# ANNAI WOMEN'S COLLEGE, KARUR

# DEPARTMENT OF ENGLISH

## COURSE CONTENT

**COURSE: B.A.,ENGLISH                    SEMESTER: VI**

**NAME OF THE SUBJECT :  ENGLISH LANGUAGE TEACHING**

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**CONTENT PREPARED BY:**

> **Mrs. S. SARANYA** M.A., M.Phil., M.Sc.,(Phy)., B.Ed., D.T.Ed.,
>
> **ASSISTANT PROFESSOR**
>
> **DEPARTMENT OF ENGLISH**
>
> **ANNAI WOMEN'S COLLEGE**
>
> **KARUR – 639 136**

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Mrs.S.Saranya M.A., M.Phil., M.Sc.,(Phy)., B.Ed., D.T.Ed.,
Assistant Professor, Dept of English,
Annai Women's College, Karur-639 136

# UNIT - I

English is one of the most important Global language. Most of the international transactions of recent times were concluded in English. The language has contributed significantly in bringing people and their culture closer.

The benefits of learning English can be seen in the economic, social and political life of the people of the country.

India has undertaken the gigantic task of rapidly developing its economy, and becoming a powerful country. To fulfil this, people must have up-to-date knowledge of the different branches of science. Without expert technicians, mechanics and engineers much progress is not possible. We need them in increasing numbers. In fact, in Medical Science countries like China & Japan are 3-4 years behind India. The very reason for this is that these countries are giving very low importance to English language learning.

Besides this, a growing nation has also to guard her against various internal dangers. Under such conditions, the selection of language to be studied by the youth of the country becomes very significant. English is the store-house of scientific knowledge. Hence, its study is of great importance for a developing country like India.

**Importance of English Language in India's international affairs:** India's foreign policy is the focus of attention of all the countries of the world. The whole of the world expects to quench its thirst for peace with this policy. India wants to be friendly with all countries. She has to explain and convince others that her point of views is correct. This cannot be done without an effective medium for the exchange of ideas. English provides us with such a medium. This is the language which enjoys the status of an International language. In the U.N.O., the discussions are carried on in this language. In fact, the majority of the countries of the world conduct their business in this tongue. If India wants to play her role in international matters effectively, her people must study English language.

**Importance of English in internal matter:** India is a country in which people living in different parts having their own languages. The regional languages are quite different from one another. Every few kilometres language changes in India. The leaders and the administrators of the country cannot

remain in contact with all these regions without a common language. It is not possible for everyone to know ten or fourteen languages. We do not have any common language at present, except English.

During the English rule, all tried to learn this language. We can feel at home in any corner of the country, if we know this language. English is the language best suited for maintaining internal unity. If we want to crush the provincial, communal and separatist tendencies of our people, we must continue to study it. English is the most important means of national integration with terrorism raising its, ugly head in different parts of the country. We must study English.

**Importance of English in Technological and Scientific advancement:** Major technological and scientific advancements have been written in English language. This is the age of science. The world is changing at a terrific speed. This is all due to the scientific and technological progress which the other countries have made. If we want to keep pace with these fast moving countries, scientific and technological research must be made in our own land. We can advance only through knowledge of these subjects. Ultimately, we have to depend upon English. To produce first rate scientists and technicians, English must be taught to our people as good and useful books on these subjects are available in this language only.

**Importance of English for higher studies:** For proper mental development it is essential that we study the best literature. If we want to shed the feeling of false superiority and to broaden our minds, we must be ever-ready to take the best from others. Now, the literatures of other counties and of our own different languages can be easily obtained in English. In our own languages, modern up-to-date literature is not available. This makes it essential that our young men continue to learn English. Moreover, many a young men go to foreign countries for advanced studies. They need good knowledge of English. Its importance for such scholars is indeed very great.

**Use of English for Seeking Job:** Even after the completion of their studies, the students of engineering need to have sufficient proficiency in English for getting involved in the process of Job seeking. The vacancies for the jobs are often found announced in English. For understanding the announcements also, they need to possess the capability to perceive what information the vacancy announcements contain.

After being able to understand what the announcement of Job vacancy means what requirements they need to meet for being legible for the vacant post. Furthermore, they have to apply for the post lying vacant in the concerned company. As they prepare themselves for applying for the job, they need to write a very impressive letter of job application. At this moment also, the quality and standard of their English language that they have used in their letter of job applications matters much.

After the submission of the letter of Job applications also, they are required to attend both written examination and interview or group discussion. The qualities of their performance in both the examinations are often gauged on the basis of the quality of English proficiency.

**Conclusion:** English must be studied as an important foreign language. It must also continue to be the medium of instruction, at least in science and technology, and in other subjects also in higher classes. At the same time, our national language Hindi & other regional languages should not be ignored.

About the Author –    Anil Nagpal (Chairman & MD),

Argyle HR Solutions Pvt. Ltd.

Anil's biggest passion is providing training to the aspirants. This passion reflects in their training modules which holistically focused on quality. Their training programs are highly engaging making it experiential learning where they use amalgamation of various methodologies for imparting training. Besides quality of training delivery, Argyle offers a wide network of more than 350 hand-picked experienced trainers at PAN India level which makes their training programs highly appealing and sought-after. Anil's biggest passion is providing training to the aspirants. This passion reflects in their training modules which holistically focused on quality. Their training programs are highly engaging making it experiential learning where they use amalgamation of various methodologies for imparting training. Besides quality of training delivery, Argyle offers a wide network of more than 350 hand-picked experienced trainers at PAN India level which makes their training programs highly appealing and sought-after.

# UNIT - II

## Introduction

In recent years much emphasis has been put on the Teaching of English as a Second Language (TESL) using the "Communicative approach" (CA). This has brought about changes in the approach to TESL. The learner is now seen as an active participant in the process of language learning in the classroom. Teachers who advocate the Communicative Approach are expected to come up with activities that would promote self-learning, group interaction in authentic situations and peer teaching. It is a task not easy for the teacher.

The purpose of this paper is not to discuss the merits or demerits of the CA and the controversies that come along with it. This paper is an attempt to relate the use of drama to the CA in TESL. It first discusses the general concept of the CA and Communicative Activities. It then discusses some definitions related to drama and the value of drama in education. This is followed by a description of two dramatic techniques - role-play and simulation. The merits and demerits of these techniques and how these techniques can be used in the ESL classroom will also be discussed.

## The Communicative Approach

The term "approach" refers to the theories about the nature of how language is learnt. (Richards, 1985). It takes into account the basic units of language structure and the nature of language proficiency. It also considers the psycholinguistic and cognitive processes involved in language learning and the conditions that allow for effective learning to take place.

The Communicative Approach thus refers to the beliefs and theories of language teaching which emphasize that the goal of language learning is communicative competence. (Richards, 1985). "Communicative competence" here refers not only to a knowledge of the grammatical rules of a language and how to form grammatical sentences but also to know when, where and to whom to use these sentences in a speech community. (Richards, 1985, and Hymes, 1971).

Communicative "Methodology" refers to the different ways of teaching language using the communicative approach. The term 'techniques' refers to different classroom activities. In this paper they will be called communicative activities.

Das (1984), talks about the "What" and "How" of language teaching and learning in the Communicative Approach. The 'what' refers to the contents to be taught to the learners. The emphasis is more on the use of language for communication of meaning than learning the language structures, forms and vocabulary (Wilkins, 1976 and Widdowson, 1976). However, this does not imply that the grammatical and lexical aspects are neglected. In fact, they do have a place in the Communicative Method of language teaching.

In the CA the language needs of the learner is given important consideration. Ultimately the 'what' aims towards 'communicative competence' in the language  the ability to use the language reasonably 'accurately' and 'appropriately'.

The 'how' of language teaching and learning refers to the specific techniques and procedures used to unconsciously 'acquire' and consciously 'learn' a language through communication. According to Brumfit (1984), a 'fluent' and an 'accurate' user of the language would be facilitated by the use of the 'communicative' activities.

### Communicative Activities

'Communicative activities' refers to the techniques which are employed in the communicative method in language teaching. Examples of such activities are games, exercises, practices and projects which make use of the Target language. The activities involve 'doing' things with language e.g. making choices, evaluating and bridging the information gap. The language-using activities for communication is not restricted to conversation and may involve listening, speaking, reading, writing or an integration of two or more skills.

**Communicative activities have the following characteristics:**

1. They are purposeful. They are beyond strictly practising particular structures.
2. They are interactive. The activities are often conducted with others and often involve some form of discussion.

3. Authentic materials are used. The situations in which the learners have to use language should be as realistic as possible. The language models given should be authentic.

4. They are based on the information gap principle.

Morrow (1981) has provided some guiding principles behind the use of communicative activities as language teaching and learning techniques. They are as follows:

### 1. 'Know what you are doing'

This principle makes sure that each part of the lesson focuses on some operation which the student would want to perform in the target language. For example in teaching listening, the task could be to listen to the arrival and departure times of the aeroplane.

### 2. 'The whole is more than the sum of its parts'

In communication, it is necessary to work in the context of the whole. Communication cannot easily be analysed into its various components without its nature being destroyed in the process. For example you may teach the component of various forms of greeting but it is no guarantee that the student will be able to use it appropriately in a given situation.

### 3. 'The processes are as important as the forms

The processes of communication: information gap, choice, feedback, should be as far as possible replicated in trying to develop the ability of the student to communicate in the target language.

### 4. 'To learn it, do it'

Only by practising communicative activities would students learn to communicate. The role of the teacher thus changes. She no longer dominates the learning situation. She is there to provide all the help the student needs to play an active role in his own learning.

### 5. 'Mistakes are not a/ways mistakes'

There is the need for flexibility in deciding to treat different things as 'mistakes' at different stages of the learning process towards communicative competence.

The use of communicative activities is a technique to achieve one of the aims of the communicative approach, which is to obtain communicative competence. The essence of this approach is to communicate with another person in the classroom and in the long term, the society. Drama used in the classroom can be considered a communicative activity since it fosters communication between learners and provides opportunities to use the target language in various 'make believe' situations.

**Role-Play and Simulation**

Role-play and simulation are two types of drama activities. Both are common activities in the classroom. Different interpretations by teachers and their users are often given to these two terms. They are often used together thus the term role-simulation has been formed. For the purpose of this paper, role-play and simulation are defined separately.

**Role-play**

Assuming a role is an essential element in drama. Some theorists see it as intrinsic to all human behaviour whether in games children play 'or roles that adults play each day. Heathcote, (1984) concurs that role-taking is so flexible that when applied in education, it will suit all personalities and teaching circumstances.

Generally speaking, role-play involves being an imaginary person usually in a hypothetical situation and sometimes in a real one (Venugopal, 1986). It also involves a finite interaction between characters within a range of possibilities.

Livingstone (1983) sees role-play as a class activity which gives the students the opportunities to practise the language aspects of role-behavior, the actual roles they may need outside the classroom.

According to Richards (1985), role-play involves a situation in which a setting, participants and a goal problem are described. Participants are to accomplish the task given, drawing on whatever language resources they can.

From the above definitions, role-play is thus an activity which requires a person to take on a role that is real or imaginary. It involves spontaneous interaction of participants as they attempt to complete a task.

There is a whole range of role-play activities. It ranges from the simple to the complex, from the structured to the unstructured. Some examples of the types of role-play are socio-drama, sketches, story dramatization, mock interviews, business meetings and even debates.

**Simulation**

Simulation can be defined as a structured set of circumstances that mirror real life and participants act as instructed (Dougill, 1987).

Jones (1982) defines simulation as reality of function in a simulated and structured environment. He further states that reality of function is the key concept in simulation.

Behaviour is not controlled in a simulation and the participants bring to the situation their own skills, experience and knowledge.

Simulation is often a problem-solving activity to which the student brings his own personality, experience and opinions (Livingstone, 1983). It involves being oneself or someone else in a simulated real-life situation. Authencity and credibility are important elements in simulation. Often documents and materials of validity and even realia to fix the setting are used to make the simulation as true to life as possible.

Simulation was originally used as a learning technique in business and military training. The outcome of the simulation is of paramount importance. However, in the ESL class, the end product of the decision reached is of less importance than the language used and generated to achieve it.

The definitions of role-play and simulation show that there is no clear distinction between the two. They tend to overlap in characteristics and functions. Livingstone (1983) pointed out that the differences between role-play and simulation is not important but what really matters are the opportunities they offer to the language teacher. Role-play is frequently used in simulation and this brings about the term role-simulation.

### Role-simulation

In role-simulation, the participant remains the same individual while reacting to a task that has been simulated on the basis of his own personal experience or professional training (Venugopal, 1986).

### Advantages and Disadvantages in the Use of Role-play and Simulation In an ESL Classroom

The value of drama and its uses in the classroom discussed earlier can also be considered as advantages for role-play and simulation since the aims and goals are similar. Below are more specific advantages of the use of role-play and simulation in the ESL classroom.

**Advantages**

*1. Stimulates authentic conversations*

Role-play and simulation activities stimulate authentic learner-to-learner conversational interaction (Richards, 1985). The activities also develop conversational competence among second language learners.

*2. Is a fluency activity*

Brumfit (1983) refers to role-play as a fluency activity where opportunities arise for the learner to use language freely and creatively. Role-play focuses on using language as a conversational resource.

*3. Is suitable for consolidation*

Since role-play and simulation activities are more practice/revision activities than teaching activities, they are useful and more suitable for consolidating and practising aspects of conversational proficiency than teaching new forms.

*4. Creates sensitivity and a sense of awareness*

Role-play and simulation brings the outside world into the classroom. This could have affective effects in terms of social interaction and cultural awareness.

*5. Increases motivation*

Role-play and simulation prompts mental and bodily activity. The activities require active participation. Concentration is also often required and it is not easy for a student to stay passive for long. Situations are created for the students to use the language meaningfully and this would motivate the students towards participation. The less motivated students will be gradually drawn into the activity when they see the rest of the group having a good time.

*6. A break from routine*

The use of role-play and simulation activities is a break from the usual textbook teaching and the 'chalk and talk' method of the teacher. The students have opportunities to mix around and to act out different roles. The atmosphere in the classroom is less formal and this can reduce tension.

*7. Prepare students for real life and unpredictability*

Real life situations and communication are unpredictable. A student may learn all the correct forms of communication but may not know when to use them appropriately. Role-play and simulation provide opportunities to react to these situations and to give the students a taste of real life.

### Disadvantages

#### 1. Activity is artificial

Richards (1985) observed that although role-play is supposed to provide authentic situations for students to use language, the situations sometimes created were artificial and not relevant to the needs of the students.

#### 2. Activities are difficult to monitor

With so much activity both physical and verbal going on, it is sometimes difficult for the teacher to monitor a student's performance. There is the fear among teachers that the students are having too much fun and that no learning is taking place.

#### 3. Causes embarrassment

In some situations, especially among adult learners, role-play and simulation activities cause a lot of embarrassment, awkwardness and very little spontaneous language use. The choice of appropriate roles for different students is thus very important.

#### 4. Encourages incorrect forms

Since the teacher is not encouraged to correct mistakes immediately so as not to discourage students, this provides opportunities for learners to produce and practise ungrammatical and inappropriate forms.

#### 5. Has cultural bias

According to Richards (1985), these activities are more suited for learners from cultures where drama activities and learner - directed activities in teaching is common. in cultures where the teacher-dominated classroom is still the norm, the learners may not respond willingly to the activities.

#### 6. Teachers' fear of losing control

Since the activities require the full participation of the students and minimum participation from the teacher, the teacher may fear that he may lose control of the class. Furthermore the students may get carried away and become disruptive.

#### 7. Spontaneity is lost

Very often the students get too caught up with WHAT to say. They hesitate to choose their words and do not interact spontaneously.

#### 8. Timing lessons is difficult

The teacher has to spend a lot of time in preparation work especially for simulations. He is not able to predict the amount of class time that will be taken to carry out the activity since the ability of each class varies.

## 9. *Activities may not be suitable for all levels*

Role-play and simulation involve a lot of conversation and discussion. Thus it may not be very suitable for low proficiency students who do not have the necessary communicative competence to carry out the activity. These activities would be more suitable for intermediate and advanced learners.

The above disadvantages however can be solved if careful thought and planning could be given before the activities are used in the classroom. The teacher himself must be convinced of the effective use of these activities if he wants to encourage students to have a positive attitude towards these novel ideas in language learning.

## 5. Conclusion

The use of drama activities (role-play and simulation) in TESL can be used. as an innovative method in language teaching. With the emphasis on the use of the Communicative Approach in language teaching, drama in the ESL classroom provides a meaningful way of learning the language. However, it should not be used in isolation but should be used in an integrated approach for language teaching. It should not be treated as a 'last resort' when all else fails. It should be part and parcel of the communicative classroom methodology in teaching English as a second language.

## UNIT - III

## I. What is Poetry?

Poetry is a type of literature based on the interplay of words and rhythm. It often employs rhyme and **meter** (a set of rules governing the number and arrangement of syllables in each line). In poetry, words are strung together to form sounds, images, and ideas that might be too complex or abstract to describe directly.

- Meet with other teachers and local poets to talk about how to teach poetry to young people.

- Talk with your school librarian about ordering books and creating a poetry book display.  Consider incorporating the latest **National Poetry Month poster.**
- Order a poetry anthology or other poetry books for your class.
- Attend poetry readings in your community.
- Contact your state arts council or your local literary center.
- Reread some favorite poems.
- Post favorite poems in faculty and staff lounges.
- Write at least one poem before beginning a unit on poetry

Reading

- Begin each class with a poem by a different poet.
- Read a poem over the public address system each morning.
- Ask students to memorize poems and then recite them from memory.
- Read poems aloud to your students.
- Organize a student poetry reading at your local library or bookstore.
- Organize a Skype poetry reading where your students can interact with students from another part of the country or world.
- Organize a field trip to a local nursing home and have students read poems to the elderly.
- Ask each student to create his or her own anthology of favorite poems.
- Introduce a new poetic form each week and give examples of poems that use or reinvent the form.

**Writing**

- Publish student poetry in your school newspaper or magazine, or on your website.
- Publish a special anthology of student poems.
- Create a school poem and ask each student to contribute one line.
- Give students a list of words and ask them to create a poem using those words.
- Invite students to write poems in response to their favorite poems (or to news stories, songs, TV shows, or artworks).
- Encourage students to write in the voice of someone else—a parent, friend, or teacher.

- Have your students discuss several works by a specific poet by comparing and contrasting his/her poems.
- Hold poetry workshops where students discuss one another's work.
- Have your students write short poems, put them in balloons, and set them free.
- Have students write a poem in the style of a particular poet.
- Create and send poetry greeting cards to celebrate National Poetry Month.
- Challenge students to create a poetry notebook and write one poem per day for every day in April.

**Other Activities**

- Participate in National [Poem in Your Pocket Day](#) with your class.
- Film students reading their own poems or poems by others. Encourage them to share the recordings with parents and friends.
- Have students give an oral report on the poet of their choice while performing as the poet. Have the student recite some of the poet's work.
- Plan a field trip to a [local poetry site](#) (a poet's former home, gravesite, etc.)
- Invite local poets to your school for readings, workshops, or discussions, or ask poets from different parts of the country to talk to your class via Skype.
- Have your class vote on five poems to hand out in the cafeteria.
- Decorate the classroom or the school with illustrated poems and pictures of poets.
- Hold a poetry exchange day with poems wrapped as gifts.
- Encourage your local newspaper to sponsor a contest for student poets.
- Organize a poetry contest for teachers and administrators and select students to act as judges.

**PROSE**

Prose in its simplicity and loosely defined structure is broadly adaptable to spoken dialogue, factual discourse, and to topical and fictional writing. It is systematically produced and published within literature, journalism (including newspapers, magazines, and broadcasting), encyclopedias, film, history,philosophy, law, and in almost all forms and processes requiring human communications.

Prose lacks the more formal metrical structure of verse that can be found in traditional poetry. Prose comprises full grammatical sentences, which then constitute paragraphs while overlooking aesthetic appeal, whereas poetry often involves a metrical or rhyming scheme. Some works of prose contain traces of metrical structure or versification and a conscious blend of the two literature formats known as prose poetry. Verse is considered to be more systematic or formulaic, whereas prose is the most reflective of ordinary (often conversational) speech. On this point, Samuel Taylor Coleridge jokingly requested that novice poets should know the "definitions of prose and poetry; that is, prose words in their best order; poetry the best words in their best order."

**Prose** is a form of language which applies ordinary grammatical structure and natural flow of speech rather than rhythmic structure (as in traditional poetry). While there are critical debates on the construction of prose, its simplicity and loosely defined structure has led to its adoption for the majority of spoken dialogue, factual discourse as well as topical and fictional writing. It is commonly used, for example, in literature, newspapers, magazines, encyclopedias, broadcasting, film, history, philosophy, law and many other forms of communication.

The textbooks are written according to the structural approach, graded with each lesson illustrating on or two teaching items- vocabulary and structure. Reading skills are of two kinds. They are,

1. The Intensive Reading skill
2. The Extensive Reading skill.

Though only one or two textbooks are used to teach all language skills, generally the Intensive Reading skill is cultivated through the detailed textbook while the Extensive Reading skill is practiced through the Supplementary readers. As we are already aware of the fact that reading comprehension involves understanding the subject matter of the lesson including the important ideas in it,and the sequencing and relationship of these ideas to one another. It also involves understanding the meaning of new words and grammatical structures.

## TEACHING OF PROSE

Prose is meant for learning a language. Teaching prose means teaching reading with comprehension. The learners are taught the skill of reading. The next step is to teach them reading with comprehension. Reading with comprehension helps the learners to acquire new vocabulary and content words. The power of comprehension can be promoted through reading and listening.

Mrs.S.Saranya M.A., M.Phil., M.Sc.,(Phy)., B.Ed., D.T.Ed.,
Assistant Professor, Dept of English,
Annai Women's College, Karur-639 136

Teaching prose enables the students to understand the passage, to read fluently, to enrich their vocabulary and to enjoy reading and writing. It enables the learners to extend their knowledge of vocabulary and structures and to become more proficient in the four language skills. It develops the ability of speaking English correctly and fluently.

The main aim of teaching prose is to develop the language ability of the students. It is the intensive study of a language. The language ability helps the learners to use English language without any problem.

1. The main aims of teaching prose are
a) literary and
b) content

To achieve the literary and content, the aims of teaching of prose should be intensive and extensive.

2. General aims of teaching prose:

*To enable the students*

a) To understand the passage and grasp its meaning.

b) To read with correct pronunciation, stress, intonation, pause and articulation of voice.

c) To enable students to understand the passage by silent reading.

d) To enrich their active and passive vocabulary.

e) To express the ideas of the passage orally and in writing.

f) To enjoy reading and writing.

g) To develop their imagination.

## B. INTENSIVE READING:

Reading a text for accuracy is called intensive reading. It is done with the close guidance of the teacher. It forces the learners to pay more attention to the text. It involves the profound and detailed understanding of the text. It is primarily concerned with the developing of reading strategies.

The reading strategies are

1. Judgement

2. Reasoning

3. Interpretation and

4.  Appreciation

Intensive reading is more an exercise in accuracy. Students do not read a text only for a specific purpose of information. A text is considered suitable for scanning of information, paying attention to the writer's intensions, arguments, ideas, style, etc., The students are expected to answer all questions which involve their understanding of the text, grammar, vocabulary, writing, etc.,

## C. EXTENSIVE READING

Extensive reading or reading for fluency involves reading of longer texts for pleasure. It is not meant for minute details. It is a fluency activity. The students can read on their own. This is called Rapid reading or Independent silent reading. The specific objectives of extensive reading are:

1.  To understand the meaning as quickly as possible.
2.  To increase passive vocabulary.
3.  To develop taste for reading.
4.  To develop the habit of reading for pleasure.
5.  To concentrate upon subject matter.

The term extensive reading means to read silently and quickly. It helps to read without the help of the teacher. It trains the reader to understand the subject matter as quickly and efficiently as possible.

It plays a vital role in the learning of second/foreign language. The students are made to read as much as possible. They are given choice and freedom to select the books of their choice. Reading has its own reward. There are no follow up activities. The reading texts are within the linguistic competence of the reader. Students are permitted to read at their own pace. They choose when to read or where to read. This creates interest among the learners. So they learn to read faster without any disturbance.

### *Steps involved in Extensive reading*

I) Introduction:

1.  The teacher gives main hints of the passage,
2.  He explains the difficult portions,
3.  He deals with difficult areas of a language,

II.) Silent Reading:

1.  The students should read silently and quickly.

III.) Question:

1. The teacher asks questions to test the students understanding.

In extensive reading, the readers must read silently and understand the matter. This would create interest among the readers. The students may not be interested in reading text books. Interesting magazines, newspaper, etc., may be recommended.

## D. EFFECTIVE TEACHING STRATEGIES FOR PROSE

Teaching prose focuses on increasing student's comprehension of the material and establishing a personal connection to it. The key is to use a variety of strategies to keep students interested and involved. "Teaching Strategies" author Leif Danielson states, "As an overall teaching strategy: You should create the conditions that will elicit the behavior that you want from your class or an individual student."

### 1. Read

Encourage students to read the material several times if needed. Repeated observation reveals what they may have missed the first time. Introduce active reading strategies at the beginning of the course. First, teach them to observe what is on the page -- the facts and answers to "who, what, when, where, and how." Then encourage them to notice patterns, connections, repetition or contradictions. Tell them to question everything and explain that a situation or item wouldn't be in the text if there wasn't a reason for it. Lastly, teach students to discover the theme of the text -- what the author intended for the reader to understand. At the beginning of the course, make sure students understand literature terminology. They will need to know what the fiction elements are (point of view, character, setting, plot, structure and theme) and why writers use them. Most textbooks explain these terms, so have students read about the concepts and then discuss them during class by using examples from the assigned readings.

### 2. Write

One of the best ways for students to increase comprehension is to write about the story they've read. Require students to keep a journal during the course and have them brainstorm, list or free-write a paragraph immediately after completing the reading. Depending on the level of the class, create a form with questions to answer as homework.

Mrs.S.Saranya M.A., M.Phil., M.Sc.,(Phy)., B.Ed., D.T.Ed.,
Assistant Professor, Dept of English,
Annai Women's College, Karur-639 136

Other writing assignments also enhance creative and critical thinking. Ask students to write a continuation of a short story and imagine what would happens next. Alternately, have them rewrite the ending of a short story, choosing a point in the action and changing the direction of the plot. You can also require that they change the gender, age, race or sexual orientation of a character from a story and rewrite the story or a selected scene. Assign the students a character and have them write a letter to him or her--or have the students write a letter to the author and tell him or her what they think of the story.

3.  **Discuss**

Lecturing helps students understand the material, but creating a discussion involves students more effectively. Hearing another point of view challenges them to comprehend the material deeper. During class, ask questions. According to Saskatchewan Education, "Effective teaching involves asking appropriate questions at appropriate times and helping students ask their own questions." Small group discussion gives shy students an opportunity to relate one-on-one. Group four or five students together and give them a question to discuss. Let someone draw it randomly or use a question-and-answer form. Bring the smaller discussions back to the class by having one student report what was discussed.

4.  **Integrate Technology**

Integrate technology into your teaching strategies. After reading and discussing a work, watch the movie version in class. If a movie hasn't been made of that book, watch a similar one to compare or contrast. View author broadcasts reading their own work or commenting on it. Assign students to make a movie about the story or novel. Patty Blome at Scholastic notes that "students develop comprehension and increase learning while researching characters, storyboarding plots and learning the art of film-making by translating a novel into a Hollywood-style digital movie."

A.  **CONCLUSION**

Teaching prose means teaching reading with comprehension. The learners are taught the skill of reading. The next step is to teach them reading with comprehension. Reading with comprehension helps the learners to acquire new vocabulary and content words.

The main aim of teaching prose is to develop the language ability of the students. It is the intensive study of a language. The language ability helps the learners to use English language without any problem.

To achieve the literary and content, the aims of teaching of prose should be intensive and extensive. Reading a text for accuracy is called intensive reading and Extensive reading or reading for fluency involves reading of longer texts for pleasure.

Teaching prose focuses on increasing student's comprehension of the material and establishing a personal connection to it.

## B.   SUGGESTION

We expect the criticism and suggestion from reader that the develop because handing out which we make a long way of perfection.

### Drama and Dramatic Techniques

Susan Holden (1981) defines drama as any activity which asks the participant to portray himself in an imaginary situation; or to portray another person in an imaginary situation. Drama is thus concerned with the world of 'let's pretend'. It provides an opportunity for a person to express himself through verbal expressions and gestures using his imagination and memory.

In this paper, drama refers more to informal drama (creative dramatics) as it is used in the language classroom and not on stage. The participants in the drama activities are thus learners and not actors.

### The Value of Drama in Education

The basic idea to the development of creative drama was the realization that the need to play is an important developmental process in a child (Redington, 1983). When educationists realized this need, more attention was given to the use of drama in education.

**Below is a summary of the values of drama in education as given by educators and researchers in linguistics.**

1. Drama according to Maley and Duff (1978) releases imagination and energy and this could be considered as an educational objective. Fernandez and Coil, (1986) stated that drama encourages students to exercise their sensitivity and imagination and thus makes learning more realistic and meaningful.

2. As an educational tool, the use of drama fosters the social, intellectual and the linguistic development of the child (Dougill, 1987). Early and Tarlington (1982) concurs with Dougill

and states that drama centers around language development, personal awareness, group co-operation, sensory awareness, and imaginative growth.

3. Drama increases motivation and provides the incentive to work . The activities using drama tend to be purposeful. The student sees the need to communicate and concentrates on how to go about a task since drama provides him with a meaningful context. Drama fosters a sense of responsibility and co-operation among the students (Early and Tarlington, 1983; Scharengnivel, 1970; Mordecai, 1985). Drama activities normally take the form of group work and students cannot afford to stay passive for too long. There is a need to belong to the group and to complete the task. The students develop a sense of selfworth of themselves as they work together.

Drama has a therapeutic effect. It can help solve emotional and behavioural problems. It is a way for a 'troublesome kid' to expend his-energy and encourage the shy and uncooperative student to participate.

Fernandez and Coil (1986), state that drama encourages students to exercise their sensitivity and imagination. Temporary suspension of the ego occurs when students participate in dramatic activities. They have to perceive an experience through the roles they, take on which are often different from their own. In role-play for example, a student is given a chance to understand and relate to the feelings of others. This develops a sense of empathy in the student as he learns to look beyond himself. Drama develops moral and social qualities in a student.

4. It motivates the teacher to meet the needs of the student (Mordecai, 1985). The drama activities provide opportunities to understand the thoughts and feelings of the students as they express themselves in the drama activities. From the constant feedback provided by the activities, the teacher can plan better strategies for more effective learning and teaching.

Perhaps the value of drama can be summed up by Susan Stern (1980) who looked into drama in second language learning from a psycholinguistic point of view. She stated that drama heightened self-esteem, motivation, spontaneity, increased capacity for empathy, and lowered sensitivity to rejection. All these facilitate communication and provide an appropriate psycholinguistic climate for language learning.

**The Use of Drama In TESL**

According to via (1985), drama has been used for language teaching since the middle ages. About 10 years ago, many teachers used to scoff at the idea of using drama to teach a second language. The change in attitude towards the use of drama in language teaching came about due to a greater emphasis on meaningful communicative activities instead of mechanical drills.

**Drama can be used in the teaching of English as a Second language for a variety of purposes.**

1. Language is used in meaningful situations (Scharengnivei, 1970; Early and Tarlington, 1982; Mordecai, 1985). Drama contextualises the language in real or imagined situations in and out of the classroom. Language in the class that uses drama activities is explored, tried out and practised in meaningful situations.

2. Drama activities can be used as a means of reinforcement of language learnt . It helps to extend, retain and reinforce vocabulary and sentence structure through role-play and communication games. Drama improves oral communication. As a form of communication methodology, drama provides the opportunity for the student to use language meaningfully and appropriately. Maley and Duff (1978) state that drama puts back some of the forgotten emotional content into language. Appropriacy and meaning are more important than form or structure of the language. Drama can help restore the totality of the situation by reversing the learning process, beginning with meaning and moving towards language form. This makes language learning more meaningful and attempts to prepare the student for real-life situations.

3. Learning a second language can be enjoyable, stimulating and meaningful when combined with drama activities. The problem of mixed ability is reduced when drama activities are used. Students who are more fluent can take the main roles which require more oral communication, while the weaker students compensate for their lack of linguistic ability by paralinguistic communication e.g. body language and general acting ability (miming).

   Earl Stevick (1980), states that language learning must appeal to the creative intuitive aspect of personality as well as the conscious and rational part. Drama activities can be used to provide opportunities for the student to be involved actively. The activities involve the student's whole

personality and not merely his mental process. Effective learning takes place as the student involves himself in the tasks and is motivated to use the target language.

The above are just some of the uses of drama in TESL. The list is not exhaustive. Generally it can be said that the use of drama and drama activities in TESL do adhere to the principles of the Communicative Approach. One of the aims (as it is in the Communicative Approach) is for the learner to achieve communicative competence. It is the hope of the advocators of the dramatic techniques, that the learner will become more imaginative, creative and sensitive as he becomes more self-confident in the process of learning English as a Second Language.

# UNIT - IV

## *Types of Language Tests*

The needs of assessing the outcome of learning have led to the development and elaboration of different test formats. Testing language has traditionally taken the form of testing knowledge about language, usually the testing of knowledge of vocabulary and grammar. Stern notes that „if the ultimate objective of language teaching is effective language learning, then our main concern must be the learning outcome". In the same line of thought, Wigglesworth further adds that "In the assessment of languages, tasks are designed to measure learners" productive language skills through performances which allow candidates to demonstrate the kinds of language skills that may be required in a real world context." This is because a "specific purpose language test is one in which test content and methods are derived from an analysis of a specific purposes target language use situation, so that test tasks and content are authenticallyrepresentative of tasks in the target situation"

Thus, the issue of authenticity is central to the assessment of language for specific functions. This is another way of saying that testing is a socially situated activity although the social aspects have been relatively under-explored . Yet, language tests differ with respect to how they are designed, and what they are for, in other words, in respect to test method and test purpose. In terms of method, we can broadly distinguish traditional *paper-and-pencil language tests* from *performance tests*.

Paper-and-pencil language tests are typically used for the assessment either of separate components of language knowledge or of a receptive understanding (listening and reading comprehension). In

performance-based tests, the language skills are assessed in an act of communication. Performance tests1 are most commonly tests of speaking and writing, for instance, to ask a language learner to introduce himself or herself formally or informally and to write a composition, a paragraph or an essay,

A performance test is "a test in which the ability of candidates to perform particular tasks, usually associated with job or study requirements, is assessed"on the way he or she spent her summer holidays. These examples are elicited in the context of simulations of real-world tasks in realistic contexts. In terms of purpose, several types of language tests have devised to measure the learning outcomes accordingly. However, each test has its specific purpose, properties and criterion to be measured2. The test types that will be dealt with in this part have been laid-out not in terms of importance, they are all of equal importance, but on the basis of alphabetical order. Yet, dictation, the traditional testing device which focuses much more on discrete language items, will have its fair of attention in terms of its pro"s and con"s.

Mrs.S.Saranya M.A., M.Phil., M.Sc.,(Phy)., B.Ed., D.T.Ed.,
Assistant Professor, Dept of English,
Annai Women's College, Karur-639 136

Richards et al. (1985) define a criterion-referenced test (CRT) as: *a test which measures a student's performance according to a particular standard or criterion which has been agreed upon. The student must reach this level of performance to pass the test, and a student's score is therefore interpreted with reference to the criterion score, rather to the scores of the students.* That definition is very different from their definition for a norm-referenced test (NRT) which they say is: *a test which is designed to measure how the performance of a particular student or group of students compares with the performance of another student or group of students whose scores are given as the norm. a student's score is therefore interpreted with reference to the scores of other students or group of students, rather than to an agreed criterion score.*

**Achievement Test**

An achievement test, also referred to as attainment or summative test, are devised to measure how much of a language someone has learned with reference to a particular course of study or programme of instruction, e.g. end-of-year tests designed to show mastery of a language. An achievement test might be a listening comprehension test based on a particular set of situational dialogues in a textbook. The test has a two-fold objective:

1) To help the teachers judge the success of their teaching.

2) To identify the weaknesses of their learners.

In more practical and pedagogical terms, Brown defines an achievement test as tests that are limited to particular material covered in a curriculum within a particular time frame. In other words, they are designed primarily to measure individual progress rather than as a means of motivating or reinforcing language. Ideally, achievement tests are rarely constructed by classroom teacher for a particular class.

**Cloze Test**

A cloze test, also alternately referred to as cloze procedure, consists of a set of techniques for measuring, for example, reading comprehension. In a cloze test words are removed from a reading passage at regular intervals, leaving blanks. For example every fifth word may be removed. The reader must then read the passage and try to guess the missing words. For example, a cloze passage looks like this:

*A passage used in ………… cloze test is a …………… of written material in ………… words have been regularly………… . The learners must then ………… to reconstruct the passage ………… filling the missing ………….*

Here, the test-taker or the reader has to guess the following missing words: *a, passage, which, removed, try, by* and *words.*

The cloze test can also be used to judge the difficulty of reading materials. If the cloze procedure is being used for language testing, the test-taker is given a score according to how well the words guessed match the original words, or whether or not they make sense. Two types of scoring procedure are used:

1) The reader must guess the exact word which was used in the original (as in the example) above. This is called *exact word method.*

2) The reader can guess any word that is appropriate or acceptable in the context. This is called the *acceptable word method*.


Another illustrative example of close test looks something like the following: *'A week has seven .....'.* The only word which will fit in this blank is „*days*‟. But sometimes one can choose between two or more words, as in: *'We write with a.....'.* In this blank one can write „*pen*‟ or „*pencil*‟ or even „chalk‟, „computer‟ or „*typewriter*‟ .

However, two substantial criticisms have been made to the cloze-test types (Broughton et al., 1980). The first of these criticisms is that such tests rarely afford the person being tested any opportunity to produce language spontaneously. The second is that they are fundamentally trying to test that knowledge of the language system that underlies any actual instance of its use  linguistic competence in the Chomskyan sense- they are not concerned with the ability to

master the language system for particular purposes with particular people in particular situations.

**Diagnostic Test**

As its name denotes, a diagnostic test is primarily designed to diagnose some particular linguistic aspects. Diagnostic tests in pronunciation, for example, might have the purpose of determining which particular phonological features of the English language are more likely to pose problems and difficulties for a group of learners. One of the well-known diagnostic tests in English is Prator"s (1972) *Diagnostic Passage*. It consists of a short written passage that the learner reads orally; the teacher then examines a tape recording of that reading against a very detailed checklist of pronunciation errors. Basically, diagnostic language tests have a three- fold objective:

1. To provide learners with a way to start learning with their own personal learning programme or what would be called in the literature of testing *learning paths.*

2. To provide learners with a way to test their knowledge of a language.

3. To provide learners with better information about their strengths and weaknesses.


Ideally, diagnostic tests are designed to assess students" linguistic knowledge (knowledge of and about the language) and language skills (listening, speaking, reading and writing) before a course is begun. However, the term *formative* is sometimes used to designate a diagnostic test. One of the main advantages of a diagnostic test is that it offers useful pedagogical solutions for mixed-ability classes. In this very specific context, Broughton et al. (1980) contend that:

There will certainly be a large block in the middle of the ability range who can be separated off as a group for some parts of the lesson, or for some lessons, and will form a more homogenous teaching group. If this strategy is adopted, the poor ones and the better ones must receive their due time and attention.


**Discrete-Point Test**

The discrete-point test, also called discrete-item test, is a language test which measures knowledge of individual language items, such as a grammar test which has different sections on tenses, adverbs and prepositions. Discrete-point tests are based on the theory that language consists of different parts such as speech sounds, grammar and vocabulary, and different skills such as listening, speaking, reading and writing, and these are made up of elements that can be tested separately. Test consisting of multiple-choice questions are usually regarded as discrete-point tests. Discrete-point tests are all too often contrasted with what are called integrative tests. An integrative test is one which requires a

learner to use several skills at the same time. An essay-writing is an integrative test because it leans heavily on the knowledge of grammar, vocabulary, and rules of discourse; a dictation is also an integrative test as it requires knowledge of grammar, vocabulary and listening comprehension skills. In this vein, Harmer notes the following distinction between discrete-point testing and integrative testing, *"Whereas discrete point-testing only tests on thing at a time such as asking students to choose the correct tense of a verb, integrative test items expect students to use a variety of language at any one given time – as they will have to do when writing a composition or doing a conversational oral test".* In the same line of thought and Broughton *et al.* ,more than some thirty years ago, noted that *"Since language is seen as a number of systems, there will be items to test knowledge of both the production and reception of the sound segment system, of the stress system, the intonation system, and morphemic system, the grammatical system, the lexical system and so on"* .

**Language Aptitude Test**

Before one ventures into defining what a language aptitude test is, it would be wiser to start first by defining what a language aptitude is. Language aptitude, as a hybrid concept part linguistic and part psychological, refers to the genuine ability one is endowed with to learn a language. It is thought to be a combination of several abilities:

*Phonological ability,* i.e. the ability to detect phonetic differences (e.g. of stress, intonation, vowel quality) in a new language.

*Syntactic ability*, the ability to recognize the different grammatical functions of words in sentences.

*Psychological ability*, rote-learning abilities and the ability to make inferences and inductive learning.

Additionally, Crystal suggests other variables conducive to successful language learning such as „*empathy and adaptability, assertiveness and independence with good drive and powers of application".* *A high language-aptitude person can learn more quickly and* easily than a low language-aptitude individual. The evidence in such assertion is axiomatic in a language aptitude test. A language aptitude test tends to measure a learner aptitude for language learning, be it second or foreign, i.e. students performance in a language. Thus, it is used to identify those learners who are most likely to succeed. Language aptitude tests usually consist of several different test items which measures such abilities as:

*Sound-coding ability*, the ability to identify and remember new sounds in a new language.

*Grammar-coding ability*, the ability to identify the grammatical functions of different parts of sentences.

*Inductive-learning ability*, the ability to work out meanings without explanation in the new language.

*Memorization*, the ability to remember and to recall words, patterns, rules in the new language.

Two well-known standardized language aptitude tests have been used in the United States, the Modern Language Aptitude Test (Carroll and Sapon, 1958) and the Primsleur Language Aptitude Battery (Primsleur, 1966). Both of these are English tests and require students to perform such tasks as learning numbers, listening, detecting spelling clues and grammatical patterns and memorizing (Brown, 1994).

### Placement Test

A placement test, as its name implies, is originally designed to place learners at an appropriate level in a programme or course. The term "placement test" as Richards et al. (1989) note does not refer to what a test contains or how it is constructed, but to the purpose for which it used. Various types or testing procedures such as dictation, interview or a grammar test (discrete or integrative) can be used for placement purposes. The English Placement test (EPT), which is a well-known test in America, is an illustrative example of this test-type. The EPT is designed to assess the level of reading and writing skills of entering undergraduate students so that they can be placed in appropriate courses. Those undergraduate students who do not demonstrate college or university-level skills will be directed to remedial courses or programmes to help them attain these skills.

### Proficiency Test

A proficiency test is devised to measure how much of a language someone has learned. It is not linked to any particular course of instruction, but measures the learner"s general level of language mastery. Most English language proficiency tests base their testing items on high frequency-count vocabulary and general basic grammar. Some proficiency tests have been standardized for worldwide use, such as the well-known American tests, the TOEFL, and the English Language Proficiency Test (ELPT)3 which are used to measure the English language proficiency of foreign students intending further study at English-speaking institutions, namely the USA.

**The *English Language Proficiency Test*** (ELPT) was the name of a test last administered in January 2005. It was a one-hour multiple choice question given on English language proficiency. A student whose native language was not English could have chosen to take this test instead of or in addition to

the TOEFL for college or university entrance depending upon the requirements of the schools in which the student was planning to apply. Until 1994, the tests were known as Achievement Tests. The ELPT assessed both the understanding of spoken and written standard American English and the ability to function in a classroom where English is spoken.

A *standardized test*is an exam which has been developed from tryouts and experimentation to ensure that it is reliable and valid. It is also a test for which norms have been established and it provides uniform procedures for administering (time limits, response format, and number of questions) and for scoring the test. "Standardized tests are often used by school systems for high-stakes decision making" .

However, the Cambridge Certificate of Proficiency in English or CPE, as it is generally referred to, is the most advanced remains the only British top-value and high-prestige standardized4 language test. It is the most advanced general English exam provided by the University of Cambridge. The Certificate is recognized by universities and employees throughout the world. The English level of those who pass the CPE is supposed to similar to that of a fairly educated native speaker of English. Clearly, as Valette posits, „the aim of a proficiency test is to determine whether this language ability corresponds to specificlanguage requirements

Actually, there are four other types of Cambridge proficiency tests, the Cambridge Key English Test (KET), the Cambridge Preliminary English Test (PET), The Cambridge First Certificate of English (FCE) and the Cambridge Certificate in Advanced English (CAE). The material contained in proficiency tests can be used for teaching as well as for testing.

### Progress Test

A progress test is an achievement-like test. It is closely related to a particular set of teaching materials or a particular course of instruction. Progress tests are usually administered at the end of a unit, a course, or term. A progress test may be viewed as similar to an achievement test but much narrower and much more specific in scope (Richards et al., 1989). They help examiners in general and language teachers in particular to assess the degree of success of their programmes and teaching and therefore to identify their shortcomings and weaknesses respectively. Progress tests can also be diagnostic to some degree, in the sense that they help identify areas of difficulties encountered by learners in general.

**TOEFL**

The Test of English as a Foreign Language, or TOEFL for short, is a large-scale language assessment. It is, "arguably the most well-known and widely used large-scale language assessment in the world" . It was first developed in 1963 in the United States to help in the assessment of the language competence of non-native speakers. As a test type, it is a standardized test of English proficiency administered by the Educational Testing Service, Princeton. It is widely used to measure the English-language proficiency of foreign students wishing to enter American colleges and universities. According to Taylor and Angelis (cited in Kunnan, 2008) the first TOEFL was administered in 1964 at 57 test centres to 920 test candidates. Recently, the TOEFL has widely been recognized as a model test and have-take-test for our students, graduate and postgraduate, as well as our teachers and researchers in universities and higher education institutions wishing to read for higher degrees and develop further their research potential in North American universities5. Kunnan (2008, p. 141) notes that, *"Over the years, the TOEFL became mandatory for non-American and non-Canadian native speakers of English applicants to undergraduate and graduate programs in U.S. and Canadian English-medium universities"*.

**The International English Language Testing System**, IELTS, is designed to assess the language ability of candidates who wish to study or work in countries where English is the language of communication. IELTS is required for admission to British universities and colleges. It is also recognized by universities and employers in Australia, Canada, and the USA. IELTS is jointly managed by the University of Cambridge, British Council and IDP Education.

One of the most important realizations in the TOEFL enterprise was the launching of a more innovative test, theiBTOEFL, internet-based TOEFL, in 2005. This BTOEFL is regarded as a significant development over the previous TOEFL forms and the TOEFL CBT, Computer-Based Test, launched in 1996. The novel features of the iBTOEFL are a speaking section consisting of independent and integrated skills tasks, a listening section with longer lectures and conversations with note-taking, a reading section made up of questions that ask test-takers to categorize information and fill in a chart or complete a summary and a writing section that has both an independent and integrated task.

**UNIT - -V**

**Use of audio visual aids**

Mrs.S.Saranya M.A., M.Phil., M.Sc.,(Phy)., B.Ed., D.T.Ed.,
Assistant Professor, Dept of English,
Annai Women's College, Karur-639 136

Audio visual ads are really so effective in teaching English. When taught the English to any small children then shown him a picture about that word. It is very panacea way to learn about any thing. Audio is an effective thing. Audios are recognized in every field. Audio songs are very fabulous example of audios. We hear the songs without see them. We enjoy them very much. So is a very unique step in Songs field. We can record any type of interactions in audio file. We can hear the voice very clearly by audios of any person or persons. So audio is very effective step of science. Many types of audio about mythology, study and for that subject which is very useful for you. Radio is also very good example of audio. We can hear the radio but not can see because radio is not able to see. We hear the songs, aids of many companies and many public interest related things. So audio is also very helpful technique. When we go at any place for travel then we play the songs in the car on the way. So audio is also very important source for entertainment. If you are buff of songs then many website are available on the Internet by which you can download the many melodious songs in very easy way and in short time. If you are thinking that your should also website then I know a fabulous IT company in India which name is JOVI International. It is really a leading IT company in India.

Audio Visual Materials is an techniques and which involves the sense of vision as well a s hearing. It is usually used in presentation prepared by the businessman to show graphs on the study of the company, college/university students to their reports and especially the teacher who use audio visual materials to clearly explain the lesson to the students.



**Audio Visual Aids:**

Audio visual aids are any device which can be used to make the learning experience more concrete, more realistic and more dynamic.

**Audio visual aid is the combination of two media:**

- **Auditory aids:** Any instructional device that can be heard but not seen. E.g. Tape record, Microphones, Ear phones etc..
- **Visual aids:** Any instructional device that can be seen, but not heard. Slide, film strips etc..

**Purpose of Audio Visual Aids:**

- Best motivation.
- Clear image.
- Save energy and time.
- Antidote of the disease of verbal instructions.
- Capture attention.
- reinforcement to learner.
- Positive transfer of learning.
- Gain & hold student interest.
- Increase understanding and retention.
- Stimulate the development of understanding and attitudes.

**Functions of Audio visual aides:**

- They supply a concrete basis for conceptual thinking and hence, reduce meaningless word response of students.
- They have high degree of interest for students.
- They make learning more permanent.
- They offer a reality of experience which stimulate self activity on the part of pupil.
- Develop continuity of though; this is especially true of motion pictures.
- They provide experience not easily obtained through other materials and contribute to the efficiency, depth and variety of learning.

**Use of Audio Visual materials in education:**

- Students will gain knowledge of the latest in evolving theoretical and practical application in the communication field utilizing various resources and methods of inquiry.
- Students will grow intellectually in their oral and written communication and critical thinking skills.

- Student will become aware of the ethical and spiritual implications of communication on a diverse and global level.
- Student will be knowledgeable of the latest in technology, software applications, and visual communication skills with the ability to demonstrate the skills in using technology.