**ENGLISH LANGUAGE TEACHING**

**UNIT – III**

**Short Questions**

1. What are the three ‘S’ of Reading?

Sight – Seeing the letters in a word.

Sound – Saying of the letter sounds

Sense – Meaning of the words.

1. What are three stages of Writing?

Controlled Writing

Guided Writing

Free Writing

1. What are the attributes of good reader?

Selection

Purpose

Strategies

Speed

Contextual Understanding

1. What is Skimming?

It refers to the process of reading only main ideas with in a passage and simply glancing at the remainder of the material.

1. What is Scanning?

It is a method of selective reading that is used when searching for a particular fact or answer to question.

1. What are the different methods used in the teaching reading?

The Phonic Method

The Alphabetic Method – Traditional Method

Word Method

Sentence Method

1. What are the five kinds of Silent Reading?

Skimming

Survey Reading

Superficial Reading

Content Study Reading

Linguistic or Literary Study Reading

1. What is Extensive Reading?

It is a reading for pleasure and for interest in the subject matter. It helps a lot in achieving rapid and efficient reading. The learner is exposed to a substantial sample of language.

1. What is Intensive Reading?

It is reading a text in detail. It is to achieve full understanding of the logical argument the author and the linguistic means the author used in the work.

1. What is the difference between Composition and Free Composition Writing?

Composition Writing comes under controlled or guided writing. Free Composition means that the teacher gives only the title and the students to decide on the facts.

1. What are the three stages in the teaching of Prose lesson?

There are three stages. They are:

1. Presentation of new language items
2. Practice for accuracy
3. Production for fluency
4. Suggest three priorities for correcting grammatical errors:
5. Errors which stigmatize the object of pedagogical attention
6. Errors which are the object of pedagogical attention
7. Global errors which affect comprehensibility
8. List the four stages that make up a grammar lesson
9. Presentation of the structure
10. Focused Practice
11. Communication Practice
12. Teacher feedback and correction
13. What is the aim of teaching poetry?

The aim of teaching poetry is to enable the learner to understand and appreciate it as a piece of art as he appreciates a good picture or a good statute.

1. What are the two classifications of words?

The two classifications of words are:

1. Function Words b. Content Words

Function Words are interrogative, prepositions and auxiliaries.

Content Words are those of particular grammatical classes that are meaningful. These are classified into two: Common Core Vocabulary and Specialized Vocabulary.

**Essay Questions**

1. **Five Types of Reading**

**Scanning**

Scanning is a method of selective reading that is used when searching for a particular fact or answer to question

For example, Scanning a Telephone Book:

* You are looking for it quickly.
* You know what you are searching for (key words and names).
* You 'see' every item on the page, but you don't necessarily read the pages - you ignore anything you are not looking for. Thus, when you discover the key words being searched for, you will be unable to recall the exact content of the page.

**Skimming**

Skimming refers to the process of reading only main ideas within a passage and simply glancing at the remainder of the material. When you read quickly to gain a general impression as to whether the text is of use to you. You are not necessarily searching for a specific item and key words. Skimming provides an 'overview' of the text. Skimming is useful to look at chapter/section headings, summaries and opening paragraphs. The purpose of skimming:

* To check relevance of text.
* Sets the scene for the more concentrated effort that is to follow, if the text is useful.

**Light Reading**

Reading for leisure tends to be 'light':

* Read at a pace which feels comfortable.
* Read with understand.
* Skim the boring, irrelevant passages.

An average light reading speed is 100-200 words per minute. This form of reading does not generally require detailed concentration.

**Word by Word Reading**

This type of reading is time consuming and demands a high level of concentration. Some material is not readily understood and so requires a slow and careful analytical read. People use this type of reading for unfamiliar words and concepts, scientific formulae. It can take up to an hour just to read a few lines of text.

**Study type of reading**

A method of reading for study is called [SQ3R2](https://www.yugzone.ru/speed_reading/speedreading/sq3r2.htm), ([SQ3R](https://www.yugzone.ru/speed_reading/speedreading/r030.html), [SQ4R](https://www.yugzone.ru/speed_reading/speedreading/r043.html), [PSQ5R](https://www.yugzone.ru/speed_reading/speedreading/r025.html)) the aim is to understand the material in some depth. The method involves five simple steps; Survey, Question, Read, Recall and Review.

* Survey: skim through to gain an overview and not key points.
* Question: devise questions you hope the text will answer.
* Read: slowly and carefully.
* Recall: from memory, write down the main points made by the chapter.
* Review: revisit your questions - compare these to your recall and establish how well the text has answered them; fill in any gaps by further reading and note-taking.

1. **Four Types of Writing Skills**

Most people have this notion that the way we speak is the way we write and the way we write is all the same but that is not true. It’s high time, we as a whole ought to comprehend that there is a whole lot of difference between [writing](http://www.urbanpro.com/a/what-is-creative-writing) too. In fact, the concept of writing has changed a lot with time and it has turned out to be far more intricate than it used to be. Today, writing has been divided into 4 types of skills namely; expository, persuasive, narrative, and descriptive.

Remember, writing skill is one of the most important and essential factor of communication in this world. Simply, a good writing skill/ ability has dependably been an effective skill of an individual.

**Expository Writing**

The most common types of writing skills, expository writing firmly concentrates on advising or explaining things. It is more of facts and figure about a particular topic or a subject; it is likewise to be in logical order and sequence. Among all the examples, textbook writing is a form of expository writing, where the author intends to clarify the subject by giving a short introduction at the beginning on the pertinent topic. Afterwards, it gradually focuses on the paragraph with accurate facts and figures. Paragraphs in expository writing are by and large limited. Example: Textbook writing.

**Persuasive Writing**

Opposite to the expository writing, persuasive writing glares opinion, justification, explanation, a point of view etc. The purpose of this writing is to convince the reader or to furnish some of the thoughts (author) to the readers. Example: Editorial page, Letter of complaint and so on.

**Narrative Writing**

Narrative writing style, simply narrates a story to the readers, (where the story could be fact or fiction). In this written work, writer or author will make at least one distinct character. This writing style likewise uses creative writing - use of imagination and creativity, rather than dealing with the facts and figures. Alongside the character, the author likewise frames dialogue, event, action, emotions etc. Example: Novels, Short stories, Poetry and so on.

**Descriptive Writing**

This written work style generally describes a lot more than the remaining styles. Thus, descriptive writing’s main purpose is to describe. Simply, it’s a style of writing which focuses on describing a character, an event, or a place with details. In this form, a writer or an author envisions what he feels, what he notices, taste and much more and describes intelligibly.

Example: Poetry, Diary writing and so on.

**3**. **Why Handwriting Is Important?**

* Contrary to the view that handwriting is a trivial skill, handwriting actually is important for a number of reasons.
* Handwriting is a basic tool used in many subjects — taking notes, taking tests, and doing classroom work and homework for almost every content area as well as in language arts classes — poor handwriting can have a pervasive effect on school performance.
* When handwriting is perceived as arduous and time-consuming, motivation to write may be greatly reduced, leading to a lack of practice that may further compound difficulties with writing.
* Handwriting in the earliest grades is linked to basic reading and spelling achievement. For example, when children learn how to form the letter *m*, they can also be learning its sound. Attention to the linkages among handwriting, reading, and spelling skills can help to reinforce early achievement across these areas.

**Manuscript or Cursive**

At one time, manuscript (print) writing was typically taught in first grade, whereas cursive was introduced later, usually in third grade. However, there is little evidence that cursive is easier to learn than manuscript, and there are clear advantages to having children focus on the form of writing similar to what they must read in print. Most critically, children should be able to use at least one form to produce legible, reasonably effortless writing, and instruction should focus on the form that appears most likely to lead to that outcome, especially for older children with handwriting difficulties.

**Assessment of Handwriting Skills**

* Assessment of handwriting should incorporate observations of execution, legibility, and speed of writing.
* Execution includes correct and consistent pencil hold, posture, and letter formation. Counterproductive habits in these latter areas are not always obvious from looking only at writing samples and can greatly impede progress in handwriting. For instance, young children may "draw" a letter such as *m* using separate strokes, starting on the right side of the letter. Forming the letter beginning on the left side, without lifting the pencil from the paper, is much more conducive to building eventual speed of writing.
* Legibility involves the readability of letters, as well as spacing within and between words.
* Speed is important as children advance beyond the first few grades so that they can use writing efficiently in a variety of tasks.
* If children have learned both manuscript and cursive, as is often the case with older youngsters, then assessment should consider the execution, legibility, and speed of both forms of writing.

**Instruction in Handwriting**

* Relatively modest investments of instructional time devoted to handwriting — perhaps the equivalent of ten or fifteen minutes daily — may pay off in preventing later writing problems, including difficulties with higher-level composition skills.
* The early years of schooling are especially critical for handwriting instruction; once children have formed counterproductive habits in handwriting, such as poor pencil hold or inefficient letter formation, those habits can be difficult to change.
* Even for young children, however, handwriting instruction should occur in the context of a broader program of written expression in which children learn many other writing skills and develop motivation to write.
* Of course, children also should have access to word-processing programs and assistive technology, with appropriate accommodations as needed for individual students.

**Here are a few specific suggestions for teaching handwriting:**

* Teach children consistent formation of letters using a continuous stroke if possible.
* Children should learn a highly consistent way to form a given letter every time they write it. Although some letters, such as *f* and *t*, require lifting the pencil from the paper to make a second stroke, teach letter formation using a continuous stroke (without lifting the pencil from the paper) when possible.

For example, teach children to write the letter *b* by starting at the top with a vertical stroke, then making the loop to the right without lifting the pencil, rather than having children form the vertical line and the loop in separate strokes.

* Focus initially on learning the motor pattern rather than perfect legibility or size.
* When children are learning to form a new letter, it is helpful to begin with large movements. This initial practice should emphasize learning the motor pattern with correct formation of the letter (e.g., as discussed for the letter *b* above) rather than writing the letter on paper with perfect legibility or size.
* Teach similarly formed letters together, and use an instructional sequence that takes into account both ease of formation and frequency in words.

For instance, the manuscript letters *c*, *a*, and *d* all begin with the same loop and can be taught in one group; *i* should be taught before *y* because it is simpler to form and is needed more frequently to write words.

* Separate reversible letters such as *b* and *d*.
* Children appear less likely to confuse visually similar letters if they have learned one letter of a confusable pair well prior to introduction of the other letter of the pair. In addition, it can be helpful to teach children to form confusable letters differently; for example, *b* starts at the top whereas *d* starts with the loop.
* Use written arrow cues to help children remember how to form letters.
* Especially when the teacher is working with large groups of youngsters, monitoring each child while he or she is writing may be difficult. Written arrow cues for tracing dotted letters and copying letters are important so that children do not inadvertently practice incorrect letter formation repeatedly.
* For children at beginning stages of reading and spelling, integrate handwriting instruction with instruction in letter sounds.
* In teaching cursive, explicitly teach connections between letters as well as formation of single letters.
* Unlike manuscript writing, cursive writing involves making connections between letters within a word. Once children can form individual letters, explicit teaching of letter connections is important.
* Connections involving four letters — cursive *b*, *o*, *v*, and *w* — followed by a subsequent letter (e.g., as in the words *bed*, *on*, *have*, *will*) are often especially confusing for children, because unlike most cursive connections, these do not involve going back down to the bottom line before writing the subsequent letter.
* Aim for speed as well as legibility.
* Whether children are learning manuscript or cursive, speed should not be emphasized until children can form letters legibly and from memory. With either form, however, children must eventually develop enough speed to use writing efficiently in tasks such as note-taking or test-taking.
* It also is useful to distinguish different standards for legibility depending on the purpose for writing; for example, in taking notes, "messy" handwriting is entirely acceptable as long as children can easily read their own writing.

1. **How to Assess Writing Skills?**

To understand how to assess writing skills, we have to understand what writing is in terms of English language teaching. Writing is a visual form of communication, either printed in hard-copy or in electronic form. It follows conventions that are mutually understandable by the writer and the reader, even if these conventions change over time or are used with specific meanings in smaller speech communities. It is considered a productive skill because the writer creates new language and does not interpret information.

**Genres of Written Language**

|  |
| --- |
| **Academic** **Writing**  Papers and general subject reports essays, compositions, academically focused journals short-answer test responses, technical reports (e.g., lab reports)thesis, dissertations |
| **Job-related Writing**   Messages (e.g., phone messages)Letter / emails, memos (e.g., interoffice) reports (e.g., job evaluations, project reports) advertisements, announcements, manuals |
| **Personal Writing**   Letters, emails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, reminders, financial documents (e.g., checks, tax forms, loan applications) forms, questionnaires, medical reports, immigration documents, diaries, personal journals, fiction (e.g., short stories, poetry) |

**Types of Writing Performance**

To understand how to assess writing skills, we have to understand the different types of writing performance:

**Imitative**

At this stage, form is the primary concern to assess learner’s skills in the fundamental and basic tasks of writing letters, words, punctuation, and very brief sentences.

This category also includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system

**Intensive:**

This refers to producing appropriate vocabulary within a context, collocations, idioms, and correct grammatical features up to the length of a sentence.

**Responsive:**

Assessment tasks here require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Form-focused attention is mostly at the discourse level, with a strong emphasis on context and meaning.

**Extensive:**

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product.

**1. Paraphrasing:**

To say something in one’s own words and offer some variety in expression. It’s more often a part of informal and formative assessment than of formal, summative assessment, and therefore student responses should be viewed as opportunities for teachers and students to gain positive wash back on the art of paraphrasing.

**2.  Guided Question and Answer:**

A lower-end task as a guided question-answer format may be as long as two or three paragraphs and can be scored on either an analytic or a holistic scale. Writing an outline is a variation of the task.

**3.  Paragraph Construction Tasks:**

**Topic sentence writing (subject + the controlling idea)**

**Topic development within a paragraph**

* the clarity of expression of ideas
* the logic of the sequence and connection
* the cohesiveness or unity of the paragraph
* the overall effectiveness of impact of the paragraph as a whole

**Development of main and supporting ideas across paragraphs**

* addressing the topic, main idea, or principal purpose
* organizing and developing supporting ideas
* using appropriate details to undergird supporting ideas
* showing facility and fluency in the use of language
* demonstrating syntactic variety

1. **How to Assess Speaking Skills?**

Learning how to teach and assess speaking skills is probably one of the biggest challenges compared to the other three language skills because you have to pay attention to aspects such as:

**Fluency:**  This means speaking easily, reasonably quickly and without having to stop and pause a lot.

**Pronunciation:** The act or result of producing the sounds of speech, including articulation, stress, and intonation.

**Vocabulary:** The body of words used in a particular language.

**Accuracy:** This refers to how correct learners’ use of the language system is, including their use of grammar, pronunciation and vocabulary.

**Interaction:**  This refers to the ability to interact with others during communicative tasks.

Communication: This refers to the students’ ability to transmit her/his ideas.

**Five Types of Activities to Assess Speaking Skills**

There are five types of activities to assess speaking skills:

* Intensive Speaking
* Responsive Speaking
* Interactive Speaking
* Extensive Speaking
* Imitative Speaking

1. **Intensive Speaking**

**A read aloud task:** Teacher listen to a recording and evaluate the students in a series of phonological factors and fluency.

Some variations of this task are:

* reading a scripted dialogue with someone else
* reading  sentences containing minimal pairs
* reading information from a table chart

**Sentence/ dialogue completion task:** Students read through the dialogue so he can think about proper lines to fill in. The teacher produces one part orally and the students responds

**Picture cued Tasks:** The picture-cued requires a description from the test taker

**2. Responsive Speaking**

**Question and answer:**Students respond questions that the test administrator asks

**Giving Instructions and Directions:** The test-taker is asked to give directions or instructions

Paraphrasing: The test-taker is asked to paraphrase in two or three sentences what he heard or read.

**3. Interactive Speaking**

**Interview:** It is a face-to-face exchange between test administrator and test taker. The stages of an interview are

* Warm-up
* Level Check
* Probe
* Wind-down

**Role Play:** Role play is a common pedagogical activities used in communicative English classes.

**Discussions and Conversations:** These two speaking tasks provide a level of authenticity and spontaneity that other assessment techniques may not provide

**Games:** Games are an informal assessment task but they are not commonly used.

**4. Extensive Speaking**

Oral Presentations are the most common task for evaluating extensive speaking, these are evaluated based on content and delivery.

**Picture-cued story telling:**  Students describe a story based on series of pictures that they previously saw.

**Re-telling a story and News Event:** Students are asked to tell a story of a new thing that they heard or read and they are encouraged to tell something creative.

**5. Imitative Speaking**

Imitative speaking tasks are based on repetition. You just need to repeat a sentence you hear.

Examples include directed response tasks, reading aloud, and sentence and dialogue completion, limited picture-cued tasks

**6**. **How to Assess Reading Skills?**

Reading is a mental process. There are many definitions of reading. Reading is when someone looks into a written text and starts to absorb the information from the written linguistic message.

**Genres of reading:**

* **Academic reading** (textbooks, essays, papers)
* **Job-related reading** (messages, letters, reports, financial documents)
* **Personal reading** (Newspaper, magazines, e-mails , greeting cards)

**Types of Reading**

* Perceptive Reading
* Selective Reading
* Interactive Reading
* Extensive Reading

**1. Perceptive Reading**

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other grapheme symbols.  Bottom-up processing is implied.

At the beginning level of reading a second language, the fundamental tasks include recognition of:

* alphabetic symbols
* capitalized and lowercase letters
* punctuation
* words
* grapheme-phoneme correspondences.

They are referred to as “**literacy**” tasks, implying that the learner is in the early stages of becoming ‘literate’. Items include

1) **Reading aloud**

2) **Written response**

3) **Multiple-Choice**

**2. Selective Reading**

A selective task is to ascertain one’s reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language. For example: The items such as picture-cued tasks, matching, true/false, multiple-choice, etc. Expected answers include sentences, brief paragraphs, simple charts and graphs, and brief responses as well. A combination of bottom-up and top-down processing may be both used to assess lexical and grammatical aspects of reading ability. Items include:

1) Multiple-Choice (form-focused criteria)

2) Matching Tasks

3) Editing tasks

4) Picture-cued tasks

5) Gap-filling tasks

**3. Interactive Reading**

Reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction.

The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of such tasks with occasional use of bottom-up skills. Tasks at this level, like selective tasks, have a combination of form-focused and meaning-focused objectives but with more emphasis on meaning.

Texts are a little longer, from a paragraph to as many as a page or so in case of ordinary prose. Charts, graphs, and other graphics may be somewhat complex in their format. Tasks include: cloze tasks, multiple choices for reading comprehension, short-answer questions, editing tasks, scanning, ordering tasks, non-verbal tasks for information transfer such as charts, maps, graphs, and diagrams.

**5. Extensive Reading**

Extensive reading applies to texts of more than one page up to and including professional articles, essays, technical reports, short stories, and books.

Global understanding is the goal for assessment. Top-down processing is assumed for most extensive tasks.

Skimming tasks are to get the main ideas; summarizing (a synopsis or overview of the text) and responding (personal opinion on the test as a whole). Note-taking and outlining are both used frequently for the higher-ordered learning.

But tasks like short-answers, editing, scanning, ordering, and information transfer tasks can also be used to assess extensive reading.

**7. How to assess Listening Skills?**

The assessment of Listening Skill tests the candidate’s ability to listen for basic interpersonal, instructional and academic purposes. A number of sub-skills need to be developed in the everyday classroom transaction. Given below are some of the sub-skills of listening which need to be assessed in the formative and summative assessments:

1. Listening for specific information
2. Listening for general understanding
3. Predictive listening
4. Inferential listening
5. Listening for pleasure
6. Intensive listening
7. Evaluative listening

**Role of Assessor**

An assessor is a person who is assigned the job of assessing a candidate’s performance in any of the skills that is to be assessed. For the purpose of the Summative Assessment, an assessor will be a teacher who would also be an examiner or an interlocutor who will conduct the examination and do the assessment if skills. It is extremely important to keep in mind the factors listed below as they can significantly influence the expected outcome of the Listening Test. Therefore, due care and attention must be given to each of the following:

* Size of the room
* Seating arrangements
* Acoustics of the room
* Equipment used
* Quality of the recording of the Listening Input
* Quality of the oral rendering of the Listening Input (in case it is to be read aloud by the Examiner), in terms
* Of volume, clarity, enunciation, intonation, pace etc

**Test Administration: For the Assessor (Teacher)**

1. Select the time and date of the assessment.

2. Plan the seating arrangements in advance.

3. Decide exactly as to how much time is to be reserved for instructions or any possible interaction regarding clarifications etc and for the actual test.

4. Make the announcement giving General Instructions directed to the Candidate before the recording is played/before the reading of the text.

5. Adhere strictly to the time specified for each of the three phases of the Test (Pre-listening, While Listening and Post-Listening)

The Listening test comprises of a variety of task. These tasks are graded according to the length of the task and the difficulty level. Schools may download the sample tasks and reorganize them in two parts transcripts and the marking scheme for the interlocutor or the assessor and the worksheets for the students on which students will write answers. The students are not allowed to ask questions or interrupt the Assessor at any point.

The marking key is prepared before the test is administered. It will take about a period of 30-35 minutes to conduct a listening test. At the end of the test, the answer scripts should be collected and marked. It is objectives type of marking. Hence, it is suggested that scripts may be marked on the same day.

# 8. Techniques for Teaching Grammar

Learning grammar (and teaching it) consists of two main stages: learning the meaning and form of each new structure, and putting it into practice.

**1. Board Work Presentations**

For a quick and easy presentation of new language, the board is the obvious resource to exploit. Start by building a context.

**For example:** A traveller’s suitcase covered in stickers of places. Make sure you include on your board:

**The Affirmative:** E.g. a sticker saying ‘Mexico’ elicits She has been to Mexico.

**The Negative:** E.g. She hasn’t been to China

**Question forms and Short answers:** E.g. Has she been to Malaysia? Yes, she has / No she hasn’t. Underline or use a different colour to highlight the structure: i.e. has been, contractions I’ve / she’s / etc.

**Aspects of pronunciation:** E.g. been = /bɪn/.

## 2. Using the students and the teacher

A direct context for language can often be found in the lives and experiences of the people in the room. Personal contexts immediately show how applicable the grammar is, and can also be more memorable than stories of people from outside the students’ worlds. The teacher can suggest activities where students talk about themselves, their experiences, their lives, their opinions. They also suggest the ways that the students can use stories from your own life to present grammar

## 3. Using Realia

Bringing objects into the classroom or using the objects that the teacher find in the classroom can help bring a grammar point to life and create a physical memory hook. Realia can be used to create a context for the target language. For example, the teacher suggests using things such as a bag of rice, a glass of water, a balloon and a tea bag to introduce the concept of countable and uncountable nouns. The objects that the students have brought to class provide a talking point to present and practice possessive structures.

## 4. Dialogue Building

This technique involves setting a scene and, with the students’ help, writing a dialogue on the board including the language the teacher wants to focus on. The teacher provides a framework for a dialogue between waiters and customers in a restaurant. This is a familiar situation in which the indefinite pronouns something, anything and nothing occur naturally. Students then either practice the dialogue in pairs as it is or with variations (E.g. different choices of food and drink, a different type of restaurant). A great way to push students towards memorizing the language is to gradually erase the text, word by word, until the students are repeating the dialogue from memory.

## 5. Dictation

With grammar points where the written form is already familiar to the students, but where meaning needs to be explored in more depth, a quick and effective means of introducing the language is to dictate model sentences to the class. Dictation immediately gets students working with the language and tests listening skills and spelling, as well as grammatical knowledge. It also promotes conversation management skills, such as asking to clarify and repeat: Sorry, could you say that again, please? The teacher dictates sentences containing verbs used with and without reflexive pronouns to start exploring the differences in meaning and use.

## 6. Dictogloss

In a dictogloss, the teacher has a text prepared to dictate to the class, but instead of dictating it slowly to ensure students write a faithful copy, they read it at a more natural speed two or more times. Prepare a text of no more than 100 words (fewer for lower-level students). Read it out first for content, and check comprehension. Then tell students to write down keywords, such as nouns and verbs, as you read it out again. Explain that even though they will not be able to write every word, they should keep writing as much as possible. Using their notes, students in pairs or small groups reconstruct the text in complete sentences. The idea is not to reproduce the text verbatim, but to focus in on certain aspects of the language used.

## 7. Drilling

To help students pronounce new language correctly, get them to say it repeatedly so the teacher can check for accuracy. By experiencing the movement of the mouth as they say it, students reinforce their learning in a different way from when they write it down and see it. Simple drilling can be either choral, i.e. All students repeat the structure at the same time, or individual. A suggested order is to let students practice chorally first, but to insist on individual repetition so that you can check everyone is pronouncing it correctly. There are ways to vary drilling so that it doesn’t get repetitive. Substitution drilling involves the teacher prompting students to substitute words for other words in a drilled sentence.

**Example:**   
**T:** He’s been working at the office.

**S1:** He’s been working at the office.

**T:** They

**S2:** They’ve been working at the office.

**T:** At home

**S3:** They’ve been working at home.

**T:** Watch TV

**S4:** They have been watching TV

**8. Songs**

Another popular way of encouraging students to repeat structures as well as to make them memorable is through songs. E.g. Choose songs that contain the target language multiple times and which contain a natural stress pattern for it too. E.g. If I had a million dollars, I’d buy you a fur coat. Songs can be used to present the target language through listening tasks such as gap-fills or reordering the lines or words in the lyrics. They also offer repeated exposure to the language and, if your students enjoy singing, can also offer a chance to practice pronunciation.

## 9. Feedback Stages

Feedback on activities is not just about seeing how many questions students got right; it is an opportunity to achieve several teaching objectives: to check understanding, correct persistent errors, share interesting information, revise rules and to draw conclusions. Other ways of exploiting this crucial stage at the end of activities include:

• **Reformulation:** Students use questions to find out when their partners last did certain things. E.g. When did you last go to the cinema? However, during feedback they must use affirmative sentences: Lorena last went to the cinema on Friday night.  
• **Critical Thinking:** As well as asking students what they answered, the teacher can also ask Why? The students are asked why they voted for their favourite slogans, for example.  
• **Remembering/Summarizing:** One way of carrying out feedback is to get students to work in pairs or groups to remember everybody else’s answers, effectively drilling the target language.

## 10. Error Correction

Students want and expect correction from their teacher. Choosing which mistakes to correct, when to do so and how, are complex questions. It’s important, however, to remember that students who need the most correction may not be those that make the most or biggest mistakes. Lower-level or quiet, shy students may benefit from less correction so that they are not discouraged from using English, however imperfectly. The teacher corrects students in the hope that they won’t keep making those mistakes. To encourage them to think about their errors, let them try out new language, listening out for errors of use. Then point out the errors and show them the corrections. Finally, let them do the activity again, this time with those common errors fresh in their minds.

**9. Steps for Teaching Prose?**

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 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.

**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.,

# It must be interesting.

1. It should be well graded.
2. Multiple numbers of colourful pictures are necessary.
3. The pictures should stimulate an interest in the lessons.
4. More opportunities for oral discussions before reading the text.
5. Difficult words, phrases and ideas should be clearly explained by the teacher.
6. It must have provisions for silent reading and reading aloud.

**Aims of Teaching Prose:**

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.

**General Aims of Teaching Prose:**

To enable the students

1. To understand the passage and grasp its meaning.
2. To read with correct pronunciation, stress, intonation, pause and articulation of voice.
3. To enable students to understand the passage by silent reading.
4. To enrich their active and passive vocabulary.
5. To express the ideas of the passage orally and in writing.
6. To enjoy reading and writing.
7. To develop their imagination.
8. To prepare the students for world citizenship.

**Specific Aims:**

The specific aims of prose change according to the subject matter like biography, play, story and essay.

**Specific Aims of a Story:**

1. The learners learn a few facts through the story.
2. To teach morals.
3. To mould one’s character.
4. Exposure to the style of story writing.

**Specific Aims of an Essay:**

1. The learners learn a few facts through the essay.
2. To make students curious about the subject of essay.
3. Exposure to the style of essay-writing.
4. To arrange ideas in an organized manner.

**Specific Aims of a Biography:**

1. The learners are exposed to the lives of great men.
2. To mould one’s character.
3. Aspiration for better things in life.
4. To inculcate in them desirable sentiments.

**Specific Aims of a Play:**

1. To provide opportunities for self-expression.
2. To play different roles.
3. To speak English in the conversational style.
4. To mould one’s character.

**Different Steps Involved In Teaching Prose:**

A prose lesson is not for memorization of questions and answers but for learning a language. The prose lesson contains structure, vocabulary, grammar, views and ideas for comprehension. The students read prose with comprehension and write sentences about the lesson using the correct structures and content words.

**The steps for teaching of prose may be summed up as follows:**

1.   Introducing the Prose Lesson

2.   Teaching Structures

3.   Dividing the Text into Smaller Units

4.   Teaching Vocabulary

5.   Model Reading by the Teacher

6.   Silent Reading by the Students

7.   Testing Comprehension

8.   Testing Application

9.   Loud Reading by the Students

10. Giving Assignment

**1. Introducing the Prose Lesson**

Introduction of a lesson is to fulfill two purposes.

They are;

a) To recollect the past knowledge.

b) To win student’s attention to the new subject.

Teachers should try to motivate the students to study the new lesson. The various efforts made by the teacher to create interest or to attract the attention of the students is known as preparation of the lesson. The teacher introduces the lesson by asking appropriate questions. He uses models or pictures. The questions arouse the interest for the new lesson. The teacher tests the previous knowledge of the students and links it to the subject.

**2. Teaching Structures:**

A new structural item is presented by the teacher to enable the students to identify the new structures. In introducing structures, substitution table is of great help. It highlights the elements of the pattern and their order and nature.

Secondly, the teacher presents the structure in readily understandable situations. It helps the students to cleat its meaning and use. This helps them not only to understand the meaning of the new item but also its use in different contexts. Opportunities are provided to the students to use the structures themselves.

**3. Dividing the Text into Smaller Units:**

Reading long passages of a text may be tiresome for the teacher. So, the text will have to be split up into smaller, more manageable units or sections. This will facilitate the teacher to present the lesson interestingly and efficiently.

**4. Teaching Vocabulary:**

The teacher uses an object, a model or a picture to give clear ideas about new words and their meaning.

The meaning may be explained through ‘real situation’.

The purposes of expositions are:

* 1. To clear the meaning of difficult words, phrases & idioms.
  2. ii.    To make the comprehension of the passage easy.

iii.    To promote intensive reading.

**5. Model Reading by the Teacher:**

The teacher reads the selected passage aloud. He should be careful about pronunciation, words, phrases & intonation in his reading before the students. His reading is observed by the learners and imitated. This model reading by the teachers helps the students for aural comprehension. The teacher gives instructions regarding postures and attention. The teacher should not be completely absorbed in his reading.

**6. Silent Reading by the Students:**

The teacher gives time for the students to read the passage silently. Silent reading is helpful for rapid reading, learning of new words and a quick understanding of meaning. A short time of five to ten minutes for silent reading is followed in every session.

**7. Testing Comprehension:**

To check the students’ comprehension ability, the teacher asks questions to the students. The questions are from the taught passage. The question should be direct, short and objective based.

**8. Testing Application:**

The aim of application test is to evaluate the achievement of the learners. The questions may be of oral or written type. After teaching of structure or vocabulary, the teacher normally asks the students to do the exercises given at the end of the lesson.

**9. Loud reading by the Students:**

The teacher asks the students to read the taught units loudly in the class one by one. To develop clear pronunciation this loud reading is very much helpful. It improves the tone, rhythm and fluency.  Each student is asked to read a short passage. At the end of reading, the errors of pronunciations are corrected. Students should be asked to keep the books 30 cm away from the eyes. They hold their books on the left hand and the right hand is free. The teacher needs to exercise more care at the time of students’ reading.

**10. Giving Assignment:**

Assignments to the students are given by the teacher for the following purposes.

a)        To remember the meaning and spelling of new words.

b)        To use the words in sentences.

c)        To write the gist of the passage.

d)        To answer the questions.

e)        To do the exercises based on the taught units.

**Examples for Task:**

1. Read the sentences fast. [Drawing a picture of a girl]
2. Read the passage and answer the question [Comprehension exercise]

**10. How to teach Poetry?**

The aim of teaching poetry is to enable the learner to understand and appreciate it as a piece of art as he appreciates a good picture or good statue.

**Techniques in Teaching Poetry**

* The teacher has to provide a model recitation because it helps in attracting the students are forward the poem.
* Detailed explanation of lines or ideas should be avoided.
* The verbal peculiarities of the language should not be discussed. In the poems, the words like hath, thou, thee etc., and the spelling of some words are written difficulty. They should not be taken up too seriously as far as the study of poem is concerned.
* Paraphrase of the poem should be avoided. It should not be put in the form of prose.
* The teachers should try to bring enthusiasm and zeal into the teaching of the poem.
* As far as possible, the poem should be taught as a whole.

**Steps for Teaching Poetry**

**Introduction**

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

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.

**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.

**Pronunciation Drill**

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

### Pre-teach Difficult Vocabulary

As with any receptive skills lesson, the teacher will need to consider which words will prevent the students from understanding the text. If there is too much new vocabulary in it, they may not engage fully.

**Be Prepared**

Prepare some questions about specific lines in the poem for your students to discuss with a partner. A few students not need much support, but they are the exception to the rule in my experience.

As an example, here are some questions I have used to guide my upper-intermediate students in their interpretation of The Road Not Taken by Robert Frost:

1. Are the roads similar or different?
2. When the author says he is ‘sorry he could not travel both’, what do you think he means?
3. Could the author see where the road ended?
4. How did the author choose which road to take? Do you think he was impulsive or did he consider it carefully?
5. Does the author think he will return and take the other road sometime?

### Have a Language Focus

Be sure to teach some new vocabulary or grammar from the text. Students will immediately see the value of using poetry in class if there are language outcomes apart from simply practicing reading skills or having a discussion.