

ENGLISH LANGUAGE TEACHING

Answer the following :

1. What are the four skills of language ?

The four skills namely ,

- i) Listening
- ii) Speaking
- iii) Reading
- iv) Writing

2. What are the two kinds of reading skill ?

- i) The skill of reading aloud
- ii) The skill of reading silently

3. Name the different kinds of validity :

The different kinds of validity are :

- i) Content validity
- ii) Empirical validity
- iii) Face validity .

4. What are the language testing techniques .

The principal language testing techniques are
(a) translation (b) dictation (c) composition (d) interview
(e) multiple choice items (f) short answer questions .

5. What are the three types of questions .

- i) Essay
- ii) short answer
- iii) Objective type .

II - paragraph writing .

1. What are the uses of silent reading ?

There are five uses of silent reading . They are : 1) to make a survey of materials to be studied and to look through indexes , chapter heading and outlines (2) to skim (3) to familiarise oneself with the material and its thought content (4) to study the material in depth and (5) to study the language in which the material is written from a literary or linguistic point of view .

2. Write a note on achievement tests.

Achievement tests are intended to measure success in a particular sequence of learning. They are used to measure achievement of the instructional objectives. Such achievement tests are administered to find the students' progress towards the objectives. In the achievement test designed by the teacher, he should take into account the distinctive nature of the four-language skills and test them separately. Our achievement tests are inadequate and deficient because our emphasis in tests is on knowledge of structure, vocabulary and idiomatic phrase. Moreover, we do not take into consideration, the students' mother tongue while preparing the achievement tests.

3. Bring out the uses of tests :

Tests can be used for various purposes. Some of them are :

- (a) To find out pupils' strengths and weakness and take suitable remedial measure.
- (b) To judge the success or failure of the teacher's own teaching and make necessary changes in his method and strategy.
- (c) To set a definite goal before both the teacher and the pupils.
- (d) To motivate the pupils to learn in order to get more marks.
- (e) To change pupils' study habits and improve the quality of teaching.
- (f) To select pupils for promotion to the next higher class or to award certificates.
- (g) To assess the quality of the staff and the effectiveness of the activities of the school.

4. Write a note on silent reading ?

The greatest amount of reading that is done in the world is silent reading. The skill of silent reading varies from person to person and depends on several factors including each person's requirement. The second language teacher should pay special attention to silent reading because the student who wants to learn English will have to read a lot so as to have a knowledge of the language and only silent reading enables him to do it at some speed. All the important study skills require quick efficient and imaginative reading. This is possible only in silent reading.

III - Essay Writing :

1. Bring out the characteristics of a good test .

Introduction :

If teaching and learning are to go on efficiently, the achievement of students should be constantly measured . A good deal of time and attention should be devoted to the assessment of the progress made by the students . In this connection evaluation in any scheme of teaching becomes important .

The primary aim of teaching English as the second language is to enable the students to acquire the four basic language skills within a limited vocabulary and syntactic structures . Testing should therefore be confined to these skills and a working knowledge of the vocabulary and structures .

(ii) Types of tests :

A test may be either oral or written. As listening and speaking are two major objectives of teaching English, oral tests have an important role to play. Oral test is a quick and effective device for testing pupils' progress and difficulties.

Written tests are most popular testing tools in the schools. They can be used to test most of the objectives of teaching English, including some of the components of the oral-oral skills. A good test must have the following characteristics.

(iii) Validity :

In English, proficiency in skills is evaluated. A test in written English must test the writing ability of the student and the test scores in the test must correlate highly the actual ability in the writing skill. Validity is of two kinds. They are content validity and empirical validity.

(iv) Content Validity :

Content validity refers to the items of the test representing adequately each portion or part of the skill or content that is being tested. For example, if the test is meant to measure the students' mastery of sentence structure, an analysis is first made of the language structure, and the items will be based directly on each of them. The analysis must be acceptable to the recognized authorities in the area. Then the test is said to have content validity.

(v) Empirical Validity :

Empirical validity refers to the comparability of the test with an independent outside criterion. There must be a high correlation between test scores and a trustworthy external criterion. Empirical validity is of two kinds. They are predictive validity and concurrent validity.

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vi) Reliability :-

Reliability means the stability of the test scores.

There must be consistency in the test. We may administer a test on any day of the week. Two parallel forms of a test may be given to the same group on two different days. Even then the score must be the same. Further, whether A values the paper or B values the paper, a student must get the same score. Or whatever be the circumstances in which a teacher values the paper, the scores must have no chance of a change. That is even if he values the paper on some other day, the candidate will get the same score.

vii) Conclusion :-

A test having the above characteristics is said to be a good test.

2. Importance of the LSRW Skills.

i) Introduction :

Learning a second language is in effect learning the four skills, namely, listening, speaking, reading, and writing. Language is primarily speech knowing a language is often defined as the ability to understand and speak the language. Development of the other skills namely, reading and writing would be comparatively easy, if they are based on an oral foundation. Development of the aural - oral skills, that is, listening and speaking has a crucial role to play in a second language teaching programme. Listening and speaking are intimately related and they depend almost entirely on the learner's knowledge of the pronunciation of words and the articulation of sounds in the language.

ii) Listening :-

Listening is said to be a passive skill. But it is not true. It is also an active skill because while listening the learner must exercise great effort in decoding the message and understanding it. Listening is a recognition skill. While listening the learner recognises the characteristic of English speech sounds in the isolation and in combination.

Listening ability can be cultivated through listening practice, both extensive and intensive. Extensive listening is the exposure to a wide variety of structures and sounds. Intensive listening is concerned with just one or two specific points. This kind of listening practice is primarily for language items as part of the language teaching programme. Listening becomes most effective when it is done in preparation for speaking.

iii) Speaking :

Though listening and speaking go together, speaking makes the learner more active in the learning process. So it is necessary to provide maximum opportunity to the students to speak the language. Practice in listening should precede practice in speaking. Students should be able to recognise a sound before they attain an ability to produce it. But listening does not lead naturally on to speaking and oral fluency in communication, unless listening is followed by practice at the grammatical and lexical levels too. So, listening attention should be sharpened with particular emphasis on grammatical and lexical items. Speaking is a productive skill and sharpening listening attention benefits speaking. The student who learns English as a second language must feel that he has the basic machinery to say what he wants. Through considerable preparation and creative thought, the teacher should instil this confidence in the students.

iv) Reading :-

Reading is a decoding process. But it is a very complex process involving many physical, intellectual and often emotional reactions. There are three components in the reading skill. They are the recognition of the graphic marks, the correlation of these with the formal linguistic elements and the correlation of these with meaning. The skill of reading aloud and the correlation skill of reading silently are the two kinds reading skill. The greatest amount of reading that is done in the world is silent reading. The second language teacher should pay special attention to silent reading. He should be very careful in selecting the material for his students to read. The students should be practiced in two kinds of reading, that is, intensive reading and extensive reading. In intensive reading the students read for comprehending the meaning and for mastering the structures and vocabulary. In extensive reading the students read for information and simply for the pleasure of reading.

(v) Writing :

Writing is another important skill for the students to develop in their course of study. Writing is the visual representation of speech. Learning to write a second language is not merely learning to put down on paper the conventional symbols of the writing system that represents the utterances one has in mind, but it is also purposeful selection and organization of ideas, facts and experience. The syllabus of a writing course should consist of exercise varying from controlled and guided paragraph writing to free writing of essays on familiar topics. Development of the skill of writing should proceed through the stages of manipulation, structuring and communication and ultimately lead to the art of self expression.

Conclusion :-

Listening, speaking, reading and writing, the four skills are very essential for the student to express himself in English. So the teacher should train the students in these four skills and should help them to develop these skills by giving them enough practice.