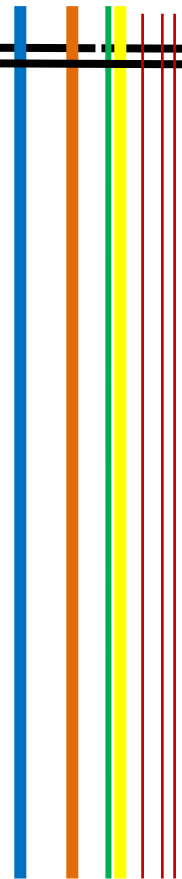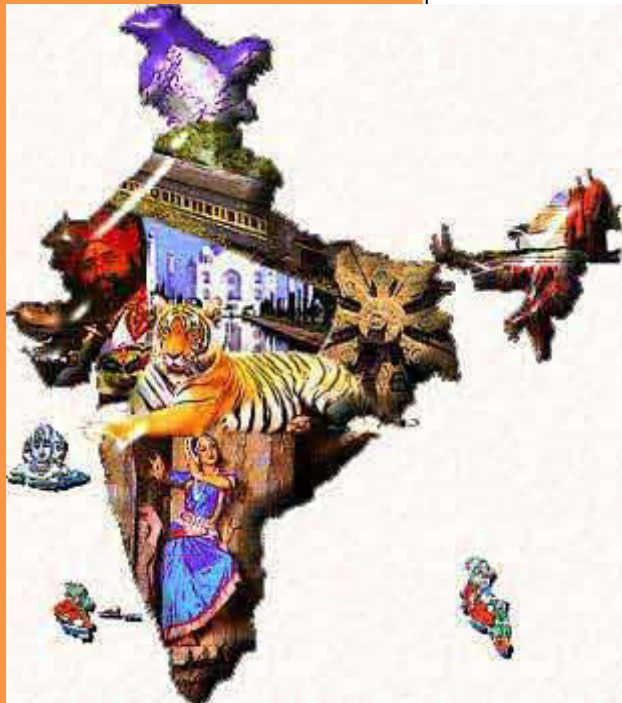# AMK
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METHODOLOGY OF TEACHING ENGLISH

WHAT IS LANGUAGE?

Language, like most other aspects of complex human behavior, is difficult to define. For one thing, it is not synonymous with communication. There are many ways to communicate without language, although they are often less precise than language. Raising an eyebrow to someone may signal a message, but the message may be vague, unnoticed, or meaningless. And if the eyebrow twitched unintentionally, should a message be read? And how ? But language provides us with a set of symbols that can be referenced and defined, and it gives us a structure, or grammar, for organizing the symbols. Thus the use of language is more intentional, more purposeful, more goal - directed than communication without language. But how do human acquire symbols,grammar, and meaning? Let's start by considering the typical order of language development.

Language Development: When the child is learning to walk he puts a lot of effort into it, seemingly ignoring verbal communication. But improvement seems to come rapidly in language once walking has become a well-mastered habit.

The Sequence of Language Development: The emergence of language is surprisingly orderly. Although there is considerable variation in the rate at which children learn speech habits, the sequence is relatively sturdy the table below summarizes the major steps in the acquisition of language.
From birth until about six months of age, an infant produces sounds such as grunts and cries that are genetically organized; these sounds appear to represent states of need, and the child has little or no choice about making them. He or she merely responds to the internal and external environment. At around six months, psychologists believe, children enter the babbling stage. Now many of child's sounds more nearly resemble parts of adults' words the child has discarded many sounds not heard in the environment. When a child is about a year old, eager parents detect-often prematurely. Single words that seem to approximate adults' words. Soon some of these utterances are heard more frequently and regularly. When frequency and regularity increase, we can be fairly sure that the child is beginning to

attach some meaning to the symbols, as with the word Mamma.

The Sequence of Emerging Language Behaviors

Birth to 6 month	**The infant period -** The child produces such sounds as grunts as grunts, cries, gasps, shrieks, chuckling and cooing (at 4 month)
6 month to 6 months	**The babbling Period** - The child produces units of utterances called babbling that differ from one situation to another. These units begin to be acoustically similar to adult utterances because the child slough off the irrelevant phonemes rather than acquiring new phonemes.
9 months	**The jargon Perios -** Stresses and intonation patterns in strings of utterance units clearly correspond to those of the adult. some imitation of general language- like patterns can be identifed. specific morphermes cannot be distinguished easily by the listener.
9 months to 1 years	**The quiet period-** The decrease in vocalization during this periiod of development is interesting. Language habits continue to development between the previous stage and next state, a transition occurs from the usse of jargon to use of words at the adult knows them.
1 years to 2 years	**The holophastic stage-** The child single words to indicate whole phrases. He can use base structure but transformational rules to produce the surface structure have not been acquired. The single words is the start of the child's vocabulary. Pre conventional "words" are considered words by the parent because a given sound pattern is used consistently in similar situations (for example using"muk" for milk). Thes cocalization sound like words and may be considered words by the pridful parents.The child understands much of what he is told. He demonstrates his comprehension by responding in a way that is meaningful to the asult - he may obey a command or point to an object. At the end of this period the child produces from 20 words(at bout 18 months) to 200 words words (at about 21 months)
2 years	**The spurt in word development –** Many conventional words appear in the child's vocabulary, which increases from 300 to 400 words at 24 to 27 months to 1000 words at 36 months. He produces two – and three-word utterances, phrases, and sentences in which the pivot-open structure is well established. A given word can be used with a number of intonations: specifically, declarative ("doll,") emphatics ("doll!"), and interrogative ("doll?").
3 years	**The sentence period –** At 36 to 39 months, the child can use 1000 words; he uses sentences containing grammatical features that anticipate the adult's use of language rules. He uses functionally complete sentences – that is, sentences that

	clearly designate an idea as in the sentences, "This one riding horse." – that are grammatically incomplete.
3 to 5 years	**The child uses sentences of all types:** non-understandable sentences, functionally complete but grammatically incomplete sentences, simple sentences, simple sentences with phrases, compound sentences, complex sentences, and compound-complex sentences.
5 years to maturity	The individual's language system shows more frequent use of sentences with complex structure, increase in the variety of types of sentences, and increases in the length of sentences.

THE CENTRAL ROLE OF LANGUAGE IN HUMAN SOCIETY

The use of language as the primary means of communication is one of the defining characteristics of the human species. Many animal species also use signs of various types to communicate or convey information .

But these sign systems are very simple and inflexible. They are very far removed from the **complexity** and **versatility** and **creativity** that goes with human or natural languages. The primary position of language (especially speech) in the life of mankind is highlighted by the expression 'talking animal' that is sometimes used to describe humans.

This central role of communication through natural language in human social life is made possible by the fact that all human individuals are able to handle or operate the language (or languages) of their societies.

This is so obvious that we simply take it for granted. But it is useful to note that there is an important principle here. Nearly everyone in any society is a competent and effective language user. This applies to all normal human beings. Only that tiny proportion of the population of any country with major physiological handicaps (brain damage, mental retardation. deafness and dumbness) remain unable to use language.

The learning of the mother tongue or first language (L1) is a slow and long drawn-out process. It is difficult to say when a person has fully mastered his/her L1 and so has finished learning it. Further many people learn more than one language. This is especially true of multilingual societies like ours; and with modern communication breaking down national/linguistic boundaries, learning foreign languages is also becoming increasingly common.

These additional languages are learned slowly (even if there is a crash course) and like the L1, complete mastery is never attained. Thus it is possible to say that for practical purposes, everyone is a language learner

LANGUAGE & THOUGHT

Theories of Language Acquisition

The nature vs. nurture debate extends to the topic of language acquisition. Today, most researchers acknowledge that both nature and nurture play a role in language acquisition. However, some researchers emphasize the influences of learning on language acquisition, while others emphasize the biological influences.

Receptive Language before Expressive Language

Children's ability to understand language develops faster than their ability to speak it. Receptive language is the ability to understand language, and expressive language is the ability to use language to communicate. If a mother tells her fifteen-month-old child to put the toy back in the toy chest, he may follow her instructions even though he can't repeat them himself.

Environmental Influences on Language Acquisition

A major proponent of the idea that language depends largely on environment was the behaviorist **B. F. Skinner** (see pages 145 and 276 for more information on Skinner). He believed that language is acquired through principles of conditioning, including association, imitation, and reinforcement.

According to this view, children learn words by associating sounds with objects, actions, and events. They also learn words and syntax by imitating others. Adults enable children to learn words and syntax by reinforcing correct speech.

Critics of this idea argue that a behaviorist explanation is inadequate. They maintain several arguments:

- Learning cannot account for the rapid rate at which children acquire language.
- There can be an infinite number of sentences in a language. All these sentences cannot be learned by imitation.
- Children make errors, such as overregularizing verbs. For example, a child may say *Billy hitted me*, incorrectly adding the usual past tense suffix *-ed* to *hit*. Errors like these can't result from imitation, since adults generally use correct verb forms.
- Children acquire language skills even though adults do not consistently correct their syntax.

Neural Networks

Some cognitive neuroscientists have created neural networks, or computer models, that can acquire some aspects of language. These neural networks are not preprogrammed with any rules. Instead, they are exposed to many examples of a language. Using these examples, the neural networks have been able to learn the language's statistical structure and accurately make the past tense forms of verbs. The developers of these networks speculate that children may acquire language in a similar way, through exposure to multiple examples.

BIOLOGICAL INFLUENCES ON LANGUAGE ACQUISITION

The main proponent of the view that biological influences bring about language development is the well-known linguist **Noam Chomsky**. Chomsky argues that human brains have a language acquisition device (LAD), an innate mechanism or process that allows children to develop language skills. According to this view, all children are born with a universal grammar, which makes them receptive to the common features of all languages. Because of this hard-wired background in grammar, children easily pick up a language when they are exposed to its particular grammar.

Evidence for an innate human capacity to acquire language skills comes from the following observations:

- The stages of language development occur at about the same ages in most children, even though different children experience very different environments.
- Children's language development follows a similar pattern across cultures.
- Children generally acquire language skills quickly and effortlessly.
- Deaf children who have not been exposed to a language may make up their own language. These new languages resemble each other in sentence structure, even when they are created in different cultures.

CHARACTERISTICS & FUNCTIONS OF LANGUAGE DEVELOPMENT

It is assumed that every living being has its language. But all of them cannot communicate like human beings. The language of human beings has certain characteristics which give a definite meaning to their communication. We can talk about the past, the present and the future with the help of language.

Language development and its usage both verbal and non-verbal is universal and central to human existence. Language functions as a means of communication, as a means of reflecting on and reorganizing experience, and as a way to receive and transform the accumulated knowledge and values of the community.

According to Chomsky (1968). "language development is the result of the progressive gain of maturity - the unfolding of the child's genetic capability for language."

NATURE AND CHARACTERISTICS OF LANGUAGE DEVELOPMENT

The following are the characteristics of language development :

- **Semanticity** : The quality of language in which words are used as symbols for objects, events or ideas.
- **Syntax** : The rules in a language for placing words in proper order to form meaningful sentences.
- **Productivity** : The capacity to combine words into original sentences.

- **Displacement** : The quality of language that makes one communicate information about objects and events in another time and place. Language makes possible the efficient transmission of large amounts of complex knowledge from one person to another, and from one generation to another. Displacement permits parents to warn children of their own mistakes. Displacement allows children to tell their parents what the) did in school.

FUNCTIONS OF LANGUAGE

Language performs a number of functions based on the purpose of its use. Language with a functional purpose is illustrated by **Michael Halliday** as follows :

1. **Instrumental** : Language performs'an instrumental function the way an individual satisfies the need by asking for something (May I drink some water?).
2. **Regulatory** : It performs a regulatory function controlling another's behaviour (e.g. Teacher asks the student, "Stay quiet, please").
3. **Interactional** : It performs an interactional function-used for maintaining interpersonal (eg. wishing a friend a happy birthday).
4. **Personal** : Language performs a personal function - where one talks about oneself (e.g. I am feeling very elated today).
5. **Heuristic** : It performs a heuristic function to find out about the world in general eg. Is there a drug to cure AIDS?)
6. **Imaginative** : It performs an imaginative function where one talks about one's imagination (e.g. write an essay on the topic "you are on the clouds").
7. **Informational** : It also performs an informational function - to seek and give varied types of information (e.g. What is the current rate of population growth in our country. ?)

Problems of Language Development

Children develop language skills through socialisation. School is a socialising agency where children learn their language. But all children are not in equal their language ability.

Some children face problems in this regard. The main problems of language development faced by children are presented as follows :

- Lack of initial listening and speaking opportunities.
- Inability to express through the spoken or written medium.
- Blocks due to genetic impairment of emotional problems of an impoverished environment.
- Ambiguities in comprehension such as phonological, lexical **or** deep structural ambiguities, etc.
- Inadequate cognition of word meanings.
- Poor concept development.
- Over emphasis on writing prematurely.

Implications for Teachers

The effective teacher should be aware of the problems faced by students in the classroom. He should create a homely environment in his class where students feel free to express and share their feelings, opinions and viewpoints with their teacher. Such an environment will facilitate the acquisition of language competency.

- Language is learned and developed in a social context for functional purposes.
- For older children, one should provide ample scope to develop listening, speaking, reading and writing skills.
- One should create settings where language may be used for various purposes.
- One should be cognisant of multilingual interferences, identify them and provide remedies.
- One should encourage students creative efforts.
- One should de-emphasise excessive writing or rote repetition, provide a relaxed environment for free expression of ideas, thoughts and feelings, provide structural and semi-structural setting to express verbal and non-verbal ideas, organise debates, class discussions and displays, etc.
- One should help students develop early reading habits and enable them to do book reviews.

Evaluation:

Evaluation, particularly educational evaluation, is a series of activities that are designed to measure the effectiveness of the teaching-learning system as a whole. We' are already familiar with the fact that the teaching-learning process involves interaction of three major elements i.e., Objectives, learning experiences and learner appraisal. Evaluation takes care of all the interactive aspects of three major elements i.e.., the whole teaching-learning system.

"Evaluation is the collection, analysis and interpretation of information about any aspect of a programme of education, as part of a recognized process of judging its effectiveness, its efficiency and any other outcomes it may have."

<u>The above Definition offers the following</u>

Evaluation is not just another word for assessment. The quality of our learner's learning may well be one of the outcomes we need to evaluate. But many other factors may be equally worth looking at.

Assessment:

By assessment, we mean the processes and instruments that are designed to measure the learner's achievement, when learner are engaged in an instructional programme of one sort or another. It is concerned with ascertaining the extent to which the objectives of the programme have been met. The term assessment/is often used interchangeably with the terms evaluation and measurement. However, assessment has a narrower

meaning than evaluation but a broader meaning than measurement. In its derivation, the word assess means "to sit beside" or "to assist the judge". It, therefore, seems appropriate in evaluation studies to limit the term assessment to the process of gathering the data and fashioning them into an interpretable form; judgement can then be made on the basis of this assessment.

Assessment as we define it, precedes the final decision-making stage in evaluation e.g., the decision to continue, modify, or terminate an educational programme.

Measurement:

It is mainly concerned with collection or gathering of data e.g., students scores in an examination. It is an act or process of measuring physical properties of objects such as length and mass. Similarly, in behavioural sciences, it is concerned with measurement of psychological characteristics such as neuroticism, and attitudes towards various phenomena.

Evaluation involves assessment and measurement it is a and more inclusive term than assessment and measurement.

Hence evaluation process is quite comprehensive and it is very much desired for effective teaching and learning.

TYPES OF EVALUATION

Formative Evaluation

The goal of formative Evaluation is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative Evaluations:

- help students identify their strengths and weaknesses and target areas that need work
- help faculty recognize where students are struggling and address problems immediately

Formative Evaluations are generally low stakes, which means that they have low or no point value. Examples of formative Evaluations include asking students to:

- draw a concept map in class to represent their understanding of a topic
- submit one or two sentences identifying the main point of a lecture
- turn in a research proposal for early feedback

Summative Evaluation

The goal of summative Evaluationt is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.

Summative Evaluations are often high stakes, which means that they have a high point value. Examples of summative Evaluations include:

- a midterm exam

- a final project
- a paper
- a senior recita

Continuous and Comprehensive Evaluation

Continuous and comprehensive evaluation is an education system newly introduced by Central Board of Secondary Education in India, for students of sixth to tenth grades. The main aim of CCE is to evaluate every aspect of the child during their presence at the school. This is believed to help reduce the pressure on the child during/before examinations as the student will have to sit for multiple tests throughout the year, of which no test or the syllabus covered will be repeated at the end of the year, whatsoever. The CCE method is claimed to bring enormous changes from the traditional chalk and talk method of teaching, provided it is implemented accurately

BASIC FEATURES OR CHARACTERISTICS OF A GOOD EVALUATION PROCESS

●**Validity**: A valid evaluation is one which actually tests what is sets out to test i.e., one which actually measures that behaviour described by the objective(s), under scrutiny. Obviously, no one would deliberately. Construct an evaluation item to test irrelevant material but very often non-valid test items are in fact used e.g., questions that are intended to test recall of factual material but which actually test the candidate's powers of reasoning, or questions which assume a level of pre-knowledge that the candidates do not necessarily possess.

●**Reliability**: The reliability is a measure of the consistency with which the question, test or examination produces the same result under different but comparable conditions. A reliable evaluation item gives reproduciable scores with similar populations of students. It is therefore, independent of the characteristics of individual evaluations. In order to maintain reliability, one evaluative question should test only one thing at a time and give the candidates no other option. The evaluation should also adequately reflect the objectives of the teaching unit.

●**Practicability**: Evaluation procedure should be realistic, practical and efficient in terms of their cost, time taken and case of application. It may be an ideal procedure of evaluation but may not be put into practice,

●**Fairness**: Evaluation must be fair to all students. This can be possible by accurate reflecting of range of expected behaviours as desired by the course objectives. To keep fairness in evaluation, it is also desired that students should know exactly how they are to be evaluated. This means that students should be provided information about evaluation such as nature of the materials on which they are to be examined (i.e., Context and Objectives), the form and structure of the examination, length of the examination and the value (in terms of marks) of each component of the course.

●**Usefulness**: Evaluation should also be useful for students. Feedback from evaluation must be made available to the students and weakness. By knowing their strength and weakness, Students can think of further improvement. Evaluation should suggest all the needful requirements for their improvement.

●**Interpretation of Results:** Another factor which must be considered in the choice of a test is the ease of interpretation of test results. A test score is not meaningful unless the teacher or counselor is able to decide what significance or importance should be attached to it and to make some judgment concerning its relationship to other kind of information about the student. Nearly all test publishers produce manuals designed to aid the teacher in interpreting test results.

But these manuals very greatly on quality and in the thoroughness with which they do this importance job. From the point of view of the teacher, principal, or counselor, the quality of the test manual should be just as important a factor in the choice of a test as the quality of the test itself

CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)
This content refers to a system of school – based evaluation of student that covers all aspect of students development. As the nomenclature also suggests, this new pattern in evaluation is not one, two, three times a year but continuous one. It is a developmental process of assessment which emphasizes on two fold objectives and these objectives are continuity in evaluation and assessment of abroad based learning and behaviourial outcomes on the other.

It is a total teaching-learning process and spread over the entire span of academic session. It means regularity of assessment, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, refreshing and feed back to evidence to teacher and students for their self evaluation.

Second term comprehensive that the scheme attempt to cover both the scholastic and the co-scholastic aspects of students growth and development, CCE therefore a paradigm shift in evaluation, shifting the focus from testing to holistic learning. It aims to create good citizens possessing sound health, appropriate skills and desirable qualities besides academic excellence.

Aims of CCE

●To help develop cognitive, phychomotor and affective skills
.
●To lay emphasis on thought process an de-emphasize memorization.

●To make evaluation an intergral part of teacher learning process.

●To use evaluation for improvement of students achievement and teaching-learning strategies on the basis of regular diagnosis followed by remedial instruction.

●To use evaluation as a quality control device to maintain desired standard of performance.

●To determine social utility, desirability or effectiveness of a programme and take appropriate decisions about the learning, the process of learning and learning environment.

●To make the process of teaching and learning a learner-centred acitivity.

Important Functions of Continuous and Comprehensive Evaluation

Important functions of continuous and comprehensive evaluation are as follows –

●Continuous evaluation helps in regular assessment to the extent and degree of students progress (ability and achievement with reference to specific scholastic and non-scholastic areas).

●Continuous evaluation serves to diagnose weakness and permit the teacher to ascertain an individual pupil's strengths and weakness and his needs. It provides immediate feedback to the teacher, who can then decide whether a particular unit or concept needs re-teaching into the whole class or whether a few individuals are in need of remedial instruction.

●It helps the teacher to organize effective teaching strategies,

●Mainly times, because of some personal reasons, family problems or adjustment problems, the children start neglecting their studies, resulting in a sudden fall in their achievement.
If the teacher, child and parents do not come to know about this sudden fall in the achievement and the neglect of studies by the child continues for a longer period then it will result in poor achievement and a permanent deficiency in learning for the child.
The continuous evaluation helps in bringing awareness of the achievement to the child, teachers and parents from time-to-time. They can look into the probable cause of the fall in achievement, if any, and may take remedial measures in time, to help the child overcome it at their own level.

●By Continuous evaluation, children can know their strength and weakness. It provides the child a realistic self-picture of how he and she studies. It can motivate children to develop good study habits, to correct errors, and to direct their activities towards the achievement of desired goals. It helps an individual to determine the areas of instruction in which more emphasis is required.

●Continuous and comprehensive evaluation ascertains areas of aptitude and interest. It helps in identifying changes in attitude, character and value pattern.

●It helps in making decisions for the future, regarding choice of subjects, courses and careers.

●It provides information/report on the progress of students in scholastic and non-scholastic areas and thus help in predicting the future successes of the learner.

Formative Evaluation

The goal of formative Evaluation is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative Evaluations:

- help students identify their strengths and weaknesses and target areas that need work
- help faculty recognize where students are struggling and address problems immediately

Formative Evaluations are generally low stakes, which means that they have low or no point value. Examples of formative Evaluations include asking students to:

- draw a concept map in class to represent their understanding of a topic
- submit one or two sentences identifying the main point of a lecture
- turn in a research proposal for early feedback

This process is used to measure and monitor the learning of students during the period of instruction.

Objective: Its main objective is to provide continuous feedback to both teacher and student concerning learning success and failures while instruction is in process. Feedback to students provides reinforcement of successful learning and identifies the specific learning errors that need correction.

Feedback to teacher provides information for modifying instruction and for prescribing group and individual remedial work. Formative evolution depends on tests, quizzes, homework, classwork, oral questions prepared for each segment of instruction. These are usually mastery tests that provide direct measures of all the intended learning outcomes of the segment.

Methodology The tests used for formative evaluation are mostly teacher-made. Observational techniques are also useful in monitoring student progress and identifying learning errors. Since formative evaluation is used for assessing student learning progress during instruction, the results are not used for assigning course grades.

Summative Evaluation

It is used to find out the extent to which the instructional objectives have been achieved particularly at the end of a terminal period. The goal of summative Evaluationt is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.

Summative Evaluations are often high stakes, which means that they have a high point value. Examples of summative Evaluations include:

- a midterm exam
- a final project
- a paper
- a senior recita

Objective/Purpose: It is used primarily for assigning course grades or for certifying student mastery of the intended learning outcomes at the end of a particular course programme. Although the main purpose of summative evaluation is assigning grades, It also provides information judgment the appropriatentness of the course objectives and the effectiveness of instruction.

Methodology/Technique: The techniques used for summative evaluation are determined by the instructional objectives. For this evaluation, there are external examination as well as teacher-made tests, ratings etc.

Difference between Summative and Formative Evaluation

●Summative evaluation refers to the assessment of worth whileness of the instructional programme which has already been completed, while formative evaluation refers to the assessment or worth of the instructional programme which is still going on and can still be modified.

●A formative evaluator is a partisan of the instructional sequence and does everything to make teaching-learning better. A summative evaluator is an uncommitted non-partisan person who is to pass judgment on an instructional endeavour.

●A summative evaluator gathers information and judges the merit of overall instructional sequence to adapt that sequence. The audience of summative evaluation is the consumer of the instructional programme in contrast to the formative evaluator whose audience is the designer and the developer of the programme.

●Summative evaluation, judgmental in nature. Its purpose is to appraise the teaching-learning process and to distinguish it from-formative evaluation. It is an end of the course activity concerned with assessment of the larger instructional objectives of a course or a substantial chunk of the course.

●Formative evaluation is developmental, not judgmental in nature. Its purpose is to improve students learning and instruction. Therefore, its major function is feedback to the teacher and student to locate strengths and weaknesses in the teaching-learning process in order to improve it.

●Summative evaluation is thus a judgmental activity focused on certification of students achievement But formative evaluation is a means of determining what the pupils have mastered and what is still to be mastered, thereby indicating the basis for improvement of students learning.

EVALUATION IN LISTENING SKILL

Picture Comprehension-
The teacher shows the class a large picture depicting some scenes of which are statements about it. Some of which are correct and some are incorrect. They give answer according to the subject-matter what they listen before.

Evaluation of Speaking Skill
Oral Tests
Oral tests must form an essential part of evaluation of spoken English skill of the students. In the beginning, tests should be mostly oral, written tests can be introduced only at a stage. Oral test must not be ignored at least in the measurement and evaluation of spoken English skill.
Oral tests are the best means of improving the pronunciation of the students and measuring their oral expression. They not only keep the students alert and attentive but also stimulate their mental activity.
Short questions should be put on familiar objects and topics taught in the class during the session and the students should be asked to give their answer orally.

Oral test should test the following objectives of the students-
- Listening Comprehension
- Expression skill

Listen comprehension- Should be tested with the help of picture comprehension.
Expression Skill- should be tested by answering questions on the basis of picture theme.
Evaluation of Reading Skill
A student's achievement in reading can be evaluated from his responses to new material. Familiar material may elicit only memorized responses.
So, tests of reading should have three unseen passages, each of a different kind of writing i.e. dialogue, conversation, narration and description.
This is to ensure that the student has developed the ability to read and comprehend different kind of prose.

Reading comprehension should be separated from expression. Many students are unable to express themselves, though they comprehend.

Evaluation of Vocabulary-

- Meaning of words and phrases
- Use of words and phrases in sentences
- Word-building
- Spelling and punctuation

Evaluation of Description

- Story comprehension
- Body Motion Test- The teacher asks a student to perform certain physical action.
- Writing answers to a story.

Testing Expression Ability-

1. **Producing Different Sounds-** The teacher writes down pairs of words similar in sound.
2. **Describing a picture-** The teacher shows a picture and asks the students to say two or three lines about it.
3. **Conversation-** Group discussion should be performed in class under the direction of teacher.
4. **Reading aloud-** Through reading, stress and intention should be checked by teacher.
5. **Describing Actions-** is also a way of testing expression ability.

Evaluation of Writing Skill

Free composition is not a satisfactory device to test pupil's a satisfactory device to test pupil's
achievement in writing in English. So, questions may be set on same functional topics.
The questions for testing the pupil's achievement in writing should be definite, real and purposeful.

DIAGNOSTIC TESTING AND REMEDIAL TEACHING

Your main role as a teacher is to promote quality learning among the students. This is possible only when you act as a guide and the students actively participate in the process of learning. During the teaching-learning process, you have to locate and identify the areas where the learner commits mistakes. It is the crucial stage of the teaching-learning process where you have to DIAGNOSE and prepare instructional material for REMEDIAL TEACHING to ensure the desired quality of learning.

At this stage the role of a teacher is just like a doctor's. The doctor takes all the steps necessary to diagnose the disease by performing different tests and then prescribes medicines for the particular disease. In the case of education the process of Diagnostic Testing is the STEP and REMEDIAL TEACHING is the PRESCRIPTION. Hence diagnostic testing and remedial

teaching are very essential for ensuring effective learning and in improving the quality of education. In this article an attempt is being made to discuss the orgnization of Diagnosic Tests in teaching learning process and undertaking appropriate remedial measures.

After going through this article , you should be able to:
- Understand the meaning and importance of Diagnostic Testing;
- Understand the nature and purpose of Diagnostic Testing;
- Follow the steps and stages of Diagnostic Testing in the classroom teaching learning process.
- Conduct Remedial Teaching in Classroom Situations.

In general, after completing a particular unit/topic you conduct a test to assess the achievements of learners. After evaluation you draw some conclusions and you find that some of the students have fared very well and a particular group of students have achieved below your expectations. Now you will have to find out the causes for this low achievement or slow learning. There would be certain reasons for this low achievement. Now it is very essential to find out the particular area where the difficulty lies or the particular concept where the learner commits errors. To locate and identify the areas of learning difficulties leads to Diagnostic Testing.

After identifying the areas where the error lies, you have to find out the reasons due to which the particular child/group of students have not responded well. At this stage you have to play the role of a doctor. If a patient visits the doctor's clinic he suggests different tests relevant to the symptoms observed by him. After getting reports he is in a position to identify and diagnose the disease and then prescribe the medicine for it.

Likewise, as a teacher, you have to first identify and locate the area where the error lies. The process adopted for this purpose in educational situations is known as Diagnostic Testing. We may say that Diagnostic Testing implies a detailed study of learning difficulties.

In diagnostic testing the following points must be kept in mind:
i) Who are the pupils who need help?
ii) Where are the errors located ?
iii) Why did the error occur ?

While performing a Diagnostic Test you have the specific aim to analyze the exact nature of the progress made by the learner in a particular topic/unit and to know the particular area of weakness/error which requires a series of carefully graded tests. The main aim of Diagnostic Testing is to analyze not to assess.

If we consider arithmetical attainments from both a qualitative and quantitative standpoints, we can distinguish four main points (i) accuracy (ii) speed of writing (iii) methods of work and (iv) extent of the arithmetic process mastered.

It is obvious that you will try to find the feedback through the medium of class work or through weekly or monthly tests which indicate pupils' ability in each of the four aforesaid directions. But it is not enough for teaching purposes particularly with those pupils/learners who are slow learners. With this group of learners you are required to have a more analytical estimate of their achievements.

The essential steps in educational diagnosis are:

i) Identifying the students who are having trouble or need help.
ii) Locating the errors or learning difficulties.
iii) Discovering the causal factors of slow learning.

i) Identifying the students who are having trouble or need help

First, one must know the learners who require help. For this you can administer a general achievement test based on the topics already taught. After evaluation you will be in a position to make lists of students who are below average, average or above average. Next, one has to locate the area where the error occurs in order to have a deeper insight into the pupils' difficulties.

ii) Locating the errors or learning difficulties

After identifying the students who need help and visualising the necessity of additional instructional material to improve the quality of learning, your main role is to find out the area where the learner commits mistakes or which is the area where learning difficulties lie.

In some cases of learning difficulties, the causal factors are relatively simple. A student may be inattentive during teaching-learning or may be committing errors due to insufficient practice or irregular attendance.

iii) Discovering the causal factors of slow learning.

Sometimes the cause is ill-health or faulty work habits etc. It has also been observed sometimes that the basic cause of low achievement is a feeling of helplessness or the complexity of the subject-matter which perhaps is much above the level of their comprehension.

REMEDIAL TEACHING

While diagnosis is the process of investigating the learners' difficulties and the reasons for this, its follow up leads to actions that may help children make up their deficiencies. This step is generally termed **Remedial Teaching**. So you have to be skilled in preparing or arranging for such materials which may be used to undertake corrective instruction and thus enhancing the quality of learning.

The following points should be kept in mind while selecting appropriate instructional material:

- The corrective material should be designed to correct the students' individual difficulties.
- You have to analyze the work of slow learners by means of observation, interview and Diagnostic Testing. A careful consideration of the three may help decide what kind of corrective material is to be designed and whether material will be adequate to correct the specific difficulties of learners.
- The corrective material should be graded, self-directive and should permit students to work independently. Written directions, which accompany the material, should be easily readable and comprehensible by the students.
- The corrective material must permit individuals to progress according to their pace.
- The material should encourage systematic recording of evidence of pupils' progress.

The diagnosis made on the basis of a graded test provides a definite direction to remedial teaching. The teaching-learning strategy should of course, put emphasis on exercises in the relevant area of difficulty until mastery is achieved. Further testing would be desirable to examine the impact of remedial teaching.

ACHIEVEMENT TEST
Teachers teach and help the learners to learn. The learning that takes place is assessed or evaluated not only for the learner's benefit but also for the teacher to evaluate his /her own work. At the end of a lesson or a group of lessons, the teacher needs to get feedback on what the learner has achieved, as a result of the teacher's efforts and also, indirectly to assess his/her own achievement as a teacher. This feedback comes with the help of a tool, generally an achievement test. An achievement test is designed to evaluate a unit during the teaching-learning process.

PURPOSE OF ACHIEVEMENT TESTS

Achievement tests are universally used in the classroom mainly for the following purposes :
- To measure whether students possess the pre-requisite skills needed to succeed in any unit or whether the students have achieved the objective of the planned instruction.
- To monitor students' learning and to provide ongoing feedback to both students and teachers during the teaching-learning process.
- To identify the students' learning difficulties- whether persistent or recurring.
- To assign grades.

TYPES OF QUESTIONS

There are mainly three kinds of questions - essay, short answer and objective type.

Essay Type

The essay type questions are still commonly used tools of evaluation, despite the increasingly wider applicability of the short answer and objective type questions. There are certain outcome of learning (e.g. organising, summarising, integrating ideas and expressing in one's own way) which cannot be satisfactorily measured through objective type tests. The importance of essay tests lies in the measurement of such instructional outcomes.

An essay type question may give full freedom to the students to write any number of pages. The required response may vary in length. Limit may be imposed by restricting the content and the length of student's response in the statement of a question. Restricted response type items are quite useful for testing learning outcomes which require interpretation, application of outcomes which are specific and clearly defined in nature. Such types of questions help to reduce subjectivity in marking, which is considered to he the major drawback of essay tests.

In extended response type questions full freedom is given to the student to exercise his-her competence and demonstrate the best he/she possesses, of course, pertaining to the area of the subject. There is freedom to select, organise, integrate, evaluate and express in any way one likes or deems appropriate. Such questions, although useful for measuring global type of abilities, are not suitable for measuring specific learning outcomes, besides being difficult to grade.

Short Answer Questions

Short answer questions generally require exact answers and, although taking many forms, they share the following distinctive features.

- They usually take less than five minutes to read and answer, many take less than a minute.
- They include some guidance on the extent of the answer reacquired c.g. the size of answer, space or specific instruction such as "In not more than 20 words ..."
- The answer is supplied by the pupil, not pre-selected as in objective questions.

They can be grouped into two broad categories :
a) extended answer
b) insert and completion

Extended Answer Type

The extended answer version includes questions which reacquire pupils to write a brief description, draw a map, make a list, perform a calculation, translate a sentence, write down a definition or formula and so on. They are

probably the commonest form of questions used in schools and are frequently used by examining Boards. They arc deceptively easy to set and usually difficult to mark with any degree of speed and consistency.

Completion Type

The commonest form of completion questions is one where the pupil is required to add one or two words to complete an incomplete statement correctly. Where the missing words are in the body of the statement to be completed it is usually called an insert type. A completion type is where the words are required at the end of the statement. The use of insert or completion questions is not, however, limited to written statements and can be used.to prepare extremely good questions based on incomplete maps, drawings, diagrams, formulae, calculations, and the like.

Objective Type Questions

What is an objective question? Simply, an objective question is one which is free from any subjective bias - either from the tester or the marker. Confusingly, in educational jargon, the adjective' objective' usually means 'not subjective' while the noun'objective' usually means an. aim, a goal, target or intention. This sub-section is not about course objectives-aims, intended learning outcomes, etc. -but about testing which is free from subjective elements. There can only be one right or objective answer to an objective question. Objective questions can take various forms, but invariably they require brief answers with little or no writing. A simple tick or a quick oral answer may be enough.

Simple Recall

The most common used objective type question by teachers as part of their day-to-day teaching is simple recall. The teacher asks a short question, expecting a quick one-word answer or a simple statement completed.

Multiple Choice

A Multiple choice-item consists of three pans -a stem, a key and a number of dis tractors. The key and dis tractors together are often referred to as options. The stem can be either a direct question or an incomplete statement; the key is the correct answer and the dis tractors are plausible but incorrect answers.

True-False

As its name implies, the basic true-false item requires the pupil to select either 'true' or 'false' as the answer. It is usually written in the form of a statement which the pupil must decide as being either 'me' or 'false' or alternatively choose between other work pairs relating to the statement such as greater than-less than, plus-minus, often-rarely, same different, 'faster slower' and so on. It is the possibilities offered by these other pairs which make the true false form a particularly useful one.

Matching Block

The matching block format consists of two lists and the pupil is required to correlate correctly one or more entries from one list with one or more entries from the other so that correct matching by elimination is not possible.

Need for Learning English Language in India

Learning English is not merely a status symbol today. Many people consider English as the most important and useful language of the world. The British Council says 'English is the main language of books, newspapers, airports and air-traffic control, international business and academic conferences, science, technology, diplomacy, sports, international competitions, pop music and advertising.

Over two-thirds of the world's scientists read in English. Three quarters of the world's mail is written in English. Eighty per cent of the world's electronically stored information is in English. Of the estimated forty million users of the Internet, some eighty per cent communicate in English.'

In countries like India, where English is a second language, it serves the following five functions:

Functions of English Language

1. For formal education (Instrumental Function);
2. For government administration, and the law, courts (Regulative Function);
3. For conversation between people speaking different native languages (Communicative Function);
4. For commerce, science and technology (Occupational Function); and
5. For non-technical writings like fiction and political works (Creative Function).

Need for Learning English Language

The need of learning English in India is explained under these headings:

1. English as Link Language
2. English as Global Language
3. English as Library Language
4. English a Language of Technology

English as Link Language

India has a special place as a nation with a variety of languages. There are 22 regional languages which are given official status. Besides, there are about 400 regional languages and dialects.

People need to travel around the country these days – tourists, businessmen, employees of the Central government, personnel of the armed forces etc. It is not possible for these people to learn all the regional languages.

Hindi is spoken in many provinces. Still there are regions where it is not understood. In such cases, knowing English is helpful for a person in order to converse. In this way English acts as link language between different regions of the nation.

English as Global Language

About 37.5 crore people learn English as first language (native language) in countries like the UK, the USA, Canada, Australia etc. In India, Nigeria, Philippines, Germany, France, Pakistan, Italy, Japan, Netherlands, South Africa etc. it is the second language. According to the British Council, English has official or special status in at least seventy-five countries with total population of more than 200 crores.

A country cannot develop on its own. It needs trade and commerce with the rest of the world. It needs to build diplomatic relationships with other countries.

There is no language other than English that is widely understood around the world. It is the official language of the world's most important organisations like the United Nations, European Union, Commonwealth of Nations, NATO etc. Thus English acts as the language of international trade and commerce, sports, culture, tourism, academics and diplomacy.

English as Library Language

There are more books available in English than in any other language of the world. They are on every topic and subject, and for every age and level. They are either original works, or works of top writers translated into English.

Students of every faculty – arts, science, commerce, engineering, medicine etc. can easily get standard books in English. Even for students of foreign literature, most of the world's literature has been translated into English. Translation of the holy books of almost every religion is available in English.

English as Language of Technology

Science, technology and medicine are ever-changing areas. New terms and concepts continuously replace the old. Advanced knowledge of these areas comes to us in English. Besides, English is the language most widely used on the internet, our cheapest and fastest source of knowledge.

Conclusion

The world has turned into a global village. To carve our place in this village, learning English is necessary. It helps us to communicate not merely within the country, but also outside it. It provides us with vast knowledge of all the subjects through books. It makes us fast and efficient through use of internet and various appliances.

LEARNING AND ACQUISITION

Language acquisition vs. language learning

There is an important distinction made by linguists between language acquisition and language learning. **Children acquire language through a subconscious process during which they are unaware of grammatical**

rules. This is similar to the way they acquire their first language. They get a feel for what is and what isn't correct. In order to acquire language, the learner needs a source of natural communication. The emphasis is on the text of the communication and not on the form. Young students acquire the language to communicate with classmates.

Language learning, on the other hand is the result of direct instruction in the rules of language. And it certainly is not an age-appropriate activity for your young learners. In language learning, students have conscious knowledge of the new language and can talk about that knowledge. They can fill in the blanks on a grammar page.

Research has shown, however, that knowing grammar rules does not necessarily result in good speaking or writing. A student who has memorized the rules of the language may be able to succeed on a standardized test of English language but may not be able to speak or write correctly

Description of Krashen's Theory of Second Language Acquisition

Krashen's theory of second language acquisition consists of five main hypotheses:
- the Acquisition-Learning hypothesis,
- the Monitor hypothesis,
- the Natural Order hypothesis,
- the Input hypothesis,
- and the Affective Filter hypothesis.

According to **Krashen** there are two independent systems of second language performance: 'the acquired system' and 'the learned system'. The 'acquired system' or '**acquisition**' is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language – natural communication – in which speakers are concentrated not in the form of their utterances, but in the communicative act. The 'learned system' or '**learning**' is the product of formal instruction and it comprises a conscious process which results in conscious knowledge 'about' the language, for example knowledge of grammar rules. According to Krashen 'learning' is less important than 'acquisition'.

The **Monitor** hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former. The monitoring function is the practical result of the learned grammar. According to Krashen, the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'. The 'monitor' acts in a planning, editing and correcting function when three specific conditions are met: that is, the second language learner has sufficient time at his/her disposal, he/she focuses on form or thinks about

correctness, and he/she knows the rule. It appears that the role of conscious learning is somewhat limited in second language performance. According to Krashen, the role of the monitor is – or should be – minor, being used only to correct deviations from 'normal' speech and to give speech a more 'polished' appearance.

The **Natural Order** hypothesis is based on research findings (Dulay & Burt, 1974; Fathman, 1975; Makino, 1980 cited in Krashen, 1987) which suggested that the acquisition of grammatical structures follows a 'natural order' which is predictable. For a given language, some grammatical structures tend to be acquired early while others late. This order seemed to be independent of the learners' age, L1 background, conditions of exposure, and although the agreement between individual acquirers was not always 100% in the studies, there were statistically significant similarities that reinforced the existence of a Natural Order of language acquisition. Krashen however points out that the implication of the natural order hypothesis is not that a language program syllabus should be based on the order found in the studies. In fact, he rejects grammatical sequencing when the goal is language acquisition.

The **Input** hypothesis is Krashen's attempt to explain how the learner acquires a second language. In other words, this hypothesis is Krashen's explanation of how second language acquisition takes place. So, the Input hypothesis is only concerned with 'acquisition', not 'learning'. According to this hypothesis, the learner improves and progresses along the 'natural order' when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence. For example, if a learner is at a stage 'i', then acquisition takes place when he/she is exposed to 'Comprehensible Input' that belongs to level 'i + 1'. Since not all of the learners can be at the same level of linguistic competence at the same time, Krashen suggests that *natural communicative input* is the key to designing a syllabus, ensuring in this way that each learner will receive some 'i + 1' input that is appropriate for his/her current stage of linguistic competence.

Finally, the fifth hypothesis, the **Affective Filter** hypothesis, embodies Krashen's view that a number of 'affective variables' play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self-confidence and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place.

Objectives of Teaching English Language

By the term 'objective' we mean 'purpose, goal, target... something aimed at, or wished for.'

As an English teacher, we must fully understand the objectives of teaching English. In this way we will know what we are doing and why we are doing it.

The objectives of teaching English have two main aspects:

- **Language aspect** (includes the four basic skills of language – listening, speaking, reading and writing);
- **Literature aspect** (includes appreciation of language). The language aspect includes:

a) **Understanding the language in both forms** – spoken and written. The objectives under this aspect are called comprehension objectives and include the skills of listening and reading.
b) **It also includes expression in both forms** – spoken and written. The objectives under this aspect are called expression objectives and include the skills of speaking and writing.

The literature aspect includes appreciation of language, style, use of language structures, idioms, and expressions, poetry, drama, short stories etc.

At elementary level, the teacher concentrates only on the language aspect. Poetry, short stories, drama and other form of writing are only used as means to attain language skills. For teaching English at the elementary stage, we have included only the language aspect, with the objectives placed into the following categories:

A. Comprehension Objectives
B. Expression Objectives

A.Comprehension Objectives

'Comprehension' means 'understanding'. Comprehension is the first step of language learning.
- It happens when a person understands what someone says.
- It also happens when a person understands what he reads.

Thus comprehension objectives can further be divided into two separate skills:
1. Understanding by listening
2. Understanding by reading

In both cases, a person receives information and gets its meaning. Therefore, these skills are also called receptive skills or passive skills. But that does not make their importance any lesser. Without these skills, no progress can be made in learning a language.

Understanding by listening

Understanding English through listening can be of two types. First, when someone speaks in English (oral presentation) the learner understands it completely and quickly. When a learner has acquired this skill, he can carry out the instructions given to him orally. For example, he sits when he hears the command, 'Sit down.' He also understands if instead of a person speaking to him, there is a radio broadcast, recording, or television programme. Secondly, he can understand completely and quickly when something is read out to him.

Understanding by reading

Understanding English through reading can also be of two types – oral reading and silent reading.
The learner reads a continuous piece himself aloud and understands its meaning adequately. Loud reading is the initial phase of training, where any mistakes can be corrected by the teacher.
In the second phase, the learner reads silently. This allows a greater concentration and speed.

B.Expression Objectives
'Expression' means 'to put thoughts into words'. It is the second step of language learning.
- It happens when a person speaks English correctly.
- It also happens when a person writes English correctly.

Thus expression objectives can further be divided into two separate skills:
- *Speaking (oral expression)*
- *Writing (written expression)*

In both cases, a person put forth his own ideas and thoughts. Thus these skills are also called productive skills or active skills.

Speaking
Speaking English in a desirable manner comes only when the learner can express his thoughts, ideas, and wishes in complete sentences fluently. It requires proper pronunciation, intonation, stress, speed and pauses.

Writing
The learner should be able to express his ideas freely in writing. He should write in different scripts, with proper capitalization, punctuation, spellings, spacing, paragraphing and speed.

Principles of Language Teaching
There are different approaches for the teaching and learning process of languages such as psychological, linguistic and pedagogical principles

Principle of Habit-Formation: -

Language teaching is an art like all other arts, it needs sustained „practice and drill" so great stress should be laid on practice instead of cramming exercise. The English teacher should be armed at all fronts" like cultural. Social oral behaviorial and conversational approach language habits are formed – 1. Recognition, 2. Imitation, 3. Repetition, 4. Variation, 5. Selection

Principle of Interest: -

In the learning of English as a foreign language the principle of interest is to be kept in mind by the teacher because the children do not have an innate interest in the learning of this language. English period creates a sort of „awe and terror" in their hearts which is reduce by unsympathetic teachers. The teacher, who creates interest among his pupils, not only wins over his own difficulties, pupil may come together and work in harmony with full enthusiasm.

Principle of Concreteness: -

It is a psychological fact that children learn more effectively when they can see and handle objects. A child picks up knowledge through various senses, where one sense reinforces the other. It enables the child to understand the vague and abstract part of the knowledge. In this way, audio-visual aids are the greatest modern aids of teaching because they show a concrete thing first and the abstract thing can follow afterwards with ease.

Principle of Accuracy and Correctness: -

This principle leads to correct pronunciation, intonation, spelling, structures and accurate or exact logical expression words having similar sounds with their different order e.g. „S" „Sh" „Z" may form a regular part of practice. So „Accuracy and correctness" is the principle which must be followed.

Principle of Selection and Gradation: -

Teacher has to select material for his teaching. It means putting language items in order of presentation. It involves-

A Grouping,
b. Sequencing

Grouping concerns-

- System of language- Phonetic, lexical grammatical, semantic.
- Structures- How the selected items fit into each other.

Sounds into words, words into phrases, phrase into sentences, and sentences into contexts.

Sequencing means grading or what comes after what. There should be sequence in arrangement of sounds, words, phrases and meaning. This principle involves further steps.

- **Frequency**- The number of times a particular structure is normally used.

- **Teach ability**: - Structures which are easy from teaching point of view.
- **Applicability**: - In how many contexts, particular structure is applicable or how far it is productive.
- **Coverage**: - How many different meaning, an item can convey.
- **Learn ability**: - How for an item is easy to learn.

Principle of Motivation: -
"Motivation is the super highway to learning". Learning English is a painful process and gives considerable mental strain to the learner. Teachers should try his best to reduce the strain by making use of pictures, models and objects in the classroom. Play way method can diminish/remove the dullness and monotony of the classroom. Correlation between lessons must be necessary. Introduction of the chapter should be abrupting and interesting. The inspiration should lead the learner to learn more and more with the zeal of an integral urge.

Principle of Proportion: -
Language is a system. It is an organic whole. Just as the system of our body is composed of the senses of hearing, seeing, heart, lungs and brain etc, so is the system of language composed of sounds, words and structures. Body work, when all organ of the body are in proper condition. So, an English teacher is expected to devote due time to each of four aspects of language study i.e. listening, speaking, reading and writing.

Principle of Natural process: -
Mother-tongue is acquired by the children through a natural process. This process should be adopted in technical second language be kept in such a child should be an atmosphere which is necessary to learn a foreign language. Teacher should follow these steps-
- Due attention should be paid to pronunciation and accent.
- Formation of speech habit.
- Loud reading may be emphasized than silent reading.
- Knowledge of words related to daily, life, should be given.
- Writing skill should be developed.

Principle of linking with life: -
The process of language teaching should not be cut off from life. It should be a part and parcel of actual life and connected with the way of its living. There is not much difference between the vocabulary used by the pupils in the school and outside the school. English speaking is status symbols. It creates inspiration among the students and they frequently use it in their life situations.

Principle of purpose: -
People may learn second or third language for different purpose e.g. commercial, social, scientific, academy etc. If the purpose is decided in the beginning it becomes easier to design a course suitable for that purpose.

But in India, passing the examinations with goods marks is the main purpose of teacher as well as student. But in this process, many basic components are left and half knowledge is provided. So, purpose should be decided at early stage.

Mimicry as the key to language learning: -

People who mimic easily have a great advantage in learning a foreign language. Mimicry is the key to learn a foreign language. It means notice carefully such as the position of lips, the quality of the sounds, the speed of utterance, the intonation of the voice, the swing of the sentence and even the characteristic gestures. Imitation or mimicry is the best ways of learning the articulation of foreign words.

Mimicry involves three aspects-

- Acute and constant observation
- Indulge oneself into it
- Continual practice.

ROLE AND QUALITIES OF THE ENGLISH TEACHER

The concept of teacher as a provider of knowledge has become out- dated. The teacher is no longer one who hands out knowledge. Similarly, the learner is not merely a passive receiver of knowledge. Both the teacher and the learner are considered as equal and active partners in the teaching-learning process.

Also, the National Curriculum Framework (NCF) 2005 gives emphasis on learners creating their own knowledge, through active participation in the classroom as well as outside it. This has changed the role of teacher to a large extent. This is also true for the English teacher, who holds a more responsible position.

The Role of the English Teacher

English has always been considered as 'difficult' by most people. It is believed that any subject by itself is not difficult; it is the teacher who makes it difficult for the learner. Therefore the role of the English teacher is very important. In the changing classroom, where knowledge is not 'imparted', it is 'created', the English teacher plays an active role as friend, guide and facilitator.

The teacher's role in the English class is threefold:

- In the presentation stage of a lesson, the teacher serves as a model. All his activities, reading, recitation, writing are accurate. The learners are able to imitate correctly, only if the teacher himself is correct.
- At the practice stage, the teacher becomes more like a facilitator, giving each a chance to participate. The teacher becomes less and less active, while making the class more and more active.

- During the production stage, the teacher takes on the role of guide and advisor. He does not scold or punish. He never makes fun of any child. He focuses on the strong points but takes note of the weak points. He corrects mistakes, if any, in such a way that the learner does not feel ashamed, and contributes to group learning.

The Qualities of the English Teacher

It is commonly believed that good teachers are rare, good English teachers are rarer. Yet the qualities of good teachers are identifiable. Some of them are:

Achievement – Experienced teachers have clear thoughts on what their students should know at the end of the term, and they understand what they must do along the way in order to reach those goals.

Awareness – Teachers in elementary schools must have eyes in the backs of their heads. They need to be aware of everything that happens in their classrooms and in adjacent corridors. Teachers who are awake are able to stop nonsense before it starts and keep students on track.

Community involvement – Maintaining good community relations is part of being a teacher, and teachers' contact with parents, administrators, and community leaders enhances their effectiveness in the classroom.

Compassion – Talented teachers are able to work with students with kindness, care and sympathy.

Confidence – Good teachers are confident in their abilities to sense where students are in the learning process. They know their students' abilities to learn and can confidently teach them the most difficult topics.

Context – Every subject has a context, and teachers are responsible for providing it to their students. Since no one learns in a vacuum, teachers must show their students how the information they are learning might be used or might lead to the development of some other useful skill.

Enthusiasm – Excellent teachers never lose enthusiasm for their profession. They might become temporarily burdened by administrative problems, but their sincerity in their work is firm. Students feel this energy, and teachers who project it are much more successful than those who do not.

Intellectual curiosity – All good teachers are curious. They keep informed of changes in their fields.

Knowledge of the subject matter – You can't teach what you don't know. All teachers need not be experts in their fields, but possessing knowledge is important. Teachers must continue building their understandings of their subjects throughout their careers.

Maturity – In no profession is maturity more important than in teaching. Students experience emotional ups and downs, and good teachers are able to sense the changes and respond to them suitably. Teachers must be pillars, encouraging students to grow as human beings and to develop academically.

Mentorship – Teachers often serve as mentors to their students. The desire to influence students positively is a core motivation of good teachers.

Organization – One-on-one tutoring is easy compared to leading a

classroom of students in a single direction. Teachers must be able to manage students' multiple personalities and organize their subject matters so that a maximum number of students may benefit.

Patience – Patience with students who are trying to learn is part and parcel of the teaching profession. Impatience with sincere students is an indication of the teacher's own shortcomings.

Planning – Teachers must have plans and stick to them. This goes deeper than rigidly following a course syllabus. Effective teachers sense when students need more time to absorb the material and are willing to give it to them.

Vision – Teaching includes far more than passing information from teachers to students. Teachers should be the leaders who provide their students not only with interesting and useful material, but also with visions of bright future.

Methods and Approaches

Education is learning in a desired direction using systematic procedures. The desired direction is stated by philosophers, academicians, statesmen. The systematic procedures are designed by behavioural scientists (psychologists) and educationists (teachers).

In English language teaching pedagogy the three key terms viz- Method, Approach and technique are used frequently and interchangeably. This tripartite arrangement is hierarchical in order.

The term 'Method' is very ambiguous, and refers to the overall plan for the orderly presentations of language material, no part of which contradicts and all of which is based on selected approach and procedure.

An '**approach**' is concerned with the theory of the nature of language and language learning.

'**Design**' concerns itself with:

- The general and specific objectives of the course.
- A syllabus model.
- Types of learning and learning tasks.
- Roles of learners and teachers, and
- Role of learning materials. 'Procedure' is concerned with:
- The actual happenings in the classroom.
- Classroom techniques, practices and behaviours.

The term 'Method' is sometimes compared with the term 'Approach'. **According to Yardi** "Method is rigid while Approach is flexible". Pointing out the different views often held in less informed circle of teachers about the importance of method. He further asserts:

"What matters is the man (the teacher) not the method." Yardi further explains the connotational difference between the terms '**method**' '**methodology**', and '**methodics**'. These are often used in English language teaching pedagogy. Each one of them carries a different shade of meaning.

'Method', in his opinion 'is used in the context of language- teaching methods like 'Direct Method', 'The grammar- translation Method' or 'The Bilingual Method'.

Yardi further went on to add that the term 'method' is not strictly speaking a 'technical term'. It is a popular one, and means 'a way of doing something'. It is often used loosely as a substitute for 'methodology'.

'Methodology', according to Yardi, 'is a technical term which refers to a body of principles and techniques of teaching'.

The third term 'methodics' is being used frequently in recent years by the British linguists. The term 'Methodics' means 'a framework of organization for language teaching which relates linguistic theory to pedagogical principles and techniques'.10

Edward M. Anthony, the American Applied linguists, distinguished between technique, method, and an approach . The three terms can be represented by the following model (called the Edward Antony Model):
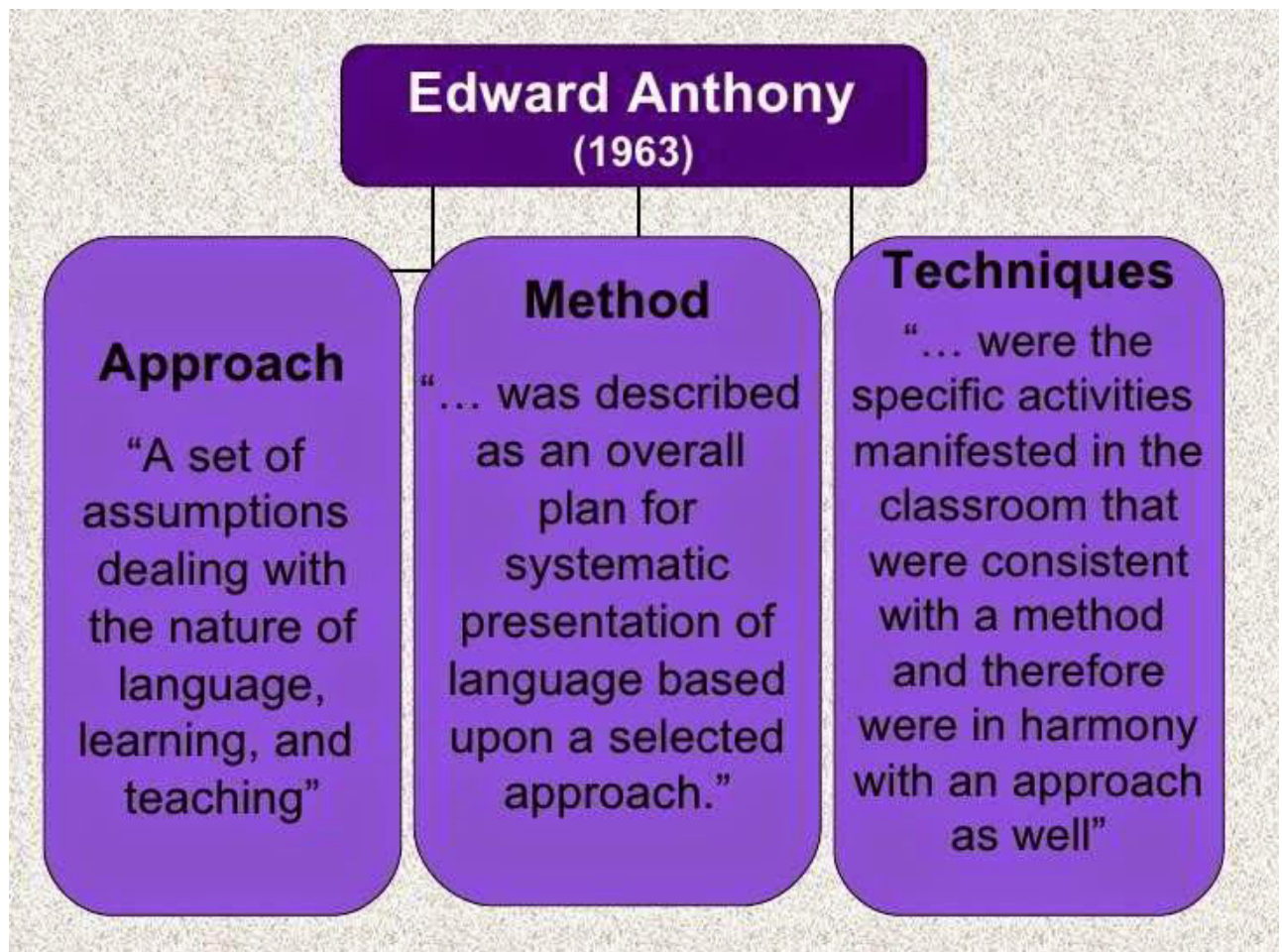
K. Bose cautions the teaching community regarding their pedagogical duties in the following words:

"...It is expected of a teacher that he / she should think and reason out some fundamental assumptions that lie underneath the syllabus

construction, that might bind together the syllabus, objectives, and instructional materials (method), and that might justify the use of any/ every classroom techniques that he /she adopts while teaching. It should under no circumstances appear like a layman's trick to teach the second language."

The above statement makes it evident that the teachers of English should be cautious about some of the fundamental assumptions that lie underneath the syllabus construction.

A teacher at times uses a single approach, a single method, or even resorts to multiple approaches and methods in view of several factors including the background, age of learners, and the teaching items. The skill of a teacher lies in shifting to and evolving new approaches and methods of teaching English comfortably in the Indian context. Therefore, an attempt has been made to review some of the methods and approaches which are being used commonly by the teachers of English in India.

The Grammar-Translation Method
Today English is the world's most popular foreign language. Five hundred years ago, it was Latin. Latin was the major language of education, commerce, religion and government in the Western world. It was a living language. In the sixteenth century when French, Italian and English gained importance, they displaced Latin as a language of oral and written communication. From a living language, Latin turned into a classical language, suitable for scholars and academicians.

Study of Latin grammar became one of the most important aspects of schooling. The system based on the study of Latin became the standard way of studying foreign language in schools. This system became known as the Grammar-Translation Method.

Characteristics Of Grammar-Translation Method

One of the oldest methods of teaching English in India, the Grammar-Translation Method is also called the Traditional Method. The main characteristics of the Grammar-Translation Method are:
- Target language (here, English) is learnt through mother tongue (Hindi, in our case). Thus Hindi is the medium of instruction. It is used to explain new items and to make comparisons between the two languages.
- Highest importance is given to learning the rules of grammar.
- The knowledge of grammar is applied to translating sentences from English to Hindi and from Hindi to English.
- Grammar rules are presented first. They are then practised through translation exercises.
- Reading and writing are the major focus. Little or no attention is paid to speaking or listening.

- For improving vocabulary, word lists (English words and their Hindi translation) are memorised by learners.
- High value is given to accuracy.

Merits Of Grammar-Translation Method

The merits of Grammar-Translation Method are:
- It is convenient for the teacher, as the medium of instruction is mainly Hindi.
- Simple teaching learning materials are required.
- There is no special need for creating life situations in the classroom.
- A systematic teaching procedure is followed. The syllabus is well defined. It has plenty of exercises for practice.
- It follows the principle of 'from known to unknown.' Abstract ideas and expressions are easily explained in Hindi.
- Students can achieve good scores by memorising, which is a low-level mental activity.
- It is helpful in jobs that require a lot of paperwork, translation, writing reports, drafting formal letters (applications) etc.

Demerits Of Grammar-Translation Method

The limitations of Grammar-Translation Method are:

- Students have to think first in Hindi and then translate the thoughts into English.
- Study is mechanical and therefore boring.
- Students (and sometimes their teachers too) are usually not able to speak English. Correct pronunciation, stress, intonation and the spoken components of English are neglected.
- Students are not given sufficient listening practice. Thus they are not ready to face real life situations.
- Students form the habit of word by word translation. This leads to serious mistakes in translation.
- Learning is slow and a lot of homework is required.
- It encourages memorising rules and word-meanings. Higher mental functions like application, analysis, synthesis etc. are neglected.
- It is more teacher-centred than child-centred method.

The Direct Method

In the 19th century, reformers began experimenting on the ways a child learns a language naturally. In a natural set up, a child does not need grammar to learn the mother tongue. Language comes to the child through listening, then speaking and afterwards reading and writing. These observations led to the claim that a foreign language could also be taught *without* teaching grammar or using mother tongue. **German scholar F. Franke (1884)** believed that a language can be best taught by *using it actively in the classroom.* Instead of explaining rules of grammar, teachers must encourage direct and natural use of the language. The teacher replaces the textbook in early stages. Speaking begins with systematic attention to pronunciation. New vocabulary is taught using

known words, pictures, demonstration and mime. Thus natural learning principles provide the foundation of the Direct Method, also known as the Natural Method.

Principle of Direct Method of teaching-
- <u>Direct link between the word and its meaning</u>: - The mother tongue does not come between the English words its meaning. It is an attempt to minimize the use of mother-tongue and translation method .
- <u>Inhabitation on the use of mother - tongue:</u> - This method is also called natural method of teaching. Because it teaches the language in its natural forms not in translation form.
- <u>Oral Training:</u> - It lays emphasis on oral training. It creates the direct bond between language and thought. Audio-visual aids are used to explain the meaning, stress is given on speech.
- <u>Using Sentence as the unit of speech</u>: - Sentence is the unit of the language. It does not focus on individual word. Because words have no meaning whether they are not arranged in order. So, sentence is the basic unit of English teaching.
- <u>Inductive teaching of grammar</u>: - It has no place for theoretical grammar. Grammar is taught indirectly and inductively. Rules of grammar are not taught directly. In this method language, proceeds grammar.

1. **Krikman**, "Learning of grammar is not a precondition of learning the language. Grammar is not an end in itself "
2. **Champion**, "In the direct method, grammar is not an end but a means to an end, as a guide to enable the student to correct errors of language".
- Questionnaire technique is adopted.
- Emphasis is given on pronunciation.
- Vocabulary is taught on the basis of selection and gradation. Two maxims of teachings are followed.
    Simple to complex
    Concrete to abstract.
- Grammar-Translation Method

Advantages of Direct Method

Makes English Easier: - It makes easier the understanding of English by doing away with the intervention of mother-tongue and establishing direct link between the English words or phrases and concrete objects. The learner acquires the ability to understand directly what he hears or reads in English.

Develop Reading Habit- The student taught through this method acquires a great love for reading English magazines and books. It encourages self-study in English. This method of teaching a foreign language was a sort of reaction against the traditional method.

Fluency of speech- Direct method aims to develop fluency in speech. It establishes a direct link between experience and expression. A direct

association is established between the word a linguistic symbol and the thing symbolized by it. Their pronunciation is also better, as they are given free opportunity to speak English.

Based on Psychological principles- It lays emphasis on making sentence as the unit of the learning. It makes ample use of demonstration and audio-visual aids. These aids make the lesson interesting because it is based on sound psychological principal of teaching. It proceeds from the whole to the parts.

Emphasis on written work- It leads to ease in writing as writing requires ability of expression. It is noticed that those who can speak fluently can also write easily.

Disadvantages of Direct Method

Suitable teachers are not available- It can be successful only in the hands of able and experienced teachers. Most of Indian teachers have command of English. Pronunciation is not so good. They cannot make ample use of this method.

Not a complete method- It lays great stress or emphasis on the oral aspect of language learning. It neglects all three aspect of language learning i.e. listening, reading and writing. Students who are good in speaking commit many mistakes i.e. grammatical and spellings.

Lack of atmosphere- The success of this method requires a proper atmosphere. But such type of atmosphere is not developed in India English atmosphere created by the teacher in his period will soon disappear and lose its significance and total effect. The pupils will find themselves translated from England to India with the ringing of the bell. It is also true that the greater number of Indians requires only a 'passive knowledge of English'.

Lack of facilities- It requires audio-visual aids like language laboratory. These facilities are lacking in India. Visual presentation is more effective than purely auditory or vocal. All children are not linguistic-minded.

Words cannot have direct link with their meaning- only a limit number of words can be directly associated with their meanings or objects they represent. Some words phrases and idioms that bear abstract sense cannot be taught directly e.g. honesty, integrity, and truth, beautiful . The meaning of a word like, 'organization' cannot be conveyed without defining it through the mother-tongue.

The difference in the meanings of 'tremble' and 'shiver', small and 'short' fat and thick 'pretty and' 'beautiful', Fetch' and 'bring' will not be easily learnt in the Direct Method.

Difficult and Expensive- Indian schools cannot provide for sufficient equipment and facilities for using this method successfully. Most of the schools have no buildings of their own. Classroom fall short of accommodation.

Reason for failure in India- First, text books were not graded as regards grammar and composition. Second, a vast majority of English teachers did not possess sufficient command of the language and ability to practice it.

Bilingual Method

Bilingual method is a recently developed and invented by **Prof. J Dodson of Wales.**Bilingual method means a method in which two languages i.e. the language to be learnt and mother tongue are used.

In translation method, the some two languages are used. But there is great difference between these two methods. It is a unique method which is a midway between two old methods translation cum grammar method and direct method.

The word 'Bilingual' applies to a person who knows two languages- the mother tongue and the foreign or second language. In bilingual method, the emphasis is on pattern practice. Mother tongue is only used to make the meanings of English words. Mother tongue has restricted use in Bilingual method.

Principles of Bilingual Method
- The meanings of words and phrases/sentences in a foreign language can be made clear by the use of mother tongue.
- There is no need to create situations for making the meaning of English words and sentences.
- Bilingual method is the improvement and combination of translation method and direct method.

Characteristics of Bilingual Method
- 'Sentences' is the unit of teaching.
- It emphasizes on creating situation.
- Mother tongue is used when it is necessary to explain the difficult area of language.
- Rigorous practice is done in sentence.
- Rules of grammar are not taught separately as is done in grammar translation method.

Merits of Bilingual Method

- The time and labour of the teacher is saved
- It is less costly and suited to all types' schools in rural or urban.
- It is helpful in creating linguistic habits.
- This method does not need trained teachers
- Much audio-visual aids are not needed.
- It also stresses speech practice.
- An average teacher of English can teach the lesson successfully through this method
- **It ensures accuracy-** The meanings of English words and sentences are made quite clear to the students. It is free from the defects of Direct Method in which meanings of English words and sentences remain vague and pattern practice is given on vague grounds.
- **It ensures fluency in speaking English-** The students taught through Bilingual method were quite superior to the student taught by any other method in speaking English fluency.

- **Less costly than direct method-** In direct method, a lot of illustrative material in the form of audio-visual aids, is needed. In direct method, it involves a lot of expenditure, which schools cannot afford.
- **It suits majority of Indian teachers-** Direct method only suits a few able and bright teachers who have a good command over English but this method suits the majority of Indian teachers who have an average knowledge of English.

Demerits of Bilingual Method

- This method is still in an experimental stage.
- It is not so useful in teaching secondary and senior secondary classes.
- It is sometimes rather impossible to provide a correct mother tongue equivalent.
- It may create confusion among students due to the contrast between the features of two languages.
- Students are likely to develop an undesirable, habit of language.

The Structural Approach of English Teaching
The arrangement of words in any language is very important. The meaning changes with a change in the word order. For example: there is a sentence 'You are there'. Consider two other sentences made of the same three words but put in different order 'Are you there?' and 'There you are'. The three sentences, although built of the same three words give different meaning because of a different way in which the words are arranged.

These different arrangement or patterns of words are called 'structures'. Each language has its own special sentence patterns. For example, there is a sentence in English, 'They eat mangoes.' The formula of this sentence is SVO (Subject – Object – Verb). We can frame numerous sentences on this pattern.

However, Hindi does not have the same pattern. The sentence given above, translated into Hindi becomes 'वे आम खाते है…'. The formula changes to SOV (Subject – Object – Verb). Similarly, in both English and Hindi, adjective come before noun as in 'red car', 'लाल कार'. But in French, it is the other way around. They say 'car red' (voiture rouge) in their language.

The Structural Approach is based on the assumption that language can best be learnt through a scientific selection and grading of structures and vocabulary. Hornby has made a study of Sentence
Patterns or Structures in English. He has found that there are approximately 275 structures in English and the learners of the language must master all of them. But not all the structures can be mastered at once. The stress is on the learning of essential structures of English.

Basic Principal of Structural Approach

- The sentence pattern of English is quite different from the sentence pattern of our mother tongue. It can be taught not by telling them the rules of arrangement but by giving them ample practice of speaking.
- Speech is the most important thing in learning a foreign language.
- Pupil's activity in learning the language is more important than the teacher's activity in teaching the language.
- Importance of the child's activity rather than the activity of the teacher.

Aims of Structural Approach

- To lay the foundation of English by establishing through drill and repetition about 275 graded structures.
- To enable the students to attain mastery over an essential vocabulary of about 3000 root words for active use.
- To correlate the teaching of grammar and composition with the reading lessons.
- To teach the four fundamental skills, namely understanding, speaking, reading and writing in the order named.
- To lay proper emphasis on the aural-oral approach, active methods and the condemnation of formal grammar for its own sake.

Main features of Structural Approach

1. Importance of forming language habits- Much practice is given to the students in structures that their use becomes a habit with them. A number of language drills are given for this purpose. Inthis way, the students are enabled to use the basic structure for English unconsciously and automatically.

2. **Importance of speech-** It considers speech as the most important step for
learning the language. Structures are presented and practiced orally. Reading is introduced when the students have learnt a number of structures orally. The ability to speak English gives the students a sense of achievement.

3. **Importance of Pupils Activity-** Students are made active learners and not passive listeners. They participate in a number of language games. So they learn through activity so, their learning of English becomes effective.

4.Situational Teaching- It also makes use of situational teaching. The students learn English structures by associating them with the situations in which they are taught.

5.Selection and Gradation- It involves the selection and gradation of the structures to be taught. Structures are selected on the principles of fluency, frequency, simplicity and practicability. Structures which are quite common,

simple and practical are taught first. Difficult and tough structures are taught after words.

6.Multi Skill Approach- It gives due importance to all the four language skills i.e. listening. Reading, speaking and writing. Init no skill of learning is over used and no skill is neglected.

Types of Structures-
The syntactic structures may be classified into four categories.

Sentence structures- The essential parts of a sentence (subject, predicate) occupy fixed positions. If they are changed, they also change their meaning e.g.
Ashok gave a book to Keshav.
Keshave gave a book to Ashok.

In these two sentences, the same words are used but the meaning is quite opposite.
There may be three sentence structures

- Two part sentences having - subject + verb
  Lion roars Birds fly
- Three part sentences having- sub + predicate + object He saw an eagle
- Four part sentences having- sub + predicate + object + composition I saw him happy

Phrase Structures- A phrase is a group of words which gives sense but not a complete sense. This type of structures also follows the order of words e.g. the red flag, the young man. The order of the structure is (determiner) + Adj. + noun. This order cannot be changed e.g. 'behind the wall in the dark' etc.

Idiomatic Structure- These structures contain their own specific meanings e.g. 'All of sudden'. 'In black and white' in nut shell' etc. these structures need not have grammatical units. They are so composed that if they split, they loose their specific meaning because they stand in the unit form. They have to be learnt as a unit.

Formulae of Routine Structure- Routine structure consists of such groups of words which are used in day to day conversation or a certain occasion, e.g. Excuse me, Good night, 'How are you?" 'Sorry for the delay'. It must be noted that proper word order is maintained so that words cannot be dislodged from their respective fixed position.

Advantages and Importance of Structural Approach-
- It facilitates the learning of English by imparting knowledge of its structures.
- By the time, students leave the school; they acquire mastery over about the 275 basic structures and vocabulary.

- By learning the structure of sentences, the child automatically learns grammar, word order and use of words.
- It promotes the use of everyday English. That is why it is called English through play way.
- It focuses on the basic four language skills. LSRW.
- It enables children to speak English which is more important than to read or write it,
- Shanti Swaroop writes, "The special virtue of the structure approach lies in the fact that at every stage the objectives of teaching of learning are very clearly defined and are attainable, producing a delightful sense of mastery and confidence

Limitations of the Structural Approach-
- The selection and gradation of structures does not solve the problem of teaching English. It only helps the teacher to know what he has taught and what he should teach next.
- It does not take into consideration the fact that the pupil is a learner. Continuous teaching of structures and their repetition by the pupils make the atmosphere of the class dull and teaching mechanical.
- It is suitable for junior classes, not applicable to higher classes where many branches of the English language are taught.
- This approach demand rigid methodology .
- It is based on mechanical drilling of isolated items.
- It leaves no freedom to the teachers to accommodate their teaching of living language to their individual preference.
- It consumes much time and syllabus cannot be covered by adopting this approach.

The Integrated Approach of English Teaching

The term 'Integrated Approach' was introduced in the National Curriculum Framework, 2005 of NCERT. It is a relatively new term and there is much to be done in developing this approach.

There are basically two approaches widely used in teaching English in India. The first is The Structural Approach. It is widely used in textbooks of many States . The other approach is the Communicative Approach. It is loosely used in the institutes providing crash course in 'spoken English.'

The Structural Approach and the Communicative Approach are wide apart in terms of competencies they develop. It is widely believed that the students in the Structural Approach lack fluency in speaking English in real life situations. On the other hand, students who are tutored using the Communicative Approach are fluent speakers. But what they gain in fluency, they lose in accuracy.

The integrated approach is presented as a bridge the gap between the two. The approach lays equal stress in all the basic skills of the language. Also, it advocates that these skills should be provided in holistic situations, instead of linear and additive manner. In several communicative situations, such as

taking notes while listening to somebody on the phone, several skills may need to be used together.

The NCF 2005 requires that children should read and write with understanding. Language – as a constellation of skills, thought encoders and markers of identity – cuts across school subjects and disciplines. Speech and listening, reading and writing, are all generalised skills, and children's mastery over them becomes the key factor affecting success at school. In many situations, all of these skills need to be used together. Development of life skills such as critical thinking skills, interpersonal communication skills, negotiation/refusal skills, decision making/ problem-solving skills, and coping and self-management skills is also very critical for dealing with the demands and challenges of everyday life.

The Communicative Approach
The communicative approach is the recent and latest approach of teaching English. It enables the students to communicate his ideas in a better way. The socio-linguists **Dell Hymes** propagates this approach.

Trim, David and Henny has developed this approach as National Functionalism and the communicative approach.

Characteristics of Communicative Approach of English teaching

1. The communicative approach is based upon need analysis and planning to prepare communicative curriculum and syllabus.
2. It is based upon the concept of how language is used and what is functional utility of language.
3. It lays less stress on grammar.
4. It is based upon the concept of how language is used and what is functional utility of language.
5. It lays emphasis on language in use rather than language as structure.

6. It gives emphasis on the semantic objective of the language which means the meaning of language in real life situations and contexts.
7. The skills of speaking and writing are included in communicative approach.
8. It provides the communicative opportunities where the students may be able to communicate their ideas through dialogue, discussions,and debate literary and cultural activities of the school.

Merits of communicative Approach-
- It develops the speech ability among the students.
- It teaches different ways of expression.
- This approach is based on the practical utility.
- It lays more stress on the functional value of the language.
- It enables the students to communicate their ideas both inside and outside the class room

Demerits of communicative Approach
- This approach ignores grammar and structures.
- It is not properly and scientifically developed .
- It is a new approach and it is to be used and tested in our schools for language teaching.
- Practical utility of this approach is yet to be confirmed.
- Trained teachers are not available in this approach to teach English language.

Suggestions-
- A systematic theory of this approach should be developed.
- Re-orientation program for the English teachers should be organized by the concerning agencies time and again.
- Teaching learning material should be developed

Situational Approach of English Teaching
The real and true meanings of words are known by the situation in which they are used by the speaker or the writer.So correct comprehension of the situation is very essential in order to pick up the desired meaning of particular structure.

In situational approach, the foreign language should be taught by forming links between the new language items and real situations in the class room.

English teacher tries to create a life- like classroom situation to teach new words and sentence pattern of language items

Types of situations-
There are of two types-
-Real situations
-Artificial situations or contrived situations

Real situations - are those which can be experienced directly through sensory organs. These situations have maximum value in teaching a foreign language.
But every time, it is not possible to provide direct experiences in the classroom.

Artificial situations- Artificial situations include displaying of pictures, models and diagram. When these artificial items do not show real meaning then verbal situations can be created to make the meaning understand .Gestures are also sometimes helpful to classify meaning of abstract idea.

Prof.A.S. Hornby "The situational approach makes great demand upon the teacher:.

Main characteristics of Situation Approach

- English teacher creates the association with the language item and real situation.
- Practice and drill are stressed.
- Examples are given on one language material in different situation.
- Questionnaire technique is adopted
- Revision and repetition are stressed.
- Presentation of new vocabulary or structure is emphasized.
- The situation in language teaching: -

Importance-
The situational teaching of a language makes the whole process useful and realistic situational teaching of a language is important because situations define our experience, they are associated with our experience.

It arouses in the students a desire to express them about it.
The new structures and new vocabulary items can be taught in a natural, meaningful and realistic manner.

How to create situations-

- Objects in the class room or in the teacher's bag
- Objects outside the class room
- Pictures and charts
- Black board drawings
- Gestures and action in the class room
- Verbal background

Class room object- Table, chair, bench, desk, black board wall, door, window, floor, chalk, calendar, almirah
From the teacher's bag- toys, models, balls,cups, sancers, spoons, forks
Object outside the class room- The view from the window can be used to teach the context of interesting situations. Tree, flower, sky, clouds,bird, field, road are common objects.
Picture and charts- These are important aids to make successful use of situational teaching.
Black-board drawing- A language teacher can use it for preparing simple drawings and line sketches on it. Different actions like walking, running, throwing pushing, picking, sitting etc can be easily drawn on the black board.
Actions and Gestures- Action like stand up, sit down, look at the black-board, go to the door, close and open the door etc can be created in the class room by the teacher himself.
Verbal background- Verbal situations can be used to teach some common phrases.

Advantage of situational approach-

- It is action based approach so it creates interest in teaching.
- It is based upon psychological principle of learning by doing and joyful learning.
- It emphasizes on listening and hearing skill of language. Students behave like active learners.

Disadvantage of Situation Approach-

- It is useful to the lower classes.
- A few vocabulary and sentence patterns can be taught through this method.
- It is not fit for teaching of prose, poetry and composition.
- Text books cannot be taught by this method.
- Due to excessive drill and repetition, the class room becomes monotonous.

Suggestions for improvement

- Text books should be written on situational approach.
- Insurance workshops and seminars should be arranged to trained English teachers in this approach.
- Language material and associated situations should be enlisted.

TEACHING OF PROSE

The word prose has been derived from the Latin word, 'Prosa' or 'Proversa Oration' that means' straight forward discourse'. Prose is a powerful medium of expressing ideas, facts, laws and principles. Therefore it appeals to head or mind. The main aim of teaching prose is to enlarge the vocabulary, explain the structure of sentences and grasp the ideas of the author.

The teaching of prose includes two types of lessons:
- Detailed or Intensive Prose Lessons
- Non-detailed or Extensive Prose Lessons.

Detailed Prose Lessons

In detailed prose lessons, the text book is read thoroughly word by word. Students are required to read it not only for comprehension but for mastering the prescribed structure and vocabulary.

Non-Detailed or Extensive Prose Lessons

Non-detailed prose lessons aim at giving information and pleasure. Students are required to grasp the meaning of new words according to the situation or context in which they are used.

Aims of Teaching of Prose

The aim of teaching English prose is for language development and literary development both. But at the Junior Level, the chief aim is language development. This means that emphasis should be given on the

development of four basic skills of listening, speaking, reading and writing. Thompson & Wyatt said, 'To aim at literature is to miss the way to language. Aim at language is to pave the way to literature.'

The aims of teaching prose may be divided into two:

General Aims
- To enable the students to read aloud prose lessons with correct pronunciation stress, intonation and pause.
- To enable the students to comprehend the thought and idea contained in the passage.
- To enrich their active and passive vocabulary.
- To enable the students to express the ideas contained in the passage orally and in writing.
- To develop their interest for reading.
- To enable them to write correctly.
- To build their character and prepare for world citizenship.

Specific Aims
The specific aims vary according to the subject matter of the prose lessons. The specific aims of different types of prose lessons are:
(a) Descriptive:
(i) To develop the student's imagination and love for natural objects.
(ii) To acquaint the students with the writer's style.
(b) Story
(i) To give certain facts and lessons through the story.
(ii) To shape the student's character.
(iii) To develop interest for story reading.
(c) Essay
(i)To acquaint them with the style of essay writing.
(ii)To enable them to arrange the ideas in a systematic way.
(d) Play
(i) To make them speak conversational English.
(ii) To encourage the students to play different roles.,
(iii) To build their character.
(e) Biography
(i) To get students acquainted with the life and deeds of great men.
(ii) To inculcate in them desirable sentiments and ambitions.
(iii) To show them the path of character building.

Procedure of Teaching Prose Lesson

Procedure of teaching prose lesson involves the following steps:
- Preparation
- Presentation
- Recapitulation
- Home Assignment

Preparation

English is a foreign language. Indian students find it difficult to learn so proper preparation is required to motivate the students to learn English. Under this following points are to be considered:

General Aims (already discussed)

Specific Aims (already discussed)

Material Aids

The teacher makes the appropriate use of audio-visual aids to make the lesson interesting.

Previous knowledge

The teacher should know how much knowledge students already possess regarding the lesson. So that he can give new knowledge by linking it to their previous knowledge.

Introduction

The introduction is the important part to make the students ready to learn and start the lesson. As it is believed that, 'well begun is half done.' The introduction has two purposes:

- To bring the previous knowledge to consciousness.
- To link the previous knowledge to the new knowledge to be given.

Introduction can be done in different ways. The teacher may start by asking some introductory questions in order to test the previous knowledge of the students and then link it to the topic to be taught. He may attract the student's attention by showing pictures, charts, models etc. and arouse their curiosity. In the event of a continuing lesson, the teacher can ask questions on the portion of the lesson already taught.

Statement of the Aim

Under this, the teacher clearly explains the topic which he is going to teach and instructs the students to open their books at the appropriate page.

Presentation

Presentation is the main part of the lesson plan. The lesson may be divided into two or more units. The following sub-steps are followed in each unit.

Reading Aloud by the Teacher

Reading aloud by the teacher is called model reading. The teacher reads aloud the selected passage with proper pronunciation, stress, intonation and pause. The speed of reading should be normal and audible to the entire class. He should keep an eye on the class while reading aloud to see whether the students are following the reading in their text books.

Pronunciation Drill:

Pronunciation drill should precede reading aloud. The words should be selected on the basis of the pronunciation skills of the class. The selected words should be written on the blackboard one by one and practiced.

Those words are selected which are:
- difficult to pronounce by the students
- commonly mispronounced by the students.
- containing the silent letter.

Reading aloud by the students
The teacher asks some students to read the passage aloud one by one. Loud reading by the students is also called imitation reading as they try to imitate the teacher's pronunciation, pause and intonation.

Exposition of new words/ Phrases
The teacher selects the new words and phrases from the passage and explains their meanings. The teacher can adopt different methods for explaining the meanings:

- By showing the object, model, picture or chart.
- By using the word in sentence.
- By giving synonym/ antonym.
- By drawing a sketch or figure on the blackboard.
- By showing action or gesture
- By translating the word in mother tongue.

Silent Reading
After exposition of new words/phrases, the teacher asks the students to read the passage silently. This helps rapid reading, learning of new words and quick grasp of meaning. The teacher should supervise the class while students are reading. Adequate time should be given to complete the reading of the passage.

Comprehension Questions
After the silent reading, some questions based on the passage should be asked to test students' comprehension of the passage. The following type of questions may be asked:
- By asking meanings of new words.
- By asking short questions on the main portion of the passage.
- To pick out different forms of words or phrases.

Recapitulation or Application Test
The purpose of recapitulation is to evaluate the extent to which the objectives of the lesson have been achieved. The recapitulation is generally done with different types of questions. The question should be from all the passages taught in different units. These questions are different from comprehension questions. The questions can be as follows:

(i) Fill in the blanks
(ii) Match the column
(iii) Complete the lines
(iv) Choose the correct answer

Home Assignment

Assigning home work is the final stage of a lesson plan. Home assignment is the basis for retaining learning. It can be given in different forms:

(i) Use the new words in their sentences.
(ii) Make a list of words related with a particular group or topic
(iii) Remember the spellings of new words.
(iv) Write the answer of the given questions.
(v) Some project work may also be given.

TEACHING OF GRAMMAR

Grammar is the study of organization of words into sentences which is based on certain rules. According to Prof. Nelson Francis, "Grammar is the set of formal patterns in which the words of a language are arranged in order to convey meanings.
It gives the pupils ability to speak and write correctly and enables them to use formal language patterns properly for describing a thing." The acquisition of the grammatical system of a language remains the most important element in language learning.

Aims of Teaching of Grammar

The aims of teaching grammar are as follows:
- To develop student's insight into the structures of English language
- To enable the students to develop their understanding about the rules of English grammar through use and practice.
- To enable the students to assimilate the correct patterns of the language without rote memorization.
- To enable the students to speak and write correctly.
- To develop a scientific attitude towards the language.

Methods of Teaching Grammar

There are four main methods of teaching grammar:
- The Traditional method
- The informal method
- The reference or correlation method
- The inductive-deductive method

The Traditional Method

In this method grammatical items are taught with the help of a grammar book which contains definitions, rules, examples and exercises. For example:
Definition of Noun: "A noun is the name of a person place or thing"
Examples: Sachin, Seema, Delhi, Kanpur, Book, Chair etc.
Exercise: Underline the nouns in the following sentences.
Rajesh lives in Delhi. My father gave me pen.

The main procedure in this method is from rule to example. It emphasizes on rote learning of rules and definitions. Students find it least interesting and monotonous.

The Informal Method
This method advocates the teaching of grammar not by rules but by usages. By continuous practice of using words while speaking, reading and writing grammar can be learnt. This method proves useful at the early stage when students learn language by lot of oral work. This method demands a lot of practice and time for learning the grammatical items on the part of the students. The students do not get systematized knowledge of grammar.

The Reference or correlation method

This method is also called incidental method as grammar is taught incidentally in this method. Grammar is taught while teaching the text book lesson or a composition. The sentence patterns, structures etc that are used in the text book lesson or composition are taught during teaching of the lesson. For example:
White teaching the particular lesson, the teacher instructs the
students to note all the examples of the present tense and past tense separately.
After noting the different sentences of present tense and past tense, the grammatical rules are discussed in the class. This method lays stress on the application of the rules and their usage. It is not considered a complete method as grammatical items are taught only incidentally. It can interfere with the normal teaching.

The Inductive and Deductive Method
This method is considered to be the best method as it follows certain educational principles from known to unknown, from simple to complex, from general to particular, from concrete to abstract etc.
Inductive means to proceed from observation to laws and rules.
Deductive means to proceed from the law and rule to observation and examples. This method has two processes:
- Inductive Process
- Deductive Process

For teaching grammar inductively and deductively following steps are to be followed:

Inductive process
- (Presentation of examples in a systematic way.

In the first step, the teacher presents the examples of the grammatical item to be taught in a systematic way.
- Observation and analysis of examples

The teacher asks the students to observe the examples and analyze them with the help of students.
- Generalization/Generation of rule or definition

After analysis of the examples, they come to certain conclusions or generalization and draw certain rule or definition.

Deductive Process

- Presentation of the rule or the definition.

In this step, the teacher points out the rule or the definition.

- (iVerification and application of the rules.

The teacher gives several other examples to verify the rule or the definition. The teacher again motivates the students to observe and analyze the example and apply the rule or the definition.

- (iPractice for the application of the rule.

The teacher gives ample practice for the application of rule and definition.

Inductive & deductive method is based on psychological maxims of learning and makes the active participation of the students. It has no place for rote memorization as the rules and definitions are discovered by the students themselves. Thus it stimulates their thinking and reasoning power. It is advisable that grammar should be taught informally at the early stage with the inductive and deductive method and incidental method at the middle stage and with traditional method at the higher stage.

TEACHING OF POETRY

Coleridge defined poetry as, 'The best words in their best order.' Poetry embodies the beauty of form, beauty of thought and beauty of feelings.
E. Allen Poe calls poetry, "The rhythmical creation of thought."

Poetry has tremendous appeal for children and it is the best way of exciting their love of the language. It lays the foundation for the appreciation of the beauty of language. It educates their emotions and enhances their power of imagination. The rhythm of poetry helps the students to acquire natural speech rhythm.

According to Prof. S. Subrahamanyam, "Poetry leads an all round development of the whole personality of the pupils particularly the emotional, imaginative, intellectual aesthetic and intuitive sides."

Aims of Teaching of Poetry

Poetry is taught for sheer pleasure and enjoyment. It further lays the foundation for an adequate appreciation of English poetry. Therefore the aims of teaching of poetry should be different for different levels. The general aims of teaching English poetry are as follows:

General Aims
At Primary Level

- To enable the students to recite the poem with proper rhythm and intonation.
- To enable the students to enjoy the recitation of the poem.
- To develop the students' power of imagination.
- To train the emotions of the students
- To develop love for poetry reading and writing.

At Secondary /Higher Secondary Level
- To enable the students to appreciate the poem.
- To enable them to understand the thought and imagination contained in the poem.
- To appreciate the rhyme & rhythm and style of the poem.
- To train the emotions, feelings and imagination of the students.
- To develop their aesthetic sense.
- To create love for English poetry.

Specific Aims
The specific aims of teaching poetry differ from poem to poem. They depend largely on situation, scene, feeling and thought depicted in the poem. The specific aims of teaching English poetry are as follows:
- To enable the students to recite the poem namely '-----------------' with proper rhyme and rhythm.
- To enable the students to enjoy the recitation of the poem '-------------'
- To understand the central idea of the poem.
- To communicate the exclusive message of the poem to the students.
- To enable them to appreciate the beauty and images depicted in the poem.

Procedure of Poetry Teaching
Procedure of poetry teaching involves the following steps:

- **Preparation**
- **Presentation**
- **Comprehension/Appreciation**
- **Home Assignment**

Preparation
Under preparation following points are to be considered:

I.   **General Aims**   (already discussed)

II. **Specific Aims**   (already discussed)

III. **Material Aids**

A suitable material aid can be used depending on the theme and content of the poem.

IV. **Previous Knowledge**

The teacher should know the previous knowledge of the students related to the theme of the poem to be taught. It is on the basis of previous knowledge that the new lesson is to be introduced in the class.

Teaching of a poem should begin with a beautiful introduction about the poem and its author. This will arouse the interest of the students and create the appropriate environment for teaching the poem.
Introduction of the poem can be done in different ways:

- Parallel poem that describes the similar theme or similar emotion may be read.
- By giving a brief summary of the poem pertaining to the back ground and general theme of the poem and then asking few questions on it.
- By giving a life - sketch, poetic style and characteristics of the poet.
- If the poem is descriptive, a picture can be shown. Two or three questions on the picture can be asked.

Statement of the Aim

After introducing the poem and its author, the teacher should announce the aim of teaching the poem.

Presentation

According to Ryburn," A good poem is a complete whole." Therefore poetry should be taught in one unit, but in condition that the poem is too long, it must be divided in units in such a way, so that it may not loose its rhythm, music and emotional effect. The presentation stage consists of the following points:

- **Ist Model Recitation by the teacher**

Recitation is the soul of poetry. Reading a poem with proper rhythm, stress and intonation is of vital significance. The model recitation by the teacher helps the students to experience or feel the poem in its totality without going into other detail. Therefore the teacher should recite the poem with proper rhythm, stress and intonation. At this time the students should listen to him carefully with their books closed.

- **IInd Model Recitation by the Teacher**

According to Ryburn, "One reading, of course, is not enough. It must be read twice or thrice." To have greater effect, the teacher recites the poem once again with proper rhyme and rhythm. This time the students are asked to open their books and follow in it.

- **Imitation Reading by the Students**

The teacher asks two or three students one by one to recite the poem in the same manner, he has recited. This requires a lot of practice on the part of the students and helps the students to enjoy the recitation and feel the music and beauty of its language.

- **Meaning of Difficult Words**

The expositions of words are not done in detail while teaching of poetry. Only those difficult words or phrases which create hindrance in the comprehension of the poem should be explained.

- **Silent Reading of the poem by the students**

During this step, the students may be asked to read the poem silently and grasp the theme of the poem. At the primary stage silent reading can be avoided.

- **Choras Recitation**

At the primary stage, the students enjoy the recitation of the poem in chorus. It helps them in overcoming their shyness. At this stage the teacher can read the poem line by line which shall be followed by the students collectively.

Comprehension / Appreciation

After several readings of the poem, the teacher puts some questions to test their comprehension of the theme of the poem. These questions should be simple and short. Appreciation questions are asked on the appreciation of beauty of language, thought, emotions and images of the poem. The students may be asked to:

- Pick out the rhyming words,
- To complete the lines.
- To explain the central idea of the poem.

Home Assignment

Home assignment in poetry teaching is not much of importance. Children can be asked to memorize the poem or do some creative work or write the gist of the poem in their own words.

Teaching of Language Skills : Listening And Speaking

Listening Skill

Listening and speaking skills are the two sides of the same coin. In the act of communication, they are complementary to each other and therefore, both should be practiced in close relation to each other. Oral speech is acquired through constant practice. Speech, rhythm, pronunciation etc. are learnt by listening to appropriate language models.

If we want our learners to learn to speak well, we have to give prominence to the development of listening skills as well. Storytelling, interviews and conversation etc. are activities which provide ample opportunities to the students for listening. Taped material can also be used to enhance this skill.

How to promote Listening Skill?

Some activities/techniques for developing listening skill can be as following

- The teacher can read out a passage, a list of words etc. and ask them to identify the number of times a specific word or a grammatical category occurs.
- Listen and draw. The learners will draw different shapes etc. (According to the instructions given by the teacher).
- Timetables, bio-data forms, etc. can all be used as grids. A text can be read out and the details filled in.
- Flow charts can also be used as a task sheet for a listening activity.
- Using maps – Maps can also be used as task sheets in these listening activities. They can be used to mark:
- a route
- a particular place
- where different people live

Follow up work

A follow up task is a must after a listening activity focusing on structures, remedial practice or doing an oral or written task related to the activity.

The role of the teacher in an oral lesson is very important. The teacher acts as a motivator. His personality, competence and confidence, his ability to create interest in students play a vital role in developing the listening and speaking skills in them.

English speech sounds

We speak in order to be heard. We cannot call any sound a speech sound. The sounds produced by the speech organs are known as speech sounds. They can be classified into vowels and consonants.

There are 20 vowel sounds in English language. (12 pure vowels and 8 diphthongs) A vowel may be defined as a voiced sound in the production of which there is no obstruction, partial or complete of the air passage. English has twelve and eight diphthongs.

A consonant may be defined as a sound in the production of which the air from the lungs is obstructed as a result of a narrow or complete closure of the air passage. English has twenty four consonant sounds.

Speaking Skill

"Speech is the ground work, all the rest are built upon it. Through speech, the pupils learn to make the direct connections between the English words or phrase and the subject, action and idea it bears. He learns the habit of using words in the correct sentence pattern and phrase patterns and he can learn this in no other way." - **F.C. French**

It is true to say that the faculty of speech is a natural gift, we get it polished and improved through education in our schools providing various opportunities for its natural development. An English teacher should be very careful to his own pronunciation for lying down the correct speech habits of his students.

Aim of Teaching of Speaking

- Cultivation of audible and intelligible pronunciation .
- Production of correct sounds, stress, intonation, rhythm, fluency and pause.
- Cultivation of the habit of speaking long sentences.
- Developing good speech manner.
- Expressing ideas, thoughts and feelings of others.
- Understanding ideas, thoughts and emotional feelings of others.

How to promote speaking skill?

Suggested activities to promote speaking skill:

The goal of any speaking activity is developing communicative ability of the learners. This means that the language system has to be internalized activities usually focus directly on the different aspects of language.

- *Eliciting*

Presentation of a lesson will eliciting questions helps students remember words and structures and gives them practice right then and there when the word is introduced. Care should be taken while framing questions. They should be framed in an unambiguous way so that the learners may answer easily.

- *Discussion activities*

These types of activities act as initiators. They may be in the form of pictures. The students may be asked to describe the pictures.

- *Find the difference*

This activity leads to purposeful question and answer exchanges. The vocabulary used is specific. Help can be provided initially.

- *Role Play*

Role play enables the students to imagine, act and speak accordingly. They bring the situations from real life into the classroom. Roles should be selected beforehand if required clues be provided to the learners. Everyday life situations such as shopping, holidays, camps, folktales etc. can be used. Roles such as friends, brothers, sisters, shopkeepers, characters from the textbook can be taken up.

- *Games*

Games help the teacher to create contexts in which the language is used contextually and meaningfully. Games are task-based and have a purpose beyond the production of speech, serve as excellent communicative activities. Games are learner centred; they integrate various linguistic skills and construct a cooperative learning environment.

- *Pronunciation drills*

Language learning is a process of habit formation. It is important, that enough practice in sentence patterns is provided to the learner. They help

the learner to improve his pronunciation, to speak with proper stress and intonation to grasp the basic patterns and vocabulary, and to speak fluently.

• *Reading Aloud*

Reading aloud provides practice to the pupils to read with correct pronunciation. The mispronounced words can also be corrected. Initially the learners should not be asked to read anything which they have not mastered orally. The teacher should, therefore help the learners with the pronunciation of new words and patterns which they will come across in their reading. The teacher may ask the learners to repeat after him/her. The teacher should ensure that the learners should not be exposed to bad pronunciation.

The teacher should help the learners to divide the text into sense groups by drawing slanting lines. The learners should be trained to pause according to the sense groups. While reading aloud, the teacher should :
- Stand at a place from where he can be heard while reading.
- Keep the book at a proper distance and in such a way that he can allow his eyes to move all over the class.
- Read with proper gestures, actions, tone and pauses etc.

• *Recitation of poem:*

Poetry has tremendous appeal for children and it helps to arouse the interest of the learners. It has a special appeal for the aesthetic and intuitive sides of the child's personality.

Poetry imparts pleasure to the students. It helps to learn to appreciate poetry. The rhythm of poetry helps the learner to acquire natural speech, rhythm etc. When poetry is read with proper stress and rhythm, the learners receive training in speech and pronunciation.

The teacher should read the poem with correct pronunciation, proper stress and rhythm. Poetry is an art of the ear, not of the eye- in other words, poetry is sound not sight. The best way to teach a poem is to read it well. Good reading helps the learners to understand and enjoy the poem.

• *Narration of stories:*

Story reading or narrating stories is another activity which requires tremendous skill on the part of the teacher. The teacher can keep the class spell-bound for a few minutes.

The change of pitch, tone, speed gestures, repetitions etc. Keep the learners engaged and they are also able to understand the story. A lively narration of stories keeps the boredom away from the classroom. Story telling activity leads to a harmonious blending of learning and recreation.

• *Discussion Skills:*

In a face-to-face classroom setting, students are expected to participate in class discussions and that participation is part of the equation when assessing performance Asking questions and joining in discussions are

important skills for study. In many subjects, you will receive marks for participation and this mark reflects how active you have been in discussions.

Why have discussions?
- To understand a subject or topic area more deeply.
- To explore ideas.
- To exchange information.
- To expand and clarify your knowledge
- To improve your ability to think critically.
- To improve your language skills.
- To increase your confidence in speaking.
- A discussion can change your attitudes and ideas.
- A discussion can helps a group make a particular decision or come to a conclusion.
- A discussion gives you the chance to hear the thoughts and ideas of other students.

Learn to Listen
Listening is an essential skill and an important element of any discussion. Effective listeners don't just hear what is being said, they think about it and actively process it.

Prepare
You can't contribute to a discussion unless you are well-prepared. Attend lectures and make sure you complete any assigned readings or tutorial assignments. If you don't understand the material or don't feel confident about your ideas, speak to your tutor or lecturer outside of class.

Practice
Practice discussing course topics and materials outside class. Start in an informal setting with another student or with a small group.

Participate
If you find it difficult to participate in tutorial discussion, set yourself goals and aim to increase your contribution each week.
An easy way to participate is to add to the existing discussion. Start by making small contributions:

Discussion Etiquette (or minding your manners)
In order to successfully negotiate discussion, courtesy is important.
Teaching of Language Skills : Reading skill
A language teacher is primarily concerned with the language abilities of his pupils. There are four such abilities. Listening, Speaking, Reading and Writing. Of these the ability to read is of paramount importance.
Reading means to understand the meaning of printed words that is written symbols. It implies reading with comprehension.

William S. Gray in his book, "History and Philosophy of Reading Instructions" has defined reading thus – "Reading is the process of

recognizing printed and written symbols, involving such habits as accuracy in recognizing the words that make up a passage, span of recognition, rate at which words and phrases are recognized, rhythmical progress of perception along the lines and accurate return sweep of the eye from the end of one line to the beginning of the next."

Teaching of Reading skills

To read well is a noble exercise; reading is the process of looking carefully at written or printed symbols and translating them into the spoken symbols.

Reading consist of three elements

- The written or printed symbol
- The spoken symbols
- The Sense

In teaching children to read, three main objects are in view-

- Firstly, children should gain (have) full control over the words and patterns, which they first come-across during the process of speaking.
- Secondly, they can attain the power of gaining pleasure and profit from the printed page.
- Thirdly, they became able to make audible the beauty of words and their emotional significance.

Reading skill should be given the key place in the total scheme of teaching English.
- We can also say that reading is the ability to extract from the written or printed page, the thoughts, facts and information required .
- The success of Children in reading depends on their readiness to read.
- Linguists are of the opinion that beginning to read is nothing but transfer stage form auditory signs to visual signs. This means that oral background is a necessary adjust to the reading stage.

The nature of the Reading- process:-

Reading does not involve "a process of learning new or other language signals than those the child has already learned."
In 'talk' the message is conveyed by the language signals that "make their Contact by means of sound waves received by ear."
In 'reading' the message is conveyed by the same language signals which "consist of graphic shapes that make their contact with his nervous system through light waves received by the eye."
The meaning of the printed symbol is comprehended not through the eye gate but through the vocal organs which stir-up the vibration reaching the brain to enable it to interpret and convey the meaning.
In loud reading, the speech organs produce audible sounds while in silent reading no such thing happens.

Essential factors in the Reading Process:-

There are a few essential factors in the process of reading. There are movements of the eyes, there is word recognition, there process works and then there is understanding of the material that is read.

Eye movements:-

Eyes play an important role in the reading process. Eye movements are steady or smooth along the lines of the print. A series of jumps or jerks are visible. It is during these fixations the eyes get to recognise the word or phrases.

Perception-Span:-The number of words taken in one pause is known as the"perception-spam".

Eye-Span: -

If we divide the number of letters in the live just read by the number of process . we get the number of letters read in each pause. This is known as the eye-span.

It varies with the size of the print - the bigger the letters in size, the smaller the eye span. Moreover, different readers see different number of letters in one pause.

Besides, the number of fixations or pauses per line depends on the difficulties of the material that is given for reading age and the maturity of the reader.

Word-recognition:-

Good reading involves the ability in recognition words and extracting meaning form them. The ability in recognizing words depends upon.

The type of letter:-

Projecting word like (t,p,f,t,d) and non-projecting like(a,o,u). Words containing the former types of letters are more easily recognized than words containing non-projecting letters.

- The shape of words: - Words similar in shape like receive deceive, bid did, etc. often confuse the beginner .
- The range of learner's experience: - words which are associated with objects and ideas within the learner's experience and words which the child has already heard or practiced in speech are easily recognised.
- Reading Speed: - Speed is an important factor in reading. A slow reader is usually considered to be a bad reader. Speed also depends upon age and maturity of the learner.
- Comprehension or understanding :- The whole reading activity is useless if the material read is not understood by reader of course, general intelligence interest in a particular subject, previous knowledge of the subjects discussed in the reading comprehension. Still the teacher should carefully help the child in over. Coming soon of the common reading faults which inhibit the reading process. These faults are faulty eye-movements,

slow speed, head-movements, poor-word. Recognition, back-word eye movements etc.

Methods of Teaching Reading Skill

There are some methods which are applied-

The Alphabetic Method-
This method begins with the parts and reaches the whole. Every letter in the word is taken as an independent unit quite significant in constituting the word itself. So, pupils are taught first the names of the letters in the alphabetic order of the language. Then, they join these letters to from the complete word.

C-A-T= CAT

In this way, he goes from word to word and finishes the sentence.

Deficiencies/Demerits

- It is unscientific because it goes against the basic scientific fact that a language has unity.
- It is based on wrong assumption that the letters of the alphabet in themselves have meaning.
- It is unreal and wasteful, because the pupils do not show and interest in the individual letters. They have to be taught words and word-groups, not letters.
- It gives a wrong idea to the pupils that there is one to one correspondence between letter and sound C/Si
- It is unpsychological. We never see letters but words.
- Pupils learn to read without understanding, because they are lost in deciphering the word in letters.

The Phonic Method-
This method is the result of the feeling of inconsistency between the letters and their sounds. This method consists in teaching the sounds rather than the letters.

So, from the very beginning the child is acquainted with the sound and sound pattem.

"A good feature of this method is its rationalization of the approach to the symbols of the language through pertinent sounds."

Cat-Rat-Hat-Bat

Demerits-

- We do not have the same sound for each letter always.
- Different sounds for the same vowel or consonant is misleading.
- It goes against the principle of language unity.
- The unit of thoughts is complete sentence, not individual word. It
- Encourage reading one word at a time.

- It encourages the bad habit of reading one word at a time.
- It breaks the unit of the language.
- A large number of words cannot be taught with the help of this method because their spelling is irregular.

Look and Say Method-

- This method is also known as word method.
- The unit of teaching is word. It is best brought into action with the help of Flash cards.

Demerits-

- It breaks the unit of the language
- Individual words do not convey proper meaning. Meaning has to be taught in Context.
- This Method involves unnecessary jumps and jerks which are harmful in acquiring good reading habit.

Phrase Method-

- The phrases no doubt create more interest and words become better meaningful when put together .
- It helps to recognize more words in one perception span.
- Well-set, phrases are taught like "to the door" 'on the bench' . 'To the windows. On the black-board etc, not single words.
- Unnecessary jumps are avoided

The Sentences Method-

- This method is based on the psychological principle of language teaching. The sentences are the unit of thought.
- It is the best method of teaching.
- To encourage the student to follow this method.

Types of Reading

Reading means to understand the meaning of printed words that is written symbols. It implies reading with comprehension.

William S. Gray in his book, "History and Philosophy of Reading Instructions" has defined reading thus – "Reading is the process of recognizing printed and written symbols, involving such habits as accuracy in recognizing the words that make up a passage, span of recognition, rate at which words and phrases are recognized, rhythmical progress of perception along the lines and accurate return sweep of the eye from the end of one line to the beginning of the next."

There are different types of reading which lead to comprehension.

1. Land Reading
2. Silent Reading
3. Oral Reading

4. Intensive Reading
5. Extensive Reading
6. Skimming
7. Scanning
8. Supplementary Reading
9. Library Reading

Land Reading: -

AW. firstly calls loud reading "a necessary evil". It is necessary for two reasons.

- First, it ensures that the reading process is going on and helps the teacher to improve it.
- Second, it gives practice in the manipulation of sounds and practice in speech and pronunciation.

Reading aloud is often helpful in developing a sense of appreciation for the language as a whole and prose and poetry in particular. Reading aloud gives the pupils a sense of pleasure, power and mastery over the language. It teaches the student to read with correct pronunciation articulation, intonation stress and rhythm.

Skimming-

Skimming is a reading of one's fastest speed. It is used to achieve more significant information out of a lot of material. When skimming, reader goes through the material quickly in order to get the gist of it, to know how it is organized or to get an idea of the tone or the intention of the writer.

How to skim- After noting the titles and subtitles which identify the topic, read paragraph fully.

Read at the fastest speed to get the idea of the stage, the setting, style tone or mood.

Reader reads only key sentence and tries to get the main idea.

The reader lets his eyes jump down through the paragraph picking up one or two important words, phrases.

Significance-

- Itis useful for students and professional.
- It gives general idea of the matter.
- Itis useful in building up a fund of reference information.

Scanning: -

In scanning, reader means darting over much of a text to reach for a specific item or piece of information that he wishes to discover.

How to scan-
• To fix clearly in mind what he is looking for.
• To plan how the required information can be obtained.
• Floating approach (moring back or forth) is applied.
• Reads as much as he required.

Significance-

It has great importance to exclusives, administrators, professors, researchers, to get required information in a short time.

- For dictionary use, it is very useful. For phone directory, it is applied. Supplementary Reading:- This is similar to extensive reading but its chief aim is to supplement the intensive reading of a detailed prose-lesson.
- Library Reading: - It is done in the formal setup of a classroom and is done during specific periods.

Oral Reading-

Oral reading means reading aloud. In the early stages children are taught the mechanics of reading. (the sounds of a language that are significant for meaning, the force with which syllables are said, the rise and fall in pitch level, words forming sense groups that are said at one go without a pause). It is necessary to ensure that the pupil correctly associate the spoken word with the printed symbols. Its obvious use is that it provides practice in good speech to the learners and affords the teacher an opportunity to find out whether the student is reading with correct pronunciation or not.

In addition to pronunciation, oral reading helps the child in :

1.recognising quickly the oral counter parts of the printed symbols.
2.recognizing meaningful units
3becoming better readers ultimately because oral reading is a stepping stone to success in silent reading.
4 becoming better speakers.

Silent Reading :

Along with the ability to read aloud, students should be introduced to the skill of silent reading. Reading in actual life is mostly silent reading. The purpose of silent reading is to enable the learners to comprehend the meaning of what they read with speed. The speed in silent reading is more than in reading aloud, as here students have not to concentrate on pronunciation. The teacher should ensure that the students don't move their lips when they read silently. It retards the speed of reading. After the students have read a passage silently, appropriate questions should be put to them to test their comprehension. In short it can be said that-

1. Silent reading is a complex set of skills.
2. It is more than recognizing and understanding isolated words. It requires one to think, feel and imagine.
3. While one reads silently, his eyes do not sweep across the line of print smoothly and steadily but move in jerks from one point to another.
4. The defects at the physical level can be remedied by repeated instruction and careful supervision.

5. Silent reading helps to consolidate different skills acquired in that language eg. vocabulary, spelling, pronunciation, meaning, structure, punctuation etc.
6. The earlier we train our learners to read silently, the better it is. As soon as the learners gain some background of the basic structure of the languages, we should start giving them practice in silent reading.

Intensive Reading:

Intensive reading means a detailed study of the text. At the school level students are supposed to study the text books in detail. Its main purpose is to provide practice with sentences of a newly introduced pattern. In this type of reading the student masters at the productive level all the new vocabulary items and grammatical item. He also understands in detail the ideas expressed in the text under study.

Training in exact reading should go on throughout the language programme. Such reading sessions lay the foundation for scientific and technical studies. In the beginning the amount of such reading completed by a class may be small which the teacher should not bother about as long as the students understood exactly and fully what they are reading. The purpose is not to develop speed or ease of reading but to help students understand each and every detail precisely.

While teaching a text for developing intensive reading skills, the teacher asks the students carefully chosen questions to know whether the students have comprehended the reading materials. Thus the students read the passage/text again and again to understand it.

Extensive Reading:

In practical life a person does not read intensively i.e. paying close attention to every detail, unless he has a special reason for it. Unlike intensive reading, the main purpose here is not to concentrate on study of the language but to concentrate on subject matter. So extensive reading means a non- detailed study of the text or book. It is this type of reading that a student or an adult needs in his day to day life like reading a newspaper, an article, a fiction or a non-fiction etc. It is not necessary to read these things in minute details. All that a person is concerned with is to know the main points. So extensive reading aims at training in "reading for information". Supplementary reader prescribed in school syllabus is meant for extensive reading.

Both extensive and intensive readings are important. Intensive reading enriches the students command of language and extensive reading further
reinforces it.

The chief differences in teaching intensive and extensive reading are:

i. In intensive reading there is model reading by the teacher and reading aloud by the students. In extensive reading,

        neither model reading by the teacher nor reading aloud by the students is done.

  ii.   In intensive reading the meaning of new words is explained but it is generally not done in extensive reading. Students can give the meaning from the context or they have already learnt these words in intensive reading.

  iii.   No grammatical work is done in extensive reading.

Supplementary Reading: -

This is similar to extensive reading but its chief aim is to supplement the intensive reading of a detailed prose-lesson.

Library Reading: -

It is done in the formal setup of a classroom and is done during specific periods.

Teaching of Language Skills : Writing Skill

Speech come to man as a gift from nature. Oral work is the back bone of language teaching. Oral work supplies material for written work. Fair and legible handwriting makes a man perfect.

According to Becon, "Reading maketh a full man, conference a ready man and writing an exact man".

Writing is a product of development. The real test of their knowledge of the language is their ability to express their ideas in a written from.

Teaching Mechanics of writing:

1. Controlling the small muscles of the fingers and wrist.
2. Securing Co-ordination of the hand and the eye write betters of the correct shape and size.
3. Giving proper spacing between letters, words and line.
4. Using capital letters where required and putting punctuation marks.

Forms of Writings: -

Earlier form (Picture writing)-

The earlier kind of writing was 'picture writing'. It was not easy. It presented difficulties because everything, a person cannot record in pictures. It was difficult to learn and read because thousands of objects and ideas needed different sign to express.

The script of the Chinese language is based upon picture script and one has to learn hundred of symbols in order to understand spark, read and write this language.

The Alphabetic form-
In this form, each letter or symbol represents a different sound. It was first used by the Phoenicians of solomen. The Romans copied this method and the present script of writing of English is also called 'Roman script'.

So, the linguistic activities may be compared to the four pillars supporting the magnificent structure of language. Writing is just like pasting and plastering. The teacher like a conscientious artist, places not only bricks and mortar and other material required for his fine creation, but also paste and plasters it and gives it a finishing touch.

Essentials of Teaching Writing -

The choice of script: - Script is the written of strokes, circles, dots etc. These scripts are of your kind.

- **Print Script-** In this type, the letters appears in words which are not joined to gather. The common practice in teaching writing is to start with print script. It is the simple form of writing. It is straight and clear in shapes of letters, and it is not confusing in anyway.
- **Cursive writing-** In this type, the letters are joined together with strokes or loops. This is the running type of writing. Cursive script is useful because it makes writing fluent and facile, developed speed.

Marion Richardseon Script- In this type, all the letters are not joined together**.**This script is also called rounded cursive. The basis of this type of writing is a system of rhythmic pattern movements. This script found wide favour with the teachers all over the world . It is infect, a development of print script with certain requirements of cursive script.

1. **Italic-** This kind of writing was used in Italian manuscript in the Middle Ages. It is a kind of cursive script but more pointed. Though it can be written very quickly, yet its major drawback is its being difficult to read. At early stage, it is not very much encouraged.
2. **choice of style-** Another essential of good writing is the choice of proper style. There are two types of styles -

Vertical and slanting

Vertical style is easy to follow and may be encouraged. Slanting style, there are two options-
1. Forward slanting
2. Backward slanting- The choice of style depends upon individual different, but there should be uniformity in the pupils writing.
3. **Choice of material-** In the beginning, the student should be taught to write on a rough surface with soft chalk, or the very first lesson should start with the pupils' finger movement on sand. Writing on a rough surface will regulate the movements of pupil's fingers and muscles and eye coordination. The surface on which to write should be rough but pencil or chalk should be quite soft. It should be followed by writing in ink.

4. **Postures-** Right posture is an important factor in teaching writing. It consists in the position of the body, arm, head and paper etc. At their desks, students should sit comfortably in correct position; his head should be held high so that his eyes are about a foot away from the paper. The body should learn slightly forward from the hips, but should not touch the desk. Both arms should be within two or three inches of the elbows. The teacher should also pay attention to left handed children. It should be discouraged.

How to teach writing the alphabets to the Beginners:
Three methods are commonly used-

(1) Use of Kinder Garten Apparatus- under this method pupils are given practice in constructing the alphabets by joining the piece of wood in different shapes. Itis suitable only for infants

(2) Tracing Method- under this method, the learner is required to make movements of the pen or pencil held in his hand over the printed letters. The letters are generally printed in dotted lines or they are written with a soft pencil. This method is neither very effective nor pedagogically sound.

(3) Free hand imitation- under this method pupils imitate the printed letters in their note-books or they imitate the form or movements from teachers writing on the black board .

(4) F. G. French's Method- the beginners should be taught to write the letters in vertical style and they should be taught first small letters after that capital letters.

Characteristics of Good-Handwriting

1.Distinctiveness- This means 'each letter should have a characteristic form of its own'. It means 'a' should resemble 'a' and not 'e', 'E' should resemble 'e' not 'f' etc. The letters should not be distorted.

Legibility- A legible handwriting is easy to read and causes no confusion. It is also a reflection of mind. Letters should possess all the fine aspect of legibility i.e. letter-formation, regularity of slant, quality of line or stroke, alignment and spacing,
e.g. Difficulty in dotting (i)
Difficulty in crossing '+'
Top stroke short as in 'h'
Pupils do not write properly-Five letters- a, e, r, t, f. the teacher should pay special attention to these letters which the students do not write properly.

2. **Uniformity**- Whatever style the students adopt, should be uniform in size, spacing and alignment. It means that all the words should be written

either in a vertical style or slanting style. If they are written in a slanting style, it should be either forward slant or backward slant throughout.

Appropriate size of letters- The size of the letters should be neither too big nor too small. These should be proportion between the sizes of letters. Margin between two letters should be appropriate.

Spacing- Proper spacing adds beauty to the style. The letters and words should be properly spaced. There should also be proper spacing between lines.
Spacing the letters in a word, the words in line and the lines in a page should not be crowded too closely together. This will avoid over writing. Simplicity- Handwriting should be always simple. It should have no unnecessary tails or simple letter shape had good appeal, unnecessary strokes should be avoided.

Speed- A.W. Frisly, "the writing should not be labored but done at a reasonable speed". Speed combined with practice. Good handwriting is carried out at a reasonable speed.

Attractiveness- Handwriting which is attractive and nice to look at is a great asset. A beautiful handwriting is one in which the letters are well framed even in size & spaced which is upright or slopes slightly forward and in which the lines of writing are parallel to the top of sheet of a paper.So, handwriting must be 'nice to look at'.

Techniques of Improve Handwriting

- **Calligraphy: -**

A type of good handwriting which is learnt with the help of a special type of brush   or   pen.

- **Transcription and Dictation-**

Transcription and dictation are interrelated. Transcription aims at neatness and care and promotes accuracy which are also required in dictation and composition. Dictation is an exercise in hearing and correct spelling.

Transcription is a sort of reproduction exercise which enables the pupils to see words or sentences and then write on their copy books. This exercise is not only useful but also pleasure giving to the children. For a beginner, transcription may be done for the sake of handwriting . The teacher should ask the pupils to transcribe words involving the types of letters that may be troublesome in some way.

- Transcription should be given only after the pupils are familiar with the scripts.
- It may also be done for spelling observation.
- Words, the spellings of which are likely to pose difficult should be given for transcription .
- Language patterns can also be practiced by transcript.

- Specific language construction based on the use of article prepositions, adverbs etc, can be conveniently framed to give models for transcription.
- Transcription should become a productive activity leading to extension work. This will require the pupils to keep a special eye on the meaning.

SELECTION OF TEACHING LEARNING MATERIAL (TLM)

TLM is commonly used acronym that stands for Teaching Learning Material, Broadly the term refers to a spectrum of educational materials that a teacher uses in the classroom to support specific learning objectives as said out in lesson plans. Teaching Learning Materials are tools for significant teaching and learning.

They are useful to enhance the quality of teaching learning process. A teacher must explore a variety of materials as suitable aids for instruction to supplement the textbook to provide additional information, to broaden the concepts and to arouse students' interest.

Teaching Learning Materials in teaching of English prove to be supportive in providing experiences to the students in their development of language competencies. Some of the important teaching learning materials are:

1. Text book
2. Supplementary Reading Materials
3. Work books
4. Reading Materials- newspaper, magazines, story books etc.
5. Reference Materials- encyclopedias, dictionaries etc.
6. Graphic Materials - charts, pictures, cartons, posters etc.
7. Activity Materials- flash cards, puzzles, crosswords, word building blocks and other language games.
8. Language lab
9. Sophisticated Materials or Electronic Materials- radio, tape - recorder, T.V. multi media kits etc.

Textbook

The textbook plays a significant role in the teaching of English. It is helpful in presenting the teaching learning materials in a systematic way with illustrations. It acts as a guide to the teacher and facilitates in stabilizing the students' learning. It provides examples for the usage and methods of teaching vocabulary and structures.

A good textbook should cover the objectives of teaching English. Subject matter should be according to the need, ability and standard of the students. The vocabulary, phrase patterns and sentence structures should be properly selected and graded. It should be well illustrated with relevant pictures, diagrams etc.

Supplementary Reading Material

Supplementary reading materials are complementary to text books to enhance the information already acquired through the textbook. The

language of supplementary reading material should be easier than that of the textbook.

Work Book

Work books supply the materials through which the students learn by doing. Problems are given requiring application of the knowledge gained in new situations. For language learning different exercises based on the text book materials, should be given for practice in various situations.

Reading Materials -

Newspaper/Magazines/Story books

The newspaper can play important role in teaching of English. The students are motivated to develop their reading skills. The teacher must judiciously use the newspaper activities. Selecting small items like headlines, news columns (sports, kid's zone etc.) pictures, cartoons and advertisements can be successfully used by a resourceful teacher.

Selecting easy and small items would help the students developing their language skills.

So many magazines are published for school children providing supplementary materials for classroom information in the form of interesting stories. These story books should be colorful, attractive and well illustrated with pictures. It should contain varied and interesting topics in simple and easy language.

Reference Books

Textbooks need to be supplemented with additional material for extra information and illustrations. Various reference books such encyclopedias, dictionaries etc. prove very effective for learning language.

Graphic Materials- Charts/ Pictures

Charts are combination of graphic and pictorial media designed for the orderly and logical presentation of facts and ideas. Charts are very useful for presenting vocabulary items, structures, substitution tables, composition etc. These charts should be large in size and necessary material should be written in bold letters so that it may be easily visible to all students.

Pictures prove to be very attractive and interesting for teaching of poems and stories. The pictures should be clear and large and should not be overloaded with information. 'One picture, one idea', is a good rule to follow.

Activity Materials -

Language Games / flash cards etc.

Language games help the learners to learn language in an interesting manner. Language games are oral and written exercises to help students to enhance their vocabulary, comprehension and expression. Language games should be selected on the basis of learner's age and level, size of the class and availability of time and materials. Equipments or materials, required for

using games such as objects, pictures, flash cards etc should be assembled prior to introducing the game in the class.

Language Lab
Language lab is an aid in modern language teaching. It is an audio or audio-visual installation. It is used for language teaching and remedial teaching. The students are exposed to a variety of listening and speaking activities. It builds self confidence of learners in using English language.

Sophisticated Materials -
Radio, Tape-recorder, T.V., Multi- Media Kits etc.

Multi-Media are modern technological materials used for teaching learning. Originally devised for entertainment purpose, the radio is being widely used for educational purposes. The IRP lessons engage students for English teaching through local stories and songs while supporting teachers to develop student-centered teaching skills. The teacher should mange the time-table according to the programme. The teacher can record programmes related to their subjects on tape-recorder and replay them with commentary in the classroom whenever needed.

Records of short talks on interesting topics, recitation of poems or a dramatic piece on tape recorder prove effective in developing worthwhile standards of correct speech. It also provides opportunities to the students to record their speech and listen to it. It improves their pronunciation and speech ability.

Television can also be used effectively in teaching. It appeals to both eyes and ears. Different stories, pictures or dramas can be shown on it. Teachers can deliver lessons through this media. Besides this, digital library allows teacher to access teaching materials developed by national or international organizations. The multi - media kit is also helpful in improving the learning gains in students as well as improving classroom transactions of teachers. The judicious and careful selection of TLM is needed according to the need, ability and standard of the students.

Audio Visual Aids/ Instructional Media/ Teaching Aids In Teaching

Audio visual material must be seen in their relationship to teaching as a whole and to the learning process as a whole, until the teacher understands the relationship between audio visual material and teaching learning process.

Audio visual materials are produced, distributed and used as planned components of educational programs. It helps the process of learning that is motivation, classification and stimulation. A.V. aids are multi-sensory materials which motivate and stimulate the individual. It makes dynamic learning experience more concrete realistic and clarity. It provides significant gains in thinking and reasoning.

Audio visual aids are sensitive tools used in teaching and as avenues for learning. These are planned educational materials that appeal to the senses of the people and quicken learning facilities for clear understanding.

Definitions:

1. According to Kinder S. James: Audio visual aids are any device which can be used to make the learning experience more concrete, more realistic and more dynamic.

2. According to Burton: audio visual aids are those sensory objects or images which initiate or stimulate and reinforce learning.

3. According to Carter.v.Good: audio visual aids are those aids which help in completing the triangular process of learning that is motivation, classification and stimulation.

4. According to good's dictionary of education: audio visual aids are any thing by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight.

5. According to Edger Dale: audio visual aids are those devices by the use of which communication of ideas between persons and groups in various teaching and training situations is helped. These are also termed as multi sensory materials.

Purposes of Teaching Aids:

- To supplement and enrich teachers own teaching to make teaching-learning more concrete.
- To serve an instructional role in itself.
- To create interest among the group.
- To make teaching as an effective process.

Advantages of Teaching Aids :

1. Teaching Aids helps in effective perceptual and conceptual learning.
2. Teaching Aids helpful in capturing and sustaining attention of students.
3. Teaching Aids arouses interest and motivates students to learn.
4. Teaching Aids is helpful in new learning.
5. Teaching Aids helps in saving energy and time of both the teacher's and students.
6. Teaching Aids provides near realistic experience.
7. Teaching Aids can meet individual demands.
8. Teaching Aids is useful in for education of masses.

Characteristics of good teaching aids:

Teaching aids should be
Ø Meaningful and purposeful
Ø Motivates the learners
Ø Accurate in every aspect
Ø Simple and cheap
Ø Improvised
Ø Large in size

Ø Up-to-date
Ø Easily portable

CLASSIFICATION OF A.V.AIDS:

The audio – visual aids have been classified in a number of ways according to different approaches, some are as:

1.   Technical Approach:-

They have been classified into two types viz, audio aids and visual aids.

a.   Audio – aids:-

The aids involving the sense of hearing are called audio – aids e.g; radio, tape-recorder, records player etc.

b.   Visual aids:-

Those aids which use sense of vision are called as visual aids, e.g; models, pictures, maps, bulletin board, slides, epidiascope, over head projector etc.

2.   According to 2nd approach,

the audio – visual aids have been classified into two types viz; projected and non- projected teaching aids.

a.   Projected aids:-

Teaching aids which help in their projection on the screen are called as projected aids. For example, film strips, slides, film projector, overhead projector, epidiascope etc.

b.   Non –Projected aids:-

Teaching aids which do not help in their projection on the screen are called non-projected teaching aids. For example, chalk board, charts, actual objects, models, taps – recorder, radio etc.

Non –Projected Aids
- ACTIVITY AIDS
- DISPLAY BOARDS
- DIMENSIONAL AIDS
- GRAPHIC AIDS
- AUDITORY AIDS

PRINCIPLES FOR THE EFFECTIVE USE OF TEACHING AIDS:

- Audio visual materials should function as an integral part of the educational program.
- Teaching Aids should be centralized, under specialized direction and leadership in educational programs.
- An advisory committee consisting of representative from all areas of curriculum should be appointed to assist in selection and coordination Teaching Aids.
- An education program should be flexible.

- Teaching Aids should be carefully located to eliminate duplication, easy accessibility and convenient use.
- Teaching Aids should be available whenever and wherever they needed for effective utilization as an integral part of curriculum.
- Budget appropriations should be made regularly for a.v. education programs.
- Periodic evaluation to be done to assess the function of, utilization and expenditure of the program.

ACTIVITY AIDS

There are certain learning situations in which student participation through direct experiences can be easily incorporated, these are called activity aids. The activity teaching aids are really of great value as they put students in a role of active seekers of knowledge. There are five important activity teaching aids, which are listed below:-

1) Field trips
2) Demonstrations
3) Experiments
4) Dramatizations

FIELD TRIPS

Types of field trips: -
Depending on the place of visit and its duration, field trips are mainly of the following four types, namely:-

a) Local school trips
b) Community trip
c) Educational trips
d) The natural hunt

Advantages of field trip:
Field trip provides learning experience in the real life situation by direct contact with objects, process, and systems and thus has many advantages which are enumerated as follows:

->It provides accurate information objects, process, and systems in their real life setting.
->It provides meaningful direct experience and hence results in lasting learning.
->The students learning can be easily diverted towards effective learning.
->Field trips are valuable aids to what students are curious about the natural and man-made process and objects.
->field trips can effectively supplement the classroom learning through application and reviewing the experiences of student.

Limitations of field trip:

1) A field trip may be occasional activity which at best supplement some learning segments of the syllabus.

2) They can be expensive and out of reach for many disadvantaged and poor students.

3) Field trips require proper and detailed planning to make them meaningful otherwise the trip leads to confusion, and fails to fulfill the requirement

DEMONSTRATIONS:-

Demonstration method is a concrete visual aid, because of its wide use in the teaching of science. In nursing education, it is used for this purpose and also for clinics, conferences, laboratory classes, symposia, autopsies, and teaching of health to patients. The demonstration method teaches by explanation and exhibition. In short, it is a performance to show a process or activity to others. When a teacher demonstrates, students observe and imitate to learn

Advantages of demonstration:-

The following are the advantages of demonstration method.

1) It activates several senses. This increases learning, because it gives a better opportunity for observational learning.

2) It clarifies the underlying principles by demonstrating the 'why' or 'how' of the procedure.

3) It provokes interest by use of concrete illustrations.

4) It correlates theory with practice engages student's attention and concentration.

5) It encourages student's participation in learning through questions and answers as the teacher performs.

EXPERIMENT

An experiment is a learning activity in which students collect and interpret observations using measuring instruments to reach some conclusions. In science subjects experiments are used invariably used as instructional aid as they encourage learning by doing. While giving a lesson on an experiment, the teacher should organize the instruction so as to make the students aware of the following steps of the experiments:

1) Objectives of the experiments
2) Apparatus required
3) Procedure or methodology
4) Observations of data
5) Computation (totaling) of the observations made.
6) Results or conclusion

7) Precautions
8) Ideas for future work

The student performs the experiment and writes a report on it. Showing the cause and effect relationship.

DRAMATIZATION

Dramatization is a very potent method of keeping the class room instruction lively and interesting. When a teacher dramatizes a lesson, the students become both the spectators and participants. This makes learning easy and permanents.

Types of dramatizations suitable for class room instruction:-
1) Role-play
2) Play lets
3) Pageant
4) Pantomime
5) Tableaux

Advantages of dramatization:

1)Dramatization gives an added advantage of students working as both observers (spectators) and doers (participants) unlike in experiment where there are just doers and in demonstration where there are just observers.
2) Dramatization makes learning a pleasure children love to act and show off.
3) Dramatization involves students totally and they appreciate the lessons remember it better
4) Dramatization develops the social skills required for them such as cooperation, co-ordination, punctuality, and human relations etc.
5) Dramatization makes students creative, sensitive, and alert.

DISPLAY BOARDS

CHALK BOARD

DEFINITION
A chalkboard or blackboard is a reusable writing surface on which text or drawings are made with chalk or other erasable markers.Blackboards were originally made of smooth, thin sheets of black or dark grey slate stone. Modern versions are often green or brown and are thus sometimes called a green board or brown board instead.

A blackboard can simply be a piece of board painted with matte dark paint (usually black or dark green). A more modern variation consists of a coiled sheet of plastic drawn across two parallel rollers, which can be scrolled to create additional writing space while saving what has been written. The highest grade chalkboards are made of a rougher version porcelain

enameled steel (black, green, blue or sometimes other colours). Porcelain is very hard wearing and chalkboards made of porcelain usually last 10-20 years in intensive use.

Blackboards have Disadvantages:
- They produce a fair amount of dust, depending on the quality of chalk used.
- Some people find this uncomfortable or may be allergic to it, and there has been speculation about links between chalk dust and respiratory problems.
- The dust also precludes the use of chalk in areas shared with dust-sensitive equipment such as computers. However, these alternative methods of displaying information have drawbacks of their own.
- The scratching of fingernails on a blackboard is a sound that is well-known for being extremely irritating.

Blackboards are also used in many establishments (typically public houses) as a form of advertising often for upcoming events and menus - as well as to keep the score in darts matches

FLANNEL BOARD

Sometimes called a flannel graph.

This teaching tool is called by different names: Visual Board , Frick Board, Slap Board, Felt Board, Coherograph, Video graph. Flannel graph is a storytelling system that uses a board covered with flannel fabric, usually resting on an easel. It is very similar to Fuzzy felt, although its primary use is as a storytelling medium, rather than as a toy

How to use
The principle involved is the inter looking of fibers of two rough or bairy surfaces, so that the pieces pressed on to a background which is hard and vertical will stay. It can be illustrated on a larger scale by pressing two tooth brushes or hair brushes together, so the bristle inter-look. In case of flannel graph similar principle of friction helps an object to cling to the surface of the board.
The flannel board is usually painted to depict a background scene appropriate to the story being told. Paper cutouts of characters and objects in the story are then place on the board, and moved around, as the story unfolds. These cutouts are backed, either with flannel, or with some other substance that adheres lightly to the flannel background, such as coarse sandpaper.

Advantages

- Permits numerous and varied arrangements of visual materials.

- Permits the use of either chart or small pieces of material Materials can be packed and transported complete notes.
- Permits the development of a complete story.
- Promotes conscientious planning, which must precede the development of the material in the first place.
- Challenges one to develop symbols to portray such things as abstractions.
- Easier to construct materials for flannel board than to make slides or movies.

Disadvantages:
- Transportation and storing of boards and materials is a problem. Suitable tables to support boards must be available.
- Time and cost of making material for presentation present a problem.
- Cost of boards themselves can't be overlooked.
- Presentation is limited a new idea involves a lapse of time before the new material can be added
- Might tend to deter one from using other more effective methods and techniques when it is evident that other methods might be more appropriate.
- To tell a complete story it often takes either too much board space or smaller designs and materials some of which cannot be seen well.

BULLETIN BOARD

DEFINITION
It is a soft board which will hold pins or tags almost suitable. Simple device placed either indoor or outdoor. Items generally displayed are photographs, publications, posters, news paper cut outs.

Advantages
- Explains important events Reports special activities

Disadvantages
- Not effective for illiterate group.
- Takes lot of pre-planning and preparation

A bulletin board (pinboard, pin board or notice board in British English) is a place where people can leave public messages, for example, to advertise things to buy or sell, announce events or provide information. Dormitory corridors, well-trafficked hallways, lobbies, and freestanding kiosks often have cork boards attached to facilitate the posting of notices. At some universities, lampposts, bollards, trees, and walls often become impromptu postering sites in areas where official boards are sparse in number.

PEG BOARD

It is a type of board which contains small holes to fix certain letters into the holes which is used especially in the offices to display certain items, name of the personal or faculty member.

MAGNETIC BOARDS

It is a framed iron sheet carrying porcelain coating in some dark color generally black or green. It can be used to display pictures, cutouts and light objects with disc magnets or magnetic holders.

DIMENSIONAL AIDS

MODELS

Definition: a model is a recognizable representation of a real thing three dimensionally, that is height, width, and depth is felt as reality.

Types of models:
1. Solid models: it is the replica of an original thing made with some suitable material like clay, plaster of Paris, wood, iron etc. to show the external parts of the things. Ex: globe, clay model of human and animal.
2. Cutaway and x-ray models: are the replicas of the original things to show internal parts of a thing. Cross sectional models are difficult to make in the class room or institutions as they require expertise to construct them. Ex: cross sectional model of human body.
3. Working models: these models are either actual working things or their miniature replicas. For illustrating an operation. Ex: a motor, a generator.
4. Sand models: made by using sand, clay, saw dust, ex: a tribal village, a forest area.

Advantages:
- Models heighten reality of things and make learning direct and meaningful as they are three dimensional.
- Models illustrate the application side of certain principles and laws.
- Models explain the complex and intricate operations in a simplified way and thus make comprehension easier.
- Models are lasting and ultimately work out to be cheaper teaching aids.
- Still models are easy to make with the help of discarded materials like empty boxes, pins, clips, nails, and clay.
- Models are to reasonable size and convenient to handle.
- Models involve the use of all the five senses and thus make learning effective.

Limitations:
- It requires expertise to make.
- Time consuming.
- Some of the models may be very expensive.

OBJECTS AND SPECIMENS

Definition:
A collection of real things for instructional use refers to objects.
A specimen is a sample of the real object or a material.

Using objects and specimens:

while using the specimen and objects as teaching aids, a teacher must keep the following points in her mind.

- Plan your teaching with certain simple and direct observations of the object or specimen being referred to.
- Ask questions from the students to elicit more details of the features of the object or specimen under observation.
- Clarify and emphasize important structural details of the object or specimen under observation
- Provide review and practice to make learning permanent.

Sources of objects and specimens:

- Local markets
- Manufacturers and factories
- Discarded material from the houses
- Specimen found in the nature can be collected by students from field trips and nature hunt
- Plasters casts can be purchased
- Wild flowers, leaves shells, stones butterflies moths, insects can also be procured.

Mounting the objects and specimens:

Objects and specimens should be mounted in shallow boxes in an artistic way and the boxes should be covered with cellophane paper. Also label each object or specimen using self adhesive paper.

Advantages of objects and specimens:

- Collection of objects and specimens by students requires interaction with others leading to development of social skills and values.
- Students when collect and display objects and specimens derive satisfaction of contributing to the school and teacher something worthwhile.
- Student's power of observation and first hand experiences is enhanced by collection of objects and specimens.
- Student's personal collection of objects and specimens can be good source of doing investigatory projects.
- Collection of objects and specimens become an interesting educational pursuit of the teacher and students alike.
- It arouse some interest among students in learning
- Objects and specimens involve all the five senses in the process of learning
- It heighten the reality in the class room
- It makes teaching lively.

EXHIBITIONS

Many times in the school, a department of the school or a class put up their work for showing it to the people out side the school, and such a show called exhibitions.

The pieces of work done by the students for an exhibition are called exhibits.

Requisites for exhibition:

- The exhibition should have a central theme with a few sub themes to focus attention to a particular concept
- The exhibits should be clean , labeled properly
- The concepts of contrast in color and size should be used for lying out the exhibitions
- The exhibits should be so placed so the most visitors , can see them
- The place and exhibits should be well lighted
- To capture attention and interest of visitors , both motion and sound should be utilized
- The exhibition should have some exhibits with operative mechanism such as switches, handles, to be operated by the visitors to observe some happenings.
- The exhibition should include lot of demonstrations as they involve deeply the students and the visitors
- The exhibition should be able to relate various subjects' areas to provide integrated learning.

Advantages:

- Exhibitions inspire the students to learn by doing things themselves and they get a sense of involvement
- Exhibitions give students a sense of accomplishment and achievement
- Exhibitions develop social skills of communication , cooperation, coordination
- Exhibitions foster better school community relations and make community members conscious about the school
- Exhibitions couple information with pleasure
- Exhibitions foster creativity among students.

Disadvantages:

- Requires thorough preparation
- Time consuming
- Require funds or budget.

MUSEUMS

Definition:

A museum is a building displaying a collection of historical relics, antiques, curiosities, works of arts, works of science, literature and other artifacts of general interest.

Museums can be useful both for public education and specific class room instructions.

Setting up school museum:

- School should have enough space
- Take the help of students, collect old and new objects and articles
- Accept donations from various organizations who donates the articles
- Students can be guided to prepare the exhibits
- All the collected and prepared articles should be displayed and labeled
- A detailed report book should be maintained giving a brief description of each museum pieces
- The museum rooms should be well lighted
- It should be cleaned and maintained timely.

Dioramas:

Definitions:

A diorama is a three dimensional arrangement of related objects, models, and cut outs to illustrate a central theme or concept.

The objects and models are generally placed in a big box or show case with a glass covering and background printed with a shade or a scene. Ex: a harvest scene, a planting scene etc.

Advantages:

- Provide a good opportunity to learn
- It gives the appearance of actual things which can not be brought to the class room
- Interesting and enhance creativity
- Live things also can shown in diorama ex: aquarium
- Provides students to do project works

Disadvantages:

- sometimes cost effective
- · Needs expatriation for the preparation
- · Require budget
- · Sometimes it may misguide the student if is not the replica of actual thing.

MOCK UPS

It emphasizes the functional relationship between the device reality and its workability. Certain element of the original reality is emphasized to make it more meaningful for the purpose of instruction.

In common usage, a mockup is a scale model of a structure or device, usually used for teaching, demonstration, testing a design, etc.

Mockups are also used in the Consumer goods industry, as part of the product development process, when the size, impressionand/or artworks have to be tested and approved.

Mockup is also a frequently used term when talking about an early layout or sketch of a Web site or GUI program.

PUPPETS

One of the old and popular arts in Indian villages is puppetry. Puppetry is an education cum entertaining aid in which puppets manipulated by the performer is a person termed as a characters in a story to be depicted.

Definition:

A puppet is a manipulative doll dressed as a character and the performer is a person termed as a puppeteer. A good puppeteer has to blend his art with dramatization to produce the desired effect. It is used as an effective teaching aid for languages and social sciences.

Types of puppets

1. String or marionettes puppets:-Marionettes consist of puppets with hinged body parts which are controlled by nine strings produces required movements in the puppet. These puppets are mainly manipulated by professional puppeteers.

2. Stick puppets: - stick puppet are the painted cutouts attached by sticks. The actions of these puppets are manipulated by the teacher and students by hiding behind a screen so that only puppets are visible to the audience or the class.

3. Shadow puppets: - shadow puppets are silhouettes of cardboard which produce shadows on white screen. The motion of these silhouettes is manipulated by the teacher and students.

4. Finger of hand puppet: - Hand puppets are round balls painted as heads with overflowing colorful costumes. These are worn on fingers which operate their movements. These are operated from below the stage.

Advantages:

1) Creates interest
2) Gives the knowledge in a brief period
3) Puppet is an effective method in teaching.
4) Motivate students
5) Easy to carry and operate

Disadvantages

1) Needs group cooperation and coordination
2) Requires skills in preparation and supply
3) Skills needed in presentation

NON PROJECTED A.V. AIDS (GRAPHIC AIDS):

It is a combination of graphic and pictorial material designed for the orderly and logical visualizing of relationships between key facts and ideas ex: comparisons, relative amounts developments, processes, classification or organization. It includes the following:

CHARTS

These visual symbols used for summarizing, comparing, contrasting or performing other services in explaining subject matter. A chart is a combination of pictorial, graphic, numerical or vertical material, which presents a clear summary.

Purposes:
Ø To visualize an item, it is otherwise difficult to explain only in words.
Ø To highlight important points.
Ø To provide outline for materials covered in presentation.
Ø To show continuity in process.
Ø For creating problems and stimulating thinking.
Ø For showing development of structure.

Types of charts:
Ø **Narrative chart:** Arrangement of facts and ideas for expressing the events in the process or development of a significant issue to its point of resolution or we can show an improvement over a period of years.
Ø **The cause and effective chart:** Arrangement of facts and ideas for expressing the relationship between rights and responsibilities or between a complex of conditions and change or conflict.
Ø **The chain chart:** arrangement of facts and ideas for expressing transitions or cycles.
Ø **The evolution chart:** facts and ideas for expressing changes in specific items from beginning data and its projections in to future.
Ø **Strip tease chart:**
  - it enables speaker to present the information step by step
  - It increases the interest and imagination of the audience.
  - The information on the chart is covered with thin paper strips to which it has been applied either by wax, tape or sticky substance or pins.
  - As the speaker wishes to visually reinforce a point with words or symbols, he removes the appropriate strip or paper.
  - It produces interest.
  - It increases learning and aids recall.
Ø **Pull chart:** it consists of written messages which are hidden by strips of thick paper. The message can be shown to the viewer, one after another by6 pulling out the concealing strips.
Ø **Flow chart:** diagrams used to show organizational elements or administrative or functional relationships. In this chart lines, rectangles, circles, are connected by lines showing the directional flow.
Ø **Tabulation chart:** it shows the schedule of an activity or of an individual ex: time-table of a class. These are very valuable aid in the teaching situation where breakdown of a fact or a statement is to be listed. Also it is a useful aid for showing points of comparison, distinction, and contrasts between two or more things. While making the table charts the following points must be kept in the mind.
The chart should be 50 X 75 cm or more in size.

The chart should be captioned in bold letters.

The vertical columns should be filled in short phrases rather than complete sentences.

Ø Flip chart: a set of charts related to specific topic have been tagged together and hang on a supporting stand. The individual charts will carry a series of related materials or messages in sequence. The silent points of specific topic will be presented.

Ø Pie chart: a circle will be drawn and divisions will be made into different sections, each section will be coded differently and code key will be given at right corner of the chart as legend. The circumference is divided into suitable sections

FLASH CARDS

Definition:
"Flash cards are a set of pictured paper cards of varying sizes that are flashed one by one in a logical sequence."

Purposes:
1. To teach the students.
2. To give health education.
3. Useful for small group.
4. Used in group discussions.

Principles:
- The messages can be brief, simple line drawing or photographs, cartoons and the content will be written in few lines at the back of the each card.
- 10" X 12" or 22" X 28" is commonly used size.
- 10-12 cards for one talk can be used. It should not be less than 3 and more than 20.
- Prepare a picture for each idea which will give visual impact to the idea.
- The height of writing on the flash card is to be approximately 5cm for better visualization.

Using the flashcards:
For class room instruction, the flash card s is to be properly used. The following steps are used while displaying flash cards.
1. Give brief introduction about the lesson to students.
2. Give instructions to students about their actions while you flash the cards.
3. Flash the card in front of the class by holding it high with both your hands so that all the students can see it.
4. Let the student respond as per instructions already given.
5. Review the lesson by selectively using flash cards.

Advantages:
- Flash cards can be used to introduce and present topics.
- It can be used to apply information already gained by students to new situations
- It can be used to review a topic.
- Can be used for drill and practice in elementary classes
- To develop the cognitive abilities of recognition and recall of students.
- It can work as a useful supplementary aid and can be effectively used with other material.

Disadvantages:
- Can not be used for a large group
- Prone to get spoiled soon
- Preparation is time consuming.

POSTERS

Definition:
"Posters are the graphic aids with short quick and typical messages with attention capturing paintings."

Purposes:
- To provide general motivation.
- To create an esthetic or atmospheric effect.
- To communicate a more general idea. To thrust the message for leading to action.
- For the class room and community.

Preparation and rules:
- To do a special job.
- To promote one point.
- To support local demonstration.
- Planned for specified people
- Tell the message at single glance.
- Use bold letters.
- Use pleasing colors...
- It should place, where people pass or gather.

Features of a good poster:
- Brevity: message should be concise
- Simplicity: message should be easily understandable
- Idea: should base on single idea and it should be relevant.
- Color: suitable color and combination should be used to make the poster attractive and eye catching.
- Display: while displaying one should be sure to find a place where there is ad4equate light and where the larger population will see it.

Advantages:
- It attracts attention.
- It conveys the message very quickly.
- It does not require a detailed study.
- Good poster leads to action with good motivation
- It can stand alone and is self explanatory.

Disadvantages:
- Poster does not always give enough information
- When a poster is seen for longer time it may not attractive. So it should be dynamic

GRAPHS

Definition:
Graphs are the visual teaching aids for presenting statistical data and contrasting the trends or changes of certain attributes.

Method of preparation:
- Before making the bar chart makes a rough sketch of it in a note book.
- For drawing the bar graph use the chart paper of 50x 72 cm size.
- Use two different color shades for the two contrasting groups.
- The bars should be equi-spaced.
- Write the key to the bar graph in a box on the right hand side corner of the chart paper.
- Numbers specifying the magnitude of the bars should be on the top on the bars.

TYPES:
Pie graph:
- These are called as circle diagram. The data are presented thorough the sections of portions of a circle.
- In determining the circumference of a circle we have to take in to consideration a quantity known as pie.
- The surface area of a circle is to cover 360 degree.
- The total frequencies or value us equated to 360 degree and then the angles corresponding to component parts are calculated.
- After determining their angle, the required sectors in the circle are drawn.

Bar graph:
The graphic presentation extends the scale horizontally along the length of bars. Each bar must be of the same width, height of the bar over a period represents the corresponding time of the variable. Graphs are available in 2 forms that is vertical and horizontal

Line graph:

To show the trends and relationships ex: single line shows the relation and the variation in the quantity. Quantitative data are plotted or when the data is continuous. The concepts are represented with the help of lines drawn either horizontally or vertically. The plotted points are connected to one another, instead of the base thus producing the curve.

Pictorial graph:

It is an out standing method of graphic representation. Pictures are used for the expression of ideal; they are more attractive and easily understood. Vivid pictures will be used to create rapid association with the graphic message; each visual symbol may be used to indicate quantity.

MAPS

Definition:

A map is a graphic aid representing the proportionately as a diagram, the surface of the earth, world or parts there of. It conveys the message by lines, symbols, words and colors.

Types of maps:

Ø **Political maps**: these maps show political divisions of the world, a continent, a nation.

Ø **Physical maps:** shows the physical contour of a place, area, and region.

Ø **Relief maps:** it shows the actual elevations and depressions in a place, area, and region.

Ø **Weather maps:** shows the amount of rains, temperature extremes, humidity in an area, region   country.

Ø **Population maps:** shows the distribution of population in various parts of region, country.

Ø **Picture or tourist maps:** shows historical spots monumental sites.etc..

Ø **Road maps:** shows the roads of a region connecting various parts and points together.

Ø **Railway maps**: shows the railway links between various points.

Ø **Air maps:** shows the air routes between various points.

Ø **Sea root maps:** shows the sea routes between various sea ports

CARTOONS

The word cartoon has various meanings, based on several very different forms of visual art and illustration. The term has evolved over time. The original meaning was in fine art, and there cartoon meant a preparatory drawing for a piece of art such as a painting.

Principles:

- The quality of the drawing should be high primarily for visual effectiveness.
- The symbols used should be familiar and represent a concept or idea to which students can react intellectually.

Advantages:
- A cartoon can be effectively used to initiate certain lesson.
- It can be used for making a lesson lively and interesting.
- Fantasy
- Satire
- Exaggeration.

NEWS PAPERS

It can furnish health messages in local languages which cancan reach to the public easily. The information will be available in low cost, easy to read and understand simple language .the people may learn to read and interpret the contents along with pictures to enhance easy grasping.

Advantages

Ø Best method to reach a large group
Ø Pictures will help in easy understanding
Ø Attractive and easy to understand
Ø Lot of information can be obtained in various fields

Disadvantages

Ø useful for literates only
Ø detailed information cannot be produces

COMIC STRIPS

Definition:
A comic strip is the graphic depiction in a series of pictures or sketches of some character and events full of action. This medium of communication is found very interesting and exciting by children.

Uses:
- Comic strips fire the imagination of children
- It boosts the courage of children and builds up the spirit of adventure.
- It communication detailed and vivid.
- It stimulates reality and involvement.

Limitations:
- Comic strips misguide children by depicting characters with supernatural powers divorced from the hard realities of life.
- Comic strips hamper the development of language of children.
- Classics brought out in the form of comics develop the tendency in children to ignore or by pass the original work.
- Comics can soon become an obsession with young children and they tend to avoid serious studies

Auditory Aids in Teaching-Learning Process

These are also an effective aid, usually radios, recorders, gram phones come under this category.

Using a record player for teaching:

1. A record player can be used in the following ways in the actual class room situation
2. A record player can be used to supplement a lesson.
3. A record player can be used for an appreciation lesson in music.
4. A record player can be used for an appreciation lesson in literature.
5. A record player can be used for students to acquire the singing ability, deliver a speech properly, and recite a poem in the right way.
6. The player can be used to end or conclude a lesson;
7. Introduce a lesson and review a lesson.
8. A record player can be used for physical exercises accompanied with music

TAPE RECORDER:

A tape recorder is a portable electronic gadget to record, reproduce, erase and re record sound on a magnetic tape. This device can be used without much fuss by any body by operating the following press buttons attached to the recorder, viz, stop, play, wind, rewind, record, pause, and eject.

Advantages of Tape-Recorder

1. It can be used to improve pronunciation and recitation, prose reading stress, intonation etc.
2. A series of recorded tapes on English pronunciation, conversation, speech and other language exercise are available. These can be used for giving required training to the students.
3. The great advantage of a tape recorder is that the habitual mistake maker can hear his speech and can improve it.
4. It records the voices of pupils and it before him reproduces. Then teacher tells him where he has committed a mistake.
5. Even the best speech models can also be recorded and preserved in a tape and reproduced at will. A tape recorder thus serves a linguistic refrigerator.
6. A tape recorder can be used record a story, a talk, a song or a play from the radio.
7. Moreover, the same tape can be used indefinitely, if the recording is not meant to be permanent for any material, can simply be erased by recording again on it.
8. It can also be used for giving drills to the students.
9. Tape-recorder can also be used for learning spellings of the words. In the class room, the students may be ear-minded.
10. It can be sent from one place to another.

Thus, a tape recorder has many uses as an essential language tool. It is a very useful aid for self examination, self criticism and self-education.

Radio

Radio is the most prominent audio teaching aid used for teaching purpose. Through radio broadcast, educational, cultural and social knowledge can easily be communicated. Seminars, lectures, workshops can be disseminated through the radio channel effectively.

There are a number of merits and demerits of radio as instructional materials which include:

The advantages of radio as an instructional medium include:

a) It is far less expensive than T.V,
b) A very wide coverage of audience is possible through radio lectures,
c) It can broadcast events immediately as they happen.

The disadvantages of radio as an instructional medium include:

a) It does not allow students the opportunity to ask questions during educational broadcasts,
b) Radio speakers talk at their own speed without knowing if the listeners are following,
c) Educational broadcasts usually come on at odd times

PROJECTED A.V. AIDS

OVER HEAD PROJECTOR:

The over head projector is the most used in all a.v. aids. It projects transparencies with brilliant screen images suitable for use in a lighted room. The teacher can write or draw diagrams on the transparency while he teaches; these are projected simultaneously on the screen by the OHP.

During presentation:
Ø Keep the screen above the heads of the participants.
Ø Keep the screen in full view of participants
Ø Make sure you are not blocking any ones view when presenting.
Ø Darken the room appropriately by blocking out sunshine and dimming near by.
Ø Turn the screen off between slides if you are going to talk for more than two.
Ø Talk to the audience, not to the screen

Purposes:
Ø To develop concepts and sequences in a subject matter area.
Ø To make marginal notes on the transparencies for the use of the teacher that can carry with out   exposing them to the class.
Ø To test students performances, while other classmates observe.

Ø To show relationships by means of transparent overlays in contrasting color.

Ø To give the illusion of motion in the transparency.

Advantages:

Ø It permits the teacher to stand in front of the class while using the projector, thus enabling her to point out features appearing on the screen by pointing to the materials at the projector it self and at the same time, to observe the students reactions to her discussion.

Ø Gains attention of the student

OVER HEAD TRANSPARENCIES:

Transparencies are popular instructional medium. They are simple to prepare and easy to prepare and easy to operate with the over head projector which is light weight.

A 10*10 inches sheet with printed, written or drawn material is placed on the platform of the projector and a large image is projected on a screen behind you. The projector is used from near to the front of the room with the teacher standing or sitting beside, facing the student.

Guidelines for making effective transparencies:

* Have one main idea an each transparency.
* Include only related figures and diagrams.
* Use simple lettering style in writing.
* Use diagrams in proposition to its lettering.
* Keep the message clear and simple.
* Emphasize the key messages.
* Use color and lettering with discretion.

Advantages:

* Permits face to face interaction with the students.
* Can be used in daylight conditions.
* Can present information in systemic developmental sequences.
* Requires limited planning and can be prepared in variety of inexpensive methods.
* Easily available.

THE OPAQUE PROJECTOR

Opaque projector is the only projector on which you can project a variety of materials ex: - book pages, objects, coins, postcards, or any other similar flat material that is non-transparent.

The opaque projector will project and simultaneously enlarge, directly from the originals, printed matter, all kinds of written or pictorial matter in any sequence derived by the teacher. It requires a dark room, as projector is large and not reality movables.

Advantages:
- Stimulates attention and arouses interest.
- Can project a wide range of materials like stamps, coins, specimen, when one copy is available.
- Can be used for enlarging drawings, pictures and maps.
- Does not require any written or typed materials, hand-written material can be used.
- Helps students to retain knowledge for longer period.
- Review instructional problems.
- Test knowledge and ability.
- Simple operation.

Disadvantages:
- Costly equipment.
- Needs to use it with care.
- Needs a dark room for projection

SLIDE PROJECTOR

A slide is a small piece of transparent material on which a single pictorial image or scene or graphic image has been photographed or reproduced otherwise.

Slides are a form of projected media that are easy to prepare. They are still pictures on positive film which you can process and mount individually yourself or send to a film laboratory. The standard size of the slides is 2 "X 2 "any 35mm camera will make satisfactory slides.

Types of slides

1. Photographic slides: 2" X 2"
3" X 4"
a) Black and white
b) Colored
2. Hand made slides: can be made with
a) Acetate sheet
b) Cellophane
c) Etched glass
d) Plain glass
e) Lumarith

Slides can be made from photographs and pictures by teachers and pupils taking photographs and snapshots when they go on fieldtrips for historical, geographical, literacy or scientific excursions.

The arrangement of slides in proper sequence, according to the topic discussed, is an important aspect of teaching with them.

Advantages:
1. Requires only filming, processing and mounting by self or laboratory.
2. Results in colorful, realistic, reproduction original subject.
3. Preparation with any 35mm camera for most uses.
4. Easy to revise and up-date.
5. Easily handled, stored and re-arranged for various uses.
6. Can be combined with tape narration or can control time for discussion.
7. May be adapted to group or individual use

FILMSTRIPS

Film strips are sequence of transparent still pictures with individual frames on 35mm film. A tap recorded narration can be synchronized with film strip. Each strip contains from 12 to 18 or more pictures. It is a fixed sequence of related stills on a roll of 35mm film or 8mm film.

PRINCIPLES
1. Preview filmstrips before using them and selected carefully to meet the needs of the topic to be taught.
2. Show again any part of the filmstrip needing more specific study.
3. Use filmstrip to stimulate emotions, build attitudes and to point up problems.
4. It should be introduced appropriately and its relationship to the topic of the study brought out.
5. Use a pointer to direct attention, to specific details on the screen.

Types of filmstrip:
1) Discussion filmstrip: it is continuous strip of film consisting of individual frames arranged in sequence usually with explanatory titles.
2) Sound slide film: it is similar to filmstrip but instead of explanatory titles or spoken discussion recorded explanation is audible, which is synchronized with the pictures.

Advantages:
1) Are compact, easily handled and always in proper sequence.
2) Can be supplemented with recordings.
3) Are inexpensive when quantity reproduction is required.
4) Are useful for group or individual study at projection rate are controlled by instructor or user.
5) Are projected with simple light weight equipment.

USE OF LANGUAGE GAMES IN LANGUAGE TEACHING
Children love playing games and performing activities. They seek fun and enjoyment while playing any game and performing any joyful activity. Any game that facilitates learning of language is a language game. language games are based on play-way method of learning.
Learners feel that they are playing a game. At the same time they do acquire language ability consciously or unconsciously.

Advantages of Language Games

- They help to motivate children and sustain their interest.
- They give variety to the day to day teaching.
- They develop their power of observation and imagination.
- Language games throw challenges which they take up joyfully.
- They help to create contexts in which language can by practiced usefully and meaningfully without any stress.
- They suit various levels of the students.
- They ensure maximum participation of students and give opportunities for cooperation, interactions and healthy competition.
- They create pleasing classroom atmosphere to acquire language abilities.

Types of Language Games

There are mainly three types of games:

- Listening/ Speaking
- Reading/ writing
- Vocabulary/ Grammar

Any game can be oral/ written depending on the level of the learner and the objectives of the lesson.

Some games are described below:

- ***Identification Games***:
1. Presenting an object and describing it or describing an object and asking to identify it.
2. Asking about any hidden object or item.
3. To select a picture on the given description.
4. Reciting a poem or telling a story.
- ***Spelling Games***

Spelling games are useful for learning the spelling of different words. They are:

- The teacher writes a word on the blackboard and asks the students one by one to speak a word beginning with the last letter of the word e.g.
  Fan - nest- time- ear - rat & so on.
- The teacher writes a word on the blackboard and instructs the students one by one to make different words using the different letter of that particular word. e.g. 'forehead' ear, red, head, hear, roar etc.
- The teacher gives jumbled letters or words to arrange them in a order to form the particular word or sentence. He can write a word missing certain letters and ask the students to fill up the missing letters.

Reading games

Crossword puzzle and comprehension puzzle are used in reading games. For example:

1. The teacher distributes the work- sheet among the students and asks them to encircle the parts or body.
2. Read the following and guess what I am.

Writing Language games
Vocabulary games
1. Students are directed to construct different words using prefix or suffix to the root words.
2. Change one letter in the given words and write three other words/objects. For example: Plate
3. Write the names of animals/ things hidden below: as 'cat' is hidden in cattle,

Sentence/ structure game
1. The teacher writes some action word on the blackboard asks the students to use in sentences. He can ask them to make as many sentences as they can by replacing the action words.
2. The teacher can give a particular structure and ask them to make the same structure by replacing the noun/pronoun/ verb etc.

There are so many other games which an English teacher can innovate according to the learning's age and level, size of the class and availability of time and materials to make English language learning joyful.

Problems and Solutions of Teaching English as a Second Language

English holds a place of status in our country, even after more than six decades since Britishers left India. No indigenous language however has come up to replace English, either as a medium of communication or as an official language in India under the influence of nationalistic feeling and emotional hostility English began to reassert its position. Now a day it is still urgent to discuss, what to teach and how to teach a foreign language taking into account the objective, social and professional needs of future specialists in our country.

Besides businessmen, tradesmen, engineers, scientists and scholars all over the world must know English because it is the international means of exchange of information and experience. The students have to learn foreign language because students of any subject, any discipline must learn a foreign language teaching it is necessary to formulate its actual and realistic aims and tasks.

The way English is taught in our schools and colleges today is to a great extent responsible for the failure. Here is an effort to search the problems in learning English in rural areas and some suggestions to overcome the same.

Problems of Teaching English as a Second Language
Ø **Psychological Problems**: - It is a widespread misunderstanding amongst students that English the most difficult of all subjects. The result and the failure candidates act as evidence to prove this fact. Hence most of the students look at this subject with a prejudiced vision and bear the fear

through the year. The psychological depression results in poor performance at the end of the year.

Ø   **Learning Methods**: - One of the reasons for the declining standards of teaching English is the inability of teachers to understand the difference between the teaching of literature and the teaching of language skills. Everybody knows that the study of a language is not an end in itself, it is a means to develop one's power of expression and comprehension can be achieved   by   mastering   stylistic   elements   of   the   language.

Ø   **Problem of Concretizing the Abstract Idea**: - The teacher faces a serious problem of concretizing the abstractness of the novel, poem, passage, words etc. they face difficulty in creating live pictures. The students find it difficult to understand the abstract idea and so they are unable to comprehend the lectures given by their teachers in English. If a poem on sadness is going on in the class the teacher should teach it so effectively that the students get tears in their eyes. This type of experience is hardly found in classroom teaching at present. In fact the teacher is always in a hurry to complete the portion and feels that it is waste of time to arouse emotions and interact with the students.

Ø   **Translation Method**: - Translation method is widely used in rural areas. It helps the learner to understand the content of the text but bars from learning the language. The main purpose of teaching the language is kept aside and the teaching of content and theme is given importance. Translation method is thus a great problem in learning English.

Ø   **Mother Tongue Interference**: - Most of the problems arise due to the interference of mother tongue in speaking English. Both the teachers and the students are very fluent in talking their own mother-tongue. But they forget the essence of pure language. When they speak in their mother-tongue they sometimes use English words in the midst of the sentences. They forget that every language differs in stress, intonation and pronunciation.

Ø   **Difference in English**: - English is pronounced in a very different way from almost all other languages of the world. Every region of the world where English is spoken has a different accent. When you are teaching English as second language, you must bear in mind that your students will not know the difference between US English, Queen's English and the entire sundry English's of the world. This could lead to confusions.

Ø   **Lack of Practice**: - Language could be mastered by practicing all the four skills viz. Listening, Speaking, Reading, Writing. The rural surrounding does not allow the learner to practice any of these skills. The lack of audio tools also adds in the problem of lack of practice. Many teachers are unable to teach English effectively because they face lot of problems due to the lack of teaching aids. There are very few audio-visual aids available and it is

insufficient for the teachers to use it effectively. Some are so costly that the colleges can only afford to buy few.

Ø **Lack of Interest**: - Learning English being compelled has merely become a hurdle in passing. Students only concentrate on passing marks. They do not care for leaning the language as a tool of communication. Teacher and the taught both look at this subject as an unavoidable hurdle and try their level best to cross this hurdle any how.

Ø **Lack of Motivation**: - in learning a second or a foreign language, motivation is the crucial force which determines whether the learner embarks on a task at all, how much energy he devotes to it and how long he perseveres. It is known as a complex phenomenon and includes many components, such as, the individual's drive, need for achievement and success, curiosity, desire for stimulation and new experience, and so on.

Ø **Malpractices in Exam**: - One of the factors responsible for the deterioration is the pattern of question setting. It is easy to predict what questions would be asked on what books in which examinations. The students simply have to memorize. The teacher also teaches only those aspects which are important for the examinations. In most of rural areas we see that malpractice at the time of exam is a common practice. It is on its peak at the exam of English. Students, Teachers, non-teaching staff, parents, relatives, principal, officer in charge of exam, co-officer in charge of exam and many others are involved in this custom of malpractice. They all intensify the problem of learning English in rural areas.

Ø **Mistakes in English**: - Most of the mistakes are made unknowingly i.e. when making a mistake becomes habitual; we keep making the same mistake even without realizing it. If we study this problem in a scientific manner by trying to know what is the actual cause behind making the mistake we would be able to avoid it.

Ø **Crowded Classes**: - The size of the classes everywhere is considerably large and thus student's participation in the class work is quite impossible. The ratio of students in relation to teachers is not proportional. This is one of the reasons why individual attention is not possible to the students. For individual attention, there is a provision of Tutorial classes but the number of students in Tutorials is also very large, because most of the college can afford neither so many rooms for this purpose nor so many teachers to conduct effective teaching of English. It should also be recognized that the practical work in the teaching of English demands that the number of students in the class be limited.

Solutions or Remedies of Teaching English as a Second Language:
- **Building a Rapport with Your Class**: - When you enter the class for the first time it is very important that you give a welcoming smile to your

students and greet them. Your assuring smile and greeting them in a familiar manner helps them bond with you instantly. When they bond with you, they will find learning the language easier. Remember a smile always welcomes people to interact with you.

- **Place of English Should be Defined**: - English offers vast opportunities to all. The policy regarding the place of English in our education system should be well defined. This should be determined keeping in view its use and vast opportunities in the field of science, technology, social sciences, philosophy, area studies, journalism, international trade and diplomacy.

- **Applying Different Methods of Teaching**: - The teacher while teaching English should use the different methods of teaching English to the students. The teacher can also make use of the language lab. Some of the methods of teaching English are as follows:
  - Grammar-Translation Method
  - Direct Method
  - Bilingual Method
  - The Structural Method
  - The Communicative Method
  - Situational Method

Use of appropriate method for teaching various topics accordingly helps to enhance the effect of teaching language.

- **Building Confidence Among Students**: - At the first meeting itself train your students to ask some simple English questions and give their answers, examples are 'What is your name?', 'Which country are you from?', 'Who is your best friend?' etc. Many teachers of English as a second language make the mistake of beginning with the alphabet. This is wrong. When you train them to ask questions on the first day itself, your students will definitely show off these questions to their folks. And their interest in the language will be built. They will come with higher hopes of learning more things the next day. The teacher should emphasize more on the language learning skills than the portion completion at the undergraduate level.

- **Keeping in Mind Aims of Teaching English**: - the teacher should always emphasize on the aims of teaching English. It will help to teach effectively. These aims are:
  - To enable the students to understand English when spoken.
  - To enable the students to speak in English.
  - To enable the students to read English.
 - To enable the students to write in English.

These are the primary aims of teaching English instead of enabling the student to pass in the upper class.

- **Improvement in Teaching Facilities**: - Special efforts should be made to ensure that teachers get proper teaching facilities, including space,

books and teaching aids. The school and the college libraries should subscribe good journals which may enable them to know the latest developments in the field of linguistics and English language teaching.

- **Make Students Think in English**: - make it a very firm rule but subtly implied that there will be no other language spoken in your class other than English. Exhort them to think in English. This a mammoth task, and can be achieved only after some weeks or probably months of teaching.

- **End the Socio-Psychological Problems**: - Many think English as the most difficult language and many call it unnecessary to learn it. The efforts of the teacher should be in eradicating the Socio- Psychological problems of the students, by motivating them and giving them some responsibility.

- **Building Communication Skills**: - Never teach your students always speak with them. Converse with the students about day-to-day things. Keep talking with them in wimple English. They will talk when the initial icebreakers are done with. And when they will talk, they will learn. Encourage your students to talk. As long as the students attempts to talk in English make it a point to listen.

- **Handling Mistakes with Care**: - Mistakes will happen in the class and you have to learn how to handle them deftly. If you laugh at the students they will be too embarrassed to make any further attempts at speaking the language. If you do not laugh students will feel you are only being too kind to them and might always think they have said something wrong but you are hiding your amusement.

- **Matching Level with Your Students**: - Being a teacher you know the language and might have got accolades for it but your student cannot even frame three sentences in English properly. Only your perseverance will help them do it. Remember that your students are not native English speakers they will not be able to even ask you their doubts. Be patient with them and encourage them to express themselves.

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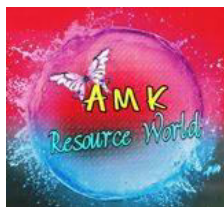
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