



**SRINIVASAN COLLEGE OF ARTS AND SCIENCE**  
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## **DEPARTMENT OF ENGLISH**

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### **COURSE MATERIAL ON :**

**ENGLISH LANGUAGE TEACHING**

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# **ENGLISH LANGUAGE TEACHING**

## **UNIT -I**

Place of English in India – Issues Involved in the Teaching of English – English as Foreign Language, Second Language, and English for Specific Purposes.

## **UNIT -II**

Approaches and Methods – Grammar Translation Method – Audio-lingual Method – Communicative Approach – Natural Approach – Content – based Instruction – Task – based Language Teaching.

## **UNIT – III**

Teaching of Prose, Poetry, Drama, Grammar, Composition – Teaching LSRW Skills.

## **UNIT –IV**

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# UNIT – I

## ROLE OF ENGLISH IN INDIA

In India English plays an important roles in the following areas :

### WORLD LANGUAGE

English is being learnt and used all over the world. It is used as the official language of U.N.O. All over the world one out of four persons speaks English. More over every country needs other countries help and in this connection English comes as a medium of communication between nations. So English is called as the **world language**.

### WINDOW ON THE WORLD

It is only with the help of English that we get information about the developments in other countries. Anyone who can read English can keep in touch with the whole world without leaving his home. So, we call English as a **window on the world**.

### LIBRARY LANGUAGE

English is the major storehouse of knowledge. Most of this knowledge is not yet available in Indian languages. Good reference books are found in English. Three quarters of newspapers are in English. It makes available a wealth of latest information in science and technology. So, we call it as the **library language**.

English still continues to be the language of the courts. It is the language used by the Supreme Court of India. So, far there is no other suitable language for legal transactions. Hence, English is used at the high courts and district courts in India for presenting cases and giving judgments.

English has united the people living in different parts of India. Great Indian leaders delivered and still deliver speeches in English. India is a multilingual country and English is used as a connective language between different states of India. Thus English unites people in India. So, we call it as the language of Indian unity.

### SOCIAL LANGUAGE

English takes the centre stage in the social life of our country. Educated people find it more convenient to talk in English. Most of the educated Indians write letters in English. Send ceremonial cards such as those for marriage and prepare invitation cards in English. Some of the educated people affix their signature in English. So, we call English as a **Social language**.

**Our late Prime Minister Jawaharlal Nehru considered English as the major window on the modern world.**

## TEACHING ENGLISH AS A SECOND LANGUAGE

Language is a means of communication without which society is not able to make progress. In some countries, there is no language problem. But in India, we face the language problem. This is because of many languages used in different states of the country. Our national leaders introduced Hindi as the national language for inter – states communication. People from many states of our country do not accept Hindi. So we have to tackle this problem of language. Hence English is now used as one of the official language in India. English medium schools are being established in cities and in rural areas of our country. Recently our state has introduced English from the first standard. English is an **International language**. **Gandhiji** accepted the importance of English. **Jawaharlal Nehru** said that English as ours by historic necessity. Therefore English is necessary for the growth of our country and it is now taught in our country with the following aims.

- (i) To acquire the skills of a living language.
- (ii) To be taught as a second language.
- (iii) To make the children understand spoken English.
- (iv) To achieve the language skill in the shortest possible time with the least effort.

Our country is a multilingual country. English is the only language that links us together. Hence the teaching of English aims.

- (i) To integrate the different parts of our country.
- (ii) To serve as the medium of the communication between states.
- (iii) To enable unity in diversity.
- (iv) To serve as the medium for all competitive examinations.

English is mainly used for its utilitarian value. Our educationists stressed the need for teaching English from the utilitarian point of view. Therefore the aims of teaching English are as follows.

- (i) To serve as a medium of instruction.
- (ii) To communicate with the intellectual world abroad.
- (iii) To know the developments in science and technology all over the world.
- (iv) To make the students use simple natural and living English.
- (v) To establish political, cultural, intellectual and economic relations with the world.

Since English language is not confined to any country, it is used all over the world for its utilitarian value. It is important for an English teacher to know what he wants to achieve by teaching English.

The major aims of teaching English in India are :

- (i) Every learner should understand English when it is spoken and written.
- (ii) He should also be to speak and write English.

In this connection, there are four specific aims of teaching English at the school stage, according to Thomas and Wyatt. They are :

- (i) To understand spoken English – Listening skills.
- (ii) To speak English Correctly – Speaking skill.
- (iii) To understand written English – Reading skill.
- (iv) To write English correctly – Writing skill.

There are three important reasons for learning English :

- (a) English is a window on the world.
- (b) We need English for social transformation and modernization.
- (c) We need English to serve as a window on India.

### **ENGLISH FOR SPECIFIC PURPOSE**

English for specific purpose (ESP) is aimed at the successful performance of the occupational roles. It is based on student's needs. It is a training concept. ESP is further classified into English for Occupational Purposes (EOP) and English for Academic Purposes (EAP).

EAP is specialisation of English for areas of academic study such as, Physics, Engineering, Medicine, Economics, Commerce, etc. It aims at producing specific linguistic competence.

For example if the learner learns English for the specific purpose of functioning as a pilot. ESP concentrates on the language needed for a pilot. Similarly, a medical student may need English for the specific purpose of studying his medical subjects. Selection of language materials needed for various purposes is the main aim of ESP course. There is no need for grade structures. But all kinds of restricted language for the specific course should be included.

Training in ESP is defined as a course of instruction. The more specific the training is, the more it will be focused on the required scheme of learning. The course design is intended to satisfy the requirements of language for the specific purpose. Naturally, ESP course is specific about the product of learning. The courses are also designed for jobs, recreations, Cultural and literary activities etc.

## **UNIT – II**

### **APPROACHES AND METHODS**

#### **APPROACH**

An approach describes the nature of the subject - matter to be taught. We can say that an approach is a self - evident way of reaching the desired goal.

#### **METHOD**

Method is an overall plan for the orderly presentation of language material to the pupil.

### **GRAMMAR – TRANSLATION METHOD**

#### **MEANING OF GRAMMAR TRANSLATION METHOD**

Grammar – Translation method is the oldest method of teaching English in our country. In this method, the English teacher translates each and every word, phrase and sentence of English into the mother tongue of the students. It has been used since the teaching of English started in our country. There is more importance for grammar in this method. In most of the schools of our country, this method still has its strong hold.

#### **CHARACTERISTICS OF GRAMMAR TRANSLATION METHOD**

The following principles determine the characteristics of this method :

1. **Importance to mother – tongue :** In this method the use of mother tongue to teach English is given due respect. In short, the mother tongue dominates this method. The

words and phrases of a foreign language can be best interpreted in the mother tongue of the students.

2. **Importance to grammar :** The study of grammatical aspects is stressed in this method. Grammatical rules are clearly defined and taught. The knowledge of rules helps the learners to avoid mistakes.
3. **The unit of teaching English is a word :** In this method, teaching begins with the teaching of sounds of the alphabet, then comes the teaching of words and from words it proceeds to sentences. Therefore the unit of teaching English is word and not sentence.

### **ADVANTAGES OF GRAMMAR – TRANSLATION METHOD**

1. This is the easiest and the quickest method of language teaching.
2. It helps in expanding the vocabulary of students rapidly with the help of mother tongue.
3. It enabled the teacher to test students' comprehension of English language easily and quickly by making use of mother tongue.
4. The teachers' time and lab our are saved.
5. Abstract words and phrases can also be explained with the help of translation method.
6. This method is very successful in the present day classroom situations where there are large number of students in each class.
7. This method is very reliable for giving the students, practice of reading with comprehension.
8. By comparison with mother tongue, the learners are able to learn many aspects of English.

### **DISADVANTAGES OF GRAMMAR – TRANSLATION METHOD**

1. In this method, speech and pronunciation are neglected.
2. This method lays more emphasis on grammar rules which is not very sound in the teaching – learning of a language.
3. This method wastes a lot of time of students because everything has to be translated compulsorily.
4. The natural order or learning a language is listening, speaking, reading and writing. But in this method reading is started first which makes this method unnatural.

5. This method leads to great influence of mother tongue over the usage of English.
6. This method ignores the practice of oral activities to the learners, the most important aspect in the teaching of any language.
7. In this method, students are passive listeners are not active participants which makes it dull and uninteresting.
8. In this method literal translation is done most of the time which is not possible with certain words or phrases which are unique to one language.

In spite of its disadvantages and weaknesses, Grammar – Translation method continuous to be popular with most of English teachers in our country because of its easier implementation.

## **COMMUNICATIVE APPROACH**

### **MEANING OF COMMUNICATIVE APPROACH**

Language is for communication. Every language is mainly to serve the purpose of communication. If a person wants to communicate the thought in his mind to an another person, spoken language is essential. Reading and Writing skills are needed if both of them are in different places. Communicative approach is one of the latest approaches that is being followed in teaching English. It aims at developing the communicative competence of the learners which would include the learners acquiring the knowledge of communicative functions of the language and the linguistic means to perform the different kinds of functions.

The communicative approach is learner – centered approach. The communicative approach aims to develop both accuracy and fluency from the very beginning of language learning.

### **PRINCIPLES OF THE COMMUNICATIVE APPROACH**

1. Language learning means the ability to communicate something useful and purposive.
2. There is no ban on the use of the mother tongue. Careful use of the mother tongue or translation may be made.
3. Reading and writing can start simultaneously.



4. Fluency, acceptable language and appropriateness are the goals of the communicative skills.
5. Pair work and group work are encouraged. Students may interact with members of their peer group.
6. A conversation around a favourite topic generates genuine interest to participate.
7. Teacher's role is that of a co – participant and facilitator of learning.

### **PROCEDURES OF COMMUNICATIVE APPROACH**

1. The teacher presents a brief dialogue preceded by motivation and discussion.
2. The oral practice is preceded by the model of the teacher.
3. The teacher sets questions based on the dialogue practiced and elicits answers.
4. The teacher makes the students speak on various subjects and reads one of the basic communicative expressions in the dialogue or one of the structures, which illustrates or exemplifies the function.
5. The teacher helps the learners discover the rules underlying the functional expression or structure in speech and writing.
6. The teacher proceeds from guided to free or uncontrolled communication activities.
7. The teacher makes the pupils copy the dialogues.
8. Provides topics for assignments and homework.

### **MERITS OF COMMUNICATIVE APPROACH**

1. Communicative approach develops confidence in the communicator.
2. It is more practical and learning of language is activity – centred.
3. This approach is situational, meaningful, motivating others to develop strong speech habits.
4. This approach facility the English language learners to develop strong speech habits.
5. Language is learnt in a natural setting.
6. Audio – Visual aids can be utilized well to teach various aspects of communication.
7. It does not encourage rigid system of tests and examinations.
8. It recognizes the needs of language learners and provides learning experience accordingly.

## **DEMERITS OF COMMUNICATIVE APPROACH**

1. Organizing group work and face to face discussion is very difficult in overcrowded classrooms.
2. An average teacher with limited language skills cannot make a success of this approach.
3. This approach emphasizes teacher – made tasks, syllabus etc. It looks very ideal and beyond the capacity of an average teacher.
4. It is difficult to ensure quality learning and uniform assessment because of inadequate competencies and subjectivity in assessment.
5. Teaching prose, poetry, grammar and composition is not sufficient.

## **UNIT –III**

### **TEACHING OF PROSE**

Teaching of prose is an important and basic features in the teaching of English language. The teaching of English prose means teaching reading with comprehension. The teacher after having taught the prose lesson should enable the pupils to read the lesson properly and at the same time with comprehension. The teaching of prose includes both the intensive and extensive reading.

#### **Characteristics of prose**

Prose has some characteristics, they are :

1. Prose is considered as words in their best descriptive order.

2. Prose consists of philosophical ideas, social problems, historical descriptive of events, geographical concepts and economic conditions of the society.
3. Prose has different kinds of subject matter which includes, essay, novel, short story, biography, composition, play or drama etc.
4. Prose is the best means to preserve human knowledge, experiences, imagination and ideas and also to transmit to following generations.
5. Prose develops all the language skills such as listening, speaking, reading, and writing.
6. Prose enriches the vocabulary of the students.

### **Objectives of teaching prose**

The general objectives of teaching prose are as below :

1. To enable the learners to comprehend the passage and grasp its meaning.
2. To enable them to understand the passage by silent reading.
3. To enrich the students active and passive vocabularies.
4. To acquaint pupils with the style of the author.
5. To give the students practice of structures and sentence patterns.
6. To enable them to get knowledge contained in the content.
7. To enable them to enjoy reading and listening.
8. To make the students library minded and develop their interest for extra reading.

### **Types in teaching prose**

Teaching of prose includes two types of lessons. They are,

1. Detailed or intensive prose lessons
2. Non – detailed or extensive prose lessons.

### **Teaching Prose Intensively**

In this type, the text book is read thoroughly word by word. According to Bacon, “the text book is to be chewed and digested”. Students are required to read, comprehend as well as to master over the presented structure and vocabulary. In detailed prose lessons each and every

difficult word, idiom or phrase is completely explained to the students so that they could grasp them firmly and effectively.

### **Teaching Prose Extensively**

In extensive studies, the teacher's duty is only to assist the students understand the lesson. Non – detail lesson aims at giving information and pleasure. The mainly purpose is to give general comprehension and create taste for extensive reading. They develop rapid reading habits.

### **Procedure of Teaching Prose Lessons**

For teaching prose, there is a need of a well prepared lesson plan. Different scholars have suggested different types of lesson plans. Procedure of teaching prose includes the following steps:

1. **Preparation :** English is a foreign language and the students find it difficult to learn. So there should be an effective motivation by the teacher. Whatever the teacher do, to attract students to learn the lesson attentively, come under this preparation process. This includes the following aspects :
  - a) **Teaching Aids :** It is important to use various teaching aids so that the teacher can make the lesson interesting and enable students understand the lesson with ease and enjoyment.
  - b) **Previous knowledge :** The teacher should test the previous knowledge of the students. He should know how much knowledge the students already possess regarding the lesson, so that teacher can teach accordingly. In this way, he can get the students connect the new and past experiences mentally and learn the matter.
  - c) **Introduction :** There should be a brief introduction to bring past knowledge to consciousness and to attract student's attention to new subject matter.
  - d) **Statement of Aim :** The teacher should state the aim to the students. Because it is a psychological fact that the learner should have clear cut objective before him, so that he can strive and make efforts in order to achieve that.
  
2. **Presentation :** This is the main part of the procedure of teaching process. The presentation involves the following aspects :
  - i) **Model reading :** The teacher should do a model reading of the passage. Its purpose is to enable the students to know the exact pronunciation, intonation and stress.
  - ii) **Pronunciation drill :** There should be pronunciation drill after the model reading. The selection of words for pronunciation drill should not be on the basis of meaning but on the basis of the difficult and wrongly pronounced words.
  - iii) **Black board work :** The words which are used in pronunciation drill should be written on the blackboard. Apart from this blackboard can be used for marginal

entries, removing reading difficulties writing the comprehension and recapitulatory question etc.

**iv) Loud reading or Imitation reading :** This reading should be done by students. A few students should be asked to read aloud. The errors of pronunciation must be corrected at the end of the reading.

**v) Exposition and Explanation :** Exposition and explanation provides the following purposes :

- i)** To clear the meaning of difficult words, phrases and idioms.
- ii)** To make the comprehension of passage easy and effective.
- iii)** To prepare the students for intensive reading.

There are various methods which can be employed for exposition and explanation of the subject matter. Some of them are :

1. Translation method
2. Direct method
3. Usage method
4. Similar method
5. Contrasted method
6. Derivation method
7. Reference method

**vi) Silent reading :** After exposition and explanation is over, the students are asked to read passages silently. This will make the students comprehend the passage more firmly.

**vii) Comprehension Questions :** After the silent reading, some questions should be asked to test pupil's comprehension of the passage.

The purpose of asking comprehension questions are :

1. To elicit the meaning of words.
2. To test if students have understood the passage.
3. To draw their attention to the main reference.
4. To improve their experience in spoken language.
5. To make them contrast ideas.

### **3. Recapitulation :**

There should be recapitulation of the lesson, after the presentation of one or more parts of the lesson. The recapitulation is generally done with the help of questions. These questions are different from comprehension questions.

4. **Assignment or Homework :** Students should be given some assignments regarding the subject matter taught.

## **TEACHING OF POETRY**

Prose and poetry are important forms of literature. S.T.Coleridge once defined prose as “words in their best order” and poetry as “The best words in their best order”. It is obvious that poetry is a more powerful form of expression than prose. Poetry has its concern with the emotional behavior of a person.

### **Principles of Teaching Poetry**

1. The teacher has to provide a model recitation because it helps in attracting the students towards the poem.
2. Detailed explanation of lines or ideas should be avoided.
3. Paraphrase of the poem should be avoided. It should not be put in the form prose.
4. The teacher should try to bring enthusiasm and zeal into the teaching of the poem.
5. As far as possible, the poem should be taught as a whole.

### **Aims of Teaching Poetry**

1. To enable students to appreciate the beauty, rhyme and rhythm of poem.
2. To enable pupils to read aloud the poem with proper rhythm and intonation.
3. To enable students to enjoy recitation.
4. To make students understand the thought and imagination contained in the poem.
5. To train the emotions of the students.
6. To develop the students aesthetic sense.
7. To give pleasure and make the students familiar with the background of the poem.
8. To make the students pick – up the structure or pattern of a sentence.

### **Suggested steps for teaching a poem**

#### **1. Introduction :**

The teacher tells something about the poem in simple English. He may show a picture or a chart for this purpose.

#### **2. Presenting the gist of the poem :**

To make the students familiar with the theme and matter of the poem, the teacher tells the gist of the poem. It is presented in few lines, shortly.

#### **3. Recitation or model reading by the teacher :**

The teacher recites the poem while students listen to him carefully with their books shut. This helps the pupils to follow the musical tone of the poem.

**4. Pronunciation on drill :**

The teacher conducts drill of the difficult words. First he himself pronounces the difficult words one by one and asks the students to pronounce the words correctly.

**5. Model Reading II :**

This time students should be asked to look the book and hear attentively.

**6. Meaning of difficult words and phrases :**

Difficult words contained in the poem are taken up and dealt with active participation of the learners. In doing so the teacher takes up the meaning of the words in simple English.

**7. Model Reading III :**

Once again a model recitation of the poem is given by the teacher.

**8. Imitation reading by the students :**

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

**9. Comprehension questions :**

The teacher puts few questions to test their comprehension of the poem. All efforts are made to get appropriate answers from the students.

**10. Assignment :**

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

## Figures of speech

**1. Rhyme and Rhythm**

Rhyme may be defined as the words have same vowel sounds and with the same consonant sounds. (e.g.) leap, sleep: jump, bumb: glide, slide: crew, few.

**Rhythm :** The regular rising and falling in the flow of sounds in poetry, these recurring intervals of strong and light sounds like the beat of a drum regulating dance movements is called Rhythm.

**2. Simile and Metaphor**

A comparison made between two objects of different kinds which have, however at least one point in common. The simile is usually introduced by such words as, like, so.

**Metaphor :** It is an implied simile. It does not like the simile state that one thing is like another, but takes that for granted and proceeds as if the two things were one.

When we say, “He fought like a man of power “ we use simile but when we say, “ He was a man of power in the fight “.

**3. Alliteration and Pun**

This is another figure of speech used in poetry. It brings together words which begin with the same consonant (or vowel) sound.

A **pun** consists in the use of a word in such a way that is escapable of more than one application, the object being to produce a ludicrous effect. A word used to give ambiguous meaning in a context is known as pun.

### **Difference between Teaching Prose and Poetry**

<b>S.NO</b>	<b>TEACHING OF PROSE</b>	<b>TEACHING OF POETRY</b>
1.	The teaching of English prose means teaching reading with comprehension.	Poetry cannot be taught, the teacher can only create conditions in which a poem has the fullest possible significance for the learners.
2.	It improves the language ability of the students.	It tries to develop the power of appreciation
3.	The skill of reading with comprehension is developed.	The skill of reciting the poem with rhythm, intonation and stress is developed.
4.	It appeals to reason.	It appeals to the senses.
5.	It includes comprehension of the passage, vocabulary, grammar, usage etc.	It involves the beauty of the form, feeling, thought, music etc.
6.	Silent reading is given more importance.	No scope for silent reading.
7.	It lacks in rhythm.	It is full of rhythm, imagination, ideas etc.
8.	Teaching of structures and content words is concentrated more here.	No attention is paid to structures.
9.	It imparts information.	It gives pleasure.
10.	There is great need of assignments.	It does not require so much of Assignments.

## **TEACHING OF GRAMMAR**

In the process of teaching learning of any language grammar occupies an important place. Grammar is the theory of language. It is the study if the organization of words into sentences.

### **Definition of Grammar**



According to Gordon, Grammar is “A body of empirical rules which explain and regulate the structures of the sentence”.

Dr.Sweet defines it as “The practical analysis of a language and its anatomy”.

According to Bollard, “Etymologically means the study of letters. It is the science that lies behind the heart of literature and composition”.

### **Characteristics of Grammar**

On the basis of definitions of various scholars, “Grammar has certain characteristics as below :

1. Grammar is the theory of language.
2. It is the study of the organization of words into sentences based on certain rules.
3. Every language has its own grammatical norms.
4. Grammar has three different meanings. They are
  - i. Grammar is the set of formal patterns of Arranging words of a language.
  - ii. Grammar is the branch of linguistic science and analytical aspect of a language.
  - iii. Grammar is linguistic etiquette or norms.

### **Objectives of Teaching Grammar**

1. To develop the understanding about the rules of grammar.
2. To develop a scientific attitude towards language.
3. To develop the insight into the structure of language.
4. To enable the students to assimilate the correct patterns of the language.
5. To develop the students mental abilities of reasoning and correct observation.

### **Principles of Teaching Grammar**

1. In the beginning stage there should not be a separate grammar book.
2. Teaching of grammar should not begin with abstract statements of grammatical principles.
3. The students should be encouraged to make up their own examples.
4. Grammar should not be taught as an intellectual exercise of the students.
5. The teacher should introduce an inquiring approach to enable the students search and investigate about grammatical problems.

### **Types of Grammar**

English grammar is classified into two types. They are

- i. Formal grammar
- ii. Functional grammar

## **Formal Grammar**

Formal grammar is a grammar which is taught in a formal way.

### **Main – features of Formal Grammar**

1. Formal Grammar lays stress on form rather than function.
2. It lays importance on definitions and not on their application.
3. Here, grammar is taught for the sake of grammar only. The students are unable to apply the rules of grammar, hence
4. There is a separate prescribed text book.
5. The students have to memorise the grammatical rules.

## **Functional Grammar**

Functional grammar is a grammar which is learnt unconsciously by the students while learning a language.

### **Main features of Functional Grammar**

1. Functional Grammar is learnt by the students unconsciously while learning the language.
2. It deals with one's ability to use the language grammatically.
3. As it describes how the language behaves at a particular time, it is known as descriptive grammar.
4. It has practical value.
5. It also concerns and takes into account the changes that occur in the language.

### **The amount of grammar needed for the beginners of language learning**

Students the beginners of language learning find difficulty on learning grammar because of its difficult nature. At this stage the pupils may be able to

- i. Identify and recall the parts of speech.
- ii. Identify different kinds of phrase.
- iii. Identify parts of a sentence.
- iv. Distinguish between kinds of sentences.
- v. Analyse and put sentences together.

### **The different approaches in teaching grammar**

In teaching of grammar in English language there are two main types of methods which are popularly known as **Inductive and Deductive methods**. These two methods are also called **Inductive Approach and Deductive Approach**.

## **1. Inductive Approach**

Inductive approach is an approach in which the teacher first presents examples to the students and there after educate the rules with their helps. He then applies the rules of grammar to the exercise.

### **Objectives of Inductive Approach**

1. To infuse through with expression.
2. To develop four skills of English.
3. To provide plenty of opportunities in order to practice pattenrens.

### **Method to be followed**

1. Presentation of Examples.
2. Observation and analysis of the examples.
3. Generalization.
4. Applying rules.

### **Advantages**

1. It is psychological because it follows the well known psychological maxims of teaching.
2. It arouses the interest of the pupils, because they remain active, make an enquiry and discover the rules.
3. It has no place for memorization because the rules discovered by the pupils themselves are easily remembered by them.
4. It stimulates their power of thinking and reasoning assimilation and initiative.

### **Disadvantages**

1. Only beginners are being profited.
2. It is not at all a complete method.

## **II . Deductive Approach**

Deductive means to proceed from law to observation. In this approach first of all the principle or rule is enunciated. Then on the basis of several examples and illustrations the principle or rule is clarified.

### **Objectives of Deductive Approach**

1. To imbibe grammatical rules and principles.
2. To make the student memorise the definitions,
3. To each grammar formally.

## Methods of this Approach

1. Through this method laws of grammar are taught effectively.
2. The students observe many things and conclude a principle or law.
3. It makes the work of the teacher easy as he gives general principles to the students to verify them.
4. The rules get memorised by the students will make them use abruptly.

## Disadvantages

1. As there is lack of practice of the pattern students fail to learn its usage.
2. Oral aspect of the language is ignored.
3. It makes the knowledge gained by the students useless as encourages rote memorisation.

# TEACHING OF COMPOSITION

Composition is a kind of language exercises for enabling the students to complete a given sentence for the sake of practice. The word composition has been taken from the word 'compose' which means to put together. So composition is an act of putting the words together.

## Objectives of Teaching Composition

1. To provide pupils an opportunity to use the structures and vocabulary they have learnt.
2. To enable pupils to express themselves meaningfully on a topic of their choice.
3. To enable pupils to arrange their ideas in proper sequence.

## Principles of Teaching Composition :

1. **Proper selection** : The topics should be selected on the basis of interest and importance.
2. **Gradation** : The topics should be graded according to the age, ability and class level of the students.
3. **Utility** : The topics selected for composition should be related to day – to – day life of the learners.
4. **Group Involvement** : The composition should involve whole class so that group thinking and mutual discussion could take place.
5. **Oral practice** : The mistakes in the written work will be reduced by proper oral practice.
6. **Sequence** : The subject – matter should have some sequence and should not be disconnected collection of ideas.
7. **Follow – up** : The teacher should find appropriate remedial measures to remove the students difficulties and mistakes after knowing them.

## **LSRW SKILLS**

### **LISTENING SKILLS**

In the learning of a language, listening is the basis of everything. Practice in listening is the first and foremost principle in language learning. Without it the whole foundation of language learning will be weak and defective.

#### **Developing Listening Skills among the students :**

1. There must be ample opportunities provided to listen passages.
2. The teacher should give systematic practice in listening sounds.
3. The teacher should speak English correctly.
4. The learners should be made to the speeches delivered through radio, T.V and tapes.
5. Story – telling will provide the pupils to develop listening skill.
6. Teachers can use dialogues and ask questions about those dialogues.
7. Rhyming poems help the teachers to attract the learners. This will enhance their ability of listening.
8. The uses of pictures also do an effective cause. The learners may be shown a picture and asked to give their responses for the brief description over the picture.

#### **Subskills of Listening**

1. Listening for perception
2. Listening for comprehension

#### **The three phases of listening**

There are three phases of listening :

1. The initial phase
2. The middle phases
3. The final phase

### **The Initial Phase :**

The child gradually develops the skill of listening to various sounds and differentiates them. The child listens to the sounds of various persons and birds or animals and tries to imitate them. It slowly comprehend the words spoken to it. In this phase the child should be made listen to rhythmic, rhymic and musical sounds, speech sounds are taught to it with minimal pairs (sun: fun, cat : rat etc )

### **The Middle Phase :**

In this phase, the child is grown up to the boyhood level; in this stage the boy is able to understand continuous speech. He understands conversation and interacts with those who converse with him. The unfamiliar words and sentence are comprehended by the boy. He analyses the statements spoken to him and answers accordingly. Thus he develops intent listening and critical listening.

### **The Final Phase :**

The person develops the skill of intensive and extensive listening. He is able to find out the mood of the speaker by simply listening to the speakers words. Moreover, the listener the listener analyses the words spoken to him. Continuous and even rapid speeches are also comprehended by the listener at this phase. The running commentaries are well understood by the listener.

### **Listening Material**

The listening materials also play a predominant role in developing listening skills among the students. These materials may be listed as below :

1. The teachers voice
2. The voice of others (tape recorder or linguaphone records)
3. The narration
4. The dialogue
5. The discussion
6. The reports
7. The news

These materials must better be presented by speeches with different accents and different speeds.

### **Listening Activities**

1. Dictation
2. Following a route
3. Listening to a telephone call
4. Listening to commentaries

5. Listening to instructions
6. Jigsaw listening

## **SPEAKING**

Language exists first in its spoken form. It can be learnt primarily through speech. Knowing a language is the ability to understand and speak the language. A good speaker of English can recall words and structures quickly. Speaking is considered as an active and productive skill.

### **Developing speaking skills among the students**

1. Reproduction exercises
2. Question – answer technique
3. Role play
4. By performing actions
5. By showing a picture or a chart
6. By giving an outline of a story

### **Aims and objectives of teaching Speaking**

1. To enable the pupils to speak correctly and properly
2. To enable them how to use words, phrases and idioms already learnt.
3. To attain fluency and accuracy while speaking.
4. To assist the learners to make a good conversation.
5. To help them to know the basic rules of grammar.
6. To enable them to get the mastery of English stress and intonation.
7. To instruct them how to ask questions and to answer questions.
8. To enable them to gain mastery of vocabulary and sentence structure.

### **Techniques in teaching speaking**

There are various techniques available for developing speaking. Some such important techniques are

1. The conversation class
2. The topic based discussion class
3. Task centred fluency practice.

### **Tasks for developing speaking skill**

Some such tasks for developing speaking skill are the following :

1. Making telephone calls and answering them.
2. Introducing self and others.

3. Greeting friends, superiors, strangers etc.
4. Asking for or giving information.
5. Asking for things in shops, counters, restaurants etc.
6. Asking questions for classifications advice or help.
7. Participating in discussion and debates.
8. Describing things, persons or places.
9. Narrating stories, anecdotes etc.

There are three ways such as

1. Individual
2. Pair work
3. Group work

### **Improving oral fluency**

1. Parallel sentences
2. Conversation
3. Role play and class room dialogues  
Types of role – playing
  - i) Controlled
  - ii) Free
  - iii) Clued
4. Dramatization
5. Play reading
6. Group reading
7. Story telling
8. Narration
9. Description
10. Language games  
Language games can be classified into 3 types.
  - i) Reading games
  - ii) Speech games
  - iii) Composition games
11. Debates
12. Interview
13. Extempore speech

### **Testing speaking skills**

1. Producing different sounds
2. Describing picture



3. Describing action
4. Conversation

## **READING**

Reading is a process of looking at a written or printed symbol and translating it into an appropriate sound. Thus reading consists of three elements the symbol, the sound and the sense.

### **Different stages in reading**

Reading includes three stages. They are :

1. Preparatory reading stage
  - i) Use of reading cards
  - ii) Use of the blackboard
  - iii) Use of pictures and flash cards
  - iv) Teaching through actions
  - v) Teaching through familiar objects
  - vi) Use of word building cards
  - vii) Reading games etc.
2. Productive reading stage
3. Vivid imagination realization stage

### **Developing reading skills among the students.**

1. Selecting and presenting reading material
2. Preparing reading material
3. Asking questions
4. Organising practice session
5. Diagnosing reading difficulties
6. Organizing reading games

### **The aims and objectives of teaching reading**

1. To enable pupils to pronounce words correctly.
2. To enable them to understand the meaning of words and sentences.
3. To enable them to read with clear expression and pronunciation.
4. To enable them to read easily, fluently and rapidly with proper understanding.
5. To enable the pupils to take pleasure in reading.

## **Process involved in reading**

Reading is considered a very complex process. Reading involves recognition of sounds and written symbols. Thus the psychology of reading process involves mainly three things, which are in short termed 3s. they are as follows :

**Symbol ----- sound ----- sense**

**(written word)**

**(spoken word)**

**(meaning)**

## **Types of reading**

There are some different types of reading depending on the nature and purpose, they are

1. Loud reading
2. Silent reading
3. Intensive reading
4. Extensive reading
5. Skimming and scanning

## **Loud reading or oral reading**

At the early stage, much of the reading to be done will be reading aloud. Reading aloud or loud reading provides practice in good speech habits among the children and gives an opportunity for the teacher to find out whether the children are able to read with correct stress. Loud reading is the base and fundamental for silent reading in the later stage.

## **Silent reading**

Silent reading is regarded as the most important type of reading. A child can concentrate his attention on the meaning only when he does not read aloud. That is why silent reading is regarded as the most important aspect of reading. It should therefore be encouraged as soon as children have acquired a certain amount of fluency in reading aloud.

## **Skimming and scanning**

Skimming one can also find if the material is worth reading in detail. This kind of reading is often, while reading the newspaper.

Scanning just as like that of skimming is a rapid look for specific information. This is what we do when we look up a dictionary for a specific word or idiom. We also scan the index of a book on a railway time table.

## **Intensive reading**

Intensive reading means detailed study of the passage. In this type of reading, the reader has to be careful with the different language items like words, grammar, language, expression etc.

### **Extensive reading**

Reading supplementaries journals, magazines, newspapers etc come under this type of reading. This kind of reading is also known as reading for information.

### **Methods of teaching reading of beginners**

1. Letter methods
  - i) The alphabetic method
  - ii) The phonic method
  - iii) The phonetic method
2. Non – letter methods
  - i) The word method
  - ii) The phrase method
  - iii) Sentence method
  - iv) Story method

## **WRITING**

According to Bacon, “Reading makes a full man, conference a ready man and writing an exact man”. Writing is of immense importance. Writing skill re – inforces oral and reading work.

### **Developing good handwriting skill among the students**

1. The learners may be asked to write initially in four lined notebooks that help them follow the correct pattern of spacing, alignment and slant.
2. In the lower classes, the students may be encouraged to use a pencil for writing. Later on they may be asked to use a pen when they enter higher classes.
3. The teacher should encourage his students to use calligraphy notebooks.
4. The teacher should plan and execute blackboard demonstrations systematically over the entire academic year so as to make his students cultivate the right habits handwriting.

### **Mechanics of writing**

1. Knowing how to make strokes with proper hand movement.
2. Knowing how to make letters of the right shape and size.
3. Knowing how to have the right spacing between letters, words and lines.
4. Knowing how to use capital letters and marks of punctuation correctly.

5. Knowing how to have a fluent hand movement from left to right.

## **WRITING SKILLS**

1. Mechanical skills
2. Grammatical skills
3. Judgement skills
4. Discourse skills
5. Characteristics of a good handwriting
6. Developing good handwriting skill among the students

### **Mechanical skills**

Mechanical skills are necessary for better writing. It refers to spacing of words, paragraph alignment, punctuation, using capitals, spelling etc. Mechanical skills are followed conventionally. There may be some alterations made at times by creative writers.

### **Handwriting and Legibility :**

These two factors are very important which have to be given due attention. Good handwriting makes the written text more attractive and it helps the reader to comprehend the written text.

### **Punctuation**

The word punctuation comes from the Latin word, 'punctee' which means a point. Punctuation is the right or proper use of putting in points or steps in writing.

#### **1. The full stop or period (.)**

1. The full stop is used for a complete pause and separation.
2. It is used at the end of declarative or an imperative sentence.
3. It is used to mark abbreviations and initials.  
(e.g.) B.SC., M.L.A. etc.

#### **2. Comma (,)**

The comma is the shortest pause; it is used to separate a series of words in the sentence construction.

(e.g.) he lost his family, wealth, health and also reputation.

#### **3. Semicolon (;)**

The semicolon is used for a stop more important than indicated by the comma.

(e.g.) he came; he saw; he conquered.

#### **4. Colon (:)**

It represents a more important stop than the semi colon. It is introduced before a quotation.

(e.g.) Pope says: To err is human ; forgive divine.

#### **5. Interrogative mark (?)**

The mark of interrogation is used at the end of a direct question.

(e.g.) which is the capital of England?

#### **6. Exclamatory mark (!)**

The exclamatory mark is used after interjections and words and phrases expressing sudden emotions.

(e.g.) Alas!oh!ah! etc.

#### **7. Inverted commas or quotation marks (“’”)**

They are used to denote the exact words of a speaker or quotation.

(e.g.) The teacher said, “All of you listen”.

#### **8. The Dash (-)**

It is used to show an abrupt stop or change of thought and come back to a scattered subject.

(e.g.) Don’t, I’ve etc

### **Characteristics of good handwriting**

#### **1. Legibility :**

The five aspects of cursive writing-letter formation, spacing, alignment, regularly or slant and quality of stroke should be paid attention to bring about legibility in the handwriting.

#### **2. Simplicity :**

The writing of the students should be simple and neat.

#### **3. Uniformity :**

The letters in each word should be uniform in size.

**4. Distinctiveness :**

Any letter should not resemble any other letter in shape or form while writing.

**5. Spacing :**

There should be proper spacing between the letters in a word, the words in a line and lines in a paragraph.

**6. Capitalisation and punctuation :**

Capital letters should be used at appropriate places, similarly, punctuation marks should also be used carefully while writing.

**7. Speed :**

The writing should be written legibly at the same time at a reasonable speed.

**Developing good handwriting skill among the students**

1. The learner may be asked to write initially in four lined notebooks that help them follow the correct pattern of spacing, alignment.
2. In the lower classes, the students may be encouraged to use a pencil for writing. Later, on they may be asked to use a pen while they enter higher classes.
3. The teacher should encourage his students to use calligraphy notebooks.
4. The teacher should plan to execute blackboard demonstrations systematically over the entire academic year.

**UNIT – IV**

**Test**

A test is a tool to understand the level of achievement of an individual in performing a particular task assigned to him. It is a device to elicit the behavioural change of an individual in the process of learning which helps us to make some inference and draw conclusions about certain characteristics of the individual.

**Characteristics of a good test**

A good test should not only test the achievement of the students in a particular subject or content area but should also help the teacher to know the strengths and weaknesses of his own students.

Some important characteristics of a good test are the following :

**1. Validity :**

It is a specific and not general quality. A test is said to be valid when it measures what intends to measure.

(e.g) If a test is intended to measure the writing skill of the students; it should measure that skill alone, but not the other skills simultaneously.

**2. Reliability :**

It is the quality of consistency that the toll maintains over a period of time. Suppose we give one and the same test to the same group of students on two different occasions and we get quite similar scores, it shows our scores have a high degree of reliability from one occasion to another. Similarly if two teachers use the same tool and obtain similar ratings, it can be concluded that the results have a high degree of reliability from one teacher to another.

**3. Practicability :**

It is important to see that the test prepared is practicable for administration. The test should be neither too long nor too short. An average student should be able to complete it within the stipulated time.

**4. Objectivity :**

A good test should be objective and specific in nature. The answers expected from the students should be stated specifically in the scoring key so that it will yield the same score irrespective of the examiner who values the answer sheets.

**5. Scorability :**

The test items should be scorable to even an average student. Due importance should be given easy questions also.

**6. Clarity :**

The questions should be precise and clear. The instructions for each question should also be stated clearly in simple terms so that the students do not find any difficulty in understanding the given questions.

**7. Comprehensive in Nature :**

The test paper should cover the whole syllabus. The teacher should see that all the units taught has given due importance while preparing test items.

**8. Interesting to the Students :**

The question paper should create interest among the pupils. There should be variety in the mode of questioning. It should encourage reflective thinking on the part of the students while responding the questions.

**Different types of tests**

In the teaching-learning process, there are different kinds of tests. Those tests are classified into various types like

- I) Diagnostic tests
- II) Aptitude tests

- III) Proficiency tests
- IV) Achievement tests.

### **1. The Diagnostic test**

A test used in order to diagnose or to reveal an individual's strength and weakness in a certain course of study is called a diagnostic test. The main objective of diagnostic test is to find out the quality of performance of the learners in a test and to identify the major and minor type of errors with regard to different skills of language learning.

### **2. The Aptitude test**

An Aptitude test is a device or a technique designed to indicate a person's potential ability for performance of a certain type of activity of a special kind. Aptitude test Batteries like General Aptitude Battery (GATB) and Differential Aptitude Test (DAT) are used to measure the aptitudes of individuals in general reasoning ability, verbal aptitude, numerical aptitude, spatial aptitude, clerical perception, motor co-ordination, finger dexterity, manual dexterity, language usage etc. Thus, these tests are widely used to test the aptitude of the students.

### **3. The Proficiency test**

The proficiency test is one of the important test or tool in the evaluation process. The very purpose of proficiency tests is to assess the ability of students in applying their knowledge to real life situations.

### **4. The Achievement test**

Achievement test constitutes an important tool in the evaluation programme of an educational institution. According to N.M.Downie, "Any test that measures the attainments or accomplishments of an individual after a period of training or learning is called an achievement test".

## **Types of Achievement Tests**

Achievement tests are of two types. They are :

1. Teacher-made achievement tests.
2. Standardized achievement tests.



## UNIT – V

### Use of Audio-visual Aids

There are lots of audio-visual aids which can be used in the teaching of English. we will discuss some of them which are as follows :

1. Realia and models
2. Blackboard
3. Pictures
4. Charts
5. Flash-cards
6. Flannel board
7. Advertisements
8. OHP
9. Slide projector
10. Tape-recorder
11. Language Laboratory

#### 1. Realia

Realia are real objects brought into class for teaching purposes they include such things as photographs, articles of cloth, kitchen objects, food, containers, household objects etc. Realia are used :

- (i) For presenting vocabulary
- (ii) For presenting new structures
- (iii) For helping students getting into character when acting out a dialogue or doing role-play.
- (iv) Various games

#### 2. The blackboard

The blackboard is one of the most useful aids it is standard equipment and is always available and can be used for various purposes without special preparation. Teachers should take the following points into consideration for making their blackboard work effective :

- (i) Blackboard work must be neat and tidy. Scrawling and scribbling makes the blackboard work ineffective.
- (ii) Blackboard work should be properly organized and planned.

The blackboard can be sectioned off into the following areas.

Model- 1(H- model)

Model- 2(developing lessons)

Model- 3(guided composition)

Model- 4(classroom activities)

The teacher can use the model 1 which is called an H- model. He \ she can keep

- (i) Part of the board for pictures
- (ii) Part for writing tables and lists
- (iii) Part for planned work

The model 2 can be used for developing lessons. The teachers can write new items in the right hand column. The new items are not erased through the lesson. The other sections are used for visual or other work.

The model 3 is useful for guided composition. According to Geetha Nagaraj, “One part is used for visual \ verbal and the other for learner responses and lesson development.

The model 4 is ideal for setting up classroom activities. Each section has the task input needed for the work to be done by different groups.

The blackboard space can be divided into many other ways :

- (i) The blackboard work should be visible to the whole class.
- (ii) The blackboard work must be done at responsible speed and be legible and beautiful as well.
- (iii) Teachers must avoid fussy details and write clearly in a straight line.
- (iv) In this way the students can see what the teacher is writing, and the teachers can see the students. Teachers should keep ‘eye-contact’ with the class as they write.
- (v) Teacher should talk as they write, “They should say aloud what they are writing, phrase by phrase.

### **The basic uses of the blackboard**

- (i) The important words can be underlined.
- (ii) The teacher can write tables for presentation and practice:

For Example :

They We You	are	playing	Football Volleyball Cricket Table-tennis
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- (iii) The teacher can use blackboard drawings of people, faces and objects.
  - (a) Faces
  - (b) Stick-figures
  - (c) Places
  - (d) Vehicles
  - (e) Objects\birds\animals
- (iv) The teacher can write prompts for practice :

For Example :

Rita

06.30 - get up

07.00 - break fast

07.30 - bus

12.00 - lunch

03.00 - home

- (v) The teacher can write models of hand-writing on the board.

CAT	cat	<i>Cat</i>
RAT	rat	<i>Rat</i>
HE GOES	He goes	<i>He goes</i>

- (vi) The teacher can draw diagrams of graphs on the board.
- (vii) Teacher can draw pictures on the board and teach picture composition. This will make their teaching a lot more interesting by creating suspense among students.
- (viii) Teacher can draw balloons and bubbles to teach dialogues or conversations.

### 3. Pictures

Good pictures have the power to elicit meanings defined context. Pictures help the teachers in giving drills and practice to the learners. Teachers feel comfortable in teaching stories, paragraphs etc, with the help of pictures. Teachers can also use magazine-pictures which provide

variety from other visual aids. Pictures are and can be found in calendars, greeting cards, free pamphlets, brochures, newspapers, etc. they can be used for teaching new vocabulary and structures.

#### **4. Charts**

The teacher can use charts for :

- (i) Teaching dialogues, conversation, oral skills etc.
- (ii) Teaching pronunciation skills.
- (iii) Teaching hand-writing models.
- (iv) Teaching grammar rules.
- (v) Teaching oral and written composition.
- (vi) Teaching language games.

#### **5. Flash cards**

They are approximately 10 to 12 inches in size. They are of two types :

- a. Picture flash cards
- b. Word flash cards

##### **(a) Picture flash cards**

They contain colourful and beautiful pictures. Teachers can easily prepare them at their leisure at home.

##### **(b) Word flash cards**

They contain words, phrases, sentences etc. word flash cards can be used for conducting word-games etc.

#### **6. Flannel board**

A flannel board is a wooden board covered with a rough flannel cloth. It is usually dark in colour. A flannel board is useful and helpful in teaching :

1. Words
2. Sentences
3. Sounds
4. Reading skills
5. Speaking skills
6. Writing skills
7. Word-order

Students are asked to arrange and rearrange words, phrases, sentences or even paragraphs.

### **7. Advertisements**

Advertisements can be used for teaching language items. They not only attract students' attention but also help them remember things for long or ever. Teacher can use for teaching :

1. New words
2. Word-order
3. Sounds
4. Speaking skills
5. Reading skills
6. Writing skills etc.

### **8. Over head projector (OHP)**

It is visual aid. It projects a transparency onto a screen. Teachers write on the transparencies either with water-based pens or spirit based pens. The OHP transparencies are not rather expensive. OHP can be used for :

- (i) Giving dictation
- (ii) Teaching dialogue \ conversations
- (iii) Developing oral skills
- (iv) Teaching paragraph writing
- (v) Showing street maps, graphs, diagrams, tables etc.

### **9. Slide – projector**

A slide projector is an electronic visual aid which is now considered standard equipment. There are two types of slide-projectors :

- (i) Ordinary slide-projector.
- (ii) Remote control slide-projector.

A slide projector can be used for :

1. Showing cultural subjects in full colour.
2. Providing the stimulus for controlled speaking practice or free-conversation.
3. Projecting wall charts.
4. Teaching picture composition.

## **10. Tape – recorder**

The recorder is considered to be an invaluable aid in a language classroom. The teacher can use a tape-recorder for various purposes in the classroom.

The tape recorder can be used for :

1. Doing listening activities in the classroom.
2. Teaching listening comprehension.
3. Teaching note-making.
4. Giving the learners practice in reading aloud.
5. Giving the learners an opportunity to listen to themselves.
6. Recording students utterances and finding out their problems in spoken English.
7. Doing pronunciation work by imitating a model.

## **11. Language Lab**

A language lab is one of the most prominent technological aids in language teaching. The language laboratory is a special room having a variety of equipment such as tape-recorder, headphone, control-board, master-tape-recorder, earphones, micro-phones, a sound proof-recording studio or system.

A language lab can be used for :

1. Pronunciation drills.
2. Comprehension drills.
3. Expression drills.
4. Listening tests
5. Speaking skills

The language laboratory has been found to be fruitful in terms of language learning and teaching.



