



BED III- CPS 13

Pedagogy of English (Part II)



Department of Teacher Education

School of Education

Uttarakhand Open University, Haldwani



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अध्ययन बोर्ड		विशेषज्ञ समिति	
<p><input type="checkbox"/> प्रोफेसर एच० पी० शुक्ल (अध्यक्ष- पदेन), निदेशक, शिक्षाशास्त्र विद्याशाखा, उत्तराखण्ड मुक्त विश्वविद्यालय</p> <p><input type="checkbox"/> प्रोफेसर मुहम्मद मियाँ (बाह्य विशेषज्ञ- सदस्य), पूर्व अधिष्ठाता, शिक्षा संकाय, जामिया मिल्लिया इस्लामिया व पूर्व कुलपति, मौलाना आजाद राष्ट्रीय उर्दू विश्वविद्यालय, हैदराबाद</p> <p><input type="checkbox"/> प्रोफेसर एन० एन० पाण्डेय (बाह्य विशेषज्ञ- सदस्य), विभागाध्यक्ष, शिक्षा विभाग, एम० जे० पी० रुहेलखण्ड विश्वविद्यालय, बरेली</p> <p><input type="checkbox"/> प्रोफेसर के० बी० बुधोरी (बाह्य विशेषज्ञ- सदस्य), पूर्व अधिष्ठाता, शिक्षा संकाय, एच० एन० बी० गढ़वाल विश्वविद्यालय, श्रीनगर, उत्तराखण्ड</p> <p><input type="checkbox"/> प्रोफेसर जे० के० जोशी (विशेष आमंत्रित- सदस्य), शिक्षाशास्त्र विद्याशाखा, उत्तराखण्ड मुक्त विश्वविद्यालय</p> <p><input type="checkbox"/> प्रोफेसर रम्भा जोशी (विशेष आमंत्रित- सदस्य), शिक्षाशास्त्र विद्याशाखा, उत्तराखण्ड मुक्त विश्वविद्यालय</p> <p><input type="checkbox"/> डॉ० दिनेश कुमार (सदस्य), सहायक प्रोफेसर, शिक्षाशास्त्र विद्याशाखा, उत्तराखण्ड मुक्त विश्वविद्यालय</p> <p><input type="checkbox"/> डॉ० भावना पलडिया (सदस्य), सहायक प्रोफेसर, शिक्षाशास्त्र विद्याशाखा, उत्तराखण्ड मुक्त विश्वविद्यालय</p> <p><input type="checkbox"/> सुश्री ममता कुमारी (सदस्य), सहायक प्रोफेसर, शिक्षाशास्त्र विद्याशाखा एवं सह-समन्वयक बी० एड० कार्यक्रम, उत्तराखण्ड मुक्त विश्वविद्यालय</p> <p><input type="checkbox"/> डॉ० प्रवीण कुमार तिवारी (सदस्य एवं संयोजक), सहायक प्रोफेसर, शिक्षाशास्त्र विद्याशाखा एवं समन्वयक बी० एड० कार्यक्रम, उत्तराखण्ड मुक्त विश्वविद्यालय</p>		<p><input type="checkbox"/> प्रोफेसर एच० पी० शुक्ल (अध्यक्ष- पदेन), निदेशक, शिक्षाशास्त्र विद्याशाखा, उत्तराखण्ड मुक्त विश्वविद्यालय</p> <p><input type="checkbox"/> प्रोफेसर सी० बी० शर्मा (बाह्य विशेषज्ञ- सदस्य), अध्यक्ष, राष्ट्रीय मुक्त विद्यालयी शिक्षा संस्थान, नोएडा</p> <p><input type="checkbox"/> प्रोफेसर पवन कुमार शर्मा (बाह्य विशेषज्ञ- सदस्य), अधिष्ठाता, शिक्षा संकाय व सामाजिक विज्ञान संकाय, अटल बिहारी बाजपेयी हिन्दी विश्वविद्यालय, भोपाल</p> <p><input type="checkbox"/> प्रोफेसर जे० के० जोशी (विशेष आमंत्रित- सदस्य), शिक्षाशास्त्र विद्याशाखा, उत्तराखण्ड मुक्त विश्वविद्यालय</p> <p><input type="checkbox"/> प्रोफेसर रम्भा जोशी (विशेष आमंत्रित- सदस्य), शिक्षाशास्त्र विद्याशाखा, उत्तराखण्ड मुक्त विश्वविद्यालय</p> <p><input type="checkbox"/> डॉ० दिनेश कुमार (सदस्य), सहायक प्रोफेसर, शिक्षाशास्त्र विद्याशाखा, उत्तराखण्ड मुक्त विश्वविद्यालय</p> <p><input type="checkbox"/> डॉ० भावना पलडिया (सदस्य), सहायक प्रोफेसर, शिक्षाशास्त्र विद्याशाखा, उत्तराखण्ड मुक्त विश्वविद्यालय</p> <p><input type="checkbox"/> सुश्री ममता कुमारी (सदस्य), सहायक प्रोफेसर, शिक्षाशास्त्र विद्याशाखा एवं सह-समन्वयक बी० एड० कार्यक्रम, उत्तराखण्ड मुक्त विश्वविद्यालय</p> <p><input type="checkbox"/> डॉ० प्रवीण कुमार तिवारी (सदस्य एवं संयोजक), सहायक प्रोफेसर, शिक्षाशास्त्र विद्याशाखा एवं समन्वयक बी० एड० कार्यक्रम, उत्तराखण्ड मुक्त विश्वविद्यालय</p>	
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सामग्री निर्माण			
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<p>© उत्तराखण्ड मुक्त विश्वविद्यालय, 2017 ISBN-13-978-93-85740-81-7</p> <p>प्रथम संस्करण: 2017 (पाठ्यक्रम का नाम: Pedagogy of English (Part II), पाठ्यक्रम कोड- BED III- CPS 13)</p> <p>सर्वाधिकार सुरक्षित। इस पुस्तक के किसी भी अंश को ज्ञान के किसी भी माध्यम में प्रयोग करने से पूर्व उत्तराखण्ड मुक्त विश्वविद्यालय से लिखित अनुमति लेना आवश्यक है। इकाई लेखन से संबंधित किसी भी विवाद के लिए पूर्णरूपेण लेखक जिम्मेदार होगा। किसी भी विवाद का निपटारा उत्तराखण्ड उच्च न्यायालय, नैनीताल में होगा।</p> <p>निदेशक, शिक्षाशास्त्र विद्याशाखा, उत्तराखण्ड मुक्त विश्वविद्यालय द्वारा निदेशक, एम० पी० डी० डी० के माध्यम से उत्तराखण्ड मुक्त विश्वविद्यालय के लिए मुद्रित व प्रकाशित।</p> <p>प्रकाशक: उत्तराखण्ड मुक्त विश्वविद्यालय; मुद्रक: उत्तराखण्ड मुक्त विश्वविद्यालय।</p>			

Name of the Programme: B.Ed., Programme Code: BED- 17

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Unit Writers	Block No.	Unit No.
Dr. Alok Gardiya Associate Professor, Faculty of Education, Banaras Hindu University, Varanasi, Uttar Pradesh	1	1
Dr. Patanjali Mishra Assistant Professor, School of Education, Vardhman Mahaveer Open University, Kota, Rajasthan	1	2
Dr. Deepa Mehta Associate Professor, Faculty of Education, Banaras Hindu University, Varanasi, Uttar Pradesh	1	3 & 4
Dr. Paromita Chaube Awadh Villa, Kolhua, Vinayaka, Kamachha, Varanasi, Uttar Pradesh	1	5
	2	1
Dr. Asha Pandey Assistant Professor, Department of Education, Vasanta College for Women, B.H.U., Varanasi, Uttar Pradesh	2	2 & 4
Dr. Vivek Nath Tripathi Assistant Professor, Faculty of Education, Himachal Pradesh University, Shimla, Himachal Pradesh	2	3
Dr. Keerti Singh Assistant Professor, School of Education, Vardhman Mahaveer Open University, Kota, Rajasthan	2	5

BED III- CPS 13

Pedagogy of English (Part II)

Block 1		
Unit No.	Name of the Unit	Page No.
1	Language, Literature and Aesthetics-I: Different Creative Forms of English Language- Literature, Media and Translation	2-34
2	Language, Literature and Aesthetics-II: Teaching Different Texts- Poetry, Prose, Drama; The study of Contemporary English Tasks, Activities and Materials for Lesson Design	35-48
3	Concerns in teaching of Grammar and Vocabulary	49-63
4	Teaching Vocabulary: Adhoc, Active, Passive Vocabulary, Compound Words, Root words, Base words, Content and Structure words, Tasks, Materials and Resources for teaching vocabulary, Assessing Vocabulary	64-78
5	Linguistic Behavior and System	79-89

Block 2		
Unit No.	Unit No.	Page No.
1	Development and Analysis of Syllabus and Textual Materials	91-108
2	The 5 E's- Instructional Model Based on The Constructivist Approach to Learning, Engage, Explore, Explain, Elaborate & Evaluate in the Context of English Teaching Methods	109-123
3	Teaching Learning Materials	124-156
4	Evaluation in English Language	157-175
5	Assessment: Its Role and Importance, Structure of Unit	176-208

Block 1

Unit 1 - Language, Literature and Aesthetics-I : Different Creative Forms of English Language - Literature, Media and Translation

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Different forms of literature
 - 1.3.1 Poetry
 - 1.3.2 Prose
 - 1.3.3 Drama
 - 1.3.4 Non-Fiction
 - 1.3.5 Media
- 1.4 Literature in the school curriculum: objectives, needs, and relevance
 - 1.4.1 Objective of teaching literature in school curriculum
 - 1.4.2 Literature and its indispensable role
 - 1.4.3 Need and Relevance
- 1.5 Role and Relevance of Media in School Curriculum
- 1.6 Translation: Importance and Need, Translation as a Creative Activity
 - 1.6.1 Translation and Its Importance
 - 1.6.2 Translation as a creative activity
- 1.7 Summary
- 1.8 Answers to practice questions
- 1.9 References
- 1.10 Essay Questions

1.1 Introduction

Human being is one of the most precious creations of earth. It has immense abilities which are manifested in different forms and in all spheres. Not only in advancements of human knowledge and fulfilment of basic needs it has also extended to pleasures of life expressing its deep inner emotions. Thus, out of its

sound linguistic abilities human being has created a large body of written scriptures of different forms which covers entire human civilization and all types of human emotions and feelings.

Such body of knowledge that exist in written form having deep artistic sense has been termed as literature of a particular language.

The quest to discover a definition for "literature" is a road that is much travelled, though the point of arrival, if ever reached, is seldom satisfactory. Most attempted definitions are broad and vague, and they inevitably change over time. In fact, the only thing that is certain about defining literature is that the definition will change. Concepts of what is literature change over time as well (Simon and Ryan, 2014).

Definitions of literature have varied over time; it is a "culturally relative definition".^[3] In Western Europe prior to the eighteenth century, literature as a term indicated all books and writing (Leitch *et al.*, 2017). A more restricted sense of the term emerged during the Romantic period, in which it began to demarcate "imaginative" literature (Ross, 1988; Engleton, 2008). Contemporary debates over what constitutes literature can be seen as returning to the older, more inclusive notion of what constitutes literature. Cultural studies, for instance, takes as its subject of analysis both popular and minority genres, in addition to canonical works.

The value judgment definition of literature considers it to cover exclusively those writings that possess high quality or distinction, forming part of the so-called *belles-lettres* ('fine writing') tradition (Engleton, 2008). This sort of definition is that used in the *Encyclopædia Britannica* Eleventh Edition (1910–11) when it classifies literature as "the best expression of the best thought reduced to writing (Biswas, 2005). Problematic in this view is that there is no objective definition of what constitutes "literature": anything can be literature, and anything which is universally regarded as literature has the potential to be excluded, since value judgments can change over time.

The formalist definition is that "literature" foregrounds poetic effects; it is the "literariness" or "poetic" of literature that distinguishes it from ordinary speech or other kinds of writing (e.g., journalism) (Leitch *et al.* 2017; Engleton, 2008). Jim Meyer considers this a useful characteristic in explaining the use of the term to mean published material in a particular field (e.g., "scientific literature"), as such

writing must use language according to particular standards. The problem with the formalist definition is that in order to say that literature deviates from ordinary uses of language, those uses must first be identified; this is difficult because "ordinary language" is an unstable category, differing according to social categories and across history (Engleton, 2008).

Etymologically, the term derives from Latin *literatura/litteratura* "learning, writing, grammar," originally "writing formed with letters," from *litera/littera* "letter". In spite of this, the term has also been applied to spoken or sung texts (Jim, 1997; Ruth, 1974).

1.2 Objectives

After study this unit you will be able-

1. To define literature, media and translation.
2. To identify and discriminate between different forms of literature.
3. To understand the objectives, needs and importance of teaching literature in school curriculum.
4. To explain the role and relevance of media in school curriculum.
5. To understand the importance of translation and discuss translation as a creative activity.

1.3 Different forms of literature

As human emotions and feelings are varied in nature Vis a Vis its reflection also takes different forms. There are feelings of happiness, hatred, disgust, anger, love, lust and so on which needs expression in writing. Their exact reflection may happen in different formats that produces variety of language literature. There are basically 5 genres of literature which are mostly taught in schools with their explanations, illustrations and examples.

Back in ancient Greece, literature was divided into two main categories: tragedy and comedy. Nowadays the list of possible types and genres of literature can seem endless. But it is still possible to narrow down the vast amount of literature available into a few basic groups.

The five genres of literature students should be familiar with are **Poetry, Drama, Prose, Nonfiction, and Media**—each of which is explained in more detail below. You'll see some overlap between genres; for example prose is a broader term that includes both drama and non-fiction (Drucker, 2014). Some categories of literature may overlap as mentioned above but their treatment of content and emotions differ variedly. Like a piece of prose elaborates a particular theme into different dimensions with long explanation whereas drama provides a vivid impression of happenings and events in the form of story and series of events.

1.3.1 Poetry

This is often considered the oldest form of literature. Before writing was invented, oral stories were commonly put into some sort of poetic form to make them easier to remember and recite. Poetry today is usually written down, but is still sometimes performed.

A lot of people think of rhymes and counting syllables and lines when they think of poetry, and some poems certainly follow strict forms. But other types of poetry are so free-form that they lack any rhymes or common patterns. There are even kinds of poetry that cross genre lines, such as prose poetry. In general, though, a text is a poem when it has some sort of meter or rhythm, and when it focuses on the way the syllables, words, and phrases sound when put together. Poems are heavy in imagery and metaphor, and are often made up of fragments and phrases rather than complete, grammatically correct sentences. And poetry is nearly always written in stanzas and lines, creating a unique look on the page.

Poetry as experienced in the classroom is usually one of three types. There are the shorter, more modern poems, spanning anything from a few lines to a few pages. Often these are collected in books of poems by a single author or by a variety of writers. Edgar Allen Poe's "The Raven," is one of the most commonly taught poems of this type. Then there are the classical, formulaic poems of Shakespeare's time, such as the blank verse and the sonnet. And finally there are the ancient, epic poems transcribed from oral stories. These long, complex poems resemble novels, such as Homer's *The Iliad* and *The Odyssey* (Drucker, 2014).

There are some interesting interpretations concerning approaches of defining poetry. According to Rifenburg (2014) we may feel we know what a thing is, but have trouble defining it. That holds as true for poetry as it does for, say, love or electricity. The American poet Emily Dickinson, though shrinking from offering a definition of poetry, once confided in a letter, "If I feel physically as if the top of my head were taken off, I know that is poetry." A well-known British poet, A.E. Housman, could identify poetry through a similar response. He said that he had to keep a close watch over his thoughts when he was shaving in the morning, for if a line of poetry strayed into his memory, a shiver raced down his spine and his skin would bristle so that his razor ceased to act. What is this thing that can so physically affect some persons? (<https://www.arts.gov/operation-homecoming/essays-writing/what-poetry>)

Following are some of definitions of poetry given by renowned poets:

- The kind of thing poets write (Robert Frost)
- The spontaneous overflow of powerful feelings (William Wordsworth)
- The recollection of an emotion, which causes a new emotion (William Wordsworth)
- Poetry is feeling confessing itself to itself, in moments of solitude (John Stuart Mill)
- When we read a poem something happens within us. They bring to life a group of images, feelings, and thoughts (Stageberg& Anderson)
- Poetry is simply the most beautiful, impressive, and widely effective mode of saying things (Mathew Arnold)
- Poetry teaches the enormous forces of a few words (R.W. Emerson)
- Poetry is the art of uniting pleasure with truth by calling imagination to help reason (Samuel Johnson)
- Poetry is the record of the best and happiest moments of the happiest and best mind (PerceyByscheShelley)

1.3.2 Prose

After having the fundamental idea regarding poetry it is easier to understand what is prose? **Prose** is a form of language that exhibits a grammatical structure and a natural flow of speech, rather than a rhythmic structure as in traditional poetry. Where the common unit of verse is based on meter or rhyme, the common unit of prose is purely grammatical, such as a sentence or paragraph.

The most typical varieties of prose are novels and short stories, while other types include letters, diaries, journals, and non-fiction (also discussed below). Prose is written in complete sentences and organized in paragraphs. Instead of focusing on sound, which is what poetry does, prose tends to focus on plot and characters.

Prose is the type of literature read most often in English classrooms. Any novel or short story falls into this category, from *Jane Eyre* to *Twilight* and from "A Sound of Thunder

"To "The Crucible." Like poetry, prose is broken down into a large number of other sub-genres. Some of these genres revolve around the structure of the text, such as novellas, biographies, and memoirs, and others are based on the subject matter, like romances, fantasies, and mysteries.

Prose is the kind of language that most people use every day in stories, articles, and books. Prose is straightforward and comes in two different forms: narrative (such as stories) and expository (non-fiction writing).

Prose is essentially just writing. It isn't in a poetic form. A short story or novel is in the form of prose. On the other hand, poetry has a set form most of the time. It often has a rhyme scheme and uses many methods to emphasize the topic without saying what it's actually about. Poetry is often harder to interpret. Generally, both use metaphor, simile, and figurative language to make the reader think about the author's meaning, but poetry also uses the rhyme scheme and format to get the meaning across. Poetry is also often more controversial and difficult.

Following are different types of prose:

Non-fiction: based on facts rather than on the imagination. Although may contain fictional elements for example essay, biography, letter, diary, journal, account, autobiography, argument, complaint.

Fiction: it is created from the imagination not presented as facts, although it may be a true story or situation for example short story, novella, novel, fable, fairy tale, myth etc.

1.3.3 Drama

Drama is a unique tool to explore and express human feeling. Drama is an essential form of behaviour in all cultures; it is a fundamental human activity (SACSA framework, 2001). Ancient Greeks were masters in writing and enacting drama on the stage. Strangely, there were no actresses and young boys played the role of women on the stage.

Any text meant to be performed rather than read can be considered drama (unless it's a poem meant to be performed, of course). In layman's terms, dramas are usually called plays. When written down the bulk of a drama is dialogue, with periodic stage directions such as "he looks away angrily." Of all the genres of literature discussed in this article, drama is the one given the least time in most classrooms. And often when drama is taught, it's only read the same way you might read a novel. Since dramas are meant to be acted out in front of an audience, it's hard to fully appreciate them when looking only at pages of text. Students respond best to dramas, and grasp their mechanics more fully, when exposed to film or theatre versions or encouraged to read aloud or act out scenes during class.

The dramas most commonly taught in classrooms are definitely those written by the bard. Shakespeare's plays are challenging, but rewarding when approached with a little effort and a critical mindset. Popular choices from his repertoire include *Hamlet*, *Taming of the Shrew*, and *Romeo and Juliet*, among others. Older Greek plays are also taught fairly often, especially Sophocles' *Antigone*. And any good drama unit should include more modern plays for comparison, such as Arthur Miller's *Death of a Salesman*. The features of a drama though differ in importance from play to play have a common thread as well.

The literary elements of drama are:

1. Characters
2. Dialogue
3. Plot
4. Setting

-
5. Stage Directions
 6. Theme

Types of Drama

A drama may be of different types according to the features which are used in its enactment. Following is the list of different types of drama according to content and reflection of the story.

- i. **Improvisation / Let's Pretend** -A scene is set, either by the teacher or the children, and then with little or no time to prepare a script the students perform before the class.
- ii. **Role Plays**- Students are given a particular role in a scripted play. After rehearsal the play is performed for the class, school or parents.
- iii. **Mime** -Children use only facial expressions and body language to pass on a message script to the rest of the class.
- iv. **Masked Drama** -The main props are masks. Children then feel less inhibited to perform and overact while participating in this form of drama.
- v. Children are given specific parts to play with a formal script. Using only their voices they must create the full picture for the rest of the class. Interpreting content and expressing it using only the voice.
- vi. **Puppet Plays** -Children use puppets to say and do things that they may feel too inhibited to say or do themselves.
- vii. **Performance Poetry**- While reciting a poem the children are encourage to act out the story from the poem.
- viii. **Radio Drama** -Similar to script reading with the addition of other sound effects, the painting of the mental picture is important.

1.3.4 Non-Fiction:

Poetry and drama both belong to the broader category of fiction—texts that feature events and characters that have been made up. Then there is non-fiction, a vast category that is a type of prose and includes many different sub-genres. Non-fiction can be creative, such as the personal essay, or factual, such as the scientific paper. Sometimes the purpose of non-fiction is to tell a story (hence the autobiography),

but most of the time the purpose is to pass on information and educate the reader about certain facts, ideas, and/or issues.

Some [genres of non-fiction](#) include histories, textbooks, travel books, newspapers, self-help books, and literary criticism. A full list of non-fiction types would be at least as long as this entire unit. But the varieties most often used in the classroom are textbooks, literary criticism, and essays of various sorts. Most of what students practice writing in the classroom is the non-fiction essay, from factual to personal to persuasive. And non-fiction is often used to support and expand students' understanding of fiction texts—after reading Hamlet students might read critical articles about the play and historical information about the time period and/or the life of Shakespeare (Drucker, 2014).

1.3.5 Media:

Today the significance of media is undeniable. It is the newest type of literature that has been defined and takes a form of distinct genre in literature.

Media plays a significant role in keeping everyone updated about the various events around the world. Today, we can check out the latest news and current affairs with just few clicks of mouse or by simply switching on the radio or television, apart from glancing at the newspaper every morning.

Media is the plural form for medium and involves the collective communication sources or mediums including television, radio, newspapers, internet, social media sites and various relevant sites and blogs. The main purpose of media is to disseminate the information and knowledge.

This categorization was created to encompass the many new and important kinds of texts in our society today, such as movies and films, websites, commercials, billboards, and radio programs. Any work that doesn't exist primarily as a written text can probably be considered media, particularly if it relies on recently developed technologies. Media literature can serve a wide variety of purposes—among other things it can educate, entertain, advertise, and/or persuade.

A large amount of literature today is being produced digitally in India and the globe which also requires equal amount of intellectual and creative process. Thus, under the category of media all such creation can be placed.

More and more educators are coming to recognize the importance of teaching media in the classroom. Students are likely to be exposed to far more of this type of

literature than anything else throughout their lives, so it makes sense to teach them how to be critical and active consumers of media. Internet literacy is a growing field, for example, since the skills required to understand and use online information differ in important ways from the skills required to analyse printed information. Teaching media literacy is also a great way for educators to help students become participants in their own culture, through lessons on creating their own websites or home movies or commercials.

1.4 Literature in the school curriculum: objectives, needs, and relevance

Reading literature is generally included in the language curricula of both primary and secondary education. It is especially part of the Language(s) of School Education.

In Indian school setting a three language formula is adopted where a child formally learns his mother tongue, a second language and also a third language which differs according to student's socio-cultural base.

Though introduction of language rightly begins as soon as the child enters in the school premise but forms and complexity of language changes according to the level. At the initial phase it is more like familiarity with the language whereas at the later phase it is expected for a student to be well verse with different form of literature in a particular language.

According to Pieper (2006) the role of literature within language education changes considerably from primary to secondary and especially to upper secondary education. Whereas in primary and early secondary education reading literature is often integrated into other fields of language learning and education – learning to read, arts and ethics –, later on, in secondary school, literature may even develop the status of a discipline. The more advanced the students are the more likely the teaching of literature is to show explicit traces of literary studies and to deal with the different academic approaches. At upper-secondary school level, “Literature” often serves as propaedeutic for literary studies at university. Literary studies in teacher education then have a noticeable influence on teaching

(Rijlaarsdam/Janssen 2006; Goodwyn/Findlay 2002). It has been critically remarked that this approach already dominates in lower secondary and at the end of upper secondary school, with too little awareness of the learner at this stage (Goodwyn/Findlay 2002; Kämper-van den Boogaart 2005).

In general the shift corresponds to a dominant orientation towards the learner within the early school years and a stronger focus on the literary works and their 'adequate' reception in later grades.

1.4.1 Objective of teaching literature in school curriculum:

There are four basic competence of any language that is reading writing, speaking and listening. Catering to development of all these abilities different genres of literature are kept. The aims concerning Literature in English curriculum are to enable learners to:

- appreciate and enjoy a wide range of literary or creative texts and other related cultural forms;
- To develop the basic linguistic skills that is listening, reading writing and speaking.
- To understand and appreciate different forms of literature and develop keen interest in reading and writing of original pieces of literature.
- develop their capacity for critical thinking, creativity, self-expression, personal growth, empathy and cultural understanding;
- To visualise the impressions created by different literary work so that the learner may take inspiration for a healthy and ideal life.
- enhance their awareness of the relationship between literature and society;
- develop a greater sensitivity to and control over the nuances of the English language; and
- Be adequately prepared for areas of further study or work, where qualities promoted in the study of literature, such as creativity, critical thinking and intercultural understanding etc.

1.4.2 Literature and its indispensable role:

The school curriculum is incomplete without sufficient scope to teaching of different forms of literature. According to Parab (2015) Literature plays an important role in teaching four skills like Listening, Speaking, Reading and Writing. Collie and Slater (1987) support the inclusion of literature in the language classroom as it provides valuable authentic material, develops personal involvement and help contribute to readers' cultural as well as language enrichment. These advantages, they move on to assert, can be achieved provided teachers use relevant and appealing material to learners through the use of activities that promote involvement, reader response and a solid integration between language and literature. Following this trend, Carter and Long (1990) propose three models to justify the use of Literature. The first model in their discussion is the CULTURAL MODEL which represents the Literature that brings into the picture as regards of the understanding and appreciation of different cultures and ideologies together with the developing of one's perception of feelings and artistic forms.

The second model is the LANGUAGE MODEL. This model emphasizes the fact that language is the literary medium and that literature could be seen as an instrument to teach specific vocabulary and structures.

Last, their PERSONAL GROWTH MODEL entails students engaging with the reading of literary texts, appreciating and evaluating cultural artefacts and, in broad terms, the understanding of our society, culture and ourselves as we function within. As English teachers, Literature that is the literary text is one of the tools ready in our hands to offer them language acquisition and contribute cultural knowledge and understanding. It acts as a catalyst to acquire and stimulate learning. It at once appeals to the feelings and to their thoughts which in turn pave the way for the student's language enhancement and growth. It makes aware of:

- The broadening of students' horizons by giving them a knowledge of the classics of literature;
- The student's improvement in general cultural awareness;
- The students' creativity and literary imagination and to develop their appreciation of literature;
- The psychological stress and attitude of the mind

- The historical truths of life.
- The philosophy of life.
- The innate, inborn goodness of man.
- The required changes in individual, society and even in history.
- The masterpieces in British and American literature as an educative experience, and to add to students' knowledge of the world at large. (Akyel and Yalçin, 1990: 175)

1.4.3 Need and Relevance

Most people assume literature is an important part of education. But not everyone really thinks about why that is. The importance of literature on teaching lies in its ability to foster critical reading, build valuable skills, and expand students' worldviews.

Literature is a branch of knowledge in the human society. There are numerous justifications on indispensability of literature in school curriculum. Following are some of the important justification in defence of teaching of literature in the school curriculum:

- It is an established fact that today English and its literature of different forms are studied in schools across the world. Owing to the fact that literature is part of the curricula in schools, tests and examinations are done in it.
- It is also a fact that human being are storehouse of different emotions and feeling which are beautifully portrayed in literature, thus, it becomes a field of human endeavour, is so important that it is one of the few disciplines for which the prestigious Nobel Prize is awarded yearly.
- The study of literature makes one's intellectual horizon broadened as one learns more about individual and societal experiences, the aspirations, the fears, joys and pain of a people. For example: the play **A Raisin in the Sun**, by Lorraine Hansberry, speaks to the issue of racism and segregation that bedevilled the American society in the past; the novel **Things Fall Apart**, by Nigerian writer Chinua Achebe, deals with the clash of African (Ibo) culture and the European culture during the onset of colonialism in Africa. The poem **If We Must Die**, by Jamaican Claude McKay, was written in

response to the racial discrimination and oppression of blacks by the whites in the United States. In this way various social, national and international issues are highlighted with the help of literature.

- It is also true that language is one important media for communication of culture to coming generation. Through literature, the culture of a people is preserved. Therefore, the writing and studying of literary works, e.g., poems, plays, short stories, novels, etc., constitute an avenue through which the culture of a people is preserved for future generations. In Jamaica, for example, Trevor Rhone's **Old Story Time** is an embodiment of some aspects of Jamaican culture. With respect to oral literature, one can say that the works of Louise Bennett-Coverley not only give expression to the culture of Jamaica but act as a cultural preservative.
- There is need to develop linguistic abilities among students through literature. Language and literature go hand in hand. It is an indisputable fact that the beauty of a language can be seen in the literature written in it. This is true because language is creatively and beautifully used in the creation/production of literary works. Besides, reading literary works helps individuals to sharpen their language skills.

Therefore the component of literature is inseparable from the school curriculum and should be continued at all levels. It should also form as essential component of higher education curriculum.

Apart from it according to Drucker (2015) the literature teaching in schools serves many objectives it takes a central place in school classroom.

Following are the important outcomes of literature teaching in the school curriculum:

Knowledge of Culture and Cultural Practices

Stories have been of central importance to the human race ever since it began, as far as we can tell. Cultures are built on stories—histories, myths and legends, fables, religions, and so on. If students are to understand and participate in the culture to which they belong, they must first learn about the stories that culture has been built

around. And while books aren't the only kinds of stories out there, they are one of the most important.

Take the *Ramayana*, for instance. Despite concerns about religion in schools, it is commonly taught in some form or another because it has so heavily influenced our culture. References and allusions to stories of Ramayana are all around us, so not knowing those stories puts you at a disadvantage. Apart from it there are several folk tales, stories which are not only series of events but also display important cultural practices which inspires students to adopt and thus, cultural identity is preserved.

Sensitivity to Diversities

Everyone has a tendency to get so caught up in their own lives that they forget what's going on in the world around them. And children and teens are particularly prone to this. It's a goal of education to expose them to ideas from other cultures, to teach them about the histories and peoples of other times and places. Literature is an ideal way to do this. *Huckleberry Finn*, for example, puts students into the mind of a boy living in the south in the 1800s, letting them experience his life firsthand. Through this experience they learn what it was like to live in that time period, how the people talked and thought and acted.

In different types of literature students get to know about living in other culture and places. They become familiar with cultural diversity that exists around them. In reading diverse literature they also become familiar with global culture and practices.

The same goes for books about other countries, which teach students what life is like in other parts of the world. It's more engaging to read a novel about another time or place than to learn about it in a lecture or from a textbook.

Enrichment of Vocabulary

Having a large and wide-ranging vocabulary is essential for a number of reasons. It helps with both writing and reading abilities, of course, but it also allows for more complex discourse. The larger your vocabulary is, the more in depth and thoughtful discussions you can have on important topics and issues, both in and outside of the classroom. When people speak they tend to use a fairly limited vocabulary, so the best way to become exposed to new words is to read.

And reading literature is a great way to build and enhance vocabulary. Due to the descriptive nature of a story, any novel will include plenty of words students have likely never seen or heard before. They'll see those words in context, learning their meanings passively rather than having to drill. And because they're reading a story and not drilling, they probably won't even realize they are building their vocabulary (hence they won't be able to complain about it).

Enrichment of Writing Skills

Writing skills can be taught, to some extent. But the number one way to become a better writer is to read often. When you read you are being immersed in language, in the way it sounds and feels when put together in the right ways. Students who are encouraged to read have a more intimate knowledge of the ways in which language works, and so have an advantage when it comes time for them to write. This effect can even be made transparent by encouraging students to try writing in a particular book or author's style.

Many older works of literature are still taught primarily because of their authors' way with language. Novels such as *The Great Gatsby*, *The Scarlet Letter*, and *The Catcher in the Rye* are noted for their unique style and creativity with language. And there are plenty of more recent novels that are just as well written. Literature serves as a valuable teacher and an example to students who are first learning to use written language to communicate with the world.

Teaching Critical Thinking

Education is supposed to give students the tools they need to become a valuable part of society, and one such tool is the ability to think critically. We want them to not just passively consume whatever is around them, but to analyze and criticize it as well. Literature serves this goal in a couple of ways. Many novels encourage critical thinking on their own, due to the issues and themes they explore. The kind of novel usually taught in the classroom is selected for its depth and for the way it transcends the obvious and the cliché.

And educators often use literature to promote this kind of thought actively, by teaching students how to analyze what they read, understand others' opinions about the text, and formulate their own views. You can learn to think critically about the events and characters in a novel, the themes it presents, the author's purpose in writing it, and the ways it fits into a certain time period. You can also analyze its

impact on society and the ways it compares and contrasts with other texts. Few activities give students' critical abilities such a workout as the close reading of a work of literature.

1.5 Role and Relevance of Media in School Curriculum

Media studies as subject has entered the boundaries of schools little late but at last.

Disregarding media from the school curriculum has always bothered many experts who are working in the field of media studies. Many initiatives were started to introduce children, parents and teachers to the concept of media studies but all happened out of schools. One of the key point made by the NCF 2005 i.e. connecting knowledge to the life outside the school, has actually opened the door for media studies, a subject which has never in the past was given its due importance in school curriculum. It was realized that students' media experiences are as important as their experience with their parents, peers and teachers and by allowing them to bring their media experiences in classroom, a creative environment can be created where they could get a chance to discuss issues which are very integral to their life. Media is a very important part of students' lives.

They spend great deal of time watching TV, listening to Radio, surfing net, reading magazines and newspapers and also take pride in owning a sophisticated toy called mobile phone which gives them an opportunity to do all these activities when they are on move. These medium bombard them with images, words and sound. These media messages are designed to win their heart and rule their mind. Students are also learning a lot from media. Mass media teach whether or not media makers intend to do so and students learn from it whether they are aware of it or not. Students are learning so much intentionally or unintentionally that it can be termed as omnipresent non school textbook. In fact children learn in variety of ways – through experience, making and doing things, experimentation, reading discussion asking listening, thinking and reflecting and expressing themselves in speech writing and in movement. They require opportunities of all these kind in the course of their development. The sources through which they learn are innumerable, it is necessary for the educators to explore and understand all those sources through which children learn (Yadav, 2011).

Computer-based cognitive tools have been intentionally adapted or developed to function as intellectual partners to enable and facilitate critical thinking and higher order learning. Examples of cognitive tools include: databases, spreadsheets, semantic networks, expert systems, communications software such as teleconferencing programs, on-line collaborative knowledge construction environments, multimedia/hypermedia construction software, and computer programming languages. In the cognitive tools approach, media and technology are given directly to learners to use for representing and expressing what they know. Learners themselves function as designers using media and technology as tools for analyzing the world, accessing and interpreting information, organizing their personal knowledge, and representing what they know to others.

According to (Reeves, 1998) the foundations for using software as cognitive tools in education are:

- Cognitive tools will have their greatest effectiveness when they are applied within constructivist learning environments.
- Cognitive tools empower learners to design their own representations of knowledge rather than absorbing representations preconceived by others.
- Cognitive tools can be used to support the deep reflective thinking that is necessary for meaningful learning.
- Cognitive tools have two kinds of important cognitive effects, those which are with the technology in terms of intellectual partnerships and those that are of the technology in terms of the cognitive residue that remains after the tools are used.
- Cognitive tools enable mindful, challenging learning rather than the effortless learning promised but rarely realized by other instructional innovations.
- The source of the tasks or problems to which cognitive tools are applied should be learners, guided by teachers and other resources in the learning environment.

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- Ideally, tasks or problems for the application of cognitive tools will be situated in realistic contexts with results that are personally meaningful for learners.
 - Using multimedia construction programs as cognitive tools engages many skills in learners such as: project management skills, research skills, organization and representation skills, presentation skills, and reflection skills.
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1.6 Translation: Importance and Need, Translation as a Creative Activity

1.6.1 Translation and its importance

The significance of translation in our daily life is extensively multidimensional. Not only does translation pave the way forward for global interaction, but allows nations to forge interactive relationships when it comes to making advancements in technology, politics, etc.

Despite the fact that English has a far and wide reach today, the impact of local culture and language remains as strong as ever. With the growth of Internet and communications technology, it is relatively easier to reach audiences that are thousands of miles away purely on the back of effective translation. This in turn has resulted in a need for translation in diverse fields such as education, mass communication, science and technology, literature, tourism, religion, trade and business, etc. (Outsource India, 2017).

Translation is the process of changing the language that is written or spoken in to another language. Translation, in a loose sense, may also be defined as a word or phrase or text in another language that has a meaning equivalent to that of the original.

It is said that there are as many translations as there are languages in the world which reminds us the need and importance of the art of translation. The importance of translation emerges by the reason that it is one of the important disciplines being very much useful in various spheres of human activities. Besides, a large number of

languages spoken or written all over the world, and, as such, an individual would not like to be confined to one language or the native language only, but preferably would be interested to learn different language for a specific purpose. The need and importance of translation also arises when one wants to know the words or phrases or a language used in other countries so as to familiarize oneself for a particular purpose. As a matter of interest, translation is also important when it is considered or when a person forms thoughts about how it would be possible to be mingled with the people of different country if he needs to stay in connection with the business or employment. Moreover, there are times that necessitate sharing beliefs, values, customs, practices and the social behaviour of a particular nation. In such circumstances, the art of translation becomes the very essence of the instances.

Translation is one of the various branches of learning and it has become an important discipline that encompasses separate body of knowledge being very much in use for various human activities, just to name a few are: language, business, education, law, religion, literature and legal requirements; while many more may be explored. Translation deals with the matching of words, grammatical structures and cultural contexts. The art of translation entails, accuracy and clarity and flexibility to produce the translation which a reasonable reader can expect and accept. The art of translation is very much needed in terms of employment. There are opportunities for the translators in various organizations. In addition, as a freelance translator, one can successfully survive on the basis of his artistic abilities.

As a token of appreciation, the art of translation must be duly recognized and valued as the body of written works of particular cultures, languages, people or periods of time which we read and enjoy today is the production and valuable gift of translation and the translators have been able to bring them to us with required accuracy and clarity and flexibility. Hence, the talents, technical skills or the exceptional abilities of the translators who labour hard to produce the translations are to be respected and duly acknowledged (Fareed, 2017).

The normal teaching learning process that goes on in the classroom has several implications for translation as a parallel learning activity. Specially while dealing with teaching of second language translation process helps in a great deal to help students in learning second language. A number of research attempts have been

made where it has been established that teaching through translation is one of the effective strategy to deal with learning of second language. The learning of first language helps learning to associate new language with old linguistic structures which help to understand and be familiar with structures of new language.

Kern (1994) conducted an interesting study whereby he looked at the role of translating as a cognitive strategy in the L2 (second language) reading comprehension process. Kern found that students often used translation to understand the text. Cook (1992) also added that second language learners use their L1 (first language) while processing an L2. Her idea that an instructor must not separate the L1 from the L2, but instead should make use of the L1 while instructing the student. Zilm (1989) in Edwards et al. (1996) looked at the use of code switching in a study of students learning German. He found that the nature of the activity and the teacher's perception of how students learned were two of five important factors affecting code switching. This switching of languages embodies an idea of translation and bilingualism. A look at Daulton's (1999) study with loan words reveals a strong possibility for students to be helped by studying them. Loan words are words that have been adopted from another language, in this case from English into Japanese. Adopted words sometimes run a risk of changing their meaning in the new language (hence in a form, translated) but overall, Daulton found they speeded the learning of necessary vocabulary for communication and understanding.

By having students focus on a corpus of approximately 2,000 high-frequency English vocabulary items, students will gain many useful words quickly. One case of an over-dependence and misapplication of translation in the classroom is "yakudoku" which loosely translates as "reading translation" from Japanese. Hino's (1988) statements about the Yakudoku Method tell us it is a direct translation system used in Japan to teach any foreign language. Hino goes on to add that this system is rooted in a social context in Japan, and this method of learning a foreign language has not been modified even when it's been found to be of dubious value. Students are unable to directly understand the meaning in the target language as reported by Ueda (1979) in Hino's paper.

1.6.2 Translation as a creative activity:

Translation is one of the most important intellectual activity, it may also be regarded as natural human activity too, as many times while dealing with foreign elements it automatically occurs.

Translators perform a very sensitive task and are engaged in a process of negotiation between two cultures, two languages and two different mindsets. It is a process which calls forth a serious understanding of the language they are translating from and a fluency in the language they are translating into.

The complex and creative process of adapting one text into a new reality, mediating between your source and target language insinuates that a translator's task is not only an intricate and a demanding one, but highly creative. Translation is often a task of solving "context" problems.

Creativity in translation is manifested across many levels such as:

According to Phili (2017) following are the grounds where translation may be regarded as one important creative activity. She has advocated that there are many intricate domains that a translator visits and followed a divergent thought process hence enters into realm of creativity.

- i. **Personal translation style-** Translators will always instil something personal in their work. The outcome is directly linked to the person who produced it. Each translator approaches a text in a different way. Should a text be given to more than one translator, then we would witness more than one translation version. Creativity is inherently personal and through a personal translation style, translators manifest their creative approach.
- ii. **Ability to connect the dots-** In a translation, there are many dots to connect before the best result is achieved. The tools (dots) translators inadvertently mix together span from a feel of language, translation and writing skills, in-depth understanding of the cultural context in play, the ability to read between the lines to the more technical aspects of their work such as CAT tools, glossaries, resources.

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- iii. **Copy writing skills-** Translators often provide copy writing services as a way to diversify and as a natural extension to translation. They could even be considered brilliant copywriters in that they are able to approach texts from a “translator’s perspective”, focusing on clarity and precision avoiding wording that can be misinterpreted.
- iv. **Artistic personality** - There are many translators who are also artists, in the true sense of the word. Not surprisingly, a tad of research has revealed a creative “alias” for quite a few linguists who, besides their main professional activity, are engaged (either as a hobby or on a professional level) in creative activities: a photographer, a hard rock singer, a designer of book covers, a branding expert, an Italian tenor, a singer with studies in vocal music, a poet/baroque trombonist, a novelist, a painter and more. Art is an outlet, a way to express emotions and concerns. An artistic activity could well be paralleled to the translating psyche which elaborates, adapts and metamorphoses information, a “source”, into something else, a “target” or in the language of an artist: a painting, a photograph, a novel. Art is (also) about translating feelings. And, truth be told, highly qualified linguists can be remarkable at drawing or playing the violin and still be sought-after professionals just like anybody else.
- v. **Creatively perceptive** - Translators do not read superficially. They assimilate and elaborate information as part of their work process. Knowledge inspires. The more you know, the more you want to explore, create, and find solutions. Translators are creative because they soak up the knowledge in the world.
- vi. **Language as a creative tool-** Language is indisputably creative. Like an artist who uses colours, mixing them in combinations that serve the purpose of an art project, translators will similarly use language as a tool with which to produce their work. Considering translators know at least two languages, their creativity is stimulated even more. They are enriched by languages and they know how to complement possible “voids” in one language with information from another. Creativity is more likely to surface when speaking more than one language.

vii. **Excellent branding skills** -When it comes to marketing, branding is the par excellence paradigm of translators' creativity (branding usually applies to freelance translators/business owners and not all translators). Through the creation of a brand, translators connect those dots that will help communicate their message to clients and prospects. Their ability to translate the essence of their services into a brand name, design, colours, and marketing copy is simply admirable.

Translators' creativity is evident on many levels and it requires more attention and appreciation, first and foremost by translators themselves, so that they can firmly and confidently enrich not just their own world of possibilities, but the message they give out to the world. Translators are creators.

1.7 Summary

Anything can be literature, and anything which is universally regarded as literature has the potential to be excluded, since value judgments can change over time. Literature deviates from ordinary uses of language, those uses must first be identified; this is difficult because "ordinary language" is an unstable category, differing according to social categories and across history. There are basically 5 genres of literature which are mostly taught in schools with their explanations, illustrations and examples are **Poetry, Drama, Prose, Nonfiction, and Media**. Poetry is often considered the oldest form of literature. Poetry is nearly always written in stanzas and lines, creating a unique look on the page. Poetry is simply the most beautiful, impressive, and widely effective mode of saying things. Poetry teaches the enormous forces of a few words. Prose is a form of language that exhibits a grammatical structure and a natural flow of speech, rather than a rhythmic structure as in traditional poetry. Where the common unit of verse is based on meter or rhyme, the common unit of prose is purely grammatical, such as a sentence or paragraph. Prose is straightforward and comes in two different forms: narrative (such as stories) and expository (non-fiction writing).

Drama is a unique tool to explore and express human feeling. Drama is an essential form of behaviour in all cultures; it is a fundamental human activity. The features of a drama though differ in importance from play to play have a common thread as well.

Non-fiction is a vast category that is a type of prose and includes many different sub-genres. Non-fiction can be creative, such as the personal essay, or factual, such as the scientific paper. Some genres of non-fiction include histories, textbooks, travel books, newspapers, self-help books, and literary criticism. **Media** is the plural form for medium and involves the collective communication sources or mediums including television, radio, newspapers, internet, social media sites and various relevant sites and blogs. The main purpose of media is to disseminate the information and knowledge. The role of literature within language education changes considerably from primary to secondary and especially to upper secondary education. Literature in English curriculum are to enable learners to develop the basic linguistic skills that is listening, reading writing and speaking and also develop their capacity for critical thinking, creativity, self-expression, personal growth, empathy and cultural understanding.

The importance of literature on teaching lies in its ability to foster critical reading, build valuable skills, and expand students' worldviews. Media has never in the past was given its due importance in school curriculum. It was realized that students' media experiences are as important as their experience with their parents, peers and teachers and by allowing them to bring their media experiences in classroom, a creative environment can be created where they could get a chance to discuss issues which are very integral to their life. Media is a very important part of students' lives. They spend great deal of time watching TV, listening to Radio, surfing net, reading magazines and newspapers and also take pride in owning a sophisticated toy called mobile phone which gives them an opportunity to do all these activities when they are on move. These medium bombard them with images, words and sound. Translation is the process of changing the language that is written or spoken in to another language. Translation, in a loose sense, may also be defined as a word or phrase or text in another language that has a meaning equivalent to that of the original. The importance of translation emerges by the reason that it is one of the important disciplines being very much useful in various spheres of human activities.

Translation is one of the most important intellectual activity, it may also be regarded as natural human activity too, as many times while dealing with foreign elements it automatically occurs.

1.8 Answers to Practice Questions

Q.1 How prose is differ from poetry and discuss the different types of Drama?

Ans. Prose is a form of language that exhibits a grammatical structure and a natural flow of speech, rather than a rhythmic structure as in traditional poetry. Where the common unit of verse is based on meter or rhyme, the common unit of prose is purely grammatical, such as a sentence or paragraph.

The most typical varieties of prose are novels and short stories, while other types include letters, diaries, journals, and non-fiction (also discussed below). Prose is written in complete sentences and organized in paragraphs. Whereas poetry is nearly always written in stanzas and lines, creating a unique look on the page.

Instead of focusing on sound, which is what poetry does, prose tends to focus on plot and characters. Prose is broken down into a large number of other sub-genres. Some of these genres revolve around the structure of the text, such as novellas, biographies, and memoirs, and others are based on the subject matter, like romances, fantasies, and mysteries. Prose is essentially just writing. It isn't in a poetic form. A short story or novel is in the form of prose. On the other hand, poetry has a set form most of the time. It often has a rhyme scheme and uses many methods to emphasize the topic without saying what it's actually about. Poetry is often harder to interpret. Generally, both use metaphor, simile, and figurative language to make the reader think about the author's meaning, but poetry also uses the rhyme scheme and format to get the meaning across. Poetry is also often more controversial and difficult.

Different types of Drama:

Following is the list of different types of drama according to content and reflection of the story.

- i. **Improvisation / Let's Pretend-** A scene is set, either by the teacher or the children, and then with little or no time to prepare a script the students perform before the class.
- ii. **Role Plays-** Students are given a particular role in a scripted play. After rehearsal the play is performed for the class, school or parents.
- iii. **Mime-** Children use only facial expressions and body language to pass on a message script to the rest of the class.
- iv. **Masked Drama-** The main props are masks. Children then feel less inhibited to perform and overact while participating in this form of drama.
- v. Children are given specific parts to play with a formal script. Using only their voices they must create the full picture for the rest of the class. Interpreting content and expressing it using only the voice.
- vi. **Puppet Plays-** Children use puppets to say and do things that they may feel too inhibited to say or do themselves.
- vii. **Performance Poetry -**While reciting a poem the children are encourage to act out the story from the poem.
- viii. **Radio Drama-** Similar to script reading with the addition of other sound effects, the painting of the mental picture is important.

Q.2 what is the importance of teaching literature in school curriculum?

Ans. The importance of literature on teaching lies in its ability to foster critical reading, build valuable skills, and expand students' worldviews.

Following are some of the important justification in defence of teaching of literature in the school curriculum:

- It is an established fact that today English and its literature of different forms are studied in schools across the world.
- It is also a fact that human being are storehouse of different emotions and feeling which are beautifully portrayed in literature, thus, it becomes a field of human endeavour, is so important that it is one of the few disciplines for which the prestigious Nobel Prize is awarded yearly.

- The study of literature makes one's intellectual horizon broadened as one learns more about individual and societal experiences, the aspirations, the fears, joys and pain of a people.
- It is also true that language is one important media for communication of culture to coming generation. Through literature, the culture of a people is preserved. Therefore, the writing and studying of literary works, e.g., poems, plays, short stories, novels, etc., constitute an avenue through which the culture of a people is preserved for future generations.

Therefore the component of literature is inseparable from the school curriculum and should be continued at all levels. It should also form as essential component of higher education curriculum.

Q.3 How media can play an important role in school curriculum?

Ans. Media studies as subject has entered the boundaries of schools little late but at last. Disregarding media from the school curriculum has always bothered many experts who are working in the field of media studies. One of the key point made by the NCF 2005 i.e. connecting knowledge to the life outside the school, has actually opened the door for media studies, a subject which has never in the past was given its due importance in school curriculum. It was realized that students' media experiences are as important as their experience with their parents, peers and teachers and by allowing them to bring their media experiences in classroom, a creative environment can be created where they could get a chance to discuss issues which are very integral to their life. Media is a very important part of students' lives. They spend great deal of time watching TV, listening to Radio, surfing net, reading magazines and newspapers and also take pride in owning a sophisticated toy called mobile phone which gives them an opportunity to do all these activities when they are on move. These medium bombard them with images, words and sound. These media messages are designed to win their heart and rule their mind. Students are also learning a lot from media.

Computer-based cognitive tools have been intentionally adapted or developed to function as intellectual partners to enable and facilitate critical thinking and higher

order learning. Examples of cognitive tools include: databases, spreadsheets, semantic networks, expert systems, communications software such as teleconferencing programs, on-line collaborative knowledge construction environments, multimedia/hypermedia construction software, and computer programming languages. In the cognitive tools approach, media and technology are given directly to learners to use for representing and expressing what they know. Learners themselves function as designers using media and technology as tools for analysing the world, accessing and interpreting information, organizing their personal knowledge, and representing what they know to others.

Q.4 What is the meaning of translation and discuss its importance as an important human activity.

Ans. Translation is the process of changing the language that is written or spoken in to another language. Translation, in a loose sense, may also be defined as a word or phrase or text in another language that has a meaning equivalent to that of the original. It is said that there are as many translations as there are languages in the world which reminds us the need and importance of the art of translation.

Importance:

The importance of translation emerges by the reason that it is one of the important disciplines being very much useful in various spheres of human activities. Besides, a large number of languages spoken or written all over the world, and, as such, an individual would not like to be confined to one language or the native language only, but preferably would be interested to learn different language for a specific purpose. The importance of translation also arises when one wants to know the words or phrases or a language used in other countries so as to familiarize oneself for a particular purpose. As a matter of interest, translation is also important when it is considered or when a person forms thoughts about how it would be possible to be mingled with the people of different country if he needs to stay in connection with the business or employment. Moreover, there are times that necessitate sharing beliefs, values, customs, practices and the social behaviour of a

particular nation. In such circumstances, the art of translation becomes the very essence of the instances.

Translation is one of the various branches of learning and it has become an important discipline that encompasses separate body of knowledge being very much in use for various human activities, just to name a few are: language, business, education, law, religion, literature and legal requirements; while many more may be explored. Translation deals with the matching of words, grammatical structures and cultural contexts. The art of translation entails, accuracy and clarity and flexibility to produce the translation which a reasonable reader can expect and accept. The art of translation is very much needed in terms of employment.

Q.5 Explain the grounds where translation regarded as a creative activity.

Ans. According to Phili (2017) following are the grounds where translation may be regarded as one important creative activity. She has advocated that there are many intricate domains that a translator visits and followed a divergent thought process hence enters into realm of creativity.

1. **Personal translation style-** Creativity is inherently personal and through a personal translation style, translators manifest their creative approach.
2. **Ability to connect the dots-** In a translation, there are many dots to connect before the best result is achieved.
3. **Copy writing skills** - Translators often provide copy writing services as a way to diversify and as a natural extension to translation.
4. **Artistic personality-** There are many translators who are also artists, in the true sense of the word. Art is an outlet, a way to express emotions and concerns. An artistic activity could well be paralleled to the translating psyche which elaborates, adapts and metamorphoses information, a “source”, into something else, a “target” or in the language of an artist: a painting, a photograph, a novel.
5. **Creatively perceptive- Translators do not read superficially. Translators are creative because they soak up the knowledge in the world.**
6. **Language as a creative tool-** Language is indisputably creative. Like an artist who uses colours, mixing them in combinations that serve the purpose

of an art project, translators will similarly use language as a tool with which to produce their work.

7. *Excellent branding skills* - When it comes to marketing, branding is the par excellence paradigm of translators' creativity. Through the creation of a brand, translators connect those dots that will help communicate their message to clients and prospects.

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1.10 Essay Type Questions

1. Define Literature and its different forms in detail.
2. Explain the objectives, needs and relevance of literature in the school curriculum.
3. Discuss the importance of translation and Translation as a creative activity.

Unit 2 -Language, Literature, and Aesthetics-II

Teaching different texts - Poetry, Prose, Drama ; The Study of Contemporary English Tasks, Activities and Materials for Lesson Design

- 2.1 Introduction
- 2.2 Objective
- 2.3 Teaching of Prose
- 2.4 Teaching of Poetry
- 2.5 Teaching of Drama
- 2.6 Study of contemporary English tasks, activities, and materials for lesson design
- 2.7 Summary
- 2.8 Glossary
- 2.9 Suggested Reading
- 2.10 Essay Type Question

2.1 Introduction

In classroom usually, the presentation of prose, poetry and drama lessons begins at the lower classes. The purpose of prose teaching is to encourage reading comprehension, in poetry, the purpose is the development of an appreciation of English rhyme and rhythm whereas the drama teaching focuses on acting and representation various ideas in performance-based approach. In this unit, we will be discussing the prose, poetry and drama teaching along with the study of contemporary English tasks, activities, and materials for lesson design.

2.2 Objective

After reading this unit you will be able to

1. Students will be able to understand the significance of teaching of prose.
2. Students will be able to understand the significance of teaching of poetry.
3. Students will be able to understand the significance of teaching of drama.
4. Students will be able to understand the significance of study of contemporary English tasks, activities, and materials for lesson designing.

2.3 Teaching of Prose

The prose is ordinary language that follows regular grammatical conventions and does not contain a formal metrical structure. This definition of prose is an example of prose writing, as is a most human conversation, textbooks, lectures, novels, short stories, fairy tales, newspaper articles, and essays. Prose can be either fiction or non-fiction. It can be "poetic," meaning that it has rhythmic structure and contains figurative language. Sermons, political speeches, and modernist writing are good examples of poetic fiction.

The procedure of teaching the Prose Lesson:

The systematic method or the technique of teaching prose consists of the following steps:

- i. **Previous knowledge test** -The new lesson is generally commenced by giving a brief introduction or preferably by testing the previous knowledge of the pupils. This is done by putting three or four pointed questions to the students which help to create a sort of background for the new lesson, as well as arouse the curiosity of the students for the new lesson.
- ii. **Announcement of the Aim** -The answer of the students to the last question should naturally lead to the announcement of the aim of the lesson by the teacher. The aim of the lesson must be announced in clear and concise words, preferably in one sentence only.
- iii. **Model Reading by the Teacher** -The prose-lesson should be divided into two or three parts to be taught one after the other. The same technique of teaching is followed in teaching all the parts. The teacher gives a model

reading of the first part of the lesson, to be emulated by the students. The teacher should read the passage in the best possible manner; with correct pronunciation, keeping in view the punctuation marks, with proper intonation, and as per the ideas contained in the passage.

iv. **Reading by the Students**-Two or three students may be asked to read the same paragraph turn by turn and their mistakes, if any, may be corrected by the teacher. This is done to enable the students to read the passage correctly and in the best possible manner.

v. **Explanation of Difficult Words** - After reading by the students, the teacher gives the meaning of the difficult words contained in the passage being taught by him. The difficult words, as well as their meaning, must invariably be written on the blackboard, and the same must be noted down by the students in their notebooks. The teacher should assure himself by having one or two rounds in the classroom that the students are writing the meaning of the difficult words in their notebooks.

The teacher should also ask the students to use the difficult words in their own sentences so that those difficult words are added to their working vocabulary.

vi. **Silent Reading by the Students** -Before testing whether the students have followed and understood the contents of the passage, the teacher should direct the students to read the passage silently so that they, may be able to grasp the ideas and contents of the paragraph. This will also give them practice in the art of silent reading. Discipline must be properly maintained while the students are reading silently.

vii. **Comprehension Test** -This is done by putting a few questions by the teacher. Through these, the teacher comes to know how far the students have been able to understand or comprehend the contents or the subject- matter or the idea contained in this passage.

The other parts of the lesson are also to be taught in the same way. After teaching each part of the lesson, the main points of the lesson are to be revised. This is called 'Sectional Recapitulation'.

viii. **Recapitulation** -This is called 'Final Recapitulation' of the lesson. In this step, the whole of the lesson is revised again. This is generally done by

putting several questions by the teacher regarding, the main points of the lesson. During this step, the blackboard should be rubbed off, and the notebooks of the students should be kept closed.

- ix. **Allotting of Home Work** -After teaching the whole of this lesson, the teacher should give some work to the students to be done at home.

The main aim of teaching prose is to develop the language ability of the students. It is the intensive study of a language. The language ability helps the learners to use English language without any problem. To achieve the literary and content, the aims of teaching of prose should be intensive and extensive. Reading a text for accuracy is called intensive reading and Extensive reading or reading for fluency involves reading of longer texts for pleasure.

Questions for Exercise

1. What is the role of previous knowledge test in teaching of prose?
2. How does a teacher test the ability of comprehension after the teaching of prose?
3. Write a note on the procedure of prose teaching?

2.4 Teaching of Poetry

Poetry is an art form in which human language is used for its aesthetic qualities in addition to, or instead of, its notional and semantic content. It consists largely of oral or literary works in which language is used in a manner that is felt by its user and audience to differ from ordinary prose.

It may use condensed or compressed form to convey emotion or ideas to the reader's or listener's mind or ear; it may also use devices such as assonance and repetition to achieve musical or incantatory effects. Poems frequently rely for their effect on imagery, word association, and the musical qualities of the language used. The interactive layering of all these effects to generate meaning is what marks poetry.

There are as many definitions of poetry as there are poets. Wordsworth defined poetry as "the spontaneous overflow of powerful feelings;" Emily Dickinson said, "If I read a book and it makes my body so cold no fire ever can warm me, I know that is poetry;" and Dylan Thomas defined poetry this way: "Poetry is what makes me laugh or cry or yawn, what makes my toenails twinkle, what makes me want to do this or that or nothing."

Teaching poetry has been always a difficult task. Teaching should be subtle in the sense that there is no touchstone to evaluate the discourse of the lecture or the comprehension of the student.

The systematic teaching of a poem consists of the following steps:

Firstly, a brief introduction should be given by the teacher which should arouse the curiosity of the students regarding the poem to be taught. The students should be mentally prepared for listening to and appreciating the poem. The teacher may be mentally prepared for listening and appreciating the poem. The teacher may put a few questions to the students by way of testing the previous knowledge of the students. The idea is to create the proper atmosphere for the presentation of the poem.

- i. **Announcement of the Aim** - After the students are properly motivated and are in the proper frame of mind to listen and appreciate the poem, the teacher should announce the name of the poem to be taught; and write its title simultaneously on the blackboard.
- ii. **Presentation of the Poem** -The teacher should recite the poem in the best possible manner. This step is also called Model Recitation of the Poem. The teacher is expected to read or recite the poem in an ideal manner so that it serves as a model for the students to imitate.

The success of the poetry person depends upon the effective recitation of the poem by the teacher.

- iii. **Recitation by the Students** - After the model recitation of the poem by the teacher, two or three students may be asked to recite the poem by turn. The idea is to give training to the pupils in the art of poetry-recitation. The students should also be guided regarding the correct way of reciting the poem.

In the lower classes, all the children may be asked to recite the poem collectively, because small children enjoy the rhythm and music of poetry thus produced.

- iv. **Meanings and Explanations** -One of the aims of teaching prose is to increase the vocabulary of the students. But, this is not the aim of teaching poetry. The aim of teaching poetry is simply to provide aesthetic pleasure. Telling the meanings of difficult words proves a hindrance in the fulfillment of this aim.

Therefore, as a rule, such poems should be selected for teaching which does not contain many difficult words. But whatever difficult words are there, the meanings should just be told, and the students should not be asked to use those words in sentences. The meanings are to be told just because it helps in the comprehension of the poem.

- v. **Critical Appreciation of the Poem** -This is a step which is recommended to be followed in the higher classes only. This is because the students of the lower classes are not familiar with the principles of literary and poetic criticism.

- vi. In the lower classes, after giving the meanings of the difficult words, the poem may be recited once again by the teacher for the appreciation of the pupils. In higher classes, the students are encouraged to assess and evaluate the poem based on the principles of literary criticism.

The criticism of the poem is to be divided into two parts:

- a. The contents of the poem.
- b. The form or the style of the poem.

The poem is to be criticised from both these points of view, but the standard of criticism will depend upon the grade of the class. It is only in the higher classes that proper criticism of the poem will be done.

- vii. **Allotting the Home Work** -The students should be encouraged to memorise the poem by heart; they should not be compelled to do so.

Questions for exercise

4. What do you mean by critical appreciation of the poem?

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5. What is poetry? Explain.
 6. Write a note on the poetry teaching.
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2.5 Teaching of Drama

Drama is a unique tool to explore and express human feeling. Drama is an essential form of behaviour in all cultures; it is a fundamental human activity. ‘Drama’ is an Ancient Greek word meaning ‘act’ or ‘deed’. The Ancient Greek philosopher **Aristotle** used this term in a very influential treatise called the *Poetics*. In this text, Aristotle classified different forms of poetry according to basic features he thought could be commonly recognised in their composition. He used the term ‘drama’ to describe poetic compositions that were ‘acted’ in front of audiences in a **theatron**.

While Aristotle offered drama as a general term to describe forms of poetry that were ‘acted’, he identified different types of composition within this category, including **comedy** and **tragedy**. He regarded comedy as a form of drama because it represented acts that made audiences laugh and he considered tragedy a form of drama because it represented acts that made audiences feel pity or fear.

- i. **Explain the rationale:** Tell your students why you are doing these activities. If the aim is to develop oral fluency, then explain to your students that it is important for them to try to speak in English and not their L1. Only by practicing speaking in English will their oral fluency improve. This explanation of the rationale can be reinforced in many activities by having a penalty for L1 use. One way is to nominate a student as a language policeman who reports infringements of the rule.
- ii. **Prepare students thoroughly:** Prior to any communicative activity, students need to have sufficient controlled practice of the language they need to perform the tasks. This will include relevant lexis, language structures, and pronunciation practice. Many weaker students are reluctant to participate in freer activities because they feel unprepared and lacking in confidence.
- iii. **Give clear instructions:** Communicative activities are often complex to set up. You need to have clear instructions and stage the instructions carefully. This typically involves the following stages:

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- a. Introduce the topic/aim of the activity
 - b. Show any relevant materials
 - c. Give clear instructions
 - d. Check instructions by asking checking questions
 - e. Briefly, demonstrate the activity with a student / or get students to do an example/model.
 - f. Put students into relevant pairs/groups
 - g. Monitor students and help them as necessary.
- iv. **Allow plenty of preparation time:** Students need time to prepare both their ideas and rehearse the language before they can perform a complex communicative task. Indeed, the more time they must prepare the better they will perform the task. A lack of preparation time will produce a poor-quality performance and this leads to feelings of frustration and disappointment. The opposite of what we are aiming to achieve. Students also need time to think. In a communicative / drama language class, some of the most productive work is processed during periods of complete silence. Language teachers are often afraid of silence, as they believe silence means incomprehension. Teachers should avoid filling the silence with their own voice but instead exploit the silence as necessary student thinking time.
- v. **Prepare the formation of groups careful:** The composition of groups is important. Students should have a variety of focus and interact with as many different students as possible. You need to consider balancing strong/weak students, as well as considering personalities, gender etc. If you do not plan groups carefully it is likely that the strong students will dominate and the weaker students soon lose motivation and interest.
- vi. **Feedback:** After every communicative / drama task, there should be a feedback stage where the students reflect on their performance. The focus should be on how effectively they performed the activity in terms of their communicative competence. It should not be a stage where the teacher focuses on errors or language accuracy as the aim of drama based activities is to develop fluency. It is, of course, an opportunity to highlight effective language use and introduce language that could have improved the effectiveness of the communication. The feedback stage should also be an
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opportunity to praise the students for their performance and highlight the progress and development they are making in their communicative competence. The lesson should end on a high note with students leaving the class with a smile of accomplishment on their faces and the ringing of loud applause in their ears.

vii. **Obstacles in teaching Drama:** There are many problems that can emerge for the teacher inexperienced in using drama activities in the classroom. Teachers who work in a traditional environment and follow a very structured syllabus are often afraid to experiment with more student-centred activities. These fears are usually based on the apprehension that the class will become noisy, unfocused and the teacher will lose control. The reality is, in fact, the opposite: a student-centred class where students are working collaboratively in groups if carefully organized and well set up, is easily managed and apart from monitoring then groups the teacher is free. This contrasts with the teacher-centered class where the teacher has to monitor and motivate 20 –30 individuals continuously without a minute's respite. There are however problems that arise in drama based classrooms. These include:

- Students use mother tongue persistently
- Students don't participate
- Students make lots of errors
- Dominant/shy students
- Students get confused and do not know what to do
- Noise
- Chaos

Questions for Exercise

7. What are the steps of teaching of drama?
8. What is the importance of preparation of time?
9. What are the obstacles in teaching of drama?

2.6 The study of contemporary English tasks, activities, and materials for lesson design

Activity or task based method is a technique adopted by a teacher to emphasize his or her method of teaching through activity in which the students participate rigorously and bring about efficient learning experiences. It is a child-centered approach. It is a method in which the child is actively involved in participating mentally and physically. Learning by doing is the main focus in this method. Learning by doing is imperative in successful learning since it is well proved that more the senses are stimulated, more a person learns and longer he/she retains. So our understanding on the activity or task based method by now should mean any learning that is carried out with a purpose in a social environment, involving physical and mental action, stimulating for creative action or expression.

The study of language and literature both can be made interesting by various task, activities, and material such as the use of technology and creativity. For example, for a young child dramatisation may be quite natural and spontaneous. For instance, when he/she looks at a picture book, he/she likes to demonstrate what each of the animals in the book look and behaves like. He/she likes to run or bark like a dog or move like a cat. A pre-nursery school child may have an imaginary companion if a real one is not available. He/she talks to that companion, plays with him/her. If such activities are undertaken in the classroom, there will be a great fun in learning prose poetry or drama. For making a clear understanding in the form of example following two activities are being given, which may prove quite helpful in language and literature teaching.

The activities used in this strategy can be generalized under three main categories:

- i. Exploratory - gathering knowledge, concept and skill.
- ii. Constructive - getting experience through creative works.
- iii. Expressional - presentations.

Steps required for Effective Organization of Activities.

- a. Planning.

- b. Involving children in the learning process.
- c. Each child is made an active learner.
- d. For each activity ensure you follow the principles of:-
 - What?
 - How? Work directions step by step, including:
 - With whom? Where? How long?
 - What after?
- e. Ensure you give clear instructions before each activity. It must focus on the above a, b, c, d.

Role of a Teacher in an Activity Based Method

- A planner, an organizer and evaluator.
- Facilitator.
- Decision maker.
- Knowledge imparter
- Disciplinarian

Teaching Materials for lesson design:

"Teaching materials" is a generic term used to describe the resources teachers use to deliver instruction. Teaching materials can support student learning and increase student success. Ideally, the teaching materials will be tailored to the content in which they're being used, to the students in whose class they are being used, and the teacher. Teaching materials come in many shapes and sizes, but they all have in common the ability to support student learning. Teaching materials play a central role in teaching and learning, and as Garton and Grave says that "Materials are fundamental to language learning and teaching (...) but materials cannot be viewed independently of their users.". This assertion presents two important characteristics of teaching materials that imply their relevance in teacher education; they are a fundamental part of language learning and teaching and they are dependent on their users (both teachers and students).

Teaching materials can refer to a number of teacher resources; however, the term usually refers to concrete examples, such as worksheets or manipulative (learning tools or games that students can handle to help them gain and practice facility with new knowledge -- e.g. counting blocks). Teaching materials are different from teaching "resources," the latter including more theoretical and intangible elements, such as essays or support from other educators, or places to find teaching materials.

Questions for Exercise

10. What is the importance of teaching materials in lesson designing? Explain
11. Write a note on activity or task based teaching strategy.
12. What steps should be followed for effective organisation of activities?
13. What is the role of a teacher in an activity based classroom?

2.7 Summary

In classroom usually, the presentation of prose, poetry and drama lessons begins at the lower classes. The prose is ordinary language that follows regular grammatical conventions and does not contain a formal metrical structure. This definition of prose is an example of prose writing, as is a most human conversation, textbooks, lectures, novels, short stories, fairy tales, newspaper articles, and essays. Poetry is an art form in which human language is used for its aesthetic qualities in addition to, or instead of, its notional and semantic content. It consists largely of oral or literary works in which language is used in a manner that is felt by its user and audience to differ from ordinary prose. Drama is a unique tool to explore and express human feeling. Drama is an essential form of behaviour in all cultures; it is a fundamental human activity. There are many problems that can emerge for the teacher inexperienced in using drama activities in the classroom. Teachers who work in a traditional environment and follow a very structured syllabus are often afraid to experiment with more student-centred activities.

Activity or task based method is a technique adopted by a teacher to emphasize his or her method of teaching through activity in which the students participate

rigorously and bring about efficient learning experiences. "Teaching materials" is a generic term used to describe the resources teachers use to deliver instruction. Teaching materials can support student learning and increase student success.

2.8 Glossary

1. **Drama:** Drama is a unique tool to explore and express human feeling. Drama is an essential form of behaviour in all cultures; it is a fundamental human activity. 'Drama' is an Ancient Greek word meaning 'act' or 'deed'.
2. **Prose:** The prose is ordinary language that follows regular grammatical conventions and does not contain a formal metrical structure. This definition of prose is an example of prose writing, as is a most human conversation, textbooks, lectures, novels, short stories, fairy tales, newspaper articles, and essays. Prose can be either fiction or non-fiction.
3. **Poetry:** Poetry is an art form in which human language is used for its aesthetic qualities in addition to, or instead of, its notional and semantic content.
4. **Teaching Material:** "Teaching materials" is a generic term used to describe the resources teachers use to deliver instruction. Teaching materials can support student learning and increase student success.

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2.10 Essay Type Question

1. Write a detail note on teaching of poetry.
2. Write a detail note on teaching of prose.
3. Write a detail note on teaching of drama.
4. What is the importance of teaching material for lesson designing?

Unit 3 - Concerns in Teaching of and Vocabulary

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Grammar
- 3.4 Importance of Grammar
- 3.5 Types of Grammar
- 3.6 Methods of Teaching Grammar
- 3.7 Grammar Components
 - 3.7.1 Direct/Indirect Speech
 - 3.7.2 Parts of Speech
 - 3.7.3 Active/Passive voice
 - 3.7.4 Modals/auxiliaries
 - 3.7.5 Types of Sentences
 - 3.7.6 Semantic Markers
 - 3.7.7 Determiners
- 3.8 Summary
- 3.9 Answers to practice questions
- 3.10 References
- 3.11 Essay Questions

3.1 Introduction

Language is the basic tool for communication and grammar is said to be the soul of any language. Every language has a set of grammar rules and knowledge of these grammar rules enable us to communicate in that language effectively. Teaching of

grammar in English is very important in educational context but it should be made an enjoyable experience for learners to avoid the monotony in drilling the rules.

3.2 Objectives

After going through this unit you will be able to:

1. Describe grammar and its importance,
 2. Explain types of grammar,
 3. Describe different methods of teaching grammar,
 4. Describe various grammar components like- direct and indirect speech, , active and passive voice, modal auxiliaries, semantic markers, determiners,
 5. Describe types of sentences,
 6. Describe parts of speech.
-

3.3 Grammar

The word grammar is related to Greek word ‘Grammatik’ or ‘Grammatik techno’ that means the art of writing. The word grammar has been defined by different linguists, scholars and schools. Grammar is the science of language. It is an analytical and terminological study of sentence. Dr. Sweet has defined grammar as, “the practical analysis of a language, its anatomy. ” according to him it explains the structural details of sentence, it is concerned with the general rules of syntax or sentence construction, i.e. the word order, the verb, tense sequence etc. These rules throw light on the language structure and facilitate correct language learning.

Dr. West said, “grammar is not a code of rules; it is like etiquettes and table manners, a statement of convention, it summarizes what is done by cultural people, and like etiquette it is in a state of constant change”

Chapman defines grammar that “it is a study of language by specialists, made in order to establish the rules and principles which underlie the correct speech and writing, rules and principles which are followed, more or less, unconsciously or intrinsically by the native speakers.”

Thompson and Wyatt define grammar as, “it presents the facts of language arranged under certain categories and deals only with what can be brought under general laws and stated in the form of general rules.”

3.4 Importance of Grammar

Learning of grammar rule facilitate the language development but in real classroom setting various activities, grammar games, graded exercises, drilling, conversation and writing exercises help in proper grammar learning of students. Grammar leads to correct usage of rules in students speech and writing. It brings accuracy and assists in negating the bad examples of language.

Grammar is also essential for gaining systematic knowledge of English language and development of all the four language skills. Grammar gives an insight into structure of language and paves the way for mental development of the learner.

3.5 Types of Grammar

The types of grammar are as follows:

1. Prescriptive grammar: it is the classical or traditional grammar. It is also called theoretical or formal grammar. It deals with rules and definitions.
2. Descriptive Grammar: this is also called functional grammar. It is the scientific view of grammar and the main emphasis is on functional side of language. It describes the behaviour of language. It deals with the teaching of language items and not taught theoretically.
3. Structural grammar: C.C. Fries an American linguist was the founder of structural grammar. This grammar emphasizes on structures of sentences
4. Traditional grammar: it meant basically the Aristotelian orientation towards the nature of language. This grammar was developed by the scholars of the universities. In developing this grammar they used bibliographic references, critical evolution of the work of predecessors and documentation by citations from English literature.
5. Transformational grammar: this grammar emphasizes two types of sentences: Basic sentences and transformed sentences. This grammar is in developing stage.

3.6 Methods of Teaching Grammar

Grammar is an essential part of language syllabus in school curriculum but it should not be ignored or excessively taught. Language development is important and grammar facilitates accurate usage of rules in language. In junior classes the basic language skills should be developed among the students and then the rules of grammar should be introduced to correct the language use in speech and writing.

There are many methods to teach grammar. Some of them are as follows:

1. Inductive method: Inductive means to proceed from observation to rule, from simple to complex, particular to general. The steps are as follows:
 - a. Presentation of examples and illustrations
 - b. Analysis of examples
 - c. Generalization
 - d. The rules
 - e. Verification of rules
 - f. Practice of the use of rules
2. Deductive method: Deductive means to proceed from rules to observations. Traditional and descriptive grammar is deductive grammar. Following steps are followed here:
 - a. Application of the rules
 - b. Practice of these rules
3. Traditional method: A text book is use in this method which contains definitions, rules, examples and exercises. English teacher makes clear all the definitions and rules to the students with the help of examples and asks them to do exercises and memorise the rules and definitions. It emphasizes on rote memories and students find it least interesting.
4. The incidental or correlation method: It is also known as reference method. Here English grammar is taught during teaching of text books, translations, or writing compositions. This method supplements inducto-deductive method it is not a complete method but gives space to students for drilling and application of grammar rules.

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5. Informal method: Through this method English language is taught informally not by rules but by usages. In junior classes grammar is taught by this method while listening, speaking, reading and writing.
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3.7 Grammar Components

3.7.1 Direct and indirect Speech

There two ways to convey a message of a person, or the words spoken by a person to other person.

1. Direct speech
2. Indirect speech

Direct speech repeats, or quotes, the exact words spoken. In direct speech the original words of person are narrated and are enclosed in quotation mark. We may be reporting something that's being said (for example a telephone conversation), or telling someone later about a previous conversation.

Example- She said, "I am doing my homework".

Indirect Speech - In indirect speech some changes are made in original words of the person because these words have been uttered in past so the tense will change accordingly and pronoun may also be changed accordingly. In indirect speech the statement of the person is not enclosed in inverted commas. We use reporting verbs like 'say', 'tell', 'ask', and we may use the word 'that' to introduce the reported words. Indirect speech is also called reported speech because reported speech refers to the second part of indirect speech in which something has been told by a person.

Example- She said that she was doing her homework.

Reporting verb: The verb of first part of sentence (i.e. he said, she said, he says, they said, she says,) before the statement of a person in sentence is called reporting verb.

Examples. In all of the following examples the reporting verb is "said".

He **said**, "I study in a school." (Direct speech)

He **said** that he studied in a school. (Indirect speech)

They said , “we are going to market”	(Direct speech)
They said that they were going to market.	(Indirect speech)

Reported Speech- The second part of indirect speech in which something has been told by a person (which is enclosed in quotation marks in direct speech) is called reported speech.

Change in time : Time is changed according to certain rules like now to then, today to that day, tomorrow to next day and yesterday to previous day.

Examples

Direct speech: He said, “I am happy today”

Indirect Speech: He said that he was happy **that day**.

Change in the tense of reported speech: If the first part of sentence (reporting verb part) belongs to past tense the tense of reported speech will change. If the first part of sentence (reporting verb part) belongs to present or future tense, the tense of reported speech will not change.

Examples

Direct speech: He said, “I am angry”

Indirect Speech: He said that he was angry.

Direct speech: He says, “I am angry”

Indirect Speech: He said that he is angry.

3.7.2 Parts of Speech

Parts of speech (word classes) is a term into which words are classified according to their function in sentences. The parts of speech are divided into open classes (Nouns, Verbs, Adjective and Adverbs) and closed classes (Pronoun, Prepositions, Conjunctions, and Interjections).

1. Noun- A noun is the name of a person, place, thing, idea, or quality.

Examples: Lata, Sameer, girl, children, books, bravery, intelligence, hope, dog, Delhi

2. Pronoun - A pronoun is usually a substitute for a noun. The noun is called the "antecedent" (but an indefinite pronoun has no antecedent).

Examples:

- a. Personal pronouns: I, mine, me; you, yours; he, his, him; she, hers, her; it, its; we, ours, us; they, theirs, them.
 - b. Interrogative pronouns: who, whose, whom, which, what
 - c. Relative pronouns (include): who, who, whose, which, that; whoever, whomever, whichever
 - d. Demonstrative pronouns: this, that, these, those
 - e. Indefinite pronouns (include): all, another, any, anybody, anyone, anything, both, each, either, everybody, everyone, everything, many, neither, nobody, no one, none, one, others, some, somebody, someone, such
 - f. Intensive or reflexive pronouns: myself, yourself, himself, herself, itself, ourselves, themselves
3. Verb - A verb expresses an action or a condition (a state of being).

Examples:

Ramu will go to market. (action)

Ramu won't go to market.

Will Ramu go to market?

Suman is angry. (condition or state of being)

Suman isn't angry.

Is Suman angry?

4. Adverb - An adverb describes a verb, adjective, or other adverb. Adverbs usually tell how (for example: slowly), when (e.g., lately), where (e.g., there), how much (e.g., very), or why (e.g., therefore).

Example: He always speaks loudly.

5. Adjective - An adjective describes or limits a noun.

Examples: tall, young, pretty, heavy, blue, wooden etc . Adjectives have three degrees of comparison: positive, comparative, superlative.

Examples:

- Mona has a smart child. Seeta has a smarter child. Nancy has the smartest child.
 - Rohan is an intelligent student. William is more intelligent than Ramu. Kim is the most intelligent student.
 - The red car is expensive. The white car is less expensive. The blue car is the least expensive.
6. Conjunction- A conjunction connects words, phrases, and clauses. Coordinate conjunctions connect words, phrases, and clauses of equal value: and, or, nor, but (and sometimes for). e.g., She has ordered pizza and juice. Correlative conjunctions occur in pairs: both-and, either or, neither-nor, not only-but also. e.g., Both the boys and the girls are happy. Subordinate conjunctions connect unequal clauses (dependent clauses with independent clauses). They include: after, although, as, because, before, if, since, than, though, unless, until, when, where, while. e.g., after having dinner, they had dessert.
7. Preposition - A preposition usually shows the relationship between a noun or pronoun and another part of a sentence. There are many prepositions, including: about, above, across, after, against, along, among, around, as, at, before, behind, below, beneath, between, beyond, beside, besides, by, down, during, except, from, for, in, inside, into, like, near, next, of, off, on, out, out of, outside, over, past, round, since, than, through, till, to, toward, towards, under, underneath, unless, until, upon, up, with, within, without.
- Examples:
- That pencil is under my desk covered by mat.
 - Martha drove from Delhi to Kanpur.

3.7.3 Active / Passive Voice

Active Voice - When the subject performs the action denoted by the action verb the sentences are called to be in active voice. Here the subject does or "acts upon" the verb in such sentences.

Example -Meera wrote a letter.

Passive voice- We can change the normal word order of many sentences with a direct object so that the subject is no longer active, but is, instead, being acted upon by the verb - or passive.

Because the subject is being "acted upon" (or is passive), such sentences are said to be in the passive voice.

Example-A letter was written by Meera.

To change a sentence from active to passive voice, following are the rules:

- i. Move the active sentence's direct object into the sentence's subject slot
- ii. Place the active sentence's subject into a phrase beginning with the preposition by
- iii. Add a form of the auxiliary verb *be* to the main verb and change the main verb's form

To change a passive voice sentence into an active voice sentence, reversing the above steps is necessary.

3.7.4 Modal Auxiliary Verbs

Modal auxiliary verbs are used to show a necessity, capability, willingness, or possibility. Unlike most verbs, there is only one form for these verbs. Typically, verb forms change to indicate whether the sentence's subject is singular or plural. Most verbs also indicate whether something happened in the past, present, or future. This is not the case with most modal auxiliary verbs, which makes them simpler to understand and use correctly. A modal auxiliary has the characteristics of negation, inversion and emphasis.

Examples-Can, Could, May, Might, Must, Ought, Shall, Should, Will, Would.

3.7.5 Types of sentences

A group of words that makes complete sense is called a sentence. There are four types of sentences:

- Assertive or declarative sentence (A statement)

- Interrogative sentence (A question)
 - Imperative sentence (A command)
 - Exclamatory Sentence (An exclamation)
1. **Assertive Sentence** - An assertive sentence is a sentence that states a fact. They state, assert, or declare something. Sentences which make simple assertions or statements are called assertive or declarative sentences. Assertive sentences are followed by a full stop. Assertive or declarative sentences may be positive (affirmative) or negative. Sentences which give a positive or affirmative sense are called affirmative sentences.
Example- The child is going to school,
I get up early in the morning.
Sentences which give a negative meaning are called negative sentences.
Example-He will not listen to me.
She should not hate anybody.
 2. **Interrogative sentence** - Sentences which ask questions are called interrogative sentences. Interrogative sentences are followed by the sign of interrogation or question mark.
Example-What is your name?
Where do you live?
 3. **Imperative sentence** is a sentence which expresses an order, command, request, wish, advice, proposals or suggestions. Imperative sentences are followed by a full stop.
Examples: Work hard. (Advice)
Let's go for a walk. (Suggestion)
Go to your room. (An order)
Please lend me your book. (A request)
 4. **Exclamatory sentence** is a sentence that expresses strong feelings or emotions such as surprise, joy, sorrow, regret, wonder, pity, sympathy, happiness, or gratitude etc. Exclamatory sentences are followed by the sign of exclamation. In exclamatory sentences, sometimes, the interjection alone is followed by the exclamatory mark.

Example: How beautiful the flower is!

Hurrah! We have won.

Alas! She is no more.

What a shame!

3.7.6 Semantic Markers

Words and phrases that help signal the progression of ideas in a text are called semantic markers. Semantic markers perform various functions, such as showing the chronology of events (firstly, then, eventually, in the end), a cause and effect relationship (since, because, so, consequently), summing up (in short, to sum up), rephrasing (in other words) and so on. These expressions help a reader to navigate easily through a text.

Semantic markers indicate the relationship between statements. Words such as 'although', 'however', and 'moreover' are also known as semantic markers. Like verbs, semantic markers are extremely important in creating and maintaining momentum, they are also vital for clarity.

3.7.7 Determiners

A determiner is used to modify a noun. It indicates reference to something specific or something of a particular type. This function is usually performed by articles, demonstratives, possessive determiners, or quantifiers.

Types of determiners:

- i. Articles - The definite (the) and indefinite articles (a, an) are all determiners.
Examples:
The Himalaya is in North.
He gave me a book.
- ii. Demonstratives - There are four demonstrative determiners in English: this, that, these and those.
Example- This is your book.
- iii. Possessives - Possessive adjectives - my, your, his, her, its, our, your, their - modify the noun following it in order to show possession.

- iv. Quantifiers -Quantifiers are followed by nouns which they modify. Examples of quantifiers include: some, any, few, little, more, much, many, each, every, both, all, enough, half, little, whole, less etc. Quantifiers are commonly used before either countable or uncountable nouns.

Practice Questions

1. How many methods of teaching grammar are there in English language?
2. What are determiners?
3. Define parts of speech.
4. What are semantic markers?
5. Name the types of sentences in English language.

3.8 Summary

Importance of grammar in English language is undeniable. But regular practice and not the learning of rules make language skill perfect. In junior classes though drills, activity methods, communication exercises play a significant role in acquiring the patterns and habits of English language. Presentation practice and applications are done in English classrooms at junior level without interference of formal grammatical terms. In higher classes grammar books governs the language learning of the students.

Grammar of English language should be taught in the way students learn grammar of their mother tongue i.e. through natural method. No where grammar rules should hinder the expression of the thoughts in speech and writing, and for this purpose English grammar is taught through various integrated activities, grammar games, smart classes, language laboratory etc.

3.9 Answers to Practice Questions

1. Following methods of teaching grammar are there in English language:
 - a. Inductive method

-
- b. Deductive method
 - c. Traditional method
 - d. The incidental or correlation method
 - e. Informal method
2. A determiner is used to modify a noun. It indicates reference to something specific or something of a particular type. This function is usually performed by articles, demonstratives, possessive determiners, or quantifiers.
 3. Parts of speech (word classes) is a term into which words are classified according to their function in sentences. The parts of speech are divided into open classes (Nouns, Verbs, Adjective and Adverbs) and closed classes (Pronoun, Prepositions, Conjunctions, and Interjections).
 4. Words and phrases that help signal the progression of ideas in a text are called semantic markers. Semantic markers perform various functions, such as showing the chronology of events (firstly, then, eventually, in the end), a cause and effect relationship (since, because, so, consequently), summing up (in short, to sum up), rephrasing (in other words) and so on. These expressions help a reader to navigate easily through a text.
 5. Following are the types of sentences in English language:
 - a. Assertive or declarative sentence
 - b. Interrogative sentence
 - c. Imperative sentence
 - d. Exclamatory Sentence

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3.11 Essay Questions

1. Define Grammar. Describe the types of grammar.
2. Which grammar teaching method is best according to you; give reasons in support of your answer.
3. How would you teach active and passive voice to your students?

Unit 4 -Teaching Vocabulary : Adhoc, Active, Passive Vocabulary, Compound Words, Root words, Base words, Content and Structure words, Tasks, Materials and Resources for teaching vocabulary, Assessing Vocabulary

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Characteristics of words
- 4.4 Types of Words
 - 4.4.1 Adhoc
 - 4.4.2 Compound words
 - 4.4.3 Root words
 - 4.4.4 Base words
 - 4.4.5 Content and Structure words
- 4.5 Active Passive vocabulary
- 4.6 Tasks, materials and Resources for teaching Grammar and Vocabulary
- 4.7 Assessing Grammar and Vocabulary
- 4.8 Summary
- 4.9 Answers to Practice Questions
- 4.10 References
- 4.11 Essay Questions

4.1 Introduction

Vocabulary building is the most important step in language acquisition. Especially in second language classroom acquisition, retention and retrieval of appropriate vocabulary at proper place with perfect timing becomes a complex and difficult task for learners. Second language learners are not as comfortable with its vocabulary as they are with their mother tongue. In general classroom settings vocabulary items are taught mostly by traditional methods and this lead to more confusion and lack of

confidence among learners. Actually vocabulary learning is a continuous process which, every moment we are engaged in learning consciously or unconsciously.

4.2 Objectives

After going through this unit you will be able to:

1. Describe vocabulary and characteristics of word
2. Explain different types of words as-ad hoc, compound word, root word, base word
3. Distinguish between content and structure words
4. Distinguish between active and passive vocabulary
5. Use and organize tasks, materials and resources for teaching grammar and vocabulary
6. Assess grammar and vocabulary

Vocabulary is the set of lexical items in a language; it is also called the 'lexicon'. The term lexicon is known in English from the early 17th century, where it is referred to a book containing a selection of a language's words and meanings; arranged in alphabetical order. The term has been derived from Greek word 'lexis'. It has taken on a more abstract sense, especially within linguistics, referring to the total stock of meaningful units in a language-not only the words and idioms, but also the parts of words which express meaning, such as the prefixes and suffixes.

Vocabulary is a list of words. Bloomfield had defined word as, "a free form which is not a phrase."

4.3 Characteristics of Words

1. A word generally has following levels of meaning:
 - a. Lexical: The meaning which is given in dictionary
 - b. Syntactical: The meaning which is conveyed in the word order
 - c. Morphological: The meaning which is conveyed through the forms of words

-
- d. Intonational: The meaning which is conveyed through intonation
 2. The meaning of word is related to cultural context

Vocabulary building in second language means to use the words properly in proper order at appropriate place. Further it means an expertise of the learner in correct pronunciation, stress and intonation. It also refers to correct grammatical usage and spelling of the words in speaking and writing.

4.4 Types of words

On the basis of usage words can be classified into following types:

4.4.1 Ad hoc

Ad hoc is a word that originally comes from Latin and means “for this” or "for this situation." In current American English it is used to describe something that has been formed or used for a special and immediate purpose, without previous planning.

Ad hoc can be used as an adjective or an adverb. But it is used more often as an adjective.

- The teacher was appointed on ad hoc basis. (adjective)
- Anil had to make some ad hoc changes to the plans. (adjective)
- An ad hoc committee was constituted to discuss the matter. (adjective)
- The decisions were made ad hoc.(adverb)

4.4.2 Compound Words

Compound word is the word that consists of more than one stem words. Two or more words are joined together to create a compound word.

Types of Compound Words

- a. Closed formed: two words are joined together to create a new word.
Example – notebook, keyboard
- b. Hyphenated form: words are joined together by a hyphen. Example- Brother in law

-
- c. Open form: words are open but a new meaning is formed when read together. Example: post office

4.4.3 Root Words

It is primary form of word. A word to which affixes (prefixes and suffixes) are added is called a root word. Or the form of a word after all affixes are removed is called a root word. It is the most basic part of a word. Root is the indivisible part of a complex word. A root word may be a word that has a meaning or does not have a meaning. A root word is basic linguistic meaning and it is the original form of a word. Root words are part of a base word. Affixes are usually added to a root word in order to create new words. Example:

bene – beneficial, benefactor

Port – portable, transportation

Jud – Judicial, Judge, prejudice

Guest house is made up of two root words together

4.4.4 Base Word

Base word is the form of a word to which affixes (prefixes and suffixes) can be added to create new words. A base word stems on its own and has meaning. It is word in its simplest form. Example – ‘unhappiness’ in which happy is the base word. ‘Carelessness’ in which care is the base word.

Root words and base words are stem words. They form the base of other words which are created after adding affixes. Root word are parts of a base word that do not stand alone and has no meaning by themselves in English language and are usually derived from Greek or Latin.

Example: In the word inspection inspect is the base word, while spec from Latin word spectatare (see) is the root word.

4.4.5 Content Words and Function Words

Content means information, meaning. Content words or lexical words consist of nouns, verbs, adjectives, and adverbs. Nouns, verbs, adjectives and adverbs give us important information required for understanding so they are called content words, example-girl, book, storm etc. These words are for names, actions, qualities,

objects. They exist in large numbers in comparison to function words. They are always pronounced and spelled in essentially the same way. They usually have a fixed stress and more than two letters.

These words can be classified into following types:

- Noun = words for person, place or thing, idea, entities
- Verb = words for action, state
- Adjective = words to describe an object, person, place or thing
- Adverb = words to tell us how, where or when something happens

Function or structure words are necessary for grammar. They consist of articles (the), prepositions (to, by, for, on, in, of), modal (can, may), verbs (is, am, are), pronouns (I, we, you, they, them), conjunctions (and, but, or, because, though), auxiliaries (do, did, could, might, would), relatives (who, which, whom, whose), some structural adjective (this, that, any, some) and certain structural adverbs (more, even, again, always).

Independently they don't have any meaning but they are important for their grammatical roles. They are called structure words as they are used in construction of sentence structures. To teach students function words is a difficult task in comparison to teaching of content words. They are very limited in number, consisting of approximately 220 in English. Usually they are unstressed and given stress for emphasis.

Lata is going to school by bus.

In this sentence Lata, going, school and bus are content words while is, to and by are function words.

Vocabulary is divided into two types on the basis of its usage: Active Vocabulary and Passive Vocabulary.

4.5 Active and Passive Vocabulary

Active (Productive) vocabulary consists of those words which one can use in his speech and writing with correct and appropriate pronunciation, stress, meaning, spelling. Active vocabulary depends on learning and using the words in their real

contexts with full understanding. Repeated reading and hearing of words in learning situations enables the learner to have expertise in using these words and soon these words become part of their active vocabulary.

Interactive session with language teacher and by creating realistic situations in class room correct pronunciation, intonation, stress and grammatical accuracy in selected vocabulary items can be brought in practice. Active vocabulary is used by students fluently flawlessly naturally and unconsciously. It is also called productive vocabulary.

Passive (Receptive) vocabulary consists of those words which one can recognize and understand the meaning to some extent but cannot be used in own speech and writing. Words of passive vocabulary are also called receptive vocabulary as these words are not used frequently in speech and writing. Mere acquaintance of the words and related grammatical usage, pronunciation, stress etc. does not allow words of passive vocabulary to become part of active vocabulary.

3000 to 5000 words form active vocabulary and 7000 to 10000 words form passive vocabulary of an undergraduate student. Depending on the varying learning situations and continuous repetitions of words in realistic situations passive vocabulary can be transformed into active one.

Teaching of active vocabulary is different from the teaching of passive vocabulary. Active vocabulary is developed in students through lots of practice and exercises undertaken in classrooms, whereas in case of passive vocabulary students just recognize the words.

Mostly in junior classes active vocabulary is expanded because at this stage knowledge of active vocabulary is necessary for communication in speech and writing. But in higher classes students learn passive vocabulary more. At this stage, it depends on practice that how many words of passive vocabulary are transformed into active vocabulary.

The words of active vocabulary should be selected from students' text books and words of passive vocabulary should be selected from supplementary reader and other books.

Following are the principles which an English teacher should follow while selecting words of active vocabulary for the students:

1. Principle of universality
2. Principle of frequency
3. Principle of utility
4. Principle of applicability
5. Principle of suitability
6. Principle of validity
7. Principle of teachability
8. Principle of Simplicity
9. Principle of structural value

4.6 Tasks , materials and resources for teaching Grammar and vocabulary

Grammar learning and Vocabulary development are both challenging and complex task for English teachers. While discussing teaching skills of vocabulary items, Frisby (1957) commented that "While the teacher is not, himself, concerned with the actual selection of vocabulary for text book purposes since practically all the books we use are based on limited vocabularies, it is important that he/she (the teacher) should know the principles, which underlie vocabulary selection". A language teacher's role is much important in the development of vocabulary and teaching of grammar rules. His/her profound knowledge, expertise, innovative skills, communication skills, strategic planning, leadership, enthusiasm and personality characteristics play significantly in the application of different methods and techniques in a language classroom.

An English teacher has to be resourceful to create new resources for teaching of new grammatical structures and vocabulary items in the classrooms. He/she should provide vivacious experiences of various context to facilitate vocabulary and grammar learning of students without the burden of general rules and grammatical structures. A language teacher should be efficient enough to plan and execute various tasks for vocabulary development and grammar learning of students.

Moreover s/he should be techno-friendly to create better teaching-learning environment for vocabulary development and grammar learning of students.

The resource materials of English teaching, also known as audio-visual materials are the supplementary aids which facilitate the learning of grammar and vocabulary development. Resource material of teaching English grammar and vocabulary fall under following categories:

- Audio aids – radio, tape recorder, gramophone, lingua phone
- Visual aids: blackboards, text book, flannel board, real objects, charts, pictures, maps, models, bulletin board, flash cards, strips, slides, sketches.
- Audio-visual aids: television, film projectors of different kinds and computer

Use of above mentioned resource materials help in fruitful learning of grammar concepts and vocabulary in students. With the help of smart classrooms and language laboratory, story reading, poem recitation, listening exercises, visits to various historically and educationally important places grammar and vocabulary items becomes more easy and permanent. Moreover, students can reflect their creative ideas into speech and writing through the modern technological aids and materials.

English language text book also play crucial roles in enriching students vocabulary and improving their grammatical skills through illustrations and exercises.

Importance of language teaching resources:

Learning resources of English language are important in teaching of grammar and vocabulary on following grounds:

- a. To provide motivation to learners
- b. To provide meaningful experiences to learners
- c. To make teaching more effective
- d. To make teaching interesting
- e. To bring more clarity to content
- f. To encourage creativity
- g. To save time and energy

Conventionally vocabulary is taught by use of translation and providing the meaning of the words to students. But research shows that rigorous exercises and systematic exposure to words expand their word bank more effectively. Teachers should preplan and arrange for selection and gradation of vocabulary according to the level of students.

Following tasks/activities can be designed by the language teacher to expand the vocabulary of students:

1. Showing pictures, maps, charts or using Audio-visual aids: The language teacher should show colored readymade or handmade pictures of animals, birds, fruits, vegetables and other objects in the class. The teacher can draw or use other audio-visual aids to teach vocabulary properly.
2. Vocabulary notebook-By maintaining word notebook to note down the new words.
3. Showing real objects or models: The easily available objects or things related to target vocabulary should be shown in the classroom directly. They are very effective and meaningful for teaching of new words. For example, stick, stone, maps, clock etc.
4. Miming or performing an action: To teach some words, the teacher should actually perform the action like shivering, walking, writing, laughing etc. in the class.
5. By framing illustrative sentences: Teacher should frame simple illustrative sentences in a series to introduce new words to students. For this purpose teacher can use a simple situation or a story. Systematic descriptions help students to gain new words.
6. By associating with other words: The teacher should associate new words with the words which are already there in students' word bank.
7. Through the use of synonyms, antonyms and homonyms of words and vice versa.
8. Referring to a standard dictionary and thesaurus-Teacher has to cultivate the habit of consulting dictionary and thesaurus among students. Proper encouragement of referring the dictionary develops vocabulary and its usage among students.

9. Identifying the lexical set: Teacher should enable students to identify the lexical sets to introduce new words and also for better retention and retrieval of words.
10. Breaking words into component units: The meaning of compound words should be explained by breaking the words into component units and providing the meaning of each unit separately, and then giving the combined root + affix meaning.
11. Exposure of different contexts: Teacher should present various contexts of using a particular word so that students get full mastery for proper usage of the word in varying situations.
12. Knowledge of affixes and word-formation: The teacher should teach different affixes (prefixes and suffixes) and their functions to the students to teach them proper usage and formation of words. Words can be grouped into clusters on the basis of their affixes for better understanding of students.
13. Crossword puzzles: Teacher should introduce crossword puzzles in classroom. Crossword puzzles available in various newspapers and magazines help in learning of new vocabulary and enriching known words.
14. Word games: Language teacher should introduce word games in the classroom to develop interest among students. Vocabulary games ensure learning of new words through activity method.
15. Supplementary Reading or rapid reading should be encouraged for word enrichment of students.
16. Use of mother-tongue: Teacher should use mother tongue of the students to clarify the meaning of particular words in target language.
17. Listening activities- New words should be introduced in the classroom with proper listening exercises presented systematically to the students. "Let the students hear the word in isolation and in a sentence. If the sounds of the word have been mastered, the students will hear it correctly with two or three repetitions." (Robert Lado) Listening activities comprising attentive listening of different texts in prose, poetry encourage students to learn new words.

18. Pronunciation activities Pronunciation activities organized in the classroom will engage students in learning new words as they will be actively engaged in pronouncing the words.
19. Dramatization- In a language classroom various situations can be dramatized to get involvement of students in vocabulary learning.
20. Writing activities-Writing of new words enable students to get the clear meaning and context of them. Writing also direct towards better understanding of grammatical aspect of the word such as noun, verb, adverb, adjective etc.

These are the tasks, materials and resources of teaching grammar and vocabulary. A language teacher should use various integrated activities and innovative techniques as per the learning situation and case-wise requirements.

4.7 Assessing Grammar and Vocabulary

Good communication skill in English language are not possible without systematic knowledge of its grammar and vocabulary knowledge of grammar and vocabulary both are crucial in English language expressions. But still they are taught through traditional methods in our classrooms.

Even the assessment procedure is quite traditional in the sense that it only assesses the knowledge of grammar rules and vocabulary items. English is the second language in our country and we cannot rely solely on mere knowledge and cramming of its grammatical rules and vocabulary. In order to develop functional English among students proper comprehensive assessment involving real social context is essential, so as to facilitate further enrichment of grammar and vocabulary, and also to bring corrections or necessary intervention strategies on teachers' part.

Grammar and vocabulary can be accessed through discrete items and integrated items. Discrete items are generally assessed through knowledge of articles, determinants, prepositions, models, various types of words etc. through single sentences.

Students answer these items but their correct answers do not ensure the application of their knowledge in speech and writing. These items focus only on single aspect

on language. The broad aim of English language teaching is to prepare students for expression of their ideas and emotions in grammatically correct English. For this purpose integrated items are better than discrete items as they are prepared in real contexts and focus on various aspects of language together.

Examples of Discrete items –

A – Fill in the blanks with correct form of verb

She was _____ a letter to her mother. (write)

B - supply correct model

We _____ perform our duties

Examples of integrated items –

Read the following paragraph and fill in the blanks with proper words:

Today my teacher was _____ (explain) a topic _____ the class, and I _____ taking notes _____ my friends were _____ (talk) continuously, so I _____ (feel) _____ disturbed. I think we _____ not disturb the class. My class started _____ eleven o'clock, but I _____ not focus on studies.

On this pattern number of items can be constructed to assess various grammatical rules and vocabulary items.

A language teacher can use various objective type questions like multiple choice items, fill in the blanks, true false, supply type items, match the columns, completion exercises, recall tests, very short answer questions, short answer questions, report writing, paragraph writing, formal and informal letter writing, story writing, writing experiences, essay writing to assess students' knowledge of grammar and vocabulary.

There are other ways of assessing the language skills through oral tests of different nature like debate, elocution, extempore, talking about ones experiences, group discussion etc.

Practice Questions

1. Differentiate between content and structure words.
2. What are root words? Give examples.
3. What are compound words in English?

4.8 Summary

Language learning should be made interactive and interesting through the use of various activities, teaching aids, smart classes, and language laboratories. But due to lack of resources and proper infrastructure the vocabulary building in target language becomes a complex task for language teachers. Second language teachers mostly face the challenging task of enriching students' vocabulary. But an efficient language teacher should use vocabulary activities/ vocabulary games to enrich students' word knowledge. Vocabulary building is a gradual process that surely depends on teacher's proficiency, initiative, enthusiasm, resourcefulness, and ability to manage situational and conversational learning in real class room situations. Teacher's profound knowledge of dealing various situations and strategic teaching ensures proper word building of students.

4.9 Answers to practice questions

1. Content means information, meaning. Content words or lexical words consist of nouns, verbs, adjectives, and adverbs. Nouns, verbs, adjectives and adverbs give us important information required for understanding so they are called content words, example-girl, book, storm etc. Function or structure words consist of articles(the), prepositions (to, by, for, on, in, of), modal(can, may), verbs (is, am, are), pronouns (I, we, you, they, them), conjunctions (and, but, or, because, though), auxiliaries (do, did, could, might, would), relatives (who, which, whom, whose), some structural adjectives (this, that, any, some) and certain structural adverbs (more, even, again, always).
2. A word to which affixes (prefixes and suffixes) are added is called a root word. Affixes are usually added to a root word in order to create new words.
Example:
bene – beneficial, benefactor
Port – portable, transportation

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3. Compound word is the word that consists of more than one stem words. Two or more words are joined together to create a compound word. Example- post office, notebook etc.

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4.11 Essay Questions

1. Differentiate between active and passive vocabulary.
2. Discuss the role of tasks and resources in teaching of English grammar and vocabulary.
3. Explain the assessment of grammar and vocabulary in English language teaching.
4. What is the importance of Vocabulary games in teaching of English?

Unit 5 - Linguistic Behaviour and System

- 5.1 Introduction
- 5.2 Objectives
- 5.3 Linguistic Behaviour
 - 5.3.1 Language as a Rule Governed Behaviour
 - 5.3.2 Linguistic Variability
 - 5.3.3 Pronunciation –Linguistic Diversity.
 - 5.3.4 Its Impact on English
 - 5.3.5 Pedagogical Implications; Speech and writing
- 5.4 Linguistic System
 - 5.4.1 The organization of sounds
 - 5.4.2 The structure of Sentences
 - 5.4.3 The Concept of Universal Grammar
 - 5.4.4 Nature and structure of meaning Phonetics
 - 5.4.5 Nature and structure of Syntax
 - 5.4.6 Nature and structure of Semantics
- 5.5 Summary
- 5.6 Glossary
- 5.7 Answers of Revision Questions
- 5.8 References
- 5.9 Essay Type Questions

5.1 Introduction

Human language is at least as old as writing. Scholars who have studied the origin of language say that the art of writing evolved between 3500 and 2900 B.C. The age of language has been put back to at least 6500 B.C. Human beings originally moved about in smaller groups and used a limited number of signals for

communication. Perhaps, when different groups came into contact, their needs and activities increased and hence this system of signals became more complex.

In the beginning there were only visual signals. But when visibility was not perfect, human beings felt the need for vocal signals. That is how, it may be assumed, communication by voice involved.

5.2 Objectives

After reading this Unit the readers will be able to:-

1. Understand the basic characteristics of language as a system.
 2. Understand the prominence of pronunciation as a key to gaining full communicative competence.
 3. Learn the important issues in pronunciation pedagogy such as the aim of English pronunciation instruction.
 4. Understand the concept of Universal Grammar.
 5. Meaning, nature and structure of Phonetics, Syntax and Semantics.
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5.3 Linguistic Behaviour

5.3.1 Language as a rule governed behaviour

When Linguists say that language is “rule -governed behaviour, they mean it has a grammar, or a set of conventions that organizes its “proper” use. These rules set boundaries around the meaning of words and dictate how words relate to one another. In different languages, the rules vary in importance: for example, in English, word order is of supreme importance in determining meaning in Latin; however, word endings are more important.

Without rules (grammar), languages would quickly descend into chaos and meaninglessness. People would no longer be able to understand or communicate with each other. If the rules become too strict, however they can stifle growth and creativity and make it difficult for subaltern groups in a society, who often have distinct grammar or set of language groups, to advance or have an impact on their culture. Healthy languages evolve and live in an -ongoing tension between the current rules and pressures to change to conform to new social realities. Linguistics

sometimes refer to how language is really used in culture, as the functional aspect of language, which as noted before, exists in tension with the rules in textbooks.

5.3.2 Linguistic variability

The term linguistic variation (or simply variation) refers to regional, social or contextual differences in the ways that a particular language is used. Variation between languages, dialects and speakers is known as inter speaker variation. Variation within the language of a single speaker is called intra speaker variation.

Since the rise of sociolinguistics in the 1960s, interest in linguistic variation (also called linguistic variability) has developed rapidly. The formal study of variation is known as variationist (Socio) Linguistics. All aspects of language (Including Phonemes, Morphemes, Syntactic structures and meanings are subject to variation.

Linguistic variation is central to the study of language use. In fact it is impossible to study the language forms used in natural texts without being confronted with the issue of linguistic variability. Variability is inherent in human language. A single speaker will use different linguistic forms on different occasions and different speakers of a language will express the same meanings using different forms. Most of this variation is highly systematic. Speakers of a language make choices in pronunciation, morphology, word choice and grammar depending on a number of non- linguistic factors. These factors include the speaker's purpose in communication, the relationship between speaker and hearer, and the production circumstances and various demographic affiliations that a speaker can have.

Types of Linguistic variation:-

- i. Linguistic and Sociolinguistic Variation:- There are two types of language variation; Linguistic and Sociolinguistic . With linguistic variation the alternation between elements in the same linguistic context and hence the alternation is probabilistic. Furthermore the probability of one form being chosen over another is also affected in a probabilistic way by a range of extra-linguistic factors.(e.g. the degree of (in) formality of the topic under discussion , the social status of the speaker and of the interlocutor , the settings in which communication takes place etc.

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- ii. Dialectical variation: - A dialect is variation in grammar and vocabulary in addition to sound variations, For example, if one person utters the sentence “John is a farmer” and another says the same thing except pronounces the word farmer as ‘farmuh’ then the difference is one of accent. But if one person says something like “You should not do that” and another says “Ya hadn’t oughta do that” then this is a dialect difference because the variation is greater. The extent of dialect differences is a continuum. Some dialects are extremely different than others.
 - iii. Regional Variation: - Regional variation is only one of many possible types of differences among speakers of the same language. There are dialects of age (teenagers have their own slang and even the phonology of old speakers is likely to differ from that of young speakers in the same geographical region).
 - iv. Lexical variables: - Lexical Variables are fairly straight forward, as long as we can show that the two variants such as the choice between soda and Pop for a carbonated beverage in American English-refer to the same entity. Thus in the case of Soda and pop, we need to take into account that for many U.S, Southerners, Coke (when used to refer to a beverage and not steel making fuel or the illicit narcotic) has the same reference as soda. Whereas in other parts of the U.S coke refers to a single brand of the beverage.

Revision Exercise

1. Without rules (grammar), languages would quickly descend into_____.
2. Variation between languages, dialects and speakers is known as _____.

5.3.3 Pronunciation – its impact in English

Learners with good English pronunciation are likely to be understood even if they make errors in other areas, whereas learners with bad pronunciation will not be understood, even if their grammar is perfect. Such learners may avoid speaking in English, and experience social isolation, employment difficulties and limited opportunities for further study. We judge people by the way they speak and so learners with poor pronunciation may be judged as incomplete, uneducated or

lacking in knowledge. Yet many learners find pronunciation one of the most difficult aspects of English to acquire and need explicit help from the teacher. Therefore some sort Pronunciation instruction in class is necessary.

Pronunciation –Pedagogical implications Speech and Writing.

Pronunciation instruction is a prominent factor in English language teaching. Since sounds play an important role in communication, English or other foreign language teachers must attribute proper importance to teaching pronunciation in their classes. It is evident that communication is a mutual relationship between the speaker and the hearer. This means that one must comprehend what he/she hears in the target language and must produce the sound of the language he/she is trying to learn accurately. Unless he has sufficient knowledge of the sound patterns of the target language, he can neither encode a message to anybody nor decode the message sent by another person by learning the sound of the target language within his mother tongue. Therefore, pronunciation instruction is of great importance for successful oral communication to take place since it is an importance ingredient of the communicative competence.

Pedagogical implication for pronunciation teaching: - speech and writing

Student should be given choice, that is, when students are learning English so that they can use it in international contexts with other non –native speakers from different first languages, they should be given the choice of acquiring a pronunciation that is more relevant to EIL intelligibility than traditional pronunciation syllabuses offer up to now , the goal of pronunciation teaching has been to enable students to acquire an accent that is as close as possible to that of a native speaker . But for EIL communication, this is not the most intelligible accent and some of the non-core items may even make them less intelligible to another non-native speaker.

The non-core items are not only important for intelligibility but also socially more appropriate after all; native speakers have different accents depending on the region on the region where they were born and live. So why should non-native speakers if an international language not be allowed to do the same?

Finally students should be given plenty of exposure in their pronunciation classroom to other non-native accents of English so that they can understand them

even if a speaker has not yet managed to acquire the features for EIL , this is much important than having classroom exposure to native speaker accents .

5.4 Linguistic System

5.4.1 The organization of Sounds

5.4.2 the Structure of sentences

Language is a formal system for passing signals with meanings, This pairing can go either way when people produce a sentence, they use language to encode the meaning that they wish to convey into a sequence of speech sound, when people understand a spoken sentence, language allows them to reverse the process and decode a speaker's speech to recover the intended meaning.

Obviously, these activities depend on speakers and hearer sharing the common language; both must have the same linguistic system for pairing sound n meaning.

The linguistic system that enables sound and meaning to be paired contains a complex and highly organized set of principles and rules.

These rules are ultimately the source for the infinite creativity of language because they describe (or generate) any one of an infinite set of sentences. The set of rules that creates sentences in a language is a language's grammar, and the word of a language is its lexicon. Notice that this way of defining language is very specific about what it means to know a language involves knowing its grammar and lexicon.

Knowledge of such a system will give a speaker the ability to organize into a words and sentences, and sentences into sequences of sounds. This special kind of knowledge is called tacit (or implicit) knowledge, such as your knowledge of a friend's telephone number. Tactic knowledge is represented in the brain and is put to use, in this case, in the production and comprehension of sentences, but is not consciously available to the individual who posses it.

Language is a system that connects signals (the sound wave on the right, symbolizing speech) and meanings (the light bulb on the left, symbolizing an idea). In the figure the signal is acoustic, a speech sound. The signal could take on other forms (it could be written, it could be gestural)

5.4.3 The Concept of Universal Grammar

Universal grammar is the theoretical or hypothetical system of categories, operations and principles shared by all human languages and considered to be innate. Since the 1980s, the term has often been capitalized. Also known as universal Grammar theory.

The concept of a Universal grammar (UG) has been traced to the observation of Roger Bacon, a 13th Century Franciscan Friar and philosopher that all languages are built upon a common grammar. The expression was popularized in the 1950s and 1960s by Noam Chomsky and other linguists.

“In cracking the code of language... children’s minds must be constrained to pick out just the right kinds of generalizations from the speech around them. It is this line of reasoning that led Noam Chomsky to propose that language acquisition in children is the key to understanding the nature of language, and that children must be equipped with an innate Universal Grammar: a set of plans for the grammatical machinery that powers all human languages. This idea sounds more controversial than it is because the logic of induction mandates that children make some assumptions about how language works in order from them to succeed at learning a language at all. The only real controversy is what these assumptions consist of: a blue print for a specific kind of a rule system, a set of abstract principles, or a mechanism for finding simple patterns (which might also be used in learning things other than language).

- Universal Attributes

There is a broad measure of agreement that the following are universal.

- Some technical categories (noun and verbs)
- Structure dependency
- Phrases containing a head of the same type as the phrase
- a phrase structure consisting of specific, head, and complement

UG theory accepts that languages only deviate to some degree from the universal pattern. A language user’s competence is said to consist of a core grammar of universal principles and parameters and a periphery of features specific to the language in question, which cannot be survivals from an earlier stage of the language, loans from other languages for fixed idioms.

5.4.4 Nature and Structure of Meaning Phonetics, syntax, Semantics

Every language is different. In English, an adjective comes before a noun (“read house”), whereas in Spanish, the adjective comes after (“casa [house] roja [read].”) In German, you can put noun after noun together to form gain compound words is in Chinese, he pitch of your voice determines the meaning of your words; in American sign language, you can convey full, grammatical sentences with tense and aspect by moving your hand and face. But all languages have structural underpinnings that make them logical for the people who speak and understand them.

Five major Components of the structure of language are phonemes, morphemes, lexemes, syntax and contact. These piece all work together to create meaningful communication among individuals.

Nature and structure of Phonetics

A Phoneme is the basic unit of phonology .It is the smallest unit of sound that may cause a change of meaning within a language but that doesn’t have meaning by itself. For example; in the words “bake” and “brake”, only one phoneme has been altered , but a change in meaning has been triggered .The phoneme /r/ has no meaning on its own but by appearing in the word it has completely changed the words meaning. Phonemes correspond to the sounds of the alphabet although there is not always a one-to- one relationship between a letter and a phoneme (the sound made when you say the word). For example, the word “dog” has three phonemes: /d

/, /o/ and /g/. However the word “shape” despite having five letters has only three phonemes: /sh/, /long-a/and /p/. he English language has approximately 45 different phonemes which correspond to letters or combinations of letters. Through the process of segmentation a phoneme can have a particular pronunciation in one word and a slightly different pronunciation in another.

5.4.5 Nature and Structure of Syntax

Syntax is a set of rules for constructing full sentences out of words and phrases .Every language has a different set of syntactic structures but all languages have some form of Syntax. In English, the smallest form of a sentence is a noun phrase (which might just be a noun or a pronoun) and a verb phrase (which may be a single

verb.) Adjectives and adverbs can be added to the sentence to provide further meaning. Word order matters in English, although in some languages, order is of less importance. For Example, the English sentences “The baby ate the carrot” and “The carrot ate the baby” do not mean the same thing, even though they contain the exact same words. In languages like Hindi, word order doesn’t matter for general meaning different word orders are used to emphasize different parts of the sentence.

5.4.6 Nature and Structure of Semantics

Semantics as a study considers the meaning of words themselves and the meaning of word Phrases. Semantics is a branch of linguistics, which is the study of language ; it is an area of study interacting with those of Syntax and Phonology . A person’s linguistic abilities are based on knowledge that they have. One of the insights of modern linguistics is that the speakers of a language have different types of linguistic knowledge, including how to pronounce words, how to construct sentences, and about the meaning of individual words and sentences.

To reflect this, linguistic description has different levels of analysis. So, phonology is the study of what sounds combine to form words, Syntax is the study of how words can be combined into sentences, and semantics is the study of the meanings of words and sentences.

Revision Exercise

3. Pronunciation instruction is a _____ factor in English language teaching.
4. Language is a system that connects _____ and meanings.
5. A Phoneme is the basic unit of _____.

5.5 Summary

Language is regarded as the set of all the linguistic products that can be constructed according to certain rules. An alternative, and intuitively more satisfactory, view would be that a language consists of all the units and rules which make up the system underlying the products. From the vantage point of the language user one could propose a more psychologically based definition; the language of a

speaker/listener is his knowledge of the underlying language system (*la langue*), or better, his ability to produce and comprehend an infinite set of utterances, discourses and texts, which fit the underlying system of rule. Today's theoretical linguistics, too, grammar theory indisputably constitutes the kernel of linguistics proper. Some linguists would even argue *that linguistic theory equals grammar theory*. This is, for example, not far from the position actually held by most generativists. It is true that the term 'grammar' is nowadays used in a rather comprehensive sense. Traditionally, 'grammar' meant morphology and syntax (the latter comprised mainly the study of the grammatical functions of words and phrases), whereas today the term is often used to cover the entire "language structure" including phonology and semantics (though the focus is still more on the form than the content).

5.6 Glossary

1. **Lexicon**- the word of a language is its lexicon
2. **Phoneme**- It is the smallest unit of sound that may cause a change of meaning within a language but that doesn't have meaning by itself.
3. **Syntax**- Syntax is a set of rules for constructing full sentences out of words and phrases
4. **Semantics**- semantics is a branch of linguistics, which is the study of language; it is an area of study interacting with those of Syntax and Phonology.

5.7 Answers of Revision Questions

1. Chaos and meaninglessness
2. Inter speaker variation
3. Prominent
4. Signals
5. Phonology

5.8 References

1. C.M. Millward and Mary Hayes, A Biography of the English language, 3rd ed. Wadsworth, 2012.
2. Donald G. Ellis, from language to Communication. Routledge, 1999.
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4. Randi Reppen et.al. Using corporate to Explore Linguistic Variation. John Benjamins, 2002.
5. Raymond Mougeon et.al. The Sociolinguistic Competence of Immersion students Multilingual Matters, 2010.
6. Scott F. Kiesling, Linguistic Variation and Change. Edinburgh University Press.

5.9 Essay Type Question

1. What is Pronunciation?
2. What is the pedagogical implication of pronunciation in speech and writing?
3. Language is a system that connects signals and meanings. Explain?
4. Explain the concept of Universal grammar?
5. What is a Linguistic Variation?
6. Explain the nature of Phonetics?

Block 2

Unit 1- Development and Analysis of Syllabus and Textual Materials

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Understanding the relationship between Curriculum, syllabus and textbook.
- 1.4 Selection of materials and developing activities and tasks as per the differentiated needs of the learners.
 - 1.4.1 Constructivism as a new approach to learning.
 - 1.4.2 Moving away from rote learning to Constructivism.
- 1.5 The concept of Inclusive Education
 - 1.5.1 Teacher as a researcher and facilitator in an Inclusive Classroom.
- 1.6 Summary
- 1.7 Glossary
- 1.8 Answers of Revision question
- 1.9 References
- 1.10 Essay type Question

1.1 Introduction

Curriculum adaptation may be in terms of methods of presentation, display, content, etc, to enhance the learning experiences of individual learners in a classroom. One of the common threads of constructivism that runs across all its definitions is the idea that development of understanding requires the learner actively engage in meaning making. In contrast to behaviorism, Constructivism argues that “Knowledge is not passively received but built up by the cognizing subject” (Von Glaser field, 1995). Constructivists shift the focus from knowledge as a product to

knowing as a process. Inclusion works best when there is a fundamental change in the approach of classroom management.

In this Unit we will discuss the key aspects of constructivism and inclusive education which when adopted in a classroom setting the teaching learning activities and the outcome of the process of education can get more effective and efficient.

1.2 Objectives

After reading this unit the readers will be able to:-

1. Understand the meaning of Curriculum syllabus and Textbook.
 2. Understand the relationship between the curriculum, syllabus and Textbook.
 3. Define the theory of Constructivism.
 4. Understand the shift of teaching process from rote learning to constructivism.
 5. Understand the role of teacher as a researcher and facilitator an inclusive classroom.
-

1.3 Understanding the relationship between Curriculum, syllabus and textbook.

A Curriculum is set guidelines that have been established to help the educators to decide on the context of a course. It is the curriculum that gives out the course objectives, the contents and methods that will be used to teach. Therefore, it prescribes not only what should be taught or how it should be taught, but also why something should be taught.

Curriculum is usually set out by the administration of an Institute. In government educational Institutions, the curriculum may set out by the government. Educators often make the syllabus using the curriculum. In addition, the curriculum also lets the teacher's measure the effectiveness of their teaching through standardized testing.

Syllabus is a descriptive list of subjects to be covered and a summary of their content. It describes and summarizes what should be taught to the students.

Syllabuses, unlike curriculums are made by individual teachers. Since they are made by teachers, they can be tailored to suit the requirement of a particular class.

A syllabus has details such as schedule, assessments, assignments, projects, etc. So, it contains information such as dates on which assignments are to be submitted, exam dates, details of projects, etc.

Syllabus is usually accessible to students; the syllabus is given out to student's at the beginning of a course or program, particular in secondary and tertiary education. Therefore, they can use it as a guideline for their studies.

Essentially, a syllabus is a descriptive outline and summary of topics that are to be covered in an education or training course. The syllabus will usually provide specific information about the said training course and is often drafted by the governing body or by the instructor of the course. A curriculum is the set of courses, and their content, offered at a school or university. A general curriculum, in the broadest sense of the word, may list all courses offered at a specific school. A curriculum is prescriptive, which means that is issued by the governing body and lists topics the must be understood by the student at the end of the course, and what level to achieve a particular grade or standard.

- An outline or other brief statement of the main points of a discourse, the subjects of a course of lectures, the contents of a curriculum, etc.
- A short summary of the legal basis of a court's decision appearing at the beginning of a reported case.

A typical syllabus will contain information on how, where and when to contact the lecturer and teaching assistants; an outline of what will be covered in the course; a schedule of test dates and the due dates for assignments; the grading policy for the course; specific classroom rules; etc.

The purpose of a syllabus is to ensure consistency between courses thought at different colleges under the same governing body. A syllabus issued by the governing body, i.e. the board of education, the head of department, etc, may be modified by the instructor as long as it is consistent with the curriculum.

The syllabus also serves as a means for the students to be aware and understanding what they will be thought in the duration of the course. The various purposes served by a syllabus:

- fair and impartial understanding between the instructor and students such that there is minimal confusion on policies relating to the course
- setting clear expectations of material to be learned
- setting clear expectations of behavior in the classroom
- setting clear expectations of effort on student's behalf to be put into the course
- providing a roadmap of course organization/direction relaying the instructor's teaching philosophy to the students
- providing a marketing angle of the course such that students may choose early in the course whether the subject material is attractive
- clarifying student understanding of specified material such as grading policy, grading rubric, late work policy, locations and times
- providing contact information for instructor and teaching assistant such as phone or email
- listing materials required and/or recommended such as textbooks, assigned reading books, calculators, lab vouchers, or other equipments
- Listing outside resources for subject material assistance, including extracurricular books, tutor locations, resource centers, etc.
- important dates in course such as exams and paper due-dates
- tips for succeeding in mastering course content such as study habits and expected time allotment
- suggested problems if applicable
- necessary pre-requisites or co-requisites to current course
- safety rules if appropriate
- objectives of the course

Types of syllabus include:

- Notional-Functional syllabus
- Grammatical syllabus
- Lexical syllabus
- Situational syllabus

- Text-based syllabus
- Skill-based syllabus
- Task-based syllabus
- Learner-generated syllabus
- Mixed syllabus

A curriculum is the set of courses, and their content, offered at a school or university. The term, 'curriculum' is derived from the Latin word "Currere" which means to run/to proceed. Currere refers to the 'course of deeds and experiences through which children grow to become mature adults.

Some other definitions of curriculum are as:-

- The aggregate of courses of study given in a school, college, university, etc.:
The school is adding more science courses to its curriculum.
- The regular or a particular course of study in a school, college, etc.

A general curriculum, in the broadest sense of the word, may list all courses offered at a specific school. A curriculum is prescriptive, which means that is issued by the governing body and lists topics that must be understood by the student at the end of the course, and what level to achieve a particular grade or standard. It may also refer to a defined and prescribed course of studies that students must fulfill in order to complete the course. An individual teacher may refer to the curriculum to ensure that her lessons are covering all the topics as required by the curriculum.

The various purposes served by a curriculum:

- may refer to all courses offered at a school
- may refer to a defined and prescribed course of studies
- lists course of studies which students must fulfill in order to pass a certain level of education
- may discuss how the sum of lessons and teachings will help students learn the basics

The main difference between a syllabus and a curriculum is that a curriculum is a more generalized or an overview of the subjects or topics that the students are

meant to learn. However, a syllabus is a more detailed overview of the subject of study. For example: a math curriculum may list basics of algebra, basics of geometry and basics of trigonometry. While, the class syllabus will list what topics will be covered under each of the basic topics, what will be the concepts that students may understand by the end of each topic, and it may even list what exercises or problems in the textbook will be covered during class. Hence, it can be said that syllabus is a subset of Curriculum.

A textbook is a teaching tool (material) which presents the subject matter defined by the curriculum.

Textbooks are generally an element in a larger instructional design (E.g. a course). Textbooks are usually part of a pedagogical design, i.e. it can be the center piece of a course syllabus, it can be used for self study (students and professionals) , teachers can assign just parts for reading .

Cultural differences

Functions of the textbook and ways they are written differ a lot within the few cultural systems [Daniel K. Schneider](#) is somewhat familiar with:

- In the US, in particular in so-called teaching universities, the textbook is at center stage. It duplicates in a way the teacher since it has a lot of built-in pedagogy and since chapters must be read in linear fashion.
- In Germany, Switzerland and France in the "normal" university systems there are few textbooks. Students are exposed to more lecturing and therefore many more teaching hours/week. Supplementary reading is often optional and concerns both introductory books or academic literature. There is a tradition of the "pedagogical manual" or "instructional book". Interestingly, the Wikipedia [textbook](#) translates in french to [school manual](#) or "pedagogical manual" (manuel scolaire) and in German to [instructional book](#) (Lehrbuch, "lehr" refers to teachi

Uses of Textbooks

The question is how teachers and students make sense of the textbook within the context of wider learning environments and what function it has in relation to other teacher materials and other learning activities.

From the teacher's point of view

Examples:

- As major teaching aid with a lot of built-in pedagogy, e.g. review questions, self-assessment and work cases.
- To help the teacher prepare a class (and also to recover from not so efficient lecturing)
- As reading assignment to cover specific concepts
- As supplementary reading for various purposes (e.g. to help with term projects, to help preparing an exam, as references ...)

1.4 Constructivism as a new approach to Learning

Constructivism has emerged as one of the greatest influences on the practice of education in the last twenty five years. Teachers have embraced constructivist based pedagogy with an enthusiasm that is rare.

For many teachers, the focus on constructing meaning in the teaching learning process resonates with prior beliefs because constructivist based student instruction firmly places educational priorities on student's learning. A theory of learning that describes the central role that learners' ever-transforming mental schemes play in their cognitive growth, constructivism powerfully informs educational practice. Education, however, has deep roots in other theories of learning. This history constrains our capacity to embrace the central role of the learner in his or her own education. We must rethink the very foundations of schooling if we are to base our practice on our understandings of learners' needs.

One such foundational notion is that students will learn on demand. This bedrock belief is manifested in the traditional scope and sequence of a typical course of study and, more recently, in the new educational standards and assessments. This approach to schooling is grounded in the conviction that all students can and will

learn the same material at the same time. For some students, this approach does indeed lead to the construction of knowledge. For others, however, it does not. The people working directly with students are the ones who must adapt and adjust lessons on the basis of evolving needs. Constructivist educational practice cannot be realized without the classroom teacher's autonomous, ongoing, professional judgment. State education departments could and should support good educational practice. But too often they do not.

1.4.1 Constructivism in Education

The recent interest in constructivism in education follows an almost religious dedication to behaviorist pedagogy by administrators and educational psychologists in United States (Duit & Treagust, 1998).

Beginning in 1960s behaviorism swept from the arena of psychology into education with an air of authority that was startling.

Schooling became structured around the premise that if teachers provided the correct stimuli, then students will not only learn, but their learning could be measured through observation of student's behavior. The behaviorist movement led to a long series of strategies for schools such as management by objective, outcome based education and teacher performance evaluation system. Behaviorism in Schools placed the responsibility for learning directly on the shoulders of teachers.

After years of implementation, behaviorism fell short of producing positive effects within the complex context of the classroom and left teachers feeling shortchanged and cheated by a system that placed the guilt for student's failure to learn in their hands. Following the legacy of behaviorism, constructivism has been welcomed as a theory of knowing that more fully explains the complexity of the teaching learning process.

“It is assumed that the learners have to construct their own knowledge –individually and collectively .Each learner has a tool kit of concepts and skills with which he or she must construct knowledge to solve problems presented by the environment. The role of the community other learners and teacher is to provide the setting, pose the

challenge and offer the support that will encourage mathematical construction.” (Davis, Maher, Noddings, 1990, P.3)

Learning is a complex process through which learners constantly change their internally constructed understandings of how their worlds function. New information either transforms their current beliefs—or doesn't. The efficacy of the learning environment is a function of many complex factors, including curriculum, instructional methodology, student motivation, and student developmental readiness. Trying to capture this complexity on paper-and-pencil assessments severely limits knowledge and expression.

Inevitably, schools reduce the curriculum to only that which is covered on tests, and this constriction limits student learning. So, too, does the undeviating, one-size-fits-all approach to teaching and assessment in many states that have crowned accountability king.

Organizing a constructivist classroom is difficult work for the teacher and requires the rigorous intellectual commitment and perseverance of students. Constructivist teachers recognize that students bring their prior experiences with them to each school activity and that it is crucial to connect lessons to their students' experiential repertoires. Initial relevance and interest are largely a function of the learner's experiences, not of the teacher's planning. Therefore, it is educationally counterproductive to ignore students' suppositions and points of view. The 7th grade English lesson is largely nonintellectual. The 9th grade science lesson, modeled on how scientists make state-of-the-art science advancements, is much more intellectually rigorous.

Moreover, constructivist teachers keep relevant facts, information, and skills at the forefront of their lesson planning. They usually do this within the context of discussions about bigger ideas. For example, the dates, battles, and names associated with the U.S. Civil War have much more meaning for students when introduced within larger investigations of slavery, territorial expansion, and economics than when presented for memorization without a larger context.

State and local curriculums address *what* students learn. Constructivism, as an approach to education, addresses *how* students learn. The constructivist teacher, in mediating students' learning, blends the *what* with the *how*. Constructivist

classrooms demand far more from teachers and students than lockstep obedience to prepackaged lessons.

1.4.2 Moving away from Rote learning to Constructivism

Constructivism's perspectives on the role of the individual, on the importance of meaning-making, and on the active role of the learner are the very elements that make the theory appealing to educators. Teachers are typically acutely aware of the role of prior knowledge in student's learning, recognizing that students are not blank slates or empty vessels waiting to be filled with knowledge. Instead students bring with them a rich array of prior experiences, knowledge and beliefs that they use in constructing new understandings.

To illustrate, a research was done on fifth grade students where they were asked to construct concept maps of the concept of "heat" prior to instruction on convection currents (Jones, Carter & Rua, 1999)

The resulting maps reflected a huge array of experiences and prior knowledge. For example, the term "heat" elicited descriptions of colours that represent heat, objects that generate heat (furnaces, microwaves, Cars, Curling irons and grills), processes associated with heat (such as boil, smoke, melted, evaporated water), events associated with heat (summer, ice-cream, swimming pool). The diversity of student's prior concepts of heat in this one example provides evidence that students do not enter instructions as blank slates but instead possess a variety of preconceptions tied to prior experiences that teachers must take into account during curriculum planning and instruction.

Constructivism offers teachers instructional approaches that are congruent with current research on learning. By viewing learning as a active process, taking student's prior knowledge into consideration, building on preconceptions, and eliciting cognitive conflict teachers can design instruction that goes beyond rote learning to meaningful learning that is more likely to lead to deeper, long lasting understandings.

Learners control their learning. This simple truth lies at the heart of the constructivist approach to education.

As educators, we develop classroom practices and negotiate the curriculum to enhance the likelihood of student learning. But controlling what students learn is virtually impossible. The search for meaning takes a different route for each student. Even when educators structure classroom lessons and curriculums to ensure that all students learn the same concepts at the same time, each student still constructs his or her own unique meaning through his or her own cognitive processes. In other words, as educators we have great control over what we teach, but far less control over what students learn.

Shifting our priorities from ensuring that all students learn the same concepts to ensuring that we carefully analyze students' understandings to customize our teaching approaches is an essential step in educational reform that results in increased learning. Again, we must set standards for our own professional practice and free students from the anti-intellectual training that occurs under the banner of test preparation.

The search for understanding motivates students to learn. When students want to know more about an idea, a topic, or an entire discipline, they put more cognitive energy into classroom investigations and discussions and study more on their own. We have identified five central tenets of constructivism (Grennon Brooks & Brooks, 1993).

- First, constructivist teachers seek and value students' points of view. Knowing what students think about concepts helps teachers formulate classroom lessons and differentiate instruction on the basis of students' needs and interests.
- Second, constructivist teachers structure lessons to challenge students' suppositions. All students, whether they are 6 or 16 or 60, come to the classroom with life experiences that shape their views about how their worlds work. When educators permit students to construct knowledge that challenges their current suppositions, learning occurs. Only through asking students what they think they know and why they think they know it are we and they able to confront their suppositions.

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- Third, constructivist teachers recognize that students must attach relevance to the curriculum. As students see relevance in their daily activities, their interest in learning grows.
 - Fourth, constructivist teachers structure lessons around big ideas, not small bits of information. Exposing students to wholes first helps them determine the relevant parts as they refine their understandings of the wholes.
 - Finally, constructivist teachers assess student learning in the context of daily classroom investigations, not as separate events. Students demonstrate their knowledge every day in a variety of ways. Defining understanding as only that which is capable of being measured by paper-and-pencil assessments administered under strict security perpetuates false and counterproductive myths about academia, intelligence, creativity, accountability, and knowledge.

1.5 The concept of Inclusive Education

Three historic developments in the 1990s paved ways for the emergence of the concept of inclusion. First, the movement on “Education for All (EFA)” which originated from the international conference jointly organized by the World Bank, UNESCO and UNICEF in Jomtien, Thailand in 1990 and reminded governments on the need to treat education as an investment in human capital. Though there was a mention about the need for education of disadvantaged sections in the Jomtien Declaration, the real thrust for inclusion emerged at the international conference organized by UNESCO in Salamanca, Spain in collaboration with the Government of Spain in 1994, which brought together more than 300 participants from 92 governments and 25 international organizations. The participants of the conference emphasized the need for improving enabling schools where every child including children with special needs has a place to acquire learning experiences. The third historical development was the Dakar Declaration (2000) which stressed the need for time bound action in such a way that education for all children is achieved by the year 2015.

The attempt to define “what is All ‘in the EFA created a need to reach out to children who did not have access to formal education. Though the population of “out-of school ‘children included various categories such as children of migrant workers, orphans, children from below poverty line (BPL)families, children with disabilities, etc., the term “inclusion” is referred often in the case of disability. There is a vivid reason why the professionals started linking inclusion with disabilities. The earlier approaches to educate children with disabilities mostly adopted exclusive strategies which generally embraced a theory that children with disabilities require facilities different from that of non-disabled children and, therefore, exclusive approached were justified. Until the mid -20th century, special school approach remained the most accepted model to educate children with disabilities.

1.5.1 Teacher as a researcher and facilitator in an Inclusive Classroom.

1. Inclusion in education recognizes the fact that every child is special in one way or the other. The teacher with such an approach realizes that each child has learning ability at different levels. Though classroom instruction in general is made uniform irrespective of the intellectual abilities of the children, a true teacher pays attention to the individual capabilities of the children. In such a classroom, the inclusion of all children takes place and they are not categorized on the basis of colour, creed, intellect, disability, etc.
2. Teacher with such an approach understands and capitalizes the collective strength of the classroom. He/she will never hesitate to take help from the students. Rather he/she would use the abilities of the students for constructive purposes. Such a teacher realizes that students- both disabled and non-disabled –can also contribute to problem solving situations in the classroom.
3. A teacher in an inclusive classroom acts as a researcher and facilitator and tries to discover new ways of learning and creating the teaching learning process more productive. An effective teacher will adopt multi -sensory approach in learning. The learning should be experiential to the students and hence, an effective teacher will make the classroom itself conducive place for learning. He/She will motivate each and every student of the class to

involve in active learning and will be flexible so that children feel free in the classroom. He/she will identify the learning preference –Visual, auditory or tactile, of the students and facilitate learning through small groups. Even the Physical structure of the classroom may be changed by the teacher to ensure effective learning. This multi sensory approach is not only useful for children with disabilities but for other children too who experience learning problems.

4. An inclusive teacher who believes in inclusion facilitates peer –to –peer learning. As his type of learning is non-threatening in nature, the teacher is expected to promote peer group learning as a vehicle to overcome the students, inhibitions and would gradually make the entire classroom non-threatening. A properly guided peer-group learning activity would make learning faster too. In addition to the pace, the teacher-guided student activity can also make the students responsible for a healthy classroom climate .In such a setting, a child with any type of disadvantage will not experience discrimination.
5. In an effective classroom, the teacher makes optimum utilization of the available teaching aids and assistive devices. Instead of demanding for more and more teaching aids, a creative teacher makes use of the environment itself to develop appropriate concepts. Instead of insisting too much on theoretical learning, the teacher will encourage learning by doing and interactive learning by doing and interactive learning approaches to make optimum use of teaching aids as well as the environment for effective learning. When the teacher encourages learning by doing, disadvantaged children who require concrete experiences are benefited much.

Revision Questions

1. A textbook is a _____ which presents the subject matter defined by the curriculum.
2. Students brings with them a rich array of prior experiences, knowledge and beliefs that they use in _____ new understandings.

3. _____ in education recognizes the fact that every child is special in one way or the other.
4. Instead of demanding for more and more teaching aids, a creative teacher makes use of the _____ itself to develop appropriate concepts.

1.6 Summary

Learning should be an enjoyable act where children should feel that they are valued and their voices are heard. The curriculum structure and school should be designed to make school a satisfactory place for students to feel secure and valued. The curriculum should focus on holistic development of the students to enhance physical and mental development in individuals and as well as with the peer interactions.

In order to bring about the overall development of the students, adequate nutrition, physical exercise and other psycho social needs are addressed hence participation in yoga and sports is required. Learning should be made enjoyable and should relate to real life experiences learning should involve concepts and deeper understanding. Adolescence is a vulnerable age for students and the curriculum should prepare the students and provide support for social and emotional support that will inculcate positive behavior and provide skills essential to cope with situations that they encounter in their lives, peers pressure and gender stereotype.

Inclusive education to be given priority and flexibility to follow a curriculum to suit the needs of every student irrespective of students having disabilities.

Constructive learning has to be part of the curriculum. Situations and opportunities have to be created for students to provide students with challenges, encourage creativity and active participation for students. Students have to be encouraged to interact with peers, teachers and older people which would open up many more rich learning opportunities. Inclusion emphasizes the importance of individual and respecting his/her potential in the learning process. 'Recognizing the potential of the individual' is what a child with special needs requires in an effective learning

environment. Therefore, adopting inclusive approach in the classroom ensures effective teaching.

1.7 Glossary

1. **Syllabus** - Syllabus is a descriptive list of subjects to be covered and a summary of their content.
2. **Curriculum** - The curriculum is that gives out the course objectives, the contents and methods that will be used to teach.
3. **Textbooks**- Textbook is a teaching tool (material) which presents the subject matter defined by the curriculum
4. **Inclusive classroom** - In such a classroom, the inclusion of all children takes place and they are not categorized on the basis of **colour**, creed, intellect, disability, etc
5. **Constructivism** - A theory of learning based on the idea that knowledge is constructed by the knower based on mental activity.

1.8 Answers of Revision Questions

1. Teaching tool
2. Constructing
3. Inclusion
4. Environment

1.9 References

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1.10 Essay type Question

1. Explain the relationship between Curriculum and Syllabus?
2. Constructivism emphasizes on the role of the individual and on the importance of meaning –making. Elaborate this statement.
3. How should the classroom environment restructured to suit the needs of an Inclusive classroom?
4. How can appropriate learning opportunities to include students with disabilities in classroom activities be identified or adapted?
5. How can institution be individualized within the context of general classroom activities?

Unit 2- The 5 E's- Instructional Model Based on the Constructivist Approach to Learning, Engage, Explore, Explain, Elaborate & Evaluate in the Context of English Teaching Methods

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Behaviorist and Constructivist Paradigm
- 1.4 Implications of 5 Es in the context of English Teaching Methods
- 1.5 Relevant student and teacher Behavior
- 1.6 Summary
- 1.7 Answers to Practice Questions
- 1.8 Essay type question
- 1.9 Suggested Reading

2.1 Introduction

The two important approaches to explain instructional processes leading to learning are known as behaviorist & constructivist paradigms. In the behavioral paradigm teaching-learning processes are so designed that learning outcomes are maximally accomplished. The intent is to have prior planning & designing of the teaching-learning processes with a concern to cause learning. On the other hand constructivist paradigm emphasizes that learning should be made an active process resulting into acquisition of specific thoughts, concepts, structure which have to be basically constructed through the learner's participation. It becomes more or less an active engagement. In the present unit you are being introduced to constructivist approach to learning in the form of five basic activities of the learner such as Engage, Explain, Explain, Elaborate and Evaluate in the context of English

Teaching methods. The focus is on student's behavior & teacher's behavior in respect of these five activities which a learner may display

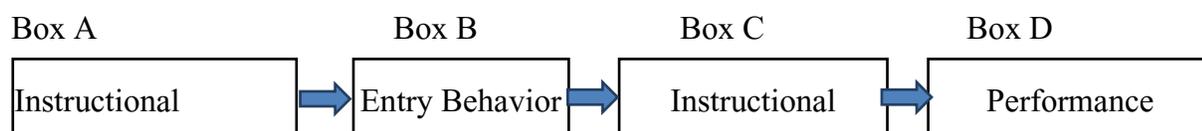
2.2 Objectives

After reading this unit you should be able to:

1. Differentiate between behaviorist and constructivist approaches to learning.
2. List the main features of constructivist paradigm of learning a language.
3. Describe the five key activities of language learning under the categories engage, explore, explain, elaborate, and evaluate.
4. Relate these five keys activities to the teaching methods used in English language instruction.
5. Indicate students and teacher's behavior in these five key areas.

2.3 Behaviorist and Constructivist Paradigm

The behaviorist paradigm of teaching and learning has been most explicitly described by Robert Glaser (1962) through Basic teaching model. In this model there are four components as shown below:



In keeping with this model the instructor decides the instructional procedures [Box A] in terms of entry behavior of learner [Box B] and organizes instructional procedures with a view to cause learning [Box-C] and assesses the performance of students [Box D] in terms of the instructional objectives and the feedback to planning instructional objectives redefining entry behavior and instructional procedure. This process is basically teacher-centered and is one of the most effective exemplar for the use of behaviorist paradigm of instruction.

Constructivist view of learning may be summarized with the five characteristics as indicated in the box as table I:

Characteristics Of Constructivist View Of Instruction And Learning

1. Learning is not a passive-receptive process. It is rather an active meaning – making process needed to solve meaningful problems
2. New learning is depended to learners’ prior knowledge which may sometimes impede the understanding of new information.
3. Learning implies the restructuring and reorganizing of previous conceptual schemes of the learners.
4. Social interaction facilitates learning.
5. Authentic learning tasks are the basis of meaningful learning.

These characteristics may be associated with the views of the leaders of constructivist thinking such as Piaget, Vygotsky, Novak and Posner. According to them learners learn best when they are at their proximal stage of development & learning tasks of optimal difficulty, authenticity and relevance enhance learning. Thus, constructivism provides a new theory of learning and also a new theory of teaching. This requires a major shift from teacher-centered direct instruction to the student- centered understanding based teaching. In this framework a student is viewed as an active learner & teacher as a guide in the learning process. According to this theory children learn better by actively constructing knowledge and by engaging in new tasks. The process of structuring and restructuring experiences is of crucial significance in learning a language. This implies effective engagement in learning task (E₁) exploring what is what (E₂), explaining the relationship between x and y (E-3), elaborating which implies extending what is being thought and done (E-4) and evaluating as to what is being accomplished and what are the results which flow from exploring and elaborating an idea (E-5).

These 5 Es play very contributive and constructive role in language acquisition. In using teaching methods, a language teacher specially the one who is entrusted with the responsibility of teaching English at the school level, should design teaching-

learning situation where the learners would be meaningfully engaged in various contexts of home, school and society related situations (E-1), the learner will require to find out the appropriate expressions to describe a situation (E-2), learner will be looking into the various aspects of the situation and giving meaning and reasons to the various events (E-3), learner will be engaging in extended conversations and transactions where language will be effectively used (E-4) and learners will assess and find out the effect of their conversation, tasks and transactions on others (E-5).

In constructivist perspective teaching and learning behavior has to be in keeping with these 5 Es as explained in the previous paragraphs. Before we take up the use of these 5 Es in the context of English teaching methods let us understand what we actually have to do.

Table II: Relevant Task For Teaching And Learning Based On 5es

The Central Activity	Teaching Task	Learning Task
1) Engaging	a) The teacher creates a situation	a) The student pays attention and acts.
	b) The teacher asks students to do something such as washing the face, reading, looking, imitating and so on	b) The student performs, follows direction and does something directed to do.
	c) The teacher involves the student in certain tasks for extended period of 3-5 minutes	c) The students listens to a talk, reads and writes according to the expectations of the talk.
2) Explore	a) The teacher asks questions using familiar sentence structures with questions words such as WHO, WHAT, WHEN and HOW etc	(a) The learner learns to ask question using question words, YES NO questions and question tags such as

		positive statement followed by negative tags – It is a fan. Isn't It? And Negative statement positive tag. It is not a pen. Is it?
	b) The teacher inquires about something available or missing	b) The student makes appropriate gesture inquiring from the teacher, peers and both using question words as above.
	(c) The teacher poses a problem and asks students to find out its various aspects.	(c) The student takes a problem and identifies its various aspects to find out the nature of the problem, its frequency and so on.
3. Explain	a) The teacher explains a given home situation using appropriate sentence structures and given a choice of words	a) The learner takes an event related to home situation and explains it such as 'My bedroom', 'My dining table', 'Our Kitchen', 'Our kitchen garden' and describes it using appropriate sentence structure.
	b) The teacher takes a school situation such as 'Our Classroom', 'Our Play Fields', 'Our Library', and explains its ingredients / feature with the use of appropriate words.	b) The learner takes a school related situation and explains it.
	c) The teacher explains the community	c) The learner takes a

	related situation such as ‘Our Post Office, our railway station, our bus stand and describes its main features using student friendly terms.	community related situation and describes and explains its main features.
4. Elaborate	a) The teacher talks on a specific theme as an issue & continues for a few minutes continue doing it.	a) The learner makes a point and continues its elaboration by a number of sentences using synonyms and antonyms and so on
	b) The teacher makes a point and adds his/her comments to make it understandable.	b) The learner takes a situation related to home, school and describes it at length.
	c) The teacher says something in the context of home, school or community related transactions describes them using simple and complex sentences.	c) The learner focuses on a point in a scene, an event and makes extended narration to highlight the specific features.
5. Evaluation	a) The teacher describes the situation orally & asks questions whether students understand the main features of the situation by asking question using Yes-No question (question words)	a) Learner asks question using Yes-No questions words with a view to find out whether they can elicit appropriate answers from teacher, peers & both.
	b) The teacher reads a passage & asks a question based on its central idea to find out whether students comprehend the same.	b) Learners read a paragraph, two or three connected paragraphs & try to find out from peers whether they understood it or not.

	c) The teacher recites a poem/a paragraph/a speech and asks questions to find out whether student can give appropriate answers.	c) The learner recites a poem, acts out a situation & dramatizes an event & find out whether peers can appropriately answer the question which tends to elicit the main idea or the message contained therein.
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The teacher activities and the learner's activities as given in the box II are only an illustration and they can be further extended & elaborated by the teacher of English language on the basis of his/her placement in a particular level of school where English is taught as a second language.

Exercise

1. In language learning the same word can be used in various contexts. (True/False)
2. Learning a language is a mechanical process. (True / False.)
3. Learners prior knowledge is a help in language learning. (True /False.)
4. In language learning a sentence structure learnt may be used in a variety of situation. (True/False.)
5. Social interaction provides support for authentic learning in language. (True/False)

2.4 Implications of 5 Es in the Context of English Teaching Methods

There are four different methods often used in the context of teaching English. These are bilingual method, grammar cum translation method, direct method,

structural and cognitive approaches. The translation method is also called grammar translation method. It was very popular in the 19th century and has remained so in the Indian context until the mid 20th century. The emphasis in this method is laid on understanding of grammar or set of rules in the English language. The students are required to define the part of speech, memorize conjugations, declensions and grammar rules. The entire approach has been analytical and directed at developing the skill in translation.

The direct method of teaching came as a reaction against translation method. It laid stress in learning English through direct contact with it. The mediator or mother tongue was avoided in the presentation of language items. The main feature of this method was that in addition to emphasizing direct contact with the foreign language it usually de-emphasized and eliminated translation and memorization of rules of grammar. The method laid stress on direct association between experience and expression and sentence was the main unit of teaching / expression. The limitation of this method is that the requisite facilities for conducting successful oral lessons do not always exist mainly because of large classes.

In the Indian context the direct method has gradually replaced by the bilingual method. In this method the assumption is that learning the second language the learner inevitably becomes bilingual. As **Fishman** defines “bilingual method is the demonstrated ability to engage in communication via more than one language:.. Thus, in this framework it is important to know that under certain circumstances people can be bilingual without knowing it. The degree of an individual’s bilingualism varies in terms of media (speaking, reading and writing) roles such as comprehension (understanding messages from others), production (sending messages to others) and inner speech (talking to one’s self, thinking out loud).

Another approach to teaching English consists of audio-lingual method such as mimicry memorization method and pattern practice. In the audio lingual method the main assumption is that the primary form of language is speech and hence teaching of listening and speaking should precede that of reading and writing. Thus, mastery of structural features of the English language is considered more important than its rules. The assumption is that this mastery can be achieved through repetition, drills, constant practice and frequent revision of the structural features. These structures

were selected and graded for purposes of developing command over the language by keeping the vocabulary load to a minimum. The **mimicry memorization** has been a very popularly advocated method of structural approach. The assumption is that beginning student has to hear the target language first. The command of the language, it was believed is a matter of practice. Hence the method laid stress on presentation of sentence structures based on situational dialogue or conversation and the learner was called upon to repeat the model sentences several times. In conducting an intensive practice in this regard group recitation preceded individual recitations.

Another popular method used is '**Pattern Practice**'. As defined by Robert Lado, "pattern practice is a rapid drill on the problem patterns of the language with attention on something other than the problem itself." The advocates of pattern practice believe that in teaching structures what is needed is practice that will force the students' attention away from linguistic problems while forcing them to use language. This was supposedly to engage the habit mechanisms and more quickly establish the new habits.

In each of these methods the 5 Es- Engage, Explain, Explore, Elaborate and Evaluate acquire a distinct form. In the translation- grammar method there is more scope of engaging in memorization of rules of grammar while in direct method the scope for the first four Es can be made prominent. Thus, the learner may be asked to engage in listening to the structure, repeating them, exploring the possibility of their use in various situations, explaining the required special usages and elaborating the structures by adding new structures depending upon the situations in which language is to be used. In the **bilingual method** the learner will engage and explore the equivalence of English structures and words with that of mother tongue or vernacular and later he/she may be required to explain and elaborate its applications to new linguistic situations.

In the structural approach where mimicry memorization and pattern practice methods are emphasized all the 5Es have a relatively more scope for use and practice. Thus the learner may engage in producing English language structures as a follow up of presentations made by the teachers and may also explore their use in new conversational or dialogic contexts followed by explaining, elaborating and

evaluating of the language items depending upon the relevance in terms of the situations in which language is required to be used.

2.5 Relevant Student and Teacher Behaviour

In the context of various teaching methods as explained in the previous section, the appropriate student and teacher behavior may be indicated so that while designing the teaching-learning system adequate care might be taken to render the processes become effective. Here the student-teacher behaviors are being listed in terms of the 5Es which form the important features of constructivist approach. The table III gives an illustrative list of such behaviors.

Table III: Student-Teacher Behaviors in Terms Of 5 Es

SL. No.	The ambit of behavior	Student behavior	Teacher behavior
1.	ENGAGING	a) The student listens and initiates a model sentence structure	a) The teacher gives a model sentence to the student individually or in group.
		b) The student reports the sentence structure with correct articulation and intonation	b) The teacher gives a model reading of paragraph with appropriate pauses and articulation.
		c) The student reads the passage with appropriate speed.	c) The teacher conducts a pronunciation drill first individually and then collectively on problem sounds.
		d) The student gives the central idea after reading a paragraph.	d) The teacher assigns a paragraph for silent reading by students.
		e) The student writes a sentence connected with a focus on a particular thought through sentences and paragraphs.	e) The teacher directs the students to write a composition first with a list of vocabulary given and later without such list (free composition)

2.	EXPLORING	a) The student finds out the sentences for practice.	a) The teacher finds out the list of words which appear to be difficult to the students in terms of use and production in a sentence.
		b) The student speaks with use of sentences learnt.	b) The teacher identifies problems of articulation and intonation in the speech of students.
		c) The student identifies the difficulty in producing the sentences.	c) The teacher selects reading material which is of interest to the students.
		d) The student identifies difficult words which are problem for comprehension.	d) The teacher provides support to students in reading and writing in the guided composition format.
		e) The student finds out the needed feature of a sentence and paragraph writing.	e) The teacher finds out the problem of reading comprehension of the students.
3.	EXPLAINING	a) The student tells the teacher and his/her peers to do something (request) and give reasons.	a) The teacher takes specific examples from home, public place, school and classrooms and explains the various aspects by focusing on ‘what & why’
		b) The student describes the home situation and explains the tasks undertaken there.	b)The teacher explains the use of words in various context.
		c) The student takes the example of public place such as bus stand, railway station, post office etc and explains what is done there and how it is done.	c) The teacher explains how two or more than two sentences are connected to express an idea.
		d) The student describes an event in the school context such as	d) The teacher explains how to write a paragraph by

		during the prayer, while in the library, while at the playfield, and while in the library and explains what and how of things.	focusing on the various mechanical processes.
		e) The student explains the ideas contained in to reach and write and communicate to a friend, relative explaining why of it.	e) The teacher explains how to write a letter or messages for other communicative situations.
4.	ELABORATING	a) The student selects a word and uses it in various context to elaborate on the meaning.	a)The teacher presents some selected words and expands the list to illustrate the list the extended use of words.
		b) The student writes sentences and their expanded forms to convey simple and complex ideas.	b) The teacher presents a model sentence orally and expands its use orally.
		c) The student reads a paragraph and refers to its central idea and elaborates on it.	c) The teacher elaborates on various sentences used in a paragraph to make difference in meaning.
		d) The student writes various prose passages to convey and convince the receivers of messages.	d) The teacher takes short paragraphs and asks the students to elaborate them.
		e) The student writes simple, compound and complex sentences using rules of transformation and derivations to indicate extended thoughts and meaning.	e) The teacher gives a list of words and asks the students to make as many as meaningful sentences as they can using a substitution or transformation table for practice.
5.	EVALUATING	a)The student produces a sentence and notes the inaccuracies in grammatical terms if any.	a) The teacher provides a sentence and finds out the errors of pronunciation, accent and intonation.
		b) The student utters a sentence and checks to see whether the pronunciations or intonations are	b) The teacher provides model sentences and checks to find out whether the

		relevant and error free.	students can repeat them correctly.
		c) The student reads a paragraph both by recitation and in a silent mode and checks to find out the acceptable reading speed and accuracy of comprehension.	c) The teacher presents small paragraphs and checks to find out whether the students can understand the central idea contained in the paragraph.
		d) The student writes a paragraph and verifies whether it is acceptable in terms of grammatical correctness and choice of words (diction)	d) The teacher reads a paragraph and evaluates whether students can imitate the reading in an appropriate way.
		e) The student writes a letter, a prose paragraph or a poem and finds out whether the format used is correct.	e) The teacher gives key words and asks the students to write the paragraph with a focus on some ideas, thoughts and message.

You can develop a similar list of student-teacher behavior in the specific areas of language teaching for prose, poetry, composition and grammar lesson at the specific level of school where teaching of English is being undertaken. The table presented here gives only an illustrative list and should not be taken as an exhaustive and final.

2.6 Summary

In this unit you have studied the main features of constructivist approach to learning a language. You have noted that in this approach the learner engages in five operations/activities in the context of language items while producing a language for communication. These five operations/activities are as follows:

- **Engage** which means close association with the reception and expression aspect of language.

-
- **Explore** which implies use of appropriate words/phrases and expression for communicating an intent.
 - **Explain** which means use of sentences to describe and tell how something happens.
 - **Elaborate** which implies use of connected phrases and expressions to articulate one's ideas, thoughts and feelings.
 - **Evaluate** which implies assessment of accuracy of usage and choice of words for a particular communicative situation.

You have also been presented with a list of students and teacher's behavior which are in keeping with various methods of teaching English in terms of language items such as specific speech patterns, words, phrases and sentences.

2.7 Answers to Practice Questions

1. True
2. False
3. True
4. True
5. True

2.8 Suggested Readings

1. Allen, B. Harold & N.R. Campbell (1972), Teaching English as a second Language, A book of Readings, Mc Graw Hill Publishing Co., Bombay.
2. Altun, S., & Büyükduman, I. (2007). Teacher and student beliefs on constructivist instructional design: A case study. Educational Sciences: Theory & Practice, 7, 30-39.
3. Bhandari, C.S. et.al (1961) Teaching English, A handbook for teachers.
4. Dececco, John P. (1970) The Psychology of Learning & Instruction. Prentice Hall of India Pvt. Limited, New Delhi.

5. Reve, Sharon Adelman, (2008) Constructivist Strategies for Teaching English Language Learners, Corwin Publishers.
6. Merrill, M. D. (1991). Constructivism and Instructional Design. Educational Technology.
7. Sharma, H. L., & Pooja (2016). Enhancing Students interest in English language via Multimedia Presentation. International Journal of Applied Research.
8. Vygotsky, L. S. (1978). Mind in society. Cambridge: Harvard University Press.

2.9 Essay Type Questions

1. What is the main difference between behaviorist and constructivist approaches to organize instruction in English?
2. How are the action words engage, explore, explain, elaborate and evaluate different in terms of their importance?
3. How teaching methods of English can be used for teaching of English prose, poetry, composition and grammar lessons with the principles of 5Es to guide the instructional plans?

Unit 3 - Teaching Learning Materials

- 3.1 Introduction
- 3.2 Objective
- 3.3 Meaning of Teaching Learning Materials
- 3.4 Print Media
 - 3.4.1 Magazines
 - 3.4.2 News Papers
 - 3.4.3 Class Libraries
- 3.5 ICT
 - 3.5.1 Audio - Visual Materials
 - 3.5.2 Internet
 - 3.5.3 CALL Programme
- 3.6 Discussion
- 3.7 Debate
- 3.8 Workshop
- 3.9 Seminar
- 3.10 Language labs
- 3.11 Summary
- 3.12 Answers of Practice Questions
- 3.13 Suggested Readings
- 3.14 Essay Type Questions

3.1 Introduction

Teaching learning materials are the added devices that help the teacher to clarify, establish, co-relate and co-ordinate accurate concepts, interpretations and appreciations and enable student to make learning more concrete, effective, interesting, inspirational, meaningful and vivid. Teaching learning materials help in completing the triangular process of learning viz., motivation-clarification-

stimulation. In this lesson students will know the different type of learning resources and their impact and uses in the teaching learning process.

3.2 Objectives

At the end of the lesson students will be able to:

1. Illustrate the examples of Print media.
 2. Identify the role of different types of print media
 3. Describe the role of Radio in English language learning.
 4. Explain different planning activities.
 5. Know the language laboratory and its objective.
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3.3 Meaning of Teaching Learning Materials

In general term teaching learning material means educational content that helps teachers to teach and students to learn. Teaching learning material make the learning meaningful and effective with educational experience. View of Mcknown and Roberts: “these aids are supplementary devices by which the teacher, through the utilization of more than one sensory channel, tries to clarify, establish and correlate concepts, interpretations and appreciations.” Before teaching learning materials are used in classroom, it must be evaluated and approved.

Practice Question

1. What do you mean by teaching learning material?
-

3.4 Print Media

The print media is composed of newspapers, community newsletters, magazines and other publications. Within these publications, there are two main divisions of labor: reporting and editing. Reporters are the newspaper writers who investigate newsworthy events and interesting stories. Editors assign stories to reporters, edit

story content, and decide which stories to print. Print media transmit information via physical objects, such as books, comics, magazines, newspapers, or pamphlets

The print media is an effective way to send information in mass. Readers often bypass paid advertising, but a story from an independent journalist increases public awareness and builds local credibility. The media reaches a broad audience of readers on a daily basis. Reporters and editors are always looking for interesting, newsworthy stories. Attracting media attention can help expand your influence and name recognition in target communities.

Role/ Importance of Print Media

- Media is everywhere, it has become a part of our daily life. The media play a dominant role in the learning process. Print Media has potential to shape personalities, change the way we perceive and understand the world and our immediate reality.
- The role of print media in the process of education is of special importance. Print media like newspapers, journals and magazines are the basic and oldest channels of communication between one source to other. Book is the best source of education. A lot of material of formal and informal education is available in the books.
- Mostly students depend upon this medium to learn the education. In spite of modern technology, still this medium is popular for the learning. English language can also be learnt through using various print medias.
- It creates engagement and adds credibility. The importance of print media can be seen through its many forms.
- Print media is portable, and is available at any time, even when there is no service or power. Many teachers prefer printed material like newspapers and magazines to digital versions to teach language.
- It is visible and accessible even though sharing digital media is both faster and easier because there is no need for special keywords or account information to access print media.

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- Print media is long-lasting; it can't be deleted. It is also seen as being professional, and that professionalism allows for print media to achieve a credibility that is difficult to achieve in digital media.

Practice Question

2. Name different types of print media.
3. Explain importance of print media in short.

3.4.1 Magazines

A magazine is a publication, usually a periodical publication, which is printed or electronically published (sometimes referred to as an online magazine). At its root, the word "magazine" refers to a collection or storage location. Magazines are generally published on a regular schedule and contain a variety of content. They are generally financed by advertising, by a purchase price, by prepaid subscriptions, or a combination of the three. In the case of written publication, it is a collection of written articles.

Importance of Magazine in Language Teaching:

- 1) **Engagement:** Arguably the biggest hurdle to student learning is lack of engagement. Magazines, by their nature, cover a range of topics to capture the interest of readers of all ages in a format that is fun and appealing. Many include games, puzzles and quests that help reinforce key concepts in a fun yet challenging way.
- 2) **Manageable Chunks of Information:** According to several articles, the human brain has limitations in the amount of information it can consume and retain at a given time, so "chunking" content into logical segments leads to higher retention. Unlike the classic basal textbook, magazines provide students and teachers to learn and teach English Language with self-contained learning segments that are less threatening and easier for students to absorb and learn.
- 3) **Accessibility:** Classroom can include many different levels and types of learners, accessibility of content is a key topic in learning. Highly visual and designed to engage and welcome readers, magazines have been successful in reaching visual learners and students who require additional language support.

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- 4) **Practice in Informational Reading:** Magazines offer an easy way to integrate appropriate informational reading into classroom instruction which enhances English language learning.
- 5) **Builds Background Knowledge Through Nonfiction:** There is relationship between reading skills and student success. Nonfiction reading not only helps students develops reading skills and the ability to read complex texts, it helps build the background knowledge shown to play a factor in students' success in content area reading later in their education.
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Practice Question

4. What do you mean by magazine?
5. How magazines helps a student in learning a language?

3.4.2 Newspapers

A newspaper is a serial publication containing news about current events, other informative articles about politics, sports, arts, and so on, and advertising. A newspaper is usually, but not exclusively, printed on relatively inexpensive, low-grade paper such as newsprint. The journalism organizations that publish newspapers are themselves often metonymically called newspapers. As of 2017, most newspapers are now published online as well as in print. The online versions are called online newspapers or news websites. Newspapers are typically published daily or weekly. News magazines are also weekly, but they have a magazine format. General-interest newspapers typically publish news articles and feature articles on national and international news as well as local news. The news includes political events and personalities, business and finance, crime, weather, and natural disasters; health and medicine, science, and computers and technology; sports; and entertainment, society, food and cooking, clothing and home fashion, and the arts.

Newspapers can be used for language learning as follows:

1. Jigsaw Reading: Teacher in a group can assign each student a small extract, then ask them to report on their part and put all the parts into the right order/ for one-to-one putting the parts into the right order would also work greatly.

2. Reading-And-Retelling-And-Discussing: when one reads a newspaper in English language, he often discuss what you've read with your friends or colleagues which improves both reading and speaking skills.
3. Scanning, Finding the Most Interesting Bits and Extending on Them: It makes the important parts, words, phrases catchy and makes enable to focus on that.
4. Working with Pictures: The students' attention and interest in reading English can be aroused with the pictures on the newspaper which prepares and motivate to read the newspaper and learn from it.
5. Inventing Headlines: With the help of teachers students can learn how to make good headlines and what kind of words can be chosen for that.
6. Inventing Articles : Teachers can ask the students to look at the headlines and to predict what the article is about. Then proceeding to reading and comparing which directly leads to language learning.
7. Playing Word Race: When the students are given task to find as many good words/collocations/ phrases about something at a newspaper page by the teacher the language learning is made interesting and effective. e.g. find as many adjectives on this page as you can. Then it is fun, engaging, unusual and really promotes new vocabulary learning and using dictionaries.

Practice Question

6. What type of skills of language learning is developed with the help of newspaper among the learner?

3.4.3 Class Room Libraries

Classroom library is the heartbeat of a teacher's environment. It is the window into an educator's own personality, and it reflects the importance of literacy in the classroom. It is believed that every teacher -- no matter what subject he or she teaches should have one class room library. Teachers and the institution should provide access to books in our classes with the same differentiated approach that we bring to any other lesson, assessment, or activity.

Need and importance of classroom library

- i. There are students who will seek out the book they want, regardless of locale. They get a mere whiff of a good book in the air, and they pursue it. They understand how to choose books and seek out advice when they need it.
- ii. There are students who won't or can't go to a store, for them classroom library is a source of learning different things including English language learning.
- iii. These are the students who may be comfortable only at the school library. This may also be the only place where they feel safe. They can approach to the classroom library to complete their English or any other subjects, homework or simply increase their knowledge.
- iv. And then there are students who are so frightened of books, of literacy, and of choice, that they feel comfortable only in their classroom library, reaching for books they know exactly where to find. It becomes easier /approachable for the students.

Practice Question

7. What is the need of class room library?

3.5 ICT

ICT (information and communications technology - or technologies) is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning. ICTs are often spoken of in a particular context, such as ICTs in education, health care, or libraries. The term is somewhat more common outside of the United States.

Information and Communication Technology can contribute to universal access to education, equity in education, the delivery of quality learning and teaching, teachers' professional development and more efficient education management, governance and administration. UNESCO takes a holistic and comprehensive approach to promoting ICT in education. Access, inclusion and

quality are among the main challenges they can address. The Organization's Intersectoral Platform for ICT in education focuses on these issues through the joint work of three of its sectors: Communication & Information, Education and Science.

ICT is used in language learning as follows:

- a. **Presentation:** Some material of language learning such as text-based materials, audio-video needs ICT to present it to the learners. Presentation helps learners in understanding the learning material well.
- b. **Practice:** Some of different exercises types are possible to be provided with ICT, incorporating the presentation stimuli in varying combinations of text, audio and video format. ICT also offers the possibility of the analyzing learners' responses with appropriate feedback.
- c. **Authoring:** In applying ICT in language learning, teacher can either purchase ready-made materials or create their own exercise materials using a variety of authoring tools.
- d. **Computer-Aided Assessment (CAA):** Computer-Aided Assessment (CAA) is playing an increasingly important role in foreign language teaching and learning. This media used in testing and assessing students understanding after learning some courses.
- e. **Publishing:** ICT tools exist to help teachers and learners or students to publishing or linked in their work in a local area network. ICT may be used by the teacher and learners to help them publish their work in these ways:
- f. **Communications:** Technology can help learners and teachers to communicate with another. g) **Simulations:** The computer can act as a stimulus which generates analysis, critical thinking, discussion and writing. Program which include simulations are especially effective as stimuli. Examples of language learning tasks which 'simulate' real world tasks are : 1) Web Quest; 2) Action Mazes; 3) Games 4) video conference.

Practice Question

8. What does ICT stands for?
9. What is the role of ICT in English language teaching?

3.5.1 Audio- Visual Materials

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. Audio visual materials are multisensory 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

- i. **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.
- ii. **According to Burton:** audio visual aids are those sensory objects or images which initiate or stimulate and reinforce learning.
- iii. **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.
- iv. **According to good's dictionary of education:** audio visual aids are anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight.
- v. **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

- 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:

- i. Audio visual aids helps in effective perceptual and conceptual learning.
- ii. Audio Visual aids helpful in capturing and sustaining attention of students.
- iii. Audio Visual aids arouses interest and motivates students to learn.
- iv. Audio Visual aids is helpful in new learning.
- v. Audio Visual aids helps in saving energy and time of both the teachers and students.
- vi. Audio Visual aids provides near realistic experience.
- vii. Audio Visual aids can meet individual demands.
- viii. Audio Visual aids is useful in for education of masses.

Practice Question

10. Explain the main purpose of audio visual aids.

Radio

Radio is a scientific device that functions as an effective auditory instrument for communication. It also plays an important role in education. It is not only informs, but also inspires human being for learning more and more. It is not only includes values and virtues, but also creates attitudes, interests and appreciation of human life. It can cover a very wide area at the same time.

The Educational Functions of Radio are discussed below:

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- i. **Quantitative expansion and qualitative improvement of education:**

Radio has immense values, particularly in a developing country like India where constraints of finance, efficient teachers, suitable equipment and appliances adversely affect educational planning and administration. Radio is to play a significant part in expansion as well as qualitative improvement of education. There are some inaccessible areas in our country where expansion of education has faced difficulties. To a large number of socially disadvantaged children, education is neither meaningful nor interesting. There has been a growing awareness about the inadequacy of the traditional or formal system of education not only for expansion, but also for improving the standards of education. The need for alternative mass-media is gradually felt along- with non-formal system of education.
 - ii. **Fostering the sense of National Integration and International Understanding:** Radio is an important instrument to foster the sense of unity and integrity among the people. The cultural programmes, debates, talks, through broadcasts involve a strong desire among the people to know each and other's culture and values. In order to promote a sense of understanding and unity among people it is an inexpensive, but potential communication medium reaching all levels of people. So its role for national/emotional integration and international understanding is praise-worthy.
 - iii. **Entertainment:** Entertainment is an important aspect of human life. Radio is the most popular mass medium through which leisure is carefully utilized through song, drama and other cultural, programmes. It also provides information about various popular hobbies and leisure time activities. It gives happiness and joy through various programme.
 - iv. **Vocational Education:** Vocational information about production and consumption practices in industry and agriculture, use of manures and highbred seed, employment news are broadcast by Radio. Programmes regarding self-employment and talks by skilled people ensure better understanding among people for economic prosperity. Apart from the above matters radio also inculcates scientific temper among people, helps to enjoy the cultural activities and eradicates social superstitions and age-old dogmas.

The role of radio in shaping the society and providing information and education is significant. Educational broadcasting is also useful for improving education and for enrichment purposes.

Role of radio in English Language learning:

- 1) **Improve students' confidence in spoken English:** The use of radio has been widely argued to be capable of motivating learners to develop confidence to learn and communicate effectively in English Language. This includes listening to radio presents as they talk and pronounce different words correctly.
- 2) **Using radio to teach sentence structure:** radio lessons helps to improve teaching and learning sentence patterns.
- 3) **Providing standard of spoken and written English:** radio broadcast lessons provide short sentences and short story to teach new words. This helps to pupils to improve mastery of the content and understand grammar and phrases.
- 4) **Expanding knowledge of English language:** The use of English radio lesson motivates pupils to want to learn English language. The program stimulates thinking, imagination because radio uses music and different sound effects to make learning enjoyable.

Practice Question

11. How radio helps in English language learning?

Television

Television is one of the major means of mass communication. Technologically it is combination of sound and pictures, it provides for the most effective temporal and special transmission of reality to its viewers. Due to its wide spread network, it has become a major source of information and entertainment for a large number of people. It is most suited for language teaching. Television can help much in widening the language experience of the pupils. The greatest merit of television as a

language aid is that it can create a greater variety of situation than a teacher. Children can be exposed to language situation at a railway station, at a market place, at home etc. television provides an opportunity to a large number of people to learn from a single experienced source. A good television programme can provide a model of correct speech not only to pupils and to the less gifted classroom teacher. A television programme for the students also helps to train the class-room teacher in modern methods of teaching. Moreover, special television programmes for teachers can help them in in-service training.

Programmes at Television

Television lessons can be syllabus-based or enrichment programmes. Purely enrichment programmes would be a luxury which cannot indulge in with our limited resources. Nor would they be desirable at the early stages of language learning, because the cultural background of language or programmes in literature would be irrelevant to the pupils at an early stage. An essential pre-requisite to enrichment programmes is a very broad-based system of education.

Advantages of Educational Television

Although television can be powerful educational tool its value is totally dependent on the quality of materials we transmit and skill with which it is used. The main advantages of television are as follows;

- i. Social equality of education
- ii. Higher quality of instruction
- iii. Reduce dependency on teacher
- iv. Flexibility
- v. The use of best available teachers
- vi. Cost effectiveness
- vii. In-service education
- viii. Logically simple
- ix. The combination of audio and video components.
- x. Stimulation programmes
- xi. Mass communication

Limitations of Television

Television, of course, is not without its limitations. It is a uni-directional medium i.e. a one way communication. Thus it can never replace the classroom teacher who has the advantage of having communication with his class. Television can only perform some duties better than the teacher.

Broadly speaking, language teaching consists of presentation, practice and production. Television can handle the first stage i.e. presentation very well, quite often better than a class room teacher but cannot handle the secondary stage i.e. practice or drill due to the lack of feedback from the pupils.

Other limitations:

- i. Problem of pacing learners
- ii. Poor accessibility
- iii. Insufficient viewing conditions
- iv. Costly affairs
- v. Difficult to integrate

Practice Question

12. What is the major limitation of Television?

Film

A film refers to a celluloid material on which a series of still images are photochemically imprinted. These series of transparent images, when projected at a rate of 24 images/frames per second. Perceived by human as a moving image. The sound accompanies a film is contained in a sound track that runs along one edge of the film. The common type of sound track, the optical sound track is actually a photographic image of sound recorded on the film as varying shades of dark and light. The films are very powerful audio-video aids which may be used for teaching English if such facilities are available. Film can be used profitably for variety of purposes in language teaching provided the teacher knows how to use them. The film is only as valueable as the teacher makes it. Research has shown that children

do not necessarily learn anything by merely looking at films. With the careful planning and preparation they can be made dynamic teaching aids.

The film has more instructional value than any other audio-visual aid. Various investigations conducted in USA show that films produce increased reading interest in children. They are stimulated to get more information about the fact they have observed in film shows. The plays of Shakespeare and many important pieces of literature have been filmed. No good teacher of English will miss using films to make lessons real and forceful. Much of oral work can be done with the films. They can train the ears and be helpful in the formation of correct speech habits.

Film can be used to provide a visual material. The students can read a print text and watch the film later, the film can clarify comprehension, consolidate concepts and reinforce learning. It is expected of the students to fully understand both visual and verbal comprehension. By watching the complete film the students are expected to understand various areas of academic discourse such as psychology, environmental science and others to broaden the verbal and written perspective.

Advantages of Films

- i. The film puts before us the learning situation which looks to be quite real and actual. The child sees something happening and his experience is direct.
- ii. A child learns from more than he learns from his lessons, which he gets passively in the classroom.
- iii. The film motivates learning. The child takes a great interest in learning.
- iv. By watching a film, the child learns through play way.

Disadvantages of Films

- i. Although film projectors can be stopped for discussion during a film, this is not done usually in group showing.
- ii. It can only be played in sequence.
- iii. It can be unsuitable for other topics where detailed study of a single visual is involved; e.g. a map, a writing diagram and dramatisation.

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- iv. A dramatisation often presents complex or sophisticated treatment of an issue.

Practice Question

13. Can films be solely used for teaching English?

3.5.2 Use of Internet

“The Internet isn’t just a powerful tool for communication. It’s arguably the most potent force for learning and innovation since the printing press. And it’s at the center of what is possibly America’s mightiest struggle and greatest opportunity: How to re-imagine education for a transformative era.”

-(Bush and Dawson 2013)

The internet is important to education because it provides instant availability of vast stores of information in real time. Prior to the availability of the internet one seeking an education often had to be near the information he wished to learn. This involved walking to a school, listening to the teacher and having access to a library. With the internet, learners have instant access to information on virtually any subject. Teachers use internet to supplement their lessons and can make teaching learning more interesting by giving students extra resources and material from the internet, such as interactive lessons and educational games. Tests, homework, collaboration with students can all be done from any computer with computer access. The use of internet is vastly done in Teaching–learning of English language. Various online English courses are available, various lectures of English language expert can also be accessed, various practice work can also be done on internet.

Advantages of Internet

- i. **Enhanced Lessons:** Teachers can make use of the Internet by giving students extra resources and material on English language from the Internet, such as interactive lessons and educational games. Many college courses use a "hybrid" model where many lessons are done online, requiring fewer in-class meetings. This saves students from having to commute to campus with their

heavy textbooks every day. Reading, writing, speaking and listening all four skills of language learning can be improved from any computer with Internet access. Even for non-hybrid classes, the Internet is used as an addition to normal studies.

- ii. **Study and Research:** The Internet contains a wealth of knowledge that is available instantly upon any search. Because of this, the Internet has superseded libraries as a source for information gathering and research. Many teachers ask students to visit specific websites to study from home, and online encyclopaedias provide masses of knowledge on almost every topic imaginable. The variety of sources allows students to learn and gain knowledge of English language in much greater detail rather than being limited to whatever the teacher teaches.
- iii. **Communication:** By the students that forgot work, missed a lecture or couldn't remember an assignment were out of luck until talking face to face with a teacher or a classmate. However, the Internet allows instantaneous connection to your classmates and teachers. Improving communication between students and teachers allows teachers to assist students without having to stay after class. It also allows for students to have greater efficiency when working on projects with their peers when everyone cannot attend or asking for clarification when something is unclear.
- iv. **Accessibility:** There is easy access to plenty of free lectures on English literature and Grammar. The Internet also makes education accessible to impoverished communities. The "Granny Cloud," for example, made use of Skype as a number of volunteers, mostly retired teachers, read stories aloud over Skype to children in India to teach them how to read.

Practice Question

14. How internet helps English language learners?

3.5.3 CALL Programmes

CALL (Computer-assisted language learning) embraces a wide range of information and communications technology applications and approaches to teaching and learning foreign languages, from the "traditional" drill-and-practice programs.

The recent advances in multimedia technology offer Computer Assisted Language Learning (CALL) as an alternative to the traditional mode of the lecture method followed in the teaching/learning of English. Though the idea of replacing or substituting a teacher with a machine apparently appears absurd, there are many advantages of CALL. The CALL environment offers the learners, irrespective of their diversified needs, an opportunity to interact with the computer on one-to-one basis. This is advantageous to an average or a weak student; he feels attended to. The second important advantage is that it allows learner autonomy. The learners enjoy a certain amount of freedom as the teacher's role is confined to that of a facilitator. The onus of exposing the learner to both the major and ancillary skills (Listening, Speaking, Reading and Writing and Grammar and 10 Vocabulary) remains with the teacher as they are essential for an individual to be considered as skilled and competent in the target language. A normal classroom curriculum might fail to offer an integrated syllabus dealing with all the skills; but CALL methodology has immense potential to operate in such complex situations by integrating all the language skills into one complete whole. At a much deeper level, the technological impact is encompassing all fields of study with its computerization. The existing circumstances focus at the undeniable fact that the English language widely used in computer applications can as well be taught with the help of technology since a modern day learner is techno savvy and can effortlessly avail the benefits that accrue with CALL learning in order to be a skilled communicator in English language. Learning through CALL has certain advantages over the huge classroom, controlled by the teacher. One can enumerate the benefits as follows:

- i. It provides one-to-one communication between the course material and the learner which allows him to have his own space and time and accommodates his pace of learning, slow or fast. (This solves the problem of the pace of the learner.)

- ii. With the machinery and software of the computer technology, the learner can always revert back for any reference or clarification. (This solves the problem of raising doubts often in the class and solves the problem of the weak students who are hesitant even to ask genuine doubts.)
- iii. In a country like India where the classes are widely heterogeneous, owing to various factors, the breeding of inferiority and superiority complexes can be totally avoided. (This solves the problem of increase in the already established inhibition.)
- iv. It is easier to revise the material to make it suitable to the needs of the learner than to train the teacher to suit to the fast changing needs of the English language. (This solves the problem of frequent printing after every revision and saves considerable time and energy on the part of the material producers and also the teachers.)
- v. Many and diverse exercises are available to the teacher to test the learners more frequently. As the questions are given after every unit, generating questions will not be a problem for the teacher. Even evaluation can be done quickly with the help of the computer. (This is of great advantage to the teacher. Much time can be saved by the teacher which is otherwise spent in preparing questions and correcting the answers of the students.)
- vi. CALL also helps the students who go for higher education where National and International entrance or qualifying tests are conducted through CBTs.

Practice Question

15. What is the full form of CALL?
16. What are advantages of CALL?

3.6 Discussion

Discussion stands for a process centered around the action or process of talking about something in order to reach a decision or to exchange ideas. Discussion organized in class aims realization of the desired teaching-learning outcomes related to the subject, topic and theme of the ongoing discussion.

According to G.A. Yoakam and R.G. Simpson (1948), “ Discussion is a special form of conversation. It is an exchange of ideas of a more reason and detailed kind than that found in ordinary conversation and generally involves the conversation of important ideas and purpose.”

According to James M. Lee (1963): “ Discussion is an educational group activity in which the teacher and the students cooperatively talk over some problem or topic.”

Planning of Discussion

There are four important constituents or elements involved in a process of discussion to play a leading role in this direction, namely a leader, a group the members of which are engaged in mutual exchange of information and ideas, problem and the contents or material required to solve the problem. In general, the following steps are to be followed in adopting discussion method for the English teaching;

1. **The presentation of the problem:** For discussion, the problem or topic of discussion is either suggested by the students or the teacher himself, and they come forward for its presentation in view of the attainment of the aims and objectives of English teaching.
2. **Awareness about the problem and the sources of its solution:** After the presentation of the problem, attempts are made by the teacher to throw light on the problem or topic of discussion in such a way as to make it clear and vivid to the members of the discussion group, i.e. the students and also to help them in getting acquainted with all the needed sources of collecting information and knowledge related to the study of the topic or solution of the problem in hand.
3. **Preparation on the part of the students :** In this step, students are supposed to get themselves properly prepared for taking part in the actual process of discussion on the proposed topic or problem by seeking help from the suggested sources of information and knowledge.
4. **Conducting Discussion:** At the scheduled time and date, the proposed discussion is held in the classroom under the leadership of English teacher. However, when students begin to demonstrate the signs of having insight and hold over the discussion mechanism, they can also be entrusted with the

responsibility of providing leadership to the discussion under the supervision of the teacher.

5. **Follow up Programme:** In this step, the teacher has to help the students in arriving at some useful conclusions from the deliberations of the discussion carried out in the previous step. As the need arises, a teacher may himself come forward to provide his comments on the discussion held.
6. **Evaluation:** What has been done and what has been achieved through the efforts made by students in the leadership of the teacher is made a subject of evaluation in this step.

During the whole process of discussion English language skills are developed.

Merits of discussion

- i) **Psychological:** The discussion method is student centred instead of being subject or teacher centred. Here, students show their genuine interest in the teaching-learning process by going through their independent study about the problem by putting their ideas and reasoning before their group members and try to listen to the ideas of others for mutual learning.
- ii) **Helpful in development of mental faculties:** Discussion provides opportunities for the development of thinking, reasoning and imagination powers of the students. It develops reflective thinking and critical attitude among students.
- iii) **Helpful in development of many good habits and traits:** The use of discussion method helps in development of independent self study, art of expression, working in cooperative environment etc.

Demerits of Discussion method:

- i. It has limited applicability.
- ii. All types of learners cannot benefit from the discussion.
- iii. It is a time consuming process.

Practice Question

17. How follow up is done in Discussion?

3.7 Debate

Debate is a method of formally presenting an argument in a structured manner. Through logical consistency, factual accuracy and some degree of emotional appeal to the audience are elements in debating, where one side often prevails over the other party by presenting a superior "context" and/or framework of the issue. The outcome of a debate may depend upon consensus or some formal way of reaching a resolution, rather than the objective facts. In a formal debating contest, there are rules for participants to discuss and decide on differences, within a framework defining how they will interact.

Debates require students to master content and gain conceptual knowledge of a topic as they sort through information and make decisions about what to include in their presentations. Conceptual knowledge is developed as students decide what information is most important, and how this information relates to their background knowledge. There are several advantages to using debate in the language classroom. Here some of the most note worthy skills developed through debates are given.

- i. **Critical Thinking Skills:** Debate promotes a variety of critical thinking skills, as well as specific language skills and strategies. While preparing for debate, students are asked to develop a perspective, explore beliefs and theories, analyze arguments, evaluate the credibility or bias of a source, and distinguish between relevant and irrelevant information. Students are encouraged to question deeply, develop and assess solutions to problems, compare and contrast, make inferences, recognize contradictions, and explore implications and consequences. The insights gained throughout the process allow students to approach materials with a critical eye, and these skills can be transferred to new materials and contexts.

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- ii. **Listening, Speaking, Reading, And Writing:** Debate reinforces all four language skills. Students will become involved listeners and more effective speakers through their presentations, and they will develop strong reading, writing, and note-taking skills during debate preparation. Students must skim and scan a wide variety of sources during their search for information, and read key materials in depth in order to prepare for debates. Writing practice is highlighted as students take notes, and complete argumentative essays can be assigned during the preparation phase. Students then practice careful listening during debates because participants are required to take notes and respond to the speeches of others. There is a strong focus on speaking, and language is the key to delivering a clear, coherent speech. Individual presentations can be used as building blocks for debates, and contribute to this integrated skills practice.
- iii. **Public Speaking Skills:** Students will benefit from the practice of demonstrating knowledge and participating in this type of exchange. Many universities now include an introductory public speaking class as part of their undergraduate requirements, and with communicative language learning there has been an increased emphasis on student presentations and oral participation in classroom lessons. Debate activities push students to develop their public speaking skills and help prepare them for academic work, while boosting their confidence and language learning.

3.8 Workshop

It is generally organized by an institution or association in order to develop certain instructional materials, book, resources material, supportive material, work book etc. Workshops can also be organized to develop certain skills of English language.

Students can be trained in different language skills through giving real language learning situations and practice the workshop. A workshop could mean hard and concentrated work on the part of experienced teachers to create certain educational materials. A workshop comprises a small, selected group of teachers or experts drawn from actual working situations or related experts who theories on the activities.

Characteristics of workshop:

- i. They're generally small, usually from 6 to 15 participants, allowing everyone some personal attention and the chance to be heard.
- ii. They're often designed for people who are working together, or working in the same field.
- iii. They're conducted by people who have real experience in the subject under discussion.
- iv. They're often participatory, i.e. participants are active, both in that they influence the direction of the workshop and also in that they have a chance to practice the techniques, skills, etc. that are under discussion.
- v. They're informal; there's a good deal of discussion in addition to participation, rather than just a teacher presenting material to be absorbed by attentive students.
- vi. They're time limited, often to a single session, although some may involve multiple sessions over a period of time (e.g. once a week for four weeks, or two full-day sessions over a weekend).
- vii. They're self-contained. Although a workshop may end with handouts and suggestions for further reading or study for those who are interested, the presentation is generally meant to stand on its own, unlike a course, which depends on large amounts of reading and other projects (papers, presentations) in addition to classroom activities.

Advantages of Workshop

- i. A workshop provides a way to create an intensive educational experience in a short amount of time, when the time for a more comprehensive effort may not be available. Participants may be working, they may be too far apart to gather together regularly, or may simply be unwilling to commit large amounts of time.
- ii. A workshop can introduce a new concept, spurring participants to investigate it further on their own, or can demonstrate and encourage the practice of actual methods.
- iii. It's a great way to teach hands-on skills because it offers participants a chance to try out new methods and fail in a safe situation. Failure is often

the best teacher, and failure in this instance doesn't carry a cost. At the same time, feedback, from both the presenter and peers in the group, helps a participant understand what she can do to avoid failure in a real situation.

- iv. A workshop is a way for someone to pass on to colleague's ideas and methods that he has developed or finds important. Teaching a graduate course may not be possible, but he may be able to reach large numbers of people by conducting workshops in various situations. Especially for people who work together, a workshop can help to create a sense of community or common purpose among its participants.

Practice Question

18. What is workshop?

3.9 Seminar

A seminar is a form of academic instruction, either at an academic institution or offered by a commercial or professional organization. It has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to actively participate. This is often accomplished through an ongoing Socratic dialogue with a seminar leader or instructor, or through a more formal presentation of research. It is essentially a place where assigned readings are discussed, questions can be raised and debates can be conducted.

Students cannot improve their language skills from textbooks alone. They must be take part in various seminars on latest topics. The teachers should also take interest in conducting seminars for their students. Inviting eminent personalities who have good command on English language to take some seminars for the students greatly help them on various issues in English language. The educational institutions should take interest in these. Conducting seminars among students is also a good habit. This would help the to get more information on the particular seminar topic. Seminars also help them to convey their own ideas to their friends and teachers. They will start thinking about new things which they think could be implemented

practically. Through conducting seminars they can make others understand what is their idea is all about. Another way of properly utilizing the advantages of seminar is to give the students a chance to take seminar on their subject topics. This is turned out to be more effective in many educational institutions. Many are conducting seminars of this type. Students can take seminars on the subject topics which would always help them more to understand the subject and the language as well. This would give them a chance to collect more information about the seminar topic they are provided with and presenting it to the audience. The result is that they would learn the subject and the language as well. Because they have to acquire knowledge about the subject of their own and simultaneously will have to use correct, effective and influencing language. There are also many advantages apart from acquiring knowledge. By taking seminars in front of their teachers and friends, the students will be able to talk in particular language before a crowd later in their life without any difficulty. Also they can learn their mistakes and can improve their seminar presentation skills. It is actually a great chance for the students to improve their skills within their curriculum.

They can improve their language to a great extent. By taking seminars they will become very able to interact with the people which will turn out to be useful in their later life. There is a wide spread impression about seminars. That is seminars are really dull way of conveying knowledge at least among some youngsters. But the truth is that most of us could learn the things faster if they are audibly heard rather than read. But unfortunately these impressions may get stronger if the person who is taking the seminar is not doing it the proper way. So by conducting the seminars in a proper and better way so that the students can interact in that, it will be the best and the most effective way to study the subject and learn the language. So seminars have an important role to play in the curriculum.

Practice Question

19. Which skills can be developed through organisation of seminar?

3.10 Language Laboratory

Language laboratory is a very popular technical innovation. It originated from America. Its use has gained ground rapidly in the United Kingdom in 1960's. Language laboratory affords opportunity for the students to hear the language spoken by a native and to practice speaking the language themselves. Language laboratory is a supporting device of teaching and learning like other audio visual aid, but it cannot replace the teacher. Language laboratory is a special classroom for language teaching.

According to Webster's New world college dictionary, "Language laboratory is a classroom in which students learning a foreign language can practice sound and word patterns individually or under supervision with the aid of audio equipment, etc."

Objectives of language laboratory:

- i. To develop reading skills and pronunciation.
- ii. To develop speaking skills and pronunciation.
- iii. To develop listening skills.
- iv. To develop comprehension abilities.
- v. To facilitate individual to learn various language.

Need of Language Laboratory:

Language laboratory recognizes the prevalence of wide spread individual differences in language aptitude even among the average and superior intelligence. It is essentially individualistic in its approach. The language laboratory recognises that the spoken form of language is centre to the effective communication. Spoken form should have a large share along with written forms in language teaching. Language laboratory implements this programme by supplementing the sound recording of the native speakers with the text books. The main purpose of language laboratory is to provide convenient means of hearing and responding to audio drills. Well designed and carefully produced pattern drills can be easily recorded and used in the laboratory.

Kinds of Language Laboratory

The language laboratory assists educators in delivering foreign language instruction, and has been through many developmental stages over the years.

Four kinds of laboratories are being focused on here:

- i. **Conventional Laboratory:** This is the primitive form of the language laboratory. The conventional lab has a tape recorder and a few audiocassettes of the target language to teach the learners. The teacher plays the tape and the learners listen to it and learn the pronunciation. As it is used in a normal classroom setup, it is prone to distractions and this type of laboratory is no longer common.
- ii. **Lingua Phone Laboratory:** This is again a conventional type of lab, with a little modernization. Learners are given a headset to listen to the audiocassettes being played. Here distractions are minimized and a certain amount of clarity in listening is possible. There is also a modernized lingua phone laboratory available today, which uses an electronic device that has two functions. It works as a cassette player with all the features of a normal cassette player on the left side, and as a repeater on the right side that helps one to record one's voice and play it back for comparison.
- iii. **Computer Assisted Language Laboratory (CALL):** CALL uses the computer to teach language. The language course materials are already fed into the computer and are displayed according to the features available in the system. Nowadays, there are also laboratories with computers with a connection to the Internet. These are called **Web Assisted Language Laboratories (WALL)**: The development of CALL has been gradual, and this development has been categorized into three distinct phases: Behavioristic CALL, Communicative CALL and Integrative CALL (Barson & Debski, 1996). Though the development of CALL has been gradual, its acceptance has come slowly and unevenly.
- iv. **Multimedia Hi-Tech Language Laboratory:** There is a lot of software available on the market that can be used in the multimedia language laboratory, for example, Renet, **Aristoclass**, **Hiclass**, **Globarina**, **Console OCL-908W**, **Histudio MHi Tech**, **Online Software**.

 Equipments and process of language laboratory

1. Hearing Booths: language laboratory has usually 16-20 hearing booths. In each hearing booths there is a chair and a table at which a student can sit and work. It is provided with a telephone connected to the advisor's booth, ear phones and switches for selecting the tape from the control room for playing and hearing the same, for recording his own voice, for stopping, rewinding and replaying the tape. By pressing the key the student indicates the lesson the wants. If needed, he can communicate with the advisor and seek his assistance.
2. Console or advisors booth: It has one or more tapes with master tapes and special equipment to monitor any student and thereby two way communication is ensured. The console has the following switches: i) distribution switches for directing the recorded programme (master tapes) to the students sitting in different booths. ii) monitoring switches for enabling the teacher to listen to any student as he works with the tape. This is done for correcting linguistic errors and evaluating and grading the students . iii) Intercom switches for two way communication with any individual students iv) Group call switch for making announcements to all students who are listening from console source. v) All call switch for making announcements to all students in laboratory regardless of the programme.
3. Control room: It has all the tapes, records and other equipments of the language laboratory properly indexed and stored so that it is readily made available to the students upon the request.

Advantages of language laboratory

- i. The tape can be heard by the students distinctly.
- ii. Student can stop, rewind and replay the tape at any time.
- iii. Student can learn at his own pace.
- iv. Teacher can listen to individual students without disturbing them.
- v. Teacher and student can communicate with each other individually or in a group.
- vi. It helps one to learn pronunciation, accent, stress and all other aspects of the phonetics of a language.

- vii. Effective communicative training programmes for the general public, private and corporate sectors, junior and senior level officers can be given through the lab.
- viii. Online courses and paperless examinations can be conducted through the language laboratory.

Limitations of Language Laboratory:

- i. It cannot be used in learning reading and writing. It is limited to learning speaking of a language and listening to the language.
- ii. Not more than 16-20 students can learn at a time.
- iii. It becomes difficult to obtain the services of competent native speakers.
- iv. The lessons need occasional revision to overcome learning difficulty of students.

Practice Question

20. Write different types of language laboratory?

3.11 Summary

Dear learners, in this unit you have learnt about different teaching learning materials which a teacher can use during teaching English. Teaching learning materials are the added devices that help the teacher to clarify, establish, co-relate and co-ordinate accurate concepts, interpretations and appreciations and enable student to make learning more concrete, effective, interesting, inspirational, meaningful and vivid. Print media, information and communication technology, radio, television, films, discussion, debates, workshops, seminar and language labs all act as an aid to the teacher in making students efficient in English language.

3.12 Answers of Practice Questions

- 1. Teaching learning material means educational content that helps teachers to teach and students to learn

2. Magazines, books , comics, newspaper, pamphlets etc. are different types of print media.
3. Print media is portable, and is available at any time, even when there is no service or power. It creates engagement and adds credibility.
4. A magazine is a publication, usually a periodical publication, which is printed or electronically published.
5. Magazine encourages the students towards learning and gives practice in informational reading. Reading skills can be developed with the help of magazines.
6. Correct reading skill is developed with the help of newspaper.
7. Classroom library provides out of book knowledge in their approach. It is the source of learning different things.
8. Information and Communication Technology.
9. Information and Communication Technology can contribute to universal access to education, equity in education, the delivery of quality learning and teaching.
10. It serves as an effective instructional role to arouse interest among the students.
11. Radio helps in improving students' confidence in spoken English by giving them ample of listening opportunities.
12. Television is uni- directional medium in which only one way communication is possible.
13. No, children do not necessarily learn anything by merely looking at films but with the teachers help, teaching through films can be made valuable.
14. Various online English courses are available, various lectures of English language expert can also be accessed and various practice work can also be done on internet
15. Computer Assisted Language Learning.
16. The CALL environment offers the learners, irrespective of their diversified needs, an opportunity to interact with the computer on one-to-one basis and learn language accordingly.

17. In follow up, the teacher has to help the students in arriving at some useful conclusions from the deliberations of the discussion carried out by the students.
18. Workshop is an activity generally organized by an institution or association in order to develop certain instructional materials, book, resources material, supportive material, work book etc.
19. Skill of expression, skill of listening, skill of critical thinking, skill of discussion etc can be developed through organisation of seminars.
20. Conventional laboratory, lingua phone laboratory, computer assisted language laboratory and multimedia hi- tech laboratory are different types of language laboratory.

3.13 Suggested Readings

1. Aggarwal, J.C. (2009). Essentials of Educational Technology: Innovations in Teaching- Learning. Vikas Publishing House, New Delhi. Pp. 294-324,441-444.
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5. Sharma, R.A. (2006). Teaching of English. R.Lall Book Depot, Merrut, U.P. pp454-459.
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3.14 Essay Type Questions

1. What do you mean by print media? Describe different types of print media used in teaching of English.
2. Explain the CALL programme.
3. Describe radio, television and films as teaching learning materials.
4. How discussion is planned?

Unit 4- Evaluation in English Language

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Differentiating between Evaluation of English Language and Literature
- 4.4 Principles of Evaluating Learning Outcomes as Distinct from English Literature
- 4.5 Various Types Of Tests- Formative And Summative
- 4.6 Need For Test
- 4.7 Types of Tests for English Language
- 4.8 Summary
- 4.9 Answers of Practice Questions
- 4.10 Essay Type Questions
- 4.11 Suggested Reading

4.1 Introduction

Teaching of English language and literature has been often confused. People think that teaching of literature serves the purpose of teaching the language as well. It may be noted at the very outset that language and literature although related require a different approach in teaching. Language instruction aims at development of certain basic skills of communication. These skills are usually grouped as receptive skills- listening and reading and productive skills- speaking and writing. In fact people who use a language have a number of sub skills within each of the four main skills. In other words these skills can be further divided into various types of skills. The teaching of literature implies a high order skills which are related to understanding and appreciation at various levels. While organizing the teaching of English language and literature these points may be clearly borne in mind as the evaluation of learning outcomes has to be in terms of the learning outcomes

associated with the language and literature aspects of the program. In the present unit various evaluation problems relating to evaluation in English language and literature have been discussed with special reference to formative and summative evaluation and their objectives and implications. Besides various issues and concerns in the assessment of English at various school levels have been highlighted with an eye on promoting skills for designing appropriate tests of formative and summative nature.

4.2 Objectives

After reading this unit you will be able to:

- Differentiate between teaching and evaluation of English language and literature.
- Follow the principles of evaluating the learning outcomes as distinct from English literature.
- Develop formative test items in English language.
- Develop summative test items in English language.
- Mention the what, when, how and why of tests in English language.
- Give examples of oral and written tests in English language.
- Give examples of tests of vocabulary, grammar, comprehension and composition in English language.
- Mention new types of tests requiring aural comprehension, speaking, reading and writing.

4.3 Differentiating between Evaluation of English Language and Literature

As teacher of English language you have to remember that teaching of English as a language has to lay stress on developing the four fundamental skills of listening, speaking, reading and writing. For this a teacher has to develop a fair amount of

control in respect of both receptive skills such as listening and reading and productive skills such as speaking and writing. The competence in these areas will require designing tests which will measure these skills in various contexts. In evaluating the learning outcomes after teaching of English literature the focus has to shift from these skills to the higher order skills of comprehension and appreciation of various literacy aspects such as figurative use of language, development of literary sense by appreciating the use of language in various forms and various levels so as to create effective impact on the mind. It may be pointed out that development of tests in English language is relatively easier than tests of literary appreciation. In the Indian context the teacher has to delimit his/her testing operations mostly to evaluate the competencies in English language rather than English literature.

4.4 Principles of Evaluating Learning Outcomes in English Language as Distinct from English Literature

The principles of testing applicable to English language are mostly related to the following four areas:

- a) Principle of testing, control over receptive and productive skills.
- b) Principle of evaluating fluency in various language aspects.
- c) Principle of evaluating clarity of communicative competence.
- d) Principle of evaluating effectiveness of the acquisition of four fundamental skills of listening, speaking, reading and writing.

These principles have to be clearly understood while constructing tests of English language in various areas such as that of tests of reading and comprehension, tests of expression, vocabulary tests, tests of grammar, composition and translation. In the next section these principles have been elaborated in some detail.

4.5 Various Types of Tests: Formative and Summative

For scholastic assessment there are two modes of assessment now being prescribed. The first is called formative assessment which is a tool used by the teacher to monitor continuously student's progress in a non-threatening, supportive

environment. It consists of regular descriptive feedback, a chance for the students to reflect on their performance, take advice and improve upon it. The students are considered as an essential part of assessment from determining criteria to assessing self or peers. The formative assessment has a very great potential for improving student's performance with a scope for raising the self-esteem of the learner and reducing the work load of the teacher.

The most important point to remember is that formative assessment is carried out during a course of instruction and it is completely process linked. It provides continuous feedback to both teachers and learners for taking decisions in respect of appropriate modifications in the transactional and learning activities.

The summative assessment on the other hand is conducted at the end of the course to measure or sum up how much a student has learned from the course. The assessment in this mode does not by itself provide a valid measure of the growth and development of the learner. At its best it certifies the level of achievement at a given point of time. However, it may be mentioned that it is an assessment of learning outcomes and it is generally taken by students at the end of the unit or a term or semester to indicate the 'sum' of what the students has or has not learnt. Usually summative assessment is carried out through paper and pencil tests which are basically a one-time mode of assessment. Hence, to decide about the development of a child exclusively on this basis is not only unfair but also unscientific. The experts have pointed out good summative assessments-tests and other graded evaluations must be demonstrably reliable, valid and free from bias (Angelo & Cross, 1993). Thus, assessment of summative type has been used to sum up learning (Black & William, 1993) and it is intended to look at past achievements and involves only marking and feedback grades to students. It is separated from teaching and is carried out at intervals when achievement has to be summarized and reported (Harlen, 1998).

The two modes of assessment- formative and summative use various tools and techniques. The formative uses flexible time while summative test uses written-end of term procedure. The list of tools and techniques for the two modes of assessment are summarized in the following table.

Table I: Tools & Techniques Used in Formative & Summative Tests

Formative assessment (Flexible Timing)		Summative assessment (Written-end of Term)
Tools	Techniques	
• Objective type	• Tests	<ul style="list-style-type: none"> • Objective type • Short Answer • Long Answers
• Short answer	• Assignments	
• Long Answers	• Quizzes & Competitions	
• Questions	• Projects	
• Observation schedule	• Debates	
• Interview Schedule	• Elocution	
• Checklist	• Group Discussions	
• Rating Scale	• Club activities	
• Anecdotal records		
• Document Analysis		
• Tests & Inventories		
• Portfolio analysis		

It is evident from the foregoing presentation that formative tests are used during the teaching-learning processes and their purpose is to enhance, add, support and monitor the learning processes in keeping with the desired learning outcomes.

These may be used in various forms such as holding conversations in English language and improving the use of words and grammaticality of expressions, use of question-answer session based on specific situations to practice various syntactic structures, choice of words and phrases. It implies basically living in and with the situations created for use of English language.

4.6 Need for Test

There are several reasons for use of tests which can be enumerated as follows:

- **For Gradation-** The obvious reason for testing is that we have to grade students so that we can move them forward to the next higher class or retain them at their present level.
- **For Setting Standards-** Another reason is that through appropriate tests we can set realistic standards of achievement for groups or individuals. By comparing our test results with those in similar classes or communities teaching under similar conditions, we can judge whether we are setting our standards too high or too low.
- **For Assessing the Effects-** Tests can also help us assess the effects of experimentation. For example, through a carefully controlled experiment, we may wish to determine, whether the use of student's native language in the classroom retards or increases their progress. Only a reliable and valid testing instrument will provide the answer.
- **For Classroom Teachers-**The three most important reasons for testing as far as classroom teachers are concerned are-
 - (a) To diagnose the specific features of language in which the individual student or groups are having difficulties.
 - (b) To help us gauge our ability as teachers.
 - (c) To find out how much our students have learned or achieved.
- **For Providing Direction-** The whole of the language cannot be learnt by the pupils. The tests and examinations provide direction to learner's attention to what is important in the language for the school course.

-
- **For Providing Feedback-** A test provides feedback on the pupil's progress to both the teacher and the pupil to show how effectively the teacher has taught and to diagnose those areas which have not been learnt.
-

4.7 Types of Tests for English Language

The tests for English achievement may be classified into three types- oral tests, written tests, new type tests.

(I) Oral Tests

Oral test form an essential part of an effective evaluation program. Student's command over comprehension of spoken English, speaking and reading can best be evaluated through oral tests. These tests also help in ascertaining the deficiencies and difficulties of students in speaking and reading English and they can thus, be helped to improve their pronunciation and form desirable speech habits. These tests make the students attentive and alert and stimulate their mental activity. They also overcome their shyness and gradually learn the art of conversation and public speaking. Pupils should be given adequate practice in oral work so that their performance in oral test is satisfactory. Following types of oral tests may be held at the secondary stage:

- Test of reading and comprehension
- Test of expression

Many types of questions can be put to the students in the tests of reading comprehension and expression. A few examples are given here-

- (a) The pupils may be asked to read a passage from their textbook. The teacher should take a note of their pronunciation, stress and intonation while they read. He may also evaluate their performance objectively. He may also point out the mistakes of the pupils and should suggest necessary improvements. Suitable questions may be put on the passage read.
- (b) General questions concerning day to day life of the pupils and on other ordinary topics may also be put. A few questions for the beginners are given here-

- What is your name?
 - What is your father?
 - In which class do you study?
 - How old are you?
 - Where do you live?
 - How many brothers you have?
- (c) The pupils may be asked to do as directed. This will show whether they understand the spoken sentences or not. Following types of instructions may be given to know their responses.
- Open the box.
 - Shut the door.
 - Write the sentence in your copy.
 - Look at the blackboard.
 - Open your hands.
- (d) The teacher may put some questions about the objects by showing them a picture. For example- by showing a picture of objects like aeroplane, truck, jeep, train, etc. he can ask the question. 'Name the object' or he may ask to describe a given picture.
- (e) The teacher may ask students to recite poems with proper rhythm.

The teacher can evolve a number of questions for oral tests or reading comprehension and expression. The first example given here illustrates oral test for reading, the other two were meant for tests of comprehension and the last two for the test of expression. Such examples may be multiplied. The teacher must ensure that students do not suffer from any fear or reluctance to take these tests. They should be sympathetic in their attitude and encourage the students to frame answers to the questions.

(II) Written Test

While we emphasize oral tests for a real appraisal of the achievement of the students, the importance of written tests in English cannot be underestimated.

These tests can be held for evaluating the attainments of students in various aspects of learning English and may be following types-

- Vocabulary tests
- Tests of Grammar
- Comprehension tests
- Composition Tests
- Translation

(i) **Vocabulary Tests** are meant for testing the student's knowledge of vocabulary which are required to master in a particular class. Following examples may be noted-

(a) Use the following words in sentences of your own to show that you understand the meaning-

Hostile

- Stubborn
- Courageous etc.

(b) Distinguish between the following pair of words by using them in meaningful sentences-

- Abstain
- Refrain
- Advise
- Advice
- Answer
- Reply etc.

(c) Explain the following words in simple English-

- Edible
- Imminent
- Adequate
- Innocent etc.

(d) Substitute one word for the following-

- Which cannot be heard.
- Which cannot be conquered.
- A man who does not believe in God.
- One who cannot be corrected or improved etc.

(e) Match the words in the following list-

- Birds bark
- Dogs fly
- Lions neigh
- Horses Roar

(f) Supply the right words from the given list in the following sentences-

Lost, Angry, Jealous

- He his temper.
- You are..... with me.
- She is..... of you. etc.

(g) Make the sentences with the following idioms and phrases-

- Give up
- By heart
- Run down etc.

Such examples can be multiplied. The teachers can easily plan suitable vocabulary tests for the students of various classes.

(ii) Test of Grammar

The knowledge of English grammar structures and correct use of words and sentences can be tested with the help of various questions. Some examples are as follows-

(a) Supply the right form of verb-

- The boys (is, are) playing in the playground.

- Ram (go, went) to Mumbai yesterday.
- He (have, has) two sisters. etc.

(b) Change the voice of the following-

- Promise should be kept.
- Her books have been stolen.
- It will be done by me.
- I am learning English. etc.

(c) Change the narration of the following-

- She said, "I am reading this book".
- He told Ram that Mohan would go.
- He said that his mother was writing letters.
- He said, "I will help Mohan". etc.

(d) Change the following into negative-

- He will come to see me.
- I shall be doing my work.
- Dogs are running.
- He came last evening. etc.

(e) Correct the following sentences-

- He has many works to do.
- He gives food to the poor.
- His hairs are all black.
- The news was false. etc.

(f) Change into interrogatives-

- He smokes.
- Anita is a teacher.
- He told him to go home.
- Nothing succeeds like success. etc.

The teacher can frame many other types of questions on various aspects of English Grammar.

(iii) **Comprehension Tests**

The teacher can construct various types of comprehension questions on seen (from textbook) or unseen passages of prose and poetry. The comprehension questions can be (a) of/yes/no type, (b) multiple choice questions, (c) direct questions from the passage, (d) inference questions, (e) the questions which require the reader to relate his own experiences to those expressed in the passage and (f) précis-writing type.

The following unseen passage may be asked in the manner given here-

The Passage- A Good book is one of our best friends. It is the same today that it always was and it will never change. It is the most patient and cheerful of companions. It does not turn its back upon us in times of adversity or distress. It always receives us with the same kindness; amusing and instructing us in youth; comforting and consoling us in age.

- (a) Yes/No Type: Can books be the best friend?
- (b) Multiple Choice type: Tick the correct alternative.
- Which of the following is incorrect about the books?
 - (i) They comfort us.
 - (ii) They are best friends.
 - (iii) They are cheerful friends
 - (iv) They turn back in times of adversity.
- (c) Direct question type;
- What do books do in hours of distress?
- (d) Inference Question type:
- How do books help us?
- (e) Related question type:
- What do you think about the books?
- (f) Precis-writing type:

- Summarize the passage in 25-30 words.

(iv) **Composition**

The term composition literally means, ‘putting of the words together’ or connected from of sentences. The composition test should be framed by the teacher in such a way that the students express their own ideas and not the memorized material from books. It is, thus, a test of pupil’s ability to express himself rather than his test of memory. The test of composition should include certain structures and vocabulary items which the students must use in their composition. The composition test includes under the umbrella paragraph writing, story writing and letter or essay writing tests.

For example –

- **Story writing**

The villager and the thief

Develop the following outlines in test-

A villager came to a town on horse back.....tired.....went to a shop for tea.....thief untied the horse.....rode away.....the police caught the thief..... ‘It is my horse’ the villager-‘of which eye is the horse blind’. Thief-‘left’. The horse, not at all blind.....The villager got the horse.

- **Letter writing**

Imagine you are Raman. Last week you and your friend Rahul went to see a cricket match. Write a letter to your to your friend describing a cricket match you saw last week.

- **Essay writing**

The Date Palm- develop the given outline-

Tall tree.....grows in a sandy lands..... green leaves at the top.....its trunk.....fruit in bunches at the top.....only an expert can climb up..... uses.....trunk as

beam.....ropes, mats, basket bags..... made of its leaves.....wood as fuel.....fruit tastes sweet.

(v) **Translation**

Translation from English to the mother tongue is a test in comprehension. The teacher provides the student with passages. He should ensure that the structure and the vocabulary items should be known to the students.

(III) **New Type Tests**

The new view in language test, according to Robert Lado, differs from the present general practice in the more specific description of what is to be tested. He has pointed out that the most important single thing that has produced dramatic advance in language tests is the structural understanding of language. These new type of tests are mainly concerned with the objective type tests such as recall type, completion type, alternative response type, matching type and multiple choice type.

Tests Based On Skills

English teaching as a second language is based on four skills- listening, speaking, reading and writing. Tests can be prepared according to these four skills. They can be described as follows-

Skill I: Aural Comprehension

Given certain conditions, it is relatively easy to judge a pupil's ability to comprehend English when it is spoken. If, in conversation with the teacher, a pupil is able to give a correct answer to a question (both question and answer being in English) it is fair to assume that the pupil has understood. Such a technique, however, also involves the pupil's ability to speak as well; and if the answer happens to be wrong, we cannot be entirely sure whether his error is one of speech, or understanding or both. The best items based on this skill can be mainly objective type tests such as multiple choice questions.

Example: Tick the alternative whose answer means the same as given in the statement.

- ‘I would have helped you if I could’
 - (a) I didn’t help you.
 - (b) I will help you.
 - (c) I’ll help you when I am needed.
 - (d) I know you needed help.

Skill II: Speaking

General considerations include-

- (a) The reliability of scoring (of any test) is increased when only one aspect is evaluated. In the case of this test, specific features are: grammatical accuracy, stress, intonation, accurate production of segmental phonemes (consonants and vowels).
- (b) Only those problem areas that arise from the contrasts between L1 and L2 need be tested. Though this is especially true of pronunciation, it is worth remembering in testing grammar too.
- (c) In some cases rhythm, stress and intonation are more important than the pronunciation of individual sounds. But teachers often try to perfect pupil’s articulation of segmental phonemes at the expense of supra segmental ones.

Specific techniques for testing individual aspects of pronunciation can be devised which are as satisfactory as those for oral grammar, but the conditions which are as satisfactory as those for oral grammar, but the conditions which they require if they are to be fairly carried out simply do not exist in most schools. The only way to test pronunciation fairly is to ensure that the examiner has a perfect judgment of what is correct. Most of the techniques for testing spoken language are derived from types of drills, the difference being that instead of giving an example first and asking for repetition from the student, no example is given. For example, the teacher could say, ‘After this sentence I shall give you one word. You may substitute that word in the appropriate place in the sentence making any changes that are necessary.’

- Sentence spoken by the teacher: I have a book.

- Pens
- Sentence expected by the pupil:
- I have pens.

This is similar to an oral substitution drill, where two elements have to be changed, one involving a syntactic change in the other.

These sentences may be in terms of question-answer, linking sentences, affirmative-negative, active-passive, direct-indirect etc.

Skill III Reading Comprehension

Comprehension is the ability to understand given passage. Reading is of no use, if the reader does not understand what he reads. In order to test this ability, the teacher asks a few questions about the passage. The students are expected to find out correct answers to these questions.

Skill IV: Writing

Let us summarize the meanings which are covered by the term ‘writing’ before considering whether it is practicable to measure them, either separately or jointly. The most obvious meaning is perhaps that connected with dictation. In one sense, a pupil can write a language if he can transcribe the spoken word into the written word. Skill in writing dictation has been found to be quite highly correlated with a good overall grasp of language. It is useful to realize in making dictations that it is not so much the spelling of individual difficult words that is important but the accuracy of the structure words and the ability to reproduce a grammatical sentence. Also important is the fact that dictation is essentially a testing not a teaching technique.

The next common interpretation of writing is perhaps that of translation from L1 into L2 again this is only part of the truth, though an important part. In order to translate satisfactorily in this direction, especially from any upgraded passage, a really profound knowledge of both languages is required including a very wide vocabulary that will enable you to choose the most appropriate of several possibilities in a given context. It goes without saying that the differences in

structure and idiom between any two languages are usually considerable and that to translate word for word will only result in nonsense.

The process is best described as (a) getting an understanding of a whole section of the passage, either several sentences or a whole paragraph and (b) setting out to compose a completely new paragraph in the target language.

The skills that are involved in composing in a foreign language include the ability to organize a given sequence of ideas or pieces of information and to join these together in a way that is both logically and linguistically accurate.

Practice Questions

1. There is no difference between tests of vocabulary and structures. (True/ False)
2. The new approach to language testing advocates the use of skill based tests. (True/ False)
3. Asking for the transformation of basic sentences is a test of grammar. (True/ False)
4. Precis writing type questions are tests of phonological control over language. (True/ False)
5. Objective type tests may be used very successfully for measuring control over vocabulary. (True/ False)

4.7 Summary

In this unit a difference has been indicated between test of language and test of literary skills. Language testing focuses on assessing control and mastery of language skills such as Listening, speaking, reading and writing whereas tests of literary skills measure power of appreciation and aesthetic sense in imbibing the values and development of affective behavior.

The language testing has been now directed at assessment of both process linked skills called formative testing and the final accomplishment of linguistic skills at a specific period of time to provide clue in respect of language acquisition. Both formative and summative tests in English can be used appropriately to inform the teacher, the learner, the parents and other target groups about the progress of language acquisition.

In this unit certain principles of both formative and summative tests have been described so that you may prepare tests with the needed competence. Thus, formative tests are wider in range as compared to summative tests and they serve to monitor the acquisition of language learning skills in various areas. These tests may be oral as well as written and you have been provided with large number of test items as exemplars to assess English language skills at a given level of school education. You are advised to write test items with the various principles indicated in this unit and ascertain the reliability and validity of test items in an appropriate manner.

4.8 Answers of Practice Questions

1. False
2. True
3. True
4. False
5. True

4.9 Suggested Reading

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4.10 Essay Type Questions

1. Describe the various uses of formative and summative test in English language for class IX

Unit 5 – Assessment : Its Role and Importance

Structure of Unit

- 5.1 Introduction
- 5.2 Objectives
- 5.3 Meaning and definitions of assessment
- 5.4 Role of Assessment
- 5.5 Importance of Assessment
- 5.6 Assessment in English language
- 5.7 Continuous and Comprehensive Evaluation (CCE)
- 5.8 CCE in English Language
- 5.9 Techniques of Evaluation
- 5.10 Typology of Questions
- 5.11 Reflecting-Problem Solving
- 5.12 Creative and Critical Thinking
- 5.13 Enhancing Imagination and Environmental Awareness
- 5.14 Summary
- 5.15 Suggested Readings and References
- 5.16 Essay Type Questions

5.1 Introduction

Assessment should be deliberately designed to improve and educate student performance, not merely to audit as most school tests currently do."-Grant Wiggins, Edd., President And Director Of Programs, Relearning By Design, Ewing, New Jersey

Assessment is an integral part of instruction, as it determines whether or not the goals of education are being met. Assessment affects decisions about grades,

placement, advancement, instructional needs, curriculum, and, in some cases, funding. Assessment inspires us to ask these hard questions: "Are we teaching what we think we are teaching?" "Are students learning what they are supposed to be learning?" "Is there a way to teach the subject better, thereby promoting better learning?"

Today's students need to know not only the basic reading and arithmetic skills, but also skills that will allow them to face a world that is continually changing. They must be able to think critically, to analyze, and to make inferences. Changes in the skills based knowledge our students need require new learning goals; these new learning goals change the relationship between assessment and instruction. Teachers need to take an active role in making decisions about the purpose of assessment and the content that is being assessed.

5.2 Objectives

After reading this unit you would be able to:

1. Understand the Meaning and various definitions of Assessment.
2. Understand the role and importance of Assessment
3. Understand Continuous and Comprehensive Evaluation (CCE) and CCE in English Language.
4. Understand different Techniques of Evaluation: Oral, Written, Portfolio, Cloze Test, Self Evaluation, Peer Evaluation, Group Evaluation.
5. Understand Typology of Questions: MCQ, Open End Questions, True and False, Match the following and so on.
6. Develop understanding of Reflecting-Problem Solving.
7. Develop understanding of Creative and Critical Thinking.
8. Develop understanding of Imagination and Environmental Awareness.

5.3 Meaning of Assessment

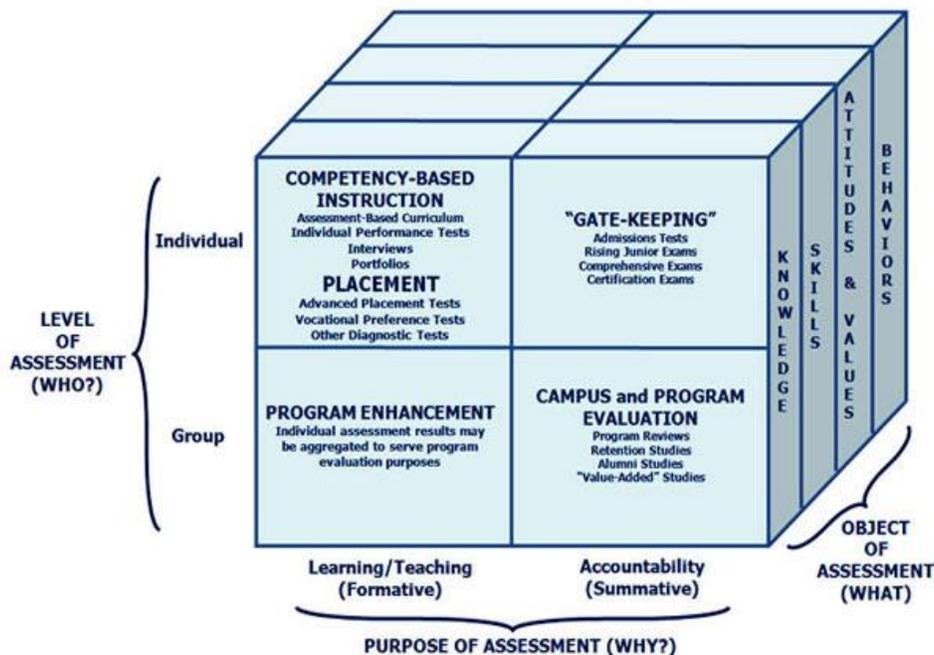
Assessment is a tool that is useful for both teachers and children. On one hand assessment helps us understand what an individual child can do keeping in mind her capability, age, need and speed of learning, her current learning level etc

and on the other it helps the teacher to understand what kind of work she needs to do with each child. Assessment should not be done merely for awarding marks to children. It is not important to decide who has got how many marks. The main objective of assessment is to help teacher find gaps in her teaching and decide on her next steps in the class. Assessment should make a child understand and talk about the change that she sees in herself from where she was and recognise her progress. It should be able to tell the teacher and the parents about the needs of the children and the steps they should take to improve the proficiency levels of children. Assessment presently is normally used for passing and failing children or to emphasise the number of marks obtained. But its scope is not so limited. In the process of assessment more than measuring the level of achievement of the child, the effort is to understand how to make teaching-learning process more effective. For example, when a language teacher does assessment, she wants to see how much can a child read? How well does she read? Can she read fluently or with hesitant breaks? How much does she comprehend what she listens to? How confidently can she express herself?

Various Definitions of Assessment

- Assessment involves the use of empirical data on student learning to refine programs and improve student learning. (Assessing Academic Programs in Higher Education by Allen 2004)
- Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. (Assessment Essentials: planning, implementing, and improving assessment in higher education by Palomba and Banta 1999)

A Taxonomy of Approaches to Assessment



(Terenzini, Patrick T., "Assessment with open eyes: Pitfalls in studying student outcomes." *Journal of Higher Education*, Vol. 60, No. 6, pp. 644-664, November/December 1989)

Before understanding the role and importance of assessment, it is important to clarify the distinction between evaluation and assessment. These terms are often used interchangeably, but they are technically different. Assessment of an individual student's progress or achievement is an important component of evaluation: it is that part of evaluation that includes the measurement and analysis of information about student learning.

5.4 Role of Assessment

Assessment plays a number of roles in the life of a student, some of which they may be more aware of than others. It's widely accepted that students' learning patterns, educational focus, and allocation of time will be directly influenced by assessment. Assessment methods and requirements probably have a greater influence on how and what students learn than any other factor. This influence may well be of greater importance than the impact of teaching materials (Boud, 1988, p.39)

Assessment does more than allocate a grade or degree classification to students – it plays an important role in focusing their attention and, as Sainsbury & Walker (2007) observe, actually drives their learning. Gibbs (2003) states that assessment has 6 main functions:

- i. Capturing student time and attention
- ii. Generating appropriate student learning activity
- iii. Providing timely feedback which students pay attention to
- iv. Helping students to internalize the discipline's standards and notions of equality
- v. Generating marks or grades which distinguish between students or enable pass/fail decisions to be made
- vi. Providing evidence for other outside the course to enable them to judge the appropriateness of standards on the course.

Other reasons given for conducting assessment include (Brown & Knight, 1994): Fulfill student expectations, Motive students, Provide feedback, Provide opportunities to remedy mistakes, Help with module choice/selection, Indicate readiness for progression, Diagnostic tool, Enables grading and degree classification, Performance indicator for students, Performance indicator for staff, Performance indicator for institution, Tradition, Facilitates learning and approaching assessment.

Besides this, assessment plays a major role in how students learn, their motivation to learn, and how teachers teach.

5.5 Importance of Assessment

Assessment is important for various purposes:

- Assessment *for* learning: where assessment helps teachers gain insight into what students understand in order to plan and guide instruction, and provide helpful feedback to students.
- Assessment *as* learning: where students develop an awareness of how they learn and use that awareness to adjust and advance their learning, taking an increased responsibility for their learning.

- Assessment *of* learning: where assessment informs students, teachers and parents, as well as the broader educational community, of achievement at a certain point in time in order to celebrate success, plan interventions and support continued progress.

Assessment must be planned with its purpose in mind. Assessment *for*, *as* and *of* learning all have a role to play in supporting and improving student learning, and must be appropriately balanced. The most important part of assessment is the interpretation and use of the information that is gleaned for its intended purpose.

Assessment is embedded in the learning process. It is tightly interconnected with curriculum and instruction. When assessment works best, it does the following: Provides diagnostic feedback, Helps educators set standards, Evaluates progress, Relates to a student's progress, Motivates performance.

Assessment in English language teaching

"If assessment is to be a positive force in education, it must be implemented properly. It cannot be used to merely sort students or to criticize education. Its goals must be to improve education. Rather than 'teach to the test,' we must 'test what we teach.'"-Lockwood and Mclean

Assessment in teaching English language is a process of collecting, analyzing and interpreting information about teaching and learning in order to make informed decisions that enhance student achievement and the success of educational programs (Rea-Dickens and Germanie, 1993; Genesee and Upshur, 1996; O'Mally and Valdez-Pierce, 1996).

The purpose of classroom assessment and evaluation is to give students the opportunity to show what they have learned rather than catching them out or to show what they have not learned.

Needless to say, evaluation and assessment can focus on different aspects of teaching and learning: respectively textbooks and instructional materials, student achievement, and whole programs of instruction.

The primary focus of assessment in Teaching English Language has been language assessment and the role of tests in assessing students' language skills. Evaluation goes beyond student achievement and language assessment to consider all aspects of teaching and learning and to look at how educational decisions can be made by the results of alternative forms of assessment.

The context of classroom assessment and evaluation can be summarized in the Figure 1.

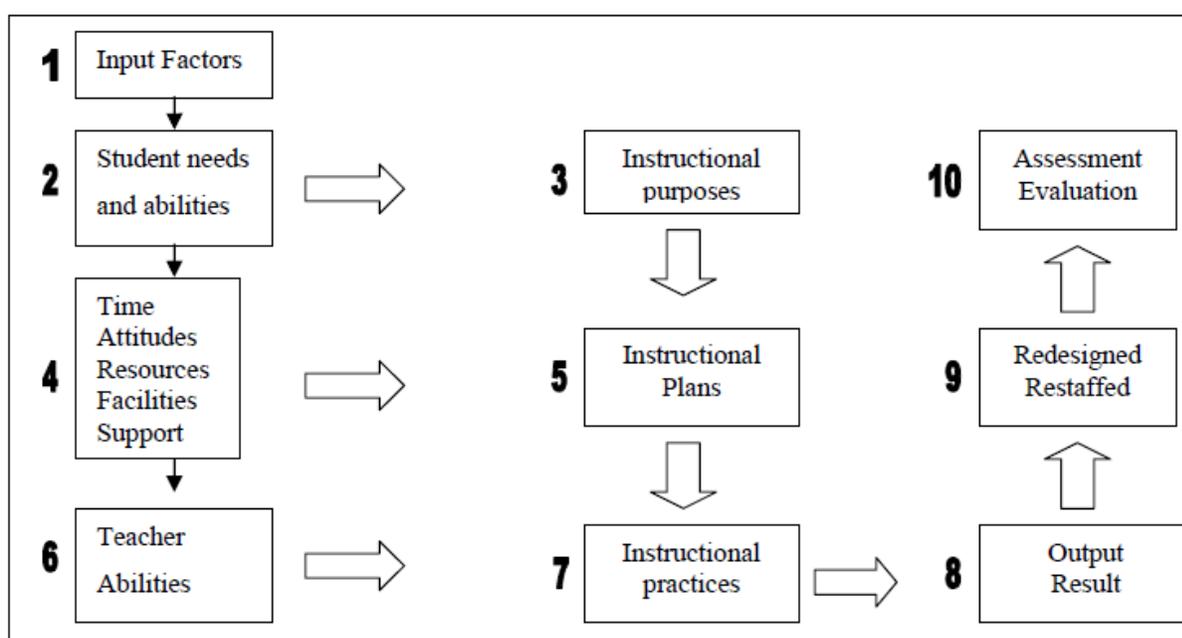


Figure 1. Shows input/output as teaching English language.

Issues in English language Assessment

The use of 'correct' words with 'correct' grammar and 'correct' pronunciation or 'correctness' in writing is termed as 'using pure and accurate language'. On the other hand, the ability that enables the child to speak, read and write with felicity and express herself is called fluency. In this the emphasis is more on meaning and context rather than on grammatical errors. The major abilities that we may assess include:

-
- i. **Listening and speaking** -Children should be able to describe a picture, they should be able to express themselves freely and give their views on what they have heard. They should be able to use correct words and respond in complete sentences to information seeking questions. They should be able to talk about known things, people and events.
 - ii. **Reading with comprehension** -The basic issue here is reading with understanding, even if it is individual words and sentences. It we may initially assess the ability to recognise known words and read word with comprehension. A child should be able to read words and sentences written with pictures, stories and be able to tell the main points of the material read. She should also be able to interpret words and read accordingly to context.
 - iii. **Writing** -During the assessment of writing, try and see if learners are able to write letters of the letter and simple words. Later they can be assessed on writing letters or words without seeing. They could be assessed on writing one word or one sentence answer to questions that are spoken out to them or read by them. And are able to write descriptions in two-three sentences and write spoken unfamiliar words.
 - iv. **Expression** -In this the learner should be able to make a picture of things or events according to what she has seen. She should be expected to make pictures on his/her own freely and enact a poem, a story or an event and could be assessed on making things with clay or any other material. We may also like to assess them on creating or extending stories etc.

5.7 Continuous and Comprehensive Evaluation (CCE)

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation across the country to evaluate both scholastic and non-scholastic aspects of students' growth and development.

It was formulated with an aim to decrease the accumulated stress of board exams on the students and to introduce a more uniform and comprehensive pattern in education for the children all over the nation. It helps in improving student's performance by identifying his/her learning difficulties at regular time intervals right from the beginning of the academic session and employing suitable remedial

measures for enhancing their learning performance. It is necessary to use variety of evaluation tools and technique..

The role of continuous and Comprehensive Evaluation (CCE) which is considered as very important when our aim is to improve learner's quality not only in the school subjects but also in their personal and social aspects.

5.8 CCE For English Language Teachers

For the teachers of English language in the CCE format of evaluation, teaching the text in the lecture mode only would give little hope of achieving collaborative classroom features. Therefore a large spectrum of options has to be practiced to meet the assessment indicators for fluency, articulation, diction, speech, elocution and expression. These are best developed and evaluated in a more activity driven teaching-learning mode.

The primary objectives of English language teachers through CCE is-

- To assist the teachers in carrying out their task of English teaching with an in-depth Understanding;
- To encourage employment of a variety of teaching aids and tools and techniques in English teaching;
- To help teachers develop different activities of evaluating the students in English Language.
- To help recognize specific abilities of children other than academics;
- To develop an understand of CCE's evaluating criteria;
- To promote holistic education practices in English teaching;
- To identify learner's difficulties in English and provide remedial interventions by developing interests, hobbies and passion for speaking English;
- To help teachers devise different strategies to meet the emerging challenges of the new CCE pattern introduced by CBSE.

5.9 Techniques of Evaluation in language learning

Language assessment is mostly based on a written and/or an oral exam. The question paper is generally based on the textbooks and on memory rather than on capability and understanding of language. In the new methods of assessment, oral expression, imagination, observations etc. have to be included. The National Curriculum Framework 2005 also stresses the need to change the methods of assessment. In the context of language the methods for assessment could be the following:

- **Oral** -You are in a small classroom at your local language school or university. It is almost the end of the semester, and your speaking class has been fun all year. They have learned vocabulary, done role plays and strategic interaction, and practiced speaking to one another and to you. The big question now is how do you evaluate their progress? You either speak or you don't, right? It's either good or it isn't. The good news is this: you can give objective grades in a speaking class. Just use the following criteria as you evaluate your students' speaking abilities, and you can give them helpful feedback as to their language learning and also a fair and well earned grade. Here's different techniques of how you can evaluate Oral skill :

Create a Rubric

Most teachers will be familiar with the concept of *grading with a rubric*, a table with different criteria and a grading scale. If you have never created a rubric before, it's really quite easy. Simply choose the criteria on which you will grade students and list them along the left side of the page. Then create an even number of columns along the top of the page. Four is the easiest to start with if this is your first rubric. These columns will represent potential skill levels of your students. For each criterion, define what level of the ability a student at each of the four levels would exhibit. For example, the most straightforward way to label the boxes on the rubric would be, "*Meets expectations high, meets expectations low, slightly underperforms, does not meet expectations.*" The more rubrics you make, the more detailed you can be in your descriptions. Then, as you evaluate each student,

determine at which level he or she is performing. Take the average level among the criteria and you have an objective grade with suggestions for areas in which your student can improve.

- i **Pronunciation** -Pronunciation is a basic quality of language learning. When evaluating the pronunciation of your students, listen for *clearly articulated words, appropriate pronunciations of unusual spellings, and assimilation and contractions in suitable places*. Also listen for intonation. Listen for these pronunciation skills and determine into which level your student falls.
- ii. **Vocabulary** -After noting your students' pronunciation levels, move to vocabulary. *Vocabulary comprehension and vocabulary production* are always two separate banks of words in the mind of a speaker, native as well as second language. You should encourage your students to have a large production vocabulary and an even larger recognition vocabulary. For this reason it is helpful to evaluate your students on the level of vocabulary they are able to produce. Listen for the level of vocabulary your students are able to produce without prompting and then decide how well they are performing in this area.
- iii. **Accuracy**- To teach and learn Grammar has always been and forever will be an important issue. Writing sentences correctly on a test. Grammatical structures and tools, word order, sentence structure are important grammatical issues, and an effective speaker will successfully include them.
- iv **Communication** -A student may struggle with grammar and pronunciation, but how creative is she when communicating with the language she knows? Assessing communication in your students means looking at their creative use of the language they do know to make their points understood. A student with a low level of vocabulary and grammar may have excellent communication skills if she is able to make you understand her, whereas an advanced student who is tied to manufactured dialogues may not be able to be expressive with language and would therefore have low communication skills.
- v **Interaction** -A student with effective interaction skills will be able to answer questions and follow along with a conversation happening around

- him Encourage your students to listen as they speak and have appropriate responses to others in the conversation.
- vi. **Fluency** - Fluency may be the easiest quality to judge in your students' speaking. One can have excellent grammar and still fail to be fluent. You want your students to be at ease when they speak to you or other English speakers. Fluency is a judgment of this ease of communication and is an important criterion when evaluating.
- vii. **Question answer session** -In this children are taken through a question answer session. The initial questions should require only such answers that all children can provide. These questions could be around their daily life, their experience, their interest and needs. In this activity, the teacher, as the assessor, must give children plenty of opportunity to articulate their ideas.
- viii. **Story Telling** -The child telling a story that she has read or heard in his/her own words can be an important form of assessment. The story could also be something that she
- ix. has created herself. We should keep in mind this objective in assessing and take into account the expression, the presentation and the remembering of the order of events as indicators in assessment.
- x. **Reading aloud** -While assessing the ability to read-aloud, the pronunciation and intonation according to the meaning including the emphasis on certain words to clarify the meaning can also be assessed.
- **Observation**- When you are teaching in a class you are observing the responses of learners informally. There should be a record of these observations. This record would help in assessing the felicity in language and ability of free expression. Instead of giving marks or grade in the assessment we can use a 3 or 5 point scale. The table can be of the following form:

Description	1	2	3	4	5
Word knowledge		√			
Fluency				√	
Syntax			√		
Expression					√

(In this table 5 is excellent performance and 3 is average. Two and anything below it indicates that there is a need to give the child more opportunities to acquire the ability)

- **Written test**

Writing is among the most complex human activities- It involves the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects. It is the second major area of language which includes skills needed to express ideas. The interlocking processes of writing by novice and expert authors have been studied by such diverse disciplines as cognitive psychology, stylistics, rhetoric, text linguistics, critical literary theory, hypertext theory, second language acquisition, and writing pedagogy.

From this objective, you can do a variety of activities to assess your students. Let's say your students have learned the basics of simple and complex sentences. Now you have to assess whether your students can use both types in their own writing. One activity could be an analysis of a famous speech. Have students identify the simple and complex sentences and explain why the author used them.

- **Portfolio Evaluation**

Portfolios used for assessment purposes are most commonly characterized by collections of student work that exhibit to the faculty and the student the student's progress and achievement in given areas. Included in the portfolio may be research papers and other process reports, multiple choice or essay examinations, self-evaluations, personal essays, journals, computational exercises and problems, case studies, audiotapes, videotapes, and short-answer quizzes. This information may be gathered from in-class or out-of-class assignments. Information about the students' skills, knowledge, development, quality of writing, and critical thinking can be acquired through a comprehensive collection of work samples. A student portfolio can be assembled within a course or in a sequence of courses in the major. Portfolio evaluation is a useful assessment tool because it allows faculty to analyze an entire scope of student work in a timely fashion. Collecting student work over time gives schools a unique opportunity to assess a students' progression in acquiring a variety

of learning objectives. Using student portfolios also gives faculty the ability to determine the content and control the quality of the assessed materials. Portfolios are purposeful, organized, systematic collections of student work that tell the story of a student's efforts, progress, and achievement in specific areas. The student participates in the selection of portfolio content, the development of guidelines for selection, and the definition of criteria for judging merit. Portfolio assessment is a joint process for instructor and student.

Portfolio assessment emphasizes evaluation of students' progress, processes, and performance over time. There are two basic types of portfolios:

- A process portfolio serves the purpose of classroom-level assessment on the part of both the instructor and the student. It most often reflects formative assessment, although it may be assigned a grade at the end of the semester or academic year. It may also include summative types of assignments that were awarded grades.
- A product portfolio is more summative in nature. It is intended for a major evaluation of some sort and is often accompanied by an oral presentation of its contents. For example, it may be used as a evaluation tool for graduation from a program or for the purpose of seeking employment.

In both types of portfolios, emphasis is placed on including a variety of tasks that elicit spontaneous as well as planned language performance for a variety of purposes and audiences, using rubrics to assess performance, and demonstrating reflection about learning, including goal setting and self and peer assessment.

Portfolio Characteristics:

- Represent an emphasis on language use and cultural understanding
- Represent a collaborative approach to assessment
- Represent a student's range of performance in reading, writing, speaking, and listening as well as cultural understanding
- Emphasize what students can do rather than what they cannot do
- Represent a student's progress over time

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- Engage students in establishing ongoing learning goals and assessing their progress towards those goals
 - Measure each student's achievement while allowing for individual differences between students in a class
 - Address improvement, effort, and achievement
 - Allow for assessment of process and product
 - Link teaching and assessment to learning

3. Close test

Cloze test originated in 1950s as a techniques for assessing reading abilities of native speakers and later on it was applied to test the reading comprehension of non-native speakers as well. A cloze test is actually a passage in which some words have been deleted and students are required to fill up these gaps with appropriate words. Two types of gaps are usually given: functional, conjunctions, prepositions, article etc which have only one correct filler and semantic gaps can be filled with any one of number of alternatives. They are basically urge based tests that do not say such about the communicative capacity of the learners. They are not interactive in the nature, moreover, there is no scope on cloze test to assess whether the student could produce language spontaneously. It is an exercise, test, or assessment consisting of a portion of text with certain words removed (cloze text), where the participant is asked to replaced the missing words. Cloze tests require the ability to understand context and [vocabulary](#) in order to identify the correct words or type of words that belong in the deleted passages of a text. This exercise is commonly administered for the assessment of native and second [language learning](#) and instruction. The word cloze is derived from closure in [Gestalt theory](#). The exercise was first described by W.L. Taylor in 1953.

Here is an example of Cloze test. Complete the text by adding a word to each gap.

This is the kind _____ test where a word _____ omitted from a passage every so often. The candidate must _____ the gaps, usually the first two lines are without gaps.

This kind of task type is much more integrative as candidates have to process the components of the language simultaneously. It has also been proved to be a good indicator of overall language proficiency.

It can be very effective for testing grammar, vocabulary and intensive reading. Cloze test is a good way to assess proficiency in language.

- **Peer Evaluation**

One of the ways in which students internalize the characteristics of quality work is by evaluating the work of their peers. However, if they are to offer helpful feedback, students must have a clear understanding of what they are to look for in their peers' work. The instructor must explain expectations clearly to them before they begin.

One way to make sure students understand this type of evaluation is to give students a practice session with it. The instructor provides a sample writing or speaking assignment. As a group, students determine what should be assessed and how criteria for successful completion of the communication task should be defined. Then the instructor gives students a sample completed assignment. Students assess this using the criteria they have developed, and determine how to convey feedback clearly to the fictitious student.

Students can also benefit from using rubrics or checklists to guide their assessments. At first these can be provided by the instructor; once the students have more experience, they can develop them themselves. An example of a peer editing checklist for a writing assignment is given in the popup window. Notice that the checklist asks the peer evaluator to comment primarily on the content and organization of the essay. It helps the peer evaluator focus on these areas by asking questions about specific points, such as the presence of examples to support the ideas discussed.

For peer evaluation to work effectively, the learning environment in the classroom must be supportive. Students must feel comfortable and trust one another in order to

provide honest and constructive feedback. Instructors who use group work and peer evaluation frequently can help students develop trust by forming them into small groups early in the semester and having them work in the same groups throughout the term. This allows them to become more comfortable with each other and leads to better peer feedback.

- **Self Evaluation**

Students can become better language learners when they engage in deliberate thought about what they are learning and how they are learning it. In this kind of reflection, students step back from the learning process to think about their language learning strategies and their progress as language learners. Such self evaluation encourages students to become independent learners and can increase their motivation.

Self evaluation “Pupils can only achieve a learning goal if they understand that goal and can assess what they need to do to achieve it. So Self evaluation is essential to learning” (Working Inside the Black Box, 2002, 10). 20 “If students are encouraged to assess their own work, to think about their own mistakes, and to try to correct them, they are more likely to improve than when only the teacher assesses and corrects” (Harris and McCann, 1994, 64). It is widely accepted that Self evaluation is a key learning strategy for autonomous language learning, enabling pupils to monitor their progress and relate learning to individual needs. “Self evaluation produces learners who are more active and focused, and better placed to assess their own progress in terms of communication” (Harris, 1997, 19). Self evaluation is both process and an activity. It is the ability to be a realistic judge of pupil’s own performance and to be able to monitor or check pupil’s own learning. It encourages pupils to take charge of their own learning, to become autonomous learners instead of relying on their teachers or peers for judgement and extrinsic motivation in the form of grades or general praise. Self evaluation helps pupils develop characteristics of the “good language learner” which involve the ability to assess their own performance and the ability to be self-critical.

- **Group Evaluation**

Group evaluation and feedback should be an important and integral part of language teaching and learning. Initially it was carried out without any prior guidance. The trainees were divided into groups and each group had to teach a segment of lesson (micro teaching) while another group observed them. The peer group was unaware of what to observe and upon what to reflect. The outcome of such observations was often counterproductive as most of the observers came out with negative comments on their friends' performance. There were even heated arguments over the negative comments made by some of the peers on others' performance. Some even demanded observation and feedback by the trainer only.

5.10 Typology of Questions

Here, we will discuss about:

- Types of test
- Types of task

Types of test

Before writing a test it is vital to think about what it is you want to test and what its purpose is. We must make a distinction here between proficiency tests, achievement tests, diagnostic tests and prognostic tests.

- A proficiency test is one that measures a candidate's overall ability in a language, it isn't related to a specific course.
- An achievement test on the other hand tests the students' knowledge of the material that has been taught on a course.
- A diagnostic test highlights the strong and weak points that a learner may have in a particular area.
- A prognostic test attempts to predict how a student will perform on a course.

Types of task

There are many elicitation techniques that can be used when writing a test. Below

are some widely used types with some guidance on their strengths and weaknesses. Using the right kind of question at the right time can be enormously important in giving us a clear understanding of our students' abilities, but we must also be aware of the limitations of each of these task or question types so that we use each one appropriately.

Multiple choice

Choose the correct word to complete the sentence.

Cook is _____ today for being one of Britain's most famous explorers.

- a) recommended b) reminded c) recognised d) remembered

In this question type there is a stem and various options to choose from. The advantages of this question type are that it is easy to mark and minimizes guess work by having multiple distracters. Multiple choice can be used to test most things such as grammar, vocabulary, reading, listening etc. but you must remember that it is still possible for students to just 'guess' without knowing the correct answer.

Transformation

Complete the second sentence so that it has the same meaning as the first.

'Do you know what the time is, John?' asked Dave.
Dave asked John _____ (what) _____ it was.

This time a candidate has to rewrite a sentence based on an instruction or a key word given. Transformations are particularly effective for testing grammar and understanding of form.

Gap-filling

Complete the sentence

Check the exchange _____ to see how much your money is worth.

The candidate fills the gap to complete the sentence. A hint may sometimes be included such as a root verb that needs to be changed, or the first letter of the word

etc. This usually tests grammar or vocabulary. This type of task is easy to mark and relatively easy to write. The teacher must bear in mind though that in some cases there may be many possible correct answers. This can be used to test a variety of areas such as vocabulary, grammar and are very effective at testing listening for specific words.

Matching

Match the word on the left to the word with the opposite meaning.

Fat	old
young	tall
dangerous	thin
short	safe

With this question type, the candidate must link items from the first column to items in the second. This could be individual words, words and definitions, parts of sentences, pictures to words etc. Whilst it is easy to mark, candidates can get the right answers without knowing the words. Matching exercises are most often used to test vocabulary.

True / False

Decide if the statement is true or false.

England won the world cup in 1966. T/F

Here the candidate must decide if a statement is true or false. Again this type is easy to mark but guessing can result in many correct answers. This question type is mostly used to test listening and reading comprehension.

Open Ended Questions

Answer the questions

Why did John steal the money?

Here the candidate must answer simple questions after a reading or listening or as part of an oral interview. It can be used to test anything. If the answer is open-ended it will be more difficult and time consuming to mark and there may also be an element of subjectivity involved in judging how 'complete' the answer is, but it may also be a more accurate test. These question types are very useful for testing any of the four skills, but less useful for testing grammar or vocabulary.

Error Correction

Find the mistakes in the sentence and correct them

Ipswich Town was the more better team on the **night**.

Errors must be found and corrected in a sentence or passage. It could be an extra word, mistakes with verb forms, words missed etc. One problem with this question type is that some errors can be corrected in more than one way. Error correction is useful for testing grammar and vocabulary as well as readings and listening.

5.10 Reflective thinking

It is a part of the critical thinking process referring specifically to the processes of analyzing and making judgments about what has happened. Dewey (1933) suggests that reflective thinking is an active, persistent, and careful consideration of a belief or supposed form of knowledge, of the grounds that support that knowledge, and the further conclusions to which that knowledge leads. Learners are aware of and control their learning by actively participating in reflective thinking – assessing what they know, what they need to know, and how they bridge that gap – during learning situations.

Reflective thinking focuses on the process of making judgments about what has happened. However, reflective thinking is most important in prompting learning during complex problem-solving situations because it provides students with an opportunity to step back and think about how they actually solve problems and how

a particular set of problem solving strategies is appropriated for achieving their goal.

Teaching Strategies to Assess Reflective thinking

- Prompt students' reflection by asking questions that seek reasons and evidence.
- Provide some explanations to guide students' thought processes during explorations.
- Provide a less-structured learning environment that prompts students to explore what they think is important.
- Provide social-learning environments such as those inherent in peer-group works and small group activities to allow students to see other points of view.
- Provide reflective journal to write down students' positions, give reasons to support what they think, show awareness of opposing positions and the weaknesses of their own positions.
- Provide enough wait-time for students to reflect when responding to inquiries.
- Provide emotionally supportive environments in the classroom encouraging reevaluation of conclusions.
- Prompt reviews of the learning situation, what is known, what is not yet known, and what has been learned.
- Provide authentic tasks involving ill-structured data to encourage reflective thinking during learning activities.

5.11 Problem Solving

All teachers are likely to agree that they not only want their students to understand information that is presented to them but also want them to understand what they are doing when they are solving problems or conducting an experiment. In helping the students develop any real understanding of the subject taught, the teachers will have to teach them how to think, how to make decision, and how to learn from their experiences both in and out of school. To do this, the teachers need to select the

teaching strategies carefully so that they suit both their students and the subject matter they are teaching. Problem solving is one of that teaching strategy.

What is Problem Solving ?

A problem can be defined as any situation in which some information is known and other information is needed. Awhile, problem solving can be considered as the process of applying existing knowledge to a new or unfamiliar situation in order to gain new knowledge. According to Mayer and Wittrock, problem solving is “cognitive processing directed at achieving a goal when no solution method is obvious to the problem solver” (2006, p. 287). Thus problems solving is a form of inquiry learning.

Teaching Strategies to Assess Problem Solving Technique

- Formulating the problem- Teacher askthe students to examine the problem from a number of perspectives so that they will understand exactly what the problem is.
- Analyzing the problem- Before students try to solve a problem, teacher need to get them to break down the problem into its various components and assess the importance of each component.
- Generating Ideas- When a teacher present students with open-ended problems (rather than problems that have a specific answer), one of your major tasks will be to help students generate ideas or data that can be used for solving the problem. To do this teachermight :
 - Help students to relate the problem situation to real situation
 - Help students to develop or explore analogies that will lead them to creative solutions for the problem.
- Evaluating Ideas- When solving open-ended problems, students may have difficulty deciding on the relative merits of various ways of approaching the problem and/or the merits of various suggested solutions.

5.12 Creative and Critical Thinking

Many great breakthroughs and discoveries in art, science and innovation have resulted from combining creative and critical thinking skills. Approaches differ considerably between the skills used in creative thinking and those used in critical thinking. However, it is because of the synergy created by the combination of both sets of skills that they are being discussed in conjunction with one another in this unit. By applying creative and critical thinking approaches to your subject area you will enrich and deepen your learning experiences. Furthermore, creative and critical thinking skills can benefit many other areas of your life from problem solution to decision making.

Creative Thinking

Creativity is much more than the preserve of great artists, musicians, designers and inventors. In other words it does not take a ‘special’ kind of person to arrive at innovative ways of seeing and thinking. Creative thinking embodies a relaxed, open, playful approach and is less ordered, structured and predictable than critical thinking. Creative thinking skills involve such approaches as: - Engaging in reflection.- Looking for many possible answers rather than one. - Allowing yourself to make wild and crazy suggestions as well as those that seem sensible. - Not judging ideas early in the process - treat all ideas as if they may contain the seeds of something potentially useful. - Allowing yourself to doodle, daydream or play with a theory or suggestion. - Being aware that these approaches necessarily involve making lots of suggestions that are unworkable and may sound silly. - Making mistakes. - Learning from what has not worked as well as what did.

Teaching Strategies to Assess Creative Thinking

Brainstorm ideas on one topic onto a large piece of paper: don't edit these. Just write them down as soon as they come into your head. • Allow yourself to play with an idea while you go for a walk or engage in other activities • Draw or paint a theory on paper. • Ask the same question at least twenty times and give a different answer each time. • Combine some of the features of two different objects or ideas to see if you can create several more. • Change your routine. Do things a different way. Walk a different route to college. • Let your mind be influenced by new

stimuli such as music you do not usually listen to. • Be open to ideas when they are still new: look for ways of making things work and pushing the idea to its limits. • Cultivate creative serendipity. • Ask questions such as 'what if....?' Or 'supposing....?' • Keep an ideas book.

Critical Thinking

Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action" (Scriven, 1996).Wade (1995) identifies eight characteristics of critical thinking. Critical thinking involves asking questions, defining a problem, examining evidence, analyzing assumptions and biases, avoiding emotional reasoning, avoiding oversimplification, considering other interpretations, and tolerating ambiguity.

Teaching Strategies to Assess Critical Thinking

- CATS (Classroom Assessment Techniques): Angelo stresses the use of ongoing classroom assessment as a way to monitor, facilitate and assess students' critical thinking.
- Cooperative Learning Strategies: Cooper (1995) argues that putting students in group learning situations is the best way to assess critical thinking.
- Case Study /Discussion Method: McDade (1995) describes this method as the teacher presenting a case (or story) to the class without a conclusion. Using prepared questions, the teacher then leads students through a discussion, allowing students to construct a conclusion for the case.
- Using Questions: King (1995) identifies ways of using questions in the classroom:
- Reciprocal Peer Questioning: Following lecture, the teacher displays a list of question stems (such as, "What are the strengths and weaknesses of..."). Students must write questions about the lecture material. In small groups, the students ask each other the questions. Then, the whole class discusses some of the questions from each small group.

- Reader's Questions: Require students to write questions on assigned reading and turn them in at the beginning of class. Select a few of the questions as the impetus for class discussion.
- Use Writing Assignments: Wade sees the use of writing as fundamental to assess critical thinking skills. "With written assignments, an instructor can encourage the development of dialectic reasoning by requiring students to argue both [or more] sides of an issue".
- Dialogues: Robertson and Rane-Szostak (1996) identify two methods of stimulating useful discussions in the classroom: Written dialogues: Give students written dialogues to analyze. Spontaneous Group Dialogue: One group of students are assigned roles to play in a discussion. Four observer groups are formed with the functions of determining what roles are being played by whom to evaluate reasoning skills.
- Ambiguity: Strohm & Baukus advocate producing much ambiguity in the classroom. Don't give students clear cut material. Give them conflicting information that they must think their way through.

Combining Creative and Critical thinking

Both creative thinking and critical thinking skills are valuable and neither is superior. In fact, it has been shown that when either is omitted during the problem solving process, effectiveness declines. For example you could focus on a subject in a logical, analytical way for some time, sorting out conflicting claims, weighing evidence, thinking through possible solutions. Then, while daydreaming, or distracting the mind, but still holding the same problem lightly 'at the back of the mind', you may have a burst of creative energy and arrive at an 'Aha' moment – even though you were not trying so hard to find the answer. However, the daydream on its own did not achieve anything.

5.13 Enhance Imagination and Environmental Awareness Enhance Imagination

Imagination, also called the faculty of imagining, is the creative ability to form images, ideas, and sensations in the [mind](#) without direct input from the [senses](#), such

as seeing or hearing. Imagination helps make knowledge applicable in solving problems and is fundamental to integrating experience and the [learning process](#)

How to Enhance Imagination

Lev Semenovich Vygotsky stated in the [Journal of Russian and East European Psychology](#), that: “the creative activity of the imagination depends directly on the richness and variety of a person’s previous experience because this experience provides the material from which the products of fantasy are constructed. The richer a person’s experience, the richer is the material his imagination has access to.”

Teaching Strategies to Assess Creative Thinking

- **Make up stories-** Teacher can assess imagination by asking students to create their own stories. It is a great way to spark children’s imagination. Start crafting a story and ask your students to fill in the details. Why not encourage them to become the main characters and create their own adventures
- **Debate or Discussion on current issues-** A teacher can organize debate on the sensitive areas like women empowerment in 21st century. Can make a small group to discuss on the various areas and observe the unique ideas of students.
- **Questions Without Answers-** Socratic or open-ended questions are a great way to get children's creative juices flowing. These questions help a child distance himself from the here and now. Choices, comparisons, entertaining new ideas, and formulating personal responses to these questions are all-important ingredients in creative thinking.

Here are some open-ended questions to ask children to enhance their imagination:

- What could happen if it always rained on Saturdays?
- What if cars never wore out?
- What could happen if cats could bark?
- What could happen if all the shoes in the world were the same size?

Remember that some questions may be too difficult for a child who has had little related experience in the real world (some city children have never seen a cow or clover). Be sure to tailor your questions to the current experiential knowledge of the children. When possible, take children on a field trip, show them a video, or invite "experts" in different areas to come and talk to the class in order to expand children's background of experience.

Environmental Awareness

Environmental education can be considered as concerted efforts conscientiously organized to teach or draw the attention of human beings about how natural environments function and how these human beings can manage and protect them. These issues include global warming, greenhouse gas, ozone depletion, species extinction, poaching, endangered species, inefficient energy use, habitat destruction, air quality, light, noise and visual pollution, pollution of water like ocean dumping, oil spills and urban runoffs; intensive farming, land pollution and desertification, soil erosion and contamination, water crises, overfishing, illegal logging and deforestation.

Why teach Environmental Education with English language

Environmental education is necessary for the EFL/ESL instructor because according to Babcook (1993), successful language learning equally involves a successful combination of the micro and macro skills acquired into appropriate expressions of communication; and, environmental issues are rich subject matters of communication.

Teaching Strategies to Assess Environmental Awareness

Teaching English can emphasize the language skills and environmental issues in the school context in order to raise awareness about global issues like environmental degradation.

- Debating on environmental education topics related to events taking place where they live. For example, the illegal sawing down of trees, the drying up of rivers and lakes in the Congo Basin, the fast advancing Sahara Desert; burning of grass with the hope of increasing soil fertility in villages, waste

disposal, making an inventory of animal and plant species that are protected by the Cameroon government or pollution in a nearby river;

- Performing a discussion and writing skill task of developing questionnaires on environmental issues for class mates and after that students do a questionnaire related to how environmentally friendly the questionnaire items are.
- Essay and Poem Writing- Teacher can assess environmental awareness through writing competitions. The language and environmental issues can also be assessed by writing poem and essays. This type of activity can be performed at any level (primary, secondary, higher etc).
- help produce a class "article" on a wildlife/environmental project within the school (e.g. making a wildlife pond);
- learn to take their own photographs of "good" and "bad" things around them and write few lines on them;
- making videos about places they know, including those where there has been some controversy relating to an environmental issue;
- designing a fashion show using recycled items;
- writing an "environmental text" for a younger child;
- imagine the world of the future.
- writing articles, with rationales;
- "nature writing", consciously employing a range of forms;
- looking at "environmental stereotypes" in literature, film and visual art;
- producing a "Green" manifesto;
- looking at the rhetoric employed in the environmental debate
- scripting news programmes, television documentaries or radio broadcasts;
- making film;
- writing a school policy with reference to the environmental;
- critically profiling the school in terms of its environmental commitments and actions;
- travel writing (inspired by texts such as Bill Bryson's *Notes from a Small Island*);
- speech writing.

Effective Evaluation and Assessment

To be useful and effective, evaluation and assessment requires planning. Preparing for evaluation should be an integral part of planning each lesson or unit as well as general planning at the beginning of the school year or course. Instruction and evaluation should be considered together in order to ensure that instruction provides itself to evaluation and that the results of evaluation can direct ongoing instructional planning. Chastain (1988) believes that teachers need to evaluate constantly their teaching on the basis of student reaction, interest, motivation, preparation, participation, perseverance, and achievement. The conclusions drawn from such an evaluation constitute their main source for measuring the effectiveness of selected learning activities. As a matter of fact, testing in language classes is often inadequate. The teacher is so preoccupied with classroom activities that he fails to maintain a comprehensive perspectives of the flow of the language learning sequence from objectives to activities to testing. By means of evaluation, strengths and weaknesses are identified. Evaluation, in this sense, is another aspect of learning, one that enables learners to grasp what they missed previously and the teacher to comprehend what can be done in subsequent lessons to improve learning. To do so, alternative methods (e.g. dialogue journals, portfolio conferences, interviews and questionnaires, observation, etc) are available for collecting useful information about language learning and about student related factors which influence the processes of language teaching and learning.

5.14 Summary

Assessment is an integral part of instruction, as it determines whether or not the goals of education are being met. Assessment affects decisions about grades, placement, advancement, instructional needs, curriculum, and, in some cases, funding. Assessment is a tool that is useful for both teachers and children. Assessment is a life-long process. When language assessment is done in an ongoing and communicative manner, it requires learners to use language for real-life communication and promotes learner-centeredness. The major abilities that we may assess include: Listening and speaking, reading with comprehension, Writing, Expression. Continuous and Comprehensive Evaluation (CCE) refers to a

system of school-based evaluation across the country to evaluate both scholastic and non-scholastic aspects of students' growth and development. CCE For English Language Teachers provides a lot of options that has to be practiced to meet the assessment indicators for fluency, articulation, diction, speech, elocution and expression. These are best developed and evaluated in a more activity driven teaching-learning mode. There are various techniques of evaluation in language learning. New methods of assessment like oral expression, imagination, observations etc. have to be included. To evaluate oral skill different techniques like Create a Rubric, Pronunciation, Vocabulary, Accuracy, Communication, Question answer session, Story Telling and reading aloud so on can be used. Written test is the second major area of language which includes skills needed to express ideas. There are variety of activities to assess your students. Peer Evaluation is one of the way in which students internalize the characteristics of quality work is by evaluating the work of their peers. In self evaluation, it encourages students to become independent learners and can increase their motivation. Group evaluation and feedback should be an important and integral part of language teaching and learning. In language assessment, different type of questions can be used to evaluate student's performance. For example: Multiple choice, Transformation, Gap-filling, Matching, True / False, Open Ended Questions and Error Correction. There are different skills in English language which need to be assessed like Reflective thinking which focuses on the process of making judgments about what has happened. Another one is problem solving, which can be considered as the process of applying existing knowledge to a new or unfamiliar situation in order to gain new knowledge. Creative and critical thinking is another skill which are of same nature. Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. Different techniques are used to Enhance Imagination and Environmental Awareness in language like Make up stories, Debate or Discussion on current issues and Questions without Answers etc.

5.15 Suggested Readings and References

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5.16 Essay Type Questions

1. Define Assessment. Write its importance in language teaching.
2. What are objectives formulated by CCE for English language teachers.
3. CCE fulfill its objective in present day classroom. Do you agree/disagree. Give answer in your support.
4. Plan a language test for class IXth to assess their creative skill.
5. Critical thinking and Reflective thinking are same. How ?
6. How language can be imbibed with Environmental Education ? Give answer with suitable examples.