. modifying, revising, transforming, connecting, extending it, relating it to what they already know - in an effort to make sense of it.

Marton and Ramsden distinguish the constructivist view by means of its implications of a qualitative change in the learner - 'rather than a quantitative change in the amount of knowledge someone possesses'. The qualitative change is in the understanding that the learner constructs. While learners construct personal understanding and knowledge, this can occur within a set of guidelines that might be the form of thought embodied by the discipline (Bruner 1966). The implication of this is that the thinking of discipline does not exist separately from learners (Biggs, 1993).

Similarly, Eisner (1991) says, 'I . . . believe that humans do not simply have experience; they have a hand in its creation and the quality of their creation depends upon the ways they employ their minds'. On this view, the meaning that a learner constructs is an element that has been selected out of larger possibilities and, in this sense, education can be regarded as 'a mind-making experience' - or perhaps more accurately, a 'mind-making' opportunity. The notion that the mind is constructed by the learner and that the ability to employ the mind appropriately is significant in the outcome of learning begins to hint at some of the roles that reflection might play in the learning process.

Evidence that supports the constructivist view of learning comes from studies of the application of study skills to help students improve their ability to learn. Both from research (Ramsden, 1992) and from observation in the classroom it is evident that teaching students a bank of study skills does not usually have a long-lasting effect on their ability to learn (Gibbs, 1981). While some gain a certain level of confidence from study skills courses and may learn a few techniques, they gain more from a learner-

centred approach in which they are helped to explore their own learning abilities, confront their deficits and experiment with change in their own time and on the basis of their own understanding. This is more effectively done within the context of the discipline studied. In other words, other than a few techniques, the most effective study skills are constructed by the learner within the context of their own learning. Raising awareness of personal study skills enables appropriate modification and reconstruction in response to different learning demands, and students who study well do appear to be more aware of their study processes than those who are less effective.

9.6. ROLE AND QUALITIES OF THE ENGLISH TEACHER

The concept of teacher as a provider of knowledge has become out- dated. The teacher is no longer one who hands out knowledge. Similarly, the learner is not merely a passive receiver of knowledge. Both the teacher and the learner are considered as equal and active partners in the teaching-learning process.

Also, the National Curriculum Framework (NCF) 2005 gives emphasis on learners creating their own knowledge, through active participation in the classroom as well as outside it. This has changed the role of teacher to a large extent. This is also true for the English teacher, who holds a more responsible position. Thus the topic has been handled under these headings: The role of the English teacher and the qualities of the English teacher

a) The Role of the English Teacher

English has always been considered as 'difficult' by most people. It is believed that any subject by itself is not difficult; it is the teacher who makes it difficult for the learner. Therefore the role of the English teacher is very important. In the changing classroom, where knowledge is not 'imparted', it is 'created', the English teacher plays an active role as friend, guide and facilitator. The teacher's role in the English class is threefold:

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- In the presentation stage of a lesson, the teacher serves as a model. All his activities, reading, recitation, writing are accurate. The learners are able to imitate correctly, only if the teacher himself is correct.

- At the practice stage, the teacher becomes more like a facilitator, giving each a chance to participate. The teacher becomes less and less active, while making the class more and more active.

- During the production stage, the teacher takes on the role of guide and advisor. He does not scold or punish. He never makes fun of any child. He focuses on the strong points but takes note of the weak points. He corrects mistakes, if any, in such a way that the learner does not feel ashamed, and contributes to group learning.

b) The Qualities of the English Teacher

It is commonly believed that good teachers are rare, good English teachers are rarer. Yet the qualities of good teachers are identifiable. Some of them are:

1. Achievement

Experienced teachers have clear thoughts on what their students should know at the end of the term, and they understand what they must do along the way in order to reach those goals.

2. Awareness

Teachers in elementary schools must have eyes in the backs of their heads. They need to be aware of everything that happens in their classrooms and in adjacent corridors. Teachers who are awake are able to stop nonsense before it starts and keep students on track.

3. Community involvement

Maintaining good community relations is part of being a teacher, and teachers' contact with parents, administrators, and community leaders enhances their effectiveness in the classroom.

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4. Compassion

Talented teachers are able to work with students with kindness, care and sympathy.

5. Confidence

Good teachers are confident in their abilities to sense where students are in the learning process. They know their students' abilities to learn and can confidently teach them the most difficult topics.

6. Context

Every subject has a context, and teachers are responsible for providing it to their students. Since no one learns in a vacuum, teachers must show their students how the information they are learning might be used or might lead to the development of some other useful skill.

7. Enthusiasm

Excellent teachers never lose enthusiasm for their profession. They might become temporarily burdened by administrative problems, but their sincerity in their work is firm. Students feel this energy, and teachers who project it are much more successful than those who do not.

8. Intellectual curiosity

All good teachers are curious. They keep informed of changes in their fields.

9. Knowledge of the subject matter

You can't teach what you don't know. All teachers need not be experts in their fields, but possessing knowledge is important. Teachers must continue building their understandings of their subjects throughout their careers.

10. Maturity

In no profession is maturity more important than in teaching. Students experience emotional ups and downs, and good teachers are able to sense the changes and respond to them suitably. Teachers must be pillars, encouraging students to grow as human beings and to develop academically.

11. Mentorship

Teachers often serve as mentors to their students. The desire to influence students positively is a core motivation of good teachers.

12. Organization

One-on-one tutoring is easy compared to leading a classroom of students in a single direction. Teachers must be able to manage students' multiple personalities and organize their subject matters so that a maximum number of students may benefit.

13. Patience

Patience with students who are trying to learn is part and parcel of the teaching profession. Impatience with sincere students is an indication of the teacher's own shortcomings.

14. Planning

Teachers must have plans and stick to them. This goes deeper than rigidly following a course syllabus. Effective teachers sense when students need more time to absorb the material and are willing to give it to them.

15. Vision

Teaching includes far more than passing information from teachers to students. Teachers should be the leaders who provide their students not only with interesting and useful material, but also with visions of bright future.

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9.7. PROFESSIONAL DEVELOPMENT OF ENGLISH TEACHERS

In many countries, the role and functioning of schools are changing and so is what is expected of teachers. Teachers are asked to teach in increasingly multicultural classrooms:

- To place greater emphasis on integrating students with special learning needs in their classrooms
- To make more effective use of information and communication technologies for teaching
- To engage more in planning within evaluative and accountability frameworks
- To do more to involve parents in schools.

No matter how good pre-service training for teachers is, it cannot be expected to prepare teachers for all the challenges they will face throughout their careers. Education system, therefore seek to provide teachers with opportunities for in-service professional development in order to maintain a high standard of teaching and to retain a high-quality teacher workforce.

Professional development is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher. The definition recognises that development can be provided in many ways, ranging from the formal to the informal. It can be made available through external expertise in the form of courses, workshops or formal qualification programmes, through collaboration between schools or teachers across schools (e.g. observational visits to other schools or teacher networks) or within the schools in which teachers work. In this last case, development can be provided through coaching/mentoring, collaborative planning and teaching, and the sharing of good practices.

Effective professional development is on-going, includes training, practice and feedback, and provides adequate time and follow-up support. Successful programmes involve teachers in learning activities that are similar to ones they will use with their students, and encourage the

development of teachers' learning communities. There is growing interest in developing schools as learning organisations, and in ways for teachers to share their expertise and experience more systematically. The professional development of teachers beyond their initial training can serve a number of objectives including:

- To update individuals' knowledge of a subject in light of recent advances in the area
- To update individuals' skills, attitudes and approaches in light of the development of new teaching techniques and objectives, new circumstances and new educational research
- To enable individuals to apply changes made to curricula or other aspects of teaching practice
- To enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice
- To exchange information and expertise among teachers and others, e.g. academics, industrialists; and
- To help weaker teachers become more effective.

a) Types of Professional Development

- Courses/workshops (e.g. on subject matter or methods and/or other education-related topics)
- Education conferences or seminars (at which teachers and/or researchers present their research results and discuss education problems)
- Qualification programme (e.g. a degree programme); • observation visits to other schools
- Participation in a network of teachers formed specifically for the professional development of teachers
- Individual or collaborative research on a topic of professional interest
- mentoring and/or peer observation and coaching, as part of a formal school arrangement

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- reading professional literature (e.g. journals, evidence-based papers, thesis papers)
- engaging in informal dialogue with peers on how to improve teaching

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UNIT – X
ASSESSMENT AND EVALUATION IN ENGLISH

10.1. CONCEPT OF ASSESSMENT

By assessment, we mean the processes and instruments that are designed to measure the learner's achievement, when learner is engaged in an instructional programme of one sort or another. It is concerned with ascertaining the extent to which the objectives of the programme have been met. The term assessment/is often used interchangeably with the terms evaluation and measurement. However, assessment has a narrower meaning than evaluation but a broader meaning than measurement. In its derivation, the words assess means "to sit beside" or "to assist the judge". It, therefore, seems appropriate in evaluation studies to limit the term assessment to the process of gathering the data and fashioning them into an interpretable form; judgement can then be made on the basis of this assessment. Assessment as we define it precedes the final decision-making stage in evaluation e.g., the decision to continue, modify, or terminate an educational programme.

10.2. CONCEPT OF EVALUATION

Evaluation, particularly educational evaluation, is a series of activities that are designed to measure the effectiveness of the teaching-learning system as a whole. We' are already familiar with the fact that the teaching-learning process involves interaction of three major elements i.e., Objectives, learning experiences and learner appraisal. Evaluation takes care of all the interactive aspects of three major elements i.e.., the whole teaching-learning system.

Evaluation is the collection, analysis and interpretation of information about any aspect of a programme of education, as part of a recognized process of judging its effectiveness, its efficiency and any other outcomes it may have.

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a) Characteristics of a Good Evaluation Process

1. Validity

A valid evaluation is one which actually tests what are sets out to test i.e., one which actually measures that behaviour described by the objective(s), under scrutiny. Obviously, no one would deliberately. Construct an evaluation item to test irrelevant material but very often non-valid test items are in fact used e.g., questions that are intended to test recall of factual material but which actually test the candidate's powers of reasoning, or questions which assume a level of pre-knowledge that the candidates do not necessarily possess.

2. Reliability

The reliability is a measure of the consistency with which the question, test or examination produces the same result under different but comparable conditions. A reliable evaluation item gives reproducible scores with similar populations of students. It is therefore, independent of the characteristics of individual evaluations. In order to maintain reliability, one evaluative question should test only one thing at a time and give the candidates no other option. The evaluation should also adequately reflect the objectives of the teaching unit.

3. Practicability

Evaluation procedure should be realistic, practical and efficient in terms of their cost, time taken and case of application. It may be an ideal procedure of evaluation but may not be put into practice,

4. Fairness

Evaluation must be fair to all students. This can be possible by accurate reflecting of range of expected behaviours as desired by the course objectives. To keep fairness in evaluation, it is also desired that students should know exactly how they are to be evaluated. This means that students

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should be provided information about evaluation such as nature of the materials on which they are to be examined (i.e., Context and Objectives), the form and structure of the examination, length of the examination and the value (in terms of marks) of each component of the course.

5. Usefulness

Evaluation should also be useful for students. Feedback from evaluation must be made available to the students and weakness. By knowing their strength and weakness, Students can think of further improvement. Evaluation should suggest all the needful requirements for their improvement.

6. Interpretation Of Results

Another factor which must be considered in the choice of a test is the ease of interpretation of test results. A test score is not meaningful unless the teacher or counsellor is able to decide what significance or importance should be attached to it and to make some judgment concerning its relationship to other kind of information about the student. Nearly all test publishers produce manuals designed to aid the teacher in interpreting test results.

But these manuals are very greatly on quality and in the thoroughness with which they do this importance job. From the point of view of the teacher, principal, or counsellor, the quality of the test manual should be just as important a factor in the choice of a test as the quality of the test itself

b) Types of Evaluation

1. Formative Evaluation

The goal of formative Evaluation is to monitor student learning to provide on-going feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative Evaluations:

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1. help students identify their strengths and weaknesses and target areas that need work
2. help faculty recognize where students are struggling and address problems immediately
3. Formative Evaluations are generally low stakes, which means that they have low or no point value.
4. Examples of formative Evaluations include asking students to:
5. draw a concept map in class to represent their understanding of a topic
6. submit one or two sentences identifying the main point of a lecture
7. turn in a research proposal for early feedback

This process is used to measure and monitor the learning of students during the period of instruction.

A. Objective

Its main objective is to provide continuous feedback to both teacher and student concerning learning success and failures while instruction is in process. Feedback to students provides reinforcement of successful learning and identifies the specific learning errors that need correction.

Feedback to teacher provides information for modifying instruction and for prescribing group and individual remedial work. Formative evolution depends on tests, quizzes, homework, classwork, oral questions prepared for each segment of instruction. These are usually mastery tests that provide direct measures of all the intended learning outcomes of the segment.

B. Methodology

The tests used for formative evaluation are mostly teacher-made. Observational techniques are also useful in monitoring student progress and identifying learning errors. Since formative evaluation is used for assessing student learning progress during instruction, the results are not used for assigning course grades.

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2. Summative Evaluation

It is used to find out the extent to which the instructional objectives have been achieved particularly at the end of a terminal period. The goal of summative evaluation is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.

Summative Evaluations are often high stakes, which means that they have a high point value. Examples of summative evaluations include:

- a midterm exam
- a final project
- a paper
- a senior recite

A. Objective/purpose

It is used primarily for assigning course grades or for certifying student mastery of the intended learning outcomes at the end of a particular course programme. Although the main purpose of summative evaluation is assigning grades, It also provides information judgment the appropriateness of the course objectives and the effectiveness of instruction.

B. Methodology/technique

The techniques used for summative evaluation are determined by the instructional objectives. For this evaluation, there are external examination as well as teacher-made tests, ratings etc.

c) Difference between Summative and Formative Evaluation

Summative evaluation refers to the assessment of worthwhileness of the instructional programme which has already been completed, while formative evaluation refers to the assessment or worth of the instructional programme which is still going on and can still be modified.

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A formative evaluator is a partisan of the instructional sequence and does everything to make teaching learning better. A summative evaluator is an uncommitted non-partisan person who is to pass judgment on an instructional endeavour.

A summative evaluator gathers information and judges the merit of overall instructional sequence to adapt that sequence. The audience of summative evaluation is the consumer of the instructional programme in contrast to the formative evaluator whose audience is the designer and the developer of the programme.

Summative evaluation is judgmental in nature. Its purpose is to appraise the teaching-learning process and to distinguish it from-formative evaluation. It is an end of the course activity concerned with assessment of the larger instructional objectives of a course or a substantial chunk of the course.

Formative evaluation is developmental, not judgmental in nature. Its purpose is to improve students learning and instruction. Therefore, its major function is feedback to the teacher and student to locate strengths and weaknesses in the teaching-learning process in order to improve it.

Summative evaluation is thus a judgmental activity focused on certification of students achievement But formative evaluation is a means of determining what the pupils have mastered and what is still to be mastered, thereby indicating the basis for improvement of students learning.

10.3. EVALUATION IN ENGLISH

a) Evaluation in Listening Skill

Picture Comprehension

The teacher shows the class a large picture depicting some scenes of which are statements about it. Some of which are correct and some are incorrect. They give answer according to the subject-matter what they listen before.

b) Evaluation of Speaking Skill

Oral Tests

Oral tests must form an essential part of evaluation of spoken English skill of the students. In the beginning, tests should be mostly oral, written tests can be introduced only at a stage. Oral test must not be ignored at least in the measurement and evaluation of spoken English skill.

Oral tests 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.

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 answer orally.

Oral test should test the following objectives of the students:

- Listening Comprehension
- Expression skill

Listen comprehension: Should be tested with the help of picture comprehension.

Expression Skill: should be tested by answering questions on the basis of picture theme.

c) Evaluation of Reading Skill

A student's achievement in reading can be evaluated from his responses to new material. Familiar material may elicit only memorized responses. So, tests of reading should 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 kind of prose. Reading comprehension should be

separated from expression. Many students are unable to express themselves, though they comprehend.

For example:

i) Supply the right form of the tense

Gita ------------------ to Delhi yesterday (went, had gone has gone).

ii) Complete the following sentences-

All that glitters _____ ____ Walk quickly _____ ____

iii) Fill in the blanks with the words given below-

By, to, against, hence, playing, on, in

We are   football. He is going   College.

The fan is -------------- my hand.

Evaluation of Vocabulary

- Meaning of words and phrases
- Use of words and phrases in sentences
- Word-building
- Spelling and punctuation

Evaluation of Description

- Story comprehension
- Body Motion Test- The teacher asks a student to perform certain physical action.
- Writing answers to a story.

Testing Expression Ability

i) Producing Different Sounds- The teacher writes down pairs of words similar in sound.

ii) Describing a picture- The teacher shows a picture and asks the students to say two or three lines about it.

iii) Conversation- Group discussion should be performed in class under the direction of teacher.

iv) Reading aloud- Through reading, stress and intention should be checked by teacher.

v) Describing Actions- is also a way of testing expression ability.

d) Evaluation of Writing Skill

Free composition is not a satisfactory device to test pupil's a satisfactory device to test pupil's achievement in writing in English. So, questions may be set on same functional topics. The questions for testing the pupil's achievement in writing should be definite, real and purposeful.

i) Write an essay in about 150 words, clearing with the following point.

Why did you go the railway station? How did you go to bus stand?

ii) Change the form of narration-

She said, "I shall go to Delhi tomorrow?"

iii) Join these into one sentence

The actress sings a sweet song. I listener to it

iv) Put the following group of words in the right order to make correct sentences.

Are drawing water/ from the well/ the women. Combine the following sentence using the link word. I like the picture. You showed it to me (which)

v) Write the following sentences in the plural

There is a cup of tea and a bottle of milk on the table.

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10.4. CONCEPT OF CONTINUOUS AND COMPREHENSIVE EVALUATION

This content refers to a system of school – based evaluation of student that covers all aspect of student's development. As the nomenclature also suggests, this new pattern in evaluation is not one, two, three times a year but continuous one. It is a developmental process of assessment which emphasizes on two fold objectives and these objectives are continuity in evaluation and assessment of abroad based learning and behavioural outcomes on the other.

It is a total teaching-learning process and spread over the entire span of academic session. It means regularity of assessment, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, refreshing and feed back to evidence to teacher and students for their self-evaluation.

Second term are comprehensive that the scheme attempt to cover both the scholastic and the co-scholastic aspects of student's growth and development, CCE therefore a paradigm shift in evaluation, shifting the focus from testing to holistic learning. It aims to create good citizens possessing sound health, appropriate skills and desirable qualities besides academic excellence.

a) Aims of CCE

1. To help develop cognitive, psychomotor and affective skills
2. To lay emphasis on thought process a de-emphasize memorization.
3. To make evaluation an integral part of teacher learning process.
4. To use evaluation for improvement of students achievement and teaching-learning strategies on the basis of regular diagnosis followed by remedial instruction.
5. To use evaluation as a quality control device to maintain desired standard of performance.
6. To determine social utility, desirability or effectiveness of a programme and take appropriate decisions about the learning, the process of learning and learning environment.

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7. To make the process of teaching and learning a learner-centred activity.

b) Functions of CCE

Important functions of continuous and comprehensive evaluation are as follows

- Continuous evaluation helps in regular assessment to the extent and degree of students' progress (ability and achievement with reference to specific scholastic and non-scholastic areas).
- Continuous evaluation serves to diagnose weakness and permit the teacher to ascertain an individual pupil's strengths and weakness and his needs. It provides immediate feedback to the teacher, who can then decide whether a particular unit or concept needs re-teaching into the whole class or whether a few individuals are in need of remedial instruction.
- It helps the teacher to organize effective teaching strategies,
- Mainly times, because of some personal reasons, family problems or adjustment problems, the children start neglecting their studies, resulting in a sudden fall in their achievement.
- If the teacher, child and parents do not come to know about this sudden fall in the achievement and the neglect of studies by the child continues for a longer period then it will result in poor achievement and a permanent deficiency in learning for the child.
- The continuous evaluation helps in bringing awareness of the achievement to the child, teachers and parents from time-to-time. They can look into the probable cause of the fall in achievement, if any, and may take remedial measures in time, to help the child overcome it at their own level.
- By Continuous evaluation, children can know their strength and weakness. It provides the child a realistic self-picture of how he and 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 an individual to determine the areas of instruction in which more emphasis is required.

- Continuous and comprehensive evaluation ascertains areas of aptitude and interest. It helps in identifying changes in attitude, character and value pattern.

- It helps in making decisions for the future, regarding choice of subjects, courses and careers.

- It provides information/report on the progress of students in scholastic and non-scholastic areas and thus helps in predicting the future successes of the learner.

c) Need of CCE

- Continuous and Comprehensive Evaluation is intended to provide a holistic profile of the learner through assessment of both scholastic and non-scholastic aspects of education spread over the total span of instructional time in schools.

- It helps to identify those positive attributes of the learner which are not usually assessed during the examinations conducted by the Board

- As it is spread over a period of two years in class IX and X it provides several opportunities for the school to identify the latent talents of the learners in different contexts.

- This document is supportive to the statement of marks issued by the Board after the examinations conducted by it

10.6. DIFFERENT TYPES OF TEST

The test is to measure the ability, knowledge or performance developed during the course of learning. Here two types of test are given to assess the knowledge of students they are Teacher Made Tests and Standardized Tests.

a) Teacher Made Tests

These tests are designed by the teachers for the purpose of conducting classroom tests. These teacher made tests can be in the form of oral tests

and written tests. These tests have a limited area of application and are prepared almost by all teachers according to their requirements. A teacher is more concerned with the teacher – made tests as she is directly involved in its construction. Moreover, the teacher made tests have an advantage over standardized tests because they can be constructed to measure outcomes directly related to classroom specific objectives and particular class situations. These tests are within the means of every teacher and most economical. Teacher made oral tests are designed to measure the performance of students skills like listening and speaking in language learning. Written tests are designed to test the abilities of student's knowledge comprehension and written expression.

b) Standardized Tests

A Standardized test is one which norms have been established. The test has been given to a large number of students. A norm is an average score which measures achievement. So, every standardized test has norms. It is intended for general use and covers a wider scope of material than is covered in an ordinary teacher made test. A standardized test is one in which the procedure, apparatus and scoring have fixed so that precisely the same test can be given at different time and places. A standardized test is one which has been given to so many people that the test makers have been able to determine fairly accurately how well a typical person of a particular age or grade in school will succeed in it

(i) Role of Standardized Test

- Information becomes easier to convince the guardians of students
- Information in much less time than provided by other devices.
- Information for all guidance workers.
- Aspects of the behaviour which otherwise could not be obtained.
- Objectives and impartial informative about an individual.

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(ii) Steps Involved in Standardized Test

A standardized test is tried out and administered on a number of subjects for the expressed purpose of refining the items by subjecting the performances of the standard decision to pertinent statistical analysis. The steps for the standardized test is constructed by test specialists or experts they are

- Proper planning
- Adequate preparations
- Try-out of the test
- Preparation of proper, norms
- Preparation of a manual containing instruction of administering a tool
- Item analysis.

(iii) Teacher Made Test vs. Standardized Tests

The standardized test is based on the general content and objectives common to many schools all over the country whereas the teacher made test can be adapted to content and objectives specific to his own situation. The standardized test deals with large segments of knowledge or skill whereas the teacher made test can be prepared in relation to any specific limited topic. The standardized test is developed with the help of professional writers, reviewers and editors of tests items whereas the teacher made test usually relies upon the skill of one or two teachers. The standardized test provides norms for various groups that are broadly representative of performance throughout the country whereas the teacher made test lack this external point of reference.

(iv) Characteristics of a Standardized Test

- Standardized tests are based on the content and objectives of teaching common to many schools.
- Not just one, but a team of experts are involved in the writing of test items.

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- Items analysis is done on the basis of a pilot study, unlike in the case of a class room test.
- Norms are calculated for the purpose of comparison between grades, schools, age levels and sexes.
- They cover large segments of knowledge and skills
- Test manuals are prepared.
- Fairly a large same, not just one class is involved in the standardization of a test.

Teacher need to test student performance. Test results are critical, not only because the affect careers, but because of the influence they exercise on motivation to learn. Teacher must be aware of different testing techniques, because they give useful information to both the teacher and the students. Testing techniques are often similar the teaching techniques, but with a different purpose.

c) Oral Test

The oral exam (also oral test or viva voce) is a practice in many schools and disciplines in which an examiner poses questions to the student in spoken form. The student has to answer the question in such a way as to demonstrate sufficient knowledge of the subject to pass the exam. The oral exam also helps to reduce (although it does not eliminate) the risk of granting a degree to a candidate who has had the thesis or dissertation ghost-written by an expert. Many science programs require students pursuing a bachelor's degree to finish the program by taking an oral exam or a combination of oral and written exams to show how well a student has understood the material studied in the program. Usually, study guides or a syllabus are made available so that the students may prepare for the exam by reviewing practice questions and topics likely to be on the exam. Sometimes, the oral exam is offered in schools as an alternative to a written exam for students with a learning disability, like dysgraphia, developmental coordination disorder or non-verbal learning disorder. Often parents of the

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students have to request that the oral exam be given to their child in lieu of the written exam.

d) Written Test (Objective and Subjective)

Assessment (either summative or formative) is often categorized as either objective or subjective. Objective assessment is a form of questioning which has a single correct answer. Subjective assessment is a form of questioning which may have more than one correct answer (or more than one way of expressing the correct answer). There are various types of objective and subjective questions. Objective question types include true/false answers, multiple choice, and multiple-response and matching questions. Subjective questions include extended-response questions and essays. Objective assessment is well suited to the increasingly popular computerized or online assessment format.

(i) Informal and Formal

Assessment can be either formal or informal. Formal assessment usually implies a written document, such as a test, quiz or paper. A formal assessment is given a numerical score or grade based on student performance, whereas an informal assessment does not contribute to a student's final grade. An informal assessment usually occurs in a more casual manner and may include observation, inventories, checklists, rating scales, rubrics, performance and portfolio assessments, participation, peer and self-evaluation and discussion.

(ii) Open Book and Take Home Exams

Open book exams allow you to take notes, texts or resource materials into an exam situation. They test your ability to find and apply information and knowledge, so are often used in subjects requiring direct reference to written materials, like law statutes, statistics or acts of parliament. Open book exams usually come in two forms:

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- Traditional sit-down / limited-time exams, with varying degrees of access to resources and references
- Take home exams–open book exams you do at home. Question(s) are handed out, answers are attempted without help from others, and the exam is returned within a specified period of time (often the next day).

(iii) Material Used in Open Book Exams

The materials you can take into an Open Book exam can vary. Some restrict the type of materials (e.g. formula sheets and tables or a limited number of texts), others may be totally unrestricted (any quantity of any material). Materials might be:

- Your notes
- Readings, reference materials or textbooks
- Equipment like calculators, drafting tools

Materials used in Take Home exams are usually unrestricted. Check your course guide or with your lecturer to find out what you can use. The main restriction for Take Home exams is that they must be your work–you must attempt them by yourself without any help from others

10.7 TYPES OF TESTING AND TESTS

There are eight kinds of testing and six types of tests. They are as follow:

a) Direct Testing

Testing is said to be direct when the student is required to perform directly the skill which we wish to measure. E.g. we ask students to write compositions if we want to know how well they can write compositions. We ask them to speak if we want to know how well they can pronounce a language.

b) Indirect Testing

Indirect testing attempts to measure the abilities which underlie the skills in which we are interested. E.g. we test pronunciation ability by asking students to identify pairs of words which rhyme with each other.

c) Objective Testing

It doesn't require judgement on the part of the scorer because scoring here is objective. It won't change even if the scorer has been changed. Multiple choice tests are an example of this kind of tests.

d) Subjective Testing

It requires judgement on the part of the scorer because scoring here is subjective. The grades in subjective testing depend on the impressions of the scorer. These impressions are not the same among different scorers. Scoring of a composition is an example of this kind of testing.

e) Discrete Point Testing

It refers to the testing of one element at a time, item by item. This kind of testing is always indirect. Each testing involves a particular item. Testing particular grammatical structures is an example of this kind of testing.

f) Integrative Testing

It includes many language elements in the completion of a task. It might involve writing a composition, taking notes while listening to a text and completing a cloze passage.

g) Norm-Referenced Testing

This kind of testing relates one student's performance to that of other students. We don't say that student is capable of doing well in the language but we say the student gained a score that placed him/her in the top five students who have taken the same test.

g) Criterion-Referenced Testing

The purpose of this kind of testing is to classify students according whether they are able to perform some tasks satisfactorily. Who perform the tasks satisfactorily 'passes, those who don't, 'fail'? We measure students' progress in relation to meaningful criteria.

h) Placement Test

It is used to place new students in the right class in a school. It assesses students' productive and receptive skills. It is designed to show how good a student is in English in relation to a previously agreed system of levels.

i) Diagnostic Test

It is used to discover student problems, difficulties or deficiencies in a course. We use this type of tests to know students' strengths and weaknesses so as to be able to do something about them.

j) Achievement Test

It is designed to measure students' language and their skill progress in relation to the syllabus they have been following. This type is directly related to language courses and done during the course

k) Final Progress/Achievement Test

It is done at the end of the course to measure students' achievement of the course objectives or goals.

l) Proficiency Test

It is not necessarily based on certain courses that students may have previously taken. Most students take this type of tests to admit to a foreign university, get a job or obtain some kind of certificate. It is designed to measure students' knowledge and ability in a language.

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m) Aptitude Test

It is designed to discover whether a student has a talent or basic ability for learning a new language or not.

10.8. ACHIEVEMENT TEST

Teachers teach and help the learners to learn. The learning that takes place is assessed or evaluated not only for the learner's benefit but also for the teacher to evaluate his /her own work. At the end of a lesson or a group of lessons, the teacher needs to get feedback on what the learner has achieved, as a result of the teacher's efforts and also, indirectly to assess his/her own achievement as a teacher. This feedback comes with the help of a tool, generally an achievement test. An achievement test is designed to evaluate a unit during the teaching-learning process.

a) Purpose of Achievement Tests

1. Achievement tests are universally used in the classroom mainly for the following purposes:
2. To measure whether students possess the pre-requisite skills needed to succeed in any unit or whether the students have achieved the objective of the planned instruction.
3. To monitor students' learning and to provide ongoing feedback to both students and teachers during the teaching-learning process.
4. To identify the students' learning difficulties- whether persistent or recurring.
5. To assign grades.

b) Types of Questions

There are mainly three kinds of questions - essay, short answer and objective type.

1. Essay Type

The essay type questions 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, summarising, 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.

An essay type question may give full freedom to the students to write any number of pages. The required response may vary in length. Limit may be imposed by restricting the content and the length of student's response in the statement of a question. Restricted response type items are quite useful for testing learning outcomes which require interpretation, application of outcomes which are specific and clearly defined in nature. Such types of questions help to reduce subjectivity in marking, which is considered to he the major drawback of essay tests.

In extended response type questions full freedom is given to the student to exercise his-her competence and demonstrate the best he/she possesses, of course, pertaining to the area of the subject. There is freedom to select, organise, integrate, evaluate and express in any way one likes or deems appropriate. Such questions, although useful for measuring global type of abilities, are not suitable for measuring specific learning outcomes, besides being difficult to grade.

2. Short Answer Questions

Short answer questions generally require exact answers and, although taking many forms, they share the following distinctive features.

1. They usually take less than five minutes to read and answer, many take less than a minute.

2. They include some guidance on the extent of the answer reacquired e.g. the size of answer, space or specific instruction such as "In not more than 20 words ..."

3. The answer is supplied by the pupil, not pre-selected as in objective questions.

They can be grouped into two broad categories:

- Extended answer
- Insert and completion

A. Extended Answer Type

The extended answer version includes questions which reacquire pupils to write a brief description, draw a map, make a list, perform a calculation, translate a sentence, and write down a definition or formula and so on. They are probably the commonest form of questions used in schools and are frequently used by examining Boards. They arc deceptively easy to set and usually difficult to mark with any degree of speed and consistency.

B. Completion Type

The commonest form of completion questions is one where the pupil is required to add one or two words to complete an incomplete statement correctly. Where the missing words are in the body of the statement to be completed it is usually called an insert type. A completion type is where the words are required at the end of the statement. The use of insert or completion questions is not, however, limited to written statements and can be used.to prepare extremely good questions based on incomplete maps, drawings, diagrams, formulae, calculations, and the like.

3. Objective Type Questions

What is an objective question? Simply, an objective question is one which is free from any subjective bias - either from the tester or the marker. Confusingly, in educational jargon, the adjective' objective' usually means

'not subjective' while the noun 'objective' usually means an. aim, a goal, target or intention. This sub-section is not about course objectives-aims, intended learning outcomes, etc. -but about testing which is free from subjective elements. There can only be one right or objective answer to an objective question. Objective questions can take various forms, but invariably they require brief answers with little or no writing. A simple tick or a quick oral answer may be enough.

A. Simple Recall

The most common used objective type question by teachers as part of their day-to-day teaching is simple recall. The teacher asks a short question, expecting a quick one-word answer or a simple statement completed.

B. Multiple Choices

A Multiple choice-item consists of three pans -a stem, a key and a number of dis tractors. The key and dis tractors together are often referred to as options. The stem can be either a direct question or an incomplete statement; the key is the correct answer and the dis tractors are plausible but incorrect answers.

C. True-false

As its name implies, the basic true-false item requires the pupil to select either 'true' or 'false' as the answer. It is usually written in the form of a statement which the pupil must decide as being either 'me' or 'false' or alternatively choose between other work pairs relating to the statement such as greater than-less than, plus-minus, often-rarely, same different, 'faster slower' and so on. It is the possibilities offered by these other pairs which make the true false form a particularly useful one.

D. Matching Block

The matching block format consists of two lists and the pupil is required to correlate correctly one or more entries from one list with one or more entries from the other so that correct matching by elimination is not possible.

c) Construction and Administration of Achievement Test

The construction of an objective based test can be divided into the following steps

- Planning the test
- Preparing the blue print
- Designing questions and editing the question paper
- Administering the test
- Scoring the test
- Evaluating the test

1. Planning the Test

The first step in measuring achievement is to establish a clear statement of objectives. After stating the objectives, the teacher is ready to proceed with construction of a test to measure achievement of these objectives. The teacher while planning the test will bear in mind the following aspects:

- Weightage to objectives which means selection of objectives and allotting marks to each.
- Weightage to different areas of content
- Weightage to different forms of questions (i.e. essay type, short answer, objective type)
- Scheme of options
- Sections in the achievement test

2 Preparing the Blueprint

The design of the achievement test is given by means of a three dimensional table of specifications in the form of a blueprint. A blue print is essentially a three-way grid, with the content spread along the vertical axis and the objectives to be tested along the horizontal axis. The three dimensional chart covers the following

- Objectives to be tested
- Subject matter to be covered
- The form of questions

3. Designing Questions

The next step is to design questions on the basis of the blueprint. It necessitates the following

- Defining the objectives
- Changing the objectives to specifications
- Complete knowledge of the subject matter

4. Editing the Question Paper

This step consists of the following measures

1. Assembling the questions on the basis of their form e.g.
   - Section A-Objective type
   - Section B-Short Answer
   - Section C-Essay Type
2. Instructions to the students: General instructions may be given at the beginning of a question paper.
3. Implications to teachers: This facilitates objective testing and scoring.

5. Administering the Test

The key operation in the measurement of achievement with the test is the actual use of the instrument by students. Poor planning of the

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administrative process can lead to spurious result. This involves predetermining among other things, time of testing, place of testing, and giving of instructions.

6. Scoring Key and Marking Scheme

A scoring key is prepared for the objective questions, and a marking scheme is made for the essay and short questions. A marking scheme is essential as it indicates

- The number of points or steps expected in the answer
- The outline of each point or step expected in the answer
- The Weightage to each of these points or steps

7. Standardizing the Test

In evaluating a test, a few questions need to be asked. If the scores are extremely high, it may assume that the test was too easy for the class. If the scores seem very low, the test was probably too difficult. It is advisable the question paper before it goes for printing. A review of the question paper necessitates three steps:

- Question wise analysis (before the test)
- Critical evaluation of the test (before the test)
- Item analysis (after the test)

A. Question Wise Analysis

Question wise analysis helps to know the strengths and weakness of the test; to tally the question paper and the blueprint; and to determine the content validity of the test. Each question is analysed according to objective, specification, topic, question type and form, estimated difficulty level, time needed, and marks allotted.

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B. Critical Evaluation

Critical evaluation of the test helps weed out any duplication, spelling mistakes, ambiguities that may exist in the paper. A qualitative and quantitative assessment of the test should be done.

C. Item Analysis

Item analysis enables the teacher to evaluate the effectiveness of the test items. It helps in determining; the difficulty value of each item; the discriminating power of each item; and the effectiveness of distracters in the given item.

10.9. REMEDIAL TEACHING

Students who have temporarily fallen behind in their studies or otherwise need short-term support in their learning have the right to get remedial teaching. Remedial teaching should be started immediately when the difficulties in learning or school attendance have been noticed, so that the students would not stay behind permanently in their studies. Remedial teaching can counteract difficulties beforehand. Remedial teaching should be organized according to a plan and as often as is necessary.

Characteristic to remedial teaching are individually planned Tasks, Time management and Guidance.

Diverse methods and materials are used in remedial teaching, with which new ways can be found to approach the subject that is to be learned. In proactive remedial teaching the new things that are to be learned are introduced beforehand. Remedial teaching can also answer the need for support that arises from absences.

Schoolwork is planned in such a way that every student has a possibility to participate in remedial teaching if need be. Remedial teaching is given either during the lessons to which the need for support is connected, or outside lessons.

The initiative about giving remedial teaching is primarily done by the teacher. It can also be done by the student or guardian. The task of each teacher is to monitor the learning and growth of the student and the possible needs for support that may arise.

Remedial teaching is organized in mutual understanding with the student and the guardian. They will be given information about the forms of remedial support and its importance to learning and school attendance. Students are obligated to participate in the remedial teaching that has been organized for them. Remedial teaching is given at all levels of support.

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