B. Ed. Spl. Ed. (M. R. / H. I. / V. I)- ODL Programme

AREA - A

A-5 (PART V)
PEDAGOGY OF TEACHING ENGLISH

A COLLABORATIVE PROGRAMME OF
NETAJI SUBHAS OPEN UNIVERSITY
AND
REHABILITATION COUNCIL OF INDIA

AREA - A
COURSE CODE - A - 5 (PART V)
PEDAGOGY OF TEACHING ENGLISH

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The Self Instructional Material (SIM) is prepared keeping conformity with the B.Ed.Spl. Edn.(MR/HI/VI) Programme as prepared and circulated by the Rehabilitation Council of India, New Delhi and adopted by NSOU on and from the 2015-2017 academic session.

Mohan Kumar Chattopadhyay

Registrar

Netaji Subhas Open University

From the Vice-Chancellor's Desk

Dear Students, from this Academic Session (2015-17) the Curriculum and Course Structure of B. Ed.- Special Education have been thoroughly revised as per the stipulations which featured in the Memorandum of Understanding (MoU) between the Rehabilitation Council of India (RCI) and the National Council for Teacher Education (NCTE). The newly designed course structure and syllabus is comprehensive and futuristic has, therefore, been contextualized and adopted by NSOU from the present academic session, following the directives of the aforesaid national statutory authorities.

Consequent upon the introduction of new syllabus the revision of Self Instructional Material (SIM) becomes imperative. The new syllabus was circulated by RCI for introduction in the month of June, 2015 while the new session begins in the month of July. So the difficulties of preparing the SIMs within such a short time can easily be understood. However, the School of Education of NSOU took up the challenge and put the best minds together in preparing SIM without compromising the standard and quality of such an academic package. It required many rigorous steps before printing and circulation of the entire academic package to our dear learners. Every intervening step was meticulously and methodically followed for ensuring quality in such a time bound manner.

The SIMs are prepared by eminent subject experts and edited by the senior members of the faculty specializing in the discipline concerned. Printing of the SIMs has been done with utmost care and attention. Students are the primary beneficiaries of these materials so developed. Therefore, you must go through the contents seriously and take your queries, if any, to the Counselors during Personal Contact Programs (PCPs) for clarifications. In comparison to F2F mode, the onus is on the learners in the ODL mode. So please change your mind accordingly and shrug off your old mindset of teacher dependence and spoon feeding habits immediately.

I would further urge you to go for other Open Educational Resources (OERs) - available on websites, for better understanding and gaining comprehensive mastery over the subject. From this year NSOU is also providing ICT enabled support services to the students enrolled under this University. So, in addition to the printed SIMs, the e-contents are also provided to the students to facilitate the usage and ensure more flexibility at the user end. The other ICT based support systems will be there for the benefit of the learners.

So please make the most of it and do your best in the examinations. However, any suggestion or constructive criticism regarding the SIMs and its improvement is welcome. 1 must acknowledge the contribution of all the content writers, editors and background minds at the SoE, NSOU for their respective efforts, expertise and hard work in producing the SIMs within a very short time.

Professor (Dr.) Subha Sankar Sarkar
Vice-Chancellor, NSOU

B. Ed. Spl. Ed (M. R. / H. I. / V. I)- ODL Programme

AREA - A

A - 5 (PART - V)

PEDAGOGY OF TEACHING ENGLISH

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Netaji Subhas Open University

A - 5 (PART -V) PEDAGOGY OF TEACHING ENGLISH

Unit-1 □ Nature of English Language and Literature

Structure :

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1.3   Principles of Language Teaching

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1.1 Introduction

Language is the most essential medium of communication and education. Therefore, promotion and development of Hindi and other 21 languages listed in the eighth schedule of the Constitution of India including Sanskrit and Urdu has been emphasized. Since time immemorial, language has been one of the major issues in India. History intimates that some states have come into existence only based on language. The regional language attains the utmost importance in a region. Along with that, the national language, English and some other foreign languages are also relevant nowadays because of their utility. Teaching and learning of English language has become multifaceted in India. This is in accordance with the issues and debates surrounding the position of English in India. It is accepted at the outer level, but attains undue resistance at the inner levels i.e., the cultural and the psychological levels. Hindrances like the regional language based

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medium of instruction, staunch ideological opposition from the people all around have made English Language Teaching a difficult job. However, one should understand that, English is a globally accepted common language, a language for higher education and the prerequisite in the modern world. Hence, teaching of English is a necessity nowadays.

1.2 Objectives

After going through this unit, you will be able to-

- Explain the principles of language teaching

- Describe the Basic Interpersonal Communication Skills (BICS) and the Cognitive Academic Language Proficiency (CALP)

- Illustrate the evolution of English language in the school context

- Elaborate the recent trends in Modern English literature in the Indian context

- Justify the position of English as Second Language in Indian Context

1.3 Principles of Language Teaching

English dominated the curriculum in the British Raj. It was the medium of instruction from the lowest to the highest segments of education. This status of English remained even after independence. Still it enjoys a prestigious position in the society. Even if English is a foreign language, it attains an important position in India. Many Indians feel that English is not a foreign language, a language of the British. They have made it very much of their own. Yet a segment of people has been voicing against English as the colonial language and the judicious use of it may restrict us from the hangover of the colonization period. Apart from this ideological stand, English invariably captures all the functional domains such as education, technology, business, international affairs etc. One should have a basic knowledge in English to participate in all these activities. This certainly has a great impact on the agencies of education. Learning a second language is more than learning a mere description of it. It is to develop the ability to use the language fluently and appropriately. This is true of not only second language learning but also of first language learning. Essentially, all language learning involves the processes of listening, speaking, reading and writing. These processes involve both linguistic and psychological aspects. This leads us to the fact that all language learning is based on certain well-defined principles derived from linguistic science as well as

psychological science. Principles of Language learning and teaching is a matter of practice. The language teacher can teach the language by choosing any method. But the knowledge and application of certain principles help him to teach the same language effectively. While teaching, the teacher must keep in mind the learner, his capability and capacity to learn and above all his environment of learning. Some teachers knowingly use difficult words of English while teaching. They forget the mental ability-and the grasping capacity of the learners. That type of teaching is not good.

Some of the basic principles of Language Learning and Teaching are explained blow:

1.3.1. Linguistic Principles of Teaching English

The modern approach to all language learning and teaching is scientific and is based on sound linguistic principles. The principles discussed below in no way claim finality: they are subject to change in the light of new findings revealed by linguists and language users. These principles are general principles and are applicable to English language.

Principle 1. Give Priority to Sounds: The sounds of English should receive priority. Sound should be given its due place in the scheme of teaching. Sounds should not be presented in isolation. They should appear in proper expressions and sentences spoken with the intonation and rhythm that would be used by a native speaker.

Principle 2. Present Language in Basic Sentence Patterns: Present, and have the students memorise, basic sentence patterns used in day-to-day conversation. From small utterances, the students can easily pass on to longer sentences. In case of learning mother tongue, the student's memory span can retain much longer sentences than those of a foreign language.

Principle 3. Language Patterns as Habits. Real language ability is at the habit level. It does not just mean knowing about the language. Make language patterns as habit through intensive pattern practice in variety of situations. The students must be taught to use language patterns and sentence constructions with appropriate vocabulary at normal speed for communication. In fact the habitual use of the most frequently used patterns and items of language, should take precedence over the mere accumulation of words.

Principle 4. Imitation. Imitation is an important principle of language learning. No leaner can ever invent language. Good speech is the result of imitating good models. Imitation followed by intensive practice helps in the mastery of the language system.

Principle 5. Controlled Vocabulary. Vocabulary should be kept under control.

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Vocabulary should be taught and practised only in the context of real situations. This way, meaning will be clarified and reinforced.

Principle 6. Graded Patterns: To teach a language is to impart a new system of complex habits and the habits are acquired slowly. So, language patterns should be taught gradually, in cumulative graded steps. This means, the teacher should go on adding each new element or pattern to the previous ones. New patterns of language should be introduced and practised with vocabulary that students already know.

Principle 7. Selection and Gradation: Selection of the language material to be taught is the first requisite of good teaching. Selection should be done in respect of grammatical items, vocabulary, and structures.

Selection of language items should involve

- → Frequency (how often a certain item or word is used)
- → Range (in what different contexts a word or an item can be used)
- → Coverage (how many different meanings a word or an item can convey)
- → Availability (how far an item is convenient to teach)
- → Learnability (how far an item is easy to learn)
- → Teachability (how far and item is easy to teach - in the social context)

Gradation of the language material means placing the language items in an order. Grading involves grouping and sequence. **Grouping** concerns (i) the system of language, and (ii) its structures. Grouping the system of language signifies what sounds, words, phrases and meanings are to be taught.

Thus, we have:

(i) **Phonetic grouping,** i.e. grouping according to sounds. For example, words having the same sound are placed in the one group as, cat, bat, mat, pat, fat, sat; it, bit, fit, hit, kit, it, etc.

(ii) **Lexical grouping,** i.e., grouping according to lexical situations. Example: school, teacher, headmaster, peon, classroom, library. All these words are grouped around "school."

(iii) **Grammatical grouping,** i.e., grouping according to similar patterns as, my book/ his book, (pattern grouping): in the room, in the corner/ in the class/in the garden, etc. (phrase grouping)

(iv) **Semantic grouping,** i.e., grouping according to meaning. **Example:** school, college, university; bicycle, rickshaw, car, tonga, train, aeroplane, etc,.

(v) **Structure grouping,** i.e., grouping in the structures means how the selected items fit one into the other-the sounds into the words, the words into phrases, the phrases into the clauses and sentences, and the sentences into the context.

Sequence means what comes after what. Sequence should be there in the arrangement of sounds (phonetic sequence), phrases (grammatical sequence) words (lexical sequence) and in meaning (semantic sequence). Sequence of structures implies direction, expansion, variation and length of the structures.

Principle 8. The Oral Way. Many Experts believe that the oral way is the best way to language learning. Prof. Kittson rightly observes, "Learning to speak a language is always the shortest road to learning to read and write it." Prof Palmer also writes, "We should refrain from reading and writing any given material until we have learnt to use its spoken form."

Principle 9. Priorities of Language Skills: Listening comprehension, speaking, reading and writing are the four fundamental skills. Listening and speaking are primary skills, while reading and writing are secondary skills. Reading and writing are reinforcement skills. They reinforce what has been learnt through listening comprehension and speaking. In fact, listening comprehension and speaking speed up the reading process. Writing should be introduced after reading.

Principle 10. Multiple Line of Approach: "The term multiple line implies that one is to proceed simultaneously from many different points towards the one and the same end. We should reject nothing except the useless material and should select judiciously and without prejudice all that is likely to help in our work". In teaching a language, it implies addressing the problem from all fronts. Say, for example, there is a lesson on 'Holidays' in the text book. The teacher can have a number of language activities connected with the topic such as oral drill, reading, sentence writing, composition, grammar, translation, language exercises etc.

Principle 11. Language Habit through Language Using: A language is best learnt through use in different contexts and situations. Prof. Eugene A. Nida rightly observes, "Language learning means plunging headlong into a series of completely different experiences. It means exposing oneself to situations where the use of language is required." Another expert expresses a similar opinion by saying: "Learning a language means forming new habits through intensive practice in ? Since it is a quotation, I could not correct it Author must check with the original and speaking. The emphasis should

always be on language in actual use".

Principle 12 Spiral Approach. The "spiral" approach to language learning should be followed. Previously taught vocabulary and structures should be reintroduced in subsequent units whenever logical or possible. This is called the "spiral approach."

Principle 13. Use Mother-tongue sparingly. The mother tongue should be sparingly and judiciously used during teaching English. Of course, at the early stage, some explanations will have to be given in pupil's mother tongue. It is important that students do not use their mother tongue in the classroom.

1.3.2. Psychological Principles of Teaching English

It will not be out of place to list down certain principles that have been derived from the science of psychology.

Principle 1. Motivation. Motivation is an important factor in language learning, particularly in learning a second language. It creates interest as well as the need to learn the target language. If the need for the language we use is felt, it is learnt easily. Pupils' interest can be aroused in a number of ways, and language learning can be made increasingly interesting and attractive. It can be done with the help of pictures, charts, models, flash cards, black board sketches and similar other visual devices. The use of tape-recorder on modern recording devices can be most effective in the teaching of pronunciation. The aim is to have the students maximally exposed to the target language in variety of contexts and situations, not in isolation. The teacher should prompt connections, feedback and correct errors, if any. The rule is teach, **test, re-teach, retest**. The teacher should make continual and significant use of language material in class-room situations. Palmer suggests the following six factors which motivate and create interest among the learners :

(i)   The limitation of bewilderment, that is, minimizing confusion;

(ii)   The sense of progress achieved;

(iii) Competitions;

(iv)   Game-like exercises;

(v)   The right relation between teacher and student; and

(vi)   Variety.

Principle 2. Immediate Correction. Corrections make all the difference. They help in improving pupils' responses. But remember, when corrections are made, they should

be made immediately. Moreover, the corrections should be made in such a way that will bring about learning and not frustration or demotivation.

Principle 3. Reinforcement Immediate reinforcement is an important principle. It has been experimentally proved that reinforcement of correct responses helps in better learning. Prompt feedback is also very important. The student should be told his response is correct immediately after it is given by him.

Principle 4. Frequent Review. An important psychological principle is the principle of frequent review. Frequent review and re-entry of the same material is necessary for retention. During the process of reviewing, variations in material should be essentially be introduced and practised.

Principle 5. Correct Responses. It is an important psychological principle that classroom activities should strengthen the language skills. The techniques used by the teacher of English should encourage the maximum rate of correct responses. This will give children the feeling of success, achievement and assured progress.

Principle 6. Practice in Everyday Situations. A language is best learnt when its need is felt in everyday situations. So, English should be practised in every day situations with which children can easily identify.

In short, the children, their environment and their experiences, should be the starting point. Let them recall (and, they should be helped, if they fail) something familiar which is related to or contrasts with a new language item to be learnt.

These are, then, some of the basic principles of language learning and teaching.

Principle 7. Imitation: Learning of any language is based on the principle of imitation. We can see from childhood that language is naturally learnt through imitation. It is especially true in the case of small children. Whatever they see all around them, they imitate those things in the same way. The small children carry on sometimes even the wrong habits of the teacher. If a teacher has poor pronunciation, his students at the early stages of learning the language will pick up the poor pronunciation from him. The bad handwriting of the teacher may also have adverse effect on the learners. So the teacher who is entrusted with the charge of teaching the competent children must be with a model type of pronunciation. His handwriting should be very good. He must possess good linguistic habits. All this will have very good impact on the growing personalities of the small children. It is therefore, very strongly recommended that competent teachers should be recruited for teaching the small children in the schools.

Things to Remember,

  (i)   Teach the language, not about the language.

 (ii)   Teach the language, not its written system (at the start).

(iii)   Teach the language, as it is, not as anyone thinks it to be.

(iv)   Teach the language, not its literature.

 (v)   Teach the language as it is now, not in term of its history.

(vi)   Teach the language as a skill, not as an intellectual task.

(vii)   Teach the language in varied, interesting situations.

(viii)   Give maximum exposure.

(ix)   Give vocabulary its due place.

 (x)   Use mother tongue as a tool, not a medium.

(xi)   Immediately reinforce correct response.

(xii)   Give prompt feedback

Language is taught so that the learners are able to make use of it in their day-to-day life situations. Different language items, say vocabulary structures etc. should be dealt with in the context or some appropriate situations so that the learner may find them close to life.

1.4. Language Proficiency: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic language Proficiency (CALP)

Basic Interpersonal Communication Skills (BICS) are language skills needed in social interactions. It is the day-to-day language needed to interact socially with other people. English language learners (ELLs) employ BIC skills when they are on the playground, in the lunchroom, on the school bus, at parties, playing sports and talking on the telephone. Social interactions are usually context embedded. They occur in a meaningful social context. They are not very demanding cognitively. The language required is not specialized. Problems arise when teachers and administrators think that a child is proficient in a language when they demonstrate good social English.
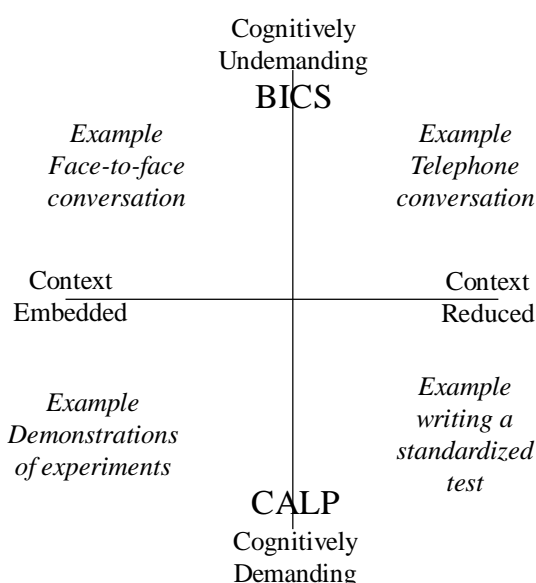
CALP refers to formal academic learning. This includes listening, speaking, reading,

and writing about subject area content material. This level of language learning is essential for students to succeed in school. Students need time and support to become proficient in academic areas. This usually takes from five to seven years. Recent research (Thomas & Collier, 1995) has shown that if a child has no prior schooling or has no support in native language development, it may take seven to ten years for ELLs to catch up to their peers.

Basic
Interpersonal
Communication
System
BICS
CALP
Cognitive
Academic
Language
Proficiency
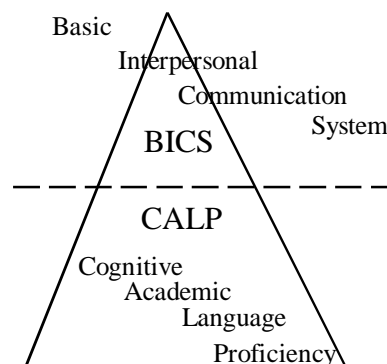
Academic language acquisition is not just the understanding of content area vocabulary. It includes skills such as comparing, classifying, synthesizing, evaluating, and inferring. Academic language tasks are context based. Information is read from a textbook or presented by the teacher. As a student gets older, the language becomes cognitively more demanding. New ideas, concepts and language are presented to the students at the same time. Jim Cummins differentiates between social and academic language acquisition. He also advances the theory that there is a common underlying proficiency (CUP) between two languages. Skills, ideas and concepts students learn in their first language will be transferred to the second languages.

These terms are commonly used in discussion of bilingual education and arise from the early work of Cummins (*Bilingual Education and Special Education: Issues in Assessment and Pedagogy,* 1984) in which he demonstrated his ideas about the two principal lines/directions of second language development in a simple matrix. BICS describes the development of conversational fluency (Basic Interpersonal Communicative Skills) in the second language, whereas CALP describes the use of language in decontextualized academic situations (Cognitive Academic Language Proficiency).

Cognitively
Undemanding
BICS

Example Face-to-face conversation

Example Telephone conversation

Context Embedded

Context Reduced

Example Demonstrations of experiments

Example writing a standardized test

CALP
Cognitively
Demanding

According to Baker (2006), "BICS is said to occur when there are contextual supports and props for language delivery.

Face-to-face 'context embedded' situations offer non-verbal support to secure understanding. Actions with eyes and hands, instant feedback, cues and clues support verbal language. CALP, on the other hand, is said to occur in 'context reduced' academic situations. Where higher order thinking skills (e.g. analysis, synthesis, evaluation) are required in the curriculum, language is `disembedded´ from a meaningful, supportive context. Where language is `disembedded´ the situation is often referred to as 'context reduced' (Baker, 2006, p. 174)

The horizontal axis of the BICS/CALP matrix represents a continuum from 'context-embedded' to 'context-reduced', ranging from the situation in which the learner uses external clues and information, such as facial gestures, real objects and pictorial representation to enable understanding, to the other extreme where the learner must rely on linguistic cues, and knowledge about language and text to understand meanings. The vertical axis relates to the degree of active cognitive involvement in a task, moving from tasks that are not very demanding to increasing cognitively challenging activities. So, an activity in the upper left corner (cognitively undemanding and context-embedded) such as face to face conversations might be appropriate for a beginner, but tasks in the lower right corner (more cognitively demanding and context-reduced) such as writing a standardized test, would be a task for advanced learners. Cummins' model has proved helpful in identifying and developing appropriate tasks for bilingual pupils. For example, in preparing tasks for a newly arrived second language learner, teachers might start with contextualized tasks and practical activities that are of low cognitive demand, such as naming items or a simple matching exercise. Learners, who are more proficient would require contextual support, but would need more cognitively demanding tasks. This approach to planning and assessing ELL learners was developed and reported by Cline and Frederickson (1996).

In conceptualizing bilingual proficiency this way, Cummins and other researchers suggest that it takes learners, on average, approximately two years to achieve a functional, social use of a second language but that it may take five to seven years or longer, for some bilingual learners to achieve a level of academic linguistic proficiency comparable to monolingual English speaking peers.

The commonly used acronym **BICS** describes social, conversational language used for oral communication. Also described as social language, this type of communication offers many cues to the listener and is context-embedded language. Usually it takes about two years for students from different linguistic backgrounds to comprehend context-embedded social language readily. English language learners can comprehend
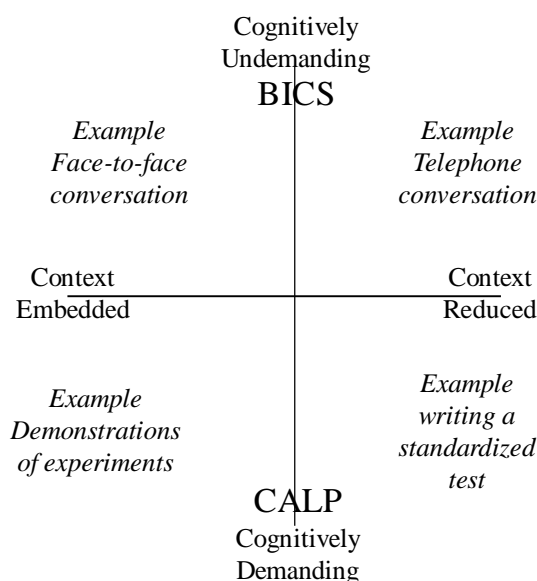
social language by:

- observing speakers' non-verbal behaviour (gestures, facial expressions and eye actions);

- observing others' reactions;

- using voice cues such as phrasing, intonations, and stress;

- observing pictures, concrete objects, and other contextual cues which are present; and

Asking for statements to be repeated, and/or clarified.

CALP is the context-reduced language of the academic classroom. It takes five to seven years for English language learners to become proficient in the language of the classroom because:

- non-verbal clues are absent;

- there is less face-to-face interaction;

- academic language is often abstract;

- literacy demands are high (narrative and expository text and textbooks are written beyond the language proficiency of the students); and

Cultural/linguistic knowledge is often needed for complete comprehension.

Cognitively
Undemanding
BICS

Example	*Example*
Face-to-face	*Telephone*
conversation	*conversation*

Context   Context
Embedded   Reduced

Example	*Example*
Demonstrations	*writing a*
of experiments	*standardized*
	test

CALP
Cognitively
Demanding

By using, a matrix with two axes (Context-Embedded language and Context-reduced language), we can see how certain task may be more or less demanding.

Context-Embedded Language: Language that is supported by contextual clues in the environment such as objects, props, manipulatives, pictures, graphs, charts and so forth helps the second language learner make meaning from the spoken or written world. Context-embedded language is also a result of students interacting with each other to get interpersonal clues to construct meaning. A "here and now" context is a necessary ingredient if the input is going to be comprehensible.

Context-Reduced Language: In decontextualized language there are few if any clues

present to support the spoken or written words to help make the language comprehensible. Context-reduced language is abstract and only the author usually knows the context. i.e., textbooks, a novel, a lecture, a CTBS test. Quadrant C and Quadrant D are context-reduced according to Jim Cummin's construct of proficiency.

1.5. English Language in the School Context: An Evolutionary Perspective

English dominated the curriculum in the British Raj. It was the medium of instruction from the lowest to the highest segments of education. This esteem status of English remained even after independence. Still it enjoys a prestigious position in the society. Even if English is a foreign language, it attains quite an impressive position in India. Many Indians feel that English is not so far a foreign language, a language of the British-they have made it very much of their own. Yet a segment of people has been voicing against English as the colonial language and the judicious use of it may restrict us from the hangover of the colonization period. Apart from this ideological stand, English invariably captures all Jhe functional domains such as education, technology, business, international affairs etc. and to attend these entire activities one should have a basic knowledge in English. This has certainly a great impact on the agencies of education for an effective teaching learning of English.

English reached India with the British. The establishment of East India Company and spreading business across the country sowed the seeds of English in India. There was an urgent need of the Indian people with knowledge in English in their business. Hence, there was a demand for the introduction of English in India. The first initiatives were taken by the Christian missionaries to introduce English. They had the policy to convert Indians to Christianity and in doing so, knowledge in English was regarded as a must. The English Christian missionaries came to India from 1813 and they built schools at primary level for Indians in which the language of instruction was local language. Later on, the missionaries built high schools with English as the language of instruction that obliged the Indians who wanted to study to have a good knowledge of English. The British rulers began building their universities in India from 1857. English became the first language in Indian education. The 'modern' leaders of that era in India also supported English language and claimed it to be the main key towards success. Indians who knew good English were seen as the new elite of India. Many new schools were established in which the language of instruction was English. According to the British laws the language of instruction at university level was English and therefore schools that emphasized

English were preferred by ambitious Indians. The East India Company launched English as the language to be used in the administrative purposes. By the 1830s, the Indian middle classes were becoming very demanding. They realized that English was the language required for a secure future in a government job, so why was English not taught in the secondary school? Private schools offering this service were already doing good business, particularly in Calcutta. The state was set for the first 'big moment' in the imperial history of English language teaching. Meanwhile some movements were started by Raja Ram Mohan Roy to introduce western scientific education through English. He wanted to replace traditional Sanskrit and Persian teaching. To take a decision on the issue, a committee was formed. Lord Macaulay was the chairperson of this committee. He advocated English as the medium of instruction in the place of Sanskrit and Persian.

Macaulay's *"Minutes"* (1835) was an epoch making document in the introduction of English language in India. He pleaded for a class of people who could serve as-

> *"...interpreters between us and the millions we govern; a class of persons, Indian in blood and colour, but English in taste, in opinions, in morals, and in intellect"* (cited in Krishnaswamy & Brude, 1998, p. 14).

Lord Bentinck, the Governor General of India, accepted his proposal for the establishment of English medium schools. These schools were set up only to meet the emerging administrative needs of the British Raj at that time. In those schools none other than the Englishmen used to teach English from the very first day of schooling and the textbooks of different subjects-science, geography et al. were printed and taught only in English. Because of that and as Macaulay argued, the printing of all Sanskrit and Arabic books was stopped and the prestigious Sanskrit college was closed.

Wood's Despatch that has been treated as the *Magna Carta* of English education in India recommended the number of schools and colleges to be increased in India where English should hold the predominant place. Medium of Instruction should be English for higher branches and Vernacular for lower level.

When India attained liberty, its position underwent a massive change. The whole administration of the language policy came into the hands of Indian authorities. The very question regarding the place of English in India became controversial. Some leaders argued that English should be uprooted from the country where as some others favoured the retention of English. In fact, for the first two or three years of independence, so much was said but nothing concrete could be decided in 1950, when the Indian constitution was framed. Hindi, the language spoken in four northern states in India,

was made the National language. Article 343(2) of the Indian Constitution specifically stated that English was to be employed for official purposes, both intra and internationally, until 26th January 1965. After that, Hindi was to replace it and become the sole official language. In a speech delivered on the 7th day of August 1959, India's first Prime Minister, Pt. Jawaharlal Nehru declared:

> *"...for an indefinite period- I do not know how long- I would have English as an associate, additional language which can be used, not because of facilities and all that, but because I do not wish people of non-Hindi areas to feel that certain doors of advance are closed to them...So, I would have it as an alternative language as long as people require it"* (cited in Krishnaswamy & Sriraman, 1994, p. 58).

However, when a strong Hindi sentiment occurred in the form of riots in different parts of the country in 1963, Parliament passed the Official Language Act to conciliate the non-Hindi states. The act specified that the use of English language remained continued from the appointed day in addition to Hindi for all the official purposes. As a result, English happens to be the Associate Official Language even today. Three states in the North-East- Meghalaya, Nagaland and Mizoram- have given English the status of the sole official State language. Today, there are more teachers, students and Indian English writers than when British left the country. India ranks third in the world after the USA and UK in proportion to numbers of English speakers. Since achieving Independence, schools that provide free education to all children have been running by the State Governments where the medium of instruction is the local state language and English holds the status of a second or third language.

The Indian Government has taken initiatives repeatedly for the betterment of English language education. The Central Advisory Board of Education (CABE) made the first proposal in 1956. The board recommended the study of English as a compulsory language both at the secondary and university stages. It also suggested that English should be introduced in class V and the standard of English be determined by the states individually. Thereafter, the Kothari Commission or the Indian Education Commission (1964-66) advocated the three-language formula in the following way:

I. The regional language or the mother tongue of the individual child

II. The official language of the Union or the associate official language so long as it exists and

III. A modern Indian or European language not covered under (i) and (ii) and other than that used as the medium of instruction.

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According to the commission, a working knowledge of English will be treated as an asset even though mother tongue or regional language is the medium of instruction. The National Curriculum Framework followed the track of the Indian Education Commission in successive recommendations i.e., 1975, 1986, 2000 and 2005. The entire educationists even today boast for the retention of the three-language formula as the most effective language policy for India. NCFTE (2009) also asserts the context specific use of language in teaching and learning activity.

The Kothari Commission recommended particular units for teaching English language skills instead of focusing more on literature. Here, the shift occurs from grammar translation method to Direct Method. Various English Language Teaching Institutes (ELTIs) and Regional Institute of English (RIEs) were built in different locations of India for providing guidance, models and training to English language teachers. In the 1950s and 60s authorities wanted the help of professionals from London, including British Council, for preparing structural syllabus. Madras English Language Teaching (MELT) invited experts from London School. In addition, an English Language Teaching Institute (ELTI) was established in Allahabad in 1954 with the assistance of British Council. All India Seminar on the Teaching of English in Nagpur in (1957) recommended a revision of the syllabus at schools on a national level and established structural approach as the basis for the new syllabus. Central Institute of English and Foreign Languages (CIEFL) was set up in Hyderabad in 1958. Study groups selected by the Ministry of Education submitted reports in 1967 and 1971 on the 'Study of English in India'. A large number of English medium schools were set up with the prior initiation of the private sector. The Acharya Rammurti commission in 1986 suggested that more emphasis should be given to the hours of study and the level of attainment of the language than the years of study in a school or college. It also suggested that various government educational institutes should jointly design methods for making uniformity in the acquisition of language competency at school level. Curriculum Development Centre (CDC), set up by the University Grants Commission (UGC) in 1989 focussed on the proposed curriculum and suggested shifting of its emphasis from teaching to learning and it should be designed according to the needs and aspirations of the learners. CDC suggested postgraduate courses in British Literature, American Literature, Comparative Literature, Creative Writing in English, Modern English language, English Language Teaching, etc. Several Indian universities have started many of these courses with greater effectiveness to be at par with the large-scale demand for English knowing society.

However, English language remained confined on the upward curve in the country. It has only begun the backbone of higher education. Though English entered to the

landscape centuries before, it cannot enter into the mindscape of average Indians even today. The continued status of English as the guarantee of upward mobility within a still rigidly stratified society, there has grown to be a segment of the English- knowing middle class which holds the view that English has been 'naturalized' in this country, and hence ought properly to be seen as one of the Indian languages. On the face of it, this must seem too obviously true; about two to three percent of Indians do know some English – the problem resides in the refusal or the unwillingness of such opinion to recognize the collusion between English and various system of dominance, both in relation to the Indian political economy and to culture. Now the aim of English studies in India does not remain merely to develop aesthetic sense and the creative and critical faculty of the students. In this globalized world English has no longer remained a colonial language but a language that various countries and people are using for communicative and commercial purposes. It is now no longer a colonial language of oppression meant to subjugate people but has become a medium of transporting knowledge between countries and people. Therefore, need to review the impact of power on English as second language in India has been felt with immediacy. States, like India and Bihar, which banished English from Primary Education, have reintroduced it. English had been with us for more than two centuries and will dominate once again in the recent future. Today the relevance of English is much more than the colonial India. Circumstances lead to say that English has certainly a great future in India. People use English not due to linguistic barrier only but prefer to express themselves in English. The youngsters favour English most due to their career advancement. Sometimes, it has been treated as a symbol of status due to its predominating role in the world.

1.6. Current Trends in Modern English Literature in Indian Context

Indian English literature commenced as a necessary outcome of the introduction of English education in India under the British colonial rule. In the recent years, it has fascinated widespread interest, both in India and abroad. It is now documented that Indian English literature is not only part of the Commonwealth Literature but has also acquired great significance in the World Literature. Literature is a powerful medium in the hands of creative writers to modulate and modify or change the societal framework. It cannot be created in a vacuum, and has invariably the basis of socio-cultural, political conditions. It might be seen as an individual's perspective on the social, historical, political, economic and cultural patterns of the times. Creative writers have always

used literature as a medium to fight against the well established, conventional social norms and traditions, hypocritical reactions, outmoded customs, and so on. Now days a number of Indian writers in English have contributed substantially to the Modern English Literature. Credit goes to Raja Ram Mohan Roy who heralded the Indian Renaissance and Lord Macaulay who initiated English language education in India. Today, it has won for itself international acclaim and distinction. It was sustained to open up fresh avenues of thought and culture, art and literature, science and technology. The introduction of English education and the knowledge of English literature and science through the medium of English language offered a fresh avenue for the growth and expansion of English in India. The expansion of English created a conducive environment for the growth and development of the Indian narrative not only in English, but also in the various Indian languages as well. It directly marks an enriched heritage of different genres of literature-drama, poetry and fiction.

The growth of English writing sinee Independence has taken a new direction. The Indian English writers perceived India at a post-colonial view. The new ideas nourished but most of the focus was shifted towards the problems like- social, economic, religious, political and familial as bases; which were also enveloped with the feel of National Movement that drew attention of the creative writers. The partition, the communal riots after partition, the problems of casteism, subjugation of women and the poverty of illiterate masses became the flavour of the day. The outcry is enormous and many up-surging writers have enhanced the view of the Literature with passage of time. This paper will help analyze and understand the development of English writing over the decades beginning from the Post- Independence period till date. It also compares the veterans of writing who posed the realism of fifties in their writing, with the upcoming writers of present who elaborate on the ideas of the past with their modern perspective. It also diverts the readers' attention towards the changing patterns of using language.

India had turned Independent in the wake of the middle of a struggling 1947 and this very sudden and gushing change of governmental and administrative policies was sure to create its ill impacts upon the newly renamed 'Indian citizens'. The Partition of India, the consequent' frozen period' of Indian economy made itself very much perceivable in Indian literatures - a country which was almost thrust into native- native and almost- alien systems after solid 200 years of colonial ruling. This called for reasons enough for genres in Indian literature to become apparent by themselves, a nation plunged into the era of post-colonialism sickness to end, with only sporadic writers and authors taking upon their shoulders the task to be conscious of social norms. Postcolonial Indian literature also gave birth to the Indian diaspora, with clusters failing to identify themselves

with the native mode of administration, migrating to the land of once 'white' masters, looking down upon Indians as 'slaves'. Genres of unnaturalness and unimaginable wonders began to crop up every other day in literature from India, with the now emerging tribal literary communities voicing their outcry of protests of helplessness and angst. The postcolonial generation always has perhaps suffered in a void of dichotomy, with two of the most extremities pulling at each other hard for want of importance and lack of it. And this perhaps is most visible in the rather dark genres in Indian literature, with English predominating above every other regional language. Indian English literature has best brought out the pathos and ethos of quintessential Indian literature that was begun during the once-gone Vedic Period. And this very genre of post-colonial genre in Indian English or regional literature, had also given birth to a overwhelming reaction of modernism in Indian literature. Modernism however is not confined to a constricted sense of being omnipresent in the 20th or 21 st centuries only. It also does not define that Indian literature with its touch of modernism is only narrowed down to English authors only. Indian literature of ancient times was also very much adhered and akin to being modernistic in their approach, with Tagore being referred to a man 'much ahead of his times'.

The colonial period, which was at first dealt with much subtlety and humour in the literal sense, did take on many momentous and grave proportions due to the British Raj and its cruel domination. In fact, European arrival on Indian soil was one such aspect, whieh had begun already during the times of Mughal Emperor Jehangir. Yet, British domination, beginning with the East India Company perhaps had surpassed every other literary influence on Indian literature. with 200 years of ruthless reigning. Be it the Company or the later British Empire under the Crown annexation, Indian literature never did remain the same again. Indian regions were turned into provinces and the leading port cities, into Presidency administration. Each of the administrational system was overhauled, which began to gradually make a profound impact upon the mass and the class alike. The cultural ethos, the cultural distinctiveness that India owned, was completely shattered owing to English power and ascendancy. This no doubt was to make its shielding as well as protesting a mark in regional Indian literature, which again was a societal duty for any author. Cultural influencc on Indian literature was mostly viewed in the limelight, with writers attempting to at times make headway for nationalists, or, the others, supporting the beneficial cause of the rare to- find kind-hearted Englishman. Whatever was the case, Indian literature was tremendously influenced from its every single angle of advancement. Yet another path breaking aspect was the arrival and permeation of English language was a major means of communication for the class first, and later, the mass. Those kind-hearted Englishmen, who had taken

the task upon them to bring natives to justice, had planned to create special position in native heart, by spreading English language and literature into every Indian soul. As such, one of the main influencing factors on Indian literature was the English language. English language thoroughly had influenced the Indian literature. Colonial influence in Indian literature was so much an aspect of everyday basis, that after some time, neither the ruler nor the ruled were very much taken in by it. If India was made a colony under British Empire, it was very much obvious that colonialism would make its everlasting influence upon any kind of literary work from Indian nationals, be it in English, or be it in the regional languages. However, a distinct thin line still remained between these 'ruler-ruled' relationship, in terms of communication, with the latter forever trying effectively to root out the former. And this very element very much became a reality in 1947, with India gaining Independence after 200 years of merciless suppression! The sudden darkness and lack of light that was felt with the Partition of India, intensely had impacted upon any quintessential Indian, mirrored very much in the then- framed 'Indian Diaspora' and its cluster or writers and authors. Post-colonial influence on Indian literature is that very sphere, which can still be viewed in the Indian English literature, not forgetting the sporadic regional literatures or 21 st century. The abstract anxiety or helplessness, the angry young man restlessness, or the masked features of any Independent Indian human mind is still perfectly intact in the core of Indian literature, which however has taken towards fresh directions under the gradually arriving globalisation and its influence onto Indian literature.

Contemporary Indian Literature that is only one and a half centuries old is marked by amazing variables in both the litterateurs and the regions through which it was produced. Before delving deeply into the exceedingly diversified genre of contemporary Indian literature, it is of tremendous importance to comprehend the fraternal terms of 'modern', 'modernity' and 'modernisation' in the Indian context. These three terms in the modern context are quite significant and highly condensed terms for historical experiences. Keeping in mind the chronological pattern, the twentieth century is considered to be more modern than the nineteenth century, but that does not exclude the 19th century from contemporary literature in India genre. The criterion involved here is not qualitative, but rather simplistic. Furthermore, anything which is fashionable today is considered modern whether it is desirable or not. However, the more significant aspect of modernity is a value-based approach. Particular attitudes and ideas are conceived more progressive and hence it is natural to condition them as modern as opposed to what existed before. The chronological sense is in a way implicit in this concept. The Indian context of contemporary literature bears an essential relation with the social and political history of the country during the mid-19th century, which indeed had marked a breakthrough.

English education had gradually disseminated in India during the first half of the 19th century, but its effect is seen manifestly in Indian literary creation only in the second half of the century. A new approach towards literature had emerged in the major languages. There indeed had existed an unambiguous novelty in form and content, mostly in both literatures, as form and content are always cohesively bound together.

The distinct Indian flavour was back in the English language and thus the works of the modern Indian writers reflected the Indianised English. Be it Salman Rushdic, Shahshi Tharoor or AmitavGhosh the deconstruction of the British of English was quite evident. The regional languages were freely used in the prose forms; thus once again breaking, restructuring and adding a new twist and dimension to the traditional narrative patterns .. Hindi, Gujarati, Bengali, Telugu, Tamil, Kannada, Marathi writers adhered to the 'modern' and 'post modern' idiom of writing. For instance, Mulk Raj Anand's work is replete with Hindi and Punjabi words like *'haanaai'*, *'saalamhuzoorii'*, *'shabashshabash'* **(Coolie)**. Most path breaking is Arundhati Roy's use of untranslatedmalyalam words in day to day conversations in her **The God of Small Things** like 'chacko sir vannu, 'she is very beautiful sundarikutty, *'oower, orkunniley, kushambi*. As far as poetry was concerned, it did not necessarily rhyme. Rather rhyme was done away with consciously to bring forth the discordance in the life of modern man. Both Indian English and regional poems deliberately distanced themselves from rhythm.

Post independence, India was faced with a number of crises including social, political and economic. The society was in a continuous state of flux. This time the writers were no more eulogising their nation. Rather they were bringing to the forefront the reality through their works. Both verse and prose were time and again emphasising on the dominant crises. In order to establish a new narrative, to break away from the colonial mind set, contemporary Indian writers adapted new narrative patterns to put through their notions.

Making a move from the 18th or 19th century, that had indeed sowed the budding phase of then referred contemporary Indian literature, writers belonging to contemporary india are additionally very conscious about their own culture and traditions. Hence can be witnessed a massive body of vernacular language and literature flourishing in it. While some of the authors pen in English, most of them continue to write in their colloquial languages. The philosophy and thought behind their works exhibit influences of western thoughts and principles. It is quite laudable that these authors have been successful enough to maintain the unique flavour of their region in their works and tinge it further with a modern dimension The literary genre of the contemporary Indian literature are

manifold. Present Indian readers have novels, plays, short stories, literary criticism, science fiction and poetry to choose from. Besides the Indian English Literature, the regional literature o the subcontinent reflected significant changes as well. for instance, in Marathi literature changes were creeping in after 1800 which was the period of intellectual fervour and reformist didactism. Many English books were translated in Marathi. Ram Ganesh Gadkari and PrahladKeshav are also shared the stage with stalwarts like, Mohan Agashe, SriramLagoo, KashinathGhanekar, PrabhakarPanshikar started playing many immortal characters written by geniuses like VasantKanetkar, Kusumagraj, Vijay Tendulkar. This movement in drama was suitably supported by Marathi films which did not become a roaring success. There were pioneers like V.Shantaram and DadasahebPhalkeand Marathi cinema had a tremendous impact on contemporary film industry. Modern Marathi poetry commenced with the works or JyotibhaPhule but the later poets like Keshuta13alakavi, Ravi KiranMandal wrote poetry inspired by romantic and Victorian English tradition. But the major paradigmatic shift occurred in the mid forties with the poetry of Mardhekar and in the nineties in the hands or Abhidhanantar and Shabadavedh. The Little Magazine movement which became powerful in the fifties because of radical and path breaking writings gained momentum in the nineties too in the hands of Manya Joshi, HemantDivate and SachinKetkar. Similar developments were also witnessed in the South Indian literary circles. In the 19th century the south Indian literature was inspired by European genres but in the end of the century things started to change with the help of modern writers like VVS Aiyar and SubhramaniaBharati who started developing new forms. Modern south Indian literature boasts of great stalwarts who have left their imprint on the mind of numerous readers the world around.

Contemporary writers like Jhaver Chand Meghani, DharamvirBharati, Mulk Raj Anand, Arundhati Roy, Vikram Seth, JhumpaLahiri and AmitavGhosh have won international awards and put India firmly on the world's literary map. The two most famous names are the Mumbai born Salman Rushdie who received a booker price for his Midnight's Children and the Keralan author Arundhati Roy who also bagged a booker for her God of Small Things. Other important writers are ShashiDeshpandewhose A Matter Of Time revolves around the problems in the middle class household when the husband leaves; RohintonMistry's Family Matters and Fine Balance where he deals with Indian society keeping Mumbai as the background. R.K. Narayan is another renowned south Indian writer who scaled great heights with his works revolving around the south Indian small towns of Malgudi. His chief works are Swami and his Friends, The Financial Expert, The Guide, Waiting for the Mahatma and Malgudi Days. Kamala Markandaya sNector in a Sieve describes the heart wrenching struggle of a south Indian woman against the ravages of time and the destructive forces of nature.

Kaka Saheb Kalelkar is another celebrated writer in pre-independent India. His philosophical writings demonstrate his vast erudition, his commentary on the Bhagavad Gila, his essays on culture, his travelogues, his translation of Gitanjali had won him applauding appreciation from all quarters. The other eminent personalities that contributed to the literature world redefining contemporary Indian literature during this period comprise: VempalliGangadhar, K.K.Munshi, Joy Somnath, Khushwant Singh and many others. Indian contemporary literature is colossal in its scope and encompasses literature of various genres and styles. Contemporary literature in India is influenced considerably in content by the western philosophy and thought. However it knows how exactly to maintain its unique Indian flavour and assorted richness. In the arena of international literature, contemporary Indian literature occupies a position of pride for its sumptuous affluence and originality. Literature of India still bears some of its ingrained colonial impact and present-day writers often base their works in the colonial backdrop. However, this is not something heavily peculiar for a nation under colonial rule for such an extensive period of time. Contemporary Indian writers have taken to writing in English but repeatedly their themes are based upon an Indian backdrop and household.

1.7. Teaching as Second Language in Indian Context:

First language (L1) generally refers to the mother tongue. A child automatically acquires the first language in the process of growing up. It is as natural as mother's breast. It is a habitual action. A child feels comfortable in using his/her mother tongue.

A second language (L2) is a language that is different from the vernacular and is learnt for its practical use in different contexts. English enjoys the position of the second language in colonial countries such as India, Bangladesh, Pakistan etc. English is used as the medium of instruction in schools, colleges and universities. Apart from that, English is widely used in the administrative purposes of our country.

A third language (L3) is any other language, obviously different from the mother tongue, which is learnt for a specific period of time in schooling but not used as the medium of instruction in schools, colleges or universities.

The treatment of English as an associate official language of India for an indefinite period resulted in the three-language formula came into effect. The Central Advisory Board of Education (1956) first suggested it and was accepted by the assembly of the Chief Ministers of different states in 1961. Indian Education Commission (1964) recommended studying English either as a second language (L2) or as a third language (L3). The regional language or the first language (L1) is to be taught from class I to

class X. The second language and the third language are to be introduced in class V and class VIII respectively as suggested by the commission. In Hindi speaking areas, the third language should be a modern Indian language other than Hindi. The mother tongue or the regional language should be the medium of instruction at all levels of Education.

All the states including West Bengal have accepted the three-language formula with necessary modification to meet local requirements. However, there is a feeling that the Hindi speaking states are not seriously implementing the recommendation relating to the third language in their regions and because of that, the formula seems to be applicable in non-Hindi speaking states only. At the same time, it is also realized that our student will have to learn all the three languages for different purposes to be served by each of them. The expected level of achievement in three languages will however depend on whether the language is learnt as L1, L2 or L3. Different states follow multifarious discretion of introducing English from either class I or class II or class V and whether to treat English as second language or third language. In India, Bengali is the regional language and hence it attains the status of first language where as English and Hindi hold the second and third positions accordingly. There had been a long debate on the position of introducing English, but finally the matter is resolved and it is now introduced from class I in all the govt. or govt. aided schools. If we analyze the history of English language education in West Bengal, we can visualise many experimentation since 1950:

I.   In the year 1950, English was eliminated from primary section.

II. In the year 1964, English was reintroduced from class III and sustained to be taught as second language since 1983.

III. In the year 1984, English was again eliminated from Primary section and introduced from class VI instead of class III.

IV. In the year 1992, Ashok Mitra Commission recommended launching English from Primary level but our state government paid no heed to this proposal.

V.   After that, Pabitra Sarkar Committee also suggested to commence English from Primary stage. In the year 1999, this language was launched from class II in West Bengal.

VI. Finally, in the year 2004, English was introduced from class I and there is no change henceforward.

Though English is a foreign language, it occupies a unique position in our country. The study of English started long ago and dominated the curriculum in the British regime. It played the role in the national integration and in the field of knowledge. Before

Independence, English medium schools were set up according to Macaulay's suggestion and at the discretion of Lord William Bentinck. Then English was the-

- Queen of languages
- Medium of instruction at different levels

After Independence English was-

- The associate official language
- One of the languages in the three-language formula

Mahatma Gandhi and Pt. Jawaharlal Nehru were in favour of retaining English. the study of English should be introduced as soon as the child has acquired mastery over his mother tongue. It was agreed on all hands that the mother tongue is the best medium of instruction and the Indian Education Commission recommended that no student should be awarded a university degree unless he/she has achieved some proficiency in English. Therefore, English should not be the medium of instruction at school level. It should be the medium of instruction only at higher levels of study where the learners' progress is not hampered because of the medium of instruction. We should keep English as medium of instruction for the time being because it is not an easy task to find equivalents of English especially in the fields of science, technology, medicine etc.

Education being the responsibility of states in India, educationists belonging to different states decides things in their own way. That is why English is introduced differently in different states of India. An impartial scrutiny of the result of the modern researches in the field of foreign language learning leads some to the conclusion that the teaching of both Hindi and English should begin from the early days of schooling because by that time a child has acquired proficiency in his mother tongue. In India, English is the medium of instruction at higher levels and a compulsory language in the secondary schools. The study of English is included in the curriculum to keep abreast with world knowledge in science and technology and to make our own contribution to literature. Hence, English should be taught more as a 'language of comprehension' than as 'literature language'. Stress is on developing the four skills at the primary stage; at the secondary stage the ability to handle basic sentences and phrase patterns in speech, reading and writing. Strong emphasis is on the mastery of essential grammatical and lexical items for communication function.

There is the essence of a cohesive curricular policy based on the guiding principles for language teaching which allows for a variety of implementations suitable to local needs and resources and which provide illustrative models for use. English does not stand-

alone. It needs to find its place along with other Indian languages and in relation to other subjects. There should be the provision for English across the curriculum. Facilitating English is not the sole responsibility of the English teacher. The entire activities of the school whether it is curricular or co-curricular, should have provision for fostering English.

Analysis of the objectives of teaching English at Secondary Level

The objectives of teaching English at the Secondary level are to developing in the pupils the following skills and knowledge:

I. To comprehend English with ease when spoken at normal conversational speed.

II. To speak English correctly and fluently

III. To read English with comprehension and at reasonable speed so as to use it as library language

IV. To write neatly and correctly at reasonable speed

V. To acquire knowledge of the elements of English for practical command of the language

VI. To enjoy literary pieces in English

VII. To translate common English words, phrases and sentences into their mother tongue or vice-versa

VIII. To develop interest in extensive reading.

The other important aspects that have a bearing on defining the objectives of a language course are- the situations in life where the students will have to use their language skills and the course content, i.e., lexical items, sentence patterns etc. that the students will learn at different stages of the course. In other words, we must define the framework of life-situations and language content within which the language skills are to operate. Such a framework would tell us where exactly we expect our students to use English and what amount of language material should be supplied to them for the purpose.

Aims and objectives of teaching English:

❖ Aims of Teaching English:

The aims of education are not achieved through the study of a subject or two. Education is a life-long process and it includes the entire spectrum of subjects taught in an educational institution. The study of all the subjects contributes to the achievement of

aims of education and therefore in any scheme of teaching a subject, its aims and objectives are of most important. The teacher must know the aims of teaching a particular subject and should thrive to do full fairness to it. The teacher who does not know the aims of teaching his subject does not know what he is doing and cannot realize why he is doing the same. Hence, the knowledge of the aims of teaching a subject is of supreme importance for the teacher. He must know what he is trying to accomplish, decide whether the procedure that he follows in the classroom are proper or not. The aim should be decided at the time of beginning a lesson.

We may divide the aims of teaching English into two:

    a.   General aims

    b.   Particular/Specific aims

The general aims are long-term aims of English teaching. They are at par with the aims of education. Therefore, these are meant to be achieved during the schooling period of the pupils. On the other hand, particular or specific aims are the 'objectives', which the teacher aims to achieve in his day to day teaching.

a.   General aims:

The study of a language has four aspects, viz., the Semantic aspect, the Phonetic aspect, the Graphic Aspect and the Phonetic-cum-graphic aspect.

The Semantic aspect means the comprehension of the meaning, the meanings of the words and their relationship used in a sentence. The Phonetic aspect is the sound aspect and indulges with the spelling and articulation of words. The third, the Graphic aspect, is the writing aspect and deals with the written form of a language. The Phonetic-cum-graphic aspect means the reading aspect. To these four aspects, some add two more- the literary aspect that leads to the ornamentation of a language and the linguistic aspect that means the working knowledge of language. All these aspects of language work in co-ordination with each other and none of these can work in isolation. Hence, there are four general aims:

    I.   To enable the pupils to hear and understand spoken English

    II.   To help them acquire proficiency in speaking English

    III.   To enable them to understand what they speak in English

    IV.   To enable them to write English

At the school or higher secondary stage where English is to be taught as a second

language, we should be contended with its linguistic aims. Our chief concern should not be about the technical hitches of pronunciation, expansion of vocabulary, grammar and structure, but with language abilities.

b.   Specific/Particular Aims:

Along with the general aims of teaching English, the teacher should have define, clear-cut aims for each lesson. In other words, these are short-term aims. They are clear, precise pointed and expressive in terms of achievement. The specific aims will vary according to his teaching orientation. It is very necessary for a teacher to specify his objectives of teaching. This helps him to know exactly what he is to do during a particular lesson. The teacher should declare his specific aim to his pupils so that they may know in advance what they are going to learn in that period. This will fix their mind on that specific aim and their energies will not be scattered. With a clear-cut aim both the teacher and the pupils stand on a firm road along which they can walk hand in hand with confidence.

❖   **Objectives of teaching English:**

Objectives mean the desired changes in the pupils' behaviour at the end of any particular activity. The objectives are the steps that gradually lead towards the general aims of teaching the subject. The objectives of teaching English as a whole are the followings:

I.   Motivating students for studying more literature in English language

II.   Encouraging students for composing poems and writing essay

III.   Developing the ability for grasping the theme of a poem or a passage in English

IV.   Encouraging the students for writing the meaning or theme of a poem or a passage in their own words

V.   Developing the ability of appreciation of ideas

VI.   Developing the creativity of the students related to verbal ability and reasoning or fluency of English language

VII.   Encouraging the ability of understanding of other school subjects

VIII.   Developing the mastery of English language for expressing his ideas, feelings and experiences

IX.   Stimulating the ability of evaluation and analysis of language components

X. Incorporating the values, moral and character of the students

To attain all these objectives is not an easy task. Hindrances are many, but an efficient teacher should keep in mind that these cannot be achieved overnight but have to keep patience and need to provide constant efforts both manually and by the aid of modern technology.

1.8. Let Us Sum Up

Principles of Language Teaching

Learning a second language is more than learning a mere description of it. It is to develop the ability to use the language on habit level. This is true not only of second language learning but also of first language learning. Essentially, all language learning involves the processes of listening, speaking, reading and writing. These processes absorb both linguistic and psychological aspects. This leads us to the fact that all language learning is based on certain well-defined principles derived from linguistic science as well as psychological science.

Language Proficiency

Jim Cummins differentiated between social and academic language acquisition. He also advances the theory that there is a common underlying proficiency (CUP) between two languages. Skills, ideas and concepts students learn in their first language will be transferred to the second language.

English Language in the School Context

English dominated the curriculum in the British Raj. It was the medium of instruction from the lowest to the highest segments of education. This esteem status of English remained even after independence. Still it enjoys a prestigious position in the society. Even if English is a foreign language, it attains quite an impressive position in India. Many Indians feel that English is not so far a foreign language, a language of the British- they have made it very much of their own. Yet a segment of people has been voicing against English as the colonial language and the judicious use of it may restrict us from the hangover of the colonization period. Apart from this ideological stand, English invariably captures all the functional domains such as education, technology, business, international affairs et al. and to attend these entire activities one should have a basic knowledge in English. This has certainly a great impact on the agencies of education for an effective teaching learning of English.

Current Trends in Modern English Literature in Indian Context

The growth of English writing since Independence has taken a new direction. The Indian English writers perceived India at a post-colonial view. The new ideas flourished but most of the focus was shifted towards the problems like- social, economic, religious, political and familial as bases; which were also enveloped with the feel of National Movement that drew attention of the creative writers. The partition, the communal riots after partition, the problems of casteism, subjugation of women and the poverty of illiterate masses became the flavour of the day. The outcry is enormous and many up-surging writers have enhanced the view of the Literature with passage of time. This paper will help analyze and understand the development of English writing over the decades beginning from the Post- Independence period till date. It also compares the veterans of writing who posed the realism of fifties in their writing, with the upcoming writers of present who elaborate on the ideas of the past with their modern perspective. It also diverts the readers' attention towards the changing patterns of using language.

Teaching as Second Language in Indian Context

The position and status of English in India, the global acceptance of English, modernization, liberalization all these imply that the teaching of English should be consolidated in India. There is an urgent need to compete with the development of the whole planet and not restricted to India only. Hence, the chief aim of teaching language should be to develop the language skills because English is no longer regarded as a knowledge subject but as a skill subject. There is the essence of a cohesive curricular policy based on the guiding principles for language teaching which allows for a variety of implementations suitable to local needs and resources and which provide illustrative models for use. English does not stand-alone. It needs to find its place along with other Indian languages and in relation to other subjects. There should be the provision for English across the curriculum. Facilitating English is not the sole responsibility of the English teacher. The entire activities of the school whether it is curricular or co-curricular, should have provision for fostering English.

1.9. Unit-End Exercises

1. What are the different principles of language teaching?
2. Do you find any difference between BICS and CALP?
3. Discuss the evolution of English language education in the school context.

4. Show your acquaintance with the current trends in English literature in Indian context.

5. Explain the role of teaching English as Second language in India.

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Unit - 2 ❏ Instructional Planning

2.1 Introduction

In the arena of teaching, instruction is a new word. It is used to mean systematic delivery of lessons with maximum classroom interaction so as to yield maximum output. Precisely speaking, instruction is an endeavour to make teaching scientific. It is an improved version of teaching where the teaching learning process is controlled and regulated by the maxims of teaching. In instruction, every classroom activity is pre-planned, well-ordered and target specific. Therefore, the word 'instruction' is replacing the word 'teaching' in education.

Instructional planning is an attempt to plan the transaction that would take place in a given classroom in the most objective and specific way. Instructional plans are formulated more concretely in order to achieve the aims stipulated in the curriculum. They show 'when' and 'what kind of activities' children need to engage in with the aim of promoting their development. Instructional plans should be formulated so that children can have learning experiences appropriate for their age or stage of development.

Teachers formulate instruction plans by setting objectives so that the curriculum is put into practice, creating an environment that enables children to achieve the objectives and curriculum content and making sure that teachers' support leads the activities in a favourable direction.

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2.2 Objectives

After going through the unit:

- You will develop a comprehensive idea of the aims and objectives of the teaching unit
- You can understand the need and importance of instructional planning in English
- You can develop knowledge about the way unit planning and lesson planning is done
- You can comprehend the difference between planning of lessons and units for normal and children with special needs.

2.3 Aims and Objectives of Teaching English at Different Stages of Schooling

2.3.1 Aims of Teaching English

The teacher must know the aims of teaching a particular subject. The teacher who does not know the aims of teaching his/her subject can never do justice to his/her profession.Hence the knowledge of the aims of teaching a subject is of paramount importance. In teaching of English" P. Gurrey writes, "It is highly desirable to know exactly what one is hoping to achieve. If this can be clearly seen, then the best way of getting to work usually becomes evident. We ought, therefore, to consider carefully what we are trying to do when we are teaching".

English is a foreign language for Indian students. In most of the states it is accepted as a second languagebecause of its market value and its use as an official link language in a muttilin-gual country likeIndia. English helps the states in official communication with the centre. It was declared as the official Associate Language after Independence. It is a world language and a library language. The principle of three-language formula recommended by the Kothari Commission (1964-66) emphasized the practice of English in Indian schools and colleges. Now it has been adopted by the states and union territories of India. But the performance of our students in English is below satisfaction. There are many hurdles in our way. Many teachers teaching in schools do not know the objectives of teaching the subject. It is, therefore, essential to improve the awareness level of students and teachers about the objectives we are to achieve. The aims and objectives usually are decided upon at the beginning of preparing a lesson.

The goal of teaching English in India is to help students to acquire a working knowledge of English. In other words, it means that students should be able to understand and speak English, read and write English.The knowledge ofthe aims of teaching of English will help the teacher to teach effectively.

Aims of teaching English can be perceived in two domains. Language development and Literary development.

1] Linguistic Aim :

There are four skills of language-Listening, Speaking, Reading and Writing (L.S.R.W.)and four aspects of language-semantics, phonetics, graphics, phonic cum graphic. The semantics is related to understanding of language(Listening), the phonetic skill deals with sound, spelling and pronunciation(Speaking),the graphic skill is about writing (Writing Skills) while the phonetic cum graphic deals reading of printed materials (Reading Skill). Every language including English is to be taught based on these four criteria. One's command over a language is to be assessed by the mastery of these four skills. However, for better understanding, things are explained graphically below :

Command over Language

Passive
[understanding and reading]

Active
[speaking and writing]

Receptive Skills

Productive/Creative Skills
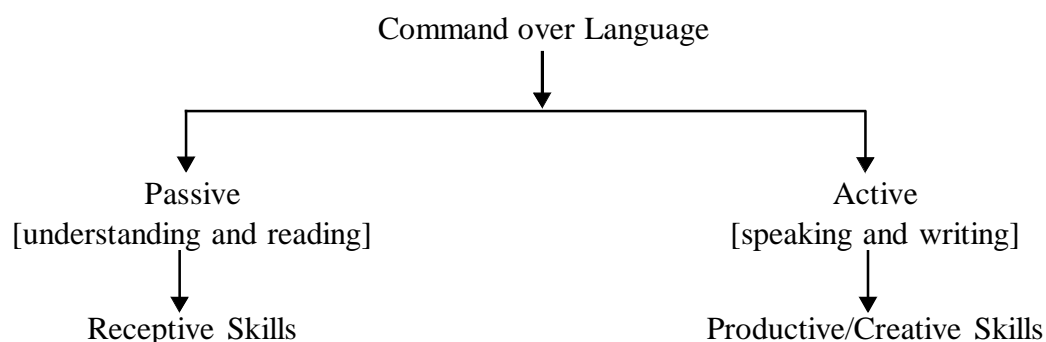
The linguistic mastery of a language (here, English) depends upon the following elements and the way they are used. These are:

- grammar

- sociolinguistics

- tools for interpretation and analysis of language and text

- knowledge of texts

- text forms/ genres

- text linguistics

- composition

- media and communication with texts

2] Literary aim-

Literature in a language classroom provides enough space for the learners tocomment, justify and mirror themselves. Three main reasons for the teaching of literature have been consistently advanced. Each embraces a particular set of learning objectives for the student. These are:

- The cultural aspect

- The language aspect

- The personal growth aspect

The Cultural Aspect

Teachers working with a literery aim stress the value of literature in encapsulating the accumulated wisdom, the best that has been thought and felt within a culture. Through literature students get to know the background not only of the particular novel or prose or poetry but also, they learn about history, society, and politics of the country. By experiencing this, they open themselves to understanding and appreciating ideologies, mentalities, traditions, feeling, and artistic form of the heritage the literature of such cultures endows.

The Language Aspect

One of the main reasons for a teacher's emphasis upon the linguistic aspects while teaching literature is to give students knowledge with some sense of the subtler and varied creative uses of language. A main purpose of language-centered literature teaching is to help students find ways into a text in a methodical way in order to probe into the deeper layers of meaning by noting the nature of the use of language in the text.

The Personal Growth Aspect

Teachers tend to facilitate the personal growth of the students. Their main goal is to help students achieve an engagement with the reading of literary texts. Helping students to read literature more effectively is helping them to grow and mature as individuals as well as their relationships with the people around them. To encourage personal growth the teacher has to select texts to which students can respond and with which they can use their ideas and imagination creatively.

However, the Specific objectives of teaching English may be summarized in the following manner:

1) To enable to listen to English with proper understanding

2) To enable to speak English correctly.

3) To enable the students to read English correctly and comprehend and interpret the text.

4) To enable the students to write English correctly and meaningfully, for example writing letters, applications, description and accounts of day to day events.

5) To enable the students to acquire knowledge of the elements of English language.

6) To enable the students to develop interest for English.

7) To increase students' ability to use planning, drafting and editing to improve their work.

8) To enable the students to express themselves creatively and imaginatively in the target language, i.e., English.

9) To enable the students to become enthusiastic and reflective readers through contact with challenging texts.

2.3.2 Objectives of Teaching English at Different Stages of Schooling

Aims are those targets which are to be achieved in the long run. It may take years to achieve one aim of teaching. But objectives are short-term and are achieved immediately. Let's have a look of the objectives of teaching English at different stages of leaning.

a. Objectives of Teaching English at Elementary Level

By the end of the Elementary Stage students should be able to . . .

1. learn the basics of the English language that would form the foundation for its mastery in the future.

2. use the basic structures of English sentences.

3. learn the core vocabulary assigned for this stage.

4. listen to and understand simple English.

5. express themselves orally using simple English.

6. read and understand simple written English materials.

7. write simple guided sentences in English.

8. develop an awareness of the importance of the English language as an international mean of communication.

9. develop an awareness of the importance of the English language as an international mean of communication in order to benefit from the achievements of other cultures.

b. Objectives of Teaching English at Secondary Level

The following are the main objectives of teaching English at secondary level.

1. To develop knowledge and understanding of Grammar.

2. To develop abilities to make use of the grammar in own writing English.

3. To understand the meaning of English passage.

4. To develop interest in reading English passages/ literatures.

5. To develop self-study habit.

6. To enhance competencies in writing essays and gist of the passage in own words/ language.

7. To develop their insight and favourable attitude towards English language.

8. To develop the understanding of the rules of grammar and their use.

c. Objectives of Teaching English at Higher Secondary Level

1. Motivate students for studying English language.

2. To encourage for composing poems and writing essay.

3. To develop the ability for grasping the theme of poem or English passage.

4. To encourage the students to write the meaning or theme of a poem or passage in their own words.

5. To develop the ability of appreciation of ideas and critical thinking.

6. To develop the creativity of the students related to verbal ability and reasoning and fluency of language.

7. To develop the ability of understanding other school subjects.

8. To develop the mastery of language for expressing one's own ideas, feelings and experiences.

9. To develop the ability of evaluation and analysis of language components.

10. To develop the values, moral and character of the students

1. Define instructional planning.

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2. How are aims of teaching different from the objectives?

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3. Mention the name of two"active" skills of language .

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2.4 Instructional Planning : Need and Importance

Teaching has never been easy. Now-a-days another term instruction is used widely. Instruction is scientific, objective and a more controlled process than teaching. It simply means no instruction is successful without a prior planning. An instruction can be successful when it is properly planned and designed.

There are two types of instruction plans - (1) long-term instruction plans: yearly and monthly plans and (2) short-term instruction plans: weekly and daily plans. However, for each kind of plan the following three aspects are to be taken into consideration.

1. Contents of activities: what the teacher hopes the children will experience.

2. Objectives of curriculum: aspects expected to be developed through the activities.

3. Creation of the environment: how to provide an appropriate environment to achieve the objectives of the curriculum.

Let's now discuss about the need and importance of instructional planning in detail.

   i.   Creation of an Appropriate Environment

Children live and develop through their interaction with the surrounding environment. Key factors of an appropriate environment are 'free from danger', 'appropriate for their development level', 'meeting the interests and curiosity of children' and 'stimulating children to try tasks that teachers want them achieve'. Teachers should try to create an environment that encourages children to voluntarily get involved in their surroundings.

   ii. Instructional planning helps to make the process of instruction focussed and objective.

   iii. It makes the best use of resources

   iv. Proper justice is given to all activities if instruction is planned properly.

'Check Your Progress' -2

   1. How is teaching different from instruction?

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      ....

   2. Name two short term instructional plans.

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   3. What are the three basic aspects of a plan?

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2.5 Unit and Lesson plan: Need and Importance

Planning enables us to think about teaching and its activities in a systematic way before one enters the classroom. The outcome of planning is a coherent framework which contains a logical sequence of tasks to prepare for a more effective teaching and learning. Plans express our intentions. Plans are projects which need to be implemented in a real classroom with real students.

2.5.1 Need and Importance of Unit Planning

Unit plans consist of concepts and learning goals that are taught over a period of time and are woven together, often across subject areas. A unit plan lasts two or three weeks (or longer) and includes several standards, skills, and desired outcomes for interconnected learning. It combines subject areas and involves overlapping lessons in the subjects, thus creating longer spans of class time for study and practice.

At the secondary level, unit plans contribute to optimal learning When unit plans are done well, learning is maximized through multiple exposures to key learning concepts and goals.

In simple terms, a unit plan is simply a more detailed view of your teaching map. Yet in many ways, it has a very similar purpose. Unit planning provides you with a sense of direction and organization that again helps you and the class to achieve significant academic gains within a particular time period. More specifically, a unit plan gives the following benefits:

A unit plan forces you to make difficult decisions about what to teach and how to teach it. After taking the time to develop a unit plan, you are less likely to be side-tracked by objectives, lessons, or activities that do not advance your ultimate quest for academic achievement. Tempting diversions will look much less appealing if you have your sights set on your students achieving a particular set of goals in a particular four-to-six-week period.

A unit plan keeps you on pace to reach your unit (and ultimately long-term) goals. Your unit plan, which should be referred to with almost daily frequency, is your point of reference when you ask yourself, "Given where I want to be in two [or four or six] weeks, am I where I need to be now? Am I spending too much time on certain skills and concepts given the other skills and conceptsthat must be included in these X weeks, or X days?" Given the limited number of weeks, days, and lessons in a unit, each moment becomes more precious, forcing you to pace yourself appropriately in order to meet your end goals.

A unit plan provides an opportunity to stimulate student interest through overarching content that is relevant to students. When you design your unit plan, consider what content will engage your students given their interests and backgrounds. As Jere Brophy indicates in Tomorrow's Teachers , "whether in textbooks or in teacher-led instruction, information is easier to learn to the extent that it is coherent (i.e., a sequence of ideas or events makes sense and the relationships among ideas are made apparent). Content is most likely to be organized coherently when it is selected in a principled way, guided by ideas about what students should learn from studying the topic." Your unit plan does precisely that-it creates discrete segments of learning that have a cohesive unity. And, you will help engage your students in learning because each unit will have an overarching idea that is relevant and interesting to students.

2.5.2 Need and Importance of Lesson Planning

Lesson planning is a vital component of the teaching-learning process. Proper classroom planning will keep teachers organized and on track while teaching, thus allowing them to teach more, help students reach objectives more easily and manage less. The better prepared the teacher is, the more likely she/he will be able to handle whatever unexpectedly happens in the lesson. The following are the benefits of a lesson planning.

Lesson planning:

- provides a coherent framework for smooth efficient teaching.
- helps the teacher to be more organized.
- gives a sense of direction in relation to the syllabus.
- helps the teacher to be more confident when delivering the lesson.
- provides a useful basis for future planning.
- helps the teacher to plan lessons which cater for different students.
- Is a proof that the teacher has taken a considerable amount of effort in his/her teaching.

'Check Your Progress' -3

1. Mention two importance of unit planning.

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   ....

48

2.   Write two importance of lesson planning.

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2.6 Procedure of Unit and Lesson Planning

2.6.1 Procedure of Unit Planning

A unit plan is to be prepared taking the following elements into considerations:

   i.   Outlining the Academic Goal

To begin planning a unit, first we need to outline the academic goals of the big vision of the unit. This phase includes deciding what students should know and be able to do at the end of the unit, the number of days or weeks required to maximize learning (great units always require slightly more time than expected), and selecting textbook chapters and stories and other materials to incorporate.

   ii. Division of units in appropriate time slots

Next divide everything according to the available class periods or time slots to determine how to fit the pieces into the unit. Build in extra time for review and enrichment to ensure that all students have learned the material. With each lesson, pinpoint the specific goals and desired outcomes that are to be met to ensure that your students meet the learning goals of the overall unit.

   iii. Preparation of Overarching Questions for Unit Planning

As we plan each unit, these overarching questions need to be asked:

   ● What is the big vision for the unit?

   ● What is the primary educational intent for this unit?

   ● What do students know right now?

   ● What should students know and be able to do by the end of each lesson?

   ● What should students know and be able to do by the end of the unit?

   ● How can instruction be adjusted to meet the needs of all students?

- What will take place before and during the unit to make sure that all students are successful?

- What assessments will best ensure that all students have reached the desired outcomes?

- What happens when students do not know?

- What materials are available for enrichment activities?

- What are the cross-curricular connections?

- Is the time for the unit well justified?

  iv. Unit Outline

Unit plans demand great amounts of time, energy, and planning and each step of the learning ties to the next. The planning outline is useful for completing the specifics of a unit. The outline can be like the following–

  a. Purpose of the unit:

  b. Unit title:

  c. Key concepts:

  d. Subject area(s):

  e. Desired outcomes:

  f. Overarching goals, big ideas:

  g. Overarching standards to be studied:

  h. Sectional standards:

  i. Daily standards:

  j. Daily big ideas:

  k. Sectional goals:

  l. Daily goals:

  m. Overarching questions (that reflect and highlight the big ideas):

  n. Sectional questions:

  o. Daily questions:

  p. Assessment types to be used:

Informal:

Formal:

q. Methods to monitor and adjust instruction during lesson:

r. Methods to determine background knowledge:

s. Key vocabulary:

Tier 1: students should already know or be familiar with these; fairly easy to teach

Tier 2: primarily new terms or the development of deeper understanding of the terms

Tier 3: Difficult, problematic terms; specific to domain

t. Materials needed:

u. Time allotment per day:

v. Number of days required to complete the unit:

w. Desired outcomes based on previous lessons and student progress:

x. Daily plan for lesson phases (include as many days as necessary):

Day 1:

Day 2:

Day 3:

y. Methods for connecting all learning:

v. Deciding the Type of Unit.

Unpack your standards to clearly understand what evidence you will need to see from students in order to know whether they have achieved the unit goal. Then decide among the types of units you might design: goals-based units (which revolve around the learning goals themselves for one content area), thematic units (which use a common theme to draw in various learning goals from different areas), and project-based units (which focus on an end-product, some creation or event that will serve as the vehicle for students' mastery of the learning goals).

vi. Create your summative unit assessment.

Successful teachers create their end-of-unit assessment tool before they begin teaching the unit. Begin to purposefully choose tasks that will allow students to demonstrate

their mastery of the unit goal. This will serve as an initial framework for your assessment that will later feature questions that test each individual objective. After creating your assessment begin to anticipate potential student misunderstandings of your unit content.

vii.   Translate your learning goals into lesson objectives.

You must translate your general learning goals into more specific lesson objectives. These objectives should be student-achievement based, measurable, and rigorous. Consider all of the prerequisite knowledge and skills that a child may need to perform the goals you outline.

viii.   Sequence your content and scaffold your lesson objectives.

Here you need to think critically about how you will order your content and scaffold those objectives over the course of your unit. You need to consider what order will result in the most effective sequencing of the objectives, based on Bloom's Taxonomy and level of rigor.

ix.   Schedule your objectives on the school calendar.

Use a school calendar to plot the lesson objectives, ensuring that you have allotted enough time for the knowledge and skills you wish to teach and recognizing various days or weeks that won't allow for regular instruction. Make sure to plan for remediation, enrichment, and contingencies, and check your unit plan for alignment with other instructional tools.

x.   Create your beginning-of-unit diagnostic tool.

Successful teachers also know where their students are when they begin each unit. To avoid covering material that they already know, develop a diagnostic that assesses prerequisite skills and knowledge of unit objectives at the beginning of each unit. This will also provide you with a benchmark by which to measure future growth.

xi.   Create a tracking system for your objectives.

Once you've determined what you're teaching, you can now begin to create your classroom tracking system, a chart listing your objectives and your students' names that will allow you to record and measure the progress of your class and students on the knowledge and skills you are teaching.

xii.   Continually adjust your plan.

Adjust your plans based on assessment data, including your diagnostic. Interpret your data to determine class strengths and weaknesses and tailor your instructional plans in response to this information. Determine ways to include remediation and review of

prerequisite skills into your unit calendar. Also, make sure to recheck your tools for alignment after making appropriate adjustments.

2.6.2 Procedure of Lesson Planning

Planning is imagining the lesson before it happens. This involves prediction, anticipation, sequencing, organising and simplifying. When teachers plan a lesson, they have to make different types of decisions which are related to the following items:

- the aims to be achieved;
- the content to be taught;
- the group to be taught: their background, previous knowledge, age, interests, etc.
- the lessons in the book to be included or skipped;
- the tasks to be presented;
- the resources needed, etc.

The decisions then depend on the teaching situation, the learners´ level, needs, interests and the teacher's understanding of how learners learn best, the time and resources available.

Lesson planning involves the following concepts to be taken care of. They are described here one by one.

   a.   Hints for effective lesson planning:

● When planning, think about your students and your teaching context first.

● Prepare more than you may need: It is advisable to have an easily presented, light "reserve" activity ready in case of extra time. Similarly, it is important to think in advance which component(s) of the lesson may be skipped. if you find yourself with too little time to do everything you have planned.

● Keep an eye on your time. Include timing in the plan itself. The smooth running of your lesson depends to some extent on proper timing.

● Think about transitions (from speaking to writing or from a slow task to a more active one).

● Include variety if things are not working the way you have planned.

● Pull the class together at the beginning and at the end.

● End your lessons on a positive note.

b. Basic Elements of a Lesson Plan:

1. Bookkeeping info - stuff like the lesson name, the date, the book you're using and what unit/page you're working with, the age/level of students, the class name or number, etc. None of this really helps with the lesson itself, but it will help you organize your lesson plans and it also will help you easily identify who and what the lesson is for when you look at it later/next year/etc. This also makes lessons much clearer when you share them with others.

2. Target Language - this is the specific language you want to teach in this lesson. This can be a grammatical structure, a list of vocabulary words, a particular sound, etc. If you're planning along with a book, it should be easy to figure out what the target language is - but you still want to include it in your lesson plan because the lesson should be designed around the target language, not the book.

(Most lesson plans also include an objective - the goal or aim of the lesson. 98% of the time, my objective is "to teach the target language", so I don't consider this strictly necessary.)

3. Materials - because it is easy to overlook something, you should list the materials you will need for your lesson and then make sure in advance that you will have these ready. This includes books, handouts, flash cards, realia (real-world objects that you use as demonstrations in your lesson), arts and crafts supplies, and anything else you will need for the lesson besides yourself and your students. You might even go so far as to include "chalk" because you can't always take it for granted that classrooms will have some, and you may need to bring your own or make special arrangements to have chalk - rather than waiting for the lesson to start and having to send a kid running down the halls in search of a classroom with extra chalk that you can take some of.

4. A step-by-step, chronological list of things to do in class. This includes taking attendance, the warmer/warmers, your actual presentation of the material, drills with the students, activities the students will do, assessments of student understanding, assignment of homework, etc. If you're teaching with a co-teacher, this list should specify what you should be doing and what your co-teacher should be doing at any given time.

Each stage of the lesson should include:

- a description of what you will do and what the students should do

- a classification: is this presentation, practice, or production?

- a time estimate: how long should this stage take?

Optionally:

- is the class working as a whole, individually, in pairs, or in groups?

- does the stage include students talking to each other, talking to the teacher, or not talking at all?

5. Extras: Some lesson plans include lots of other stuff. You can include a list of potential problems with the lesson and some solutions you've come up with in case they occur. You can include advanced exercises for students who get the material quickly, and/or remedial help for students who fall behind. You can specify the background knowledge students will need to complete the lesson. You can include extra activities to do if the lesson finishes early. I don't consider these things integral to a good lesson plan, but they can be helpful.

c. *Basic Structure of a Lesson:*

The structure of a lesson plan has two major parts.

Lesson Plan Part 1- What to teach (refer to group task in session)

● Background info (students' age - no of students - time limit)

● Objectives

● Language skills

● Language Content: (structures, vocabulary, functions, etc.)

● Resources

● Attitude

Lesson Plan Part 2 - Lesson Procedures (how we are going to teach)

● Warm-up

● Core lesson: teaching new language, recycling, project work, written and oral production.

● Tasks (which sequence to follow)

● Rounding off.

d. Steps of a Lesson Plan:

The following steps are to be followed for planning a lesson.

1. Review (British English: Revision) - this can be going over homework together, talking about what you did in class the day before, taking questions from students about past material, etc.

2. Warmers/Lead-ins - these are short activities designed to get students ready for the main lesson. Warmers should mentally orient students toward working in English, and lead-ins should point towards or prepare for the content of the lesson.

3. Presentation - this is the part where the target language is first presented to the students. This does not have to mean that the teacher lectures and the students listen silently - the students can and should be actively engaged in the presentation stage.

4. Practice - at this stage the students practice the target language with structured exercises under the guidance of the teacher(s). Practice can include drills - repetitions of specific words, phrases, or sentences - and written exercises such as fill in the blank, multiple choice, matching, etc.

5. Production - production is when students use the target language to communicate. It is less structured than practice, and should involve students producing their own uses of the target language, either written or spoken.

6. Assessment - the students are tested on what they know. Teachers should of course assess students' progress during all stages the lesson but a specific assessment stage can help confirm that all students are on the same page.

'Check Your Progress' -4

1. What kind of background information is required while planning a lesson?

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2. What does review refer to?

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3. What are warmers/lead ins?

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2.7 Let Us Sum Up

To sum up it can be said that planning is one of the vital parts of teaching. Now-a-days more and more researches have been conducted in this area. These researches have amply proven the fact that for every successful teaching activity there is an efficient planning system. The very word instruction means systematisation of teaching.

Instructional planning involves two kinds of planning-unit planning and lesson planning. Unit planning is a comprehensive chalking out of the details of the units to be covered and lesson planning is of the lessons. Both are equally important for successful instructional transaction.

The planning we make for the transaction of instructions for normal children will not be applicable for children with special needs. Cares and cautions are to be followed while preparing the unit plans and lesson plans.

'Check Your Progress' -5

1. what is input 'adaptation'?

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2. what is 'alternate goal' adaptation?

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2.8 Answer to 'Check Your Progress'

Answer to 'Check Your Progress' -1

1. Instructional planning is an attempt to plan the transaction that would take place in a given classroom in the most objective and specific way.

2. Aims are the targets that are achieved in long run. But objectives are short-term targets and are to be achieved immediately.

3. Speaking and writing

Answer to 'Check Your Progress' -2

1. Instruction is a controlled and manipulated version of teaching keeping strict adherence to the objectives of teaching.

2. Weekly plan and daily plan

3. The three basic aspects of a plan are:

i. Contents of activities.

ii. Objectives of curriculum content.

iii. Creation of the environment.

Answer to 'Check Your Progress' -3

1.

i. unit plans contribute to optimal learning

ii. unit plan provides an opportunity to stimulate student interest

2.

 - provides a coherent framework for smooth efficient teaching.

 - helps the teacher to be more organized.

Answer to 'Check Your Progress' -4

1. students' age, number of students and time limit

2. review means talking about what you did in class the day before, taking questions from students about past material

3. Warmers mentally orient students toward working in English, and lead-ins point towards or prepare for the content of the lesson.

Answer to 'Check Your Progress' -5

1. Adapting the way instruction is delivered to the learner

2. Adapting the goals or outcome expectations while using the same materials

2.9 Unit End Exercises

1. Mention the objectives of teaching English at secondary level of teaching.

2. Which of the following aims need to be given more importance at secondary level of teaching and why?

 i. Language aim

 ii. Literary aim

3. What does the cultural aspect of language development refer to?

4. Describe the importance of unit planning.

5. State the need of lesson planning for a secondary teacher.

6. In what way can we bring modification in planning a lesson in order to suit the children with special needs?

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Unit-3 □ Approaches & Methods of Teaching English

<u>Structure</u>

3.1 Introduction

3.2 Objectives

3.3 Difference between the Approach and the Method

3.4 Approaches

    3.4.1 Communicative Language Teaching (CLT)

    3.4.2 Cooperative (Collaborative) Learning

    3.4.3 Bilingualism:

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    3.4.5 ECLECTICISM

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3.5 Methods

    3.5.1 Direct Method

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    3.5.3 The Structural Approach:

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3.6 Language Skill

    3.6.1 Introduction

    3.6.2 How are the four skills used in the language classroom?

    3.6.3 The basics in developing the Language skills

    3.6.4 Objectives (Speaking):

3.1 Introduction

Did we ever have a teacher in a Language Class who forced everyone to learn in the same way? Were all the students equally happy with that class? - Probably not. The chances are that a teacher who showed no flexibility and appreciation of variety in learning style was not very motivating or successful. Diane—Larsen-Freeman (1986) in "Techniques and Principles in Language Teaching" points out that "There is no single acceptable way to go about language teaching today". (p.86). It is realized increasingly that individual learners learn in different ways and any one particular method may not be suitable for all.

Against this backdrop, may be concluded that no single approach or method is appropriate for all learning styles. A good lesson will therefore be one in which a wide variety of Activities' should be used taking from a variety of sources. By varying the technique, the students of all types will be given the chance to participate and perform. Each approach has something to offer. The teachers' task is to identify and exploit those elements.

But unfortunately if we study the language teaching circumstances of our country, we find, there is a growing notion among the Second Language Teachers that they have to follow one single 'Method in vogue' for classroom instructions. They don't try to get to know their students, or try to sense the 'Pulse' of the class, whether the students are tired or confused or in need of quiet time or particularly interested to learn about the

second language. So, there remains a wide gap of communication in the true sense of the term between the teacher and the students. This is against the principles of language teaching as Language itself demands interaction or communication: "Language is a system of oral, written or gestured meaningful signs used consciously or unconsciously to communicate with members of a given society. These signs are regulated by rules which will be different according to each community." Whose quotation?

So in Language Teaching itself, to engage the learners in communication, the teachers have to trust their own instincts and abilities to judge when to switch method. This is in tune with the 'Generative' and 'Productive' dimension of language, what the German linguist and philosopher Humboldt states "the infinite use of finite means". If these terms are to be used then they must be clarified.

Language is a kind of process that requires hearing, processing, interpreting, organizing and producing. So we need to know specially the four basic skills that are associated with language teaching 'Listening'; 'Speaking'; Reading' and Writing along with different approaches and methods of teaching English.

However, before proceeding to discuss the appropriate methodology for Second language teaching, we should clarify, in brief, the concepts of approach or principles, method and technique which are mutually related.

Curriculum adaptation is not a separate method for children with disabilities. It is a process of making necessary changes in learning content such as modification, substitution/ replacement, omission as a last resort and compensation etc. without changing the learning purpose.

Considering the need for support regarding differential classroom teaching must address variant learner needs in context of Special needs, Teacher education needs to be modified for including students with special needs in educational process. With more and more children from the disadvantaged groups being a part of the mainstream education system, the classroom teacher has to assume greater responsibility in the implementation of inclusive practices.

3.2 Objectives

After studying this unit, you will be able to:

1. Compare and contrast Approach, Method and Technique using the actual classroom teaching as point of reference

2. Understand the use of methods among language teachers worldwide in order to provide them food for thought when they make pedagogical decisions in their language classroom.

3. Understand that as different pupils learn differently, so no single method suits all.

4. Find out whether a teacher's preferred approach should be eclectic which uses the best parts of several well-known methods.

5. Learn that over the years, the objective of many teachers has changed from trying to find an ultimate "best method" to identifying compatible approaches and then deciding on strategies for what needs to be done in the classroom.

6. Accommodate in approaches and techniques in teaching children with disabilities.

3.3 Difference between the Approach and the Method

A common error among teachers is to use interchangeably terms like approach, method, and technique. Before entertaining such pedagogical weakness we should first try to comprehend these three terms together.

They represent, in fact, three levels of analysis and teacher's decision making for teaching and learning English in the classroom. An approach or strategy is the most abstract of all three concepts and refers to the linguistic, psycho- and sociolinguistic principles underlying methods and techniques. Actually, every teacher has some kind of theoretical principles which function as a frame for their ideas of methods and techniques. Whereas approaches represent language teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom, methods are held to be fixed teaching systems with prescribed techniques and practices. A technique is, on the other hand, the narrowest of all three;? Consisting of a wide variety of exercises, activities or devices used in the language classroom for realizing lesson objectives.

The diagram below is an attempt to distinguish them:
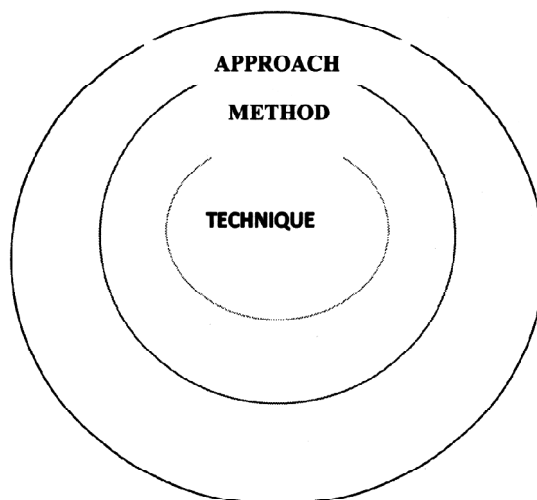
Based on the diagram, it is clearly seen that approach encompasses the whole orientation of teaching. Approach is the broadest of the three, making technique the most specific, and the method determing the techniques.

Sl. No.	Approach	Method
1.	Approach is the way in which you will approach the piece of literature you are teaching. You may centre on the diction, or the theme, or the structure, or the romantic (or modern, etc.) nature of the piece; whatever you choose to teach. Approach is what you are going to teach.	Method refers to how you are going to teach it: lecture, small-group work, PowerPoint, worksheet, class discussion, etc.
2.	Approach is General, it emphasizes on planning strategy	Method is Specific, it emphasizes on technique in class
3.	Approach is a general guideline on ways of performing a work. It does not identify all the steps involved. Instead it just indicates the direction to proceed in or ways of handling some major or important tasks.	Method refers to an overall plan for orderly presentation of language material based upon a Selected approach. Methods for performing different kind of tasks are often formally designed and specified.

4.	Approach is an axiomatic	Method is procedural
5.	Approach is flexible	Method is Rigid

So, in an Approach, several methods can be used. One must remember that there is no such thing as the best method. Thus, there is no single correct way to teach a class. Instead, there are many good ways of teaching the students.

3.4 Approaches

The pedagogical tendencies which have characterized second and foreign language teaching have been profuse and varied. As Stern (1983: 453) phrases it, "The conceptualization of language teaching has a long, fascinating, but rather tortuous history", which Brown (1994: 52) portrays as the "changing winds and shifting sands of language teaching". This history has been formulated mainly in terms of diverse teaching methods, each of which has attempted to find more effective and efficient ways of teaching languages and each of which has been based on different views of what languages are and of how they are best taught. And the aim of this chapter is precisely to review such a methodological history of language teaching; framing recent approaches to language teaching against the backdrop of a general historical overview which evolves from the Grammar-Translation Method to the post-communicative period.

3.4.1 Communicative Language Teaching (CLT)

The Communicative Approach emerged in the early 1970s as a result of the work of the Council of Europe experts. However, it can be traced to the work of Chomsky in the 1960s, when he advanced the two notions of 'competence' and 'performance' as a reaction against the prevalent audio-lingual method and its views. These two concepts were developed later on by Hymes, into a 'communicative competence' which refers to the psychological, cultural and social rules which discipline the use of speech (Hedge, 2000).

CLT advocates avoided prescribing a set of practices through which these principles could best be realized, thus putting CLT clearly on the approach rather than the method end of the spectrum. The assumptions are that (a) learners learn a language through using it to communicate, (b) authentic and meaningful communication should be the goal of classroom activities, (c) fluency is an important dimension of communication,

(d) communication involves the integration of different language skills, and (e) learning is a process of creative construction and involves trial and error.

Hymes, as a sociolinguist, was concerned with the social and cultural knowledge which speakers need in order to understand and use linguistic forms. His view, therefore, encompassed not only knowledge but also ability to put that knowledge into use in communication. Dimensions of communicative competence which are identified in the literature include: linguistic or grammatical competence, sociolinguistic or pragmatic competence, discourse competence.

The theory of language teaching underlying the Communicative Approach is holistic rather than behavioristic. It starts from a theory of language as communication (Richards & Rogers, 1986) which implies knowledge of the grammatical system as well as performance. In other words, such competence includes both the theory and use of the language (Widdowson, 1984).

The centrality of grammar in language teaching and learning was questioned, since it was argued that language ability involved much more than grammatical competence. While grammatical competence was needed to produce grammatically correct sentences, attention shifted to the knowledge and skills needed to use grammar and other aspects of language appropriately for different communicative purposes such as making requests, giving advice, making suggestions, describing wishes and needs, and so on. What was needed in order to use language communicatively was communicative competence. This was a broader concept including knowing what to say and how to say it appropriately based on the situation, the participants, and their roles and intentions.

Rather than simply specifying the grammar and vocabulary learners needed to master, it was argued that a syllabus should identify the following aspects of language use in order to be able to develop the learner's communicative competence:

i. Consideration of the purposes for which the learner wishes to acquire the target language; for example, using English for business purposes, in the hotel industry, or for travel

ii. Some idea of the setting in which they will want to use the target language; for example, in an office, on an airplane, or in a store

iii. The socially defined role that the learners will assume in the target language, as well as the role of the interlocutors; for example, as a traveler, as a salesperson talking to clients, or as a student in a school

iv. The communicative events in which the learners will participate: everyday situations, professional situations, academic situations, and so on; for example,

making telephone calls, engaging in casual conversation, or taking part in a meeting

v.   The language functions involved in those events, or what the learner will be able to do with or through the language; for example, making introductions, giving explanations, or describing plans

vi.   The notions or concepts involved, or what the learner will need to be able to talk about; for example, leisure, finance, history, religion

vii.   The skills involved in the "knitting together" of discourse: discourse and rhetorical skills; for example, storytelling, giving an effective business presentation

viii.   The lexical content, or vocabulary, that will be needed (van Ek and Alexander, 1980)

The main objective of the communicative method is students' fluency, laying special emphasis on real-life communication. All four skills of language learning are developed: Speaking, Listening, Reading and Writing. Grammar is learned through practice. Classroom Activities or the techniques employed are:

- Role Play
- nterviews
- Information Gap
- Games

- Language Exchanges
- Surveys
- Pair Work
- Learning by teaching

The teacher facilitates the students' learning by organizing class activities and initiating communicative situations. The teacher's role is to facilitate and manage the students' activity, and also to be their partner in intervaction. Authentic materials are used. The teachers, who teach specialized vocabulary communicatively, can choose materials from journals, films, posters, leaflets, and internet. The teacher initiates interactions among students and sometimes participates with to them. The teacher fulfills a variety of functions: controls, assesses, facilitates, participates etc. The students interact a lot with one another and in various ways (group and pair-work is recommended).

The emphasis is on developing the students' motivation for learning. The students must learn by making sense and must perform a number of things into the foreign language. Both individuality and cooperation with other students are encouraged, which have a significant contribution to the creation of a feeling of security in the target-language. Generally speaking, the students' mother tongue plays no part. This can be used, when possible, for certain explanations, translations and instructions. A lesson based on the communicative method is structured on five parts:

i.   Introduction (opening)

ii.   Presentation

iii. Practice / Development

iv. Application / Comprehension

v. Closing

Modern CLT does not derive from one particular background, as might have been implied before. According to Savignon (2000: 126) the Communicative Approach has a "multidisciplinary perspective that includes, at least, linguistics, psychology, philosophy, sociology and educational research." All those disciplines were involved to produce what nowadays is called CLT. The Communicative Approach is seen as an extension of the notional-functional syllabus. Therefore it also places great emphasis on helping students use the target language in a variety of contexts. In the first instance, the focus of CLT is its importance of learning language functions. In this case it is important that the teacher support the learners in creating meaning rather than helping them in creating perfectly grammatical structures or acquire native-like pronunciation. Consequently, learning a foreign language with success is linked to developing communicative competences.

According to Nunan CLT is usually characterized as a broad approach to teaching, rather than as a teaching method with a clearly defined set of classroom practices. As such, it is most often defined as a list of general principles or features. One of the most recognized of these lists is David Nunan's five features of CLT (2004: 6):

i. An emphasis on learning to communicate through interaction in the target language.

ii. The introduction of authentic texts into the learning situation.

iii. The provision of opportunities for learners to focus, not only on the language but also on the learning process itself.

iv. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.

v. An attempt to link classroom language learning with language activation outside the classroom.

The principles of communicative exercises imply eight important constituents for grammar activity design: Grammar always derives from a certain context ('clear and realistic context'), is regarded as communication ('realistic use/processing of language'), is used to express ideas ('meaning and meaningfulness of grammar stressed'), is a means of encoding experience ('linkage to own knowledge, ideas, experience, wishes'), is seen as constituent of a creative processes ('open ended exercises'), is only one aspect of language ('integrated skills') and finally is enjoyable ('motivation')

An example is given below :

66 Complete the sentences. Use going to.

1 It's only 7 o'clock in the morning, but the sun is shining and it's warm.
It 's going to be a beautiful day.
2 John is driving on the wrong side of the road!
He .... an accident!
3 Eve is eating her third box of chocolates!
.... sick!
4 What a fantastic race! Roger's nearly there! Only 50 metres to the finish.
.... win!
5 Look at those boys on that big bicycle! They're not safe.
....
6 This film is making me feel very sad.
.... cry.

Name and type of activity	Look at the pictures. Complete the sentences
Teacher input	The teacher (book) provides a text with sentences where some information is missing. Pictures (on the top of the exercise) are also given.
Learner input	Vocabulary; L2 knowledge and knowledge of prepositions which should already be known by the pupils
Procedure	Pupils have to complete the sentences. Beside the sentences there are pictures, which show what is going to happen. Pupils have to look at the pictures and then they have to complete the sentences.
Communicative principles	Task based, clear context, integrated skills: vocabulary and prepositions
Pedagogical principles	Practising or testing and also revision of prepositions which should already be stored in the minds of the children.

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Criticism

One of the most famous attacks on communicative language teaching was offered by Michael Swan in the English Language Teaching Journal in 1985. The communicative approach focuses on the use of language in everyday situations, or the functional aspects of language, and less on the formal structures. However, critics believe that there needs to be some sort of "bridge" between the two in order for effective language learning.

1. The approach relies extensively on the functional-notational syllabus which places heavy demands on the learners.

1. The various categories of language functions are overlapping and not systematically graded like the structures of the language.

2. A major premise underlying this approach is its emphasis on learners' needs and interests. This implies that every teacher should modify the syllabus to correspond with the needs of the learners.

3. The approach gives priority to meanings and rules of use rather than to grammar and rules of structure. The latter are taught by means of functions and notions. Such concentration on language behaviour may result in negative consequences in the sense that important structures and rules would be left out.

4. The requirements are difficult: availability of a classroom that can allow for group work activities and for teaching aids and materials.

5. Too much emphasis has been given -particularly in its early stages-to speaking and listening, to the detriment of reading and writing.

3.4.2 Cooperative (Collaborative) Learning

An approach credited to Olsen and Kagan. It is a part of the collaborative approach. Co-operative learning is an instructional strategy that simultaneously addresses academic and social skill learning by students. In co-operative learning, students receive training in small group social skills and usually activities are structured with each student having a specific role. Neil Davidson & Peter Hawkes (1945) explain that, in co-operative learning, the teacher usually observes and listens, intervening in a group only when necessary. Students usually submit their work and are often urged to assess individual as well as group performance. Co-operative Learning is a part of Collaborative approach.

Collaborative Learnings, on the other hand, usually assumes that the learners already possess the necesary social skills and will build on the existing skills to achieve their goals. The students in Collaborative learning, are urged to organize and negotiate efforts themselves, with the activity not strictly monitored by the instructure. The teacher guides the students with the information needed when such input is solicited. The learners usually retain draft of their work to develop and complete further work. Both Collaborative and Co-operative learning emphasize the importance of active learnin and the teaching learning experiences are shared by both the teachers and the taught. Both enhance higher order cognitive skills and promote diversity, social as well as than building skills of the learners.

The instructional approach which is currently shaping the teaching of modern languages is in fact not new to education. The principles of cooperative learning were outlined by Quintilian in the first century and subsequently by Comenius in the seventh (Olsen and Kagan, 1992). Rousseau's ideas in the eighteenth century and Piaget nand Vygotsky's developmental theories are also sources from which this approach draws. More recently, it is Dewey and Lewin in the early twentieth century who are considered important promoters of the idea of cooperation and interdependence among group members.

Cooperative learning is an approach whereby students work together in structured groups to reach common goals. It aims to foster cooperation rather than competition – each person's success is linked with every other member's success – and to develop critical thinking skills. The learners are thus direct and active participants in the learning process, must work collaboratively with other group members on tasks assigned, and must learn to monitor and evaluate their own learning. Teacher roles also change drastically from traditional - speaks less, acts as facilitator of learning and is responsible for the creation of a highly structured and well-organised teaching environment which promotes successful group-based learning.

There are, five main principles which underlie their work and which could be considered key elements in ensuring the success of this approach (Richards and Rodgers, 2001; Naughton, 2004):

   i.   Positive interdependence: it occurs when the success or failure of each group member is linked to the success or failure of the entire group.

   ii.   Individual accountability: it refers to a situation in which both the group assumes

responsibility for achieving set goals and each individual member assumes responsibility for his/her part of the task.

iii. Interpersonal and social skills: they determine the way in which learners interact with each other in order to attain their objectives and are usually taught explicitly to guarantee successful interaction.

iv. Group formation or group processing: it involves making decisions as regards the size, make-up, or roles of and within the group and evaluating its success or limitations.

v. Structuring and structures: it alludes to the different ways in which student interaction can be organised.

In fact, there is an enormous variety of possible cooperative learning structures or methods, as Chafe (1998: 2) terms them. Richards and Rodgers (2001), and Naughton (2004), refer to three of the most frequently cited CL techniques that are summarized in the table below:

JIGSAW (Aronson, 1978):	Academic material is broken down into sections, each of which is assigned to a team member. They then meet up in expert groups to discuss their sections, subsequently returning to their original teams in order to teach their group members about their section.
STUDENT TEAMS ACHIEVEMENT DIVISIONS (STAD) (Slavin, 1982):	The teacher presents a lesson and students in heterogeneous groups of four work within their teams to master the lesson. Individual quizzes are then taken and success is based on improvement.
LEARNING TOGETHER / LEARNING CIRCLES (Johnson, Johnson, and Holubec, 1994):	This more flexible framework structures a cooperative learning lesson into five categories: a. Objective setting b. Decision-making c. Task communication d. Monitoring and intervening e. Evaluating and processing

Table 12: Cooperativce learning techniques

Perhaps more than any other recent language teaching proposal, cooperative learning has been extensively evaluated. And research results have generally been supportive of this approach. It has been found to correlate positively with achievement; to lead to improved social interrelations among students; to bear a positive relationship with the affective state of the learner; and to generate higher quality cognitive reasoning strategies. All in all, it has been evinced to be an effective method for increasing L2 acquisition, something which has led authors like Kagan (1995: 3) to conclude: "Cooperative learning and the ESL classroom – a natural marriage".

Thus, it is not surprising that numerous assets have been associated to this approach, the most notable of which are summarized below (Hirst and Slavik, 1990; Kagan, 1995; Chafe, 1998; Naughton, 2004):

i. In the cooperative classroom, input is more comprehensible, developmentally appropriate, and redundant; output is more functional, communicative, frequent, redundant, and consistent with the identity of the speaker; and the context is more supportive, motivating, communicative, referential, developmentally appropriate, and feedback rich, all critical variables that, accrding to Kagan (1995), foster language acquisition.

ii. Motivation, positive attitudes, and higher levels of self-esteem are promoted by CL situations.

iii. It can be used for a wide range of tasks and types of syllabus material.

iv. It increases learner autonomy and allows students to act as resources for each other.

v. It develops critical thinking skills, encourages cognitive strategy use, and fosters metacognitive awareness.

vi. It helps to develop cross-cultural understanding.

Nonetheless, CL has also been found to present problems in its implementation (Chafe, 1998; Richards and Rodgers, 2001; Troncale, 2002; Naughton, 2004):

1. Teachers may use it inadequately and thus need to be properly inserviced on cooperative learning theory and practice.

2. They may also feel excessively burdened in adapting to the new demands it places on them and to the novel roles they are required to assume.

3. Students themselves may feel reluctant to cooperate.

4. They may tend to resort excessively to their L1.

5. The input they receive may well also be too limited, something which can lead to fossilization if more advanced input is not provided.

6. Cooperative learning has been found to be less effective in promoting problem-solving skills than whole class instruction.

7. Higher achievers may obtain

3.4.3 Bilingualism:

The bilingual method of foreign language teaching was developed by C.J. Dodson (1967) as a counterpart of the audiovisual method. . As the name suggests, the method makes use of two languages- the mothertongue and the target language. Hence, this can be considered as a combination of the direct method and the grammar-translation method

The architecture of the bilingual method is best understood as a traditional three-phase structure of presentation – practice – production. A lesson cycle starts out with the reproduction of a dialogue, moves on to the oral variation and recombination of the basic sentences, and ends up with an extended application stage characterized by previous a free, communicative exploitation of the work. Well-ordered activities are used to take the students upto a conversational level in the shortest possible time. It focuses on the development of oral skills.According to Lam (2001:93), bilingualism "refers to the phenomenon of competence and communication in two languages". However, it is difficult to determine what constitutes competence in two or more languages. What seems clear nowadays is that the task of learning two linguistic systems gives them a neurological advantage in verbal aspects.

Traditionally, bilinguals were only those individuals who had one or two parents speaking a language different from that of the community, or who lived or had moved to a country with a language different from his/her L1 and that of his/her parents. In order to provide for those communities with special language needs, several types of educational programs were developed hinging on two main issues: whether the non-dominant language should be used as a medium of instruction, and whether that language ought to be valued as a cultural asset worth acquiring for itself. Nunan and Lam (1998) provide four examples.

a. Submersion models, in which 'children' just enter into the current educational

programs of the L2 country, without any kind of provision for their L1.

b. Transitional bilingualism, in which the L1 is temporarily used but not respected as a target language.

c. Heritage language programs, in which the L1 of immigrant learners is valued as a target language but not used for instruction.

d. The language exposure time model, in which the L1 is valued and used for some subjects

The advocates of this method believe that it is the wastage of time for recreating a situation while teaching a foreign language. They think that teaching-learning method is useful when mothertongue equivalents are given to the pupil without duplicating the situation.

It differs from translation method in two respects. In the first case it is the teacher only who uses the mother-tongue to explain meaning. Furthermore, pupils are given a lot of practice in the drill of sentence patterns. Such practice is not provided in the translation method.

The Bilingual method was the reaction against the direct method. Dodson vehemently attacks the direct method in the following words:

"It is one of the tragedies at present being enacted in some emergent countries, where a major world language is being taught as a second language to young children by the direct method, that if this type of teaching were successful, which by all account it is not, the vernacular would disappear within a few generations. It is only possible to teach a second language by direct method techniques at the expense of the first language, and it is sheer hypocrisy to claim that the final aim of such teaching philosophies is bilingualism. Every aspect of the direct method teaching is directed towards keeping the two languages as far apart as possible, thus destroying the bridge which the learner must continuously cross to and fro if he wishes to be truly bilingual."

Dodson, thus, makes it clear that the excessive use of the direct method would result in disappearance of the vernacular in future. He was of the view that the direct method, operated at the expense of the first language, could not make the learner truly bilingual.

This method is not an independent new method with new concepts and models. It is, in fact, a happy synthesis of the best principles and features present in the other methods. It has modified the principles of other methods to overcome the objections and criticisms and to suit the objectives of the second language learning today. This idea was expressed by Carrol in the following words:

"But, then, in these highly advanced times it could hardly be expected that a new method would represent anything more than a newcombination of procedures."

Principles of Bilingual Method

(a) The understanding of words and sentences in foreign languages can be made easier by the use of mother tongue.

(b) There is no need to create artificial situations for explaining the meaning of words and sentences of the target language.

(c) Use the target language for part or the whole school syllabus, including the evaluation process

(d) Employ highly linguistically competent and specialized teachers

(e) Foster exchanges with the target language community

(f) Develop or maintain a positive attitude towards both the target language and the mother tongue

(g) Start early

(h) Students become functional bilinguals

(i) The aims of this method as stated by Yardi are-to make the pupil fluent and accurate in the spoken and written words and to prepare the pupil in such a manner that he can achieve true bilingualism.

(j) The main principles of the bilingual method as stated by Dr. Sharada Bhat are: Controlled use of the students' mother-tongue, the introduction of reading and writing early in the course of language learning and integration of writing and reading skills

Advantages of Bilingual Method

According to this method acquisition of the mother tongue is very important for language learning process. When the mother tongue is firmly established in the minds of the students by the age of 7 or 8, it becomes easy to learn difficult words and grammar. Thus this method helps to save time by not creating artificial situations unnecessarily to explain or convey meanings in English.

Give importance to other languages: In this method, importance is given to the mother tongue and its culture. Thus it does not lead to substitution of one means of communication for another.

Accessibility: This method of language learning ensures accessibility. When students start learning a language using this method, they find a level of familiarity. Through the use of the mother tongue, the teacher ensures that the learning is happening.

Efficiency: Many new English language teachers face the difficulty to handle the students and make them feel as comfortable as with the local teacher. Learning the local language is considered as the sure way to improve behaviour management skills. It also helps in delivering the instructions related to lesson activities. If the concepts are explained in students' L1, then the new learners to English language will be able to grasp more knowledge about grammar and vocabulary. Thus it helps the students to be more efficient and faster.

It's the teacher's tool: In the bilingual method, as the native language is used in the classroom, it is important to note that it's predominantly the teacher who makes use of L1.

The Bilingual Method promotes both fluency and accuracy. It promotes theory as it lays emphasis on speech and pattern practice. It promotes accuracy as the meanings of new words are given in the mother tongue of the learner.

It does not require any teaching aids and is suited to all kinds of school-rural and urban.

Unlike the Direct Method, which ignores the linguistic habits already acquired by the learner in the process of learning the first language, the Bilingual Method makes use of them.

The important contribution of this method is that it had madepossible for the students to get both quantitative and qualitativeacquisition of language skills.

Disadvantages of Bilingual Method

1. If the teacher fails to carry out this method properly, then it can degenerate into pure translation method.

2. This method can confuse the learner while contrasting the features of two languages.

3. The teacher must be fluent in both the languages in order to make the concepts clear.

4. Students may develop dependency on their mother tongue.

5. Slows down learning process and takes longer time to learn and be proficient in the target language.

Nonetheless, becoming bilingual in a monolingual community in which the L2 is not used at all is no easy feat. A program of this type should fulfill a number of conditions:

There are many factors affecting the process of becoming a bilingual, including the quality and quantity of the input received, the interactional style, the attitudes developed towards each language and the socio-cultural context.code-switching and diglossia are phenomena with important socio-cultural implications in a bilingual community.Code-switching involves the intentional or unintentional use of both linguistic codes at the same time.Diglossia is a social phenomenon which entails, rather than code-switch, language switch. Each linguistic variety is always associated to a different domain in a society. For instance, one linguistic variety is used for administrative matters and the other one in the street.

Bilingual developmental sequences study the stages children go through in their acquisition process. First, they use a single lexical system in which they include items from both languages. Then, they distinguish the words belonging to each variety, but use one single grammar. In a third stage, they differentiate lexicon and syntax, and last, they become aware of the two languages (de Vega and Cuetos, 1999). 'Selection, 'Gradation', 'Presentation', and 'Repetition' are the sequences to learn.

The equipment necessary for the Bilingual method in Yardi's opinion are: a printed text of the situation to be learnt. This text ought not to be exceeding thirty sentences in length at the secondarylevel. The text has to be linguistically graded and made interesting to the learner. Each situation in the text should have a picture strip, notjust one composite picture as in the usual textbook, representing the development of the content in the text-lesson. The intention in using the picture strip is not to help the learner acquire the sentencemeaning but to retain it.

To conclude, this methodis simple from the point of view of teaching and learning. That iswhy we see majority of teachers in Indian schools following thismethod. The method increases the rate and amount of learning in theclassroom and it creates better attitudes in the minds of studentstowards learning English. It also establishes rapport between the teacher and the taught.

3.4.4 Task-based language teaching

Task-based language teaching (TBLT) was said to be a logical development of communicative language teaching (Willis, 1996). It uses real communication activities to carry out meaningful tasks, and stresses the importance of targeting these tasks to the individual student as much as possible.

TBLT develops and perfects the communicative language teaching approach.

The first person who has applied TBLT to teaching programs and practice is Prabhu. It was in Bangalore of southern Indian in 1979 that Prabhu began his bold experiments to put his theories into practice which seemed radical at that time. He thought that students may learn more effectively when their minds are focused on the task, rather than on the language they are using. Therefore, Prabhu is thought to be the originator of TBLT. The theoretical basis of TBLT dates back to cognitive psychology that has deeply affected the elementary education. As early as the year of 1977, a famous English linguist Dick Allwright said, "If the language activities involve the learners in solving communicative problems in the target language, language learning will take care of itself."

Task-Based Language Teaching refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. Although definitions of task vary in TBLT, there is a commonsensical understanding that a task is an activity or goal that is carried out using language. For Prabhu, a task is 'an activity which requires learners to arrive at an outcome from given information through some process of thought, and which allows teachers to control and regulate that process" (Prabhu 1987:17). While Crookes defined a tasks as " a piece of work or an activity, usually with a specified objective, undertaken as part of an educational course, at work, or used to elicit data for research" (Crookes 1986:1). Accordingly to Richards & Rogers (2001)—"Tasks are believed to poster a process of negotiation, modifidation, rephrasing and experimentation that are at the heart of second language learning." (p. 228)

A Task-Based syllabus may be organised in terms of two syllabuses: Communication Tasks (the actual tasks a person undertakes when communicating) and related Enabling Tasks that facilitate a learner's participation in the former (tasks which explicitly focus upon the rules and conventions of the language system, the interpersonal knowledge and meaning). Task-Based models, on the one hand, organise learning in terms of how a learner applies his or her communicative competence to undertake a selection of tasks. The roots of Task-Based models can be found in several sources: the Situational Approach, the use of project-based materials, and the use of problem-solving activities.

Let us look at some of the attractive features of task based learning.

1. More student centred learning where learners are encouraged to use language creatively and spontaneous through the tasks given.

2. Utilizing more authentic experiences and materials as well as principles of constructivism compared to top down teaching.

3.
More of a sense of personal and active accomplishment including developing a greater sense of language ownership.

4. Increased student participation when tasks are well planned and implemented according to learners' learning style, learning and communicative strategies, personalities, multiple intelligences and the overall local contexts.

5. Making specific lesson goals more evident through movement towards success of task completion.

Tasks, well-chosen and developed have also the potential to lessen the need for test cramming and excessive reliance on a result / test oriented syllabi – as described by Poole (2003) in the Asian EFL Journal.

In 1989, Nunan published Designing Tasks for the Communicative Classroom. Some consider this book as a milestone of task-based approach to language teaching. In his book, he proposed a framework for analyzing communicative tasks, and that tasks are analyzed or categorized according to their goals, input data, activities, settings and roles.

A framework for analyzing communicative tasks

(Adapted from Nunan 1989/:11)
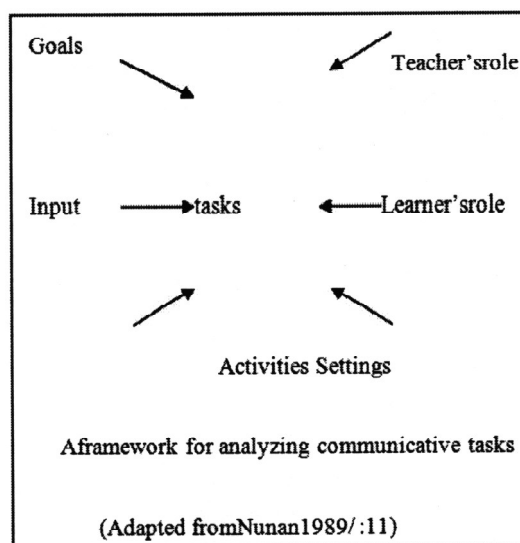
Researchers have proved that task difficulty have great influences on the effect of tasks? namely the accuracy, complexity and fluency of the learners' language outcomes. So, proper choice of difficulty in different stage of a TBLT class is of great importance. Tasks can be used as the central component of a three-part framework: "Pre-task", "Task cycle", and Post-Task, also called the "Language focus" stage.

Pre-task

Pre task phase introduces the class to the topic and the task, activating topic related words and phrases. Here, the teacher roles as instructor. The teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might help the students to recall some language that may be useful for the task. Then instruct the students to do the task and make sure that all the students understand task instruction.

Task cycle

Task: The task cycle offers learners the chance to use whatever language they already know in order to carry out the task, and then to improve that language under teacher guidance, while planning their report of the task. Feedback from the teacher comes when they want it most, at the planning stage, and after the report. Exposure to language in use can be provided at the different points, depending on the task type of the task. The students complete a task in pairs or groups using the language resources that they have as the teacher monitors and offers encouragement.

Planning: Students prepare a short oral or written report to tell the class what happened during their task, how they did the task and what they decided or discovered. Then, they practice what they are going to say in their groups. Teachers must ensure that the purpose of the report is clear. Besides, the teacher is available for the students to ask for advice to clear up any language questions they may have. Clearly, the teacher acts as linguistic adviser and giving feedback; helping students to correct, rephrase or rehearse oral report and organize or draft written report.

Report: Students then present their spoken reports to the class orally or read the written reports. The teacher chooses which group of students will present their reports and may give them some quick feedback on the content and form. At this stage the teacher acts as chairperson and may play a recording of others doing the same task for the students to compare.

Post-Task Phase :

This has also been called the Language Focus phase by Dave & Jare Willis of Aston University, UK.

The language focus phase allows a closer study of some of the specific features naturally occurring in the language used during the task cycle. By this point, the learners will have already worked with the language and processed it for meaning, so they are ready to focus on the specific language forms that carry the meaning.

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Analysis: The teacher then highlights relevant parts from the text of the recording for the students to analyze. They may ask students to notice interesting features within this text or bring other useful words, phrases and patterns to improve students' attention. The teacher can also highlight the language that the students used during the report phase for analysis. Meanwhile the students examine and discuss specific features of the text or transcript of the recording.

Practice: Finally, the teacher conducts practice activities. It begins with selecting language areas to practice based upon the needs of the students and what emerged from the task and report phases. The students then do practice activities to increase their confidence and make a note of useful language. On the other hand, the students can practice other features occurring in the task text or report stage.

The selection of activities or tasks should be based on the students' need in order to motivate students, engage their attention, improve intellectual and linguistic challenge and promote their language development.

Nunan (1989) suggest that a syllabus might specify two types of task: (1) Real-world task, which designed to practice tasks that important in a needs analysis and useful in the real life. (2) Pedagogical tasks, which have psycholinguistic basis in SLA theory and research but do not necessarily reflect real life tasks.

In the Bangalore Project, both tasks were used, as is seen from the following list:

Task type Example

1. Diagrams and information Naming parts of a diagram with numbers and letters of the alphabet as instructed.

2. Drawing geometrical figures/ formations from sets of verbal instructions

3. Clock faces Positioning hands on a clock to show a given time

4. Monthly calendar Calculating duration in days and weeks in the context of travel, leave, and so onSchool timetables Constructing timetables for teachers of particular subjects

5. Age and year of birth Working out year of birth from age

Willis proposes six tasks types based on traditional knowledge hierarchies as follows; Listing, Ordering and sorting, Comparing, Problem solving, Sharing personal experience, Creative task. While Pica, Kagany, and Falodun (1993) classify tasks according to the type of interaction that occurs in tasks accomplishment and give the following classification:

1. **Jigsaw tasks:** These involve learners combining different pieces of interaction to form a whole.

2. **Information-gap tasks:** One students or group of students has one set of information and another students or group has a complementary set of information. They must negotiate and find out what the other party's information is in order to complete an activity.

3. **Problem-solving tasks:** Students are given a problem and a set of information. They must arrive at a solution to the problem. There is generally a single resolution of the outcome.

4. **Decision-making tasks:** Students are given a problem for which there are a number of possible outcomes and they must choose one through negotiation and discussion.

5. **Opinion exchange tasks:** Learners engage in discussion and exchange of ideas. They do not need to reach agreement.

General principles and characteristics of TBLT

- Task-based learning is based on the use of tasks as the core unit of planning and instruction in language teaching.

- Tasks that involve real communication are essential for language learning.

- Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks.

- The focus is on process rather than product.

- Language that is meaningful to the learner supports the learning process.

- Activities and tasks of a task-based syllabus are sequenced according to difficulty.

- The difficulty of a task depends on a range of factors including the previous experience of the learner, the complexity of the task, the language required to undertake the task, and the degree of support available (Richards and Rodgers 2001).

The Advantages and Disadvantages of TBLT:

A Task-based approach can be defined as "how a learner applies his or her communicative competence to undertake a selection of tasks". Task-based Language Teaching has some clear advantages:

- TBLT is a student-centred approach. The students are free of language control. In all three stages they must use all their language resources rather than just practicing one pre-selected item. During the task the learners are allowed to use whatever language they want, freeing them to focus entirely on the meaning of their message. This makes it closer to real-life communicative situation, which is a way of bringing the real world into classroom (Krahne 1987).

- A natural context is developed from the students' experiences with the language that is personalized and relevant to them.

- The students will have a much more varied exposure to language with TBLT. They will be exposed to a whole range of lexical phrases, collocations and patterns as well as language forms.

- The language explored arises from the students' needs. This need dictates what will be covered in the lesson rather than a decision made by the teacher or the course book.

- It is a strong communicative approach where students spend a lot of time communicating. Just watch how much time the students spend communicating during a task-based lesson.

- It is enjoyable and motivating. Motivation is provided mainly by the need to achieve the objectives of the task and to report back on it. Success in doing this can increase longer term motivation.

- Task-based learning is widely applicable as it is suitable for learners of all ages and backgrounds.

- Tasks provide a natural opportunity for revision and recycling and give teachers the opportunity to assess learners' progress.

- TBL provides clear objectives in terms of what participants will gain from the tasks. That is, each task has a clearly defined set of objectives, stating what the participants will be able to do at the end of the task.

- TBL provides cooperative support. Classroom work is to be carried out on a cooperative basis involving a lot of participants' initiation right from the start. This should enable a supportive, non-threatening environment for participants to invest personally in the learning effort (Frost)

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Beside those advantages, TBLT also has some disadvantages:

- The weaknesses of task-based learning lay not so much in the potential effectiveness of this type of instructional content but in problems of implementing the instruction.

- Task-based learning requires a high level of creativity and initiative on the part of the teacher. If the teachers are limited to more traditional roles or do not have time and resources to implement task-based teaching; this type of teaching may be impossible.

- Task-based learning requires resources beyond the textbooks and related materials usually found in language classrooms.

- Task-based instruction is not teacher-centred; instead, it requires individual and group responsibility and commitment on the part of students. If students are notably lacking in these qualities, task-based instruction may indeed be difficult to implement (Krahne 1987).

- Some learners revert to mother tongue when things get difficult or if the group feels impatient.

- Some individuals develop excellent communication strategies, e.g. miming and using gestures, but get by using just odd words and phrases and let others supply the more challenging language they need. This may make those individuals fossilize before advancing very far in the syntax of the target language.

- Some learners tend to get caught up in trying to find the right word, and do not worry over much about how it fits into the discourse. There is naturally more concern for use of lexis and lexical chunks than for grammar and grammatical accuracy (Willis 1996: 55).

- There is a risk for learners to achieve fluency at the expense of accuracy.

- Pressure of time will force learners to make use of language that can be readily accessed rather than to attempt to create language in real time. There may be a minimal concern with accuracy and no incentive for learners to extend their existing language system (Skehan 1996).

- Evaluation of task-based learning can be difficult. The nature of task-based learning prevents it from being measurable by some of the more restricted and traditional tests (Krahne 1987).

- However, more recently the alleged demise of methods and the concept of post-

methodology have come into question (Larsen-Freeman 2001; Bell 2003). As Kumaravadivelu (1994: 28) has also pointed out, "as long as we are caught up in the web of method, we will continue to get entangled in an unending search for an unavailable solution, … a search [which] drives us to continually recycle the same old ideas

3.4.5 Eclecticism

It initially takes a great deal of courage for critics to openly express their reservations as regards the Communicative Approach. As Ur (1996: 6) explains, this is because "'communicativity' was becoming axiomatic rather than a means to an end, treated as synomymous with 'good language teaching'".

Perhaps one of the best-known methodologists who is among the first to voice his dissent is Swan (1985a, 1985b). While acknowledging the valuable contributions of CLT to the field of language teaching, he straightforwardly maintains that "A dogma remains a dogma, and in this respect the 'communicative revolution' is little different from its predecessors in the language teaching field".

At this point, we are thus living in a "post-communicative" (Ur 1996: 7) period, or perhaps it is a post-methodological one, as Ur (1996: 7) also points out, since it is now believed that no single method is optimally effective for teaching languages.

It seems we have learned enough from past experiences and research so as to practice a cautious eclecticism or integrated approach, where, as Swan (1985b: 87) puts it, we both try out new techniques and hold on to useful older ones. We have come to realize, in Stern's (1983: 474) words, that "language teaching cannot be satisfactorily conceptualized in terms of teaching method alone". And the majority of language specialists considers eclecticism a legitimate solution to the lack of universal solutions offered by any single method or, as Rodgers (2001: 4) terms it, "method synergistics" or a "disciplined eclecticism".

The eclectic theory of language was advocated during the year 1990's and because important for the educational theory of language learning. Multiple tasks, high interaction, lively learning, objective correlative, and fast results are the salient features of this method.

The eclectic approach is the label given to a teacher's use of techniques and activities from a range of language teaching approaches and methodologies. The teacher decides what methodology or approach to use depending on the aims of the lesson and the learners in the group.

In teaching practice, many have to come to favour of eclecticism, which generally holds that although no single ELT method can meet all teaching and learning needs,thus teachers need a set of principles to adapt their teaching procedure to the specific circumstances.

When linguists thought to improve the quality of language learning they often did so by referring to general principles and theories concerning how languages are learned and how knowledge of language is presented and organized in memory or how language itself structured.

There is a call nowadays to move towards eclecticism in language learning especially at the primary stage since it is the first stage in foreign language learning.

Eclecticism has given a variety of names: effective or successful eclecticism, enlighten eclecticism, integrative eclecticism, new eclecticism, etc. The fact that it had many names testifies to the influence and popularity of this theory.

The main principles of the eclectic method are:

1. Giving teachers a chance to choose different kinds of teaching techniques in each class period to reach the aims of the lesson.

2. Flexibility in choosing any aspect or method that teachers think suitable for teaching inside the classroom.

3. Giving a chance to pupils to see different kinds of teaching techniques that break monotony and dull on one hand and ensure better understanding for the material on the other hand.

4. Solving difficulties concerning presenting the language material in the pupil's textbook.

5. Using different kinds of teaching aids which leads to better understanding , and

6. Saving a lot of time and effort in presenting language activities.

The use of eclecticism does not mean to mix up different approaches randomly. There must have some philosophical backgrounds and some systematic relation among different activities. Usually it is recommended to mix structural approaches with communicative use of language.

Execution or Implementation

In this approach teacher decides the method of teaching himself. He is free to employ any relevant techniques for his lesson and learners. Several different teaching methods

are borrowed and adapted to needs and abilities of learners. Learner's strength and learning style is always kept in mind. Wide range of resources is used to match the curriculum. It is flexible and elastic technique which keeps the needs of learners in mind.

In the Eclectic method learners are believed to be the unique individuals and appropriate technique is applied for every single learner. This technique requires curriculum that is creative, innovative, and imaginative. It provides every student an opportunity to grow and develop in quite natural environment. This approach is heterogeneous and breaks monotony with variety of learning materials, methods and techniques

An example of material chosen for different subjects may clarify the eclectic technique. Textbook is better for teaching mathematics, short stories or novels of supreme quality are good for teaching reading, and a workbook is used for teaching spelling. Eclectic approach keeps the learner busy all along the day.

Advantages

Firstly, with this theory, it becomes easier and more possible for the learners to understand the language of the text with the context of culture.. Secondly, it blends the practices of listening, speaking, reading and writing into an organic whole.

Weakness

Brown .D (1994:74) gives some of the weak points of eclecticism as follows:

1. Teaching English by eclecticism urged that practical eclecticism does not meet the criterion of efficiency.

2. Theoretical eclecticism is suspicious on logical and theoretical grounds.

3. The fault of eclecticism in language teaching lies in that attempts to make a kind of all-purpose language teaching out of existing methods and to persuade that eclecticism is the only right idea in foreign language teaching methodology.

4. Without principles eclecticism is likely to fall into a state of arbitrariness.

Conclusion:

One of the major premise of eclecticism is that teaching should serve pupils not methods. Thus teachers should feel free in choosing techniques and procedures inside the classroom. There is no ideal approach in language learning. Each one has its merits and demerits. There is no loyalty to certain methods. Teachers should know that they have the right to choose the best methods and techniques in any method according to pupils

needs and learning situation. Teachers canadopt a flexible method and technique so as to achieve their goals. They may choose whatever works best at a particular time in a particular situation.

3.4.6 Language Across Curriculum

Language is central to the whole curriculum. Oral and written language are both essential to the thinking process which must take place in all areas of the curriculum According to Fillion (1991): "Language across the curriculum stresses concern for how people learn to use language, how they use language to achieve understanding and appreciation of their experiences (including the curriculum content introduced in schools) and how language use influences cognitive development." Language across the curriculum is primarily concerned with pupils' ability to use reading, writing and talk for an increasing range

Origin

LAC is a concept has been around for some time in academic and pedagogic theoretical discourse, but less so in school practice. It was developed in the late 70s / early 80s of the last century. It originated in Great Britain, where the idea of linking LAC with School Language policies as a whole received formal recognition in the so-called Bullock Report (entitled A Language for Life)

Each school should have an organised policy for language across the curriculum, establishing every teacher's involvement in language and reading development throughout the years of schooling (DES 1975:514)

A decade later this was underlined in the Swann Report (Education for ALL):

Unless there is a school language and learning policy across the curriculum there will be wastage of effort and often confusion. (DES 1985: 419)

The ideas of LAC itself, which had received real impetus in that report, have somewhat changed over time. Nevertheless, the basic tenets on which LAC rests, have stayed the same: they focus on the importance of language in and for school education, for all subject-matter learning, across the whole curriculum (Corson 1990:74). The principal features of LAC are—

1. Language develops mainly through its purposeful use (domains to be broadened)

2. Learning (often) involves talking, writing, shaping and moving (normally in reaction to perceptions)

3. Learning often occurs through speaking or writing as much as through shaping and moving

4. Language use contributes to / is a pre-requisite for cognitive development

5. Language is the medium for reflecting learning, for improving it, for becoming autonomous

Language across the curriculum relates to thinking different forms and aspects of language education within the school, particularly emphasising the role of language in all subject-matter learning. LAC has two meanings: in the narrow sense it is a concept suggesting the importance of language work and language training in all non-linguistic subjects. In the wider sense, it is a concept demanding a comprehensive model of language education as the basis of a whole school language policy. The later includes linking all languages as subjects (mother tongue education, foreign language education, second (or third) language education and the language dimension in all other subjects.

It certainly does not mean that each subject teacher must take responsibility for teaching sentence structure, grammar and composition skills in the subject areas. Rather, language across the curriculum is "verbalization as the fulfilment of understanding within each subject area". (Thaiss, 1984). The concept of LAC also claims that language and learning as well as language and thinking are deeply linked. Therefore, wishing to acknowledge and further develop children's existing mental and linguistic capacities, LAC focuses on active, constructive, potentially autonomous learning :

"Language plays a central role in learning. No matter what the subject area, students assimilate new concepts largely through language, that is, when they listen to and talk, read and write about what they are learning and Melate this to what they already know. Though spealling and writing, language is linked to the thinking process and is a manifestation of the thinking that is taking place. Thus, by explaining and expressing personal interpretations of new learnings in the various subject students clarify and increase both their knowledge of the concepts in those fields and their understanding of the ways in which language is used in each." (Ontario Ministry of Education, 1984; quoted in Corson, 1990, p. 75)

The goals of LAC are – simply speaking – to support language development in each and every child, in all domains of language use, in each leaning activity in school.

John Carrol (1974), states that: "The various forms of pictorial expressions are almost always accompanied by language and require language to make them intelligible". Even highly abstract processes in Mathematics and psychomotor activities use the medium

not only in describing the techniques and processes but also in evoking responses. The student who is articulate in oral and written language, who can use words to manipulate ideas, to shape thoughts and to understand key concepts, has an indispensable tool for all school learning because the ability to communicate through language is a necessary skill in all subject areas. This involves such factors as:

Students (in all subject areas)

- Using writing to order and classify thoughts
- Learning the language appropriate to the subject
- sing the increasing precision the vocabulary of their subject

Teachers (in all subject areas)

- Modelling the language of their subject
- Attending to the conventions of written language
- Becoming sensitive to the role and varieties of language learning

The following learning skills which are traditionally regarded as the purview of the language teacher are shared by all subjects in the curriculum.

i. Locating information - using encyclopedias and reference books and gathering facts from field trips and interviews.

ii. Organising information - outlining and categorising

iii. Acquiring information - using strategies such as skimming through reading and scanning and understanding the importance of pre-reading strategies.

iv. Acquiring information - setting purpose for listening and through listening and observing.

v. Communicating orally - speaking with accuracy and pose, and in writing with clarity and exactness, using the writing process.

vi. Interpreting pictures - constructing simple graphs, tables charts, graphs, tables, charts and other pictorial pictures material cartoons including cartoons.

vii. Evaluating and applying - applying problem-solving and information critical thinking skills.

Each subject area has its special needs although there are many held in common across

the curriculum. The subject teacher needs to be aware of this and should provide learning situations which will foster the development and use of appropriate language.

Example:English across the curriculum

Art and architecture

Explore art while learning the language of art. These resources help students to describe art and express their opinions on it while simultaneously learning more about art history.

Business and tourism

Worksheets for budding entrepreneurs to practise their skills. These worksheets tackle social issues in the business world and provide plenty of opportunities for students to build their confidence and hone their speaking skills.

- Culture

Speaking and reading activities that encourage cross-cultural learning. These reading and speaking activities help students to understand more about how people live and their social customs in different parts of the world.

- Geography and the environment

Activities on climate change, global warming, and key cities and countries around the world. These thought-provoking reading and speaking activities get students to engage with timely environmental issues while practicing reading and speaking skills.

- Information technology

Key terminology and information on computing, past and present. Students learn IT terminology and the history of computing in these useful resources.

- Mathematics

Worksheets for students learning key mathematical concepts and vocabulary. This section is devoted to resources for students tackling mathematics in English.

- Science and nature

From Darwin's theories to cloning and how the brain works; a fascinating range of illustrated activities covering areas of science and the natural world. These resources give students the knowledge, vocabulary and key phrases to understand more about different spheres within science.

- Sports

From the first Olympic Games to the modern day, fun language activities to help students

learn about sport. Activities help students learn about the language, history and culture of sport as well as modern day practices and health benefits.

- Cross-curricular webquests

Webquest worksheets and projects for use in class or for homework. This developing section includes resources to keep your students glued to the computer screen for hours!

- Historical topics

Reading, speaking and vocabulary activities that introduce EFL students to the past. Take your students on a journey into the past while learning English at the same time!

- Topic-based listening lessons

These topic-based listening lessons on an eclectic range of subjects are designed to introduce content-based learning into the EFL classroom.

LAC is a concept and a policy. As a concept it acknowledges the fact that language education in school does not only take place in specific language education, second language education etc. but also in each and every other subject, in each and every activity in school, across the whole curriculum. LAC leads to new forms of language use of L1 or LS (language of the School), to new types of discourse behaviour, to extended linguistic competences, the bases of which are already laid, mainly through early childhood socialisation and though L1/LS education in school.

3.4.7 Constructivism:

Constructivist Teaching and Learning is a summary of a Master's thesis by Audrey Gray, University of Saskatchewan, entitled "'The Road to Knowledge is Always Under Construction': A Life History Journey to Constructivist Teaching".

Constructivist teaching is based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction rather than passively receiving information. Learners are the makers of meaning and knowledge. Constructivist teaching fosters critical thinking and creates motivated and independent learners.

Constructivism holds that the primary responsibility of the teacher is to create and maintain a collaborative problem-solving environment where students are allowed to construct their own knowledge, and the teacher acts as a facilitator and guide.

Constructivism (Li, 2005) holds that learning is an active process in which learners construct their own knowledge and understanding. They do not simply mirror and reflect what they are taught or what they read. Learners look for meaning and will try to find

regularity and order in the events of the world, even in the absence of full or complete information. Constructivist teaching theory (Li, 2005) holds that the students should be the center of teaching, although we should not neglect the importance of the teacher's guidance. We should use multi-media and Internet, construct real environments, carry on cooperative teaching and lead the students to self-constructed knowledge.

Constructivism draws on the develomental work of Piaget (1977) and Kelly (1991). Twomey Fosnot (1989) defines constructivism by reference to four principles: learning, in an important way, depends on what we already know; new ideas occur as we adapt and change our old ideas; learning involves inventing ideas rather than mechanically accumulating facts; meaningful learning occurs through rethinking old ideas and coming to new conclusions about new ideas which conflict with our old ideas. A productive, constructivist classroom, then, consists of learner-centered, active instruction. In such a classroom, the teacher provides students with experiences that allow them to hypothesize, predict, manipulate objects, pose questions, research, investigate, imagine, and invent. The teacher's role is to facilitate this process.

Piaget (1977) asserts that learning occurs by an active construction of meaning, rather than by passive recipience. He explains that when we, as learners, encounter an experience or a situation that conflicts with our current way of thinking, a state of disequilibrium or imbalance is created. We must then alter our thinking to restore equilibrium or balance. To do this, we make sense of the new information by associating it with what we already know, that is, by attempting to assimilate it into our existing knowledge. When we are unable to do this, we accommodate the new information to our old way of thinking by restructuring our present knowledge to a higher level of thinking.Constructivist beliefs have recently been applied to teaching and learning in the classroom.

Why Is Constructivism Important?

Educational curricula and teaching methods are changing. One component of the current redevelopment of all subject area curricula is the change in focus of instruction from the transmission curriculum to a transactional curriculum. In a traditional curriculum, a teacher transmits information to students who passively listen and acquire facts. In a transactional curriculum, students are actively involved in their learning to reach new understandings.

Constructivist teaching fosters critical thinking and creates active and motivated learners. Zemelman, Daniels, and Hyde (1993) tell us that learning in all subject areas involves inventing and constructing new ideas. Twomey Fosnot (1989) recommends that a

constructivist approach be used to create learners who are autonomous, inquisitive thinkers who question, investigate, and reason.

The Constructivist Classroom

A constructivist teacher and a constructivist classroom exhibit a number of discernable qualities markedly different from a traditional or direct instruction classroom. A constructivist teacher is able to flexibly and creatively incorporate ongoing experiences in the classroom into the negotiation and construction of lessons with small groups and individuals. The environment is democratic, the activites are interactive and student centered, and the students are empowered by a teacher who operates as a facilitator/ consultant.

Constructivist classrooms are structured so that learners are immersed in experiences within which they may engage in meaning-making inquiry, action, imagination, invention, interaction, hypothesizing and personal reflection. Teachers need to recognize how people use their own experiences, prior knowledge and perceptions, as well as their physical and interpersonal environments to construct knowledge and meaning. This perspective of learning presents an alternative view of what is regarded as knowledge, suggesting that there may be many ways of interpreting or understanding the world. No longer is the teacher is seen as an expert, who knows the answers to the questions she or he has constructed, while the students are asked to identify their teacher's constructions rather than to construct their own meanings. In a constructivist classroom, students are encouraged to use prior experiences to help them form and reform interpretations. This may be illustrated by reference to a personal response approach to literature, a constructivist strategy first articulated by Rosenblatt (1938). Rosenblatt (1978) argues for a personal and constructive response to literature whereby students' own experiences and perceptions are brought to the reading task so that in transacting with that text, the realities and interpretations which the students construct are their own.

A Construcivist Classroom is Student-Centred

From a constructivist perspective, where the student is perceived as meaning-maker, teacher-centered, text-centered and skills-oriented approaches to literature instruction are replaced by more student-centered approaches where processes of understanding are emphasized. In a discussion of language arts instruction based on constructivist theories of language use and language development, Applebee (1993) suggests that rather than treating the subject of English as subject matter to be memorized, a

constructivist approach treats it as a body of knowledge, skills, and strategies that must be constructed by the learner out of experiences and interactions within the social context of the classroom. In such a tradition, understanding a work of literature does not mean memorizing someone else's interpretations, but constructing and elaborating upon one's own within the constraints of the text and the conventions of the classroom discourse community.

A constructivist student-centered approach places more focus on students learning than on teachers teaching. A traditional perspective focuses more on teaching. From a constructivist view, knowing occurs by a process of construction by the knower. Lindfors (1984) advises that how we teach should originate from how students learn.

Students and Teachers are Interactive in a Constructivist Classroom

Another quality of a constructivist class is its interactive nature. Authenthic student-student and student-teacher dialogue is very important in a constructivist classroom. Belenky, Clinchy, Goldberger, and Tarule (1986) inform us that constructivists distinguish didactic talk, when participants report experiences but no new understanding occurs, from real talk where careful listening creates an environment within which emerging ideas can grow. Perhaps this defines the difference between teacher talk in a direct instruction classroom, and purposeful talk by students in a student-centered constructivist classroom where meaningful discussion occurs and meanings emerge. Belenky et al (1986) explain that in "real talk", domination is absent, while reciprocity, cooperation, and collaborative involvement are prominent. Consequently, constructivist activities in the classroom that focus on speaking and listening promote not only constructivist thought but also important connections between teacher and students.

Organization and Management of a Constructivist Classroom are Democratic

The organization and management of a class contribute appreciably to the creation of a classroom environment that promotes constructivist learning. A democratic classroom environment emphasizes shared responsibility and decision-making. A democratic classroom is self-regulating.

Indeed, since student empowerment and autonomy are major goals in constructivist teaching, changing the power structure in the classroom is a desired course of action.

Characteristics and Roles in a Constructivist Classroom

There are many specific aspects of constructivism when relating it to the classroom and the learner, at whatever age. As mentioned before, the social aspect of constructivism is

important in the classroom. The socialization and interaction are an essential part of the classroom. It is in a constructivism classroom where a child can use his or her social activity to be influenced or influence other students' beliefs and values. The socialization can assist in "problem solving and conflict resolution" techniques. There is never a classroom that is free of problems. Helping to solve these problems as a group and letting the students resolve the conflicts is a vital feature of the constructivism classroom (Bloom; Perlmutter & Burrell, 1999). When the learner is a child, the constructivism approach teaches the child to be responsible for themselves.

Also, the students can create a sense of belonging, and high self-esteem, for themselves and others in the environment of the classroom. One process that Bloom, Perlmutter, and Burrell (1999) mention is the "Peacekeepers". The Peacekeepers have rituals where they meet in groups, say a pledge, have symbols to give permission to speak and voice their cares and concerns within the classroom. Also, each student has a "basket of acceptance" where they bring an item that is special to them and they share it with the rest of the class. The Peacekeepers represents the belonging aspect in a constructivist classroom (Bloom; Perlmutter & Burrell, 1999).

Another example is cohesiveness that is, brought on by the constructivism classroom. An example of cohesiveness is the students can develop rules, and mission and goal statements for their classroom. The teacher may assist by providing parameters and suggestions, but it is the students who learn self-management techniques and unity with others. Their contributions to the classroom shows that they have interest and care for themselves and others (Bloom; Perlmutter & Burrell, 1999).

Open-ended assignments are another feature of a constructivism classroom. A student may have a different method in figuring out a math problem than what the teacher has in the book. The student can feel comfortable sharing the method with peers (Bloom; Perlmutter & Burrell, 1999).

Relevance and creativity is another characteristic of constructivism in the classroom. Learning is based on the students' creativity from their prior knowledge and experiences (Bloom; Perlmutter & Burrell, 1999). Spigner-Littles & Anderson, (1999) also explain that to reach the creative side the teacher needs to assist in bringing about some new skills to coincide with the prior skills, "challenge their pre-conceived notions and beliefs, and possibly re-examine their worldly outlook. Windschitl (1999) mentions that an integrated curriculum is the way to go in a constructivist classroom. In this kind of classroom the teacher can create themes incorporating all subjects. The students can use their creativity and relevance to create a new or deeper understanding of several

subjects with a variety of learning activities that they can share with their peers. Also, student do not need to do the traditional paper and pencil tasks in a constructivist setting. They can write in journals, create and act out plays, create model, and other works of art. The students can be creative in their own unique way, and objectives and standards can still be observed.

What is instructional practice in constructivist classrooms?

- Values prior knowledge
- Is context embedded
- Integrates cooperative group work
- Multidimensional assessment
- Integrates language, content, and process

Example: Vocabulary

- Use objects EXAMPLE: Canvas –integrate with picture induction model and context embed it.
- Show pictures whenever possible.
- Use picture vocabulary dictionaries.Provide graphic organizers, which help students build associations
- Integrate as much as possible through thematic units
- Integrate reading and writing and work toward expressive vocabulary.

In a traditional classroom, an invisible and imposing, at times, impenetrable, barrier between student and teacher exists through power and practice. In a constructivist classroom, by contrast, the teacher and the student share responsibility and decision making and demonstrate mutual respect. The democratic and interactive process of a constructivist classroom allows students to be active and autonomous learners. Using constructivist strategies, teachers are more effective. They are able to promote communication and create flexibility so that the needs of all students can be met. The learning relationship in a constructivist classroom is mutually beneficial to both students and teachers.

Challenges of Constructivism

There defiantly are some challenges when it comes to constructivism). Concern is constructivism does not just have a single meaning or approach (Airasian & Walsh,

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1997). Some teachers are not sure as to which methods of teaching are appropriate to use in the classroom. For example, lecture, discussion, and cooperative groups can all be used, but when and with which students? Also, some students don't "like" to work to work in a group atmosphere, and they may cause problems with the groups. The teachers need to be competent in a variety of areas to help maintain a learning environment for every student (Windschitl, 1999).

The next concern is time and management, which pertains to the students and the teachers. As mentioned before, the teachers need time to learn how to manage a constructivist classroom. The teacher has to adjust to letting the students makingmore decisions and interpret the information to how they understand it. In constructivism there is not necessarily one right answer. The role of the teacher is to guide the student, and the students have to get used to this, as well. The students will have to initiate more, and express their idea, instead of waiting for the teacher to say the "right ideas". Also, the actual time that the students are physically with the teacher can be an issue. When teaching in a high school setting, where the student change classes, the fifty minute time frame is clearly not enough time cover a theme that incorporates all of the subjects.

The next concern of constructivism is the variety of learners and teachers. Previously mentioned, learners and teachers have different social and cultural background. In the constructivist view, race, gender, previous schooling, and individual contacts can all influence a person's learning. These contrasts can sometimes cause chaos. "Too many" meanings and can make for confusion, if not handled properly. Once again, the cooperation of parents, and community working with the school can help in the student's learning.

The last concern is evaluation. If we are looking at each individual learner, then does there have to be a separate rubric for each student? And, if the student is involved in each process in the constructivist view then he or she needs to take part in determining the evaluation and standards.

Again, a balance needs to be established to fit everyone's need, which can be complex. In conclusion, constructivism is a belief that the learner can use their previous and current beliefs, ideas, and knowledge to form and connect incoming information and eventually reach conclusions in subject matter. Learners and teachers need to be aware that we live in a world with a variety of perspectives and opinions. The diversity of cultures and issues can be some of the many challenges in a constructivist setting. With the use of instructional technology and open communication, the constructivism approach

can be successful and enriched learning can take place, in all types of learners (Rice & Wilson,1999).

3.5 Methods

In case of English language teaching in India, there are some milestones in the development of this tradition. According to D. Kanta Rao and J.M.Kanthi Thilakha:

"If language teachers teach as they taught earlier, then one may not achieve the requiredgoals of teaching English in the present globalscenario."

So, there could be as many ways of learning languages asthere are people learning them. The way one learnt English is notexactly the way one is teaching it. Again, the way one acquiredone's mother-tongue may be quite different from the way one learntEnglish. The following observation by V. Saraswathi is veryimportant to quote in this connection. She says:

"There is no best method. The history oflanguage teaching presents a fascinating varietyof methods. If there is such a variety ofmethods, which one are we to choose? There is117no definite answer to this question, what workswith one learner may not work with another.

One may be a wizard in grammar but anothermay just hate it. Others might enjoymemorizing sentences."

She further adds:"Different methods may be appropriate todifferent contexts. If we start searching for theperfect method or the ideal single solution tothe problem of language learning, we bound tofail"

Like V. Saraswathi, Diane-Larsen-Freeman's remark onlanguage teaching methodology sums up a major trend away fromunity to diversity in the following words. They comment:

"There is no single acceptable way to go aboutteaching language today."

The statements quoted above make it clear that no singleapproach or method is appropriate for all learning styles. A goodlesson will, therefore, be one in which the teachers use asmorgasbord of activities taken from a variety of sources. Byvarying our techniques, we will give students of all styles the chanceto shine some of the time.

So we have to know some of the prominent methods that have been used in english…some are listed below:

3.5.1 Direct Method

Made popular by Berlitz in the 1950s, it allows only the second language, uses everyday vocabulary, and stresses pronunciation. This was developed, as Rao has pointed out, "as a reaction against the grammar-translation method".

Again this method is a logical extension of the Naturalmethod. It is also an offshoot of the Behaviourist school ofpsychology. It insists that the key to all language learning lies inassociation. It stresses the need for direct association betweenexperience and expression in the foreign language. The aim is toenable the learner to think in foreign language and to cultivate anunerring language sense. It recognises that language sense has itsroots in the spoken language and lays stress on the oral approach.

In the opinion of Diller this method has one basic rule: "notranslation is allowed". In fact, this method receives its name fromthe fact that meaning is to be conveyed directly in the targetlanguage through the use of demonstration and visual aids, with norecourse to the students' native language.

For example, in a reading lesson to class V, a new word'watch' occurs. If we associate it with its intermediate in thevernacular, i.e. 'Gharee', we are teaching the meaning indirectly; butif on the other hand, we associate the word with an actual 'watch' orwith the picture of a watch, we are teaching the meaning directly.

If such a direct association is not possible, the teacher canexplain the meaning of new words by giving synonyms, definitions,explanations, or by inference from the context. The same technique with a few modifications here and there, can be followed in teachingcompositions-oral or written. Many new words can be added to thevocabulary of the learner without the intervention of the mothertongue.According to Bhatia and Bhatia, the main aim of teachingEnglish by this method is to enable the learner:

"to think in English and to discourage thepractice of inwardly thinking in one'svernacular and then overtly translating thethought into the foreign language. He should beable to grasp what he hears or reads in Englishand should be able to express his thoughts andwishes directly and fluently so that in duecourse of time he obtains a real command overthe language".

It was based on the involvement of the learner in speaking and listening to the FL in realistic situations. This method seeks to establish a direct bond between thought and expression, experience and language. Learners were encouraged to think in their Target Language (TL) and translation was forbidden. Formal grammatical rules were avoided. It was not an easy method to use in the artificial setting of a classroom. This method was also known for its tolerance towards errors. Berlitz was one of its scholars.

Objectives	Sample classroom activities	Problems
● to recreate L1 learning conditions, where understanding comes mainly through listening, speaking ● to encourage direct association of TL words and sentences with objects, notions and actions without the mediating use of L1 ● to provide practice in aural-oral skills before reading and writing ● to facilitate learning of grammar through practice and inference rather than explanation ● to ensure learners can function in the TL early, orally and in writing	● Teacher (T.) addresses students in TL and expects them to reply in it ● T. talks in TL, about classroom objects, asking questions, giving orders; students obey orders and tell class in TL what they are/ have been doing ● T. uses pictures to describe activities and events in TL ● T. demonstrates meanings of new action or relational words by miming ● students repeat new words and phrases in TL ● students asked to form own TL sentences according to what they have heard ● students read aloud passage of related content after the teacher, chorally then individually ● T. asks questions about passage in TL, students reply in TL. difficulties of vocabulary or structure explained in TL ● students make TL notes, write in TL, mainly on what has been covered in listening and speaking activities	● learners expected to express themselves in TL too soon with too little structural knowledge ● inaccuracy and vagueness in learner TL performance ● need to learn by induction suits some students more than others

In its purest form, the practice of the direct method often created feelings of tension and exhaustion in both students and teachers. This was partly because of their mutual knowledge that their own first

3.5.2 Grammar Translation

Most popular before the 1940s - It started to be slowly replaced by the Direct Method from the early 1900s. It is still popular, however, in countries where reading is more important than communicating.

The grammar-translation approach to the teaching of a second language is often called the classical approach, in?uenced as it is by "the formal teaching of Latin and Greek in Europe for many centuries" (Rivers 1968: 14). Given that the method was still applied in the mid-twentieth century to the teaching of non-current languages, its objectives would, it might be assumed, differ from those of the teaching of modern languages. Howatt (1984: 131) explains that the grammar-translation method was originally an attempt to adapt the scholastic study of foreign languages for a reading knowledge of their culture and history "to the circumstances and requirements" of school students. Hence, he suggests, the emphasis on sentence-level usage. Howatt claims that the first grammar-translation course for the teaching of English was written by Johann Flick, in Germany, in 1793. Yet many modern language-teaching classrooms of the nineteen-?fties bore the typical characteristics of this approach, summarized here:

Objectives	Sample classroom activities	Problems
● to inculcate an understanding of the grammar of a language ● training in the translation and accurate writing of the language following strict grammar rules ● to provide students with a wide literary vocabulary ● to use language-learning as an intellectual discipline	● Students learn target language vocabulary lists (with L1 equivalents) from their textbook ● Teacher (T.) and/or students read textbook passage in target language (TL) aloud ● Students translate sentence by sentence ● T. explains rules of grammatical usage featured in the passage ● Students copy grammar rules, paradigms examples, exceptions in their notebooks, and can expect their knowledge of the rules to be tested ● Students do written practice exercises, e.g. ?lling in blanks in grammatical phrase or sentence-level exercises, or translate into TL specially selected phrases or sentences containing the grammatical usage concerned ● Students regularly do "proses", i.e. passages for translation to or from the TL	● Little interest in TL pronunciation, intonation ● TL not generally seen as a means of expressing one's own meanings, in writing or in speaking ● The language most used in the classroom is the mother tongue rather than the language being learnt ● The texts serves mainly as supports to the analysis of grammar & may often not be selected to suit the learners' level of ability, age & interests

As Krashen (1987:128) mentions, "It can be claimed that grammar translation provides scraps of comprehensible input. The model sentences are usually understandable, but the focus is entirely on the form, and not on meaning … students are forced to read word by word, and consequently rarely focus completely on the message. The sentences use in the exercises may be comprehensible, but here again, as in the model sentences; they are designed to focus the students on form."

3.5.3 The Structural Approach:

Introduction

This approach as Kripa K. Gautam states "is based on thebelief that language consists of 'structures' and that the mastery ofthese structures is more important than the acquisition ofvocabulary. These structures are carefully graded in terms of bothmeaning and form.Since structure is what is important and unique about alanguage, early practice should focus on mastery of phonologicaland grammatical structures rather than on mastery of vocabulary"

This approach, according to Kulkarni 'emphasizes theteaching and learning of the basic items ormaterials that constitutethe framework of a language'. Hence, in structural approach students are taught to master the pattern of sentences. This approach employs techniques of the direct method of teaching. Speech is mainly stressed but reading and writing is not neglected. The structural approach is not a method in the strict sense of the term. It is an approach, a technique, a device which can be used to put into practice any method successfully.

The term 'structural' according to Kripa K. Gautam "isreferred to the following characteristics:

a) Elements in a language are linearlyproduced in a rule governed way.

b) Language samples can be exhaustivelydescribed at any structural level ofdescription (phonemic, morphological andsyntactic).

c) Linguistic levels are thought of as a systemwithin systems. These sub-systems arepyramidally structured-phonemic systemsleading to morphemic systems, and those inturn lead to be higher level systems ofphrases, clauses and sentences.

The two essential features of this approach are careful gradingof structures, and vocabulary control.J.B. Bruton in a working paperpresented at the Nagpur Seminar in 1958 summarisesthe basicassumptions regarding the nature of language and the methods bestsuited for the presentation of linguistic items. He says:

1. Language is primarily a spoken thing and...therefore, our approach to a foreign languageshould in a first instance be through its spokenforms

2. ...Mastery over the signalling systemof a language is more important than detailedknowledge of the forms of the language

3. ...this mastery is best acquired by repetition ofthe various components of the system in variedforms

4. ... since language arises fromsituation, the teacher's task is to createmeaningful situations from which language willarise easily and naturally

5. ... mastery over agiven range of structures and confidence intheir use are best imparted by concentrating onthe teaching of one item at a time

6. ...each itemmust be firmly established orally before pupilsencounter it in their textbooks.

Yardi defines the term 'structures' as an "internal ordering oflinguistic items", and further adds that structures may be defined as"devices that we use to make signals, to convey meanings, andindicate relationship."Thus the structural approach is based on structures whichhave been carefully selected and graded.

According to Dr. (Mrs) Sharada V. Bhat:"selection of structure is made on fourprinciples: usefulness, productivity, simplicity,and teachability".She further adds that:"the structural approach distinguishes two typesof structures, productive structures and otherstructures".

Productive structures, as Dr. Bhat opines, are those with whichother structures can be built.Naturally the productive structures aregiven more importance, since after the mastery of those structuresthe student can build other structures by themselves. Some structurescan be taught easily with demonstration.Every structure must be encountered and practised in acontext of situation".

Objectives

According to Menon and Patel the objectives of the new structural approach are as follows:-

1. To lay the foundation of English by establishing through drill and repetition about 275 graded structures.

2. To enable the children to attain mastery over an essential vocabulary of about 3000 root words for active use.

3. To correlate the teaching of grammar and composition with the reading lesson.

4. To teach the four fundamental skills, namely understanding, speaking, reading and writing in the order names.

5. To lay proper emphasis on the aural- oral approach, activity methods and the condemnation of formal grammar for its own sake.

Main features of structural approach

The structural approach makes use of the following features for teaching the language:

- Word order - Word order or the pattern of form is very important in Language for e.g:

a) Jo broke his toy

b) The toy broke Jo

The sentence a) Jo broke his toy - makes proper sense. it shows the arrangement or pattern of words.

- The presence of function words:Function words help in modifying meaning considered the following sentence -for e.g:

a) I ate an ice cream.

b) I'm eating an ice cream.

c) I will eat an ice cream.

In the above given example, we can see the modified meaning.

- The use of few Inflections:By adding an affix, the base form of the word can be altered.e.g:

a) In verbs: I play; he plays; I am playing ; I played

b) In nouns; One boy; two boys; one man

c) In adjective and adverb: Great - Greater - Greatest

Principles of the structural approach

Prof. F.G.French has entitled the following principles underlying the structural approach:

a) Importance of Framing Language Habits - The structural approach lays stress on the importance of forming language habit, particularly the habit of forming words in English.

b) Importance of Speech - The structural approach is based on the principle of

effective used of speech.

c) Importance pupil's activity - The structural approach is based on the principles of the pupils' activity. The importance of pupil's activity rather than the activity of the teacher is the sure way to learning English.

d) The principle of oral work – Oral work is the sheet anchor of the structural approach. Oral work is the basis and all the rest are built up from it.

e) Each language has its own grammar – Instead of teaching grammar of the target language, its structures are to be taught.

How should a teacher select the structure to teach the learner. The following principles should be kept in mind while selecting structures:

i. Usefulness - the structures, which are more frequent in use should be introduced first

ii. Productivity - some if the structures are productive, other structures can be built upon. for e.g: we have two sentence pattern- a) Mr. Roy is here b) Here is Mr.Roy. The former pattern is productive because we can frame many sentences on the same pattern like - He is there etc.

iii. Simplicity - The simplicity of the structure depends upon the form and the meaning.

iv. Teach-ability - Items easy from teaching point of view

v. Frequency - The structures must be selected with a high frequency of occurrence.

vi. Range - to know, in how many contexts it is applicable

vii. Coverage - A word covering a number of meanings For e.g: Meals

viii. Learnabiliy- teacher should focus on the items that are easy for students to learn should be taken first.

Gradation of Structure

Structural approach upholds the teaching of English as a foreign language through the teaching of the structures of the language. The questions which structural approach attempts to answer primarily are: (1) should the structural items and sentence patterns to be graded? (2) how shall they be graded? and (3) what should be the fundamental principles of grading the structural items? through gradation of structure, we can get answers for the following Questions.

Gradation means grouping synonyms. In structural approach, gradation of structure can

be taught by using the following patterns that should be taught at early stages:

- ➢ Grouping:
  i. Phonetic grouping - group according to sound. for example: cat, rat, mat etc.
  ii. Lexical grouping - grouping according to words used in same situation.
  iii. Grammatical grouping - pattern of sentences similar should be taught together.
  iv. Semantic grouping - Words having similar meaning grouped together.
  v. Structure Grouping - selecting items that are fit for each other.
- ➢ Sequencing:
  i. Grammatical sequencing - it will tell that it follows which structure. e.g.: I was watching a movie. I was watching a movie with my friend.
  ii. Semantic sequencing - A word having different meanings e.g.: The ball is there, under the bed. There are many balls in the bag.
  iii. Lexical sequencing - It Tells which word follows which e.g.: sit-stand, come-go, high-low
- ➢ Types of patterns of sentences:there are different patterns of sentence. as follows below:
  i. Two- part patterns like She goes (she / goes)
  ii. Three-part patterns e.g: He is reading (He / is / reading)
  iii. Four-part patterns e.g: Geetha went to school (Geetha/went/to/school)
  iv. Patterns beginning with 'there', 'wh' type question e.g: There are five baskets in the rack. What is your name?
  v. Patterns of Command and Request e.g: come here, sit down , stand up etc.
  vi. Formal pattern - like Good Morning, Thank You etc.
- ➢ Sentence Patterns: The structures may have the following pattern like:
  i. Statement of Fact - mention simple facts e.g: Pinky gets up at 6 a.m. She takes bath. she eats her breakfast. she goes to school. (subject-verb-object pattern)
  ii. Imperative sentence - Question form verb-subject-object pattern e.g: Did Pinky come to school today? has she taken her breakfast ?
  iii. Imperative sentence (imply compliance) subject remains hidden. e.g.: (Pinky) Come here , Close the door , Bring your book etc.

➢ Phrase Patterns: Sentence using phases are called Phrase pattern. e.g: That book is 'on the table'

Objectives	Sample classroom activities	Problems
● to develop listening and speaking skills as the foundation for reading and writing skills ● to use grammar as a means to an end, not an end in itself (inductive analogy rather than deductive explanation) ● to enable learners to communicate in TL	● students repeat sentences in TL in chorus, imitating the pronunciation and intonation of T., then in groups, then individually (almost like a mimicry) ● contexts, usually dialogues, perhaps with A/V support, based on everyday incidents in life of student in TL country ● students act out conversational interchanges in pairs ● students practise reading together after the teacher what they have just been repeating ● students repeat several times after the teacher pattern sentences containing key structure ● students repeat other sentences of identical structure but with minimal changes of vocabulary ● on cue words from T., students construct slightly different sentences on same structural pattern ● T. gives cues to small groups, then individuals, to make sure that all have assimilated the uses of the structure being drilled ● students asked to write out drill they have been repeating aloud, adding lexical variants of their own choosing	● emphasis on drilling structural patterns which is mechanical and non-individual ● Use of TL artificial and restricted ● reading and writing skills delayed ● Vocabulary is strictly limited to context learned

Limitations of the Approach:

i. The structural approach has limited application. It is best suited for the early stage of teaching English.

ii. The structural approach ever emphasizes oral work and speech manipulation. There is blind repetition of structural items during oral teaching.Intensive drilling makes it mechanical.

iii. The approach ignores reading and writing children fail to expand their language acquisition.

iv. This approach fails to exploit children's mother tongue.

v. The proper working out of the structural approach requires efficient teachers. There is acute dearth of such teachers.

vi. It is not practicable in Indian schools.

vii. It will not help cover the syllabus.

Yardi finds out one main inadequacy with this approach that "they don't help to develop 'communicative competence'", and he further states that "the structural approach may help in making correct sentences, it fails in helping the learner to make correct utterances"

The Audio-Lingual Method

The 1960s saw a transitional trend, rather than a clear-cut switch, from the Grammar-Translation and Direct Methods of the 1940s and 1950s to what soon became known as the audio-lingual (or "aural-oral") method. This method, in Howatt's words, "was derived from the structural approach developed by Fries at Michigan". Audio-lingual and structuralist approaches emerged, Wilga Rivers suggests, under the influences of behavioural psychology (notably Skinner, 1957). Also, it came under the influence of the American structural linguists (e.g. Bloomfield 1933, Fries 1945, Harris 1951) and anthropologists (e.g. Pike 1947), who analyzed, described and explained the structures and systems of languages from listening to them in native-speaker use.

The emphasis was laid mainly on every-day language – the model structure (pattern-sentences) and on structural exercises (structure-drills).

Audio-lingualism is summarized by Moulton (1961: 86) as being based on these slogans:

"Language is speech not writing. A language is a set of habits. Teach the language, not about the language. A language is what its native - speakers say, not what someone thinks they ought to say. Languages are different."

3.5.4 Situational Language Teaching

The overlap between language approaches may again be illustrated here. The late 1950s and early 1960s saw the British tradition of English language teaching influenced by A. S. Hornby's: Progressive English for Adult Learners (1954–56), which he referred to as situational. This meant, for Hornby, "that each new pattern or lexical item should be introduced to the class in advance of the work with the text" (Howatt 1984: 263), a principle central to the audio-lingual approach. The 1960s also saw the kind of situational approach represented by the audio-visual courses which related film-strips and recorded dialogues. The situational method tended to organize its language syllabus according to relevant physical and social situations, but then used techniques from direct and audio-lingual methods to pursue syllabus objectives.

The Oral Approach or Situational Language Teaching is based on a structural view of language. Speech, structure and a focus on a set of basic vocabulary are seen as the basis of language teaching. This was a view similar to American structuralists, such as Fries. However, what distinguishes The Situational Language Teaching approach is its emphasis on the presentation of structures in situations. Teacher role: context setter and error corrector. Student role: memorizer and imitator.

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

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

Prominent names associated with this approach are Charles Fries, Harold Palmer and A.S. Hornby. Harold Palmer points out that there are three processes in learning a language- receiving the knowledge or materials, fixing it in the memory by repetition, and using it in actual practice until it becomes a personal skill.

By using meaningful situations, according to Geetha Nagraj, the use of mother-tongue

can be avoided. In view of this GeethaNagraj suggests that these language items should be given inmeaningful situations, the learners can deduce the meaning and thecontext from the situation in which it is used.

The characteristics of this approach:

1. Focus on vocabulary and reading is one of the most salient traits of SLT. In fact, mastery of a set of high frequency vocabulary items is believed to lead to good reading skills.

2. An analysis of English and a classification of its prominent grammatical structures into sentence patterns, also called situational tables, is believed to help learners internalize grammatical rules.

3. Speech is the basis of language teaching-newlanguage items and vocabulary items arepresented orally before they are presented inthe written form.

4. The language items which are commonly usedby native speakers in their day-to-day languageare selected for teaching.

5. The items are also graded according to theirusefulness, frequency and teachability.

6. The language items thus selected are presentedand practised in meaningful situations.Vocabulary items are selected with reference to the general service list.

7. Reading and writing are based on items whichhave already been introduced and practisedorally.

Behaviouristic background

The behavioristic view of language learning constitutes the cornerstone of Situation Language Teaching. The approach gives primacy to the processes over the conditions of learning. The following processes are noted in this approach:

1. The act of receiving knowledge or material

2. Repetition to fix that knowledge or material in memory.

3. The use of the knowledge or material in actual practice until it becomes a personal skill.

The behaviorist theory of learning is based on the principle of habit formation. Mistakes are banned so as to avoid bad habit formation. Following the premises of behaviorism, a teacher presents language orally then in written form.

SLT objectives

1. The objectives of Situational Language Teaching involve accurate use of vocabulary items and grammar rules in order to achieve a practical mastery of the four basic skills.

2. Learners must be able to produce accurate pronunciation and use of grammar. The ultimate aim is to be able to respond quickly and accurately in speech situations with an automatic control of basic structures and sentence patterns.

3. Teaching involves situational presentation of new sentence patterns and drills to practice the patterns. The teacher moves from controlled to freer practice of structures and from oral use of sentence patterns to their automatic use in speech, reading and writing.

According to Situational Language Teaching, a lesson starts with stress and intonation practice followed by a revision and a presentation of new material (mainly structures or vocabulary). The teacher then proceeds to oral practice and drilling of the elements presented. Finally, the lesson ends with reading activity or written exercises.

According to the Situational Approach, and to insure that the language that is being taught is realistic, all the words and sentences must grow out of some real situation or imagined real situation. Thus, the meaning of words are tied up with the situations in which they are used. The learners know the meaning of the word "blackboard", not because they have looked it up in a dictionary, but because they have learned the word in situations; by hearing commands such as: "Look at the blackboard!"; "Clean the blackboard!", "Write on the blackboard!". This example stresses the association between the word "blackboard" and the action of "looking at it", "cleaning it", or "writing on it. Even if the classroom environment is limited, the teacher's inventiveness should be put into practice in the pretence of a situation picked up from outside the classroom.

Since the purpose of teaching a foreign language is to enable the learners to use it, then it must be heard, spoken, read, and written in suitable realistic situations. Neither translation nor mechanical drills can help if they are not connected to practical life. Drilling words and structures or making a maximum of sentences out of substitution tables would, inevitably, lead to the unreality, boredom, and remoteness of the language process. The difference between American structuralists, such as Fries and the British applied linguists such as Firth and Halliday, lies in the fact that structures must be presented in situations in which they could be used.

The situational environment should be presented in such a way that even the slowest

learner gets involved in what the teacher or the other learners do and say in the classroom. The idea of making the learners cooperate with one another underlines the social touch of this approach. Learners are always eager to take part in make-believe situations, especially when they assume roles and enact a situation before the rest of the class.

Disadvantages

➢ Though this approach got well established by 1975 but soon thensome doubts were also raised on its efficiency. In Prabhu's words 'the S-O-S principles were increasingly being questioned, mainly onthe grounds that learners practice situation didn't ensure that theycould make sentences correctly in other context.

➢ The other charges were that the teachers were required to do alot of preparatory work.

➢ The structures soon become over generalizedand mechanical.

➢ Less attention was paid to thereading skill

➢ Chomsky (1957) showed that the structural and the behavioristic approaches to language are simply incorrect as they do not explain the fundamental feature of language learning: the ability to create novel and unique sentences. Children do not acquire their mother tongue through repetition and habit formation. There must be, however, an innate predisposition that lead them to a certain kind of linguistic competence.

3.6 Language Skill

3.6.1 Introduction

Languages are generally taught and assessed in terms of the 'four skills': listening, speaking, reading, and writing. Listening and reading are known as 'receptive' skills while speaking and writing are known as 'productive' skills. They are communication skills that are important in all subject areas in the curriculum. Hence, literacy of all these skills should have a central position in the curriculum. All language learners will need to develop their skills in each of these areas, and language classes should incorporate activities related to all these skills.If pupils are given the opportunity to make choices and decisions about what they do, they will be more motivated to engage with learning activities.A pupil's language proficiency can vary from class to class in accordance with the type of task and the learning context.

In school and in life, students face a diversity of circumstances that require language

skills. For this reason, experience with a variety of reading, writing and speaking activities in school can help learners acquire the skills they need to be successful.

3.6.2 How are the four skills used in the language classroom?

Through daily activities, teachers provide learners with opportunities to develop each skill: students listen (to the teacher use the target language, to a song, to one another in a pair activity), speak (pronunciation practice, greetings, dialogue creation or recitation, songs, substitution drills, oral speed reading, role play), read (instructions, written grammar drills, cards for playing games, flashcards) and write (fill-in-the-blank sheets, sentences that describe a feeling, sight or experience, a dialogue script, a journal entry).

3.6.3 The basics in developing the Language skills

Speaking : Learners need to know how speakers differ from one another and how particular circumstances call for different forms of speech. They can learn how speaking styles affect listeners. Thus, the rate at which they speak, the volume and the precision of pronunciation may differ substantially from one situation to another.

It is useful for students to know that speech should differ in formality, such as when speaking to a judge, a teacher, a parent or a playmate. They may also benefit from learning about the differences among various dialects.

The subjects in the curriculum and examples from the media may provide occasions for different forms of speech. Oral presentations can be derived from poems, stories, newspaper and magazine articles, as well as scientific reports. Dramatic acting and watching skits and plays may provide the richest opportunity to see how character and circumstance affect speech.

Listening: Listening skills are essential for learning since they enable students to acquire insights and information, and to achieve success in communicating with others.Poor listening can lead to unnecessary arguments and problems. So, Students' listening skills has to be enhanced with practice.

Reading: "Learning to read is no longer sufficient for preparing students for a knowledge-based and life-long learning society. They have to be equipped with the skills of 'Reading to Learn'.

Reading helps to develop thinking skills, enriches knowledge, enhances language proficiency and broadens life experience. Emphasis has to be placed on motivating learners and providing them with proper guidance and opportunity to enhance their

learning capacity through reading.

Writing: Skill in writing develops only through regular experience of all types of writing. Writing is a complex process and teachers have a vital role in helping children, as they work through the challenges that allow them to become competent and confident writers (Pinnell and Fountas, 2000). Through effective teaching of the writing process, children have the potential of becoming writers who:

➢ understand both the constraints and possibilities of written language conventions

➢ can organize and structure various kinds of texts

➢ understand that texts have multiple purposes and a range of audiences.

3.6.4 Objectives (Speaking):

● to engage critically and constructively in the exchange of ideas, particularly during class discussions and conference with instructors;

● to conceive and develop ideas about a topic for the purpose of speaking to a group; to choose and organize related ideas; to present them clearly in standard English; and to evaluate similar presentations by others;

● to vary one's use of spoken language to suit different situations

● explain concepts/ideas in organized manner using examples or details

● use a variety of sentence patterns, new vocabulary, and high-frequency idioms in spontaneous conversation

3.6.5 Objectives (listening):

● to recall significant details;

● to comprehend main ideas;

● to draw inferences about information;

● to make judgments concerning the speaker (e.g., attitude, intent);

● to make judgments about the information (e.g. , type of evidence, logic of arguments).

3.6.6 Objectives (Reading):

● Understanding the basic conventions of written English

- Constructing meaning from texts

- Locating information and ideas.

- Knowledge of the use of written symbols

- Knowledge of letter-sound relationships

- Skills of word recognition

- Grammar knowledge

- Skills in contextual understanding.

3.6.6 Objectives (Writing):

- Write complex sentences in paragraphs

- Demonstrate the correct use of capitalization, punctuation and spelling (e.g., using reference materials to edit and revise)

- Use pre-writing skills to organize and develop a paragraph

- Write a detailed paragraph with topic sentence, supporting details, and conclusion

- Describe a detailed procedure in writing

- Summarize articles on familiar topics

- Identify parts of a composition — outlining content/sequence of paragraphs

3.6.7 How to develop Speaking Skills:

To develop the Speaking Skill the pupil should have:

- Control over vocabulary

- Grammatical accuracy

- Control over phonology

Developing vocabulary

1. Move from concrete to abstract concepts

2. Focus on vocabulary in clear contexts

3. Use word lists, diagrams, labels and other visual displays that remain on the wall to provide ongoing support and consolidation

4. Get the pupils to provide their own words as much as possible

5. Make sure that pupils (whose peers are literate) are constantly developing their own personal dictionaries

Developing structural accuracy

1. As early communicative ability develops the pupil will move from nods/gestures to single words then incorrect forms.

2. At this stage, encourage communication particularly by promoting small-group activities

Developing phonological accuracy

1. This should never be ignored as bad pronunciation and intonation patterns can impede comprehension and contribute to serious spelling problems

The teacher should also ensure the following strategies and classroom talk that include:

● Repetition of key words

● Paraphrase

● Miming and gesture to support spoken words

● Modelling

● Checking for understanding

● Summarizing

● Modelling grammatical accuracy without constantly 'correcting' the pupil

● Making use of classroom routines that quickly become familiar to the pupil – circle time, roll call, tidy up, passing on objects etc. – to encourage oral participation

● Encouraging the use of complete sentences as appropriate

● Listening to individual pupils but provide feedback to all

Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses

that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges - a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

3.6.8 How to develop Listening Skills:

We Spend a lot of Time Listening - Adults spend an average of 70% of their time engaged in some sort of communication, of this an average of 45% is spent listening compared to 30% speaking, 16% reading and 9% writing. (Adler, R. et al. 2001).

Time Spent Communicating

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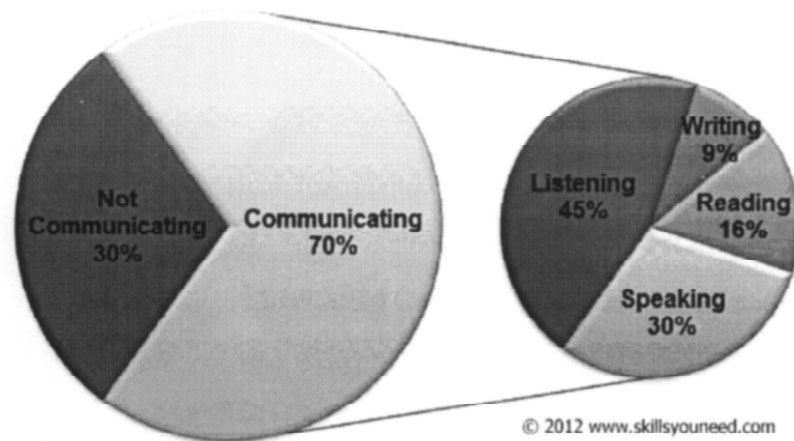
Listening strategies are techniques or actions that provide directly to the comprehension and recall of listening input. Effective language instructors show students how they can adjust their listening behavior to deal of listening strategies and match appropriate strategies to each listening situation.

Have inviting body language - Inviting body language means positioning yourself in a way that makes it inviting and easier for people to come talk to you. This means facing the person who is speaking to you and standing with an open posture.

● Moving slightly closer toward the person speaking to you.

● Smiling and laughing when it is appropriate.

● Tilting your head when hearing new or interesting information.

● Nodding your head if you agree or understand what someone is saying

Listen without distraction - An important part of listening is being able to zone out background noise, thoughts, and conversations so you focus on the conversation in front of you. Being distracted by other things takes your attention away from the speaker and lessen your ability to fully listen.

● Turning off communication devices like cell phones is a polite and easy way to get rid of further distractions.

Listening Actively

Take note of the speaker's body language. Someone's body language can communicate a lot more than the actual words they are saying. For example, if your partner keeps

looking down at the floor,that might be an indication that they are shy, embarrassed, or sad.

- Since words only convey a fraction of the message, "listening" to body language cues can help you further understand what the speaker is trying to communicate besides what their words convey.

Listen with the intent to learn. Some people focus on how they are going to reply when someone is talking to them, rather than absorbing and understanding what their partner is trying to communicate. That isn't a habit of someone who is a good listener. Instead of thinking of your response, try to fully absorb what your partner is trying to say to you, and view every conversation you have as a learning opportunity.

- You might not be knowledgeable or fascinated with every topic of discussion, but listening with the intent to learn offers other points of view different from your own, and a chance for you to grow as a listener.

Be open-minded. A basic rule of listeningis to judge only after you've heard and evaluated what someone has to say. You must wait to form your opinions, because once you deem someone to be ignorant, ill-informed, or shallow, you immediately shut them out and stop listening to what they have to say. You might disagree with someone, but you will never find out until you listen to their ideas and opinions.

Try to empathize. Empathizing is trying to feel yourself, what the speaker is feeling at that moment.Identifying with the speaker in this way allows for better understanding of what they are trying to communicate, and where their feelings are coming from.

Remember to use an active-listening attitude. Using an active-listening attitude can helpreinforce positive listening practices and encourage respectful listening tendencies. Exercising an active-listening attitude means:

- Acknowledging that listening is just as important speaking in a conversation. Hearing what somebody has to say to is equally important as voicing your opinion to them.

- Being aware that listening is necessary for productive exchanges of information. Those who remember to prioritize listening create less confusion in a conversation, cause fewer misunderstandings, and misspeak less frequently.

- Understanding that listening to others is not only necessary, but all around beneficial for the betterment of the conversation. Always try to absorb some piece of new information when you encounter and interact with new people.

Responding Appropriately

Use top-down listening strategies to prepare your response. Using a top down strategy means you, as a listener, calling on information you already know (about the subject you and your partner are discussing, your partner, the context of your conversation, and the specific language being used to create the conversation), in order to plan what you will say next. Some other components of this strategy involve:

- Anticipating.
- Paraphrasing.
- Differentiating fact from opinion.
- Interpreting tone.
- Drawing conclusions.

Use bottom-up listening strategies to gather further information and prepare a response. Using a bottom-up strategy means using specific lingual signifiers to draw meaning from what the speaker you're listening to is saying. These signifiers include the actual language the speaker uses to express themselves, the grammar used to create their message, and the sounds used to create the message. Some other components of this strategy include:

- Picking out individual words.
- Noting words of similar origin.
- Identifying placement patterns of words.
- "Identifying prefixes, roots, and suffixes".

The listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background information activates a set of expectations that assist the listener to interpret what he has heard and anticipate what he will hear next. These are listener based

Listening for the major idea:

- Predicting
- Drawing assumptions
- Cutting

The listener depends on the language in the message, that is, the arrangement of words, sound, and Interactingstrategies:

- **Listening for specific information**
- Recognizing cognates
- Recognizing word-order patterns
- Listening for Meaning

They encourage students to evaluate their comprehension and their strategy use immediately after completing an assignment. They build comprehension checks into in-class and out-of-class listening assignments, and periodically review how and when to use particular strategies.

By raising students' awareness of listening as a skill that requires active engagement, and by explicitly teaching listening strategies, instructors help their students develop both the ability and the confidence to handle communication situations they may encounter beyond the classroom. In this way they give their students the foundation for communicative competence in the new language.

Genuine materials and situations prepare students for the types of listening they will need to do when using the language outside the classroom.

- Radio and television programs
- Public address announcements (airports, train/bus stations, stores)
- Speeches and lectures
- Telephone customer service recordings
- Use paper, tin sheet, aluminum foil, or any substance that comes in sheets; produce sounds in variousways: by crinkling, rubbing, tearing, waving, shredding, wrapping, scratching, etc. One child does the action, the rest with eyes closed; have to guess how the sound was made. Practice the vocabulary beforehand.

Students sit in a circle and share a conversation with the others and the teacher. They also share journals, diaries, stories, and maths and science experiences.

The teacher starts telling the story while the students act out the different actions that appear in it. There are no further instructions given. It is left to the students to listen carefully and to imagine how and to do it.

3.6.9 How to develop reading skills

"Successful integration of reading skills into the English Language curriculum will

help young learners develop a positive attitude towards learning to read and reading to learn" (ELCG, 2004, p.A27).The underlined Reading Strategies will help the students to develop the reading skill:

- Reading Aloud involves the teacher reading aloud a text and demonstrating a positive attitude to reading, reading behaviour and book orientation. Students are provided with opportunities to enjoy a variety of texts and to engage with the text afterwards through activities, such as discussion and mime.

- Storytelling involves the teacher telling a story with the use of pictures or real objects, e.g. puppets or storyboards, to support the students' understanding of the content. Students are provided with opportunities to participate in the story and develop some listening and basic reading skills. After Storytelling activities can include retelling the story or role-play.

- Shared Reading involves teachers modelling, instructing and explaining reading skills and strategies through sharing the reading process with students. They read and reread the text, e.g. a big book or picture book, involving the students more and more with the reading. Students are provided with opportunities to learn and develop the skills, strategies and confidence needed to participate in Guided and Independent Reading as well as the Home Reading Programme. They complete After Reading activities either as a whole class, in groups or individually.

- Guided Reading involves teachers working with individual students or small groups of students with similar learning needs. Teachers provide opportunities for students to practise effective strategies they have been taught in Shared Reading sessions. Students read books at their Instructional Reading Level.

- Independent Reading involves teachers providing uninterrupted time for students to practise and integrate skills and strategies they have learned in Shared and Guided Reading sessions as well as enjoy the reading experience. The students read books at their Independent Reading Level.

- Home Reading involves teachers selecting books to be read at home with the guidance and encouragement of parents or guardians. The students will practise the strategies and skills they have learned during Shared and Guided Reading. The letter books revisit and consolidate the sounds taught in class while the small books revisit and consolidate the taught language structures.

Following strategies are also needful in the process:

- Semantic strategies – finding out about meanings, e.g. word meanings, common expressions, picture cues

- Syntactic strategies – finding out about language structures, e.g. sentence structure, word order, text organisation

- Graphophonic strategies – finding out about:

  ➢ the sounds of language, e.g. rhyme, alliteration, onset and rime, individual sounds

  ➢ the relationships between sounds and letters and about combining sounds (blending), e.g. differences between letter sounds and letter names, alphabetic principle, analogy and letter clusters

  ➢ language in print, e.g. letter and word shapes, letter clusters, sight words, punctuation, layout

After the reading activities, also the students should be given opportunities to finally strengthen their reading skills by:

- rereading the text while, e.g. asking questions, asking students to point out focus language and structures and matching word cards to text in the book

- completing activities, e.g. games, work sheets, writing activities, drawing pictures, completing cross-curricular activities (collage, learning a song, creating a drama performance) and role play and finally realizing:

  ➢ the purpose of a text (the text type)

  ➢ how it has been written (structural and language features)

  ➢ what it means

  ➢ how they could use it

  ➢ what the author meant by writing it.

3.6.10 How to develop Writing Skills:

Four Stages provide opportunities for students to learn and develop their writing skills. These are:

- Copying is necessary to help students to acquire and apply concepts about basic conventions in writing and put language into use at an early stage of learning. Copying activities help students reinforce the language that they have come across for a communicative purpose. It need not be a mechanical and boring exercise.

- Controlled Writing In controlled writing, students are given a limited choice in what language to use, and few errors are likely to occur. Students can have some initial writing practice within a safe setting.

- Guided Writing provides explicit teaching through lessons focused on the specific needs of individuals and conferring with individuals within a small group. Students are encouraged to use the language they know and to write for a range of purposes and audiences with substantial assistance from the teacher.

- Independent Writing helps students activate their linguistic knowledge in new contexts. They make use of their creativity and express personal ideas and feelings. They need to be assisted in getting started and in organising their ideas. Guidance and language preparation are required for independent and free writing.

Other strategies are also there to develop writing skills:

✓ **Brainstorming and expanding**

Teacher introduces the topic by using a concrete example or resource such as a set of pictures Teacher prompts pupils to provide more words for items. Then prompts further description

Example :

It was raining cats and days.

I was coming home from school with my friend.

I Stood under a tree for soe time.

I saw an old beggar lying unconscious a few yards away.

My friend advised me to ignore him.

I walled up to the begger and found he was feverish.

I called the local people to the spot.

The local people made arrangements for him to be taken to the hospital.

I got drenched but felt happy.

When I got home I told my parents about the incident.

They were proud of me.

It was ——.

I was returning from ——————————————— with ——————————.

We stood ————————— when I saw ———————————————.

I Walled up to ——————————————————————.

I called ——————————— and then ———————————————
.

I got ———————————.

When I got home —————————————————————.

    ✓   Word poems

Making poems from single words is an excellent way of getting pupils to use all the language that they know in an imaginative way. The result is a great sense of achievement, particularly for those whose level of English is still low.

Method:

1. Write a single word on the board. It could be a word that the pupils have recently learnt or the name of a member of the class.

2. Brainstorm all the words that the pupils know that start with the letters in the name, and write these under the original word.

3. Then, working in pairs, pupils make a short poem using, as a basis, some of the words/ideas they have collected.

    ✓   Newspaper

Many pupils become familiar with the idea of 'News' in both the mainstream and the language support class. A project for pupils who have developed basic literacy is the compilation of a 'class newspaper'.

Method:

1. Teacher shows a newspaper to the class and brainstorms/discusses what is in a paper.

2. Pupils look back through the work that they have done and talk about what they could put in a newspaper

3. Class is organised in pairs and each pair must discuss and decide what they will contribute to the paper. Contributions could include text, pictures, wordsearch or crosswords, etc.

4. Pupils work on their contributions over several sessions

5. Teacher brings the work together in a scrap book, or other form, and it is shown to all classes.

Use of Technology or ICT

Overall, there are a set of necessary but not sufficient conditions which must be met for inclusive education to become a meaningful model for meeting special educational needs. These are:

- An opportunity for pupil participation in decision-making processes
- A positive attitude about the learning abilities of all pupils
- Teacher knowledge about learning difficulties
- Skilled use of specific teaching methods
- Parent and teacher support

Our conclusion is that this process of making accommodations does not constitute pedagogy butis an element of it. Our view is that questions abouta separate special education pedagogy are unhelpful given the current policy context, and that the more important agenda is about how to develop a pedagogy that is inclusive of all learners.

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Unit - 4 □ Instructional Materials

Structure

4.1 Introduction

4.2 Objectives

4.3 Importance of Instructional Material and their Effective Use

4.4 The Use of Instructional Aids for Effective Teaching of English

4.4.1   Smart Board

4.4.2   Chalk Board

4.4.3   Flannel Board

4.4.4   Picture and Picture Cut-outs

4.4.5   Charts

4.4.6   Tape-records

4.4.7   Radio

4.4.8   Television

4.4.9   Films and Film Strips

4.4.10   Overhead Projector

4.4.11   Language Laboratory

4.4.12   Language Games

4.4.13   Reading Cards

4.4.14   Worksheets

4.4.15   Handouts

4.4.16   Power Point Presentation

4.5 Construction of Teacher Made Test for English Proficiency

4.6 Teaching Portfolio

4.7 Adaptation of Teaching Learning Material for Children with Disabilities

4.1 Introduction

We all know that teachers at various levels use a variety of instructional materials such as text books, presentations, and hand-outs to enhance the quality of their lessons. And, the quality of these instructional materials has direct impact upon the quality of teaching learning process. But finding out the best instructional material for students is not an easy task. It requires a thorough understanding of teaching learning process.English is a foreign language. Students have a phobia for it. And if the students are disabled then the responsibility is even more. Let's discuss all these dimensions in detail.

4.2 Objectives

After having gone through the unit, the students will be able to:

➢ Know different instructional materials used for teaching English

➢ Understand the importance of these materials

➢ Construct teacher made test in English

➢ Understand the essentialities of teaching portfolio

➢ Develop a comprehensive knowledge about the adaptation of teaching learning material for students of different disabilities

4.3 Importance of Instructional Material and their Effective Use

In a typical classroom transaction the second most important element needed is instructional material. If the system is operating through 'Open and Distance Mode' the need even proves to be greater.In most cases, the learners have direct interaction with these materials as they have rare contacts with the teachers. They shape the learners ideas and concepts about the subject matter. Let's know more about instructional material.

4.3.1 Concept of Instructional Material

Instructional Materials as the name suggests, are materials of visual, audio and audio - visual category that helps to make concepts, abstracts and ideas concrete in the teaching/ learning process. These are also materials which the teacher uses in supplementing his teachings. Instructional Materials include materials used to facilitate learning for better results. Likewise, it is the use of the chalkboard, charts, models, overhead projectors, films, television and computers in teaching process. Broadly speaking, it is not just the use of tools of technology alone but a systematic, integrated organization of machines, hard wares and soft wares and human potential for the solution of problems in education. In order to ensure an effective teaching learning process, it is important for the teacher to be thoroughly acquainted with the teaching resources and services available to him. The components of instructional materials available to teachers and students are in large numbers and also vary according to the functions of each of them. Examples of instructional materials are charts, maps, diagrams, comics, models, globes, slides, film strips, television, radio cassettes, video, recorders, cinema, public address system, laboratories and museums, flash Cards, flannel boards, card boards, Calendar, Computers, etc.

4.3.2 Classification of Instructional Materials

The Instructional Materials could best be classified in to three forms: audio, visual and audio-visual aids. The audio (deal with sound only) the visual (as in sight) and audio-visual (a combination of audio and visual i.e. sound and vision) for instance:

AUDIO: These include such things as radio, record players, cassettes, gramophone etc. These aid teaching through the sense of hearing. They can be used in teaching of songs, poems, rhymes and at the sametime different content matters can be melodiously presented via them. These materials help us develop listening and pronunciation skills. Side by side, students get training in the subtle skills of language like, stress, intonation and pause.

VISUAL: This category consists of maps, film strips, specimen, pictures, charts, blackboard, posters etc. Usually it appeals to the pupils through the sense of sight. Until facts are presented in the form of visual aid, pupils may not readily grasp the meaning of ideas, concepts and facts. English has many topics and concepts that demand concretization of concepts through visual presentation. Here, the utility of visual aids is more of a necessity. Sometimes to introduce a topic or a poem we need the visual objects. Moreover, poets and writers can be introduced through visual presentation of facts.

AUDIO-VISUAL: As have said already, this group consists of a combination of both audio and visual materials. Television, films and projector etc. come under this category. In today's education these materials are in heavy demand, because they satisfy both the auditory and visual passion of learners. Moreover, the use of more than one sense stimulus makes the process interesting and comprehensive. Language subject like English can greatly benefit from this. Specially, these materials help in listening and speech practice.

4.3.3 Factors Guiding the Selection of Instructional Materials

The teacher who wants to use instructional materials should consider the following variables to guide him in the selection of the types to be used in the teaching learning exercise.

1. **Availability**

The teacher should ensure that the instructional materials to be used are easily available for use before the date of use. It means that the materials should be in store and the teachers should look at it and test it before the starting of the lesson. If the teacher has to prepare it himself, he should do so at least a day before the lesson. Instructional materials that are not available or not easy to prepare should be negated by the teacher in his lesson plan.

2. **Accessibility**

It is the duty of the teacher to ensure that the materials to be used as instructional materials are not only available but also accessible to him. They should be within the reach of the teacher on the date and time of use. There should be no excuse that the materials are readily available but locked up in the store because the store-keeper is nowhere to be found or the keys to the store have been misplaced.

3. **Affordability**

The instructional materials to be used should not be expensive. The cost should be such that either the teacher or the school can afford. It is no use to say that something is available but not affordable due to high cost. The cost should not be outrageous. It should be within the budget of the school.

4. **Suitability**

The teacher using the instructional materials should ensure the appropriateness of the materials for his intended learners. The materials should be suitable for their age, experience and intelligence. The legal, safety and ethical aspects of the materials to be used should equally be considered.

The materials should not portray any anti-social attitude. They should also be free from

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any bias, distortion or prejudice. If the materials would need electric power then an alternative should be sought to avoid disappointment from electricity.

5. Simplicity

The instructional materials to be used should be simple to operate or manipulate. The teacher should test the materials and ensure their workability before the actual date of use. There should not be any technical problem and where electricity is to be used provision should be made for an alternative power. No teacher should use electric failure as an excuse for nonperformance. In a situation where an instrument demands the hands of a technician, he (the technician) should be in hand and the teacher should have an insight into the operation of the instructional materials.

6. Quality

The instructional materials selected for teaching by the teacher should be of good quality. Teachers should avoid the idea of "managing" with poor quality materials because he might not achieve the desired aim.

7. Recency

The instructional materials should be the best or nearest to the best. It should not be out of date. The instructional materials should reflect current and original thought.

4.3.4 Importance of Instructional Materials

The instructional materials help improve students' knowledge, abilities and skills, monitor their assimilation of information, sustain students interest for longer period, provide opportunity to all students to share experience necessary for new learning and bring more permanency in learning. This is for the fact that such materials enhance, facilitate and make teaching/learning easy, lively and concrete.Books, journals, archives, newspapers, reports, internet are some of the widely used instructional materials.

Instructional materials allow the instructor to engage learners by supporting concepts through the use of multimedia, including sound clips, video, images, hands-on experience and interactive games. Materials offer learners the opportunity to practice concepts and develop a product that demonstrates their level of understanding. Consequently, those products are then used to evaluate learners' knowledge. Instructional materials allow the instructor to support learners with varying levels of ability and foundational skills by providing additional support.

Many educationists agree that instructional materials bring about improvement in the

teaching/learning process as well as permit teachers and students to interact is a controlled environment. Also, most educators generally agree that the creative use of variety of instructional materials will increase the probability that students would learn more, retain better and acquire requisite skills. Instructional materials help the teacher with the means for extending the learners' horizon of experience and provide the teacher with rich sources of communicative materials which could be produced jointly by the teacher and the students. Several studies have been conducted to test the value of Instructional materials and other sensory devices. These researches have proved that Instructional materials when properly used in teaching learning situations can accomplish a lot of complex tasks. The instructional materials also offer real experiences in giving the teacher basis for thinking and understanding. They provide concrete basis for conceptual thinking and therefore reduce meaningless responses of students. At the same time, they overcome the limitations of time, space and size by helping the students to understand things that are too small or too big, or too slow or too fast. Therefore, instructional materials can provide members of a group with a common or joint experience. They also break language barriers and ease difficulties and in the end make the lesson more meaningful. They save time and thus enable students grasp ideals more effectively and quickly. Likewise, they help to simplify and emphasize facts and clarify difficulties.

They reinforce other teaching methods and materials. They improve the efficiency of other method and effectiveness of the teaching process.

Instructional media usage in practice teaching can make instruction to be much more interesting and enjoyable. The changing images and use of special effects, among others, can reduce boredom of the learners and enhance classroom interaction. Media can also promote student-student interaction, student-teacher interaction, and teacher-student interaction, if pre-instructional planning incorporates principles such as stimulus variation, feedback, reinforcement, learner' participation, and so on. Media also saves teaching time as if requires short-time to present large information. Media can be used to reveal needs and stimulate students' question. Thus learners' interest can be aroused, maintained, and stimulated to promote their imaginative power. On the whole, media ensures the application of classroom-oriented communication techniques.

4.3.5 Effective Use of Instructional Materials

It is wrong to bring into the class those instructional materials that cannot be easily used to convey facts, ideas and concepts to the pupils. This means instructional materials are not just selected on the basis of their attractiveness but on the basis of certain criteria that will ensure their effectiveness in the teaching and learning processes.In order to

make the best use of instructional materials, the following criteria should be considered:

(a) Reliability: As much as possible, teachers should make sure that the instructional materials are so selected that they can be used to achieve the objective of a particular lesson. The instructional materials must be relied upon to achieve the objective of the lesson.

(b) Relevance: Care must be taken to ensure that only instructional materials that relate to the topic are used while teaching.

(c) Cost: The instructional materials should be within the reach of the teacher or the school. The cost of the instructional materials will determine whether it can be bought and used or not; otherwise the teacher selects only those instructional materials that cost less.

Beside the above criteria, to ensure the best and maximum use of instructional material the following suggestions may be considered.

   i.   Workshops and seminars should be organized from time to time for teachers where they would be taught not only how to produce instructional material but also how to use them effectively for the achievement of educational goals.

  ii.   Resources centers should be established at strategic locations and be well equipped with instructional materials where teachers could loan from. To this end, the resource centers should be brought near teachers,suffice is to say the centers should be developed in all educational institutions.

 iii.   The availability of reference texts and instructional materials are very vital for high academic performance, while, teachers should make efforts to improvise some of these materials, the educational authority should play their own role by making these materials available in schools.

  iv.   Government should provide assistance in the area of book publishing sothat cheaper and more qualitative useful text books can be produced in English.

   v.   Storage is an important factor that influences positive or negative use of instructional materials. Storage facilities should be provided were they could be stored for use at a later date.

  vi.   Parents should be enlightened on the significance of the study of English for their children inorder to benefit fully from the new educationsystem.

Check Your Progress-1

Q1.   Why is a television more approachable by the students than a radio?

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Q2.   Instructional materials are the real teachers in an open and distance learning system, why?

....

....

....

Q3.   Mention the three criteria to be taken into consideration while selecting instructional media.

....

....

....

4.4 The Use of Instructional Material for ELT (English Language Teaching)

There are several inherent advantages in the use of media by the teachers. First, effectively used media is vital for encouraging and facilitating students' learning. Second, through the use of media, subject content can be more carefully selected and organized. Thus, the quality of instruction delivered by teachers can be improved as subject content can be delivered in a well-organized, consistent, specific, and clearly defined manner. Third, the delivery of instruction can be much more standardized as learners with varying abilities can receive the same message and their individual differences catered to using media. Let's discuss about some instructional materials that can be used by the teacher of English to make the teaching learning transaction effective.

4.4.1 Smart Board

A SMART Board is a brand of interactive white board. It is a large touch-sensitive whiteboard that uses a sensor for detecting user input (e.g. scrolling interaction) that are equivalent to normal PC input devices, such as mice or keyboards. A projector is used

to display a computer's video output onto the whiteboard, which then acts as a huge touch-screen. The SMART Board usually comes with four digital writing utensils that use digital ink replacing the traditional whiteboard markers. The digital ink works by using an active digitizer that controls the PC input information for writing capabilities such as drawing or handwriting.
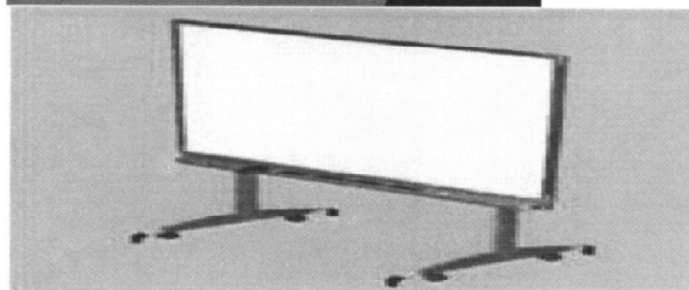
Older versions of the SMART Board only worked with one point of contact on the board, so multiple people could not be touching the board at the same time. The newer models are equipped with multi-touch technology, which allow up to four students to collaborate using the board by responding to multiple touches at the same time. This means two students could be solving a math problem at the same time on the board or label a diagram together easily.

A wireless keyboard and mouse can be used with it, so also a write-on tablet which allows interacting with the tablet and having everything appear on the projected screen. Both the wireless mouse and the write-on tablet are great tools because they allow the teacher to circulate the room, which is essential for good classroom management, while still interacting with the screen at the front of the classroom.

Older SMART Boards used clickers, wireless handheld devices that can be connected to it so students can answer quiz questions and Polls.

A SMART Board Clicker   ASMART Board

There are several advantages of bringing in a SMART interactive whiteboard into a classroom setting. Here are some of the advantages of SMART board for English Language Teaching.

1. Provides Flexibility: Interactive whiteboards allow many different forms of media – including photos, illustrations, maps, graphs, games, and video, to be displayed. These tools not only enrich the classroom experience but also help to expand the nature of content that can be used in learning. In addition, SMART Boards makes learning to be more dynamic owing to the different forms of presenting information.

2. Enhances teaching/learning experience: SMART Boards provide new ways for teachers to teach, and students to learn. These tools support a wide variety of learning styles. For instance, visual learners can watch as their tutors use the whiteboards to project visual elements, whereas audio learners can listen and have discussions. On the other hand, the Boards come with touchscreen capabilities that allow tactile learners to touch and interact with the board.

3. Interactive and Sharing: The interactive nature of SMART boards offers learners an opportunity to share and participate in the instructional process. Interactivity provides a platform for students to demonstrate their grasp of the subject through touching, drawing, and writing. Every learner has an opportunity to participate or contribute to the presentation and/or discussion via notebooks and tablets. In addition, the boards provide for rapid assessment whereby learners can receive immediate feedback. Teachers and students are able to identify individual strengths and weaknesses in various subject areas and isolate areas/topics that need more focus or review.

4. Low-Maintenance: SMART Boards are neat and easy to use. There are no hassles in cleaning or maintaining whiteboards. The data on the screen can be modified using a specialized highlighting tool or pen. There is no need for using unhygienic chalk or marker pens.

5. Access to Online Information & Tools: SMART boards allow learners to easily access a rich database of online resources. Teachers can use the wide variety of online information sources such as knowledge databases, online video and news items to reinforce their lessons. Learners can also quickly access the wide range of powerful tools and resources to conduct research and supplement their usual study material.

6. Going Green: Interactive boards are also environmentally friendly. They offer teachers an entirely different way of presenting information to students, which

eliminates the need for writing, printing or photocopying. Which, contribute to eliminate waste and pollution, from over-utilization of paper and ink.

7. Technology Integration: SMART boards allows for integration of various technologies in order to improve the learning experience. For instance, it is possible to attach tools such as microscopes, document cameras, cameras or video cameras to a whiteboard to aid in instruction. It is also possible to integrate the interactive learning tools with a wide range of software applications.

8. Communication: Interactive whiteboards allow for connectivity in different locations; making ideal collaboration and distance learning environments. When using SMART boards, student show to increase student-to-student collaboration and increase overall participation in the lesson.

4.4.2 Chalk Board

A Chalk Board is used to present instructional content and for delineating ideas. When integrated with other media, it can give full explanation. However, most teachers do not use chalk. But the teacher of English must use it to explain concepts, write difficult words, draw diagrams and provide useful descriptions.

Neatness of the chalkboard must be ensured through the use of guidelines, templates, compasses and straight-edged rulers. Chalkboard should be divided into sections. Lettering should follow the occidental form of lettering, that is, from the left sector of the chalkboard to the right.Or use of only the middle portion of the chalkboard can be used. Chalks to be used for teaching must be in the form of wedges and cones so as to give uniform thickness of line. Coloured chalks may be used when it is appropriate to show distinction among parts of drawings and for emphasis of teaching points.

4.4.3 Flannel Board

It is basically a story-telling board covered in a flannel or felt material that teachers can use with young learners to tell visual stories with pictures, and a variety of other manipulatives that are made from felt cut-outs. Flannel boards can come in a variety of sizes and can be mounted on a wall or be a smaller table-top style with an easel that easily folds up to be put away.

Flannel board sets are soft, colorful felt cutouts of shapes, alphabets (upper and lower case) colors, numbers or story characters and props. Commercial sets can be found for fairy tales, nursery rhymes, popular literature, safety lessons, maps, the seasons, calendars, animals (zoo, jungle, farm, pets, etc.), special holidays, dinosaurs, multi-cultural ideas, Bible characters, games, transportation and many more early childhood

themes. They can be purchased, pre-cut or teachers and caregivers on a budget can make their own designs from felt.

Encouraging a child to re-tell a story or a number sequence or identify colors and shapes is a great independent activity as well as a fun. Re-telling reinforces learning and abstract concepts. Young learners will gravitate toward this anyway if the materials are left on the board for their use. They will also make up their own creative stories using the flannel board shapes in a free-play setting. Children enjoy touching and feeling the soft manipulative shapes. Below given are a number of pictures of different kinds of flannel board.

Story telling board   Graphic board
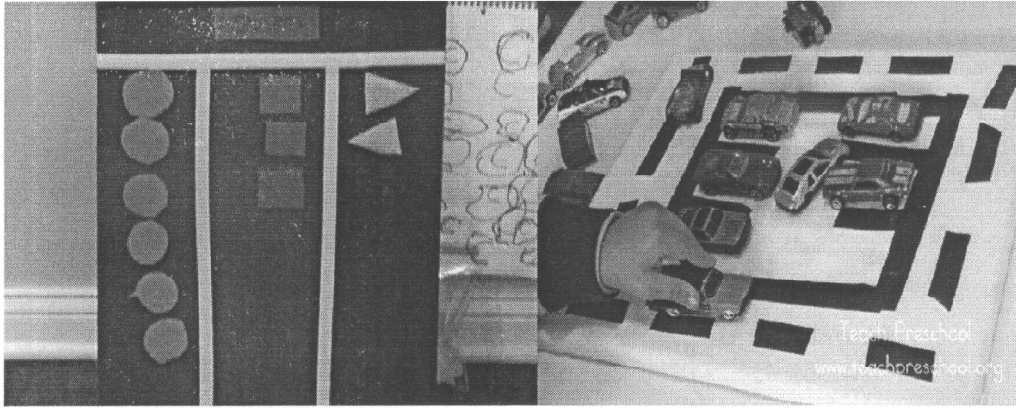
Sorting board   Game Board
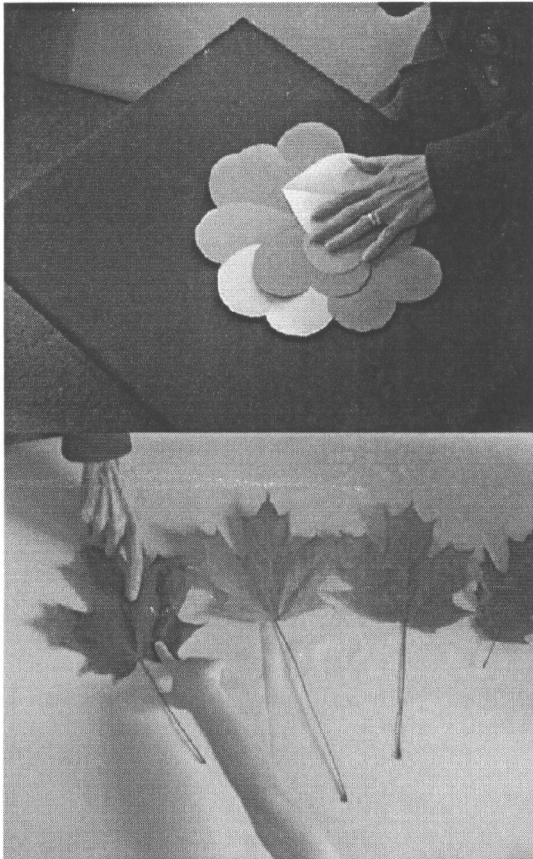
Creativity board   Collection Board

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4.4.4 Picture and Picture Cut-outs

Pictures and cut-outs are required for the young learners to understand the concept better. Pictures give concrete shape to our understanding of things and characters. They also give knowledge of the context. A picture is a useful instrument for the teacher of English to teach language to the young learners. There is a popular saying that says, "a picture is better than thousand words". Pictures are helpful in presenting abstract things in a concrete manner. As pictures are attractive, they hold the attention of learners easily. Moreover, illustration through pictures saves time and energy.

Pictures are easily available everywhere. Relevant pictures can be found in newspapers, magazines, calendars and posters. The size of the picture must vary according to class size.

However, the teacher must take the following factors into consideration while using pictures:

i. Pictures should be hanged in such a place so that all students can follow

ii. Pictures should be used at a particular point of discussion and then must be kept aside

Picture cut-out is a special kind of picture cropped from the original picture in order to highlight a part of the picture under discussion. Generally a cut-out is highlighted by different colours or marked special by lines or boxes. Sometimes a cut-out is completely cropped up from the original picture and pasted on board for showcase. The importance of cut-out is that it emphasizes certain aspect of the picture that is more important than the other. "Cut out" photography is a way to manipulate an image with the purpose to distinguish one or more items at the picture as if it was coming in or out of that very same photo. This is done to provide extra-focus to the matter of concern. This is done when we explain a particular part of the prose or poetry. For example, a cut-out picture of a valley can be pasted in a book or in a paper-board while explaining 'vale profound'

of 'The Solitary Reaper'. A cut out photo creates a "visual assumption" and tangible impression of the matter under discussion. A teacher can use the cut-out picture of a grasshopper while explain John Keats poem the Grasshopper and the Cricket. Given below is the picture of a cut-out.

4.4.5 Charts

When information is presented graphically, it is known as chart. Generally, charts are used when it is essential to present a large quantity of information or to present the relationship between parts of information. For the purposes of clarity, it is desirable to consider charts as a means of visualization with certain attributes. It may be defined 'as combinations of graphic and pictorial media designed for orderly and logical visualizing of relationships between key facts or ideas'.

Edgare Dale defines chart as a visual symbol summarizing or comparing or contrasting or performing other helpful services in explaining subject matter. The main function of the chart is always to show relationships such as comparisons, relative amounts, developments, processes, classification and organizations. A chart can be in the form of a tree or in the form of a flow-chart or of a table chart.

A teacher of English can use chart to motivate students, to show relationship between facts and figures and to p.rovide abstract ideas in visual form.The following are some of the benefits of chart–

Parts of Speech

part of speech	function or "job"	example words	example sentences
Verb	action or state	(to) be, have, do, like, work, sing, can, must	My dog is a collie. I like to play fetch with her.
Noun	thing or person	pen, dog, work, music, town, London, teacher. John	This is my dog. He lives in my house. We live in London.
Adjective	describes a noun	a/an, the, 69, some, good, big, red, well, interesting	My dog is big. I like big dogs.
Adverb	describes a verb, adjective or adverb	quickly, silently, well, badly, very, really	My dog eats quickly. When he is very hungry, he eats really quickly.
Pronoun	replaces a noun	I, you, he, she, some	Tara is Indian. She is beautiful.
Preposition	links a noun to another word	to, at, after, on, but	We went to school on Monday.
Conjunction	joins clauses or sentences or words	and, but, or, nor	I like dogs and I like cats. I like cats and dogs. I like dogs but I don't like cats.
Interjection	short exclamation, sometimes inserted into a sentence	oh!, ouch!, hi!, well	Ouch! That hurts! Hi! How are you? Well, I don't know.

i. Charts help the learners to understand the difficult matter easily

ii. Charts empower the skill of observation among the learners

iii. New words in a lesson can be listed in a chart and displayed

However, while using a chart a teacher of English should take the following into considerations:

i. Charts should be visible to all learners at the same time;

ii. Charts should be hanged in such a place that all students can follow

iii. Charts should be used at a particular point of discussion, not for the whole time;after discussion it should be kept aside

4.4.6 Tape-records

Tape-records are wonderful instruments for educating children. These are very useful particularly for language subjects. The students can have good listening and speech practices through this. A tape-record can be played, replayed as many times as one desires. This facilitates learning of content matter easily. Students can record their own practice of speaking and get feedback immediately. This instrument also helps to build up vocabulary knowledge among learners.

A tape record has the following advantage:

i. Facilitate Diverse Learning Objectives

ii. Contribute to self-learning activities

iii. They motivate learners psychologically

iv. Involvement of learners

v. Increases student's concentration

vi. Accommodate individual needs

vii. Help learning monitor the information input

Tape-records are useful device for teaching listening and pronunciation skill. This is found in conventional language laboratory along with audio cassettes for the linguistic training of the students. Tape-record can be used to monitor the progress of language learners. Students can record their performance and can have self-feedback. Besides, a teacher of English can use it to support his/her teaching during the classes.

4.4.7 Radio

Instructional radio allows educators a very economical means of information dissemination, and, permits them to reach a large numbers of students in a particular time. This medium is considered by many to have great potential in educational programming.

In 1979–80, the AIR (All India Radio) conceived and implemented an experiment to use radio broadcast for language teaching. The experiment was conducted in collaboration with the department of education, Government of Rajasthan. Under this experiment an attempt was made to teach Hindi as a first language to school going children. The experiment was a success. Radio as an instrument has the following advantage:

1) Immediacy

Books tell us about events that may have occurred long ago. Because they are not revised each other, may often be five or ten years out of date. But radio can be as upto date as the latest broadcast.

2) Realism

An announcer who tells radio listeners what he sees as he sees it may be more impressive than a newspaper reporter dealing with identical matter. The broadcaster is on the scene, and tones of his voice communicate shades of meaning that the newspaper story, hours or days after the event, cannot convey. We may hear not only broadcaster's voice but also the background. We should bring the world to the school and school to the world, which a radio can do very effectively. But radio's realism lacks the pictorial quality provided by television & motion pictures.

3) Solves the problem of space and time

Through on-the-spot broadcasts radio can actually overcome the barriers of space and time.

4) Emotional impact

Radio brings dramatic feelings into the classroom. It has the warmth of drama; the personal feeling of actor's presence- it can carry to the listener all the emotional overtones of the broadcast materials. Human voice can be heard and its feeling and attitude conveyed even through one has closed his eyes. Sound alone can convey deep emotional experience with great poignancy.

5) Authencity: Radio has been often used to bring two classrooms the first kind of expertness, authority in subject matter. Expertness in methods is also provided by radio.

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6) Inexpensiveness: Radio can be used inexpensively when there is need to emphasize local problem or conditions of one kind or another because it reaches many people, its per capita cost is small.

English as a language can have all these advantage to its credit. Radio is a powerful device for the learners of English. Students learn new vocabulary, their contextual use by listening to it. Radio also gives wide exposure of different subject matter relating to a target language. Because it has a variety of programmes students get the facility to know a wide variety of contents. Radio can also be used as a supplement to the class teaching. The teacher of English can select relevant programmes broadcast by different stations and made the students listen. We have a radio channel which is purely meant for educational purpose. This is known as GYANVANI. This is spearheaded by IGNOU. Now NSOU also joins hand with it. Besides this channel there are other channels where relevant programmes are broadcast for the learners. The teacher must make the learners aware of all these channels and initiate them to listen to these channels. It is said that more the listening the better the speaking. Radio provides that platform of listening to the potential learners.

4.4.8 Television

Television is now considered the best medium of learning and entertainment for the learners. It now has a significant role in educating children through its various programme broadcasts. Information transferred through television is different from traditional education methods. Explanations related to the subject and examples can be presented visually, so the learner gets motivated, his/her desire for learning increases, and therefore learning and remembering become easier. Allowing thousands of people spread over a large and distance geographic regions to receive the same program at the synchronous time, television broadcast helps overcome the problem of inequality and imbalance among the regions by providing equality in opportunities. Television may grant positive motivation such as attracting the learner's attention to a certain point or arousing attention with the movements of the camera's coming close, going away, and reflecting details. Invisible or virtual objects, today, can be animated with different expression methods such as cartoon films. It enables distinguished instructors to reach a large mass of students at the same time. The most distinctive specialty of television is its ability to present information to the student which other tools cannot.

Television is an effective tool in expressing abstract concepts or ideas. Abstract concepts are usually produced and conveyed with words. Besides this, in making an abstract concept concrete, the role of animation and visual experimentation is very important. The limitation here is how to combine the text, which is involving information, with moving views, animation, concrete ideas, utterance and objects like pictures. Television in the learning process could be helpful in understanding abstract ideas directly.

The teacher of English can suggest students to watch news channels and programmes which can benefit their knowledge of English.

Students learn many more concepts, theories and contents through television. This is a popular medium because it uses both auditory and visual stimuli simultaneously. Different educational agencies like the SIETs use television for educational purposes. They telecast programmes for various classes and in all subjects during the school hour. The teacher of English can use this as a medium of learning for the students. Besides, we have a programme called GYAN DARSHAN telecast by IGNOU. This can hugely benefit students. The additive property of television is that it provides visual stimuli to the learners which they like most. It catches the very attention and psyche of the learners. So students learn easily and quickly through this medium.

4.4.9 Films and Film Strips

Films are the most popular media now-a-days. The most attractive part of a film is its movability.Film projectors and videotape projectors are used to project motion pictures, when motion is a significant factor of a subject. Educational films are in black and white, and colour. There are also sound and silent motion pictures. Videotape availability has further widened the possibilities for the use of motion pictures, as they can be shown through monitor, that is, cathode ray tube, or projected using video projector or through the digital projector, for group use.

Motion pictures are relevant for all subject disciplines, but much more helpful for students of literature subjects like English. Motion pictures when accompanied by sound may constitute a very effective way of emphasizing distinctive features for the tasks, which needs distinguishing the visual aspects of simulation. Motion pictures are also very good for ensuring students' positive attitude toward the subject of instruction. They can also be used to modify students' attitude.

Filmstrip projectors project images container in filmstrips, which are series of small slides photographed in permanent sequence on a 35mm or 16mm film either in colour, or black and white. Some filmstrip can also be used to project slides. Teachers can use filmstrips and slides to enrich their instruction. They are less expensive, easily handled and stored for future use. They are adaptable for use in every subject area, and the rate of presentation for classroom use\can be controlled by teachers using remote, reverse, and advance mechanisms.

4.4.10 Overhead Projector

From the name of the equipment itself, it would be evident that in overhead transparency projector, the projected image is obtained behind and over the head of the instructor. The OHP reflects images coming from a powerful light that shines through a transparency on a screen by means of tilted, highly polished mirror and lens assembly. The image is

bright enough to be seen even in a lighted room. The projector area ranges from 3"x3" to 10"x10". Normally overhead projectors are compared to a projection lamp, to act as a source of light, condensing lenses to concentrate all the light into usable beam, a polished mirror and lens assembly and a blower for cooling the system.

Using the overhead projector, transparent materials are projected so that a group can see. It is simple to operate, and it is a versatile media for teachers to use. A teacher can maintain eye-to-eye contact with students while projecting transparencies in a lighted room.

The following are some of the advantages of overhead projectors.

i.   A large image in a minimum projection distance is obtainable
ii. Permits the instructor to face the class as he writes or indicates points of importance on the transparency
iii. Projected images obtained could be seen even in a lighted room
iv. Simple and convenient to operate the equipment
v.   Low cost, home-made materials could be used in minimum time.

Below given is the examples of overhead projector.

4.4.11 Language Laboratory

Language laboratory is an audio-visual mechanism used in modern teaching methods to learn the target language, which here is English. It provides an extensive platform to the learners to learn the target language. English being a foreign language demands better practice and exposure. Language laboratory provides that opportunity to the learners.

Basically, language laboratory is a room having equipment and infrastructures of linguistic nature in order to promote language proficiency of the learners. There are different kinds of language laboratories. Let's deal all these in nutshell.

i. *Conventional Laboratory*: this is the most traditional type laboratory among all. The laboratory has a few audio cassettes and a tape-recorder of the target language. This laboratory is useful for teaching pronunciation to the students.

ii. *Lingua Phone Laboratory*: This is an improvised version of the conventional laboratory where the learners are provided with a headset to listen to audio cassettes being played.

iii. *Web Assisted Language Laboratory*: it uses computer with an internet connection to teach language. The language course materials are easily available on computer and are collected on the demand of the learners.

iv. *Multi-Media Hi-tech Language Laboratory*: this laboratory uses softwares available in the market for language learning. The lab has all kinds of equipment necessary for language teaching.

Advantages of Language Laboratory:

i. The lab provides a controlled atmosphere where it is easy to monitor the student and their practice of language.

ii. The students can evaluate their own performance and can have self-feedback.

iii. The lab also adds on understanding of the subject matter as it makes use of different media simultaneously.

4.4.12 Language Games

Psychologists believe that learning should be a pleasurable and rewarding experience. Children tend to learn more when they are tension-free. They can and do learn a lot of things through games. Language games have both fun and excitement for the learners

with an additive pedagogical purpose. It must be noted that language games would fail in their purpose if they are not planned in advance and used methodically and carefully. According to Peter Hubbard et.al, "Games are often wrongly regarded as an end-of-term activity or something to fill in the last five minutes of a lesson. In fact, they can be used at all stages of practice from controlled to free". Language games can of four kinds: Listening games, speaking games, reading games and Writing games.

The idea of play-way method of teaching English was proposed in the late 19th century as it was brought that interesting games, if included in the teaching activity, could increase the motivation of the learners; learning will take place in an atmosphere of freedom and enjoyment. This idea has been incorporated in all the late methods of teaching English in the form of language games. Language games can introduce a healthy competition among the learners in English classes. They are useful for improving the learner's knowledge of vocabulary, grammar, and his language skill.

Young learners learn better and faster if learning involves fun and excitement. Language game is such a technique that makes the learning attractive and lively. Generally a language game is introduced as a preliminary activity to communicative teaching lesson. It can also be used for vocabulary and grammar teaching. The effectiveness of games depend on various issues such as class size, division of students into groups, nature of the game, attitude of the learner towards the game etc. Games ignite thinking ability of the learners and bring maximum involvement of learners. Here are some guidelines for making the games attractive–

   i.   The class should be divided into several groups of equal size;

  ii.   Students of various capabilities are to be there in a group;

 iii.   Games are to be presented in the form of a puzzle or problem;

  iv.   Newer games are to be attempted always. Repetition brings monotony.

Types of Language Games

   1.   Jumbled Words: Through this type of game the students are able to develop the skill of construction of a sentence and also sequence of words in.

   2.   Expanding the text: This type of expanding the text game is used to develop the skill of formation of sentences, to improve their grammatical knowledge and to improve the skill of concept and creativity.

   3.   Reading Aloud: This type of game is used to develop the skill of listening ability and also the questioning ability.

   4.   Word Card: Word card game is used for construction of sentences and to develop creative thing coherence and continuity of writing skills.

5. Three Picture Story: It helps to develop the skill like creativity in speech, imagination, pronunciation and sentence formation.

Role of Language Games in Language Teaching

A language is learnt by using it and this means by using it in situations and communicatively. Disembodied sounds, words, phrases and sentences, however wrapped about with rules, do not carry language remove such elements and look at them closely, much as them to the intermingling streams of discourse. The situations which bring a foreign language to life in the classroom are provided by gestures, by handling and touching things, by incidents and activities, by pictures, by dramatization, by interesting stories spoken or in print and not least by certain contests and games. In these the language is linked with action and is no longer a disembodied thing. Games therefore should not be regarded as a marginal activity, filling in odd moments when the teacher and class have nothing better to do. Language learning itself is complex and many sided as a matter of four communicative skills. One more introductory point is that the game brings teachers and learners into a more agreeable and more intimate relationship, and that too helps to ease and process of learning and teaching.

Language games, if organized well with care and interest, help the learners, especially the young ones acquire a lot of language, because while playing a game learners have opportunities to learn without stress and anxiety, which is good for learning. The teacher uses a lot of language without conscious attention on it and this language is useful for acquisition. These serve as a valuable input for language acquisition in a tension-free situation.

4.4.13 Reading Cards

Reading cards are otherwise known as flash cards. Flashcards are small cards with a picture or symbol on them used both in teaching and in development work. In the classroom, flashcards are commonly used to teach reading. A picture, for example, of an elephant may be drawn or stuck on a card and the word 'elephant' written underneath it or on a different card. The students are encouraged to associate the pictures and the words through various 'look and say' activities and games, for example, Kim's game, Pairs, and so on.

In teaching and development work, flashcards may have pictures, symbols drawn or painted on them. They are particularly useful for stimulating discussion in small groups, as well as for sharing information and reminding people of a recommended process with posters, research the local situation and pre-test them.

To use flashcards in a classroom situation, such as learning to read, show the picture and the word together. Ask students to look at the picture and say the word. Then they

look at the word and say it again. After presenting a number of words with pictures that the students already know, ask for volunteers to come out and match pictures and words. When the students have learnt to read the words, you can divide them into teams and play reading games using the flashcards. Below here given an example of a reading card.

Animal Cards : Lucy, in her blog Bakei my smile, referes to 'Animal Cards' to teach firstgrade kids about different reading strategies. She cards were called—Chunky Monkey, Stretchy Snake, Eagle Eye. Flip Flop Froggy, Lips the Fish, Turtte Talk and so on. Each brightly coloured picture card signified some activity like—

  (a)   Chunky Monkey—break the word into smaller chunks.

  (b)   Stretchy Snake—Identify the Sounds in the Words.

  (c)   Eagle Eye—Look at the words and pictures carefully.

  (d)   Hip Hop Froggy—Try using short and long vowel sounds to see which one sounds right.

  (e)   Lips the Fish—Make the initial Sound with the lips.

By holding up each card, the learners were basically shown some writter instructions which they read and were urged to perform accordingly.

4.4.14 Worksheets

Worksheet commonly refers to a sheet of paper with questions for students andplaces to record answers.

A worksheet lists questions or activities for students to work through. Pre-prepared worksheets can be used successfully with groups with differing abilities or language skills because each person can work at their own pace.

Worksheets can be used for homework or a revision programme, or they can include further details to be studied for the next lesson. Worksheets provide flexibility in the classroom as well as in the workshop, because they can be used individually, in pairs, or in small groups to facilitate teamwork skills. Through worksheets children learn in different ways by engaging themselves in various activities like colouring, drawing, solving exercises and puzzles. Below given the example of a worksheet where a learner has to complete the information about himself/herself.

4.4.15 Handouts

Reading handouts give students activities to complete or questions to answer whilst reading. The handout contains key points which will be the same for all students. It spares student tedious note-making and thereby help them in the greater concentration

on the lecture. But the information it provides is partial and relies on the students completing the information either from the lecture itself, or from further reading thus removing the passive element in a situation where all the information is provided.

Given below is an example of handout for your better understanding.

Strategies for Differentiated Instruction in the Foreign Language Classroom

XI National Conference for Teachers of English

What is differentiated instruction? What is it NOT?

A.

B.

C.

Differentiation of Content, Activities, and Products

Content	Activities	Products
• Audio-recorded text material • Reading buddies • Multiple texts • Multiple supplementary material • Small-group direct instruction • Varied graphic organizers • Internet-based mini-lessons • Compacting • Multilevel computer programs	• Activity choice boards • Varied journal prompts • Tiered activities • Multilevel learning center tasks • Similar readiness groups • Mixed readiness groups with targeted roles • Student choice of work arrangement • Learning contracts	• Tiered products • Student choice of mode of demonstrated learning • Internet-based investigations • Independent study • Varied rubrics • Criteria for success generated by individuals

STOP   *Barriers & Bridges*

Erin Lowry, July 2010   *erin.lowry@gmail.com*

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4.4.16 Power Point Presentation

Power point involves combinations of visual and/auditory materials. It is a learning resource package, which can be effective when several media are used concurrently for specific instructional purposes.

Power point is a multi-media approach of education where there is the use of many medium simultaneously. Using multimedia or multi-image, a large amount of information can be passed across to students, and high interest can be created in students. Furthermore, different media can be tailored towards different objectives outlined for the lesson.

Power Point has become very popular in teaching because it's easy to learn and widely available. It provides the ability to equip a teacher's presentations with different types of media - including images, sounds, animations, and much more. This enhances the students' abilities to retain what they're being taught, especially those who are visual learners. Teachers can focus on the class and interacting with the students instead of writing on a board, because the text and the entire presentation are already there in the form of a Power Point file.

PowerPoint helps structure the content and processing of a lesson or lecture. Aiding note-taking (and thus facilitating study) is another purported advantage of using PowerPoint. Students like the lecture outline and graphs on the screen, and it has a positive influence on students. Power Point enhances instruction and motivates students to learn.

PowerPoint encourages and supports teaching learning process by facilitating the material presentation. The template provided is designed to default to good presentation criteria such as the number of lines of information in each slide and appropriate font sizes. The use of the default templates can improve the clarity and the arrangement of a presentation. It helps the teacher avoid the common use of excessive text often found on OHV (Over Head Projector).

PowerPoint is able to perform a variety of manipulations, such as editing text before printing it out, and the teacher can add new slides for adding new materials.

PowerPoint is also fun to be applied and fun to watch. It is not hard to learn in one hour. It allows the users to reflect on a lesson and correct any changes, and they can create the perfect lessons and are being able to print them out.

Using Power Point improve the students' learning motivation, increasing authentic materials for study, encouraging interaction between the teacher and the students. Many concepts of grammar and other linguistic items can be best taught through power point presentation.

Check Your Progress-2

Q1.   Name different kinds of flannel board used for teaching language to young learners.

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Q2.   What is the use of a picture cut-out?

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Q3.   What is a language game?

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Q4.   How can worksheet be used to teach English language to the learners?

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4.5 Construction of Teacher Made Test for English Proficiency

Teacher-made test is the major basis for evaluating the progress or performance of the students in the classroom. English as a foreign language needs a comprehensive process of evaluation by the teacher. Moreover, it is a skill based subject. The four skills of listening, speaking, reading and writing need elaborate testing so that learners' proficiency can be easily deciphered. Let us discuss about the construction of a teacher-made test.

Steps in Constructing Teacher-Made Test

1. Planning the Test. In planning the test the following areas are to be taken into consideration: the objectives of English Language Teaching, the purpose for which the test is administered, the availability of facilities and equipments, the nature of the testee, the provision for review and the length of the test. A thorough planning makes a test comprehensive and valid.

2. Preparing the Test. The process of writing good test items is not simple – it requires time and effort. It also requires certain skills and proficiencies on the part of the writer. Therefore, a test writer must master the subject matter he/she teaches, must understand his testee, must be skillful in expression and be familiar with various types of tests.

3. Reproducing the Test. In reproducing test, the duplicating machine and who will facilitate in typing and mimeographing be considered.

4. Administering the Test. Test should be administered in an environment familiar to the students, sitting arrangements is observed, corrections are made before the start of the test, distribution and collection of papers are planned, and time should be written on the board.

5. Scoring the Test. The best procedure in scoring objective test is to give one point of credit for each correct answer. In case of a test with only two or three options to each item, the correction formula should be applied. Example: for two option, score equals right minus wrong ($S = R-W$). For three options, score equals right minus one-half wrong ($S = R-1/2 \ W$ or $S= R-W/2$). Correction formula is not applied to four or more options. If correction formula is employed students should be informed beforehand.

6. Evaluating the Test. The test is evaluated to know the quality of the student's responses and the quality of the test itself. Index difficulty and discrimination

index of the test item is considered. Fifty (50) per cent difficulty is better. Item which are 100 per cent answered and zero (0) per cent answered by students is valueless in a test of general achievement.

7. Interpreting Test Results. Standardized achievement tests are interpreted based on norm tables. Table of norm are not applicable to teacher-made test. As our concern is on teacher-made test, let's delimit our discussion to it. Norm is not essential for it.

Types of Teacher Made Test

I. Essay Examination

Essay examination consists of questions where students respond in one or more sentences to a specific question or problem. It is a test to evaluate knowledge of the subject matter or to measure skills in writing. It also tests students' ability to express ideas accurately and to think critically within a certain period of time.

Essay examination maybe evaluated in terms of content and form.

In order to write good essay test, it must be planned and constructed in advance. The questions must show major aspect of the lesson and a representative samples. Optional questions are to be avoided and large number of questions with short answer are to be preferred rather than short question with very long answer.

According to Monroe and Carter there are twenty types of essay examination as cited by Calmorin, 1994. These are as follows:

a. Selective recall. The basis is given. Example – Name the four types of skills in ELTand their function in the classroom.

b. Evaluating recall. The basis is also given here. Example – Name five strategies by which one can be a good reader of English.

c. Comparison of two things (specific). There is one single designated basis. Example – compare the type of mother tongue influence that is found in grammar translation method and that of direct method.

d. Comparison of two things (general). Here comparison is made between two things in general. Example – compare grammar translation method with direct method.

e. Decision (for or against). Example – In which in your opinion, can you do better, an oral or a written examination? Why?

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f. Cause or Effect. Example – Why is listening a pre-requisite for better speaking?

g. Explanation of the use of exact meaning of some phrases or statement in a passage. Example – What does 'melancholy song'signify in the poem "The Solitary Reaper"?

h. Summary of some unit of the test or some articles read. Example – Summarize the first two paragraphs of the poem "The Solitary Reaper".

i. Analysis. (The word itself is seldom used in the question). Example – What are the characteristics of active listening by which you can differentiate it with passive listening?

j. Statement of relationship. Example – Why is the knowledge of grammar an essential for better writing?

k. Illustrations and examples of principles of construction in language, etc. Example – From your own experience give three examples of the use of adverbs in your daily life.

l. Classification. Example – To which skill of language does 'debate' belong to?

m. Application of the rules or principles in new situations. Example – Why should the mechanics of writing be taught before the students are taught free writing?

n. Discussion. Example – Explain briefly the four skills of ELT.

o. Statement of aim. Example – State the principles of better writing.

p. Criticism. As to the adequacy, correctness, or relevance of a pointed statement or student's answer to a question on the lesson. Example – What is wrong with the statement "Practice makes perfect".

q. Outline. Example – Outline the rules in constructing matching type test in English.

r. Reorganization of facts. (a good example of review-question to give training in organization). Example – Discuss how functional communicative approach can be used in Indian classroom. Does it require any modification?

s. Formulation of new questions, problems and questions raised. Example – What else must be known in order to understand the skill of reading better other than the matter under consideration?

t. New method or procedure. Example – Formulate a conversation between two strangers on the topic of 'giving information for a nearby fair'.

Advantages of an Essay Examination:

a. Easy to construct. In terms of preparation, essay examination is easier to construct. Thus it saves time and energy.

b. Economical. Economical when it comes to reproduction of materials. It can be written on the board.

c. Trains the core of organizing, expressing and reasoning power. Encourage students to think critically and express their ideas.

d. Minimizes guessing. Guessing is minimized because it requires one or more sentences.

e. Develops critical thinking. Essay type questions call for comparison, analysis, organization of facts, for criticism, for defense of opinion, for decision and other mental activity.

f. Minimizes cheating and memorizing. Essay test minimizes cheating and memorizing because essay tests are evaluated in terms of content and form and that an answer to question is composed of one or more sentences.

g. Develops good study habits. It can develop good study habits in the sense that students study their lesson with comprehension rather than rote memory.

Disadvantages of Essay Examination:

a. Low validity. It has low validity for it has limited sampling.

b. Low reliability. This may occur due to its subjectivity in scoring. The tendency of the teachers to react unfavorably to answers of students whom he consider weak and give favorable impressions to answers of bright students affects the reliability.

c. Low usability. This kind of test is time consuming to both teacher and students wherein much time and energy are wasted.

d. Encourage bluffing. It encourages bluffing on the part of the testee. The tendency of the students who does not know the answer is to bluff his answers just to cover up his lack of information. If bluffing becomes satisfactory on an easy examination, inaccuracy of the measuring instrument may occur and evaluation of the students' achievement may not be valid and reliable.

e. Difficult to correct or score. Difficulty on the part of the teacher to correct or score occurs as the answer consists of one or more sentences.

f. Disadvantages for students with poor penmanship. Some teachers react unfavorable to responses of students having poor handwriting and untidy papers.

Scoring an Essay Examination:

a. Brush up the answers before scoring.

b. Check the students' answer against the prepared model.

c. Quickly read the papers on the basis of your opinion of their worthiness and sort them into five groups: 1) very superior, 2) superior, 3) average, 4) inferior, and 5) very inferior.

d. Read the responses of the same item simultaneously.

e. Re-read the papers in each group and shift any that you feel have been misplaced.

f. Avoid looking at the names of the paper you are scoring.

II. Objective Examination

The two main types of objective tests are the recall and the recognition.

The recall type is categorized as to:

a. Simple recall

b. Completion

The recognition type is categorized as:

a. Alternative response

b. Multiple choice

c. Matching type

d. Rearrangement type

e. Analogy

Recall Type

1. *Simple recall type.* This test is one of the easiest tests to construct among the objective types where the item appears as a direct question, a stimulus word or phrase, or a specific direction. The response requires the subject to recall previously learned materials and the answers are usually short.

Example– Name the part of speech which is used to join two sentences.

2. *Completion test*. This test consists of a series of items which requires the subject to fill a word or phrase on the blanks. An item may contain one or more blanks. Indefinite and overmutilated statements, keywords and statements directly taken from the book should be avoided.

Example: Mr. Mitra died —snake bite.(Use correct preposition in the blank).

Recognition Type

1. *Alternative Response Test*. This test consists of a series of items where it admits only one correct answer in each item. This is commonly used in classroom testing.Some of thedichotomous alternative are true-false, right-wrong, yes-no, correct-incorrect, etc.

Example: adverb qualifies a noun. (true/false)

Suggestion for the Construction of Alternative Response Type:

a. Items must be arranged in group of five and each group must be separated by two single spaces.

b. Responses must be simple as TF, XY, etc. and if possible be placed in one column at the right.

c. Avoid lifting similar statement from the test.

d. Language to use must be within the level of students. Flowery words must be avoided.

e. Specific determiners like all, always, none, never, not, nothing, no, are more likely to be false and so must be avoided. Moreover, determiners as may, some, seldom, sometimes, usually, and often are more likely to be true, hence, these should also be avoided.

f. Qualitative terms as few, many, great, frequent, and large are vague and indefinite and so they must be avoided.

g. Partly right and partly wrong statement must be avoided. Consider statement that represents either true or false.

h. Ambiguous and double negative statements must be avoided.

2. *Multiple Choice Type.* This consists of items having three or more plausible options. It is regarded as one of the best tests. This is widely used due to its flexibility and objectivity in scoring. In teacher-made test, it is applicable for

testing vocabulary, reading comprehension, relationship, and drawing inferences from a set of data.

Example: Bibhas ——— for Benaras to offer puja to lord Shiva. (Carries out, Sets out, goes out)

Rules and suggestion for the Construction of Multiple Choice Items:

a. The main stem of the test item may be constructed in question, completion or direction form.

b. Questions that tap only rote learning and memory should be avoided.

c. Use unfamiliar phrasing to test students' comprehension, thus avoid lifting words from the text.

d. Four or more options must be provided to minimize guessing.

e. Uniform number of options must be used.

f. Arrangement of correct answers should not follow patterns.

g. Articles "a" and "an" are avoided as last word in an incomplete sentence. This word gives clues.

h. Alternative should be arranged according to length.

Varieties of Multiple Choice Typeitems:

a. Stem-and-options variety. This is commonly used in the classroom and other standardized test. The stem serves as the problem and is followed by four or more options.

b. Setting-and-options variety. The optional responses are dependent upon a setting or foundation which includes graphical representation, a sentence, paragraph, pictures, equation, or some forms of representation.

c. Group-term variety. Consists of group or words or items in which one does not belong to the group.

d. Structured-response variety. This makes use of structure response which is commonly used in testing natural science subjects. This test on how good the students are to judge statements which are closely related.

e. Contained-option variety. This variety is designated to identify errors in a word, phrase, sentence or paragraph.

3. *Matching Type*. This type consists of two columns in which proper pairing

relationship of two things is strictly observed. Column A is to be matched with column B. It has two forms: balanced and unbalanced, the latter being preferred. In balanced type the number item is equal to the number of option. In unbalanced type, if there are 5 items in column A there are 7 items in column B. Remember, the ideal number for matching type is 5 to 10 and maximum of 15.

In constructing matching type, avoid using heterogeneous materials. Do not mix dates and terms, events and person and many others. the question item should be placed on the left and the option on the right. option column should be in alphabetical order and dates in chronological order.

Example:

1. _____ apples   A. Yellow

2. _____ oranges   B. Red

3. _____ bananas   C. Purple

4. _____ plums   D. Orange
                              E. Blue

4. Rearrangement Type. This type consists of a multiple-option item where it requires a chronological, logical, rank, etc., order.

Example: rearrange the following in their order to make a meaningful paragraph.

(A)   While doing so, we may also correct any distortions that we may discern

(B)   With all our experience and insight, we should be able to visualize them well in advance

(C)   The celebration of the 50th anniversary of the country's independence is a historic moment

(D)   Also, it is a time to consolidate on the gains that we have made

(E)   But, most of all, it is a time to gear up for the opportunities and challenges that lie ahead.

(F)   It is a time to introspect and evaluate what we have achieved in the last five decades

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5. *Analogy* Type: This type is made of items consisting of a pair of words which are related to each other. It is designated to measure the ability of students to observe the pair relationship of the first group to the second.

The kinds of relationship may be: according to purpose, cause and effect, part-whole, part-part, action to object, synonym, antonym, place, degree, characteristics, sequence, grammatical, numerical and associations.

Example: a whale lives in the ocean, like wise find out answer for the rest using the same analogy and make sentences.

car

snake

tiger

Advantages of Objective Type Test:

a. Easy to score. It is easier to correct due to short responses involve.

b. Eliminates subjectivity. This is due also to short responses.

c. Adequate sampling. More items can be included where validity and reliability of the test can be adequately observed.

d. Objectivity in scoring. Due to short and one correct answer in each item.

e. Eliminates bluffing. Since the students only choose the correct answer.

f. Norms can be established. Due to adequate sampling of test.

g. Save time and energy in answering questions. Since the options are provided, time and energy may be utilized properly.

Limitations of Objective Test:

a. Difficult to construct

b. Encourages cheating and guessing.

c. Expensive. Due to adequate sampling, it is expensive in terms of duplicating facilities. Questions cannot be written on the board.

d. Encourages rote memorization. It encourages rote memorization rather than memorizing logically because an answer may consist only of a single word or a phrase. A student's ability to thick critically, express, organize and reason out his ideas is not developed.

e. Time consuming on the part of the teacher.

Check Your Progress-3

Q1.   What is a teacher-made test?

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Q2.   How is a recall type question different from a recognition type question?

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Q3.   What is an analogy type test item?

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4.6 Teaching Portfolio

The Teaching Portfolio is a documented statement of a teacher's teaching responsibilities, philosophy, goals and accomplishments as a teacher. It is a flexible document, and can be used in a number of ways, depending upon the needs and interests of the faculty member. Pat Hutchings, (1993) defines teaching portfolio as "a coherent set of materials, including work samples and reflective commentary on them, compiled by a faculty member to inquire into and represent his or her teaching practice as related to student learning and development."

A teaching portfolio is a collection of documents that together provide a record of:

●   The ideas and objectives of teaching

●   The courses to be taught

●   The methods to be used

- One's effectiveness as a teacher

- How one assesses and improveshis/her teaching

A good teaching portfolio is one that has clear statements of teaching responsibilities and goals, and solid evidence showing how those goals have been reached. A teaching portfolio is a dynamic document, and must be updated continuously. It becomes a lifetime record of a faculty member and his/her scholarly achievement as a teacher.

There are three major parts in a portfolio:

1. Teaching responsibilities

This section is typically a list with a brief explanation of the faculty member's teaching responsibilities. In essence it describes "What onedoes as a teacher" with supportive narrative as to the content, level, size, special circumstances, or other relevant details about the courses. For example, the faculty member would list courses taught by title, term it was taught, number of students enrolled, whether a lecture or a seminar, etc. Also, any independent study courses, honors courses, or dissertation mentoring would be included here.

2. Teaching philosophy and goals

Secondly, the teacher states his or her philosophy and goals for teaching. Here the focus is "Why one did it." The following questions may be appropriate for this:

- Given my responsibilities, what goals did I attempt to reach through my teaching?

- Why did I choose to teach in the manner I used?

- What was I trying to achieve as a teacher?

- What did I expect my students to gain from my course: mastery of content, critical thinking skills, etc?

For example, an instructor may state that he or she wants the students to develop critical thinking skills. Then the instructor explains that this goal lead to a different style of teaching beyond the content-based lecture to include cooperative learning activities and out of class research assignments.

3. Evidence of effective teaching

Finally, a collection of data and documents present a record showing how well the teacher met his or her teaching goals. This concerns itself with the phrase "How one did it" and includes a review and interpretation of the results of students, survey ratings,

peer review, alumni letters, teaching awards and classroom assessments of student learning.

As in the example above in (2), if an instructor states as a goal that students should develop critical thinking skill, then evidence to show how this goal has been accomplished should be presented, e.g., results from exams, assignments and classroom assessments that show progress towards critical thinking skills, results from students' evaluations, etc.

Key Functions of a Teaching Portfolio is to:

- Collect evidence of teaching ability
- Contextualize the process of teaching
- Summary data must be in a simple, readable format
- Focus on quality, not on quantity
- Organized and its various sections relate to each other
- Allows for self-reflection
- Provide an opportunity to show one's personal style of teaching

Importance of a Portfolio for a Teacher of English?

The teaching portfolio can serve many purposes for a teacher of English. Some of these are:

- It reflects the teacher's goals as a language trainer
- It helps in assessing one's teaching strengths and areas which need improvement
- It documenting one's progress as a teacher
- It generates ideas for future teaching/course development
- It helps in identifying one's personal teaching style
- It helps to find out new ways of gathering student feedback
- It helps the teacher in collecting multiple sources of evidence that document the implementation of one's teaching goals and their success

Check Your Progress-4

Q1.	Mention three major part of a teaching portfolio?

…………………………….............………………………………………..

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Q2.	What help can a teacher of English get from portfolio?

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Q3.	How can a portfolio be a part of continuous and comprehensive evaluation?

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4.7 Let Us Sum Up

Instructional Materials, when carefully selected and integrated, can ensure that student develop the right attitude toward-instructional content. Furthermore, classroom interaction between the teacher and students can be enhanced through its proper use. The use of it would also promote teachers' efficiency in the design, production and handling of classroom transaction. With its judicious use teachers can make students' attitude more positive, encourage their self-motivation, demonstrate associated factors and ideas, highlight specific topics and concepts, encourage relevance and credibility, and enhance understanding. The teachers can also deliver their lessons with much more vigour.

Teacher-made tests play important role in the evaluation of student's performance. These can be essay type or objective type. Essay type tests are essential for the measurement of higher order learning skills whereas objective type tests are useful in measuring the

factual and conceptual knowledge of the learners.

The exceptional children are exceptional in all matters. They cannot get the benefit from the teaching learning material designed for normal children. Hence different kind of adaptations are essential for them to get the maximum benefit. There are some general provisions and also some specific provisions by which we can adapt the teaching learning material to yield the maximum benefit.

4.8 Answer to "Check Your Progress"

Check Your Progress-1

Q1. Because a television satisfies both the auditory and visual thirst of the learners

Q2. As teachers are not there in open and distance learning, the learners have a direct emotional attachment with the teaching learning materials.

Q3. Reliability, relevance and cost are three criteria of selection of teaching learning material.

Check Your Progress-2

Q1. Story-telling board, graphic board, sorting board, game board, creativity board and collection board are different kinds of flannel boards used in teaching English to the young learners.

Q2. A picture cut-out is used to emphasize a particular part of subject matter under our discussion. By over emphasizing the concept we draw the attention of students as desired.

Q3. A language game is a joyful and fun based activity through which learners are exposed to different kinds of linguistic items meant for developing their linguistic efficiency.

Q4. Worksheets provide a package of linguistic items to the learners on any given concept or subject matter. It aims at developing mastery on that very subject matter.

Check Your Progress-3

Q1. A teacher-made test is a technique of evaluation where the items are prepared by

the concerned subject teachers of the school in order to test the learning progress of students.

Q2. In a recall type question the learner has to retrieve information purely from his/her mind. But in a recognition type question the learner has the privilege to get the options for it.

Q3. An analogy type test item is an item where questions are asked to find out relationship between two concepts.

Check Your Progress-4

Q1. The three parts of a portfolio are teaching responsibility, teaching philosophies and goal, and evidence of effective teaching.

Q2. The teacher of English can get the following helps from a portfolio.

- it documenting one's progress as a teacher
- it generates ideas for future teaching/course development
- it helps in identifying one's personal teaching style
- it helps to find out new ways of gathering student feedback

Q3. A portfolio gives a comprehensive information about the teaching learning process in a given academic year. It is also a living record which means it is constantly updated. So it is both comprehensive and continuous.

Check Your Progress-5

Q1. As these students are not normal and they have deficiencies to overcome, these learners need extra help in their learning. material adaptation will help them learn better.

Q2.

- Break tasks into smaller subtasks.
- Provide additional practice to ensure mastery.

Q3. If a disabled child is found

- Is reluctant talkers during group activities then give the child a turn to talk after another child who is particularly talkative. This gives the reluctant child ideas about what to say.

- Has difficulty staying focused during small group activities, then have him sit in such a way that distractions are minimized, such as away from the window or door or next to quieter children.

4.9 Unit End Exercises

Q1.   Describe the role of instructional material in ELT.

Q2.   How are charts useful in ELT?

Q3.   Briefly explain different types of objective test items used frequently for testing English proficiency.

Q4.   How are adaptation in TLM helpful for the disabled learners.

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Unit - 5 □ Evaluation

5.1 Introduction

It is a well-known fact that any teaching is preceded by, collaborated with and succeeded by evaluation of different kinds without which the act of teaching would lose much of its vitality. Any decision taken in the field of education is directly or indirectly associated with the system of evaluation. English, being a foreign language needs quite a good attention in this regard. Evaluation helps the teacher know his/her effectiveness as a teacher. It also helps him/her and the concerned authorities to take right kind of academic decisions on the basisof assessmentresults. It helps in the promotion of the learners to the next higher course of instruction. There are many more functions of evaluation. Let's study evaluation in the context of ELT (English Language Teaching).

5.2 Objectives

After having gone through the unit, the students will be able to:

➢ Know the concept and varieties of evaluation

➢ Know different language skills and how they are tested

➢ Know different evaluation tools in English and how best they could be adapted to suit the CWSN

➢ Understand the essentialities of individual assessment for disabled children

➢ Know the concept of error analysis and diagnostic test and will understand their needs in ELT

5.3 Evaluation - Concept and Need

5.3.1 Concept and Types of Evaluation

Evaluation is a comprehensive term that includes the assessment of learners' ability, attitude and knowledge with the help of tools and instruments in order to take academic decisions about the learners. The terms which have association with evaluation are assessment, measurement, examination and test. Though these terms have different meanings but they are used in the context of evaluation. The meaning of the term assessment is closer to that of evaluation, which means judging the efficacy of a course of instruction or learners with the help of some measuring instruments with respect to certain pre-fixed standards. Measurement is the quantification of students' performance in a given test after instruction is carried out for a stipulated period. Examination is the process through which students' academic capacity is measured. Test is a tool or instrument through which examinations are carried out.

Evaluation is 'formative' when it is carried out during the course of instruction in order to bring improvements in the proficiency level of learners. The teacher uses varieties of means to judge the performance of students during the course of instruction. This evaluation also helps the teacher know his/her skill in the teaching learning transaction. The example of a formative test can be class test after a chapter is over, periodical spelling test, periodical reading test etc.

Evaluation is 'summative' when it is taken at the end of a course. It is used for promotional purpose. The students' performances are summarised and decisions are taken whether to promote them to the next higher class or not. The example of a summative test can be

the session-end test of class ix after which the decision of promoting the students to class x will be taken.

Evaluation is 'diagnostic' when it tries to find out the inherent learning difficulties of learners. In course of their learning, some learners may not have satisfactory progress. This may happen due to various causes relating to the learner. Diagnostic test intends to find it out. For example, if two students of a particular class commit spelling errors then a diagnostic test relating to spelling may be conducted in order to know the causes of spelling errors.

Evaluation is 'placement based' when it intends to select students for a required course of instruction. For example, if we want the best speaker in a school should be the secretary of debate club then we must select the best student-speaker from the existing talent pool.

Evaluation is continuous when it happens all the time through numerous interactions of the teacher with the students. There is no specific time or place for it.

An evaluation is said to be comprehensive when it tests the students in all three domains– cognitive, affective and psychomotor.

5.3.2 Need and Importance of Evaluation

We now have an idea about the essentialities of evaluation in educational practice. Let us discuss it specifically.

i.   Evaluation helps in deciding the effectiveness of a course of instruction
ii. Evaluation helps the teacher to know his ability and makes him/her aware of the academic loopholes
iii. Evaluation helps to take important academic decisions
iv. Evaluation gives feedback to the students about their performance and ability in any subject of discussion
v.   Evaluation promotes students into next higher classes
vi. Evaluation screens students and selects the fittest candidate for right course of instruction
vii. Evaluation brings motivation among the learners to learn new things

Check Your Progress-1

Q1. How is formative evaluation different from summative evaluation?

....

....

....

....

Q.2   When can be an evaluation comprehensive?

....
....
....
....

Q.3   Briefly state the importance of evaluation in educational process.

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....
....
....

5.4 Testing Language Skills and Language Elements

(Vocabulary, Grammar and Phonology)

At all levels but the most elementary, it is generally advisable to include test items which measure the ability to communicate in the target language. How important, for example, is the ability to discriminate between the phonemes /i:/ and /I/? Even if they are confused by a testee and he or she says look at that sheep sailing slowly out of the harbour, it is unlikely that misunderstanding will result because the context provides other clues to the meaning. All languages contain numerous so-called 'redundancies' which help to overcome problems of this nature.

Furthermore, no student can be described as being proficient in a language simply because he or she is able to discriminate between two sounds or has mastered a number of structures of the language. Successful communication in situations which stimulate real life is the best test of mastery of a language. It can thus be argued that fluency in English-a person's ability to express facts, ideas, feelings and attitudes clearly and with ease, in speech or in writing, and the ability to understand what he or she hears and reads-can best be measured by tests which evaluate performance in the language skills. Listening and reading comprehension tests, oral interviews and letter-writing assess performance in those language skills used in real life.

5.4.1 Vocabulary as a Language Element

One of the areas in which the first and second language speakers differ substantially is the use of vocabulary. The handling of vocabulary in both the cases is quite different. While it is expected that the native speakers are well aware of the common vocabulary 'use-patterns' the second language learners may not have that level of awareness. In case of English the same principle holds true.

The second language learners are very often economical with their use of words. This is because of the dearth of stock words and phrases they want to use. Hence they start pulling the near-meaning words or breaking the conversation and writing into segments that convey the meaning without using the correct word. For example, if a second language student wants to use the word 'sailor' but if he/she does not know the word or failed to remember it, s/he can express it saying the 'boat-man' or 'the person who goes deep into the sea'. This of course depends on the frequency of the word heard or read by the target learner. The lower the frequency of words, the lower is the probability of being used.

Another factor that determines the knowledge of vocabulary is the learner's culture and personal linguistic world. The more the learner can relate words and phrases into his own world the more s/he learns. Not only that, very often the learners own mother tongue or first language intrudes upon the territory of the second language. Code-switching and code mixing are the examples of this. This happens due to the lack of exposure for the target language. In most cases the learners who are English-disadvantaged are because of their limited exposure of the target language and preponderance of first language upon the later. Any second language learner of English must know at least 2000 most commonly used words in order to prove him/her as a good communicator. Learners face more difficulty in using functional words and chunk words, such as get a job, make coffee than the so called common words.

Testing Vocabulary

A test of vocabulary measures students' knowledge of the meaning of certain words as well as the patterns and collocations in which they occur. Such a test may test their active vocabulary (the words they should be able to use in speaking and in writing) or their passive vocabulary (the words they should be able to recognize and understand when they are listening to someone or when they are reading). Obviously, in this kind of test the method used to select the vocabulary items (=sampling) is the utmost importance.

While testing a student's vocabulary the first task here is to determine the degree to which we want to concentrate on testing the students' active or passive vocabulary. The next task is to decide whether lexical items in the test should be taken from the spoken or the written language. Vocabulary as a language element pervades in all the four skills of language–listening, speaking, reading and writing. We can test knowledge of vocabulary through all these elements. Let's discuss one by one.

1. *Test of Vocabulary through Listening Comprehension*

Here the learner is to be exposed of an audio programme for a period of 15 minutes to 30 minutes. Then s/he is to be asked to describe the theme of the audio matter within

five best words. Or the learner may be asked to give a title for the audio talk s/he has listened.

The time limit and word limit may vary according to the maturity of the students. A marking scheme is to be built on the theme of the audio programme and it is to be clearly decided about how much number is to be given for what kind of words and phrases. Here, a possible list of words and phrases are to be prepared in advance to make the evaluation ease.

2. *Test of Vocabulary throughOral Production Tests*

● *Conversational exchanges*

At first a class is to be divided into pairs. The teacher must arrange the pairs in such a way that meaningful conversation can take place.A theme or concept is to be given to each of the pair to make conversation. The time limit and word limit may vary according to the maturity of students. The teacher will prepare a rating scale on the theme/s and will assign marks to the students. The best use of vocabulary will get the highest mark.

● *Using pictures for assessing oral production*

Some pictures are to be selected as per the maturity of the students. Then they are asked to describe the pictures. Here, with the usage coherence and cohesion are also to be judged. For this a comprehensive marking scheme is to be prepared.

● *The short talk*

Learners are asked to give a short talk of 5-10 minutes based on a theme or concept. The list of potential vocabulary is to be framed. Learners are awarded marks as per the use of vocabulary.

● *Group discussion and role playing*

Learners are given topics on which group discussions can be carried out. The flow and fit of vocabulary is measured for each learner by an expert or by the teacher. The same can be done with role-playing.

3. *Test of Vocabulary through Reading Test*

● *Matching tests* (word matching, sentence matching)

Matching is a linguistic game which can be used to promote knowledge of vocabulary among young learners. The learners are asked to match column 'A' with column 'B' finding appropriate resemblance for each other. Below given are the examples of two different kinds of word matching, one is relationship-based and the other picture-based. Both are helpful in building up vocabulary talent among learners.

rain	**no**
neck	**coat**
car	**ring**
night	**glasses**
out	**gown**
over	**fit**
sun	**coat**
under	**bag**
hand	**wear**

hamburger	scorpion
lotus	nectarine
propeller	grasshopper
rubik	wrestling

peeler	iguana
cockatoo	caterpillar
calendar	toucan
sunrise	vacation

Similarly, sentence matching test can be given to learners of higher grade. Below given are the examples.

Name_____

Playground Fun

Draw a line from the picture to the correct sentence.

I can swing high into the air.

My friend and I play in the sandbox.

My father is helping me on the climbing bars.

I love to slide down the slide at the park.

Name_____

On The Beach

Draw a line from the picture to the correct sentence.

The lifeguard is keeping everyone safe.

The two children are making a sand castle.

The little girl is playing in the sand.

The silly dog is building a sand castle.

- *Completion items*

This is another way to test learners' vocabulary talent. Here a sentence is given to the taste and somewhere in between there lies a blank space to be filled by the learner with correct word or phrase. Here is an example for your better understanding.

There are some people who think that only the poor and less educated people use slang, but this idea is _____.

  (A) accurate

  (B) popular

  (C) erroneous

  (D) widespread

  (E) ineffectual

- *Rearrangement items*

Rearrangement items are a bit developed form of testing vocabulary talent of young learners. These tests are for higher grade learners and for the students who at least read English for four to five years. This type of item not only tests the knowledge of vocabulary but also the higher order cognitive skills like analysis, synthesis and evaluation. Let's take an example. In this example the learner is given six sentences of which the first and sixth are in order. s/he has to rearrange the rest four in their perfect order in order to make the theme meaningful.

(1) Even though he had prepared well

P. in the examination hall

Q. and could not do

R. for the examination

S. he got nervous

(6) as well as he had hoped to do

- *Cloze Test*

A test in which one is asked to supply words that have been removed from a passage in order to measure one's ability to comprehend text. Cloze tests provide evidence of how easy a text is to read and understand for a specified target audience. Cloze reading tests are used by teachers to measure how well a student comprehends a reading passage.

Cloze reading exercises are short passages or paragraphs where you supply the missing words which have been removed from the test's passage.

A Cloze Reading Test can be referred to as a "deletion test", as key words in the passage are left blank or deleted for you to fill in. Close Test activity or procedure is also referred to as an English exercise or assessment quiz. Cloze tests are great vocabulary builders and are indicative of your level of English comprehension.

Cloze reading test can be multiple choice, where you may be required to choose from a list of words to "fill in" the blanks, or be required to select the best word to complete the sentence based on your vocabulary skills. In the latter, the students' answers may vary but are required to make grammatical sense. Below given is an example of cloze test.

Cloze Practice Paragraph

Can we see (1) .... the earth is a globe? Yes, we can, when we watch a ship that sails out to sea. If we watch closely, we see that the ship begins (2) .... The bottom of the ship disappears first, and then the ship seems to sink lower and lower, (3) .... we can only see the top of the ship, and then we see nothing at all. What is hiding the ship from us? It is the earth. Stick a pin most of the way into an orange, and (4) .... turn the orange away from you. You will see the pin disappear, (5) .... a ship does on the earth.

1.

A. if

B. where

C. that

D. whether

E. when

2.

A. being disappeared

B. to be disappeared

C. to have disappeared

D. to disappear

E. having disappeared

3.

A. until

B. since

C. after

D. by the time

E. unless

4.

A. reluctantly

B. accidentally

C. slowly

D. passionately

E. carefully

5.

A. the same

B. alike

C. just as

D. by the way

E. similar to

4. Test of Vocabulary through Writing

The knowledge of vocabulary is best tested through writing skill. But for it the learner must be prepared enough and must have mastered the other skills. Let's discuss some of the means through which we can test the vocabulary talent of learners.

● *Testing composition writing*

A composition is a piece of writing formed by putting together the ideas you have on a subject. This suggests two important points about writing a composition. The first is that you must have some ideas on the subject about which you are going to write. The second is that you must be able to put these ideas together in such a way that they will form an effective whole. For this along with other skills one primary need to write better composition is having a good stock of vocabularies.

A composition can be controlled or free. For young learners controlled and guided composition is better. When the learner develops maturity in writing then only free composition can be introduced to test him/her.

5.4.2 Grammar as a Language Element

Grammar is the study of how words come together to form sentences categorized by meaning, form, and function, English words fall into various parts of speech: nouns,pronouns,verbs, adjectives, adverbs, prepositions, conjunctions, articles, and interjections. One can communicate more clearly if s/he understands how each of these parts of speech operates in a sentence.

The ultimate goal of teaching grammar is to provide the students with knowledge of the way language is constructed so that when they listen, speak, read and write, they have no trouble applying the language that they are learning. Language teachers are, therefore, challenged to use creative and innovative attempts to teach grammar so that such a goal can successfully be achieved. In other words, whatever exercises are given, the most crucial thing is that the teachers provide the students with an opportunity to be able to produce the grammatical item making use of syntactically and semantically correct examples of sentences comprised of appropriate and relevant vocabulary.

However, the knowledge of grammar of a second language learner in India (which is English here) has the fallowing three features.

❖ is accurate and follows the rules of English

❖ is influenced by the learner's first language

❖ conforms to a typical pattern of language development which does not reflect English or the first language

These above features say us about two kinds of knowledge that a learner usually possesses–explicit and implicit.

Explicit knowledge is generally accessible through controlled processing. In short, it is conscious knowledge of grammatical rules learned through formal classroom instruction. In this respect, a person with explicit knowledge knows about language and the ability to articulate those facts in some way (Brown, 2000). For instance, Ramesh knows every rule about present tense, but he frequently makes mistakes in speaking and writing.Explicit knowledge is also obtained through the practice of error correction, which is thought to help learners come to the correct mental representation of a rule. the speaker is concerned with the correctness of her/his speech/written production; and s/he knows the correct rules (Krashen, 1987).

Implicit knowledge is automatic and easily accessed and provides a great contribution to building communicative skills. Implicit knowledge is unconscious, internalized knowledge of language that is easily accessed during spontaneous language tasks, written

or spoken (Brown, 2000). Implicit knowledge is gained in the natural language learning process. It means that a person applies a certain grammatical rule in the same way as a child who acquires her/his first language (for example, mother tongue). According to Brown (2000), the child implicitly learns aspects of language (for example, phonological, syntactical, semantic, pragmatic rules for language), but does not have access to an explanation of those rules explicitly. As an example, Rohit speaks and writes English with good use of present tense, although he has no idea about the grammatical rule behind it. To sum up, implicit knowledge is gainedthrough a sub-conscious learning process. That is why native speakers of a language do not always "know" (consciously) the rules of their language.

Now, let's come to the question of teaching. Teaching of grammar, all through the world, is dominated by two methods/approaches–deductive approach and inductive approach.

A deductive approach is derived from the notion that deductive reasoning works from the general to the specific. In this case, rules, principles, concepts, or theories are presented first, and then their applications are treated. In conclusion, when we use deduction, we reason from general to specific principles.

Dealing with the teaching of grammar, the deductive approach can also be called ruledriven learning. In such an approach, a grammar rule is explicitly presented to students and followed by practice applying the rule.The deductive approach maintains that a teacher teaches grammar by presenting grammatical rules, and then examples of sentences are presented. Once learners understand rules, they are told to apply the rules given to various examples of sentences. Giving the grammatical rules means no more than directing learners' attention to the problem discussed. To sum up, the deductive approach commences with the presentation of a rule taught and then is followed by examples in which the rule is applied. In this regard, learners are expected to engage with it through the study and manipulation of examples.

An inductive approach comes from inductive reasoning which says that a reasoning proceeds from particulars (that is, observations, measurements, or data) to generalities (for example, rules, laws, concepts or theories). In short, when we use induction, we observe a number of specific instances and from them infer a general principle or concept.

In the case of pedagogical grammar, most experts argue that the inductive approach can also be called rule-discovery learning. It suggests that a teacher teach grammar starting with presenting some examples of sentences. In this sense, learners understand grammatical rules from the examples. The presentation of grammatical rules can be spoken or written.

Besides these two approaches a third approach of teaching grammar is gaining currency and is considered to be the best approach in teaching grammar to the young learners. This is called situational or contextual approach.The approach says that if learners are to achieve a functional command of a second language, they will need to be able to understand and produce not just isolated sentences, but whole texts in that language. Language is context-sensitive; which is to say that an utterance becomes fully intelligible only when it is placed in its context. This means language is to be taught in a real situation or creating a near-real situation through simulated activities. Grammar can be taught through text, through stories, through songs and rhymes that largely resembles the real situation.

Testing the Knowledge of Grammar

The following are some of the common types of objective items used to test awareness of the grammatical features of the language. They are as follows:

1. *Multiple-choice items*

To test English grammar mastery, the multiple choice test must be used due to its merit of guaranteeing the fulfilment of the content validity of achievement tests.The most common type of multiple choice grammatical item is one in which the test maker gives the testee a sentence with a blank and four or five choices of a word or phrase which completes the sentence correctly. An example is given below for better understanding.

The boy stepped on a piece of ice and .... flat on his face

a. fell

b. fall

c. felled

d. fallen

2. *Error-recognition items*

Error correction items are also useful for testing grammar. An error correction item is one in which the testee is given a sentence with an error. Four words or phrases in the sentence marked with letters, and the testeeneeds to decide which of the words or phrases has the error. This is one of the popular items of testing knowledge of grammar from young learners up to the adult learners. Generally, an incorrect sentence is given; the students are asked to correct the sentence and rewrite it or are asked simply to find out the error and mention it separately or underline it.

Example: I have no difficulty to study the art of management. (find the error from the words underlined and correct the sentence)

3. *Items to Test Knowledge of Word/Sentence Order*

Items can be prepared to test testees' knowledge of word order. The traditional way is to present the testee with four alternative word orders. For example,

I wonder how she knows

a) how it costs much.

b) how much it costs.

c) it costs how much.

d) it how much costs.

Understanding of appropriate sentence order can also be tested in a similar way by giving testees several sentences and asking them to put them in order. This type of test tests knowledge of references, cohesive devices, etc.

4. *Rearrangement items*

Here the given elements have to be arranged in the correct order to form a phrase or a sentence. These items check grammar and reading. For example,

'Won't I need a coat?'

'Well, you know how……..'

A.   warm is it today

B.   today is it warm

C.   is it warm today

D.   warm it is today

E.   today is it warm

5. *Completion items*

Completion items are items in which the testees are asked to fill in blanks in sentences.

For example,

Give the book to——— woman in the blue dress. (supply correct article to the blank space mentioned here.

6. *Transformation items*

Another type of grammar item makes use of transformations. In this type of item, testees

are given a sentence and the first few words of another sentence to change the original sentence without changing the meaning. For example, Jim hasn't been home in a long time.

It's been a long time———————————————

7. *Word Changing Items*

Another type of item is one in which the testees are given a sentence and a word which they need to fit into the sentence by changing the form of the word. For example, I have never to Australia. (be)

8. *'Broken sentence' items*

These items consist of sets of phrases which have to be put together in a sentence by adding the necessary prepositions, articles, etc. to the given phrases.This type of item tests the student's ability to write full sentences from a series of words and phrases, and thus not allow the test writer to concentrate exclusively on testing those particular grammatical features which may have just been practiced in class. It is nevertheless a useful device for testing grammar provided that the tester is aware that several other areas of the language are being tested in addition to those on which he or she wishes to focus attention.

In this type of test item, students should be instructed to make whatever changes are necessary to form good sentences, adding articles, prepositions, etc. where required and putting verbs in their correct tense.

Take / drug and stimulants / keep awake / while revise examination / often be very harmful / it be far better / lead / balanced life / and get enough sleep / every night. / There / be / limit / degree and span / concentration / which you be capable/ exert. / Brain / need rest / as much body. / Indeed, / it be quality / than quantity work / that be important.

9. *Pairing and Matching Items*

the aim in these items is to choose two words or phrases out of a whole set and to match them according to similar grammatical features, meaning etc. These items check grammar and vocabulary.

10. *Combination Items*

Sentence combining exercises can play a part in testing grammar as well as its more traditional use as part of composition testing and training.

For example, testees might be instructed to combine the following sentences using a relative pronoun.

I met a man.

The man went to the same high school I did.

(I met a man who went to the same high school I did.)

11. Addition Items

Students are instructed to insert the word in capitals in the most appropriate place in each sentence.

(a)   Have you answered all the questions? (YET)

(b)   Some students had not mastered the correct techniques for answering examination questions. (STILL)

(c)   There may be little choice of questions. (OCCASIONALLY)

12. Gap Fills or Close Tests

These items look a lot like completion items but unlike the latter where the missing words have been erased subjectively by the teacher (only grammatical forms or only vocabulary) in cloze the erasing is systematic (every nth word is erased, usually every 5th, 6th or 7th irrespective of its function in the sentence).

13. True-false Statements

These items are a variation of multiple-choice. Here you have to read or listen to a text and based on the reading or the listening, you have to consider whether certain sentences are true or false.

5.4.3 Phonology as a Language Element

Phonetics is concerned with how sounds are produced, transmitted and perceived. Phonology is concerned with how sounds function in relation to each other in a language. In other words, phonetics is about sounds of language, phonology about sound systems of language. Phonetics is a descriptive tool necessary to the study of the phonological aspects of a language.Whereas syntax is about sentence formation, and semantics about sentence interpretation, phonetics and phonology cover the field of sentence utterance.

As phonetics and phonology both deal with sounds, and as English spelling and English pronunciation are two very different things, it is important to keep in mind that we are not interested in letters here, but in sounds. For instance, English has not 5 or 6 but 20 different vowels, even if all these vowels are written by different combinations of 6 different letters, "a, e, i, o, u, y". For example, take a word "please" and its phonetic transcription is [pli:z]. Thus the word please consists of three consonants, [p,l,z], and one vowel, [i:]. And sounds considered from the phonological point of view are put between slashes. Among these twenty vowel some are pure vowels and some are diphthongs. Let's know the soundsystem of English language with their phonetic transcriptions. This is given below.

Phonetic Symbols

	Consonants		
1	/p/	as in	pen /pen/
2	/b/	as in	big /bɪg/
3	/t/	as in	tea /ti:/
4	/d/	as in	do /du:/
5	/k/	as in	cat /kæt/
6	/g/	as in	go /gəʊ/
7	/f/	as in	four /fɔ:/
8	/v/	as in	very /'veri/
9	/s/	as in	son /sʌn/
10	/z/	as in	zoo /zu:/
11	/l/	as in	live /lɪv/
12	/m/	as in	my /maɪ/
13	/n/	as in	near /nɪə/
14	/h/	as in	happy /'hæpi/
15	/r/	as in	red /red/
16	/j/	as in	yes /jes/
17	/w/	as in	want /wɒnt/
18	/θ/	as in	thanks /θæŋks/
19	/ð/	as in	the /ðə/
20	/ʃ/	as in	she /ʃi:/
21	/ʒ/	as in	television /'telɪvɪʒn/
22	/tʃ/	as in	child /tʃaɪld/
23	/dʒ/	as in	German /'dʒɜ:mən/
24	/ŋ/	as in	English /'ɪŋglɪʃ/

	Vowels		
25	/i:/	as in	see /si:/
26	/ɪ/	as in	his /hɪz/
27	/i/	as in	twenty /'twenti/
28	/e/	as in	ten /ten/
29	/æ/	as in	stamp /stæmp/
30	/ɑ:/	as in	father /'fɑ:ðə/
31	/ɒ/	as in	hot /hɒt/
32	/ɔ:/	as in	morning /'mɔ:nɪŋ/
33	/ʊ/	as in	football /'fʊtbɔ:l/
34	/u:/	as in	you /ju:/
35	/ʌ/	as in	sun /sʌn/
36	/ɜ:/	as in	learn /lɜ:n/
37	/ə/	as in	letter /'letə/

	Diphthongs (two vowels together)		
38	/eɪ/	as in	name /neɪm/
39	/əʊ/	as in	no /nəʊ/
40	/aɪ/	as in	my /maɪ/
41	/aʊ/	as in	how /haʊ/
42	/ɔɪ/	as in	boy /bɔɪ/
43	/ɪə/	as in	hear /hɪə/
44	/eə/	as in	where /weə/
45	/ʊə/	as in	tour /tʊə/

In any language system phonology is an important component, so also in English. It constitutes the basics of any language system. The following are some of the causes for which phonology must be an important part of English language teaching and evaluation.

i. Phonology brings reality in language teaching. Without it language teaching becomes prosaic and monotonous

ii. Pronunciation is an important part of communication and therefore, importance should be given to listening aspects to understand the message

iii. Phonology is an important component of metalinguistic awareness. The communication between teacher and taught is based on that.

Hence, in any language teaching the basic matters, so in the case of phonology. But our concern here is not to discuss the pros and cons of it, but to discuss how this as a linguistic element can be best evaluated. But before that let us discuss some of the common problems faced by the second language learners in India and then we will move to the process of evaluation.

The first problem that Indian students face in learning English pronunciation is relating to articulation. The beginner starts articulating all the letters and thus giving a new dimension to speech. For example, in the word 'psychology' the letters 'p' is silent, but is pronounced by a beginner who comes across the word for the first time.

Another problem is how to pronounce. Taking the same example, we can see that there is high probability that learners pronounce 'cho'in psychology as *cho* not *ko*. Learners are unaware of the disagreement between spelling and pronunciation of the sound. They try to infer the pronunciation through the spelling of words. The word 'think' can be pronounced as 'tink'.

Thirdly, the students are unaware of the allophones of sound.For example, the sound / p/ will have three different sounds depending upon these contexts: pen, spool and cap. The first 'p' in 'pen' is pronounced as an aspirated sound, the second in 'spool' is unaspirated and the third in 'cap' is unexploded.

The fourth problem for Indian English learner is its prosodic aspect. English has a different pattern of stress and rhyme, so also intonation. Rhyme and intonations are created by the alteration of stressed and unstressed syllables. The Indian learner has a different set of stress pattern in his/her mother-tongue. Not only that, English has different levels of stress–high-primary, medium-secondary, and tertiary. The Indian English learners are not aware about this fact most of the times.

Phonological Awareness Skill Test

Like other skills the teacher of English must test the knowledge of phonology among his/her learners. Test items designed to test phonology attempt to assess the following sub-skills:

 i.   ability to recognize and pronounce the significant sound contrasts of a language,

 ii. ability to recognize and use the stress patterns of a language,

 iii. and ability to hear and produce the melody or patterns of the tunes of a language (i.e. the rise and fall of the voice).

Having good phonological awareness skills means that a child is able to manipulate sounds and words, or "play" with sounds and words. For example, a teacher asks a child to break the word "cat" into individual sounds: "c-a-t."

The following activities can be undertaken to test phonological awareness skill among the learners:

 ● Recognizing when words rhyme (e.g., "Do 'cat' and 'shoe' rhyme?") and coming up with a word that rhymes (e.g., "What rhymes with 'key'?")

- Segmentation of words in sentences (e.g., "Clap for each word you hear in the sentence 'The dog is furry.'")

- Blending syllables (e.g., "I am going to say parts of a word. Tell me what the word is. 'Pan-da.'")

- Segmentation of syllables (e.g., "Clap for each syllable you hear in the word 'refrigerator.'")

- Deletion of syllables (e.g., "Say the word 'strawberry.' Now say it without saying 'straw.'")

- Identifying sounds in words (e.g., "What sound do you hear at the end of 'tulip'?")

- Blending sounds (e.g., "Put these sounds together to make a word. 'D-oo-r.'")

- Segmentation of sounds (e.g., "Tell me each sound you hear in the word 'cat'?")

- Deletion of sounds (e.g., "Say 'chair.' Now say it without the 'ch.'")

- Addition of sounds (e.g., "Say 'cook.' Now say it with an 'e' at the end.")

- Manipulation of sounds (e.g., "Change the 's' in 'sad' to a 'd' and say the new word.")

Check Your Progress-2

Q.1   What is a cloze test?

....

....

....

....

Q.2   What are active and passive vocabularies?

....

....

....

....

Q.3　What do you understand by inductive teaching of grammar?

....

....

....

....

Q.4　How is phonetics different from phonology?

....

....

....

....

5.5 Error Analysis, Diagnostic Tests and Enrichment Measures

5.5.1 The Concept of Error Analysis

Every learner has a mechanism of acquiring language. Noam Chomsky, the famous grammarian calls it Language Acquision Device (LAD). It is so designed that when a learner learns another language the mechanism of the first language affects the process of learning the second language. Let us call the first language which is generally the mother tongue of the learner as L_1 and the target language, which is English as L_2. The learning of L_2 is affected by the way L_1 is learnt. In the process of learning L_2 learners commit a lot of mistakes, which are called errors in English language learning. In order to make the process of learning English 'error-free' we need to analyse why these errors occur. Then we can find out the relevant solution for the same. This process of analysing the causes of errors, classifying them into different categories and finding out the ways to deal these errors is known as error analysis.

An error is a form in learner's language that is inaccurate, meaning it is different from the forms used by competent speakers of the target language. Error analysis is a method that documents the errors that appear in learner language, determine whether those errors are systematic, and (if possible) explain what caused them. While native speakers make unsystematic 'performance' errors (like slips of the tongue) from time to time, second language learners make more errors, and often ones that no native speaker ever makes. An error analysis focuses on errors that are systematic violations of patterns in the input to which the learners have been exposed. Such errors tell us something about

the learner's inter-language, or underlying knowledge of the rules of the language being learned (Corder, 1981, p. 10).

Bose (2005) mentioned that one of the reasons for learner's errors is the interference of his mother tongue, which is described as the negative and positive transfer between the mother tongue and the target language. The negative transfer happens when the forms of the target language and those of the learner's mother tongue are different from each other whereas, the positive transfer between the mother tongue and the target language is similar. He added that a teacher can plan remedial teaching after he corrects the written compositions of his learners and collects their common errors in a note book. Ferguson (1965) pointed out that one of the major problems in the learning of a second language is the interference caused by the structural differences between the native language of the learner and the second language.

Error analysis theory first distinguishes an error from a lapse or a mistake. It is thought that an error appears when a learner is ignorant of a certain language rules and makes errors in usage, but a lapse or mistake appears when a learner is so careless that he/she does not use the language rules he/she has mastered. Then causes for errors are divided into three parts roughly: (1) inter-lingual errors: The learners bring the habits of mother tongue into target language, which leads to negative language transfer; (2) intra-lingual errors: This kind of errors are caused by the learners' wrong understanding about the rules of target language or by incomplete learning; and (3) other errors: errors in improper teaching or learning materials; in cultural habits of target language; in pronunciation and words; and in usage, expressions, and style. This shows language acquisition is a creative process of constantly making errors. Students will make progress in language by making errors and correcting them.

5.5.2 Need of Error Analysis

Firstly, learners accept large amount of language input, then process and digest the new information, and finally change parts of the knowledge into their own skills. During the learning, it is inevitable and natural for learners to make errors for it is these errors that show they are working hard and try to put what they have learned into practice. Gaies (1983) thought that in the past years, errors were regarded as a window of language acquisition and a reflection of language internalization.

Secondly, through analyzing and studying the learners' errors during their learning, teachers will obtain helpful information, focus on the weak points in teaching, improve

teaching methods, get the best teaching results.

Error analysis changes people's attitude to errors and helps people understand the process and the nature of Second Language Acquisition (SLA). For students, errors do not mean failure, but are necessary parts for students to master language rules correctly and develop language ability. Students learn through making errors, realizing them, and correcting them.

5.5.3 Causes for Errors

LIN Shan-ling (2012) has generalised three broad causes for all the errors that second language learners commit. These are as follows:

Inter-lingual Errors

Inter-lingual error occurs when learners bring their mother-tongue and its cultural habits into the learning and practice of target language. This kind of errors is regarded as negative language transfer, and is influenced by the interference of their mother tongue. For Bengali students, the interference of Bengali causes different vocabulary and grammatical errors in English. Since learners know little about the culture and customs of target language, they tend to imitate the cultural habits of their mother tongue when practicing the target language, which leads to language errors.

Intra-lingual Errors

In human language learning process, learners try to generalize the language materials they have learned and discover the language rules. Intra-lingual errors result from the learners' incomplete or wrong understanding of the target language rules. Since the students' English knowledge is limited, when they try to generalize some language rules too much or too little, they are usually affected by intra-lingual interference and make errors. For example, students have learned the past forms of some verbs ("work", "play", "want") are to add "-ed" after the verbs("worked", "played", "wanted"). By generalization, they think that the past forms of all verbs' follow the same rules.They start writing "goed" for "go", "haved" for "have" and "buyed" for "buy".

Other Errors

In practice, learners will make errors in speaking, writing, or expressing because of their concentration, fatigue, attitude, or nervousness. For example, some learners will make such error in oral practice just because of nervousness: "He is my sister". On the

other hand, improper teaching or excessive emphasis on certain grammar rule will give students a wrong impression and then result in errors. For example, when explaining the passive voice, the teacher gives many example sentences: "I was asked to stand up", "She is given a gift", and "The tree was cut down". Then the students will be under the illusion that all English verbs can be used in passive voice. So in their writings, there will be the errors: "An accident was happened yesterday", and "The soup is tasted delicious".

5.5.4 Types of Error

Different Types of Language Errors exist in English. Let's bring some common denominations for error classification. For your ease in understanding the errors are divided into two broad categories–typical errors and skill-specific errors. Let's find these out.

Typical Errors

a)   Performance errors and competence errors

 Performance errors usually result from learners' tension, carelessness, fatigue, and distraction, which are called a slip of tongue or a slip of the pen. They do not put what they have mastered into practice correctly. This kind of errors is occasional and has no rules. The learners can find the errors and correct them by themselves. Competence errors appear, because the learners have no command of the system and rules of target language. This kind of errors will appear again and again in their learning and practice. The errors cannot be found and corrected by the students themselves and teachers should help them in right time lest these could be fossilized.

b)   Global errors and local errors.

Global errors refer to the errors that break the sentence structure and interfere with the understanding of the sentence, for example: the wrong use or omission of conjunctions, reverse sentence order, and so on. Local errors refer to the errors which will affect the understanding of a clause or part of a sentence, for example: the wrong use of the ending change of a verb or a noun, and the abuse of articles or auxiliaries. But local errors do not interfere with the normal communicative behaviour.

Skill-Specific Errors

a)   Errors in vocabulary

Vocabulary is the basis of English writing. Since students' vocabulary is quite limited, they cannot express themselves as a native speaker does and use limited words for

different purposes. They usually make errors in spelling, preposition, collocation, word choice, part of speech, and so on. Let's take some examples for this.

Example:

Incorrect sentence:

It only spends us 15 minutes to go to the market from our school.

Correct sentence:

It only takes us 15 minutes to go to the market from our school.

It is an error in word choice: different word with different sentence structure. Example:

Incorrect sentence:

If we are told we can't recovery, we can choose the way of death–euthanasia.

Correct sentence:

If we are told we can't recover, we can choose the way of death–euthanasia.

It is an error in part of speech: "Recovery" is a noun but "recover" is a verb.

b)   Errors in collocation

Collocation is the way words combine in English language to produce natural-sounding speech and writing. In English, some expressions like "receive the telephone", "open a check", "open TV", and "crowded traffic" are not proper. Instead the standard expressions should be "answer the telephone", "write out make out a check", "turn on TV", and "busy/heavy traffic". Because of the different cultural background, proper English collocation usage is a key obstacle to Indian students in their writings.

Example:

Incorrect sentence:

I am afraid that the price of the food is a little expensive.

Correct sentence:

I am afraid that the price of the food is a little high.

I am afraid that the food is a little expensive.

It is an inter-lingual error. When a price is talked about, the habitual expressions are "cheap" or "expensive". But in English, the words "high" or "low" are used to make a collocation with "price", and "cheap" or "expensive" usually makes a collocation with commodities.

c)Errors in grammar

The students' errors in grammar have something to do with the wrong usage of articles, tense, subject-verb agreement, singular and plural forms of nouns, non-predicate verbs, and so on.

Example:

Incorrect Sentence:

 It was very interesting journey.

Correct Sentence:

It was a very interesting journey.

It is an article error: "journey" is a countable noun.

Example:

Incorrect Sentence:

Sandy is a pretty girl who loves music very much.

Correct Sentences:

Sandy is a pretty girl who loves music very much.

It is a subject-verb agreement error.

Example:

Incorrect Sentence:

I'll brush my tooth after eating my breakfast.

Correct sentence:

I'll brush my teeth after eating my breakfast.

It is a singular and plural form of noun error. When a noun is changed from a singular form to a plural form, some rules should be followed: Usually "-s" is added to a noun, which is called regular change; sometimes the spelling of the singular noun should be changed: "child—children", "foot—feet", and "tooth—teeth".

d)Errors in syntax

Syntax errors are frequently found in Indian English. Here the mother tongue interferes with the learners' learning of English and makes their expression improper.

Example:

Incorrect Sentence:

Because my English is very poor so I am very nervous in class.

Correct Sentence:

Because my English is very poor, I am very nervous in class.

In Bengali, "because" and "so" can appear in one sentence, which is not a proper sentence structure in English. It is an error of conjunction repetition.

Example:

Incorrect Sentences:

Some people are afraid of stress; others overcome it and succeed at last.

Correct Sentences:

Some people are afraid of stress; others overcome it and succeed at last.

Some people are afraid of stress while others overcome it and succeed at last.

It is an error in comma splice/run-on sentence, in which two or several independent sentences are separated with commas.

e)Errors in Discourse

A good writing is composed of some sentences with relevant meanings which are logically put together into a semantic unity by link words (transition words). Errors are committed by the second language learners in the following aspects: (1) improper or wrong use of link words; (2) too many simple sentences; (3) close similarity and monotony in sentence structure; (4) the sentences in the writing do not serve the topic; and (5) unclear writing structure.

Example:

Most of the students agree that watching TV is helpful for us—but the others don't agree that watching TV is helpful for us. (close similarity in sentence structure and lack

of flexibility)

Example:

In recent time, I was ill. I went to see a doctor. He gave me an examination. He told me that I must be in hospital for a month.

(Too many simple sentences–monotony in sentence structure; lack of continuity between sentences)

Example:

Though our teacher should criticise us when we did not finish our homework, she was unkind to us most of the times.

After these errors are classified, it is clear to find students' error mechanism. The purpose for finding, classifying, and analyzing the errors is to offer possible explanations why students make the errors and try to find the causes. With the explanations and causes, effective measures can be taken to put them right in order to meet the goal—improving students' language ability.

5.5.2 Diagnostic Test

5.5.2.1 Concept of Diagnostic Test

Diagnostic testing is a form of assessment thatisused to diagnose strengths and areas of need in the students. A diagnostic   test   is   a test designed to locate specific learning deficiencies in case of specific individuals at a specific stage of learning so that   specific efforts   could be made to overcome those deficiencies. It helps the teacher in identifying the status of the learner at the end of a particular lesson, unit or course of learning as to what specific teaching or learning points have been properly grasped by the learner. If such a deficiency is located in several students, it become obvious to the teacher to reflect upon whether something went wrong with his method of teaching.

After administering a diagnostic test or battery test to students, a teacher takes remedial measures to overcome the deficiencies thus discovered.

Diagnostic assessment involves the gathering and careful evaluation of detailed data using students' knowledge and skills in a given learning area. The tests are not graded. The tests can determine if differentiated instruction is need, and discover strengths, weaknesses, and misconceptions. In English Language Teaching, diagnostic test is a

test that helps the teacher and learners identify problems that they have with the language. For example, at the start of the course, a teacher can administer a diagnostic test to see what areas of language need to be in the syllabus. During the course also a teacher can make use of diagnostic test. Progress tests given during the course can also act as diagnostic tests as they help the teacher and learners identify what areas will be looked at next on the course.

According to Wormeli (2006) when creating diagnostic tests, instructors should consider the following questions:

- What skills are to be assessed,

- Whether the assessment allows students to demonstrate mastery of those skills,

- If every component of the skills accounted for in the assessment,

- If students can respond in a different way than expected and still show mastery of the concepts, and

- If the assessment is a test of the process or the content.

Diagnostic testing must be aligned with predetermined learning objectives and should be built into the regular classroom routine. The assessments should be relatively short, valid, and free from bias. In order to accurately use diagnostic testing, instructors must be willing to modify course content and their teaching methods based on the information they receive from the assessments. This could mean covering subjects and concepts assumed to be already mastered, or not covering concepts that were originally planned if the skills and concepts have already been mastered. Instructors should also take care to assure.

Diagnostic test differs markedly from achievement test though every achievement test has some diagnostic value and vice versa. The main difference is in the way items are sampled. In an achievement test, sampling of questions is not so exhaustive to cover each and every learning point as the content is generally a large portion; whereas in a diagnostic test each learning point has several items, each cluster of such items forming a subtest. The diagnostic value of the test is obtained from the total score which is the sum of the scores on these subjects. The coverage of. Subject matter is more detailed, though based on a smaller area than an achievement test.

A diagnostic test thus requires a very careful analysis of the content and a detailed study of the common errors made by the students.

5.7.2.2 Need and Importance of Diagnostic Test

The purpose of a diagnostic test in education is to assess the current state of a student's progress or ability in a particular area. Some diagnostic tests determine if a student qualifies for special education services on the basis of everything from dyslexia to speech delays or even attention deficit disorder while others indicate specific competencies on the scope and sequence for a course in which students have either demonstrated mastery or need remediation.

Diagnostic testing can be a very useful tool for instructors, because it can tell them where their students are with respect to what they are planning to teach them. If diagnostic testing shows that the entire class has already mastered a concept, then the instructor modifies the lesson plan to begin with a new concept. If diagnostic testing shows that half the class has mastered the concepts and half has not, then the instructor may decide to implement differentiated instruction. Conversely, if the instructor is planning on beginning instruction with a concept but diagnostic testing shows that students have not mastered the previous topic, the instructor should begin there.

By beginning instruction with where students are, additional instruction time is gained which can be used to go over concepts the class has not mastered more slowly or cover more concepts than originally anticipated.

A diagnostic assessment can be used to profile students' interests and help determine their preferred learning styles of mastering language, particularly English.

Diagnostic testing can also help instructors plan their instruction and develop curriculum by helping to determine whether or not classroom instruction is closely aligned with state or central high-stakes tests. Since these assessments are intended for diagnostic or predictive purposes the test here must have resemblance with these tests.

Diagnostic tests should not be too large or complex and should only look to assess specific skills and concepts. For example, instructors could have their students a few spelling test or that of testing a few vocabulary item that represent what will be taught.

5.5.2.3 Types of Diagnostic Test

a. *Formal and informal Diagnostic Test*

Diagnostic testing can be both formal and informal. Formal diagnostic testing includes standardized tests that can be used to assess particular skills, giving objective data on skill levels. However, the validity of such tests can be debated, and there is some concern

about test bias. Additionally, standardized tests may assess more or fewer skills than those that will occur during instruction. The formal approach to diagnostic testing can be implemented within a classroom, a department, or within a school. It can also occur within a school district, state, or nation. Informal diagnostic testing approaches can provide more flexibility, such as one-on-one questioning or small-group testing; but they still must follow the principles of diagnostic testing, meaning that they must assess only what is selected to be taught in the classroom and cover all concepts and skills.

b. Conceptual(discipline-specific) and Stage-specific Diagnostic Test

Discipline-specific conceptual diagnostic tests actually aim to "trick" students, or rather to reveal whether they hold common misconceptions about a subject. Indeed, answer choices on these multiple-choice exams are designed to trigger common misconceptions about the discipline, thus ensuring the student has a clear understanding of the concept. Not only do conceptual diagnostic tests identify weak areas of key understanding, they aim to neutralize the effect of good test-taking skills — meaning knowledge of a topic, not test taking, is being assessed.

The Stage-specific Diagnostic Test aims at discovering the stage or grade level backwardness of students and finding a solution for it. In English take an example of reading test. Diagnostic tests for reading provide specific information about reading skills. Such tests are designed to pinpoint at what grade level children are reading based on their mastery of phonics, blending, word recognition and text comprehension. Ideally, a child entering a grade should display reading skills typical of that grade, meaning a fifth grader isn't using sound-out techniques like a first grader. When teachers discover students are reading below grade level, they typically implement interventions designed to bolster the missing skills.

5.5.2.4 Steps of a Diagnostic Test

The essential steps in educational diagnosis are:

(i)   Identification of students who are having learning difficulties

(ii)   Locating the errors of learning difficulties

(iii)   Discovering causal factors.

5.5.2.5 Functions of Diagnostic Test

Cook (1951) suggested the following functions.

(1)   *To direct curriculum emphasis by:*

(i) Focusing attention on as any of the important ultimate objectives of education as possible

(ii) Clarifying of educational objectives to teachers and pupils

(iii) Determining elements of strength and weaknesses in the instructional programme of the school

(iv) Discovering inadequacies in curriculum, content, and organisation.

(2) To provide for educational guidance of pupil by:

(i) Providing a basis for the preliminary grouping of pupils in each learning area

(ii) Serving a basis for the preliminary grouping of pupils in each learning area

(iii) Discovering special aptitude and disabilities

(iv) Determining the difficulty of material pupil can read with Profit

(v) Determining the level of problem solving ability in various areas

(3) To stimulate the learning activities of pupils by:

(i) Enabling pupils to think of their achievements in objective terms

(ii) Giving pupils satisfaction for the progress they make, rather than for the relative level of achievement they made

(iii) Enabling pupils to compete with their past performance record

(iv) Measuring achievement objectively in terms of accepted educational standards, rather than by the subjective appraisal of the teachers

(4) To direct and motivate administrative and supervisory efforts by:

(i) Enabling teachers to discover the areas in which they need supervisory aid

(ii) Affording the administrative and supervisory staff an over-all measure of the effectiveness of the school organization and supervisory policies.

5.5.2.6 Administration of Diagnostic Test

The following points need to be kept in view:

(i) The first task of the teacher is to win the confidence of the students and reassure them that test is to help them in the improvement of their learning rather than for declaring pass or fail.

(ii)   It should be administered in a released environment.

(iii)   Students should be seated comfortably.

(iv)   Students should be asked not to consult each other while taking

(v)   If any student is not able to follow something, he should   be   allowed to seek clarification   from   the teacher.

(vi)   The teacher may ensure that the students taking the test attempt all questions.

(vii)   Time schedule should not be enforced strictly. If any student takes a little more time, he should be allowed to do so.

5.5.2.7 Use of Diagnostic Tests

The important uses of diagnostic tests are:

(i)   Items, units or   skills, which are understood by a majority of students, can be located and teaching can be adjusted to the situation

(ii)   Items, units or skills which are not understood by a majority of pupil's can be located and there by special emphasis in these aspects can be attempted

(iii)   The causes for the difficulty in certain items can be found out, for which remedial measures can be taken

(iv)   Individual weakness can be found out which would serve as the baseline for individual correction work and personal guidance

(v)   Diagnostic test may be used for prognosis. It helps to predict the possible success in certain type of courses or vocation and therefore it helps   in   providing guidance and counselling

(vi)   Diagnostic tests can be made the basis of individualized instruction. Differentiated   teaching methods, ability grouping, individual drill. Differentiated assignments etc. can be attempted on the basis of the results of diagnostic tests

(vii)   Diagnostic test measures 'real understanding' as opposed to superficial mastery of subject areas measured by achievement of pupils in subject areas

(viii) Diagnostic tests can assist the pupil in locating one's weakness and so they can be corrected with maximum ease and economy

(ix)   Diagnostic: tests can indicate the effectiveness of specific methods of teaching in dealing with specific teaching situations

(x)   Diagnosis of pupils' weakness and self-discovery can lead to motivation and interest can generate   co-operation in future teaching learning situation

5.5.3 Enrichment Measures

After the difficulties are diagnosed it is now essential to arrange suitable measures to sort the problems out. Let's see how it can be done.

Methods and Strategy for Correcting Errors

When it comes to the methods and strategy on correcting errors, three points should be paid attention to.

(1) *Teachers correct the errors*: When teachers try to correct the errors, they should not only be aware of difference among students, but also take different strategy according to students' different English level. During the error correction, teachers should create an atmosphere of equality and pleasure in order to reduce or eliminate students' emotion barriers and stress and at the same time to protect students' self-respect (self-confidence). Teachers have to make their correction shorter so as to avoid breaking the flow of teaching in class.

(2) *Students correct the errors themselves*: When students make errors, it is unnecessary for teachers to correct them right away. It is a proper way to give students some time to think and find the wrong points with the help of teachers' guidance so that the students can finish self-correction without hurting their self-confidence. By self-correction, it is helpful for students to have a good command of what they have learned.

(3) *Students correct the errors each other*: It is an effective way for students to correct the errors each other, which provides students with opportunities to think and listen to and communicate with others. They begin to learn from each other. Students usually make errors in vocabulary, grammar, and discourse. Through analyzing the students' common errors with error analysis, some important suggestions can be provided.

(4) *Changing Attitude towards Error*

In traditional English teaching, there is a tendency that when a learner makes errors in putting the target language into practice, teachers will immediately point them out and correct them. In fact, it is important to treat the nature of errors differently. Teachers should encourage students to put the target language into use actively and make students not afraid of errors. Also teachers should try to avoid excessive correction to those errors that do not arouse misunderstanding and break communicative process in order to protect students' learning enthusiasm.

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(5) *Putting Different Emphasis to Different Kinds of Errors*

Global errors—common errors in second language acquisition and a big interference with communication—should be taken seriously. And local errors will be solved naturally with development of language learning.

Other Measures

Preparation of Remedial Material
Preparation of remedial materials for a child is a crucial aspect of corrective instruction. Remedial materials prepared should meet the following criteria:
   (i)   The difficulty level of the remedial material should be geared to the child's readiness and maturity in the subject or skill to be improved. A set of remedial materials should provide a wide range of difficulty, covering several grades
   (ii) The remedial measures should be designed to correct the pupils' individual difficulties. Through the use of observation, interview and diagnostic testing materials, the teacher would have analysed the work of the backward children in order to locate the specific retaining needs. An adequate amount of remedial materials must be provided which is designed to correct the specific difficulties identified
   (iii) The remedial materials should be self-directive. Children may differ widely as to the instructional materials needed to correct their difficulties
   (iv) The remedial measures must permit individual rates of progress
   (v)   A method should be provided for recording individual progress. When the child has an opportunity to record his/her successes on a progress record, he/she is given an additional incentive to achieve.

Corrective Instruction

Corrective instruction should begin by analyzing with the child the specific strengths and needs, and showing how the instructional materials are designed to correct his / her deficiencies. Making the child aware of his/her problem and providing a method of solving them, based on individual effort, helps to establish a powerful motivating force.

Instruction should begin at or slightly the learner's present level of achievement. Short term goals should be established which the learner considers reasonable and possible to attain. By means of progress charts, praise and social recognition the child's feeling of successful accomplishment should be reinforced.

Corrective procedures must be modified for children of relatively inferior or superior mental ability.

The results of corrective instruction should be evaluated. Comparable forms of a standardized test should be administered before and after a period of concentrated instruction. The effectiveness of the programme must be evaluated for each child than in terms of class averages.

Putting Emphasis on the Teaching of Basic Knowledge:

We have been aware of the error mechanism in students' writings by error analysis. Teachers should attach much importance to the teaching of essential English knowledge. Vocabulary and grammar are two key factors and also main route to thinking and communicating. In order to develop students' language ability and effectively vocabulary and grammar should be the focuses in English teaching.

Improving Writing Skills by Reading English:

Reading is helpful to writing. A piece of good writing expresses the thoughts and emotions by means of vocabulary, grammar, and rhetoric. Proper expressions in writing are based on large information of language knowledge which can be acquired by extensive reading. On the other hand, reading will broaden students' horizons, accumulate knowledge, enhance the accuracy of language expression, and reduce, even eliminate, the influence of negative language transfer of mother tongue so as to avoid Indian English expressions in writing.

Paying Attention to Western Cultures:

Learning a foreign language means not only a sound grasp of pronunciation, vocabulary, and grammar, but also the understanding of its cultural background information. The difference between Indian culture and Western culture is a potential factor which will have an effect on writing. In English teaching, teachers should bring culture teaching into language teaching, and try to cultivate students' awareness of cultures, and help students sense the difference of thinking mode and cultures.

At last, according to Featherstone, the following are to be kept in mind if the teacher of English wants his pupil learns best:

   i.   Shorter units of instruction
   ii.   More concrete association - to see, hear, feel etc
   iii.   More motivated drill or review
   iv.   More specific direction, purpose
   v.   More illustration and audiovisual aids
   vi.   More supervising and guidance
   vii.   More time to complex work

viii. Personalization of experience
 ix. Emotional involvement in the activity as in dramatics, dancing and art
  x. Greater variety of pupil response in a given area of learning
 xi. Praise for work that shows any indication of work
xii. Great variety of stimulation and material

Check Your Progrss–5

Q.1. What is an error?

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....
....

Q.2 What is inter-lingual error?

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....

Q.3. Write the importance of a diagnostic test in English.

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....

Q.4 Write any two suggestions of Featherstone pertaining to the improvement of language proficiency.

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....

5.6 Let Us Sum Up

Evaluation is a comprehensive term that includes the assessment of learners' ability, attitude and knowledge with the help of tools and instruments in order to take academic decisions about the learners.Evaluation is 'formative' when it is carried out during the course of instruction in order to bring improvements in the proficiency level of learners.And evaluation is 'summative' when it is taken at the end of a course. It is used for promotional purpose.Evaluation is 'diagnostic' when it tries to find out the inherent

learning difficulties of learners.And it becomes 'placement based' when it intends to select students for a required course of instruction.Evaluation is continuous when it happens all the time through numerous interactions of the teacher with the students. There is no specific time or place for it.An evaluation is said to be comprehensive when it tests the students in all three domains–cognitive, affective and psychomotor.Evaluation does a good number of services to all– students, teachers, parents and other community members. It is an essential part of teaching learning process.

English is both a second language and foreign language in India. Teaching Indian students English needs a comprehensive ground work. At least three elements matter much to master this language in particular and any language in general. These are phonology, vocabulary and grammar. Testing the learners in these areas would decide their mastery level.

A test of vocabulary measures students' knowledge of the meaning of certain words as well as the patterns and collocations in which they occur. Such a test may test their active vocabulary (the words they should be able to use in speaking and in writing) or their passive vocabulary (the words they should be able to recognize and understand when they are listening to someone or when they are reading).

The ultimate goal of teaching grammar is to provide the students with knowledge of the way language is constructed so that when they listen, speak, read and write, they have no trouble applying the language that they are learning. Grammar is taught both deductively and inductively. Various types of test items are used to know the mastery grammar. Some of the popular items are error-recognition items, rearrangement items, transformation items, pairing and matching items, addition items and cloze test.

Phonetics is concerned with how sounds are produced, transmitted and perceived. Phonology is concerned with how sounds function in relation to each other in a language. In other words, phonetics is about sounds of language, phonology about sound systems of language. To test the phonological awareness skill the teacher can use techniques like sound addition, sound deletion, sound manipulations, sound segmentations, recognition of words through rhyme etc.

Most of the evaluation tools are designed to test the normal students. Many of these tools are not suitable to test learners having some sorts of disability. Hence these tools need adaptations and modifications. These adaptation ranges from adaptive furniture and locations to writing tools and amplification materials. The tools can be adapted specifically for specific type of disability.

Error analysis is an important part of applied linguistics and an essential means of

foreign language teaching. How to put the theory into practice is quite significant to language teaching. The improvement of language teaching depends on learners' awareness to learning process. The process of making errors is the process of foreign language acquisition. And error analysis tries to discover and sum up some rules in language learning by analyzing learners' errors. The theory of error analysis, on the one hand, helps teachers understand the students' difficulties in learning, study the causes of their errors, and take effective measures to correct the errors. On the other hand, the theory will press teachers to adjust teaching strategy, teaching means, and develop teaching level wholly.

A diagnostic test is a test designed to locate specific learning deficiencies in case of specific individuals at a specific stage of learning so that   specific efforts   could be made to overcome those deficiencies.After administering a diagnostic test or battery test to students, a teacher takes enrichment mesures to overcome the deficiencies thus discovered.

5.7 Answer to "Check Your Progress"

Check Your Progress-1

Q.1 Formative evaluation is carried out when the instruction is in progress but summative evaluation is carried out at the end of instructional process.

Q.2 When an evaluation tests the three domains of learning namely, cognitive, affective and psychomotor, it is said to be comprehensive.

Q.3 Evaluation helps the educational process to start, to progress and to end as per the destined goal.

Check Your Progress-2

Q.1 A test in which one is asked to supply words that have been removed from a passage in order to measure one's ability to comprehend text.

Q.2 Active vocabulary is the words the students are able to use in speaking and in writing) and passive vocabulary is the words they can recognize and understand when they are listening to someone or when they are reading.

Q.3 When the teaching of grammar proceeds from particular example to rules of grammar it is known as inductive teaching.

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Q.4 Phonetics is concerned with how sounds are produced, transmitted and perceived. Phonology is concerned with how sounds function in relation to each other in a language. In other words, phonetics is about sounds of language, phonology about sound systems of language.

Check Your Progress-3

Q.1 A scribe is a skilled person who has been trained to write down what a student dictates by an assistive communication device, pointing, sign language, or speech.

Q.2 Braille is a device used to help the blind learners read and write materials through a raised surface.

Q.3 A sign language is a technique to teach the dumb students. The learners are taught to express themselves through scientific method of signs.

Check Your Progress-4

Q.1 Sometimes due to their inability they fail to benefit from group situation. And sometimes their disability needs personal attention for taste taking.

Q.2. An alternate location is essential when a student is easily distracted by other students.

Q.3 The blinds and low vision students need individual reader in order to grasp the content as per their ability.

Q.4 Test security involves maintaining the confidentiality of test questions and answers; it is critical in ensuring the integrity and validity of a test.

Check Your Progress-5

Q.1 An error is a form in learner's language that is inaccurate, which means it is different from the forms used by competent speakers of the target language.

Q.2 The learner brings the habits of mother tongue into target language, which is here English and thus commits a lot of mistakes known as inter-lingual errors.

Q.3 A diagnostic test is designed to locate specific learning deficiencies in case of specific individuals at a specific stage of learning so that specific efforts could be made to overcome those deficiencies. Without diagnostic test the problems of learners cannot be determined.

Q.4

i. Shorter units of instruction

ii. Personalization of experience

5.8 Unit End Exercises

Q.1   Discuss the importance of evaluation for ELT.

Q.2   Explain some of the major problems of learning the phonological aspect of English.

Q.3   Briefly explain how the tools of evaluation can be made individualised for some target learners.

Q.4   Discuss different kinds of errors committed by the second language learners in English.

Q.5   Briefly explain the functions of diagnostic test.

Q.6   State different strategies for correcting errors in ELT.

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