

## **TEACHING OF PROSE AND LESSON PLANNING**

### **Definition and Objectives**

According to Coleridge “Prose is words in their best order.” Poetry and Prose are two different forms of literature. The nature, aims and methods of teaching prose are different from those of poetry. Prose appeals to the head. Prose is more sight than sound merely patterns on paper. There is no rhythm in prose. Prose is mere information. Prose is for knowledge.

### **Characteristics of Prose**

**The following are the main characteristics of Prose:**

Prose is words in their best descriptive order.

Prose consists of philosophical ideas, social problems, historical description of events, geographical concepts and economical conditions of the society.

Prose is most important aspect of literature. Thoughts on a topic, story, drama, novels, autobiography and biographics narration and explanation of concepts, theories and principles are major aspects of prose.

Prose is best means to preserve human knowledge, experiences, imaginations and ideas and transmit to new generation.

Prose is used to develop the cognitive and affective aspect of students.

Prose develops the language skills, reading, writing, speaking and listening.

### **Difference between Prose and poetry**

Prose appeals to the head, while poetry appeals to the heart.

Poetry affects the whole man, his senses, intellect and emotions while prose appeals to the intellect only.

Poetry is more sound than sight while prose is more sight than sound.

Prose is more information whereas poetry is for sheer delight. Poetry is a thing of beauty, beauty of language beauty of thought, mood and feeling.

### **Different King of Subject Matter of Prose**

The types of prose lesson:

- i. Essay
- ii. Novel
- iii. Short Story
- iv. Biography
- v. Composition
- vi. Play or drama, etc.

### **General Objectives of Teaching Prose**

- i. To enable the students to understand the passage and grasp its meaning.
- ii. To enable the students to read English passage loudly with correct pronunciation, stress, intonation, pause and articulation of voice.
- iii. To enable them to understand the passage by silent reading.
- iv. To enrich their active and passive vocabularies.
- v. To enable them to express ideas to the passage orally and in writing.
- vi. To enable them to enjoy reading and writing.

### **Specific Objectives of Teaching Prose**

#### **a) Descriptive**

- i. To acquaint pupils with the style of the writer.
- ii. To develop imagination power of the students.
- iii. To develop in students a love for natural objects.

#### **b) Story**

- i. To give knowledge of some facts through the story.
- ii. To teach some lessons through the story.
- iii. To train the students character.

- iv. To acquaint them with the style of story writing.
- v. To develop students power of imagination.
- vi. To provide a suitable channel for the use of surplus energy of the youths.
- vii. To enable them to compose short interesting stories.

**c) Essay**

- i. To get students receive knowledge.
- ii. To make them curious about the subject of the essay.
- iii. To make them acquainted with the style of essay writing.
- iv. To enable them to arrange ideas in a systematic way.

**d) Composition**

- i. To enable the students to write correct English with reasonable speed.
- ii. To enable the students to express their ideas in a connected and logical way.
- iii. To develop students, power of imagination.
- iv. To familiarize the students with different styles of writing composition.

**e) Biography**

- i. To get students acquainted with the lives and deeds of great men.
- ii. To show them the path of character building.
- iii. To increase their love of aspiration.
- iv. To inculcate in them desirable sentiments.
- v. To follow the teaching of great men of the world.

**f) Play or drama**

- i. To teach students with play way method.
- ii. Giving them opportunities for self-expression.
- iii. To make them Speak English language in a conversational style.
- iv. To make them play different roles.
- v. To build their character.

**Procedure of Teaching Prose Lesson**

There is a need of a preplanned lesson plan for teaching prose. Different scholars have suggested different types of lesson plans. According to Herbertian steps, there should be the following steps in a lesson plan mentioned further.

**I. Teaching Aids.** The teaching should use the various teaching aids so that he can make the lesson interesting and enable students understand the lesson with ease and enjoyment. But he should be cautious of the fact that necessary and desirable material is effective and helpful.

**II. Previous Knowledge.** The teacher should know how much knowledge students already possess regarding the lesson, so that the teacher can give new knowledge by linking it to their past knowledge. In this way, he can get pupils connect the new and past experiences mentally and learn the matter.

**III. Introduction.** The introduction has two purposes:

- a) To bring past knowledge to consciousness.
- b) To attract students attention to the new subject.

So, the teacher should first ask some questions to test the previous knowledge of students and then link that to the subject to be taught.

**IV. Statement of Aim.** Psychologically, the learner should have a clear cut objective before him, so that he can strive to achieve that. Therefore the teacher should state the aim.

**Presentation (Learning Experiences)**

This is the main part of the lesson Plan. To present the lesson before pupils interestingly and efficiently, the teacher should teach the lesson in two or more units. If the lesson is very short, only one unit should be made. The following sub-steps should be followed in both the units.

**(1) Model Reading.** This model reading should be done by the teacher. Its purpose is to enable the students to know the exact way of teaching. So, the teacher should try to read with correct pronunciation, intonation and stress. He should also be particular about pause, articulation and expression. Before doing model reading, he should give instructions to the students regarding postures, opening the book and attention. While reading, he should not absorb himself completely in the book. He should give some attention to students too. He should hold the book in his left hand.

**II. Pronunciation Drill.** Before the loud reading there should be pronunciation drill. The selection of words for pronunciation drill should not be on the basis of meaning but on the basis of the general pronunciation of the students. Those words should be selected which are pronounced or can be pronounced wrongly by the students. The words should be written on the black board one by one and get drilled. This drill can be done before or after the model reading by the teacher.

**III. Loud Reading or Imitation Reading.** This reading should be done by students. Two or three students should be asked to read aloud. Other students should follow in their books. The following points should be kept in mind in this regard:

The error of pronunciation must be corrected at the end of the reading.

Students should be asked to keep the book one foot away from the eyes.

They should hold the book in the left hand while the right hand should be kept free.

All students should sit or stand in proper postures.

**IV. Exposition and Explanation.** The purpose of exposition and explanation are:

- i. To clear the meaning of difficult words, phrases and idioms.
- ii. To make the comprehension of passage easy.
- iii. To pave way for intensive reading.

The teacher can employ the following methods for exposition words:

**1) Direct Method.** The meaning is taught by showing the object, pictures or by some action.



**2) Translation Method.** In this method the meanings of words is told by translating it into the mother-tongue. This method is not much effective. It should only be used when the teacher is not in a position of using other methods.

**3) Usage Method.** In this method, the meaning is elicited by using words in sentences. The sentences should be such as to make to meaning clear.

**4) Similar word Method.** By giving words of similar meaning, the meaning of words can be elicited:

**5) Contrasted Word Method.** In this method, words with contrast meanings are used:

**6) Derivation Method.** By telling how the word was formed or from where the word was derived, its meaning can be explained.

**7) Reference Method.** By telling the cultural or social story or reference (if any), the meaning can be elicited.

After exposition, the teacher should explain in brief the difficult portions and references of the passage.

**V. Silent Reading.** This reading is done by students. The purpose of it is:

- i. To enable the students to read silently.
- ii. To pave the way for extensive reading.
- iii. To bring students back to the passage after the exposition and explanation.

**VI. Comprehension Questions.** After the silent reading, some questions should be asked to test pupil's comprehension of the passage. This can be done as follows:

- i. By asking meaning.
- ii. By asking question on main portions of the passage.
- iii. By asking the gist.
- iv. By asking to describe the passage in their own words.
- v. By asking figures of speech, phrases, idioms of the passage.

The purpose of asking 'comprehension' questions are:

- i. To elicit the meaning of words.
- ii. To test if students have understood the passage.
- iii. To draw their attention to the main reference.
- iv. To improve their experience in spoken language, and

- v. To make them contrast ideas.

**Recapitulation.** After teaching the lesson in one or more units, there should be recapitulation of the lesson. The purpose of it is to know:

- i. If the students have learnt what has been taught.
- ii. If they can derive the gist of the passage.
- iii. If they can transfer their learning to other situations.

**Black-Board Work.** It contains the following:

- i. Marginal entries
- ii. Words of Pronunciation drill
- iii. Table of exposition work

Black-Board can be used for removing reading difficulties, writing the comprehension and recapitulatory questions and their answers. The assignment can also be written on the black-board.

**Home Work.** Students should be given some assignment. This assignment can be as follows:

- i. To remember the meaning and spelling of new words.
- ii. To use these words in sentences.
- iii. Fill in the gaps

- iv. To translate the passage into mother tongue
- v. To write the gist

### **Some comments on Prose Teaching**

Listening, speaking, reading and writing are the four important language activities which a student of English language is to do. But at present English is a library language in India. It follows that reading skill is to be given more importance than the other skills. so the important aim of teaching English then to our students is to develop the reading skill.

### **TYPES OF TESTS AND EXAMINATIONS IN ENGLISH**

One of the major components of our education system is Examination. The Education course in any discipline of learning ends with test or exam. Written tests may be of three types:-

- i. Essay type of or traditional tests.
- ii. Short answer type tests.
- iii. Objective type or new type tests.

**1. Essay Type Tests:** This type of test or examination focus on essay type questions related to integrated total unit. These tests can measure

student's knowledge, skill of expression, organization of thoughts etc. However, it lacks most of the qualities of a good measuring test. To off-set the disadvantages, the teacher should put the question in such a fashion, that the pupil's understanding of the concepts should be effectively tested. To minimize the shortcomings of subjectivity, teacher should prepare a scoring guide before hand and a list of important ideas that but still we cannot ignore them. They are required for measuring the essential skills such as application of knowledge, solution of problems etc.

### **Advantages**

There are many abilities which may not be tested through any other form of question but only by the essay type question. Following are the advantages of essay type test :

**Encourage creative expression:** Essay type test helps in the development of ability to express and organization of subject matter in logical way. Thus it encourages creative expression among students. Essay type tests helps to evaluate students' ability to organize and present ideas. It tests the factual knowledge of the pupils.

**Encourage critical thinking:** Essay type questions help in developing critical thinking among the students. They are able to express their view regarding controversial topics.

**Thought provoking:** To organize, analyze, interpret facts and other types of information to draw inferences. Students are able to adopt an original approach to solve a given problem.

**Easy to construct and apply:** Essay type questions are easy to construct. Moreover a few essay type questions can cover the major part of syllabus. Student's are able to put forward one's point of view through facts, data and suitable arguments.

**Avoids copying:** Essay type test reduces the chance of copying and cheating. It is difficult to copy the whole essay type answer.

**Encourages study habits:** Essay type test encourages study habits among the students. Students are motivated to go to library to select relevant facts from the body of acquired knowledge.

**Writing skills:** The teachers get a fair idea of the child's knowledge related to the topic, usage of vocabulary and writing skills of the students.

### **Shortcomings**

**i) Encourages cramming:** These tests encourage cramming on the part of the students. Sometimes essay type questions fail to test

understanding and application. These test do not test all the required abilities.

**ii) Low validity:** Essay type test have low validity.

**iii) Low reliability:** In essay type tests some students prepare only a few important topic and get more marks than those students who prepare the whole syllabus. The syllabus cannot be covered by a few essay type questions.

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**iv) Subjectivity:** Proper and similar marking is not possible by the teachers and such tests are not indicators of true and real knowledge of students. There is subjectivity in setting question paper and in its evaluation.

**v) Entire syllabus is not covered:** Teachers and students give more importance to questions which are more important from examination point of view. Less important topics remain untouched. The essay type tests do not test the spoken or oral ability of the pupils.

**vi) Uncertain Evaluation:** Sometimes the questions set are vague and lack clarity. This leads to different answers by different pupils which further make the evaluation uncertain.

We can conclude that although these tests have many shortcomings yet they cannot be ignored because these tests judge the power of reasoning, originality and imagination.

**2. Short Answer Type Test:** A test comprising short answer questions may be answered in a few words or a few sentences. In fact, short answer questions call for precision and brevity in the use of language and sentence construction. These questions may be used to cover wide range to topics in the language. Thus, one has to be to the point and specific, and not vague and round about. These are midway between the long answer and objective type tests.

**Examples:** Write answers in 3-4 sentences:

- i. Why should we love our country?
- ii. Describe the national flag.
- iii. Why is Pandit Nehru also known as Chacha Nehru?
- iv. Give the moral of the story- The Hare and the Tortoise.

A short paragraph or comprehension is given to the students. Paragraph based questions with expected short answers are asked. Sometimes short questions related to poetry or prose lessons are asked. Test items (questions) in this expect brief, to the point short answers. Generally



the length of the answer is specified. The tests offer a great degree of objectivity than other evaluating techniques.

Some characteristics of Short Answer Questions are as under:-

Short answer questions can be used profitably in both unit and term tests.

It can be used to test almost all the objectives of teaching.

It helps students to develop the ability of organizing and selecting relevant facts.

It can be scored more objectively than essay type questions and thereby ensure reliability.

These questions help in covering more syllabus because a number of questions can be put in lieu of one essay type question. This improves the validity of the question paper.

They are easy to design.

The question paper is comprehensive as it covers the entire syllabus.

Scoring is less subjective and easy.

**3. Objective Type Tests:** These tests are structured to reduce the shortcomings of essay type and oral tests. They test different kinds of attainment; thus there might be vocabulary tests, spelling tests,

comprehension tests and tests in giving answers. The questions are asked with expected one word answer. Objective type questions are very useful for testing the ability of the students. In most of the competitive examinations, objective type questions are asked. The only drawback is that some students may indulge in guess work, or try to copy the answer from another students. Negative marking can help solve the problem. these tests are not sufficient to test all the abilities required in learning the language.

### **Merits of Objective Type Tests**

**i) Objectivity in scoring:** Objective type tests are highly objective. All examiners award same marks because the items are framed in such a way that there is only one correct answer.

**ii) Economy of time:** Objective type tests can be administered and scored very quickly. A large number of questions can be answered in a short span of time.

**iii) High reliability:** Objective type tests are highly reliable. Questions are widely spread and cover the entire syllabus and there is hardly a chance for guess work.

iv) **Avoids cramming:** Students have to study the entire syllabus. There is no scope of cramming in objective type tests. Languages does not prove a hurdle or help in getting more marks.

v) **Easy to Administer and Evaluate:** Objective type test is easy to administered and evaluate.

### **Shortcomings of Objective Type Test**

Expert teachers are needed for the construction of objective type tests. Special training in the techniques of construction, administration and scoring is needed for teachers to use objective type of questions.

Objective type tests fail to evaluate critical thinking, reasoning and originality of expression.

- i. These type of tests sometimes encourage guess work.
- ii. Reading habits among students cannot be developed.

**1. Recall Type:** The students are required to recall the answer. Recall type items, test the student's power of recalling or bringing back to memory some missing word or language item e.g.

- i. Poem 'Daffodils' was written by \_\_\_\_\_
- ii. The opposite of thick is \_\_\_\_\_
- iii. The man who cannot see is \_\_\_\_\_

- iv. The poem 'The Solitary Reaper' was written by \_\_\_\_\_
- v. The opposite of beauty is \_\_\_\_\_

**2. Completion type:** Here incomplete statements are given. The students are asked to complete them by using appropriate word or words e.g.

- i. We are \_\_\_\_\_ hard.
- ii. They are \_\_\_\_\_ in the garden.
- iii. The boys are \_\_\_\_\_ in the room.
- iv. Although he is poor \_\_\_\_\_.

**3. True or False tests or Alternative Response Form:** Here some statements are given. The students are asked to mark whether a statement is true or false or students are required to give 'yes' or 'no' answer. e.g.

Dr. Radhakrishnan was the first President of India. (T/F)

The moral of the story 'The Thirsty Crow' is 'where there is will, there is way'. (T/F)

A man is known by the company he keeps. (T/F).

Students may be asked to select the correct response out of two or more alternatives.

Ram has been suffering from fever \_\_\_\_\_ two days (since, for, from)

I purchased this book \_\_\_\_\_ sixty rupees (with, for, form)

**4. Multiple Choice Form:** In this type of tests, a number of choices are given and the students are required to choose the right one. The alternative called distracters should be such that some students are led to consider them as correct answers. These tests are the most popular these days and are useful because guessing is minimized and rational thinking is encouraged e.g.

- i. It was a good (sight, cite, site) for a house.
- ii. He lives at the upper (story, storey).
- iii. In the story 'Wolf Wolf' the 'Shepard was a (cheat, coward, liar).

**5. Matching Tests:** In this type of test item, mismatched columns are given. Students are required to match the correct choices, from the two given groups.

e.g. Match the opposites

**Group A**

**Group B**

Strong

Happy

Tall	Ugly
Sad	Open
Close	Short
Pretty	Weak

## **PRINCIPLES FOR CONSTRUCTING OBJECTIVE TYPE TEST ITEMS**

There are some general principles to be followed in the construction of objective type test item. The suggestions given below would help teachers in constructing good effective objective type tests.

Each test item should be subject to only one interpretation. Vague items should be avoided.

The language of the test item should be carefully chosen. Carelessly framed test items are likely to be misinterpreted.

Text book wording is not desirable.

Items having obvious answer should be avoided.

Test item that comprises clues or suggestions for its answer should be avoided.

Catch words, misleading statements or irrelevant confusions should be avoided.

There should be variety in the types of objective type tests. Same kind of questions should not always be asked.

Objective type tests should be evolved to cover the maximum possible aspects of language learning.

### **Conclusion**

The teacher while testing the achievements of his pupils in English can make use of these three types of tests. Essay type and short answer type tests are essential for judging comprehension of subject-matter, appreciation, originality, reasoning and written expression. Objective type tests are a must for measuring the pupils achievements in vocabulary, spelling, grammar and punctuation. Combined judiciously, the three types of tests will give a fair indication of pupil's achievements in English.

## **EVALUATION AND TEST ITEMS IN ENGLISH LANGUAGE TEACHING**

### **INTRODUCTION**

Teaching, Learning and Evaluation are the three important parts of the education system. Evaluation is a continuous process which is an integral part of teaching. It is concerned with finding out how far students have learned as a consequence of teaching. It is not merely a test at the end of an English lesson or unit. Instead, evaluation goes on constantly to check student's understanding of the content and is clearly related to the teachers' goals and objectives of English Language Teaching. In the process of evaluation, there is an inter-relationship between the objectives (ends), learning experiences (means) and evaluation devices (evidence).

## **CONCEPT OF EVALUATION**

According to Good, "Evaluation is a process of ascertaining or judging the value or amount of something by careful appraisal evaluation concerns itself with scholastic achievement as well as with behavior changes."

According to Chester T.Mc Nernly, "The purpose of any programme of evaluation is to discover the need of the individuals being evaluated and then to design learning experiences that will solve these needs."



According to Clar and Staradd, “Evaluation is the judgment or interpretation that one draws from the information at hand about pupils work.”

## **EVALUATION IN ENGLISH LANGUAGE**

A comprehensive program of evaluation in English language will comprise a variety of test items to test different aspects of language learning.

These items can be covered under two broad headings:

- i. Oral Tests
- ii. Written Tests

### **1. Oral Tests**

Oral tests must form an essential part of the evaluation program in English specially during the first two or three years of teaching English. 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 covered in the class. Pupils should be encouraged to answer them orally. In order to test the listening comprehension the following types of tests may be used:

#### **1. Listening Comprehension Test:**

**i) Give Directions:** The teacher gives certain commands or oral directions such as:

- a) Open your book
- b) Stand in a row
- c) Shut the door
- d) Open the window
- e) Raise your right hand

**ii) Picture Test:** The teacher shows the class a picture depicting many scenes. Then he makes a few statements about the scenes. Some of which are correct and some are incorrect. The students listen to the statement and write down 'R' for the correct statement and 'W' for the wrong statement.

**iii) Telling stories:** The teacher tells a story and asks a question with three or four possible answers. Only one of which is correct. The students write down the number of the correct answer.

**iv) Giving words to spell and pronounce:** Learners can be asked to repeat words which differ slightly in sound, so that they can tell the difference. The following pairs of words can be used for this purpose:

Lake - Leak

See - She

Sit - Seat

Pen - Pain

Well - Bell

v) **Dictation:** This test is used for sound recognition. The teacher reads out the words, sentences or passage and then the learners write, down those words or sentences. This kind of test evaluates learners ability of sound recognition, listening comprehension and ability to spell.

## 2. Testing Expression/Speaking ability

i) **General Questions:** Questions concerning day to day life of the student and on other ordinary topics may be put e.g.

- What is your name?

- In which class do you read?

- How old are you?

ii) The teacher may show them an object in the classroom and ask questions related to those specified objects.

**iii) Describing a picture:** The teacher shows a picture and the students speak a few sentences about it.

**iv) Describing actions:** The teacher performs a few physical actions and the students are asked to describe them.

**v) Simple stories or recitation of a poem:** Students may be asked to tell simple stories in their own words or recite a poem. For testing pronunciation, the teacher speaks words from two columns and students tell the number of the column from which a word is spoken.

A	B
Bit	Bid
Then	Than
Hiss	His

Teacher should also check the speed of conversation, pausing (student should know the use of proper pauses). Note the difference:

Boys do it,

Boys, do it.

### **3. Testing Reading Comprehension**

The students are asked to read a short passage. While they read, the teacher notes their pronunciation, stress and intonation. The mistakes are corrected by the teacher. He may pose a few questions to test various reading skills like getting at the central idea, meaning of certain words etc.

### **Written Tests**

Written tests may be set to test pupils' command on various aspects of language like vocabulary, spellings, structures, writing ability etc. Written tests may be of three types: Essay type tests, Short answer questions type, and objective type.

**1. Essay Type Questions:** The term essay implies a written responses which may consists of one or two pages. The students is allowed to have freedom with respect to wording, length and organization of the answer. A distinction should be made between the essay type question used to measure knowledge and the essay type question used to test writing skills in language, which is called a composition test. Essay type questions usually begin with such terms as discuss, explain, evaluate, define, compare, describe etc. Essay type questions are good when the group to be tested is small and limited time is available for test preparation. It is also quite suitable to test written expression.

**2. Short answer questions:** Essay type questions suffer from lack of objectivity and reliability whereas objective type questions cannot be used for testing certain aspects of growth like the ability to express in brief, summarize and organize the ideas in precise manner. Short answer questions are a good via-media between the two extremes. If understood and framed properly, they have the advantages of both the objective types and essay type questions.

**3. Objective type questions:** These were introduced to reduce the shortcomings of the essay type tests and short answer question tests. More content can be tested through objective type questions and more reliability and validity can be ensured. Various types of objective type tests are:

i) Recall type

ii) Recognition type

- i. Multiple choice:
- ii. Matching
- iii. Alternative response

## **BLOOMS TAXONOMY OF EDUCATIONAL OBJECTIVES**

In his 'Taxonomy of Educational Objectives', Dr. B.S. Bloom provides the following classification of educational objectives.

Cognitive Doman (What?)	Affective Doman (Doing What)	Psychomotor Domain (Doing How)
6. Evaluation 5. Synthesis 4. Analysis 3. Application 2. Comprehension 1. Knowledge	6. Characterization 5. Organization 4. Conceptualization 3. Valuing 2. Responding 1. Receiving	6. Habit formation 5. Control 4. Co-ordination 3. Manipulation 2. Imitation 1. Impulsion

**1. Cognitive Doman (knowing):** The cognitive domain of educational objectives is concerned with the intellectual aspect of the mental process. This category consists of thinking abilities. This domain is related to developing percepts and concepts, factual information, generalization, judgement, problem solving and creativity. A teacher should try to include all the objective of learning and not 'knowing' alone as it is done generally by many of the teachers.

**2. Affective Doman (Feeling):** Objectives that relate to feeling, emotion or a degree of acceptance or rejection come under the affective domain. The taxonomy deals with interests, attitudes, values, appreciation and adjustment. There is a marked difference between the objectives of the

cognitive domain and affective domain. The emphasis in the affective domain is on feeling rather than knowledge.

**3. Psychomotor Domain (Doing):** The psychomotor domain deals with abilities and skills which are physical in nature but activated by an inner process. These can be observed in the quality of human actions and doings. An analysis of psychomotor domain has been carried out by Elizabeth Simpson (1966), Dave (1968), Sumner (1971), Harrow (1972) and Simpson (1972).

## **NEED AND IMPORTANCE OF WRITING BEHAVIOURAL OBJECTIVES**

There is a need of writing behavioural objectives for teaching English. They help the teacher in following ways:

- i. The behavioural objectives provide direction to the teachers.
- ii. The behavioural objectives help in determining and delimiting the teaching activities before hand.
- iii. The behavioural objectives help the teacher in integrating the process of teaching and learning English for effective learning outcome.



- iv. The behavioural objectives help the teacher to select the suitable teaching strategies and techniques for effective learning.
- v. Teacher can make the teaching and testing object centered.
- vi. Behavioural objectives help the teacher in the selection of suitable teaching aids.
- vii. Behavioural objectives help the teacher to know about the follow-up procedure to utilize the 'feedback' in the classroom.

## **WRITING INSTRUCTION OBJECTIVES IN BEHAVIORAL TERMS FOR TEACHING ENGLISH**

### **1. Instructional Objectives of Teaching Prose in Behavioural Terms:**

#### **a) Knowledge:**

- i) The students get knowledge of new words and the phrases.
- ii) They can recognize and recall those words.

#### **b) Understanding:**

- i) The students are able to understand the prose lesson.
- ii) They are able to use language items.

**c) Skills:** The students are able to develop the different linguistic skills such as listening, speaking, reading and writing.

**d) Application:**

i) The students are able to make use of a new words in their day to day life situations.

ii) They are able to read the newspaper and other such reading material in a better way.

**2. Instructional objectives of Teaching Poetry in Behavioural Terms:**

**a) Knowledge:**

i) The students are able to recognize the ideas contained in the poem.

ii) They are able to recall the thoughts given in the poem.

**b) Understanding:** The students are able to understand the theme and content of the poem.

**c) Skills:** The students are able to develop the different linguistic skills.

**d) Application:**

i) The students are able to apply the art of reciting a poem in different life situations.

ii) They can entertain themselves and others through recitation.

### **3. Instructional objectives of Teaching Grammar in Behavioural Terms:**

#### **a) Knowledge:**

i) The students get the knowledge about the rules of grammar.

ii) They are able to know the different parts of speech.

**b) Understanding:** The students are able to understand the difference between formal and functional grammar and the rules pertaining to grammar.

**c) Skills:** The students are able to develop their listening, speaking, reading and writing skills.

**d) Application:** The students are able to apply the rules of grammar in their day to day life situations.

### **4. Instructional objectives of Teaching Composition in Behavioural Terms:**

#### **a) Knowledge:**

i) The students get knowledge about the composition (story/paragraph)

ii) They are able to recognize and recall the composition.

**b) Understanding:**

i) The students are able to understand the moral given in the story.

ii) They are able to construct sentences related to the story/paragraph

**c) Skills:**

i) The students are able to develop the four skills i.e. listening, speaking, reading and writing.

ii) They get practice of writing English correctly.

**d) Application:** Students are able to apply moral of the story in life situation and they also learn the art of writing of composition.

## **TEACHING READING SKILLS**

### **INTRODUCTION**

Reading is one of the fundamental skills in language learning. It is a receptive skill. It is a means of fixing firmly the language items which have already been learnt by the child as part of listening and speaking. In teaching children to read, we have three main objectives in view. First, we wish to give them full control over the words and patterns which they first come across during the process of speaking. Secondly, “We wish to put them in possession of the power of gaining pleasure and profit from the printed page.” Thirdly, “We aim at giving our pupils a technique both accurate enough to turn the cold print into correct sound and to render its logical content, expressive enough to make audible the beauty of words and their emotional significance.” In a good English scheme, these aims must be kept in mind.

### **READING AND THE READING PROCESS**

- i. Reading is thinking under the stimulus of the printed page.  
(Sounerschein)
- ii. Reading is psycholinguistic guessing game  
(Goodman)

## **NEED FOR DEVELOPING READING ABILITY**

No one denies the importance of reading ability in one's own mother-tongue. It is as much important in learning a foreign language or a second language, in fact, in all language learning. Dr. West, who worked for a long time with Indian pupils, ultimately came to this conclusion that reading should be given the key place in the total scheme of teaching English as a foreign language.

At the early stage, it is important to develop the child's reading ability to enable him:

- iii. To pronounce words correctly.
- iv. To recognize words and understand their meanings in phrases, sentences, and paragraphs.
- v. To acquire the habit of rhythmic and uniform eye-sweeps across the printed page which means proper eye-jumps, right pauses, no backward movements etc.
- vi. To read rapidly and fluently and get at the thought with accuracy and normal speed.
- vii. Above all, to develop the habit of reading with a purpose.

### **Reading in Our Dally Life**

Reading is not just limited to the four walls of the classroom and there are numerous situations where one has to use reading skill. There are a number of valid reasons why people utilize this skill (of reading) in their daily lives. They read because

- i. They want information of a kind, for some purpose;
- ii. They wish to keep in touch with friends through various media such as letters, brief notes, messages on the mobile phone etc.;
- iii. They want to gather information as contained in newspapers, magazines, reports;
- iv. They need instruction in order to perform some tasks at their places of work or in their daily lives as, for example, getting to know how a certain appliance is to be used or how to make a certain recipe etc.;
- v. They seek enjoyment by reading short stories, poems, short articles etc.;
- vi. They want to know when or where something will take place or what is available (consulting timetables, reading schedule of certain programme, reading menu card etc.).

## **CHARACTERISTICS OF READING**

At the very early stage of language teaching, teachers are generally, and rightly so, concerned with developing reading skills as a mechanical activity. This is more true of English as a second or a foreign language. “But, as soon as they know that their students have these basic skills, they should move on as quickly as possible to developing in students the cognitive skills associated with different types of reading activity. If this kind of work is begun at the elementary level students are more likely to become efficient readers early in their life.

**1. Reading is purposeful.** This means reading is always with a purpose, may it be gathering some useful information or deriving some pleasure out of the text. No reading is totally purposeless. One reads daily newspaper to gather knowledge of what is happening around. During travel, one reads a novel or a magazine to satisfy one’s quest for reading or simply to pass time. There is always some purpose.

**2. Reading is selective.** Human nature is choosy and selective. One quickly scans a page in the club directory to locate a name, a telephone number or an address. But, one has to pay careful attention to every word in a legal document. “We skim, attempting to extract the gist of a text. Or, we read intensively with the aim of decoding the whole of the writer’s message.



**3. Reading speed** varies according to content and purpose. Students generally read a novel or a short story at a rapid speed while they read the textbook or study material between the lines.

**4. Reading involves complex cognitive skills.** This is very true of the reading skill in general. Readers (i) decode the message, (ii) make predictions and inferences, (iii) build assumptions about the overall content at the macro-level, (iv) respect to what they read, assessing the accuracy of the facts presented, opinions expressed, (v) assess the quality of the style of the writer.

**5. Reading demands comprehension.** This means reading demands undertaking the meaning of the text. “The more we comprehend, the more we can, and tend to, read.”

## **ANALYSIS OF THE READING SKILL**

### **a) The Mechanics of Reading:**

The reading skills consists of:

- i. The acquisition of proper eye-movement.
- ii. The acquisition of proper eye span.
- iii. The ability to translate visual symbols into a stream of sounds.

- iv. The ability to associate meaning with the translated stream of sounds.

**b) The Basis of Reading:**

In reading the printed symbol the child recalls the sound hidden in that symbol and it is this sound that conveys the meaning of that symbol. So, we not only see and read a printed word but also talk it to grasp its meaning “Learning thus to talk,” observes Prof. C.C. Fries. “Constitutes the basis upon which a child must build to learn to read.”

So, “the process of learning to read is the process to transfer from the auditory signs of language signals which the child has already learned, to the new visual signs for the same signals.”

In fact, reading is mainly a decoding process. The writer encodes the message, the reader reads the message, decodes it to know the meaning conveyed.

**c) Skills involved in the Reading Process:**

The following are the essential skills in the reading process which come into play when the child engages himself in the activity of reading.

**1. Eye-Movements:** Eyes play an important role in the reading process. If we just watch the eyes of a person who is reading, we find that eye-movements are not steady or even or smooth along the lines of the print. A series of jumps or jerks are visible. There are a few pauses or short stops or fixations during the uneven jumps. It is during these fixations that the eyes get to recognize the words or phrases.

In English, the eye-movement is from left to right, back left and down a line, left to right again, and so forth.

**Perception-Span:** The number of words taken in one pause is known as the 'perception-span'.

**Eye-Span:** If we divide the number of letters in the line just read by the number of pauses, we get the number of letters read in each pause. This is known as the 'eye-span'. It varies with the size of the print- the bigger the size of letters, the smaller the eyes-Pan. Moreover, different readers see different number of letters in one pause. Besides, the number of fixations or pauses per line depends on the difficulty of the material that is given for reading, age and the maturity of the reader.

**2. Word Discrimination:** Good reading involves the ability to discriminate letters and recognize words. This depends upon:

**The type of letters:** Projecting (like t, p, f, l, d) and non-projecting (like a, o, u). Words containing the former type of letters are more easily recognized than words containing non-projecting letters).

**The shape of words:** Words similar in shape like receive, deceive ; bid, did ; etc. often confuse the beginner.

**The range of learner's experience:** Words which are associated with objects and ideas with the learner's experience, and also words which the child has already heard or practiced in speech, are easily recognized.

**3. Association:** It is the mental link formed between visual signs (letters, words) and the speech sounds and which they represent. Association implies the ability to recall sounds and meaning immediately on sight of group of letters.

**4. Interpretation:** It is the ability to unlock meaning by adding together a number of associations.

**Suppose we come across the sentence:**

“The man kept searching his lost child.”

The reader's ability to unlock meaning in the above sentence will depend upon:

- i. His/her knowledge of the English syntax;
- ii. Sound and meaning associated with each individual word ; and,
- iii. His/her ability to relate the sentence to its total context.

5. **Reading Speed:** Speed is an important factor in reading. A slow reader is usually a bad reader. Speed much depends upon age and maturity of the learner. Good speed in reading is the normal speed for a particular age level and maturity reached.

6. **Comprehension or Understanding:** The whole reading activity is useless if the material read is not understood by the reader in first instance or the child has to move backward and forward to comprehend the material here and there. Of course, general intelligence, interest in a particular subject, previous knowledge of the subject discussed in the reading material etc., help a lot in reading comprehension. Still the teacher should carefully help the child in overcoming some of the common reading faults which inhibit the reading process. These faults are : faulty eye-movements, slow speed, head movements, poor word recognition, backward eye movements, etc.

**d) This is How We Read**

It is important to know how we actually read. According to experts, when a good reader is at work, he does not look at letters, not even at words, one by one. The eyes of a person who is reading do not move smoothly along the lines of the print but move in a series of jumps with very brief stops or fixations in the midst of jumps.

That is to say, the reader does not read like:

The pen is on the table.

but as:

(The pen is) (on the table)

The number of letters a person reads at each fixation is called the 'eye-span'. The longer the eye-span, the more rapidly will the reader be able to read. The eye-span of good reader is comparatively wide.

The teacher's job, therefore, is clear : it is to train pupils to take in several words at a glance and to remove the necessity for going backward to read something a second time.

## **LEARNING TO READ A FOREIGN LANGUAGE : SOME PROBLEMS**

### **1. The learner**

Before we attempt a comparison of the problems concerning learning to read the mother-tongue with learning to read a foreign language, it is not out of place to consider the child in whom the English teacher has to develop the skill in reading. It is an obvious fact that pupils learning to read English in India, bring with them speech habits, reading habits and writing patterns of the mother-tongue as well as the national language. Besides, they have already acquired certain tastes and distates, inclinations and prejudices, and abilities for reading in language learning. It is against this background- the background which is purely Indian- that the English teacher has to create his own world, a different world in which habits, tastes and inclinations ought to be necessarily different, “It is this myriad background that should affect the efforts of the teacher in teaching reading English with definit purposes.”

## **2. Problems when learning to read English**

Pupils in Indian schools are likely to face some of the following problems when learning to read English as a foreign language:

**i) The Problem of Script:** The dissimilarity of the script, which his quite new to the pupils is the first problem that the child has to face during the course of foreign language learning. He is familiar with the script of his mother tongue, but the formation of letters is not the same as the child may

find in his mother-tongue. No doubt English is written from left to right as is done in case of Hindi or Punjabi; still the way different letters of the alphabet are strung together to give shape to words and word-groups is a different system from that of Hindi or Punjab. A pupil whose mother-tongue is Urdu or Persian or some other language which is written from right to left is faced with an extra difficulty of the direction in which writing is done.

**ii) The Structure of the Language.** Before coming to the English class-room, the child has already put in about four to five years of his most impressionable time in the class of his mother tongue. Now he is called upon to handle a different language with unfamiliar sound system, strange grammatical structure, new patterns of vocabulary and different sets of meanings.

**iii) The Problem of Eye-movement.** Another problem is posed by the nature of the movement of the eye in reading English letters vis-à-vis those in the regional language or the mother tongue. English letters being new and of unfamiliar shapes do not easily fall within the eye-span of the pupil. The teacher has to make a special effort in order to widen the eye-span of his pupils.



**iv) The Problem of Interference from the Mother-tongue.** The child has already developed a set of muscular habits in his learning to read his mother-tongue or regional language. When he comes to the English class-room he carries the same old habits with him, and these habits also include some of the reading defects.

**v) The Problem of English Spelling.** The nature of English spelling is a peculiar problem that the child has to face in a reading lesson. The spelling system in Hindi, Punjabi and some other Indian languages is quite regular and rational, and the language is mostly read as it is written. On the contrary, English spelling is highly arbitrary, irrational and often illusive. It does not have one-to-one sound-symbol correspondence which is true of Hindi or Punjabi. Barnard Shaw caricatured English spelling system by pointing out thus : if you take the sound of “gh” in laugh that of “o’ in women, and of “ti” in ation, you would like to write fish as ghoti.

**vi) The Problem of Pronunciation.** The children have often to face the problem of pronunciation which is the outcome of the English spelling system. They are sure to indulge in spelling pronunciation which is never done in this language.

**vii) The Problem of Contents.** It is a matter of common observation that the contents of the reading material lack variety and interest. Sometimes the subject matter given to the child for reading does not satisfy the needs of the child at a particular age-level. No doubt, the delimitation of the language material has to be done in case of his mother-tongue also. But then his age does not permit much of variety. When the child is called upon to read English, he is mature enough to stand in need of such language material as may satisfy his curious wants.

### **TEACHING READING TO BEGINNERS**

It is wrong to believe that reading can only be done when a reader is given in the hands of the pupils. Much of the early reading work may be done with the help of simple material and techniques. The early reading material should be taken from the early speech material used. No attempt should be made to puzzle the child with the unfamiliar words or sentence-patterns. Let the child gain confidence by learning to read those words and sentences whose meaning she/he already knows. “The work of associating written forms with their corresponding spoken forms and so with their meaning is quite enough for the present. This essential first step toward fluent reading with understanding.

## **A) PREPARATORY READING**

The pre-reading stage may be the stage of preparatory reading. The preparatory reading will pave the way for formal reading. At this stage the teacher will begin by teaching structures and vocabulary till he/she has laid a reasonable foundation for reading proper.

### **I) The Use of Reading Cards:**

Reading Cards are simply cards which are flashed at the class, that is, shown to the class for a brief span of time. What is written on the cards should be bold enough to be seen clearly by children sitting in the back row. Sometimes commercially produced reading cards are available in the market. But at the initial stage, reading cards, should be prepared by the teacher her/himself.

It has been very rightly pointed out that the “purpose of these cards is to form a bridge from the oral lessons to the first reading book. It is very important that when the pupils open their English reading books for the first time, they should at once find at least some sentences which they can read with very little difficulty. The reading cards link the reading book with the oral lessons.

### **Miller’s grouping of Reading Cards:**

Prof. A Miller has suggested three groups of reading cards :

First a group of easy sentences cards, as,

It is a cup.

It is a bag.

I have a cup.

I have a pen.

I have a bag.

He has a book.

He has a spoon.

This is .....

This is a .....

What is this?

What is that?

**In the second group**, there are reading cards which contains merely single words. These are chiefly nouns that have been taught in oral lessons going before.

The following words are useful for such cards :

Spoon, fan, knife, tray, key, book,

bag, cup, bread, glass, bottle,

pencil, chain, door, box, desk,

window, map, blackboard, pen, etc.

The third group of reading cards show longer sentences, such as,

The cup is on the saucer.

The book is in the bag.

The box is under the chair.

“Ideally, these sentences should be sentences that have already been taught in the oral lessons and will also appear in the pupils’ first reading books.

sadbhavna

### **On Using Reading Cards :**

The following procedure can be adopted for using the different groups of reading cards:

**1. Easy Sentence Cards.** The first three reading cards which are to be used.

It is a cup.

It is a table.

It is a bag.

The teacher tells that class in their own language that they are going to read English sentences. The teacher writes the above sentences on the black-

board in print script. He points to each sentence in turn and read it aloud.

(Respect this two or three times.)

It is a cup.

It is a table.

It is a bag.

Then the teacher says, “Point to : ‘It is a cup’.” The pupils put up their hands and the chosen pupils comes to the front and points to the sentence.

Repeat this with the other sentences and with different pupils. Notice that the pupils are not asked to point to or in any other way distinguish between different words. We do not ask them to read or point to the word ‘is’, or to the word ‘it’ or even to the words ‘cup’, ‘bag’ or ‘table’.

The commands used by the teacher are :

Point to : ‘It is a cup’.

and Point to : ‘It is a bag’.

and Point to : ‘It is a table’.

Thus we direct the pupil’s attention to the whole sentences.

Next, the teacher points to one of the sentences and says, ‘Read this sentence.’ The pupils put up their hands and the chosen pupil reads the sentence.

Repeat this with other sentences and with different pupils.

Now the teacher shows a reading card to the class for about ten seconds. Then he puts it down, and the pupil’s put up their hands. The chosen pupil says the sentence from the reading card. (Repeat this with other cards).

sadbhavana

Let some pupils show the reading cards and let others read them aloud.

Then, the teacher, asks the pupils to point to different words in the sentences. Begin with the three nouns cup, table, bag. The teacher says, point to ‘cup’. The pupils put up their hands and the chosen pupils comes and points to the word ‘cup’. (Repeat this with the two other words in the sentences).

2. Word Cards, The first six word cards to be used after the easy sentence cards are:

spoon

fan

knife

tray

key

book

The teacher displays the matching real objects on the table.

The teacher takes one of the reading cards, shows it to the class and says the word e.g. 'spoon'. (Repeat this with each reading card).

Then the teacher says, 'point to a spoon'. The pupils put up their hands and the chosen pupil comes to the front, touches the spoon lying on the table, and says 'This is a spoon'. Then the teacher says, to point to the word 'spoon'. The pupil shows the reading card and says the word 'spoon'. (Repeat this with each card.)

Now the teacher puts the cards in different places where all the students can read them. Then he takes the card with the word 'spoon' on it and puts it on the table beside the big spoon. As he does this, he says, 'I'm putting the word 'spoon' on it and puts it on the table beside the big spoon.

Then the teacher gives the command, puts the word 'key' beside the key. The pupils put up their hands and the chosen pupil takes the card for 'key' and puts it on the table beside the key. (Repeat this with all the reading cards).

Now the teacher helps the class to read the words in the context of sentences by putting the small word cards over the nouns on the big sentence cards. For Example: If you put the small reading card for the word 'spoon'



over the word 'cup' on the big reading card, 'I have a cup', the pupils can read the sentence 'I have a spoon'.

I have a cup.

I have a spoon

The teacher can also give word cards to the pupils and ask them to frame sentences according to his instruction.

Now the teacher directs the pupils' attention to the letters of words. For this he gives practice in word building exercise with the help of letter cards.

sadbhavna

Some words are written on the board and the cards showing endings are placed after each one. The pupils will read the new word thus formed e.g.,

FIGHT	ER
WORK	
PLAY	ING
HEAT	

(The new words are: FIGHTER, WORKER, PLAYER, HEATER, FIGHTING, WORKING, PLAYING, HEATING).

or it could be like this :

T

L

S

IP

SH

(The new words are : TIP, LIP, SIP, SHIP).

The teacher gives his pupils a word card and asks them to pick out the letters that make it from a heap of letter cards.

The teacher asks the pupils whether the two letters in the following columns are same or different.

OP	IT	TF	BDC	CDB
PP	TF	FT	BDB	BDC
PO	TF	TF	BCD	CBC
OO	TT	FF	BCB	DCC

The names of the letters may also be learnt by the pupils but they need not try to associate the letter sounds as English is an unphonetic language where one letter does not stand for one and vice-versa.

But working with words and letters alone is apt to be dull, because meaning is less clearly to be seen. Therefore, for the purpose of letter

recognition, it is wiser to use sentences. These sentences are visually the same except for a single letter group or letter, as the 'give me a pin' and 'Give me a pen', 'Draw a bear' and 'Draw a bean', 'Point to the son' (in a picture) and 'Point to the sun', 'Touch your boots' and 'Touch your books', 'Where is your hat?' and 'Where is your hut'? Small differences such as these compel the pupils to look at words and letters closely and to become familiar with their forms.

**3. Longer sentences.** The last step in these preparatory reading exercises is the use of the cards with longer sentences. This group of reading cards shows those sentences to which phrases like on the table, in the bag, under the chair, are now added. The picture flash card shows the same position of the object for which the sentence is given for reading. Now we have sentences such as:

The cup is on the table.

The book is in the bag.

The box is under the chair.

The spoon is in the cup.

The pencil is on the book.

The fan is under the box.

#### **4. The Use of Word-building and Sentence-building Cards:**

For example, we want to use the word-building cards for words like table, lamp, hand, fan, playing, walking, reading etc.

We can have two sets of cards as :

TABLE	LAMP	HAND	FAN
PLAY	READ	WALK	ING

These cards are mixed together and placed on the table. The teacher writes a word on the black board, say Table Lamp. He reads the word, asks the pupils to read it after him. Then he calls upon a pupil to come forward and select two cards from those placed on the table to give a reading word Table Lamp. If the pupil is successful, so much the better ; otherwise, some other student may be asked to perform the same act. This process is repeated. Sentence-making cards may also be used in the same way.

#### **II) Reading from Substitution Cards :**

A good device that can be used for visual reinforcement is the use of substitution tables. Simple substitution tables using the known content words

and structures can be prepared by the teacher and pupils are asked to read sentences in sense-groups from the table. Here is an example:

This  That	is	a pen	•
		a table	
		a pencil	
		a book	
		a spoon	

This table will generate  $2 \times 1 \times 5 = 10$  sentences.

### III) The Use of the Black Board :

The black-board can be used in a number of ways during the preparatory reading stage.

Lets the teacher start with the names of common objects like pen, pencil, book, table, chair, cup, bag, etc. He writes a few words on the black board, and then reads these names as he shows the objects to the class. “The children repeat these words after him as they try to associate the words with the objects. If some of these objects cannot be brought into the class-room, simple sketches may be drawn on the black-board and the names of the objects may be written under each drawing. Words like inkpot, spoon, fan,

knife, egg, mango, orange, etc. can be used for reading material. Drill and repetition will help in fixing these words in the pupil's memory.

#### **IV) Reading Games**

Reading games are useful at the preparatory stage of reading. Here are some examples :

Commands. The pupils read the commands on flash cards and obey them, thus : Open the door, Shut the window, Stand up, Go to the door, Sing a song.

Sort and read. The teacher speaks a sentence and the pupils have to sort out the flash-card containing the sentence and read it aloud.

Postman. The names of objects of animals are written on slips of paper and each pupil assumes one of these names as his own e.g., Mr. Cock. Then the slips are folded and put into a bag, and one pupil is made a postman while the others stand. He takes out a slip, read the name, and the boy or girl named sits down. The 'postman' failing to read properly is replaced by another.

World Lotto. Pieces of cardboard, 6 x 8 inches, are divided into 25 squares and the words to be learned written in them, the arrangements of the words being different on each card. As the teacher calls out a given word,

the pupils look at their cards carefully to recognize it and to put a small piece of paper on it. The first pupils who covers all words in a designed row is the winner.

## **V) Rhymes and Songs**

“These offer a pleasant and effective approach to reading and can be used in addition to sentence cards, etc. The method of getting to grips with the language in its visual forms is especially good when the mother-tongue alphabet is a very different one”. (W.R. Lee. : Language – Teaching Games and Contests, p. 95).

The pupils can say or sing the rhyme. If they cannot, it is first taught orally. It must be fairly simple. If some words occur several times, that is an advantage.

It should be short enough to be printed on one black-board or sheet.  
Here are two examples:

Jack and Jill went up the hill

To fetch a pail of water.

Jack fell down and broke his crown

And Jill came tumbling after.

Humpty Dumpty sat on a wall.

Humpty Dumpty had a great fall.

All the king's horses and all the king's men.

Couldn't put Humpty together again.

## **B) Methods of Teaching Reading**

“The old-fashioned type of reading lesson in which children stood up in turn and stumbled through unprepared passage while the rest of the class listened (or pretended to) is now discredited.” But it is a sad fact that teachers moving in the old rut still follow the same old hackneyed way and the off-beaten path when they take up a reading lesson. A few more formal methods of teaching reading are briefly described below.

### **1. The Alphabetic Method**

As the name of the method suggests, this method begins with the parts and reaches the whole. Every letter in the word is taken as an independent unit quite significant in constituting the word itself. So the pupils are taught first the names of the letters in the alphabetic order of the language. Then they join these letters to form the complete words. In this way each pupil goes from word to word and finishes the sentence.

The child will start in something like this :



C-A-T=CAT, R-A-T=RAT, F-I-S-H=FISH, and so on.

If the child is to be taught to read this sentence- I saw a cat, the teacher will move his finger from one letter to another and read it thus:

I      s-a-w=SAW          a          c-a-t=cat

As method of teaching reading, we find the following deficiencies in it ;

It is unscientific because it goes against the basic scientific fact that a language has unity and not otherwise.

It is based on wrong assumption that letters of the alphabet in themselves have meaning.

## **2. The Phonic Method**

This method is the result of the feeling of inconsistency between the letters and their sounds. This method consists in teaching the sounds rather than the letters. These sounds are joined together to give words and sentences. So from the very beginning the child is acquainted with the sounds and sound-patterns. "A good feature of this method is its rationalization of the approach to the symbol of the language through pertinent sounds.

“The teacher also concentrates on teaching words in somewhat regular pattern as :

CAT-RAT-MAT-PAT-SAT-BAT- and so on. This method has some demerits too

We do not have the same sound for each letter always. Consonants can be accurately sounded only in combination with vowels. Different sounds for the vowel or consonant is misleading.

It goes against the principle of language unity. The unit of thought is complete sentence, not individual word. This method encourages reading one word at a time.

In order to make a particular sound in a particular order, uncommon words are made to occur in the sequences.

A large number of words cannot be taught with the help of this method because of their irregular spelling. Difficulty arises when pupils are asked to say a word with silent letters, that is, when they are asked to pronounce knife as/naïf/and not/ knaif/

This method involves the grasp of certain rules, certain logic. Logic has no place in language study, and rules have no meaning for the pupils.

### **3. Look and Say Method :**

This method is also known as Word Method and, as the name suggests, this method seeks to teach word as a unit of thought. In this sense it has similarity with the phonic method. In this case, the pupils are taught to associate the word with its accompanying picture and thus read at sight. This method covers the disadvantages of the previous method in which meaning was lost in the sound. Here the child learns the word and its sound and at the same time the meaning that the word carries from the accompanying sketch or picture. This method is best brought into action with the help of flash cards. The teacher shows the flash card, pronounces the word and gets it drilled after him by the pupils. This has its own limitations.

It encourages the bad habit of reading one word at a time and thus breaks the unit of the language which lies in complete sentence.

Individual words do not convey proper meaning. Meaning has to be taught in context.

This method involves unnecessary jumps and jerks which are harmful in acquiring good reading habit.

#### **4. The Sentence Method :**

This method is based on the psychological principle of language teaching that the sentence is the unit of thought. Meaning is better

emphasized. Proper stress and intonation can also be taught with this method. From short sentences, the pupils proceed to long ones, and thus reading becomes a continuous activity. The language of the sentence to be taught has already been made familiar to the class through oral work.

The sentences are based on patterns which can be used again by changing content words here and there as, for example, in ;

This is a boy.

This is a girl.

This is a cat.

This is a rat.

This is a dog.

This is a doll.

Flash cards and sentence cards can be usefully employed for teaching with the Sentence Method.

No single method in itself satisfies all the requirements of good reading habit. The teacher should be free to combine different methods to suit his needs at a particular time. The teacher, in fact, chooses the way to enable the pupils read fluently, with understanding, interest, ease and economy.

**CONCLUSION : PROF. FRISBY'S VIEW**

We may conclude our discussion on early mechanical reading in the words of Prof. A.W. Frisby :

“There is no difficulty in teaching children to read .... The young teacher should bear in mind that it is easier to teach pupils to read a new language than to speak it. At the same time, children should not be rushed into learning to read. The basis of sound early reading method is that it presents in the form of signs material about which we have spoken and we must see that this principle is maintained. The material of reading follows the material of speech, and when the pupil finds that he already knows that material and only to learn to recognize the printed symbols for it, he will soon demonstrate his ability to read to write labels for his pictures and attempt to read new material. There must be ample language back-ground before reading is attempted in earnest, and the richer that background is, the more easily will the pupils learn to read.”

## **TEACHING WRITING SKILL**

### **THE IMPORTANCE OF WRITING SKILL**

The teaching of writing is an important aspect of language teaching. Writing is one of the four basic skills listening, speaking, reading, and

writing-in the learning of a language. The value of teaching writing in language learning lies in the sense that writing reinforces what the students have already learnt through oral work and through reading lessons. Moreover, in the modern age of communication, languages in their written form have come to stay. The children must, therefore, learn to use their manual and mental capacities. In fact, in order to gain control over this vital skill of language (writing), it is necessary to teach the pupils writing at two levels-as a mechanical process and as an intellectual activity. The total process of language teaching would remain half-way without the skill to gain control over pen and put one's thoughts across the other person who is miles away from where you are staying. For that reason, writing should be introduced as early as possible.

### **APPROACHES TO THE TEACHING OF WRITING SKILL**

The traditional approach to the teaching of writing is both unpsychological and illogical. It is often seen that on the very first day the teacher meets a class of beginners in English, he wants them to have pen and exercise books in their hands and asks them to practice the alphabet of English. The children are made to write before they have heard a spoken word or spoken a "heard" word.

In other words, the skill of writing known as the ‘mechanics of writing’ includes the following aspects:

- i. Knowing how to make strokes with proper hand movement;
- ii. Knowing how to make the right shapes of letters;
- iii. Knowing how to make letters of the right size;
- iv. Knowing how to give proper spacing between (a) letters, (b) words (c) lines;
- v. Knowing how to use capital letters and other punctuation marks at the right places.

### **A FEW BASIC CONSIDERATION**

The teacher of English must give thought to the following basic considerations before introducing writing.

**1. The Choice of Script.** This is the first important consideration. The teacher must decide which scrip-print or cursive-should be introduced. The merits and limitations of the two are considered below.

**a) Print Script.** This type of writing consists of plan, simple letter forms usually based on straight lines. Experts believe that while beginning to teach the machines of writing, it is of more advantage to being with the print script.

The following points are advanced in favour of the print script

The children are familiar with this type of writing. They see it in their readers, in books and in other forms of printed material. Hence it is easy for them to acquire the proper shapes of various letters.

The letters have straight, upright and simple forms.

No strokes are needed to join the letters.

Children can compare their own letter formations with those found in the printed material or in writing charts and thus find out errors in the formation of letters.

The script writing involves less amount of eye strain and hand movements are easy.

The script writing is easy. It creates confidence.

**b) Cursive writing.** Cursive writing is a type of running script. In this type of writing, each letter is connected with the other by strokes, loops, and curves. This is the type of writing which we want our students to ultimately acquire.

Those who advocate the beginning of writing to be made in this type of writing, believe in its following advantages:

This type of writing gives maximum writing speed.



The movements of the hand are easy and students need not stop. That is, it avoids unnecessary gaps in writing. There are no jerks.

This type of writing is natural, rhythmic and uniform.

This type of writing is most commonly used. Pupils shall have to adopt it, if not now, at the later stage. Then, why waste time on teaching the print script? Once the habit of writing in print script is formed it becomes difficult for the students to switch over to cursive writing later on.

Considering the choice of script for Indian pupils, the fact remains that most of the Indian students begin to learn to write in English after they have spent about five years in writing in their mother tongue. Generally, the letters in Indian scripts are joined. Moreover, the pupils are already prepared for it as they have gained adequate control over their muscles. The cursive script may be introduced as early as possible. But for those children who begin the learning of English in their pre-primary classes or even in their first, second or third year of formal education, it is advisable to begin with the print script. It involves easy strokes for its being simple and clear.

**2. The Choice of Style.** The problem of style is vertical versus slanting style. The latter has two forms-forward slanting and backward slanting. The choice of style is good provided it is uniform. The teacher should see to it from the very beginning that pupils do not write some letters in vertical

style, some in slanting style, some with backward bend and some with forward slant. The letters should necessarily have uniform shapes.

**3. Writing material.** Writing tools and materials also need careful selection. In the beginning years, the pupils may be required to write on a rough surface with soft chalk. The aim is that children should acquire easy hand movements and that they should develop hand and eye co-ordination. At the later stages, however, they should learn to write on paper. For this, large-sized soft lead pencils should be preferred. Pencil-writing should be followed by writing in ink. Special writing nibs should be preferred and good ink should be used.

**4. Posture.** Posture is an important consideration. Children should be made to adopt a good posture while they are engaged in writing. Prof. Frisby has quoted the following words from a hand-book of suggestions: “A child when preparing to write should be required to sit upright and squarely on the seat, with his shoulders level and parallel to the desk or table and with his feet placed firmly in front of him on the floor (or the foot-rest), the weight of the body being evenly distributed so as to avoid the bunching up of one shoulder. His head should be held so that his eyes are about a foot away from the paper. His chest should be clear of the edge of the table or desk.

Both forearms to be within two or three inches of the elbows and should rest lightly on the table or desk....”

## **TEACHING MECHANICS OF WRITING TO BEGINNERS**

Writing is one of the four important skills of language learning and teaching, the other three being understanding, speaking and reading. The teaching of writing is an important aspect of language course, particularly so in a foreign language teaching. Before writing is introduced, the teacher has to decide important things such as the choice of script, the choice of material the choice of style, etc. Again, he is to make sure that he has done sufficient oral work with his students, can recognize the graphic shapes in their written form. In fact, there is no set division of time-period for introducing a particular skill, but it is psychologically sound to begin writing work only after some oral work has been done and pupils have learnt to read the written symbols.

### **How to Introduce Writing?**

**The teaching of writing as mechanical activity must go through some important stages which may be explained as under:**

a) **Stage I.** Pre- Writing Stage (Penmanship): The purpose of this stage is to stipulate children interest in writing and to have them gain some

control over hand-muscles and hand-movements. It may be pointed out here that in most of the Indian schools, English is taught in the 6<sup>th</sup> class. During the first five years, students have acquired certain writing habits while learning their mother-tongue. Now they will be required to acquire a different set of writing habits and they are likely to undergo some difficulty. The teacher of English should not ignore this fact.

**The following preparatory activities are suggested.**

**1. Free-hand Drawing.** This is a sort of exercise in simple art, without the strain of getting to learn writing. The students may be asked to draw free-hand lines on the black-board, slate, or large sheets of black or brown paper. The various shapes which should be fairly large may be of the above types.

**2. Controlled Drawing.** Now the above shapes may be drawn within lines, on four-line sheets. Models may be drawn by the teacher on the black-board which the students should copy.

**b) Stage II. Writing Stage – Letter Writing:** After the students have gained some practice in free-hand and controlled drawing of a number of shapes, they are in a position to begin with the learning of the shapes of the shapes of the letters of the alphabet. The teaching of the writing of English

alphabet should also proceed in a manner in which it is convenient for the pupils to learn. This Script Writing should be divided into groups, leading the children from simple movements to complicated ones.

**The following grouping is suggested:**

**i) Grouping of Small Letters:**

Group 1. Letter made by strokes

1 1      1 1      1 1      sadbhavna

w w      x x      y y

1 1 t      k v      w x y

Group 2. Letters made on the circles:

o o o c c c c e e e

Group 3. Letters made by strokes and circles

/o /o /o o/ o/ o/ o/ o/

b b b d d d p p p q q q

□ □ □ □

Group 4. Letters involving curves and loops:

s s s s

f f f m m m n n u

u r r r h h h h

**ii) Grouping of Capital Letters:**

Prof. F.G. French has suggested the following groups for capital letters:

Group 1. Round capital – each filling one circle :

O Q C G D

Group 2. Square capitals- each filling one square :

H N M T Z A X U V W

Group 3. Half-square capitals :

F E L K I J

Group 4. Half-circle capitals

S P B R

**A few points may be noted in regarding to teaching letters of the alphabet to beginners.**

- i) Children will practice writing the letters on four-lined sheets or copy books.
- ii) Children will follow the teacher who demonstrates the shapes of the letters on the black-board.
- iii) The teacher will draw pupils' attention to various strokes involved in writing a certain letter.
- iv) Children will be made to carefully observe the teacher's hand movements which they will afterwards copy and practice.
- v) Sufficient practice in the writing of letters will be given before the children can join letters to form words.

### **Stage III. Word Writing :**

After the students have learnt to make proper strokes and right shapes of letters, the students may now be asked to practice the joining of letters to form words. The words should be familiar to the pupils, especially words which they have come across in their reading lesson. The teacher may demonstrate how letters are joined to form words. To begin with, the children would love to write the names of their friends, teachers, parents, things they see and things they possess etc. A good device is to give the pupils multiple cards to letters and a few word cards. Let them look at each

card, arrange letters in the same order as found in the word and then copy the word. This combines reading and writing.

#### **Stage IV. Sentence Writing :**

The stage after word-writing is sentence-writing. Sentences may be copied from sentence cards, black-board or the reader. Pupils may be given a sentence card each and a set of letters in multiple number. They put the sentence in front of them and arrange the letters in the same order to frame the first word, and then the second, and then the next, till they come to the end of the sentence. Then they may copy the sentence.

### **TECHNIQUES FOR TEACHING WRITING TO BEGINNERS**

After the child has been given initiation in the mechanics of writing, he is in a position to learn good handwriting as a part of writing as a skill. For this purpose, the teacher may employ a few simple techniques.

#### **These are described below:**

**1. The Method of Over-Writing.** This is the simplest and the most convenient technique of teaching writing to a class of beginners. The teacher writes in pencil models of English script on pupils' note-books. They are



asked to overwrite, using good pen and ink. The method of over-writing will help in acquiring proper movements.

**2. Use of Writing Copy-books.** Some standard writing copy-books are available in the market. These can be used with profit. These will help in stroke practice and in forming proper word-shapes.

**3. Use of Writing Cards.** Writing Cards are prepared by the teachers. The pupils look at the writing card and copy the shapes they see. From early letter and word practice, the students can be brought to the writing of sentences. Parts of the sentences are written on separate cards. The pupils are asked to arrange them in the proper order. Then they are asked to copy the whole sentence.

**4. Use of Over-head Writing Slips.** This is a very useful technique. Writing slips are prepared by the teacher. These slips are pasted or pinned on top of the pupil's note-books. They look at these writing models and copy them in their note-books.

**5. Use of Black-Board.** Writing models are presented on the black-board. The children look at them and copy them in their note-books. The teacher may show different strokes with arrows.

**ESSENTIAL MARKS OF GOOD HANDWRITING**

The following are the essential marks of good handwriting.

**1. Distinctiveness.** Each letter in a word and each word in a sentence should stand out distinctly. The shapes of the letters should be clear and carefully written. Abbreviations should be avoided.

**2. Simplicity.** Simple letter-shapes carry more appeal. Unnecessary strokes and loops should be avoided.

**3. Size.** The size of the letters should be medium, neither too big nor too small and even. The written letters should have due proportion to one another.

**4. Uniformity.** Good handwriting is always uniform in style. This means, in a good handwriting, letters are written in vertical style, forward slant or backward slant. A careful study of writing styles shows that girls generally adopt either backward slant as \ \ \ \ or the vertical as | | | | |, and boys tend adopt forward slant as / / / / / or sometimes the vertical style. Any style is good provided it is uniform.

**5. Spacing.** The letters in words and words in sentences should be properly spaced. Proper spacing adds beauty to an otherwise less distinctive handwriting. Similarly, lines on a page should not be unevenly close to each other. Proper spacing of letters, words and lines is essential.

**6. Speed.** Good handwriting is not a labored writing. Reasonable speed adds charm and fluency to one's writing. The pupils must cultivate the habit of writing at a normal and reasonable speed.

**7. Writing straight.** Writing in straight lines is another mark of good handwriting. This is desirable at a later stage of students life.

### **Steps of Improve Bad Handwriting**

Bad handwriting is a wrong habit which one gets to acquire from the very beginning. And, once the habit of bad writing is formed, it becomes very difficult to give it up and replace it with the habit of writing nicely and charmingly.

**However, the following suggestions can prove helpful for the teacher to improve his pupil's bad handwriting.**

**1. The use of transcription books** will be extremely useful. The teacher should pay special care and attention to the size and spacing of letters.

**2. The use of transcription books** also helps and considerably improves indistinct and shabby handwriting. The use of transcription books given control over hand muscles.

**3. Black-board demonstrations** by the teacher also prove useful. Through planned black-board demonstrations, the pupils should be made to understand proper strokes, uniform size and proper spacing. The idea of simple and uniform style and spacing can be given to the pupils in this manner.

**4. The use of proper material** at different stages of writing is an important consideration. The pupils should begin writing with a soft chalk on a rough surface, followed by writing with pencil. Pen and ink should be introduced last of all.

**5. Handwriting competitions** also provided incentive to bad writers. Suitable prizes may be given to those who show improvement.

**6. Language tests** in the class-room should be held occasionally. Special credit should be given to good handwriting.

**7. Charts of good handwriting** should be put on the classroom walls. By constantly looking at them pupils would get to improve their bad handwriting.

**8. Greater individual attention** should be paid to pupils with bad handwriting. Their individual problems should be thought over and proper remedies should be suggested by the teacher. Pupils with bad writing should

be sympathetically treated. They may be asked to do a page of writing everyday.

9. The general considerations of writing viz, script, style, posture etc. should be paid special attention by the teacher. Well-graded exercises in writing should be given to the students. Practice in writing will also be of great help.

In short, good handwriting is a great asset and a great quality which one gains by practice and through guidance. Bad hand-writing is a bad sign but well within improvement during the school period. It depends upon the seriousness of the teacher to improve the quality of writing of his pupils. The credit will go to the teacher, no doubt.

## **TEACHING OF POETRY**

Poetry and prose reveal the glimpses of English literature. According to Chatfield, "Poetry is the music of thought, conveyed to us in the music of language." Poetry is a thing of beauty because it has beauty of language, beauty of form, beauty of thoughts and beauty of emotions.

According to Hudson, “Poetry is made out of life, belongs to life and exists for life.”

According to Wordsworth, “Poetry is the spontaneous overflow of powerful feelings.”

In the words of S. Subrahmanyam, “Poetry is a thing of beauty; beauty of form, beauty of thought, mood and feeling.”

### **Poetry differs from Prose**

Poetry is quite different from prose. Coleridge once defined prose as “Words in their best order”, and poetry as “The best words in their best order”. It is obvious that poetry is a more powerful form of expression than prose. Poetry feeds and waters the desires and passions instead of drying them up. F.L. Billows says in the book, ‘Techniques of Teaching Language’. “We can compare prose to walking, moving from one place to another on the surface of the earth, getting the world’s daily work done; poetry may be compared then to dancing, rising above the surface of the earth, perceiving its relations, getting fuller view of its reality.”

### **Objectives of Teaching Poetry**

Poetry is an important mode of expression in language. Without the study of poetry, a person cannot be considered to be well read in language. A subject which cannot captivate a person or arouse his feelings is not an attract good subject.

- i) To give practice of listening to recitation of a poem.
- ii) To help the students recite a poem in proper way.
- iii) To make the students understand the beauty of thought contained in the poem.
- iv) To enable them enjoy music and rhythm of the poem.
- v) To help them improve their power of imagination.
- vi) To enable them to appreciate the poem by awakening in them the aesthetic qualities of appreciation.
- vii) To develop love of the students for English language.
- viii) To make the student familiar with the background of the poem.
- ix) To refine the aesthetic sense of the students.
- x) To make the students pick-up the structure or pattern of a sentence.
- xi) And above all, to make the students understand the poem.
- xii) To help the students have balanced development of personality.

### **Present Position of Teaching Poetry**

The present position of teaching poetry in Indian schools is not satisfactory. If we look at the realities of situations, we get astonished. Teaching poetry is not everybody's cup of tea. In a large number of schools, the teacher dictates summary or the main ideas of the poems. The students do not even buy the textbooks. In some cases, the poems are simply translated into mother tongue.

### **Teaching of a Poem**

Someone has rightly said, "Poetry cannot be taught, the teacher can only create conditions in which a poem has the fullest possible significance for the learners." The teaching of a poem is an art. The teacher of English should try to acquire this. While teaching a poem, the teacher should become one with the feelings of the poet.

### **Principles of Teaching a Poem**

1. Model Recitation by the teacher is very essential because it helps in attracting the students towards the poem. They are able to grasp the meanings contained in the poem.
2. Detailed explanation of lines or ideas should be avoided.
3. The verbal peculiarities of the language should not be discussed. In the poems, we have words like hath, thou, thee, etc. The spellings



of some words are written differently. They should not be taken up too seriously as far as the study of the poem is concerned.

4. Paraphrase of the poem should be avoided. It should not be put in the form of prose.
5. The teacher should try to bring enthusiasm and zeal into the teaching of the poem.
6. As far as possible, the poem should be taught as a whole. It should be approached as a total work of art.

### **Suggested Steps for Teaching a Poem**

**Step I.** The teacher tells something about the poem in simple English. He may show a picture or a chart for this purpose. Thus he creates proper atmosphere for the poem.

**Step II.** The teacher gives model recitation of the poem. Gestures and actions are performed by the teacher wherever possible. Tape recorder for poem recitation may be used if the teacher feels its necessity.

**Step III.** Difficult words contained in the poem are taken up and dealt with the active participation of the learners. In doing so, the teacher takes up the words and their meanings in simple English.

**Step V.** A few students of the class are asked to recite the poem one by one. Mistakes if any are corrected with the help of other students of the class.

**Step VI.** The teacher asks the students about their problems in the poem. All the problems of the students are solved as per need and requirement of the situation.

**Step VII.** The teacher puts a few comprehension test questions to the students. All efforts are made to get appropriate answers from the students. Some hints or guidelines may be provided by the teacher.

**Step VIII.** Lastly, the students are asked to do some assignments at home. It may be learning of the poem by heart or writing the summary of the poem in simple English.

Thompson and Wyatt have suggested three ways of introducing to poem:

- i) The best method is to read a parallel poem i.e. a poem similar in subject matter with the poem to be taught. If possible, the parallel poem should be written by the same poet.
- ii) One method is to give the gist of the poem and then ask two or three simple questions on that.

Teaching of a poem is an art. Every teacher of English cannot do justice to the teaching of a poem. Proper atmosphere need be created for it. The teacher, who can recite well, is able to succeed in teaching poetry. Tape recorder with recorder poems can surely help the teacher. Practice in poem recitation is needed on the part of English teachers.

## **TEACHING OF COMPOSITION**

In the teaching of language, writing is one of the basic skills to be acquired by a student. The student of the language learns writing of alphabets first. Then he learns writing of words by combining the different alphabets and after that, he is writing sentences and paragraphs. This is, in fact, the process of composing. In composition work, there is composing of sentences on some idea. Surely, composition is a collection of sentences spun around one idea.

The word 'composition' has been derived from the word, 'Compose' which means to put together. A child starts doing composition work at early stage. He is using words like to write with to look at, to play with, to go, etc. Then he handles big topics etc. Prof. Chapman in his book 'Teaching English to Beginners' says, "Almost any written exercise is, in fact,

composition. When a pupil is asked to supply a missing word, he is completing the composition of a sentence... Composition in the usual sense of the word is, therefore, only a connected form of written exercise.

### **Why should Composition be taught?**

1. It helps the students to express themselves freely. Everyone is keen to give an outlet to his feelings. Thus the curiosity of self-expression is satisfied.
2. It equips a person to develop thinking and then planning and writing. Surely this habit helps in doing work systematically.
3. Coming from oral composition to written composition makes the person precise and accurate.
4. Thinking ability of a person is improved through the process of composition.
5. Composition helps in the development of imagination which is the basic requirement in the process of teaching-learning.

### **What is Needed for Composition Work?**

1. Mastery over the four skills i.e. listening, speaking, reading and writing.
2. Vocabulary and its usage;

3. Structures and their usage;
4. Correct spellings;
5. Punctuation marks;
6. Imagining ability; and
7. Organization of ideas

Teaching is an art. Teaching a language is a skill. Teaching composition of a foreign language like English is both an art and a skill. Only a really capable and efficient teacher of the subject can do justice to it. In the present day situations where majority of the learners are in the habit of on cramming, teaching composition is a challenging task.

### **Objectives of Teaching Composition**

The following are the objectives of teaching composition:

1. To give listening practice to the students.
2. To give speaking practice to the students.
3. To give reading practice to the students.
4. To give writing practice to the students.
5. To improve the spoken English of the students.
6. To help the students of think freely.

7. To enable the students to organize their ideas logically and in continuation.
8. To develop the imagination of the students.

### **Present Position of Teaching Composition**

The present position of teaching composition in the schools is defective. Teaching composition is, in fact, a creative work which requires a lot of thinking, planning and working with the students. Very few teachers are able to accept this challenging task of teaching English in the class rooms.

- i) Some teachers ask the students to copy down the essay, letter or story from the books into their notebooks. Then they are asked to cram the material and reproduce it orally or in written form.
- ii) Many teachers just translate the given topics and composition given in the books into mother tongue. Then they ask the students to cram the material.
- iii) A few teachers dictate notes on composition to the whole group of learners. Thereafter, they ask the students to learn the topics of composition by heart.
- iv) Guided Composition

v) Free Composition

vi) Creative writing

**a) Reproduction Exercises/ Guided Composition/ Controlled**

**Composition:** Guided Composition means composition in which guidance provided to the learners. Here guidance of vocabulary, structures, ideas given to the students. In this type of composition, guidance may be given from hundred per cent to one per cent. Thus composition work where even a little bit of guidance is provided is called guided composition.

**b) Principles of Guided Composition:** Guided Composition is based on some principles which are briefly explained hereunder:

1. The topic is chosen according to the mental level of the learners. That way they will be interested in it.
2. The teacher explains to the students the details of the topic so that they may be fully familiar with it.
3. The teacher prepares a guideline according to which the students move on without facing any sort of problem.

**c) Free Composition:** Here Composition means doing composition work freely and independently. Here the learner is free to use any thoughts,

structures, vocabulary etc. No guidance of any type is provided by the teacher.

Free composition may also be called unguided composition or uncontrolled composition.

**d) Guided Composition to Free Composition:** While teaching composition to the students, a good teacher adopts a strategy and then accordingly he proceeds. At the initial stages of composition, he provides hundred per cent guidance to the learners. Then gradually he goes on decreasing guidance to the students. Thus after hundred per cent guidance, he starts giving 95% guidance, then 90%, 80%, 70% and so on. Over the years he comes to a stage when the learners do not need any guidance. Thus free composition stage is reached which is the ultimate goal of teaching composition.

**e) From Free Composition to Creative Composition:** At free Composition stage, the learners are in a position to develop Composition without any guidance. They become independent thinkers and gradually they become creative persons.

**Which Type of Composition at the Early Stages?**



At the early stages of language learning, controlled composition is of great use because the students are beginners and they cannot write without proper guidance. Some are of the opinion that free composition can also be introduced at the early stages. But it is not advisable to do so. It may lead to disastrous conclusions.

### **Dangers of Free Composition at Early Stages**

1. The students will compose in mother tongue and then they start doing literal translation.
2. Structures and vocabulary which are the basis of language are not given any practice.
3. The learners will commit a number of errors and those errors will be fixed up in their minds.
4. The learners will memorise a number to topics for composition work in order to qualify the examination.
5. There will be heavy load of correction work on the part of the teachers.

Thus we find that introduction of free composition at the lower levels of language learning is not useful. Hence, it should be discouraged. The best approach is that controlled writing should be started and that should

gradually lead to the level of free composition. Each of the two types can be taken up as individual work or as group. In both the cases, oral work should be followed by written work.

### **Stages for Teaching Composition**

**1. Pre-Composition Stage:** It is a stage before teaching actual composition. Hence the learners are taught some language items like vocabulary, structures etc. They learn new vocabulary with the help of already learnt structures and new structures with the help of already grasped vocabulary. For example, the teacher wants to teach the composition on the topics: 'A Table', 'A Chair' to class VIII children. Before teaching actual composition, the teacher will teach the words and structures which are to be made use of in their composition. Once the learners are acquainted with vocabulary and structures to be used in composition, there will be no problem.

**2. Oral Composition Stage:** Whatever topic is taken up for composition, it should be dealt with orally first. This type of practice is quite useful at early stages. Once the students are able to think and speak orally, it will not take much time to write those ideas in a clear and precise language.

**a) Oral Development of Composition by the Teacher:** The teacher develops composition orally. He can use some pictures or charts while doing so. That will make his speaking more interesting and learnable for the students. The students are getting listening practice. It is a sort of preparatory stage for the students where after they will find it easy to speak on the same lines.

**b) Oral Development of Composition by the Students:** Now the students are enabled to develop composition orally. At this stage, the teacher provides them all type of guidance. The students are given vocabulary, structures, ideas etc. by the teacher. The students develop composition orally on the line provided by the teacher.

**3. Written Composition Stage:** This stage in composition should come after the first two stages. Then there will be very few problems in the way of a person doing composition work. Whatever variety of writing is taken up, the learner should know it very well for whom it is being written and what is the main purpose of writing it.

**4. Correction Work:** Correction work is of great importance in composition work. Usually this part of composition is either ignored or done half heartedly by the teacher. Many a time, the teacher being over burdened

with teaching periods cannot do justice to correction work. This part need be given due importance.

### **Guided Composition Exercise**

Below are given exercises of guided composition which can help the learners in developing composition:

1. The teacher writes a paragraph on the chalk-board with some words missing in it. The students are asked to read the paragraph by filling in the blanks. This type of practice helps the students in composition work.

For example:

Once a crow felt..... He went in search of ..... Soon he saw a jug. It had ..... water. He put pebbles into it. The ..... rose up. He drank ..... and flew .....

(Once a crow felt thirsty. He went in search of water. He saw a jug. It had a little water. He put pebbles into it. The water rose up. He drank water and flew away.)

2. A topic is given. The students are asked to speak or write two sentences on it. Some guidelines or hints may also be given.

For example:

A Cow

A cow ..... useful animal ..... gives milk.

(A Cow is a useful animal. It gives milk.)

### **Summarizing and Note Taking:**

Summarizing helps a good deal in learning free type of writing composition. It is meant for the senior students. At higher levels the students are required to study a lot of material. Note taking is also equally useful and important. The students prepare notes out of the class lectures. It gradually helps them to develop good composition.

### **Creative Writing:**

All types of writing gradually leads one to creative types of writing. Guided composition enables a person to write free composition and that paves way to creative writing. A person is enabled to write reviews, short stories, dialogues etc. and the same may be used in the college magazine or may be published somewhere in the standard magazine.

### **Dictation**

In dictation, the teacher speaks, the students listen to him and write it down in their note books. At the early stages, dictation should not be used

for testing purposes. It should rather be used for helping the students in writing or accelerating their speed of writing. It should not aim at discouraging the students any way.

### **Advantages**

1. It helps the students to write at a good speed.
2. It cultivates the habit of careful listening.
3. It is useful for teaching spellings and punctuation.
4. It gives practice to the students to reproduce what they have listened to carefully.
5. It also helps the learners in fixing up words and structures in their memory.

### **Correction Work**

Correction work is very important in every language. In case of a foreign language, it is all the more of 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. That 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 for 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 be checked properly.

### **Procedure for Correction Work**

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

1. The teacher asks the students to correct their own note-books. He 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 note-books are collected by the teacher.

A few symbols are:

Spelling mistake

SP

Punctuation mistake P

Grammatical mistake G

A word is missing ^

Mistaken of tense T

Article mistake A

Doubtful or not clear ?

Join the words or letters

Separate the word //

New Paragraph NP

Exaggeration !

### **Suggestions for Making Correction Work More Effective**

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

- a) The teacher should do the job of correction work joyfully. He should understand that it is a way of improving English 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 student 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 presence of the students.

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### **Essentials of Teaching Composition**

Teaching is an art. Teaching a language is a skill. Teaching composition of a foreign language like English is both an art and a skill. Only a really capable and efficient teacher of the subject can do justice to it. In the present day situations where majority of the learners are in the habit of encouraging cramming, teaching composition is a challenging task.

#### **Step I. Oral Development of Composition by the Teacher**

The teacher develops composition orally. He may use some pictures or charts for this purpose. He can also use outline of composition for this purpose. The learners listen to him carefully. Wherever they find any problem of understanding, they may seek clarification.

Suppose the teacher is to teach the essay 'Our School'. He will draw attention of the students towards the school where they are studying and speak a few sentences on it. The teacher will speak sentences which are real in that school situation.

### **Step 11. Oral Development of Composition by the Students**

Listening to the teacher on a topic gives guidance to the students. Now the students have thoughts, vocabulary and structures in their minds. Some of them are very keen to develop composition orally. The teacher helps them develop composition orally. For this purpose, the teacher puts questions to the students one by one. The different questions help the students to think of answers. The answers of the students are actually development of composition by them. Wherever the students find any difficulty, the teacher helps them. He may tell eighty per cent of the answer or sixty per cent of the answer or it may be even hundred per cent answer to the students. For each questions, the teacher asks five or six students to give the answer one by one. It gives sufficient speaking and listening practice to the learners.

### **Step III. Writing of Composition by the Students**

The students are asked to write composition in their fair note-books in the class. The teacher is present there and is supervising them. Any hints or guideline on the chart, flash cards, chalk-board etc. should remain there at the initial stages of learning composition. Gradually the teacher should help them grow and develop independently.

#### **Step IV. Correction Work**

Note-books of the students are collected by the teacher for correction work. If possible corrections should be made in the presence of the students. Some common mistakes of the students should be discussed in the whole class.

#### **Home Work:**

A parallel topic will be given as home work to the students.

Teaching English composition in the schools needs over hauling. It is a very interesting programme provided the teacher concerned with the subject is creative and determines to make the learners creative too. The different exercises given in this chapter for teaching guided composition will equip the students with good thinking abilities. They will also help them in developing good imagination.

## **AUDIO-VISUAL AIDS**

Today is the age of science and technology. Almost everything has undergone a change due to the impact of science and technology. The teaching-learning programmes have also been affected by it. The classroom has to have a different shape in times to come. It is to be just like a laboratory where different hardwares such as projector, tape recorder, record player, overhead projector, epidiascope, computer etc. are lying. Software of different types are also available. The process of teaching-learning depends upon the different types of equipment available in the class-room. In the absence of hardware and software, the class-rooms will be considered traditional ones. Surely the class-room in the 21<sup>st</sup> century has to be modern from every angle. Suitable type of software prepared by the teachers as per their needs and requirements, will work wonders in the class-rooms.

Every good teacher wants to improve his teaching. For this, he goes on thinking of new ways and means. He comes across different types of audio visual aids. He tries to get the best out of every available aid. Even by spending very little, he is able to get many benefits out of it. A teacher under training tries to depend upon different types of aids. At the early stages of teaching, he is very much dependent upon different types of aids. But gradually he tries to be an independent teacher.

## Meaning of Audio Visual Aids

- According to Dent, “Audio visual material is that which helps in understanding the contents, written or spoken in the class room or in other teaching situations.”

- Good’s Dictionary of Education speaks of audio-visual aids as “Anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight.”

- According to Burton, “Audio Visual Aids are those sensory objects or images which initiate or stimulate and reinforce learning.”

## Types of Aids

**1. Visual Aids:** The aids which use sense of vision are called visual aids. For example, actual objects, models, pictures, charts, maps, flash cards, flannel board, bulletin board, chalk board, pocket board, slides, epidiascope, overhead projector etc.

**2. Audio Aids:** The aids involving the sense of hearing are called audio aids. For example, radio, tape recorder, record player, linguaphone etc.

**3. Audio Visual Aids:** The aids which involve the sense of vision as well as hearing are called audio-visual aids. For example, television, film projector, film strips etc.

Instructional aids play an important role in the teaching-learning process. They occupy unique position in the teaching of a foreign language like English which is considered a difficult subject by many students. Different types of audio-visual aids can make its study easy and interesting. Moreover, the learners are able to keep it in their minds for a long time.

### **Importance of Audio-Visual Aids**

Audio-Visual aids are of immense value in the teaching-learning process. They make the process lively and interesting and hence make it effective and better. According to Kothari Education Commission (1964-66) “The supply of teaching aids to every school is essential for the improvement of the quality of teaching. It would indeed bring about an educational revolution in the country.” Just lectures or verbalism of the teacher makes the class-room dull and mechanical. Every child is interested in seeing concrete things. He wants to handle, manipulate and the teacher should provide situations so as to satisfy his curiosity of doing things. Learning through sense is better and more permanent than just mechanical

learning. Out of the five sense, it is through hearing and seeing that 86 per cent knowledge is gained. The audio-visual aids, therefore, have great importance both for the teachers and the learners. In this context Rousseau says, “Give you scholar no verbal lessons, he should be taught by experience only.”

In the words of Edgar Dale- “Because audio-visual materials supply concrete bases for conceptual thinking, they give rise to meaningful concepts enriched by meaningful association, hence they offer the best antidote for the disease of verbalism. The great educationalist and philosopher Froebel also advises, “Our lessons ought to start from the concrete and end in the abstract.”

### **Characteristics of Good Aids**

**A few characteristics of good aids are enlisted below:**

1. They are large enough to be seen by the students for whom they are used.
2. They are meaningful and they always stand to serve a useful purpose.
3. They are upto the mark and upto date in every respect.

4. They are simple, cheap and may be improvised. They are not very costly.
5. They are handy and easily portable.
6. They are accurate.
7. They are realistic.
8. They are according to the mental level of the learners.
9. Their purpose may be informative but it is not just entertainment.
10. They motivate the learners and they capture the attention of the pupils.
11. They help in the realization of stipulated learning objectives.
12. They are really very useful and can be used in many lessons and at different class levels.
13. They are useful for supplementing the teaching learning process but they cannot replace the teacher.

### **Precautions While Using the Different Types of Aids**

The use of audio-visual aids in teaching-learning process has multifarious values. They make the process interesting and effective. The variety of media now available to the teacher provides him powerful supporting material to enrich teaching and to strengthen learning. But the



wrong use of aids will certainly invite adverse criticism. Some precautions which are given below must be used while selecting and using the aids:

1. The students be fully acquainted with the aids. If possible, their help in the preparation of aids should be sought.
2. The aids should be fully checked up before using them in the class. The aid, if disfigured or spoiled, discourages the students. A spoiled picture, a broken model or a cracked slide not only.
3. Use of black-board is good for teaching. But it must be ascertained that whatever is written or sketched on the black-board should be correct.
4. Aids should not be used just for the sake of aids.
5. In a lesson, too many aids should not be used.
6. Aids used should be in proper condition, worthy of showing in the class-room situation.
7. While giving instructions and showing some aids, the teacher should not stand in front of it.

## **Different Types of Aids**

### **I. Visual Aids**

A number of important visual aids which help in the teaching of English are explained below:

**1. Beginner's Bag:** The teacher of English who teaches a class of beginners should have a bag which contains some actual objects. That way, the teacher can teach simple things like pen, pencil, book, notebook, inkpot etc. by showing those things to the students. He will show the object and tell its English name.

**2. Models:** Models are also quite useful in the teaching of a language. Sometimes actual objects are not available or we cannot bring those objects to the class for teaching. In that case, their models serve the purpose. For example, we cannot bring a camel, a dog, a horse or an elephant in the classroom.

In fact, models are the miniature structures of the original objects. They look like the original one. They can be prepared out of clay or plaster of paris. With the help of models, we can give three dimensional effect of the things to the learners. Models are really great source of attraction for the students at the early stages of learning .

**3. Pictures:** Pictures are machine visual aids. They can be used interestingly to teach school going children. Pictures are available in

different sizes. There are pictures for teaching alphabets meaningfully to the small children who are beginners for learning English. Pictures can be used in different ways as described below:

- a) The writers of good English textbooks prepare a set of pictures concerning different lessons of the book. The set of pictures is made available to the teacher along with the books. The teachers of English can use the different pictures while teaching different lessons contained in the book. In this way the teacher is able to make the students understand the lessons easily.
- b) For teaching a poem, some pictures can be used in the classroom. A resourceful teacher is able to find out suitable pictures from different resources such as old magazines, old journals and news papers or from the market. He can use those pictures for making the students understand the poem.
- c) A picture or a set of pictures can be used for developing composition orally or in written form. For this purpose, the teacher may narrate the story orally by showing pictures one by one. Then he can ask the students to develop composition orally or in written form.

d) Pictures can also be used for making the students understand the meanings of difficult words. For example, the teacher can show the picture of a fat and a thin boy. Thereby the students will be able to understand the meanings of the words 'fat' and 'thin'.

**4. Chart:** Charts are very useful in the process of teaching-learning. A teacher of English can use charts to serve many useful purposes. He can make his teaching interesting and more meaningful. In fact, he is able to cover up many personal drawbacks with the help of this visual aid. In the teaching of English, charts can be used for the following different purposes:

- i) The teacher can write a poem or a stanza of a poem on a chart. That chart may be displayed in the class-room. The teacher can use that chart for teaching that poem to the class when the students do not have their textbooks with them.
- ii) The ideas contained in the poem may be depicted on a chart. By showing the chart, the teacher is able to teach the poem easily to the students. For example, the picture of rainbow filled with different colours may be drawn on a chart.
- iii) Any prose lesson can be taught in a better way by preparing charts as described above in point (i) and (ii).

- iv) A chart can be used for teaching the meanings of difficult words contained in the poem. For this purpose, difficult words and their meanings are written on a chart. The different meanings are covered with strips of paper.
- v) A chart or a set of charts may be used for developing a story orally or in written form. Thus the story 'A Greedy Dog' or 'A Thirsty Crow' may be taught by preparing a big chart or a set of charts.
- vi) A chart can also be used for teaching paragraph writing or a short composition. For example, we can prepare a chart on which we draw the picture of a horse.
- vii) An outline of a story may be written on a chart and the chart is hung in the classroom. The students can be asked to develop the complete story by consulting that chart.

**5. Flash Cards:** Flash cards are useful type of visual aids. A teacher can use them for teaching English effectively. They are used much while teaching English to the lower classes.

Flash cards are pieces of card board or chart paper on which something is written or drawn. Thus, we can have letter flash cards, word flash cards, sentence flash cards, picture flash cards etc.

**a) Word Recognition:** A flash card bearing a word or a sentence may be shown to a group or to some individual students. The learners try to recognize whatever is written there.

**b) Team Competitions:** Class may be divided into two teams. The flash cards may be shown to the groups one by one. They will try to read out as quickly as possible.

**c) Training in Speaking:** Some questions may be written on the flash cards. The cards are shown to the students one by one. They are asked to speak out the answer.

**d) Teaching Writing:** They can be used in teaching writing. By writing beautifully on them, they can also be used for improving the hand writing of the students.

**i) Match Cards:** Flash cards can serve the purpose of match cards. In match cards, we have flash cards in pairs. They are displayed on the flannel, board. The students watch them carefully. Then they are asked to match them rigidly e.g., we have different flash cards for the words book, child, watch, woman, books, children, watches etc. They are mixed up. They the students are asked to match these flash cards, may be according to the number/plurals or genders etc.

**ii) Order Cards:** Flash cards carry many words or expressions which mean some sort of order. These flash cards are shown to the students one by one and they may be asked to carry out the order. For example, we have flash cards with the words or expressions. Sit, stand, go out, come in, come here, go to the black board, bring chalks, call the peon etc. These are shown to the students and they act accordingly.

**6. Chalk-Board:** A chalk-board is an easily available type of visual aid. Its proper use in the class-room by the teacher can work wonders. The English teacher should be expert in black-board writing and sketching.

### **How to use the Chalk-Board?**

1. While writing on the chalk-board, the teacher should start from the top left hand corner and continue uniform writing till the lower end is reached. The systematic and uniform writing captures the attention of the students.
2. While writing on the chalk-board, the principle of writing on a four lined note-book should be followed.
3. Whenever a new lesson/subject is started, it should be rubbed off and start afresh.

4. While writing, the teacher should stand aside on the left. His own standing before the chalk-board should not be any obstruction for the learners.

### **Advantages of Chalk-Board**

- a) If a teacher goes on speaking in the class and finishing up the syllabus, his teaching becomes dull and monotonous. Many things may not be properly understood by the learners. The use of chalk-board adds variety to the teaching on the one side, and on the other hand, it makes the lesson more clear to the students.
- b) In a language period, spellings of the words when written on the chalk-board, simplify things.
- c) A teacher who is an expert in chalk board work is able to work wonders in teaching. He need not use a chart or a picture. He can draw these on a roller chalk-board and use the same in teaching. Thus it is economical in many ways.
- d) While teaching, the teacher often goes on writing the outline of the lesson on the chalk-board. It helps him in quick revision of the whole lesson in hand.
- e) A chalk board is the heart and the soul of teaching English to the weak students.



**7. Flannel Board (Felt Board):** It is a wooden board on which flannel is fixed. The different flash cards on the back of which flannel is fixed, can be placed on the flannel board. It is really a very useful, versatile and exciting aid.

**8. Bulletin Board:** It is board of soft wood or cork. It is used for pasting paper, pictures or paintings. It displays announcements, records, news items, newspaper cuttings, illustrations etc.

**9. Pocket Board:** It is a wooden board on which pockets are made with about one or two inch wide cloth wrapped from one corner to the other parallel to the base of board.

**10. Programmed Learning Packages:** The programmed learning packages fall under the category of software aids. They can be fed into hardware and the learners can derive benefits out of it.

Suppose the teacher feels that in teaching English language, the students find problems in the learning of Direct and Indirect form of narration. So the teacher or the expert of programmed writing prepares a package of Auto Instruction Material suitable for the type of students who need that subject matter. The writer prepares the whole material which is complete in itself and is just like one self sufficient pocket. The learners use

this type of learning pocket as per their convenience where they can go on with their own pace of learning and with full freedom. Naturally this type of packages will help the students wonderfully in the improvement of their typical problems pertaining to different subjects.

**11. Opaque Projector or Epidiascope:** It is a very useful visual aid. Sometimes the diagram in the book is complicated and it might take some time to draw it on the black-board. In such cases, opaque projector is of great help. The book is placed in the projector with the page depicting the diagram so that it is reflected and then projected on to the screen.

**12. Over Head Projector (O.H.):** Over head projector is a very useful type of visual aid given by modern technology. It is a substitute for black-board. The black-board is, no doubt, a very useful aid, but it has some drawbacks. While writing on the black-board, the hands of the writer are spoiled with chalk dust. Moreover, the teacher stands in front of the black-board while writing and thus his writing there is obstructed by his own self. The students sitting in the class cannot see it properly. All these drawbacks have been overcome in the case of overhead projector.

## **II. Audio Aids**

A few important types of audio aids are briefly discussed hereunder keeping in view their utility in teaching of English:

**1. Radio:** It is a very important type of audio aid these days. It can be used in a number of ways for teaching English. The young learner can listen to English news and other programmes which are broadcast on the radio. The pronunciation of the students can be improved considerably. Of course, the students be helped. But those who have learnt the language for some time can definitely improve their pronunciation.

- i) Radio brings subject experts and other great men in the class-room. Lectures, talks and addresses of important personalities from any corner of the world can be heard on the A.I.R.
- ii) The general knowledge of the pupils is widened. They are able to have extensive knowledge of many things.
- iii) The radio becomes a very important medium for leisure time activities.
- iv) The radio lesson helps the students in the improvement of pronunciation, speech and language.
- v) It develops critical thinking of the students.

- vi) The voice of the speaker on the radio is heard by the children and they are attracted towards it. It is really very impressive and life-like for them.

**2. Tape Recorder:** Tape recorder is a very useful type of audio aid. No doubt, it is expensive but now it is becoming popular. It can serve many useful purposes in the teaching of English.

Tapes are available for good pronunciation, prose reading, poem recitation, stress, intonation etc. Even tapes can be prepared with the personal efforts of the teachers. The students may be asked to use those tapes. They can do so at home and also in the institution. It will create a lot of interest for learning the language. They will also be able to improve their pronunciation. It can also help in listening to the native speakers of the language. R.P. Model of pronunciation can be easily available with the help of tapes. All this can improve the pronunciation of the students to a great extent.

**3. Record Player (Linguaphone):** Undoubtedly, it is an expensive aid but it is of great advantage in the class-room situations. Some records are available on which well known speeches are recorded. Listening to this type of records can prepare the students for becoming good speakers. There are

gramophone records on which the poems and prose passages are recorded. In the same way there are records for teaching stress, intonation etc. of English language. While teaching English, different types of records can be successfully used in the class-room.

A record player can be used for teaching spellings of English words. For this purpose, some records are available on which words along with spellings are spoken. These records can be used for that type of students who are ear-minded.

### **III. Audio-Visual Aids**

1. Television: Handwriting can also be improved with its help. The beautiful writing shown on the screen can have its impact on the learners. Its advantage over the radio is that it appeals both to the ear and the eye. It has been described as “the queen of audio-visual aids!” It combines photo and voice. It is said to be the “electronic black board of the future.” Of late, its utility in educational process has been recognized. It has now become powerful means of communication of ideas all over the world. At present, it is being used for teaching purposes in big cities like Delhi, Bombay, Madras, Calcutta etc. The teacher inculcates among the pupils good viewing habits, critical and attentive listening. He also psychologically prepares them to

receive the information from the television. After the lesson also, he plays his role as per needs and requirements of the learners. The teacher is given a guide sheet for each T.V. lesson. He can, however, deviate from that sheet if he finds it necessary.

### **Kinds of Educational T.V.**

**1. Open Circuit Television:** It is the usual type of telecast by commercial or non-commercial stations.

**2. Closed Circuit Television:** It is the selective telecasts which can be turned in only by specially equipped receivers.

### **Type of Educational Programmes**

The following are the type of educational programmes, commonly used on T.V.

**i) Demonstration Type:** It can be commercial as well as educational. Some outstanding class-room activity of a school is made known to others through television.

**ii) Supplementary Type:** In some subjects, there are a few problem areas. The supplementary type of programmes assist the schools in

supplementing their knowledge in those specific areas. This is also called enrichment programme.

**iii) Direct Teaching Programme:** This type of programme is telecast for direct teaching in different types of schools. It is used in elementary schools, high schools and adult schools. It has been done in a few selected cities only.

#### **Advantages of T.V.**

- a) With the help of television, a large number of students can be given information at a time.
- b) Television helps in improving the pronunciation of the students. Listening, speaking and understanding abilities of the learners can be improved.
- c) On the television, model type of hand writing can be shown. The students may look at it and they can improve their own hand writing.
- d) The students with slow speed of writing may be asked to listen to the news and they may write it down in their note-books. Thus their speed of writing can be improved.

- e) The gifted children can be benefited because they can do some work of advanced nature which is usually not available to them in their class-rooms.

**2. Film and Film Strips:** It is very common type of audio-visual aid. It can help the learners of English in a number of ways. By seeing the English movies, spoken English of the learners can be improved considerably. Moreover, they can see the situation and also hear what is being said in that situation. It helps them in the comprehension of language material.

**3. Computer in Teaching of English:** In this age of science and technology, computer has worked wonders almost in every field of teaching-learning. It can be used in the place of Tape Recorder, Television and VCR by using CDs in it. Computer has converted the whole world into a small village because any and every information can be spread throughout the world within a few seconds through internet. Information about the latest techniques of teaching English can be collected with the help of Internet. Many CDs are available for the purpose of teaching learning of English. Thus we find that computer is really an asset in the modern class room.

### **Computer Assisted Language Learning (CALL)**



Computer assisted language learning is a form of computer-based learning which has two important features (i) Individualized learning; (ii) Bi-directional learning. It is a material for learning the language and not a method. The focus of CALL is learning and not teaching. The material is learner-centered and that promotes self-paced learning. CALL is not a software application. It is a courseware designed specially for language learning for a specific group of learners.

Computers have been used for teaching the language for the last about fifty years. This period of 50 years can be divided into three stages:

- i) Behaviourist CALL
- ii) Communicative CALL
- iii) Integrative CALL

### **LCD Projector**

LCD projector is another very useful modern instructional aid which is becoming popular day by day. The teacher can type the material or do sketching with the help of a computer and then that is displayed by the teacher on to the screen/display board mean for the learners of the language. The point is that the teacher comes with the ready material and shows it to the class with the help of LCD projector. The time taken for writing on the

chalk board etc. is saved here. Moreover, the material once typed and saved is permanently available and can be carried to any place with the help of Pen Drive and used easily and conveniently.

### **Advantages**

1. It makes teacher's teaching modern and also more effective.
2. Its use in class room teaching saves a lot of time the teacher who otherwise would have written on the chalk board.
3. It give more confidence to the teacher as he has brought that instructional aid with him which he prepared very well at home and during his free time.
4. The material once prepared becomes permanent asset of the teacher which he can use at any time and at any place.
5. Sometimes a brilliant student wants to borrow it from the teacher for sometimes, that is possible. Moreover, more copies of it can be prepared for use by others if the teacher so likes.

### **Language Laboratory – An Important Instructional Aid**

Language can be learnt best through practice and drill. Only a practical approach to language teaching can serve useful purpose. That is possible in a language laboratory. Just as we have laboratories for science

subjects like Physics, Chemistry, Botany, Zoology etc., in the same way we can plan to have a language laboratory. A.S. Hayes writes in his book 'Language Laboratory Facilities', "A language laboratory should be arranged to make foreign language learning more effective than it is usually possible without it."

A language laboratory is a very recent innovation in the teaching of languages. A languages laboratory is generally air-conditioned room. There are cabins for the teachers and the different cabins are connected with the cabin of the monitor-head through inter communication system. The whole process of teaching-learning is facilitated from the cabin of the monitor. Listening and speaking practice is given to the individual learners. Sometimes a tape recorder is used and sometimes a record player is made to work. Linguasphone records are also used for more satisfactory outcomes. The monitor head is an expert person and he is able to provide practical training to the learners.

A language laboratory helps the students to learn pronunciation, self-correction and self-examination. In the laboratory, it is possible to give planned practice, controlled conversation etc. The students are able to learn the language enthusiastically. They acquire fluency in spoken English.

Very good models of language laboratory can be seen at Central Institute of English and Foreign Languages, Hyderabad (CIFEL) at Regional Institute of English, Chandigarh (RIE). Now such laboratories can be seen in many educational institutions.

## **Preparation of Instructional Aids**

### **A Few Suggestions**

Different types of instructional aids can be prepared by the teacher as per need and requirement of class room situation. A beginner teacher tries to prepare really useful and meaningful aids. That ensures the success of the teaching-learning programme.

#### **1. Suggested Aids for Teaching a Poem**

- a) The poem may be written on a chart.
- b) A picture depicting the idea of the poem may be drawn on a chart.
- c) A tape recorder may be used on which the poem recitation of a good teacher is recorded.
- d) Difficult words and their meanings may be written on flash cards or the same may be written on the chalk-board.
- e) Comprehension questions may be written on flash cards and shown to the students one by one.

- f) A few answers of the questions may be written on the separate flash cards or quarter-sized charts.

## **2. Suggested Aids for Teaching a Prose Paragraph**

- a) The idea contained in the paragraph may be depicted on a chart.
- b) Difficult words contained in the paragraph may be written on the chalk-board.
- c) Meanings of difficult words in mother tongue may be written on flash cards.
- d) Actual objects, pictures, charts, actual situations may be shown.
- e) Comprehension test questions may be written on a chart. They may be covered separately with strips of paper and shown to the students one by one.

## **3. Suggested Aids for Teaching an Essay**

- a) The outline of the essay may be written on a chart.
- b) Questions to be put by the teacher may be written on flash cards.
- c) A few answers of the questions may be written on flash cards.

## **4. Suggested Aids for Teaching a Structure (Between and Among)**

- a) Actual objects –three cups and a plat, a table and three or four chairs.

- b) Flash cards of three or four dogs and cats.
- c) A chart on which one elephant is shown between two camels, another chart on which one elephant and four camels are shown.
- d) A chart on which an exercise- fill in the blank is written e.g.
  - i) The teacher is ..... two students.
  - ii) An inkpot is ..... three pens.

### **Disadvantages of A.V. Aids**

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Different audio-visual aids have a number of advantages if they are used rightly and meaningfully. On the other hand, they can also hinder in the teaching-learning process. A few instances are given below:

1. Suppose the teacher has prepared some aids for teaching purpose and he has brought all those aids in the classroom. The teacher starts teaching and then he is in a mood to teach. In such a situation, the use of aid will hinder the process of teaching.
2. The use of too many aids by the teacher to make the process of learning more effective also spoils the teaching-learning environment.
3. Every teaching aid is meaningful and effective only if it is used at the appropriate moment. Whenever the teaching aids are not used

rightly or are mishandled by an inexperienced teacher, they may become a stumbling block in the teaching-learning process.

4. The different types of teaching aids should be kept unknown to the students. In case the students come to know about them their significance is lost.

Thus we find that the different types of aids can work wonders in the teaching-learning process. A beginner teacher is able to teach with confidence. A teacher under training can use the instructional aids to achieve the objectives of teaching. Just possession of instructional aids does not mean sure success of the teacher. The more important thing is the right use of different types of aids. A good teacher always tries to get rid of the different aids gradually with the passage of time. The hard fact remains that the success or failure of a lesson depends upon many factors. A bad teacher having a variety of aids cannot come out to be an excellent teacher. On the other hand, a good teacher without some special aids can do wonderful job in the teaching-learning process.

## **LANGUAGE GAMES**

### **INTRODUCTION**

English is generally considered to be a difficult subject. But actually it is not so. Its teaching in the right way can certainly make it easy, interesting and fruitful. In fact, much depends upon the teacher and his way of teaching the subject. An expert teacher of the subject is expected to deal with the students as if a doctor were to deal with the patients. He is expected to be active, patient, calm and hard working.

Let us, therefore, teach English in the way the learners feel attracted to it and not in the way they may abhor its study. That is possible if the teachers have creative minds and they spend a good deal of time in planning and preparation for the class. There should be some activity in teaching which will bring in enjoyment. That way it is bound to make the teaching work delightful and interesting.

### **How can Play-way Work in Teaching English?**

- a) Drills of different types should be used in the classroom. It will involve activity on the part of the teachers and the students. For different types of drills “chapter on grammar” may please be consulted.
- b) As far as possible, situations should be created before the actual teaching. It will bring language items and real life closer to each



other. In this regard, the portion dealing with ‘Situational Teaching’ contained in the chapter on ‘Structural Approach’ may be consulted.

- c) Debates, Declamation contests, Poem Recitation contests etc. may be held in the academic session. A student with distinction in these items should be given due recognition. Holding such functions should be made a common feature in the educational institutions.
- d) A few interesting games may be used for teaching English in the class rooms. It is bound to captivate the young learners for the study of English. Some useful games are given below:

- i) The class may be taught the recognition of letters of words. Then a competition may be held between the two groups of the class. Some flash cards (say of 20 words) may be placed on the table. On the black-board, two columns may be drawn. In each column, some words, say 4 out of the list of words taught to the students, may be written. One column is meant for each group.

Now the teacher calls one student from each group. They will look at the flash card, consult the first word written in the column meant for their group and take flash cards. In

this way, different students of each group will come and take away the flash card. The group that goes to seats first with correct flash cards in their hands will be the winner.

ii) The teacher may speak or write any letter say ‘k’ on the black board. The class may be given a few minutes and they are asked to write words starting with the letter. Then the students are asked to speak out their words one by one. The students with maximum words may be given a prize. This game will help the class to add up to their vocabulary.

iii) A substitution table may be prepared on a chart. The students may be asked to speak one or two sentence each by consulting it. After oral practice they may be asked to write all the sentences in their note-books, e.g.

I				
We			book	
You			table	
He	bought	a	radio	•
She			house	
Veena			basket	
The girls				
The boys				

- iv) The students are asked to prepare lists of related words.  
Then they learn one list at a time.

For example:

a) Write, Wrote, Written, Writer, Writers

b) Book-Books, Bookish, Booking etc.

- v) Through Homonyms: The words which have almost the same pronunciation but have different spellings and different meanings may be put in different categories. For example, write, right, rite.

### **Advantages of Play-Way**

1. It provides activity centered teaching. The learners feel interested and they are able to learn things which are retained in the minds for a long time.
2. It provides entertainment to the students. They learn things and at the same time they are able to amuse themselves.
3. A number of instincts of the children like self-assertion, self-submission, laughing etc. are satisfied.
4. The subject matter taught is brought nearer to reality and limited with the real life of the child.

5. It is perhaps the most active way of learning and acquiring some knowledge.
6. By this method, the children work whole-heartedly. They are also able to acquire many social and moral values.
7. The learners develop fellow-feelings and goodwill for the class fellows.

sadbhavna

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