



॥ सरस्वती नः सुभगा मयस्कृत ॥

Uttar Pradesh Rajarshi Tandon  
Open University

# B.Ed.E.-32

## Pedagogy of English

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### BLOCK

# 1

## FOUNDATIONS OF ENGLISH LANGUAGE

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### UNIT-1

#### Nature of English Language

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### UNIT-2

#### Learning of English Language

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### UNIT-3

#### Curriculum Reforms in School English Language

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## उत्तर प्रदेश राजर्षि टण्डन मुक्त विश्वविद्यालय, प्रयागराज

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कुलपति

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# UNIT 1 NATURE OF ENGLISH LANGUAGE

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## Structure

- 1.0 Introduction
- 1.1 Objectives
- 1.2 Aims and Objectives of Teaching English
  - 1.2.1 General Aims of Teaching English
  - 1.2.2 Specific Objectives of Teaching English
- 1.3 Characteristics of Language
- 1.4 Structure of English in India
  - 1.4.1 Pre-Independence India
  - 1.4.2 Post-Independence India
- 1.5 Nature of English Language
- 1.6 Let's Sum Up
- 1.7 Answers to Check Your Progress
- 1.8 References

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## 1.0 INTRODUCTION

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Language and literary are key to the way people live these likes. It enables us to communicate our needs and desires, interact with others and develop relationship. Through this we can get information from a variety of sources and can be entertained, changed and enlightened by what we read. Moreover, we articulate our thoughts in speech and in writing and through these processes arrive at greater understanding of the world around us. Man being a social animal in gifted with a more quality of speech which differ him from other living beings. We all sense the importance of language.

It is at the centre of human life. Language is a human and social activity without which human cannot function in the society. One has to learn it, it is not something optional, we just cannot avoid it. Language besides being the medium of instruction also plays an important role in administration, interstate-communication and as langue-farina for people from different parts of the country English has made a place for itself perhaps, indispensable at the moment.

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## 1.1 OBJECTIVES

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After going through this unit students will be able to

- Tell the aims and objectives of English in the context of India.
- Trace the status of English in India.
- Explain the nature of language in terms of linguistic principles.
- Analyse the main characteristics of English as a language.

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## 1.2 AIMS AND OBJECTIVES OF TEACHING ENGLISH

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It is remaining a language of International and National trade and communication and no other language can replace it, as this is the language spoken and understood in all the countries round the globe. English has provided access to modern developments in all fields of education and also a direction to the nationalists through their writings. Nationalists from all the parts of the country could be united only with the help of this common language.

To realize the importance of English in our lives, it is essential to outline the aims and objectives. I.A.C. Strong once proclaimed "For us who speak English, English is everything... English is not a subject, English is our life. But this is not true for English in India, because here it is a foreign language. It is taught as a second or a third language in schools."

"The careful thinking out of a detailed and well-defined objective for the lessons will do-more-than almost anything else to improve a teacher's work and to make it effective. "Teaching of any subject becomes much effective and more systematic only when the teacher is fully aware of what he will teach and what students will learn, for that we will have to understand the aims and objectives of English.

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### 1.2.1 THE GENERAL AIMS OF ENGLISH TEACHING ARE

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The study of any language has four aspects namely Listening, Speaking Reading and Writing. Language learning involves four major skills. These skills are listening and under- standing, reading and understanding, speaking and writing. Differences among these skills are response to language i.e., reception and using language i.e., expression, first learner gives receives and then express. The general aim of teaching English in India is to help students to acquire command of English i.e. students should be able to understand, speak, read and write English.

**Reception:** Reception involves the first two major skills that are, (i) Listening and understanding and (ii) Reading and understanding. The first and foremost aim of teaching English should be to provide opportunities for reception to listen and read the language. To achieve this aim the teacher may use certain audio-video

aids. The aim should be that children learn to respond to English sounds produced in quick succession. Everything in language learning is based on good listening skills.

**Expression:** Expression is always followed by reception. Child always first listens and then learns to speak or express. Similarly writing is followed by reading. We first learn to read and then to write. Speaking and writing are expressive by nature. Reading is also a good means of receiving language. Reception through reading for acquiring knowledge should come much later than reading for expression has been required. Language is a good means of communication. Therefore, expression through language is an important aim because if one does not learn to express the aim of teaching English is not achieved.

Expression of ideas and facts in a foreign language is an important aim. Anything that is in learners' mind should be first converted into symbols before it is expressed. To achieve the aim of expression, the learner must access to speaking, reading and writing. Once the child has started understanding language symbols, he should be given opportunities to use these verbal symbols in speech because listening is naturally followed by speaking and the child should be able to make the sounds of English in combination.

**The phonetic speech:** Expression is more focused on reading and is the best way of communication. People should be able to read well and with comprehension. This will prepare ground for silent reading in higher classes, in this way pupil will be able to lay proper stress on words, pronounce words correctly, bring in proper intonation etc.

**The graphic speech:** Pupil express their ideas and thoughts by writing. This is the most difficult task for pupil. The aim here is to enable them to write on simple topics, stories, and letters to friends. This ability calls for hand writing, spelling, structure, use of punctuation etc.

With this view point we will have to shear off the tendentious statements of distant goals and make them practice statements of achievable objectives in terms of desired changes in pupils' linguistic behaviour and hence, the following broad objectives can be enumerated.

- (i) comprehension of language (oral and written)
- (ii) expression in the language (oral and written)
- (iii) skills of expression in the language
- (iv) understanding of the nature of the language

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## **1.2.2 SPECIFIC AIMS OF ENGLISH TEACHING ARE**

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Behavioural objectives are statements which are specifically developed in measurable terms. It build the foundation of the entire educative structure. Behavioural objectives are the backbone for providing effective teaching by the teacher. According to P.Gurrey, "The careful thinking out of a detailed and well

defined objective for the lessons will be more than almost anything else to improve a teacher's work and to make it effective". Prof.B.S.Bloom and his associates on the University of Chicago have produced the most useful classification of taxonomy of objectives in three domains. Inorder to remove the problems and improve in different teaching skills related to teaching English like reading, writing and, speaking these behavioural objectives are very helpful. Avery useful list of educational objectives has been provided by B.S.Bloom with which change in behavior can occure at the Cognitive, Affective AND Psychomotor domains. Each domain carries five/six categories of objectives as given below with some associated action verbs.

	<b>COGNITIVE DOMAIN</b>	<b>ASSOCIATED ACTION VERBS</b>
It deals with the word "what"		
1-	Knowledge	Define, Recall, Recognition, State, Writhe, Name, Select, List
2-	Application	Predict, Choose, Use, Show, Assess, Demonstrate, Perform
3-	Comprehension	Explain, Illustrate, Identify, Classify, Indicate, Formulate, Judge
4-	Analysis	Analyse, Differentiate, Contrast, Criticise, Compare, Indicate, Construct, Break down
5-	Synthesis	Combine, Discuss, Select, Summarize, Organize, Conclude
6-	Evaluation	Evaluate, Judge, Support, Determine, Choose, Identify
	<b>AFFECTIVE DOMAIN</b>	<b>ASSOCIATED ACTION VERBS</b>
1-	Receiving	Listen, Accept, Receive, Perceive, prefer, Select
2-	Responding	State, Select, Record, Answer, List,



		Develop, Write,
3-	Valuing	Accept, Arrange, Indicate, Recognise, Develop
4-	Organization	Organise, Find, Associate, Judge, Determine, Form
5-	Characterization	Revise, Accept, Demonstrate, Change, Decide

A detailed description of the cognitive domain is given below

1. **Knowledge** - Knowledge is related to remembering facts, terms principles in the form that they were. The first objective of English that includes knowledge of words, sentences, phrase, idiom, speech-sound and content. First pupil should be initiate into these. Similarly, they should acquire knowledge of vocabulary and structure, grammatical relationship and principles, forms of writing.
2. **Comprehension** – The second objective of cognitive domain where pupils need to understand the learned knowledge. It requires understanding of materials without relating to other kinds of information like translation, interpretation and extrapolation. The knowledge category is the pre-requisite of this category.
3. **Application** - The third objective of cognitive domain which need application of given knowledge in new situations and circumstances by the learner. It also requires application of generalized or abstract concepts in concrete situations. This objective develops the predictive ability of the learner.
4. **Analysis** - The fourth objective of cognitive domain involves to analyse the content elements, establish the relationship among the elements and formulate some principles to organize the elements. This category develops the reasoning ability of the learners.
5. **Synthesis** - The fifth objective of cognitive domain has the pre-requisite of the above four categories. In this category all scattered elements are organizes in such a way that they can form a unique whole. This category involvers arrangement of different elements, suggest new way by combining all elements and establish relationship among different elements. This category help to develop creative ability of the learners.
6. **Evaluation** - The last or the sixth objective of cognitive domain it includes qualitative and quantitative judgement about the method and material. In this category two types of criteria: internal and external are used for judging the truthfulness of facts, principles, rules and theories. This category develop the power of judgement among the students.

**Check your progress**

**Note:** Write your answers in the space given below-

**Q-1 Write the General aims of teaching English.**

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**Q-2 Write the specific objectives stated by Dr. B.S. Bloom.**

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### **1.3 CHARACTERISTICS OF LANGUAGE**

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The term language refers to the Latin word 'Lingua' which implies 'tongue'. French terms 'Langue' and 'Parole' also bear the impression of 'Language', It refers to the specific language used in all the communication, because language is the means of communication of thoughts and ideas. But the function of language is not restricted only to communication, rather it is more than that. Every language is unique in its nature. To understand the nature of language we shall make an earnest approach in defining the word 'Language' in different perspectives.

"Language is a means of social control".

\_\_\_ **Allen**

"Language is a social activity rather than a means of individual self-expression".

"Language, in its widest sense, means the sum total of such signs of our thought and feelings as are capable of external perception and as could be produced and repeated at will."

\_\_\_ **A.H. Gardiner**

"Language is a set of human habits, the purpose of which is to give expression to thoughts and feelings."

\_\_\_ **O. Jespersen**

"Language is one of the most important and characteristic form of human behaviour."

\_\_\_ **Gleason**

"Language an articulated system of signs, primarily realized in the medium of speech." \_\_\_\_\_**Strang**

"Language is a purely human and non-instinctive method of communicating ideas, emotions and desired by means of a system of voluntarily produced symbols." \_\_\_\_\_**Edword Sapir**

On the basis of these definitions, some of the important characteristics are as follows-

- (i) **Language is vocal and verbal:** Language is a systematic verbal symbolism, it makes use of verbal elements such as sounds, words, and phrases, which are arranged in a certain way to make sentences. Language is an organization of sounds and vocal symbols. The sounds are produced from the mouth with the help of various organs of speech to convey some meaningful message.
- (ii) **Language is systematic:** Language is the system of systems which includes phonemes, morphemes, semantics and syntax.
- (iii) **Language is speech:** Language is speech which in turn means the production of meaningful sounds according to a system. It is an introduction to the study of speech.
- (iv) **Language is a mean of communication:** Language is a mean or vehicle for communicating ideas, thoughts, feelings, experiences and emotions among the members of the society.
- (v) **Language and society:** Language is a social, cultural, but not a biologically inherited function. Language exists in society, it is a means of nourishing and developing culture and establishing human relations. It is as a member of society that a human being acquires a language.
- (vi) **Language is an acquired behavior:** Language is the acquired skill of reading, writing, speaking and listening and competencies related to cognitive and psychomotor domains.
- (vii) **Language is habit formation:** Language is habit development which involves learning to produce (encode) the various codes/systems in an effortless manner.
- (viii) **Language is unique in nature:** Language is a unique human trait shared by culture which is so diverse and by individuals that are physically and mentally so unlike from one another.
- (ix) **Language is learnt:** Language is in no way an automatic process but it is learnt. The child has to learnt it over a long period of time, he is exposed to sounds around him by his parents. This he does by imitation, and gradually the child learns the words and grammatical constructions. Thus, language is acquired by conscious efforts.
- (x) **Language is not static:** "We live in a changing world, we cannot possibly think in terms of static state of affairs in language or any thing else."

Everyone says that English is a living language with needs and requirements of speakers, it changes constantly. English of Chaucer is different from the language of twentieth century.

**Check your progress**

**Note:** Write your answers in the space given below-

**Q-3 What are the main characteristics of English Language?**

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## **1.4 STATUS OF ENGLISH IN INDIA**

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After independence in 1947, we witnessed an unprecedented upsurge of nationalism. With the independence, a controversy began about the status of English in India. Reformist **C. Raja Gopalachari** and others favoured its retention. But there were nationalists who strongly advocated that English should quit India with the English people. They argued that English was a foreign language and responsible for a very great waste of students' time and energy. They also said that students could learn and express their ideas more easily in their mother tongue. What the nationalists said had some reason in it. English has acquired unprecedented sociological and ideological dimensions. It is now well recognised in history. The language has touched the lives of so many people, cultures and continents, in many functional roles. Across cultures, English has been successful in creating a class of people who have greater intellectual power in multiple spheres of language.

English came to India with the English people when Lord Macaulay came to India in 1835 as a law member of the Council of Governor and general president of the Board of Education. During his realm, English education was permanently established in India. By writing his famous minute in favour of English education, Lord Macaulay desired to produce, "a clan of persons Indian in blood and colour, but English in taste, opinion, morals and intellect." The new educational policy of the British India got further strength when Lord Harding declared in 1844 that Indians educated in English would be given preference for govt. services. Social reformer like Raja Ram Mohan Roy also favored western knowledge and felt that the knowledge of English would provide an opportunity for India to have access to the newly developed arts and sciences of the west.

Various commissions and committees have been formed to define the status of English. The constitution framers expected the government to replace

English in official transaction within fifteen years of the commencement of the constitution. The 1964-66 Education commission constituted by the Govt. of India issued the resolution on National Policy on Education in 1968. This report recommended three language formula. English being one of the three languages in the scheme of language teaching.

The Secondary Education Commission 1952-53 states that-

- (i) The mother tongue or regional language should generally be the medium of instruction throughout the secondary stage, subject to the provision that for linguistic minorities, special facilities should be made a-variable on the lines suggested by the Central Advisory Board of Education. Mean while the C.A.B.E got engaged in preparing a workable formula for satisfying the claims of Hindi, regional languages and English. The formula was endorsed by the states at the Chief Minister's Conference in 1961. Thus, English was given a suitable place in the three-language formula.
- (ii) During the middle school stage, every child should be taught at least two languages: English and Hindi should be introduced at the end of the junior stage, subject to the principle that no two languages should be introduced in the same year. At the higher secondary stage at least two language should be studied, one of which being the mother tongue or the regional language.

Following the recommendation of the Education Commission 1964-66, it was observed that, "No student should be commandeered as qualified for degree, in particular, a Master's degree, unless he has acquired a reasonable proficiency in English."

The Govt. of India issued a resolution on National Policy on Education in 1968. The policy stressed that, "special emphasis needs to be laid on the study of English and other international languages. India must not only keep up with this growth, but also make its own significant contribution to it. For this purpose, study of English deserves to be specially strengthened."

In the present global village English is functioning as a link language.

"Because of rapid spread of industrial development, science and technology, international trade and commerce and the close independence of nations, English has become a world language."

**-F.G. French**

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### **1.4.1 STATUS OF ENGLISH IN PRE-INDEPENDENCE INDIA**

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India inherited English from the Britishers who ruled our country for more than two centuries. English in India started when East India Company established itself in India. After the battle of Plassey in 1757. The traders found themselves in the position of rulers, in order to win over the people over whom they had began to rule, they decided to open educational institutions. Two institutions were established at Calcutta Madarassah in 1781 and Banaras Sanskrit College in 1791

with the provision for teaching of English in them. The early efforts of the Christian missionaries, no doubt were concentrated on vernacular instructional medium. Between 1833 and 1853, the missionary efforts shifted the emphasis on secondary schools teaching through English. In 1834 Lord Macaulay in his first minute (1835) recommended for English as a medium of instruction. In 1882 the Indian Education Commission along with other commissions criticized the use of English as a medium of instruction. The Calcutta University Commission known as Sadler Commission wrote, “The educated classes in the various provinces of India will wish to be bilingual, to use their mother tongue for those dear and intimate things which form part of their life and to use English as a means of inter-communication necessary for the maintenance of the unity of India and to keep in touch with other countries”.

In the words of Howell, “Education in India under the British Government was first ignored, then violently and successfully opposed and conducted on a system now universally admitted to be erroneous and finally placed on its present footing”. In fact this present footing has a great importance that it occupied a most prominent place in the educational system of our country.

Wood’s Despatch as the Magna Carta of English in India (1854), emphasized the need for using both English at higher education level and the vernaculars at the lower level of education and confirmed what Macaulay had said that English was to be the medium of instruction in the higher branches, but English should be a compulsory language for all pupils at this stage. Through this teaching of English became more important and realistic.

In 1944 the Sargent Committee also made the recommendations that the medium of instruction should be mother tongue of the pupils and that English be not introduced as an optional subject in primary stage. Before independence English was the official language in India and it played a significant role in schools and college curriculum as well as in daily life. People in India considered English as a foreign plant transplanted in the Indian soil and were doing immense harm to the growth of our nation. As a result in 1904, a government resolution suggested that medium of instruction in the middle class should be mother tongue and English should not before the age of thirteen. Thus English continued to dominate the curriculum of Indian school, college and universities. The most efforts of the late nineteenth and early twentieth century were made on the supremacy of English language and literature. English helped in perfecting the art of governance, democratic debate and discussion. Its rich literature helped many Indians to develop their creative talent and today we have many popular writers of Indian English.

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## **1.4.2 STATUS OF ENGLISH IN POST-INDEPENDENCE INDIA**

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After the independence of India in 1947 there was an understandable upsurge of nationalism in all spheres of Indian life. A controversy began against the use of English both as a medium of education and as a status symbol. There were leaders like **Jawahar Lal Nehru** and **C. Rajagopalchari** who realized the retention and importance of English and as a functional and effective instrument

of modernity. There was earlier no national language legally and English was the official language while taking in-to consideration all the administrative and financial implications. We can easily realize that the problem of compulsory education in India is perhaps more difficult and complex than in almost any other region of the world. The multiplicity and diversity of language is not the only linguistic factor complicating the issue of the medium of instruction. One of the most important problem that the country had to face was the question of retention or rejection of English language. There was also the problems posed by comparative states of development of different language by their distribution and by the differentiation of languages varieties within a single speech community. Most of the languages of India have no script. The major languages that possess a literature are still in the process of developing vocabulary for the sciences.

There was pressure to make Hindi as the national language of the new nation, but ultimately recognizing the multinational character of the country, the constitution of India decided it would be Hindi in Devnagari script, which will become the sole official language of the union after 15 year from 1950, until then English will continue to be the official language along with Hindi to be used for official purposes as authorized by president of India from time to time. The states are also free to adapt any language in use in the state as their official language and can also continue the use of English until the time when they find suitable language for complete switch over.

Provided all such problems related to language distribution, differentiation, diversity, all intensify the difficulties of eradicating illiteracy and of establishing an efficient network of communication. English has been long adopted and firmly established as a link language by our national leaders during and after the freedom struggle not only for mutual communication and co-existence but also for saving the republic from small stage nationalism. It established its roots in our country as a language of national resurgence, political awakening, and cultural unification.

Educationists and political leaders argued on this matter. **Maulana Azad** said, "One hundred and fifty years of intimate contact has made English an integral part of our educational system and this cannot be changed without injury to the course of education in India... English has become one of the major languages of the world and Indians can neglect its study at the risk of loss to themselves."

The constitution of India (1950) laid down that English would continue as the official language of the union, "It shall be the duty of the union to promote the spread of the Hindi language, to develop it so that it may serve as a medium of expression of all the elements of the composite culture of India."

Secondary Education Commission (1952-53) also observed that, "much of the national unity in political & other spheres of activity has been brought about through the study of English language and literature."

The Central Advisory Board of Education prepared a workable formula for satisfying the claims of Hindi, regional language and English. The Board gave its three language formula in 1956 and English was given a suitable place in the three language formula.

**Check your progress:**

**Note:** Write your answers in the space given below-

**Q-4 Write briefly the status of English in pre-independence India.**

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**Q-5 What is the status of English in post-independence India.**

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## **1.5 NATURE OF ENGLISH LANGUAGE**

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It is very difficult to explain the nature of the language because the origin of language still remains unanswered. Language is a means of communicating thoughts, ideas and feelings. Language is a means for communication of man. As **Dwight Belinger** says, "Language is species-specific. It is a unique human trait, shared by the culture so diverse and by individuals physically and mentally so unlike one another."

In the words of **Edward Sapir**, "Language is a purely human and non-instructive method of communicating ideas, emotions, and desires by means of a system of voluntary produced symbols. These symbols are in the first instant auditory and they are produced by the so called 'organ of speech'."

"A language is 'audible', articulate human speech as produced by the action of the tongue and adjacent vocal organs... The body of words and methods of combining words used and understood by considerable community especially when fixed and elaborated by long usage; a tongue". **Webster**.

According to Transformational Generative Linguistic like Norm Chomsky, language is the innate capacity of native speakers to understand and form grammatical sentences.

On the basis of the definition given above we find many things related to the nature of language:



- (i) **Language is a system:** - Our body-our body system functions through different organs like heart, lungs, brain, eyes and ears. Though they are independent by nature but they are inter connected and work in coordination. Similarly, language is a complex while like the human body, the system of language works through sounds, words and structure to give a complete meaningful sentence.
- (ii) **Language is learnt:** When the child is born he knows no language and he learns it over a period of time. That is why language is in no way an automatic process but is learnt. The parents are conscious of this process and they help their child to imitate their spoken words. While living in a human group, a child of five or six years of age, has already learnt a number of sound patterns and grammatical constructions of the first as well as second language.
- (iii) **Language is a system of systems:** A symbol is a representation of something. Language is also a system of systems. The symbols of a language are its work. For better functioning of language it is essential that both speaker and listener know the words, the sound and they have meaning for better communication. It is essential to attach a meaning to each sound.
- (iv) **System of language is arbitrary:** It means that there is no necessary relation between any language item and what it indicates. It is not essential to have any relationship between the word and the object for which it is spoken. We use different words for the same object in different language e.g. 'Book' in English, 'Kitab' in Urdu and 'Pustak' in Hindi.
- (v) **Language is symbols and vocal:** Though language is a system, yet it does not exist in a vacuum. Language is basically a speech, it is primarily observed or spoken. The symbols which constitute a language are vocal symbols and other kinds of symbols are possible but they are inadequate. We reserve this term (language) exclusively for a system in which the symbols are vocal sounds. Sounds produced by human being through various movements of what we call the vocal organs-there are many languages which are only in spoken form. They don't have any written form. In short, language means spoken language and it excludes writing which is a representation of what is spoken – a secondary thing.
- (vi) **Language is Human: Edward Sapir** defines language as purely human, because human beings are gifted with language. All human beings have this quality and use it systematically for the purpose of communication. Animals too have a system of communication, but we cannot give it the name 'human' system. It is not a developed system either.
- (vii) **Language is based on common cultural experience:** Language is the outcome of the culture to which it belongs. We cannot separate language from the culture in which that language exists. Every language is the product of a particular society and culture. It has the meaning related to that particular society and culture. That is why there is no equal word in two different languages, because of this the speech habits of English society are quite different from that of Indian society.

**Language changes:** Though language is related to a particular culture and society, language changes with the change of the culture and society. We cannot think of a static state of affairs in language. Change in language does not only relate to vocabulary, pronunciation and ways of expression, but system of writing also changes with the change of time. Language is constantly changing and developing according to the needs of the speaker. New words are borrowed and absorbed in a language from time to time.

**Check your progress**

**Q-6 Write any three nature of English language.**

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- (b) .....  
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- (c) .....  
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**Q-7 Write short notes on-**

- (a) **Language is a system of systems**  
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- (b) **Language is human**  
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- (c) **Language changes**  
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## **1.6 LET'S SUMUP**

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This unit starts with the aim and objectives of teaching English language. Being a future teacher, one could easily be convinced about the usefulness of the subject. Knowledge of the characteristics of English language will give you a concrete knowledge of language, along with the status of language in India. With special reference to pre-independence and post-independence India provided as the background you will know how it came to exist in India as well as the nature of English language.

After independence the status and power of English has increased internationally in the political and commercial spheres. It was perceived that India will have some natural advantage on world politics and commerce by officially remaining an English using country. There was also an enormous leap in the growth of science and technology much of which was done because of English. It has given us the opportunity to study English literature which is so vast and rich. It serves as common language of India and thus it brings closer the people residing in different parts of India. Knowing English will help to know the works of great leaders, famous scientists and renowned philosophers and well known authors. Though English is a 'Lingua Franca' of the world it is the language through which we can exchange our views with the people of other countries and lastly it has opened the gates of western science and technology forces.

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## 1.7 ANSWER TO CHECK YOUR PROGRESS

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**Question 1:** The general aims of teaching English are Reception, Expression, Phonetic speech and Graphic speech. The aim of reception is to develop two major skills (1) Listening and understanding (2) Reading and understanding. Expression aims at develop the communication skill, the Phonetic speech make pupil to read with comprehension and Graphic speech enable pupils to write.

**Question 2:** The Cognitive Objectives stated by Dr. B.S.Bloom is known as cognitive domain which carries six categories of objectives such as Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. The cognitive domain is related with the word 'What'.

**Question 3:** The main characteristics of English language are Language is vocal and verbal, Language is systematic, Language is speech, Language is a means of communication, Language is an acquired behavior, Language is habit formation, Language is unique in nature and Language is not static.

**Question 4:** The status of English in pre-independence India was, it was considered as the lingua franca of the educated section of the society, English was the medium of instruction in high schools and universities. It was the language of administration and law of court, it was regarded as ready-recknor for employment. There were vernacular schools which imparted education through the medium of Indian languages. The Anglo-vernacular schools which had introduced English education were high schools.

**Question 5:** The status of English in post –independence India witness a drastic change. It was declared by the Indian constitution that Hindi in Devnagri script be the official language of the union ,English did not remain the medium of instruction, the regional language become the medium of instruction and English ceased to be a compulsory subject, the state government can use regional language in administration. English and the regional language remain the medium of communication and English continue to remain the national link among different states.

**Question 6:** There are many things related to the nature of English Language

- (A) **Language is a system:** Like human body system function through different organs, the system of language works through sounds, words and structure to give a complete meaningful sentence.
- (B) **System of language is arbitrary:** It means that there is no necessary relation between any item and what it indicates. Like use of words for the same object in different language. e.g., 'Book in English' 'Kitab in Urdu' and 'Pustak in Hindi'.
- (C) **Language is Human:** Language is purely human because human beings are gifted with language. All human beings have this quality and use it systematically for the purpose of better communication.

#### Question 7-

- (a) **Language is Speech:** It is true that language is speech which in turn means the production of meaningful sounds according to a system. It is an introduction to the study of speech.
- (b) **Language is a means of communication:** It is true that language is a means for communicating ideas, thoughts, feelings, experiences and emotions among the members of the society.
- (c) **Language is an acquired behavior:** It is true that language is the acquired skill of reading, writing, speaking, listening and competencies related to cognitive, affective and psychomotor domains.

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# UNIT 2 LEARNING OF ENGLISH LANGUAGE

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## Structure

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Basis of Language Learning
- 2.3 Functions of Language Learning
- 2.4 Different Mode of Language Learning
  - 2.4.1 Socialization
  - 2.4.2 Environment
  - 2.4.3 Formal Education
- 2.5 General Principles of Language Learning
- 2.6 Psychological Principles of Language Learning
- 2.7 Let us Sum up
- 2.8 Answer to Check Your Progress
- 2.9 Reference

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## 2.0 INTRODUCTION

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Learning a second language or a foreign language is a modern or scientific approach, it is more than learning a description of it. Language learning is based on sound linguistic principles. Language is essentially a skill which involves the process of reading, writing, listening and speaking. Language is a science which has certain rules and principles. It is the medium of communication and verbal interaction between teacher and student. Language plays an important role in human life. The hard fact is that human life has been made better by the use of a language. It helps in the process of expression and communication. Learning of a language entails a deliberate and diligent effort and consists of meaningful patterns that makes one intelligible to the group. Being specific to a group, language not only has a common social setting but also a commonly shared cultural and experimental background.

Learning takes place even without any planned and deliberate teaching. Learning includes not only purely physical activity but also matters which involve the 'mind'. The principle that emerges from these facts is that the learning of the language commonly spoken in the community in which individuals live in a much wider process that what is prescribed and taught in school or college. Since there

is no clearly identifiable agency outside the school that is doing any teaching of language, human learners of language have some special capacity to learn language.

This unit deals with the basis of language learning which enable the students to know about it. There are different ways to learn language through socialization, Environment, and from classroom. Language performs some functions without them it is very difficult to understand how language works and similarly there are also some general and psychological principles to know about language learning.

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## 2.1 OBJECTIVES

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After going through this Unit students will be able to:

- Asses the base of English language learning in a formal educational setup.
- Evaluate the different ways and mean of language learning.
- Enable the students to discuss about the function of language learning.
- To select different general and psychological principles of language learning.

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## 2.2 BASIS OF LANGUAGE LEARNING

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Language is a human and social activity without which human cannot function in the society. It is one of their basic needs. One has to learn it, it is not optional we just cannot avoid it.

According to Oxford Advanced Learner's Dictionary language is a "system of sounds, words, patterns etc., used by humans to communicate thoughts and feelings".

According to Collins Cobuid Essential English Dictionary, "Language is a system of communication which consists of set of sounds and written symbols which are used by the people of a particular country for talking and writing. Also language is the ability to use words in order to communicate."

A great linguist, **Robert Lado**, viewed that, "Language is intimately tied to man's feelings and activity. It is bound up with nationality, religion and the feelings of self. It is for work, worship and play by everyone be he beggar or banker, Savage or civilized." He further says, "Because of its pervasiveness, it is the object of study by many branches of learning. Linguistics, psychology anthropology, education, geopolitics to mention a few deal with language more or less systematically."

Primarily language is a means of communication which defines the characteristics of a human species. Many animals also use various types of signs to communicate or to convey information. But there signs could not be categorized under language. Language learning takes place even without any planned and deliberate teaching. This learning includes not only purely physical activity like walking or swimming or riding a bicycle but also matters which

involves the 'mind'. The learning of the first language without much obvious evidence of 'teaching' by nearly every young child in every human community is perhaps the best examples of this. Language especially the mother tongue, is a striking exception to this general rule. Learning of the language commonly spoken in the community in which individuals live is a much wider process than that what is prescribed and taught in school or college.

Language is a system of systems. There are five levels of language like: - Phonological level, Morphological level, Syntactic level, Graphic level and Semantic level. Human communication system is different from that of animal communication system. Though animals, bird etc. do not process a verbal language but they succeed in communicating different things by different ways. In fact, animal communication has certain limitations and therefore cannot express abstract concept.

Language learning is creative in nature. We create new sentences which nobody might have heard or read anywhere. Language is primarily speech, "Language is most completely expressed in speech. Writing does not represent intonation, rhythm, speech and Junctures." **Robert Lado**, 1971:50. Language is a code. When a speaker speaks or a writer writes, message is encoded. The message which is encoded by a speaker or a writer is in fact, decoded by a listener or reader. The code is already known to the listener-speaker and the reader-writer. That is the reason why they get what is conveyed to them. It is both content and expression.

Capacity for speech is a characteristic of the human race and of the human race alone. The seven characteristics of human speech are Duality, Productivity, Arbitrariness, Interchangeability, Specialization, Displacement and Cultural transmission. The structure of language is dual as it has a system of significant units of sound (phonemes) and a significant unit of form (Morphemes). Productivity mean the structural element of language that enable a speaker to produce new utterances, though there is no interest or necessary relation between any given features of a language and its meaning that is why it called as arbitrariness of language, interchangeability means that it can both send and receive messages, specialization means each human language is a special system and that the system is suitable for conveying messages within the frame work, displacement means human language can be used both denotatively and connotatively and lastely the cultural transmission refers that human language is transmitted from one individual to another not by physical inheritance but by learning language. The effective language learning is possible through these seven characteristics of human speech.

Language is a system of phonetics, grammar and vocabulary which in themselves are systems, there systems are: Phonology, Morphology, Semantics. The study of the actual sounds of the language is called phonetics and the way in which "there sounds are used, put together and organized is called phonology. Every language has a set of sounds peculiar to it. The sound stands for words, the word stands for abject, ideas, process etc. Accurate statements about the phonological aspects of English are made in linguistics. According to walking, phonetic transcription is, "a useful tool for indicating the pronunciation of new words in class or more importantly in a dictionary."

Words what they are, their information and various changes in their form is called morphology. Words and their meanings in a systematic way is called semantics. Construction, arrangements of words into definite meaning conveyed i.e., phrases, formulas and sentences is called syntax.

**Check your progress**

**Note:-** Write your answers in the space given below-

**Q-1 Write a Short note on the basis of language learning?**

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**Q-2 Explain how language is concerned with-**

**(a) Communication Skills**

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**(b) Creative Nature**

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**(c) System of System**

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## **2.3 DIFFERENT MODES OF LANGUAGE LEARNING**

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Language can be learnt in different modes. Linguistically speaking, language can be of the following types, (a) Mother Tongue L<sub>1</sub> (b) Second language L<sub>2</sub> (c) Third Language L<sub>3</sub> (d) Foreign language F<sub>1</sub> (e) Dead language, (f) Classical language (g) Modern language (h) Target language. Apart from these there are some important terms which are very oftensed while talking about language. Their names are Lingua-franca, Dialect, Idiolect etc.

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### **2.3.1 SOCIALIZATION**

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Language is essentially a skill, it is not a content which aim at imparting information and fill the human mind with knowledge. Man is often described as a social animal. The long and slow process of psychological and social



development of the child is called socialization. The more important and interesting aspect of man's social nature is related to how it is formed. An individual's personality and behaviour patterns are determined to a large extent by the culture in which the child's socialization takes place. The culture into which the child is born functions in an environment which provides the opportunity and support for learning various things associated with being a person and a member of the society. Thus the language the child is exposed to in the home and neighborhood becomes the L<sub>1</sub> (Mother tongue) and the culture of that particular community is what the child learns and accepts as his/her own. Thus, the language and culture of the community in which socialization takes place, influence the social nature and identify of the individual in important ways. A remarkable feature of the process of learning the L<sub>1</sub> is that it occurs quite naturally and is managed with high level of effectiveness.

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### **2.3.2 ENVIRONMENT**

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The child is born with a potential to learn. The environment-representing opportunity to learn, plays an important role in determining how this potential is fulfilled. The environment that helps to shape the nature of the person is not fixed. Both the physical and the social environment of an individual can and does change. A young child's family can move from one linguistic community to another, or from living as a small single child family in to a large joint family set up, or from a small village to a large urban area. The young child especially has to adjust, which means learning about new physical and social surroundings. Thus, the important principle relating to the environment and learning is that human have a tremendous capacity to learn and keep learning. This varsality and flexibility is crucial for our survival in drastically changing environments. Looking at language learning more closely there are many references to the problems and difficulties that learners have learning goes on all the time and in various ways and for most learners it is quite successful.

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### **2.3.3 FORMAL EDUCATION**

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The process of socialization and provide an opportunity to learn through environment is very long-drawn out and slow and it covers a complex and comprehensive set of activities. The on-going and naturally occurring activities form the most common context for human learning. These largely informal social activities can be contrasted with the more planned and organised operations associated with schooling or formal education. One obvious feature of schooling is that a few specially designated persons function as teachers, and children or learners go to a specially setup places called the classroom where teaching-learning is expected to take place. In the context of school, children have a special opportunity to learn. The school related image of the child is indicated by the term pupil-or learner.?

A child acquires his mother tongue, he does not learn it. He acquires the mother tongue naturally, automatically and unknowingly. There is no formal teaching for acquiring the mother tongue. The child listens to his family members using the language and acquires the sounds, vocabulary, meaning of the words.

The child acquires the first language simply because it is his need and he/she cannot live and function without it. Acquisition is natural but learning is purposeful and artificial. A second language is learnt deliberately and consciously. Second language learning takes place in an artificial environment through formal teaching. Obviously there is a difference between these two words 'acquisition and learning'. A second language learner is one who has/had the experience of another language. He tries to learn a second language the way he acquired his first language. Unfortunately the environment and the surroundings in which he acquired his mother tongue for him is changed. The child now very consciously tends to know and learn everything unlike the mother tongue he experienced. Second language learning is greatly affected by linguistic, social and psychological factors. Robert Lado (1971) defines second language learning as, "acquiring the ability to use its structure within a general vocabulary under essentially the conditions of normal communication among native speakers at conversational speed". Again he writes, "Learning a second language is more than learning a description of it. The process of speaking and listening is involved, and this process combines linguistic and psychological as well as other elements."

According to the psychologists of the behaviorist school, the language learning process may be defined in terms of conditioning. They argue that the teaching of language learning skills is essentially a process of habit formation. Stress on repetition, imitation and drill is a part of a behavioristic approach. The teacher uses pattern-practice extensively, he provides controlled stimuli and is able to draw out particular responses. Correct response is related to immediate reinforcement, child starts with the simple learning and proceeds to the more advanced in planned and controlled steps. Behaviorists believe that motivation is a vital aspect in learning the language and claim that the motivated learner will learn more readily and retain it for a long time. They also regard the transfer of learning as an important part of language learning.

**Prof. B.K. Das** and **B.N. Kaul** CIEFL, Hyderabad consider some relevant points for language learning:

- Like practice makes a man perfect, language is learnt only through practice.
- Language learning depends upon a situation which makes its use necessary. Language can not be taught without a situation. The teacher has to produce/ create a new situation every time for meaningful learning.
- Producing the correct linguistic response to a stimulus requires efforts.
- Correct response also requires attention. Attention is bound to be bolt after a time, so prolonged practice is less useful than spaced practice.
- Learning takes place faster if the correct response to a stimulus is immediately confirmed. The learner must know at once if his effort is right or wrong.
- Every new item learnt must be reinforced by further practice before another learning begins.

**Check your progress**

**Note:** Write you answer in the space given below-

**Q-3 How a child can learn language through-**

**(a) Socialization**

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**(b) Environment**

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**(c) Formal Education**

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## **2.4 FUNCTIONS OF LANGUAGE**

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Language is a science and literature is an art and both are the mirror of a society and culture. The language is the media for literature. A language has several functions in social milieu, which are briefly explained here:

- **Language helps in communication:** Language provides expression to our thoughts, feelings, needs, opinions and other abstract things. It helps to communicate them to other person, in oral or written form. We may communicate some ideas without using any language, but when we say something meaningful, we are saying it in some language.
  
- **Language exists in social context:** Language is relevant only in social context, which is necessary for its operation. There should be a corresponding situation for the language to operate upon. It is a conventional arrangement between the speaker and the literature. A person transmits a message which is nothing but a conventionally intelligible arrangement of a word unit. Another person receives the messages physiologically and translet it, gives it a recognised meaning and react to the message. It leads to conversation and conversation is possible only in a social matrix.

- **Aesthetic Function:** Language is a mean to store cultural experiences in the form of literature and other written records for the posterity. These cultural experiences form the excess of individual realization. It breathes life into our poets and dramatics. Short of a language, such fine arts were not possible. Aesthetic experiences are the treasure for the posterity to feel proud of.
- **Expressive Function:** Every individual has some feelings, emotion, ideas and he/she wants to give an outlet to those experiences of life. By using a language, the individual is able to express his views. – Language thus helps in the process of expression between the two individuals. The individual is understood by the other when they have a common language. Language develops mutual understanding.
- **Informative Function:** Language helps an individual in giving information to others. Suppose a person has some important function in this mind and that he wants to pass on the other. It will be possible only if he is able to express himself and inform others. Only language helps in giving the information or message. Some times the teacher in the classroom play the role of an informer. He will be able to do so only with the help of a language. In the absence of language, passing on the information will become a difficult task.
- **Interactive Function:** Language is a two-way communication. The two-way communication is known as interaction. In classroom teaching interaction between teacher and student takes place with the help of verbal and non verbal language. Face to face classroom teaching is an interactive process. It is an important function of language become.
- **Evolutionary Function:** The Advancement of a country depends on its economic, social and technological development. The evolution of the country is governed by its National Language. A rich language of the country contributes directly in the national development. Literature is the mirror of the society. An advancement of a society is basically its language development. The English is a rich and advance language which has contributed in the evolution of English society. The evaluation of man and society is related to the language.
- **Preservation Function:** Language is a boon for human beings. No other animal and species have this privilege. Man alone uses language for interaction and communication. Man can preserve his knowledge and experiences in written form. Thus, acquired knowledge and experiences are formed edifice of human knowledge. The new generation will make use the preserved knowledge, which is available in written form. The introduction of media and technology have helped in preserving the ideas, views and artistic ability in original form. We can enjoy the songs and woks even after the death of great scholars and pets. That is why language has the most important function in preserving the knowledge, ideas, feelings and views in original form.

**Check your progress**

**Note:** Write your answer in the space given below-

**Q-4 Explain the following functions of language learning.**

**(a) Aesthetic Function**

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**(b) Informative Function**

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**(c) Preservation Function**

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## **2.5 GENERAL PRINCIPLES OF LANGUAGE LEARNING**

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Learning a second and foreign language is more than learning a description of it. In India English is taught both as a second or a foreign language. The term 'second language' is used because it has become a lingua franca between speakers of widely diverse languages. English as a 'Foreign language' meant that English is taught as a school subject or on an adult level solely for giving students a foreign language competence. It is developing the ability to use the language at habit level. This is true not only in second language learning but also of first language learning. Fundamentally, all language learning involves the process of listening, speaking, reading and writing. These processes involve both linguistic and psychological aspects. This leads us to understand that all language learning is based on certain well-defined principles derived from linguistic science as well as psychological science. All language learning is a scientific one and is based on sound linguistic principles, which are as follows:

- 1. Principle of Naturalness:** Child learn mother tongue more easily because it exist in a natural environment. It is very frequently spoken in family and in neighborhood. But it is not the same in a foreign language. It becomes very difficult to learn it within six periods a week. So, an effort be made to provide the child with a natural environment for learning this foreign language. It can be possible through, talking to the students in foreign language in the class, encouraging students to converse only in this language and arranging for group discussion.

- 2. Principle of Habit Formation:** Real language ability is at the habit level. Make language pattern as habit through intensive pattern practice in variety of situations. The students must be taught to use language patterns and sentence constructions with appropriate vocabulary at normal speed for communication. "Language learning is essentially a habit forming process, a process during which we acquire new habits" Palmer.

Language is the instrument of all subjects. So it should be automatic i.e., a habit. It should be learnt to the point that little or no effort is made to speak it. Thompson and Wyatt call it unreflective right utterance." An attempt should be made to form habits, as indicated by Bruce Pattison, "Habit have to be established, the operation of the system has to become fairly automatic."

- 3. Use Mother Tongue Sparingly:** The mother tongue should be sparingly and Judiciously used during learning language. Of course, at the early stage some explanations will have to be given in pupils' mother tongue. It is important that students do not use their mother tongue in the classroom. In this context we give here the views of Roberts Paul in his book Understanding English, "When we learnt first language, we face the universe directly and learn to clothe it with speech; when we learn the second language we tend to filter the universe through the language already known." So we can use mother tongue and the teaching of a foreign language can support and assist each other.
- 4. Principle of Controlled Vocabulary:** Vocabulary should be kept under control. It should be taught and practiced only in the context of real situations. For this meaning will be clarified and reinforced. Keep the vocabulary load to a minimum while the students are mastering the sound system and the grammatical patterns. Linguistics shows that words, no matter how many, do not constitute a language. The most strategic part of a language for use is the system of basic patterns and significant sound contrasts and sequences. Every effort should go into teaching these elements; hold the vocabulary load at first to the words needed to manipulate the patterns or illustrate the sounds and contrasts.
- 5. Principle of Sound System for use:** The sounds of English should receive priority. Sounds should be given their due place in the scheme of learning language. Teach the sound system structurally for the use by demonstration, imitation, props, contrast and practice. Observation repeatedly shows that merely listening to good models does not produce good pronunciation after childhood partial attempts, props in the form of articulatory clues and minimal contrasts to focus sharply on the phonemic difference eventually result in satisfactory responses, but to increase facility and fluency, practice become indispensable. Sound should not be presented in isolation. They should appear in proper expressions and sentences spoken with the intonation and rhythm which would be used by a native speaker.
- 6. Principle of Multiple Line Approach:** According to **R.N. Safaya**, "the term multiple line implies that one is to proceed simultaneously from

many different points towards the one and the same end." So the teacher should adopt many approaches judiciously and rationally to reach the goal. We should reject nothing except the useless material and should select judiciously and without prejudice all that is likely to help in our work. Teaching a language implies attacking the problems from all front. Say for example, there is a lesson on 'Holidays' in the text book. The teacher can have a number of language activities connected with the topic such as oral drill, reading, sentence writing, competition, grammar translation, language exercise etc.

**7. Principle of Selection:** Selection of the language material to be taught is the first requisite of good teaching. The principle is based on the assumption that it is not possible to teach the whole system of the language within a short period. Because only limited things can be taught within a limited period so the teaching matter has to be selected. Selection should be done in respect of grammatical items, vocabulary and structure. Selection of language item should involve-

- a) **Frequency-** Those words or sentences should be selected which have a high frequency of occurrence or how often a certain item or word is used.
- b) **Range-** Every word has its range. Range shows the number of situations in which a word can.
- c) **Coverage-** Words which have more covering capacity should be selected, how many different meanings a word or an item can convey.
- d) **Availability-** How an item is easy to learn.
- e) **Teachability-** Words differ in teachability, how far an item is easy to teach in the social context.
- f) **Learnability-** According to child psychology it is desirable to teach things in accordance with the age of the child. While making a selection of matter to be taught the age of the students be kept in mind.

**8. Principle of Gradation:** Means placing the language items in an order. Selected words or structures are put in suitable order for teaching is called gradation. Grading involves grouping and sequence. Grouping- According to it the material selected is grouped on the basis of sound, situation, sentence, structure and meaning. This helps to make the process of learning easier. Grouping according to the sounds is called phonetic grouping for example, words having the same sound are placed in one group as eat, bat, not or row, toe and saw. If the basis of grouping of words is situation, than it is called Lexical grouping – e.g., father, mother, brother and sister or school, teacher, head master, peon etc. are grouped around 'family' and 'school'. When the basis of grouping of teaching content is 'sentence structure' than it is called 'Grammatical grouping'. According to it all suitable structures having subject-verb-object should be

taught first of all and only after this structures having subject-verb-object extension to be taught. If the, material is grouped on the basis of meaning than it is called 'semantic grading'.

**Sequence:** It means what comes after what. Sequence should be there in the arrangement of sound which is phonetic sequence, phrases grammatical sequence, words lexical sequence, and in meaning semantic sequence. Sequence of structures implies direction, expansion, variation and length of the structure.

**Check your progress**

**Note:** Write your answers in the space given below-

**Q-5 (a) Write the principle of habit formation in language learning.**

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**(b) Write about the principle of gradation in language learning.**

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## 2.6 PSYCHOLOGICAL PRINCIPLES OF LANGUAGE LEARNING

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Along with the general principles of language learning there are also some psychological principles for language learning, or we can say that they are derived from the science of psychology. They are as follows:

1. **Principle of Motivation:** Motivation is an important factor in language learning, particularly in learning a second language and it is the core of learning. But to motivate the students to learn a foreign language is an up hill task as there is no internal force for learning this language. Pupils' interest can be aroused in a number of ways and language learning can be made increasingly interesting and attractive. It can be done with the help of pictures, charts, models, flash cards, black board sketches. The use of tape-recorder can be most effective in the teaching of pronunciation.
2. **Principle of Interest:** According to wren. "Lesson can be made interesting by utilizing objects and pictures, interesting to the class, by allowing all boys to do something as well as to say something, by giving fullest play... To arouse interest in the students teacher can make use of related material in everyday life, undertaking various activities such as speaking, reading writing etc.



3. **Principle of Immediate Correction:** Do make correction. Corrections make all the difference. They help in improving pupils' responses. But when corrections are made, they should be made immediately and it should not be lead to frustration or discouragement.
4. **Principle of Imitation:** Imitation is an important principle of language learning. Good speech is the result of imitating good models of speech. The model should be intelligible. Imitation followed by intensive practice helps in the mastery of the language system.
5. **Principle of Reinforcement:** It has been experimentally proved that reinforcement on correct responses helps on better learning. Let the students know immediately when his response has been successful. Thorndike proved that blind folded subjects did not learn to draw four inch lines even if they drew thousands of lines as they did not find out when they have succeeded. Similarly Skinner proved that animals learned better when correct responses or successively closer approximations were reinforced with food or some other reinforcers.
6. **Principle of Learning by doing:** The main focus of language teaching is to develop the four skills. Reading, writing, speaking and listening. Practice and pronunciation drill is essential in language teaching. Model reading, imitation reading, silent reading and learning spellings are the essential activities for teaching language.
7. **Principle of Practice:** Practice makes a man perfect. The practice of a language develops mastery, efficiency and fluency of a language. The expression, grammar and vocabulary depends on continuous practice and use of a language.

**Check you progress**

**Note:** Write your answer in the space given below-

**Q-6 Write any three psychological principles of language learning?**

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2. ....  
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## 2.7 LET US SOME UP

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In this unit we pointed out the base of learning of English language, which gave us the knowledge about how language is used as a mean of communication,

a system of systems. Language learning is creative in nature, capacity for speech is a characteristics of it and language is a system of phonetics. Through socialization, environment and formal education setup language can be learned. Man being a social animal the physiological and social development of a child can be possible through language development. The functions of language is both art and science because language is a science and literature is an art, both are the mirror of a society and culture. Language exists in social context. The aesthetic function, expressive function, informative, interactive, evaluation and preservation function will give the impression of how language work. Fundamentally all language learning involves the process of listening, speaking, reading and writing. This leads us to understand that all language learning is based on certain well defined principles derived from linguistic science as well as psychological science. All language learning is a scientific one and is based on sound linguistic principles psychological principles are most important factor in language learning because it help both the teacher and the students to know their own standing in the class.

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## **2.8 ANSWERS TO CHECK YOUR PROGRESS**

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**Q-1** Open ended

**Q-2(a)** Language is the means of communication which defines the specific characteristics of human beings. Every living being use various signs to communicate, but these signs are not categorized under language. In this way language cannot be separated from communication.

**(b)** Language is a system of systems. There are five levels of language like-Phonological, Morphological, Syntactic, Graphic and Semantic level. All these levels works within a whole system, that is why language is a system of system.

**Q-3(a)** Language is directly related to culture of the community in which socialization takes place, it influence the social nature and identity of the individual. Environment of the society provides the opportunity and support for learning language which occurs quite naturally.

**(b)** Environment plays an important role in determining how to learn language. Both physical and social environment of an individual keep on change. Human being have tremendous capacity to learn with the changing environment.

**(c)** Language learning is both formal and informal. The first language is learn in a natural process, but the second language is learnt deliberately and consciously in an artificial environment through formal teaching.

**Q-4(a)** The aesthetic function of a language are the chosen words and phrases which are very important for language ornamentation. Aesthetic experiences are the treasure for the posterity to feel proud of.

**(b)** Language is the means for passing the information and message. It is possible when an individual express himself and inform other. Without language passing of information is a difficult task.

(c) Human being uses language for interaction and communication. He can preserve his knowledge, experiences, ideas, feelings and views in many forms for future generations. The introduction of media and technology has helped in preserving these in original form.

**Q-5(a)** Language learning is essentially a habit formation process through which students are taught to learn and use language patterns and sentence constructions with appropriate vocabulary.

(b) Gradation of language involves grouping and sequencing. It involves phonetic (sound), situation, sentence, structure and meaning. This gradation system makes the language learning process easier.

**Q-6(a)** The three psychological principles of language learning are

(i) Principles of imitation- Good speech is the result of imitation of language followed by an intensive practice which helps in the mastery of the language.

(ii) Principles of practice- The practice of a language develops mastery, efficiency, fluency of a language. Expression, grammar and vocabulary depends on continuous practice and use of language.

(iii) Principles of immediate correction- Correction helps in improving pupils' responses, it should be made with immediate effect otherwise it will lead to frustration.

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# UNIT-3 CURRICULUM REFORMS IN ENGLISH LANGUAGE

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## Structure

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Commissions and Committees Reports on English Curriculum
- 3.4 Importance of English in India
- 3.5 Problems of Implementation of English Curriculum in Schools
- 3.6 Suggestions for Improvement of English Curriculum
- 3.7 To Sum Up
- 3.8 Answer to Check Your Progress
- 3.9 References

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## 3.1 INTRODUCTION

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To start with the view of **Gandhiji** about the role and importance as well as place of English language in India.

"I hold its knowledge as a second language to be indispensable for specified Indians, who have represent the countries interest in the international domain. I regard the English language as on open window for peeping into western thought and sciences. But I would not burden Indian children and their youthful energy by expecting the expansion of their brains through the medium of a foreign language. I do hold it to be sin on the part of those who are responsible for producing the unnatural condition under which we are being educated."

\_\_\_\_**Gandhiji**

Harijan: Feb. 01, 1942

In one word what **Gandhiji** Clearly stated that English is and will remain a foreign language. It can never replace the mother tongue.

Controversy always exists in regards to the place of English in school curriculum. History proves that English has found an important place in our curriculum. Curriculum is a gist of lessons and topics which are expected to be covered in a specified period of time in any class. What ever a child experiences through various class-room activities, library, laboratory, workshop, assembly, play field etc are refered a curriculum or in other word we can say that it include the whole life of the school. English should continue to have important place in the language curriculum even when it ceases to be the medium of higher learning. An effective knowledge of English is essential for those who at the end of the

higher secondary course, seeking admission to a university or enter a vocational career. It is not desirable to force children to learn English at the lower primary school level, even before they have acquired the necessary degree of proficiency in their own mother tongue. A mastery of the mother tongue is essential as a preliminary step to second language learning, if there is to be any real attainment in studying the second language itself. There are also strong administrative reasons, quite apart from this educational argument which bring out the impracticability of such a step.

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## **3.2 OBJECTIVES**

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After going through this unit students will be able to.

- Write about the commission and committees reports on curriculum for English language in schools.
- Assess the importance of English in India.
- Explain the problems of curriculum implementation in schools.
- Familiarise yourself with some measures for implementation of curriculum in schools.

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## **3.3 COMMISSIONS AND COMMITTEES REPORTS ON ENGLISH CURRICULUM**

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The secondary Education commission 1952-53 reports that, "It must be clearly understood that according to best educational thought curriculum does not mean only the academic subjects traditionally taught in the school but it includes the totality of experiences that a pupil receives through the many fold activities that go on in the school. In this sense whole of the school life becomes curriculum which can touch the life of the student at all points and help in the evolution of a balanced personality." Again it favoured the retention of English because much of the national unity in the political and other spheres of activity has been brought about through the study of English language and literature.

Various commissions and committees were appointed from time to time to give suggestion about the place of English in school curriculum. The directorate of extension programmes for secondary education organised a conference in April 1963 on Teaching of English. The conference focused on-

1. What is the most appropriate age at which to start teaching English.
2. For how many years should we teach English in the school where the regional language is the medium and how many period a week should we devoted to it?
3. A span of six or seven years of English starting from class V or VI depending on the structure of the educational organization prevalent in different states, should be provided.
4. About eight periods of forty minutes duration each should be allotted for a six or seven-year course of study. The consensus of opinion among

educationists in India today is that the duration of the school course should be 12 years. The scheme of twelve year school course will be followed by a three year university course. This could be spelt out as follows-

1. Primary School – Classes I – IV 4 Years
2. Middle School – Classes V – VII 3 Years
3. High School – Classes VIII – X 3 Years
4. Higher Education/University – Classes XI – XII 2 Years

It would be possible to provide for on 8 year study of English at the school only if the three language formula is radically modified. This formula was devised by the Central Advisory Board and modified with respect to the position of the classical language at the chief ministers' conference in 1961. As the formula sounds, three languages were to be taught throughout the secondary course which includes the middle school stage. English should be one of the three compulsory languages along with Hindi and the mother tongue or the regional language. The MP's committee which met from 25 to 27 April 1967. (New Delhi) opined that no students shall be allowed to complete class X without having studied Hindi or English for at least three years.

It is also useful to know the recommendations made by other commissions and committees on the above subject.

The secondary Education commission 1952-53 under the chairmanship of **Dr. A. Mudaliar** states that, the mother tongue or the regional language should generally be the medium of instruction through out the secondary school stage, subject to the provision that for linguistic minorities special facilities should be made available on the lines suggested by the CABE. Again during the middle school stage, every child should be taught at least two languages, English and Hindi should be introduced at the end of the Junior basic stage. Subject to the principle that no two languages should be introduced in the same year. At the high and higher secondary stage at least two languages should be studied, one of which being the mother tongue or the regional language.

Following the recommendation of the education commission (1964-66) the govt. of India issued a Resolution on National Policy in 1968 which has since become the basis of educational reforms in India. The state government should adopt and vigorously implement the three language formula at the secondary stage which includes the study of modern Indian language, preferably one of the Southern languages, apart from Hindi and English in the Hindi speaking states, and of Hindi along with the regional language and English in the non-Hindi speaking states.

For the place of English language in the school curriculum. The university education commission under the chairmanship of **Dr. Radha Krishnan** stated, "English cannot continue to occupy the place of state language as in the past. The use of English as such divides the people into two nations, the few who governs and many who are governed. This is the negation of democracy." It further stated "English however must be continued to be studied. It is a language which is rich in literature, science and technology. If under sentimental urges, we should give

up English, we would be ourselves off from the living stream of ever growing knowledge." Similarly, the University Grants Commission prepared a policy frame regarding the development of higher education in India, wherein it stated: Learning of the English language should be promoted not by way of creating an impediment for any student for this or by further studies but should be available as a positive help in the form of reading service at every stage of education including the post graduation level or even after that English should be used for building knowledge and not for building status. If this role of the English language as a positive instrument of knowledge is accepted, then facilities for its learning in various forms and content should be made available to each group of students according to their own needs.

English has a great place in linguistic structure in India. It is taught to students as a second 'language' and a 'foreign language', on this **D.A. Wilkins** say, "It is common to use foreign language to refer to the status of language which is not used for any normal day to day social interaction in the country where it is being learnt and by contrast, to use the second language where, without being the native language of any social group in the country, it is none-the less used for such purposes as the conduct of commerce, industry, law, administration, policies and education."

The reason behind English has a special place in Indian school curriculum not because English is a world language but because it has historical associations and has made an impact on our cultural life. For this reason English is not a foreign language to us, it is a second language. However, the fact that inhibits us from teaching English as a second language instead of a foreign language is a decreasing role of English in India. But the increasing awareness of the importance of English in the world should compel us to learn it for special or specific purposes and for widening our intellectual horizon. In India English is taught as a second language as well as a foreign language. In different states of India English is introduced from class VI and is compulsory up to degree level. But there is little uniformity regarding this language in school curriculum from state to state and in the duration and intensity of the programme of instructions. Some give emphasis on English while others take it as an optional subject. The Kothari commission three language formula which gives rise to two types of English language at the school stage. First type is meant for those students who are interested to learn English, they can learn from class VI and the second type is that from class VIII students who learn it as a compulsory subject.

Before deciding the place of English in the school curriculum, the following points to be considered.

1. English has been used as a medium of instruction in the school curriculum long before, but it should not be retained as a medium of instruction now. Infact, the teaching of English should be a means to an end not an end in itself. Moreover English terms cannot be expressed in Hindi or any other regional language properly that is why it should be a medium of study and construction for scientific and technical subjects at the higher stage.
2. Teaching of English in school should enable our students to converse in this language, Students should also be allowed to study English if they are



interested in the study of higher literature and culture. To converse with a foreigner they must be taught English.

3. Facilities should be available for all students to learn English properly.
4. English being a medium of examination could be used for the subjects which are taught in English when a thing is not understood in other language it must be clarified in English. Every student, however, must know its simple use.

**Check you progress**

**Note:** Write you answers in the space given below-

**Q-1 Write a note on secondary education commission (1952-54) on curriculum.**

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**Q-2 What is three language formula?**

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### **3.4 IMPORTANCE OF ENGLISH IN INDIA**

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The importance of English language in general and its place in India in particular can not be denied by any one. It is only through that we can establish our social economic culture and political relation with other countries of the world. It opens the window of international relations for us. If we close this window we will shut ourselves up in the four walls of our nationality. Just after the independence, English got a serious challenge from some of our people. They advocate that English should quit India with the English. But today again English is in the progressing curve in our country. The general perception is that English is the language of opportunity, social advancement, power and prestige. **F.G. French** has rightly said, "No language of ancient and modern can be compared with English in the number of its speakers, writers and readers all over the world." English serves as a common language of India. It brings the people closer residing in different parts of India. It is only through the medium of English that a man from north can talk to the people of south. The use of modern science has reduced the vast dimensions of the globe to the size of a small village in this condition we cannot ignore English. Hindi has its own place in the national language, but this never means that English should be completely eradicated from the Indian curriculum. In this respect **Pandit Nehru** was correctly said, "English is our major window on the modern world." University Grants Commission has emphasised that, "English is a language which is rich in literature humanistic, scientific and technical. If under sentimental urges, should we give up English, we would cut ourselves off from the living stream of ever growing knowledge." It

plays an important role in Indians national life and educational system.

1. **Educational Importance:** Even after more than one hundred and fifty years when English was first introduced in this country, the educational importance of the language can not be minimised. English is the medium of acquiring knowledge of modern arts, sciences, humanities and technology etc. It has very long association with Indian life and become a language of Indians. It has gives us the opportunity to study English literature which is so vast and rich. No one can ding the fact that higher studies in Medicine, Technology, Engineering, Economics, Physics, Mathematics, Chemistry and many more cannot be successfully done without English. It these subjects are taught through regional languages we will lag behind in scientific knowledge. It has exercised a very healthy influence on Indian language. No commission or committee on education has ever recommended the discontinuance of English language from the corridors of Education. English should continue to occupy its rightful place in our educational institutions Educational advisors and policy framers will do well to retain English as a medium of instruction in the higher studies. It is equally important for states mass and politicians, scientists, and doctors, engineers and educationists, businessmen and research workers. They enrich their knowledge and experience by reading English.
2. **International Importance: Prof. F.G. French** has rightly observed in his book "Teaching English as an International Language", "By accidents of history and by the rapid spread of industrial development, science and technology, international trade and by something like an explosion in the speed and ease of travel and by all factors which have broken down frontiers and forced nations into closer inter dependence, English has become world language." English is the lingua franca of the world. It is the language through which we can exchange our views with the people of other countries. Its study facilitates the establishment of international contacts between different nations of the world. By extending the scope it overcomes prejudices, intolerance and narrow mindedness. These days every country needs other countries' help in political, social, economical and cultural matters. There comes English has a rescue. In this connection **Gatak** says, "It would be rash to cut ourselves from the English language which keeps us in continuous contact with the latest thought in Europe, in every field of life and culture." **Pandit Nehru** Says, "We can neglect its study at our own risk." We cannot afford to be ourselves alone in this world of internationalism.
3. **Cultural Importance:** From the cultural point of view the study of English is also very important. Almost all our great leaders, famous scientists, renowned philosophers and well known authors are the product of English education. English exposes the treasure of knowledge and experiences accumulated by other countries. English culture has greatly influenced the Indian literature. As it is the language spoken in almost all the countries we can be in contact with people of different countries and this gives us experience of various cultures of different societies. As such,

it has always been a source of development in all the spheres of human activity. It develops the scientific, technical and commercial relation with other countries. English has helped in bringing unity among different states. It bring a collection of the cultures of many advanced countries. It is a great source of internationalism.

4. **Link Language:** More than 15 languages have been recognized by Indian constitution because of its multilingual nature. According to the census of India more than 380 languages or dialects are spoken in India. **Pandit Nehru** who rightly observed that, “The language link is a greater link between us and English speaking people than any political link or common wealth link or anything else.” In India Hindi occupies the first place because it is spoken by nearly 30% of our population. Where as English is the only language which is known to the educated people all over the country. It is the only language which is understood in all states. English is the only language through which we can voice our opinion in the affairs of the world. **Prof. R.S. Trivedi** rightly observed that the framers of India’s educational policy should give due weightage to English so that it does not distract from its rightful place in the world bodies like the UNO, the commonwealth and many others. It is playing a predominant role in a healthy social give and take among different groups in the country. All inter state communication would be paralysed if English were removed from the life and activities of people in India. It is through English language that India has good trade link with other countries. Indian manufacturers and traders succeed in creating fresh trade link. No doubt, without the knowledge of English, Indian industry would remain a poor national undertaking. Therefore, the constitution of India had envisaged the provision in article 348 (b) (iii) as, “If all orders, regulations and bye-laws issued under this constitution or under any law made by the parliament or the Legislature of a state, shall be in English language.” The correspondence between union Government and the State. Government is mostly conducted in English.

5. **Library Language:** Indian education commission or the Kothari education commission has rightly said that English would play a vital role in higher education as an important library language. It said that no students be considered to have qualified for a degree unless he has acquired a reasonable proficiency in English (or in some other library language). According to this, the implications of this (English is a library language) are two fold:

- (i) All teachers in higher education should be essentially bilingual. They should be able to teach in the regional language as well as English.
- (ii) All students. Particularly post-graduate students, should be able to follow lecture and use reading materials in the regional language as well as in English.

Whatever the future of English may be in India, one thing is certain. In India, as in other countries, English will maintain... its immense usefulness as a library language. It is to serve as a key to the store-

house of knowledge not yet available in Indian languages. The continuous use of English language is desirable on it is the only language through which maximum knowledge can be imported to students. Good reference books, Journals, encyclopedias and other important publications are in English, while others are translations of important publication in other language **Prof. F.G. French** has rightly said, “Every advancement in science, in engineering, in trade, in politics in every branch of human thought is discussed, printed, disseminated and made available in English.” **Prof. Geoffrey Broughton** advances valid argument in this regard. He said, “The rapidly developing technology of the English speaking countries has made British and American television and Radio programmes, films, recordings and books readily available in all under developed countries. Half of the world’s scientific literature is written in English.” The university education commission in its 1949 report observed that. “English is a language which is rich in literature humanistic scientific and technical. If under sentimental urges we give up English, we would at ourselves off from the living stream of ever growing knowledge unable to have access to this knowledge, our standards of scholarship would fast deteriorate and our participation in the world movement of thought would become negligible.”

6. **English as a Window on Modern World: Pandit Jawahar Lal Nehru** acknowledge in the parliament that, “English is the major window for us the outside world we should not close that window and if we do, it will spell peril for the future” It is only with the help of knowledge of English that we get information about the advancement taking place throughout the world. In this context **F.G. French** observes that it is only through this language that we have, “distilled essence of modern knowledge in all fields of human activity. Anyone who can read English can keep in touch with the whole world without leaving his own house.” In fact, it will not be wrong to say that English is the only window through which we can see the progress being made in the scientific, technological, agricultural, cultural, literary, political, social and economic field of the world. In short knowledge of English helps us to be in touch with the world’s ever-increasing explosion of knowledge and technological advancement which is an important factor to a developing country like India. This language is so highly developed and so sensitive that one can hardly imagine any pattern of a country’s life without this language for bringing about revolutionary changes in various field such as that of agriculture, medicines, industry, from post, telecommunication etc. It is essential for us to be in touch with the outside world and it is possible only with an adequate knowledge of English. It is only though English that we can bring various scientific discoveries to our country. English is the only window through we can see the day-to-day progress being made by man in various fields.
7. **Socio-Cultural Importance:** Social communication can be possible with the effective use of English language. English adds flavor into every social

situation in which people find themselves placed. Whether it is a market place, or a government office, a first class showroom or a hotel reception counter, conversation in English gives advantages to the user. In our daily life conversation we make use of English language. English widens our cultural and intellectual horizon. Almost all our great leaders, famous scientists, renowned philosophers and well known authors are the product of English education. In the words of **Prof. S.K. Chatterjee**, “English offers means of cultural communication with other parts of the world.” English exposes the treasure of knowledge and experiences accumulated by other countries. It promotes universal friendship and tolerance. English culture influences the Indian literature. As it is the language spoken in almost all the countries we can be in contact with the different people of different countries and this gives us an insight in to the various cultures of different societies. English culture being a collection of the cultures of many advanced countries, is a great source of internationalism.

- 8. Administrative and Judiciary Language:** During the British rule English was used for administration and Judiciary. Judges and Magistrates wrote their decisions in English. Lawyer also used this language at the time of plea. Before independence, English was used as an administrative language in India. Even today, English is a declared, ‘associate official’ language of the union. Being the associate language of the union, different states cannot do without English for communication with the centre.

**Check you progress**

**Note:** Write you answers in the space given below-

**Q-3 What is the importance of English in India?**

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**Q-4 Write short notes on-**

**(a) English as a window on modern world.**

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**(b) English as a library language.**

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### **3.5 PROBLEMS OF IMPLEMENTATIONS OF ENGLISH CURRICULUM IN SCHOOL**

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The place of English in present day curriculum clearly indicates the lack of uniform policy. A confined step must be taken to give English an appropriate place in school curriculum. We give much emphasis on our mother tongue and at

the same time English should be added in our curriculum. It should be simple and utilitarian. In free India the same status is not given to English as it enjoyed in India before independence. Now we have included English in our curriculum as a second language or a language of practical utility. The conditions under which English is being taught and learnt add much to the already falling standards and remain a source of dissatisfaction. The natural corollary is the poor standards of learning English in our schools. **Prof. V.K. Gokak** said, “The teaching of English in our schools is in a chaotic state day pupils are taught English for about a six periods a week for six years. But it has been estimated that they nearly been able to learn English words at the rate of one word per-period. They do not know how to use the commonest structures of English.”

In the urban areas, the problems related to teaching of English seem to have been solved with the mushrooming of public schools, coaching centres etc. But it remains in its primitive stage in the government schools and suburban and rural areas. There are learners who have all along studied in English medium schools of various kinds and those who have studied in the regional medium with English as one of the subjects. There are learners and teachers, who have varied. Socio-economic, linguistic and cultural backgrounds obviously show varying level of competence in English. English teaching in India is the world’s largest democratic enterprise of its kind. While even the staunchest supporter of learner-autonomy would not demand as many approach/methods as there are learners in India, it must nevertheless be recognized that any approach that is advocated must take into account and must provide in some sense for, both the awesome number of learners and the amazing variety among them. As rightly remarked by **Krishnaswamy** and **Striramon** the background of learners of English as well as the teachers present an equally fascinating but also problematic variety. They range from first generation school goers to children from families that have an impressive library at home, they range from children who rarely listen to English outside the English class to those who converse with parents, grandparents and sometimes even with the servants in school of some sort.

So many commission and committees report on education in our hand shows that English has always been varying, complex and often contradictory. That is because in the absence of any serious language planning, political will in implementation, lack of coordination among various agencies like the central Government, State Government universities etc.

The conditions under which English is taught and learnt in our schools need careful examination. Some specific reasons for low standards of English in our schools are as under.

- 1. Lack of Clear Aims:** There is a lack of clear aims and objectives of teaching English in India. Many a time both the teachers and the students are not acquainted with their aim of teaching and learning English. The aim of teacher is to make his students to pass the examination. The policy framer have tried but failed to specify the aims and objectives of teaching English in school. The only thing the teacher knows that they have to teach the subject because it is in their syllabus, similarly the students understand that they must learn this subject because they will be examined in it. What ever the situation in the school students learn English as a

knowledge subject no as a skill subject. This is the reason why teaching and learning of English in Indian schools is in a muddle.

2. **Classroom Condition:** The classroom condition is one of the most important problems for a language teaching. There is unprecedented growth of schools with the Expansion of education. The smooth teaching of English classes is rendered due to over crowded classes, shortage of buildings and lack of furniture, the physical arrangements for the class, teaching materials such as chalk board, audio-visual aids library etc. For teaching large size classroom teachers of English experience a lot of problems. It is difficult to pay due attention to individual students and it is very must desirable in an English classroom.
3. **Lack of Competent Teachers:** Incompetent teachers are the main cause of trouble as the teaching of English is concerned. Many teachers in schools who are teaching English neither have enough knowledge of English, trained in old methods nor are familiar with the latest and development in English. The teachers skill and personality are instrumental in creating the necessary conditions of learning English. In this connection, the English review committee (1965) under the chairmanship of **Prof. G.C. Banerjee** pointed out, "There is shortage of teachers. Those available have junk passed the school final examination having themselves studied English in a village school for 4 to 6 years. They have little idea of correct usage, and none at all of correct pronunciation. Their vocabulary is limited as is their reading." **Prof. V.K. Gokak** also says, "The fundamental years for the teaching of English in school are in the hands of teachers. Who neither know enough English nor are familiar with the latest and far-reaching development in the pedagogy of English."
4. **Faulty Methods of Teaching:** Teaching of English in India suffers because of the faulty methods of teaching. In most of the school, the translation-cum-grammar method of teaching is the best method of the teachers. The teacher just pick up the reader, translate the paragraphs, write the meaning of difficult words on the black board and arraigns some home assignment. Grammar and composition has occupied an important place in the school curriculum. But they do not know the real principles of language teaching. No attention in ever paid to pronunciation practice, listening comprehension and structure practice Oral work is totally ignored and the students do not get any opportunity to hear or speak the language.
5. **Lack of Good Text Books:** The text books which are prescribed for the students are not sufficient, suitable and attractive, in one word text books used in our schools are sub-standard. The books are edited or written by those who are not the actual practicing teachers but certain teachers who can influence the board of studies. The books do not cater to the needs of now methods of teaching English as a foreign language. **Prof. V.K. Gokak** has said, "Either because of the distribution of patronage or because of fear of changes of favoritism, a reader which is an organic part of one series is prescribed for a certain standard and it is followed by a

reader from another series. Books are prescribed which bear no relievers to the needs of pupils at that stage." In this connection it may be pointed out that the NCERT and the institutes of English of Allahabad, Hyderabad and Chandigarh etc. are doing commendable job by bringing out readers in English based on graded vocabulary in true spirit for the teaching of English in India.

- 6. **Lack of Correction Work:** Correction of exercise books is a very essential work for language learning, but unfortunately it is not paid proper attention by our teachers. All the exercises of students should be corrected thoroughly and the correct forms for mistakes must be written. The value of the written work of the pupils will be much decreased if the exercises remain uncorrected. The students should realise where they are prone to commit errors. In some cases, it is difficult for a single teacher to attend this work because the class is very large. Then students are not in the habit of having a remedial practice of the mistakes pointed out by the teachers. So the mistakes remains only on the page of exercise books of the students.
  
- 7. **Lack of Proper Examination and Evaluation System:** Teachers of English still cling to the traditional methods of examination. Besides, no attempt is made to realise the real aims of teaching English through examination. The examination in English puts a lot of premium on rote learning rather than on language mastery. There is no examination system for spoken English. Therefore our students lack in spoken English. They know how to read and write English but they do not achieve the skill in spoken English. The present system of examination does not correspond to the real objective of language learning. The question papers in English are stereotyped. Evaluation in English is another great problem in our country our evaluation procedure is purely based on essay type questions. It could not measure the total development of the child in English. Marks awarded to the students do not entirely indicate the level of achievement of the students. The traditional evaluation process only measure the knowledge as feet of the child and not the skills.

<b>Check you progress</b>
<b>Note:</b> Write you answers in the space given below-
<b>Q-5 Write any three problems of curriculum implementation in schools.</b>
.....
.....
.....
<b>Q-6 What are the remedies do you suggest for improving the standards of English in India?</b>
.....
.....
.....
.....



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### 3.6 SUGGESTIONS FOR IMPROVEMENT OF ENGLISH CURRICULUM

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In order to rearrange the curriculum, the classrooms, the teachers, text books, teaching methods, examination and evaluation system to eradicate the conflicts which arise among our people about the teaching English, Kothari Commission (1964-66) has made certain recommendations. It gave the right direction of how to introduce English in our curriculum. The three language formula suggested by the commission has the following characteristics.

- (i) With the application of this formula some students can read English for 6 years, that is from V class and other can read it only for 3 years, that is from class VIII to class X. But all students have to study English.
- (ii) The formula provides ample scope to those who are much interested in this language, because they can opt for it from class V.
- (iii) This formula recommends that English should not be taught at elementary stage, that is from class I to class IV. This seems plausible because Michael West and many teachers are of the view that the second language should be taught after pupils develop a good grounding in their mother tongue. The introduction of English in elementary stage has also been opposed by Peter Wing.
- (iv) It gives appropriate place to both Hindi and regional language without distorting the place of English.

This three language formula can be applied in order to have English at a suitable place in school curriculum.

Following are some suggestions for the improvement of standard and condition of teaching English in school:

1. Redefine the aims and objectives of English in India.
2. Number of years should be decided for teaching English in schools.
3. Over crowded classroom should be avoided for English teaching.
4. Adequate attention should be paid to correction work.
5. Text books recommended for intensive study should present selected vocabulary and graded structures.
6. Provision for supplementary readers and work books.
7. The system of evaluation and examination in English should also be changed.
8. Evolve alternative materials, methods and techniques that will be in tune with new goals and with different clientele.

9. Induct professionalism in teaching so that education become accountable to society and recognize the right of learners to demand quality in education.
10. Evolve a mode of teaching learning that will take us from coverage of the portion to command of the language, from segregated skills to abilities, from note memorization to thinking, reasoning and experiencing what is learned.

In short it requires adequately qualified, highly motivated and creative teachers to overcome the shortcoming of our educational system. Moreover the second language teacher should be well acquainted with the process of language learning. This insight would help the teacher in selecting and properly practicing the teaching techniques. According to the need and demand of our country English should be taught. Much emphasis should be given on its practical use and oral work. There is a need to change attitude towards English. English is a means of widening the cultural and intellectual horizons of our students because learning another language, gives one a wider vision, makes one aware of the subtleties that we do not get in one language, both by the teacher and the learner. Teaching English should be seen both by the teacher and the learner, as an opportunity to explore and understand, to quote and argue, to learn something new something different via language.

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### **3.7 TO SUM UP**

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Provided many controversy about the existence of English as a second language in school curriculum, the status and power of English increased internationally in the political and commercial spheres. It was perceived that India will have same natural advantage in world politics and commerce by officially remaining an English using country. There was also enourmous leap in the growth of science and technology much of which was done in English, Many committees and commission report suggest various ways and means to implement the curriculum in different stages. Which show some good impact in many areas of development. Language, taught as a school subject or an adult level society is meant for the purpose of giving the students a language competence which he may use in one of several ways to read literature, to understand the dialogues, to use language for communication.

Language teaching must be oriented towards catering to the needs of the learners, So that any language programme must aim at making the learner an autonomous and efficient user of language. The teacher can facilitate this process by providing opportunities for active language use to the learners.

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### **3.8 ANSWER TO CHECK YOUR PROGRESS**

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- Q-1** The Secondary Education Commission 1952-54 states that the curriculum dose not mean only academic subjects traditionally taught in the school, rather it is the total experiences that pupil receives through different activities. The whole school life becomes the curriculum which helps in

the development of a balanced personality. It favored the retention of English as much of the natural unity in all spheres which can be brought through the study of English language and literature.

**Q-2** The three language formula is a language learning policy. It says that every student has to teach and learn in three language formula. According to this formula the first language will be mother tongue, second language will be English and the third language will be Hindi. The implementation of three language formula is depending upon the state selection of subject.

**Q-3** The importance of English in India in general or in particular cannot be denied. Due to this language we developed the socio-cultural, political and economic relation with other countries. It opens the windows for international relation for us it has its educational importance also.

**Q4 (a)** English as a window on modern world because it is only with the help of knowledge of English we get information about the advancement taking place throughout the world. It is the only window through which we can see the development made in the field of science, technology, and agriculture, culture, literary, political, social and economic field of the world.

**(b)** The Kothari Commission has rightly said that English play an important role in higher education as a library language, library serves as a key to the store house of knowledge of Indian language. Good reference books, journals, magazines, encyclopedias important publication are available in English language only, while other are translations of important information in other language.

**Q-5** The first problem of implementation of English curriculum, in school indicate the lack of uniform policy for it, secondly teacher and students those who have varied socio-economic, linguistic and cultural background show varying level of competence in English, the third problem is lack of serious language planning, lack of political will for implementation and lack of coordination among state and central government.

**Q-6** Suggestions for improvement of standards of English in India are

- i. Redefine the aims and objectives of English in India
- ii. Number of years should be decided for teaching English in school
- iii. Text books recommended for intensive study should be with selected vocabulary and graded structure
- iv. System of evaluation and examination in English should be change
- v. Evolve alternative materials, methods and techniques with new goals and different clientele.

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॥ सरस्वती नः सुभगा मयस्करत् ॥

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# B.Ed.E-32

## Pedagogy of English

### BLOCK

# 2

## STRATEGIES FOR TEACHING ENGLISH LANGUAGE-I

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### UNIT-4

#### Teaching of Listening

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### UNIT-5

#### Developing Speaking/Oral Activities

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### UNIT-6

#### Speaking Activities and Listening Comprehensive

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## उत्तर प्रदेश राजर्षि टण्डन मुक्त विश्वविद्यालय, प्रयागराज

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# UNIT-4 TEACHING OF LISTENING

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## Structure

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Why to develop Listening Skill?
- 4.3 Condition and Types of Listening
- 4.4 Methods for Improving Listening Skill
- 4.5 Problems in Developing Listening Skill
- 4.6 Exercise for Developing Listening Skill
- 4.7 Suggested Measures for Improving Listening Skill
- 4.8 Let's Sum Up
- 4.9 Answers to Check Your Progress
- 4.10 References

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## 4.0 INTRODUCTION

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Learning listening skill is the foundation of learning a language. The ability of speech is based on the ability of listening. Listening is the ground work for other skills. The ability to understand spoken English is based on conversation, listening to lectures and talks, running commentaries, news bulletins on radio and participating in debates and drama. Hearing the sounds spoken by others, understanding the meaning of expressed ideas are called the listening skill of a language. Language begins with the ear and lives on the lips and tongue of the speaker. In whole communication process, listening plays the most significant role. A child first listens then through imitation learn the language. Though it is a very important skill it must be learnt and taught very carefully. Unlike hearing, listening is always purposeful. **Jone Wills** writes, "Listening is receptive rather than productive, but it is an equally important skill. Students need to learn how to listen and to get the chance to listen to different types of English, so they will be able to listen with understanding the spoken English outside the classroom." (1981:134)

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## 4.1 OBJECTIVES

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After going through this Unit students' will be able to-

- Justify how listening helps to know the concepts, ideas, facts and feelings.
- Explain how the educational process is based on listening.

- Enlist the chief norms of the listening skill.
- Discuss the importance of practice in listening comprehension of spoken language.
- Distinguish the sound of English from mother tongue.

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## 4.2 WHY TO DEVELOP LISTENING SKILL?

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“Language is the science of sounds. The skill of listening and speaking are grouped together because they usually work or function together. One cannot produce the sound as one has to listen and hear the sound of the language. The speech is the language. The written record is a secondary representation of language which is called script.” —C.C. Fries

This skill is related to audio-sense and speech is the function of lingual sense. The speech generates sounds which reaches to the audio-sense. The sound makes sense or meaning by mental organization. Child is attentive to the sound which is understandable to him. So listening means that audio-sense make sense to the sound which is created by the speech. When a beginner comes to the school first time, he is unaware about English language. He gets an opportunity to hear the spoken words and sentences spoken by the English teacher in the classroom. Therefore, the first step to develop skill of listening and hearing is provided by the teacher in the classroom while using English language by proper use of pronunciation, stress, intonation, and voice modulation, so that the ears of the learner should be trained to understand the spoken words and sentences of teaching language.

It is impossible to expect a student to produce a sound or a natural sentence of the foreign language, which does not exist in his mother tongue, unless he has listened to a model of the form. “The logical first step therefore,” says **Geoffrey Broughton**, “in attempting to achieve oral fluency or accuracy is to consider the learner’s ability to listen.” Listening should precede speaking, speaking comes in a natural sequence after listening. In other words speaking is built upon accurate listening and this is the secret of effective beginning in language learning. It is generally considered a passive skill whereas speaking is considered an active skill. However listening is not totally a passive and it is also an active skill because it involves decoding a message and understanding it. Moreover, the listener has also to indicate by his response if he/she has or has not understood the message.

As we already know that listening is the most important of all four language skills. Its importance is hardly realized by the pupils, parents and even by most of the teachers. It is neglected because people consider it to be a passive skill as the listeners do not do any outward visible movement as he does in reading, writing and speaking. The decoding of what is listened to calls for active involvement of the listener. A receptive skill is involved in understanding the message ideas, it is essential to the speaker in any interaction that he is assured continually that his words are being understood. The verbal and visual signalling conforms to the speaker that listening and understanding has taken place. A receptive skill can be trained and developed through teaching.



To cultivate listening ability it is necessary to give a good practice in listening. Practice in listening implies that the learner is trained to identify and distinguish the sound system of the language. A sincere concentration on the words, phrases and sentences of the speaker or the reader, by keen observation of the body language of the speaker, his facial expression and gestures, will enable the learner or listener in understanding the meaning of the spoken content. With the regular practice or drill listening skill can be developed well.

**Check your progress**

**Note:** Write your answer in the space given below-

**Q-1 Why should we develop listening skill for language learning?**

.....  
.....  
.....  
.....  
.....

**Importance of listening skill for language learning:** A good listener is also a keen observer. Listening is important in the following ways. The listening skill is the counterpart of speech without listening the speech has no meaning.

- (i) **Helpful in speaking:** Listening and speaking are essential prerequisites for reading and writing. It is already been emphasized that practice in listening should proceed practice in speaking. The new born child learns to speak by listening to the words, phrases and sentences spoken around him. A teacher communicates his feeling and ideas orally to the students. While students listen to him to understand the message communicated by him. When the child hears or listens to a word for several times, he learns the pronunciation and meaning of that word and ultimately he tries to speak that word. Learning to speak a language is always the shortest road to learning to read it and write it. Due emphasis should be laid upon the development of skills of listening and speaking.
- (ii) **Helpful in Pronunciation Learning:** Good pronunciation is the hall mark of culture. It is true that the faulty speech is a natural gift, we get it polished and improved through, practice of listening. A learner learns to speak words and sentences in the same way he hears them spoken by his teacher. Therefore, an English teacher should be very careful to his own pronunciations for making the learner learn it correctly. The listener's mind very attentively catches the words spoken by the speaker or read words of the reader for pronunciation.
- (iii) **Helpful in making child's mind active:** Listening skill could be more effective when the child is attentive in the class, attentiveness depends upon the activeness of child's mind. Generaly we know that a learner's body is not active during listening but his mind is active. As we know learner may be physically present in the class but mentally he is out of the classroom and tries to catches that particular word of the speaker's pronunciation, when the speaker gives stress on words and phrases, his

intonation and rhythm. He also learn grammar because listening helps in learning the grammar-sentence structure. The listener observes the speaker's language repeatedly and learns to use words, phrases and structures etc.

- (iv) **Helpful in learning the stress, intonation and rhythm:** To understand the meaning of the sentence or content of the speaker listener observes and listen the stress, intonation and rhythm used by the teacher while reading the prose or reciting the poetry, so that he catches the accurate pronunciation. This habit of careful listening helps the listeners to use stress, intonation and voice modulation to give the beauty of the content and this also helps him to speak or read aloud when he speaks or read aloud.
- (v) **Helpful in imitation:** In the words of **Champion** “The pupil can do much to secure good pronunciation by careful attention to the two processes involved: Listening and imitation. But the teacher’s pronunciation must be good and must be followed by repeated imitation by the pupil.” Learners observe and hear the teacher’s voice and gestures in the class and they try to imitate the same thing and produce in some other situations.
- (vi) **Helpful in reading:** Listening skill always paves the ways to speaking and reading. We know that a new born baby first listens to the sounds and words around him. When he listens a word for several times, he learns its pronunciation and tries to copy it without knowing the meaning. In the process of learning to reading he recall the listened words phrases etc. Which helps him in meaningful reading.

**Check your progress**

**Note:** Write your answers in the space given below-

**Q-2. Write three importance of listening skill.**

- (a) .....
- (b) .....
- (c) .....

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### **4.3 CONDITIONS AND TYPES OF LISTENING**

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Before coming to the types of listening skill, There are some conditions which have to be taken in to consideration for the assurance of listening skills:-

1. Meaningful situations should be created by the speech or it must have some sense.
2. Sound should be supported by the actions so that pupil can easily catch the meaning of the sound.
3. Pupil must be attentive to the sound so that it reaches to his ear.
4. The mental set of the pupil is ready to organize the sense of the sound or to understand the meaning.
5. Pupil able to understand meaning of words conveyed through sounds.
6. The should be audio-sense organ of the pupil should be normal.
7. Pupil should have favourable attitude towards the person's speech or sound by speaking.

(a) **Intensive listening:** Intensive listening aims at detailed comprehension of meaning and linguistic exercises. It is controlled listening under the guidance of the teacher. It is concerned with language items or part of the language teaching programme. Listening intensively can be for grammatical as well as lexical purpose. During intensive listening the learner listens very carefully. For example, while listening to directions or time the listener listens with full concentration, such listening material is short and has a special task or worksheet designed on it, passages with a high incidence of a given grammatical feature provide excellent material. There is some amount of challenges so that the learner feels motivated to complete the task. It is through the comprehension of this task that the learner gets practice in specific skills. The intensive listening practice takes place in the class and should be so designed that it is practical, easy to administer and can be completed within the time limit of a lesson. Here the teacher makes use of different types of questions.

- (i) Comprehensive question which involves factual questions, inferential questions and personal questions.
- (ii) Questions based on summary, students are asked to listen to a passage and summarize what they have heard.
- (iii) And lastly some logical questions.

Discussing the above point **Peter Hubbard** et. al. Write, "It is useful to remember that questions for both language and comprehension work need not necessarily be asked at the end of the passage, but can be asked in the middle, as this will lighten the memory load." (1983:83).

(b) **Extensive Listening:** According to **Peter-Hubbard** et. al, "with extensive listening, the students do not reinforce or practice a grammar point which is linked to the rest of the course work. Extensive listening exercises are those where a student is primarily concerned with following a story, or finding some thing out from the passage he is listening to it. As the students can sometimes be overawed by the prospect of doing extensive listening the teacher can prepare the students for listening to a passage by

telling them something about the topic of the listening text or by giving them key-words.” (1983:83).

In this type of listening skill, learners can listen to an interesting story, Radio and TV programme or an anecdote. Listeners listen it for pleasure and are not under pressure to complete the task in time. Because it depends upon his attentiveness, and interest to listen the task, sometimes material may be very lengthy. It is said that extensive listening can develop inside or outside the classroom. In extensive listening the teacher’s aim is to create a general familiarity with the phonological characteristics of conversation as well as with the lexis and grammar typical of a certain style of speaking. Extensive listening could be more effective when the known material is re-presented in a new situation or which are introduced more before and need revision and in another case when the students are not familiar with the vocabulary item and structures before time.

**Check your progress**

**Note:** Write your answers in the space given below-

**Q-4. What are the conditions under which listening skills can be develop?**

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**Q-5. Write short notes on-**

**(a) Intensive listening**

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**(b) Extensive listening**

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## **4.4 METHODS FOR IMPROVING LISTENING SKILLS**

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Listening skill or ability to listen differs from person to person. It is very difficult for the teacher to know and find out how much his pupils have listened and understand the spoken content, so that he can try to develop the abilities among the students. Every skill needs practice and drill. Here is also some suggested methods for improving the listening skills.

Learning a language is based on understanding and understanding is related to listening and hearing. To make one perfect listener one has to follow the comprehension rules which is necessary for better listening. Hearing the spoken language is based upon oral aspect of language teaching. This could be possible through.

- (i) **Reading Method:** Model reading of a prose or recitation of a poetry by the teacher in the classroom has great impact on the child to develop the listening skill. Because in the classroom they are asked to imitate the pronunciation, stress, intonation and rhythm, as we know that the model reading by the teacher is always followed by the imitation by the student. This imitative reading can be done individually, in this one student is permitted to imitate and in group reading where a group of students are allowed to imitate. The purpose of this ideal reading by the teacher is to train the listening and hearing skill of the students.
- (ii) **Activity Method:** Hearing and listening skill of English language can be developed through various individual as well as group activities. The language games are also helpful in developing the listening and hearing ability with comprehension and understanding. Activity like story telling teacher himself develops this skill through interesting stories and asks his students to tell a story, encourage students to participate in cultural programme, dramas and one-act-play. This should be organized in the classroom by the teacher to develop the active participation of the students and provide an opportunity to develop the listening and speaking ability of the students.
- (iii) **Debate and discussion method:** Though we know that speaking is related to listening. Students can speak better when they listen better. It could be possible through organizing debate and discussion for students. Providing an opportunity for peer group discussions, a debate competition can pave the way for better listening, one debater can win the competition if he is a good listener.

**Check your progress**

**Note:** Write your answer in the space given below-

**Q-5. Write any two method that can help to develop the listening skill.**

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- (b) .....  
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## 4.5 PROBLEMS IN DEVELOPING LISTENING SKILL

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Among all four major skills of teaching English language. Listening skill is known to be the base for the development of other three skills. As we know that teaching language skill is a chain learning for students, a chain learning because each skill is related to one another or we can say in the absence of one skill the other three skills are boneless they cannot stand independently. A language student can become a very good English language student if he first listens very carefully, than speaks. To become a smart English speaker he has to be a good reader and lastly to become a good reader he has to master in writing. So it will work like this.

Listening → Speaking → Reading → Writing

Listening is the most important language skill but in India it is the most neglected skill. Competency in listening generally not increase because of many problems.

- (i) **Impact of regional pronunciation:** The use of bilingual method in the teaching learning process of language teaching is a great problem in developing listening skill. To make the students comprehend the content well teacher use regional language. The pronunciation of Indian speakers is very much influenced by regional defects or we can say that English teachers use the local dialect or mother tongue in teaching foreign language.
- (ii) **Over crowded classroom:** In Indian context the size of classroom or the number of students in the class is a matter of great problem for language teaching. The physical conditions of a class room for the teaching of English need careful thought. Oral work must be corrected on the spot to speak correctly. In a overcrowded class students get least opportunity to listen correctly. Teacher of English must point out individual mistakes. Typical common errors should be practice to the whole class through pronunciation drill. Due to over-crowdedness it is not physically possible for a single teacher in the class to do so.
- (iii) **Lack of listening opportunity:** Proper attention is not paid to the teaching of listening ability of our students. In a 35 to 40 minutes of period a pupil hardly listen 10 to 15 minutes carefully. At home though pupil use their mother-tongue for conversation and talk to each other in regional language, so they get less opportunity to listen in English. Outside the class they talk to their peer group in mother-tongue. Due to lack of opportunities to listen to English the pupils find difficulty in learning the language.
- (iv) **Poor vocabulary of the listeners:** Vocabulary should be taught and practised only in the context of real situations. Because vocabulary is the basic element of language. It serves the functions of language. The word, term and concepts of language have its specific meaning and students can give the meaning of the word correctly when they listen the word

correctly. The listeners feel great difficulty in listening because they are not familiar with the spoken words. The communicative competency of language depends upon the single meaning of the vocabulary used.

- (v) **Lack of motivation:** Motivation play an important role particularly in learning a second language. It creates interest as well as encourages them to learn the language. Pupils' interest to listen in the class can be motivated in a number of ways. It can be done with the help of audio-aids. The use of audio-tape recorder can be most effective in teaching of pronunciation. Correct pronunciation is based on effective listening. The teacher should prompt corrections, feedback and correct errors if any.
- (vi) **Lack of interest in students:** According to **Wren**, "Lessons can be made interesting by utilizing objects and pictures, interesting to the class, by allowing all boys to do something as well as to say something, by giving fullest play.....," Listening with understanding is possible when students shows interest to listen. In today's classroom condition students are less interested to learn English because of many reasons. Like use of old teaching method and no use of any new technique or aid, no chance to interact with peers and teachers in English, influence of teacher's language, use of local objects or mother tongue in teaching foreign language.
- (vii) **Lack of competent English teachers:** In words of **V.K. Gokar**, "The fundamental years for the teaching of English in schools are in the hands of teachers who neither know enough English nor are familiar with the latest and far reaching developments in the pedagogy of English." Teacher in India teaches this subject since it is included in the syllabus, clear cut objectives are not conveyed by many teachers or they are unaware about their objectives of teaching English. The teacher's skill and personality are instrumental in creating the necessary condition for learning. His knowledge of English is inadequate. Incompetent teachers are the main source of troubles in teaching English. They are not trained with the use of new teaching methods and techniques. In relation to this the English Review Committee (1965) under the chairmanship of **Prof. G.C. Banerjee** pointed out, "There is shortage of teachers. Those available have just passed the school final examination having themselves studied English in a village school for 4 to 5 years. They have little ideas of correct usage, and none at all of correct pronunciation. Their vocabulary is limited as is their reading."
- (viii) **Lack of attention:** This is very much difficult for a teacher to understand the spoken words if the listener is not attentive in the class or not pay proper attention. There is a big question behind this. Why pupil in language class are less attentive the reason behind is due to uninteresting topic in their syllabus, uninteresting words spoken by the teachers, sometime in many class time table the language period is 4<sup>th</sup> to 5<sup>th</sup> till that time listeners get physically and mentally tired and not in a position to pay proper attention to the speaker. Because of lack of vocabulary sometimes he cannot understand the meaning of the words and phrases. It is said that knowledge has no limit, but man's capability to learn knowledge is limited.

### Check your progress

**Note:** Write your answer in the space given below-

**Q-6. What are the main problems for developing listening skill among students?**

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## 4.6 EXERCISES FOR DEVELOPING LISTENING SKILL

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- (i) **Action Exercises:** Learning of anything is best developed in the early stage of a child. In this stage pupil in the class likes to do something. Taking this opportunity teacher can link the behavior of a child with the listening skill. To ensure the attentive listening in the class at the early stage better is to ask individual or group of pupils to perform different action what they want to convey or to communicate with action. Before that the teacher has to do it before the class and should ask the group to do so. For this he should speak at a normal speed and pronounce words clearly very soon pupils will be able to understand and perform on their own.
- (ii) **Words and number exercise:** L.R.H. Chapman says, “The structure may be called the wall and the rooms of the language house which is being built. The vocabulary is the furniture and fitting of it.” Before doing this exercise the words and number should be familiar to the pupil in their mother tongue. The words can be taught by showing real objects, objects shown by pictures and objects drawn on the blackboard, while doing this exercise teacher has to speak clearly. For number teaching exercise teacher has to bring different materials in the class and by showing singular number to plural form he can write on the blackboard some numeral sentences and ask the students to read and repeat them. The objective behind this exercise is to make students aware about the use of ‘s’ which is must after the words in plural form.
- (iii) **Ear-training exercise:** Sometimes we observe that students are having difficulty to distinguish in certain similar sounds. The teacher can develop for training through listening practice in different ways like writing on the blackboard the singular and plural form of sentences or words, dictating a list of pairs of words, writing these words on the blackboard and pupils correct their list, the purpose of this exercise is to identify singular and plural form through though proper ear training by making them attentive in the class.



**Check your progress**

**Note:** Write your answer in the space given below-

**Q-7. Write any two exercises for developing listening skill.**

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(b) .....

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## **4.7 SUGGESTED MEASURES FOR IMPROVING LISTENING SKILL**

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Listening is considered to be most effective when it is done in preparation for speaking. Students in India generally are not very good in listening because of the following reasons:-

- Not attentive in class or unable to maintain attention.
- Adequate number of words and phrases are not understood.
- Unable to understand pronunciation of others except their own regional pronunciation.
- Unable to listen the fast speech.
- Improper attention paid to teaching of listening ability of students.
- Teachers are not provided adequate training to teach English language.
- Unable to understand the foreign language due to use of mother tongue and local dialect.
- Teachers are unable to create an atmosphere in the class to teach English.

To overcome such problems for the development of listening ability among students there are some suggestive or remedial measures which may be adapted:

- Select the content for the development of listening which serves the purpose.
- Before enter into the topic introduce it in brief.
- Listening materials should be graded and selected and should be simple, correct, concise and interesting.

- Language games, new teaching techniques, drama, one act play should be used to make this text interesting.
- Pronunciation of teacher is a great matter of concern because it has direct impact on students, proper pronunciation is needed to improve listening ability.
- To make content more clear or to give the meaning of the word teacher should use mother tongue where it is necessary.
- To understand the meaning through listening it is necessary that students should enrich their vocabulary.
- Dictation helps in sharpening attention, for this teacher may give dictation to students and ask his students to read the words to check their attention.
- To provide an ample opportunities to listen to English, it is necessary that he should speak English for maximum period of time.
- By inspiring pupils to listen to English Radio and TV news with permission of the principal, language teacher should show English children movies and to check listening ability and interest of pupil he should ask than to write the gist of the film.

Apart from all these for primary classes teacher should use easy and simple words and sentences, he should speak slowly and clearly, it will help him to know whether students are following him or not. Students should be trained in listening to connected speech at normal conversational speed. For such listening practice, records or pre-recorded cassettes can be used. In fact listening and speaking go hand in hand, good speech is necessary for the development of listening ability. Poor and ambiguous speech naturally decreases listening competency of pupil.

**Check your progress**

**Note:** Write your answer in the space given below-

**Q-8. Write some remedial measures for improving listening skills.**

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**Q-9. What is the role of a teacher to develop listening ability of pupil?**

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## 4.8 LET'S SUM UP

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Listening is a major skill among all the skills of language learning. In this unit we tried to know what is listening skill, what is the importance of listening skill in language learning, in what ways it helps teachers and pupil to develop the skill. There are different types of listening like intensive listening which aims at detailed comprehension of meaning and linguistic exercises it is also called controlled listening, whereas extensive listening can develop inside and outside the classroom and pupil listen what they like to listen only. Apart from this we learnt about some methods for developing listening skill which are very much helpful for students to develop their listening ability. Provided all those positive side of the skill there are also some problems for developing this skill for a teacher of language. Listening skill is also based on some exercises which we can guide our students for better listening. At last though listening is considered to be the most effective skill and base for other three skill of speaking, reading and writing these are also some suggestive measures for both teacher and students for improving the listening skill.

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## 4.9 ANSWER TO CHECK YOUR PROGRESS

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- Q-1.** We should use listening skill for language learning because it is related to our audio-sense organs. Speech generates sounds which reach to the audio sense and the sound makes sense or meaning of the words or phrase. To improve listening ability it is necessary to provide a good practice of listening which helps a learner to identify and distinguish the sound system of language.
- Q-2.**
- (a) Helpful in pronunciation learning.
  - (b) Helpful in making child's mind more active.
  - (c) Helpful in learning to put stress, intonation and rhythm.
- Q-3.** To be attentive in the class depends on the activeness of child's mind. Learners body is not very much active in the class but his mind is very active that is why he catches the particular word or phases pronounced by the speaker and imitates the style to put stress, intonation and voice modulation.
- Q-4.** Audio sense organ of the pupil should be normal.
- Pupil should be able to understand meaning of words conveyed through sounds.
  - Pupil must be attentive to the sound.
  - Meaningful sound should be created by the speaker.
  - Sounds should be supported by actions so that pupil can easily catches the meaning of the sound.

**Q-5.** The first method that can help in developing listening skill is activity method. In this method language games are helpful activities like storytelling, cultural programme, drama, one-act- play elocution and quiz etc. are provide an opportunity to learners to develop the listening skill.

The second method that can help in developing listening skill is debate and discussion. Speaking is related to listening, students should provided opportunity to listen first because listening is better than speaking. This could be possible through organizing debate, discussion, peer group discussion. Students can win the competition if he/she is a good listener.

**Q-6.** Lack of listening opportunity, impact of regional dialect of teacher, crowded classroom is a great point, poor vocabulary of the listeners, lack of interest and motivation in students, not proper attention on pupils' progress and lack of adequate language teacher are the main problem for developing listening skills among students.

**Q-7.** The first exercise that help in developing skill is Ear training. Teacher can develop listening habits in many ways like writing on the black board by speaking the singular and plural form of sentences, dictating list of pairs of words, pupils correct their list after listening it. This type of ear training makes them attentive in class.

The second exercise that help in developing listening skill is words and number exercise. The words and number exercise can be taught by the teacher showing real objects, pictures, diagrams on the back board, write singular and double number on the black board, numerical sentences . While doing this he has to speak clearly and ask students to read and repeat them.

**Q-8.** Following are the suggested remedial measures for improving listening skill

- Listening materials should be graded and selected
- Simple, correct, concise and interesting games and exercise should be selected.
- Language games, teaching methods, techniques like drama, one-act-play should be included.
- Proper pronunciation of difficult words by the language teacher
- Dictation of words, motivate pupils to listen radio and TV news.

**Q-9.** Role of teacher in developing listening skill is to provide better opportunity for listening, practice different language games, use new methods and techniques to provide knowledge. Teacher should inspire students to listen TV and Radio news, and show content-based films to check their activeness in listening.

### Some other exercise for practice in listening are:-

- Teacher himself produces some sounds and students in group or individual ask to reproduce those sounds.
- Teacher speaks out contrasting sounds or words students are asked to either reproduce or write or to speak the words similar in nature.

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# UNIT-5 DEVELOPING SPEAKING/ORAL ACTIVITIES

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## Structure

- 5.0 Introduction
- 5.1 Objective
- 5.2 Concept of Speaking Skill
- 5.3 Functions of Organs in Speech
- 5.4 Phonetic Elements of Speaking
- 5.5 Importance of Speaking English
- 5.6 Techniques for Developing Speaking Skill
- 5.7 Problem for Skill Development
- 5.8 How to Develop Speaking Skill
- 5.9 Let's Sum Up
- 5.10 Answer to Check Your Progress
- 5.11 References

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## 5.0 INTRODUCTION

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Language learning is a habit forming process and habit can be developed through drills, exercises, repetition and imitation. Following these means of habits pupil learn how to speak, read and write English language. It has rightly been said that, “Learning to speak a language is always by far the shortest road to learn to read and to write.” Speaking like other three skills is a productive skill. Learning to speak has a great place in the teaching of language. It is only through speaking we get many things done for us. That is why it is called the back bone of other language skills. Language comes to exist only in the spoken form, though other aspects are equally important, but language can survive without them. Speech is the base of language. Written words come into light as a graphic manipulation representing the spoken word, for this when we read or write we continue to speak the written word in our mind. To teach English as a second language ‘oral’ Approach primarily considered as speech. A large number of languages are only spoken and they do not have any script to communicate through writing. The term ‘Lingua’ means the spoken form of the language, the spoken form of language

continued to be its dynamic aspect. Whatever we write, we write the spoken word because the written word or printed form is nothing but a symbol of spoken word. Speech is followed by reading. Before starting reading child has good practice in mother tongue. Learning a foreign language is not necessary to start with reading. Rather listening and speaking lay the foundation of foreign language learning. Learning to speak a language is always one shortest road to learn to read and write.

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## **5.1 OBJECTIVES**

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After going through this Unit students will be able to: -

- To cultivate audible and intelligible speech.
- Make them aware about speech manners along with postures and gestures.
- Able to produce clear voice with a certain degree of fluency.
- Make them able to develop to shift from known sounds to unknown sounds.
- Cultivate the auditory memory and able to have sufficient ear training.
- Familiar with the concept of speaking or oral

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## **5.2 CONCEPT OF SPEAKING SKILL**

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As C.C. Fries said, "The speech is the language. The written record is a secondary representation of the language." Learning to speak has a great place in the teaching of a language. According to Chapman, train the pupil to speak correctly, at ten to his spelling and pronunciation and you need to have fear he will not write correct English." Question comes to our mind that how a child learns a language in the beginning? The answer should be he tried to express his feelings by making certain sounds, gestures and body language that helped him to learn and gradually he learned to express his feelings through speaking certain words and speech is the first step to learn and use language.

Like other skills speaking skill is also a productive skill. But it is not necessary that pupil who are good at listening and understanding will also be good at speaking. In the words of Geoffrey Broughton et al, "A discriminating ear does not always produce a bluest tongue. There has to be training on the productive skill of speech as well." Child has ample practice in speech because of his learning of mother-tongue. He has experienced certain sounds unconsciously. Listening and speaking by the foundation of foreign language learning. But it is extremely questionable whether one can read the language without first knowing it orally. The main purpose behind a language teaching and learning is to make able a child to speak or communicate with that language.

According to A.W. Firsby, "communication by spoken language is a social activity, it is a type of social behavior just like eating, earning one's living or knocking on the principal's door before going in. If reflection our good manners. A good speech is just as much normal behavior as being polite, solvently, unintelligible speech, from a person who should know better, is impolite."



Dr. B. Ballard states in his book 'Teaching and testing English recommends, "Speech training should have precedence over learning to read, in point of time as well as in point of importance." Through speech, pupil learns to make the direct connection between the English word or phrase and the object, action and idea it hears. It learns the habit of using words in the correct sentence patterns and phrase-patterns and he can learn this is no other way." This speech enables the pupil to make all likes and association in his mind required to fix new words. We have seen that teaching vocabulary and structures we have to begin with speaking them to the pupils. He will built up the habit of using the correct sentence-pattern and phrase-patterns. F.G. French too is of the same opinion when he writes, speech is the ground work, all the rest are built up from it." English is in practice, as Menon and pate have described it, "Good pronunciation is a hall mark of culture." We learn our mother tongue starting from speech, as we have to do more with the spoken form in our day to day life.

A.W. Frisby writes, "Correct speech, therefore is the essence of refinement." It means speak the language as it should be spoken, and not in the way a person may desire to speak.

**Check your progress**

Write your answer in the space given below-

**Q-1 Concisely write a paragraph on concept of speaking skill.**

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### **5.3 FUNCTIONS OF ORGANS IN SPEECH**

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We are blessed with some a set of some speech organs, there organs help us to produce speech in different languages. We have hundreds of languages and each language has its own unique sound system. In order to understand the functions of speech at first we will have to understand how organs work. Among all the skills speaking is the most complicated skill because it is the greatest human communication tool. In human body system though we have no special organs for speech. Organs that are used in breathing and eating helps us to produce speech-sounds. There organs are of different shops. Articulating different sounds of a particular language produce a variety of speech is different languages. Therefore it is essential to know how different organs functions.

**LIPS TONGUE:** The upper and lower lips are very important organs of speech, the work in four ways to produce speech because when they produce sounds it appear in different shapes. Tongue is the chief' articulating organ in most of the speech sounds. We give different shape to our tongue and we give space for air passage to produce different sounds.

**VOCAL CORDS:** The function of vocal cords is to differentiate different voice sounds. When the vocal cords pass air freely through the open glottis at the time of normal breathing without speaking. When the vocal cords are placed edge to edge and air being released from the lungs makes the cords vibrate to produce voiced sounds.

**TEETH:** This is the organ that helps us for making a number of sounds. But it can be possible when it combined with the lower-lip or tip of the tongue. We get sounds when upper teeth are placed on the lower lip and when tip of the tongue is pressed against the upper teeth and air is allowed to pass out. Teeth-ridge holds the upper teeth. The technical name of teeth ridge is alveolar ridge when tip of the tongue is placed against this part and air is allowed to go out we get sounds.

**NASAL-CAVITY:** All the nasal sounds are made in the nasal cavity. When the soft palate is lowered, the passage to the nose is let open. Air coming out of lungs, passes through the nose and sounds are made by bringing other organs in to action.

Human being is able to produce sounds by using different organs with a little adjustment of these organs and can produce more sounds than are required in English.

**Check your progress**

**Note:** Write your answers in the space given below-

**Q-2. How different organs functions help in speech?**

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## **5.4 PHONETIC ELEMENTS OF SPEAKING**

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The word 'phoneme' the maximum feature of the expression system of a spoken language by which one thing may be distinguished from any other thing which might have said before. This is a group of sounds which are phonetically similar by nature and contain certain characteristics of distribution in the language or dialect under consideration. Phonemes of language are definite and limited in number but in reality speech production may vary which are non-functional in nature are called 'Phonetic'. They are the part of one specific language and they are features of the spoken language. Phonemes of different languages are different. It anything which is said about the phonemes of one language happens to apply to those of another.

Following are the different phonemic/elements of speaking:

- (i) **Vowels or monothongs:** We know that there are twelve vowel sounds. They can be categorised into 'mixed' and 'pure' vowels obstruction in the

mouth when produced. When vowels are used some questions to be taken into consideration. First how high is the tongue raised? The tongue can be high, mid, low, close, half open or open second. Which part of the tongue is raised or lowered? It can be the front middle or the back part and third how are the lips rounded? The lips can become rounded or a rounded.

- (ii) **Diphthongs:** The word diphthong is a Greek word which means double sound, or we can say that the mixed vowels are called diphthong. Again when a vowel sound which changes its quality continuously in a syllable called a diphthong. But the change in sound should occur within a syllable and not every where. It is based on 'pure' vowel sounds as those are produced without a mixture of any other and sounds and finished on other. In a 'mixed' vowel the diphthongs change within a syllable, though it is a mixture or blending of this or more pure vowels or sounds it is produced by the vibration of the vocal cords and the air passing freely through the mouth.
- (iii) **Consonants:** According to Christopher on "A consonant may be defined as a sound in which the movement of air from the lungs is obstructed as a result of a narrowing a complete closer of the air passage." We know that in the English alphabet, there are 26 letters 5 are vowels and 21 are consonants. In speaking skill we are more concerned with their sounds and about whether the sound is voiced or not, articulation is there or not and the manner of articulation. When it come to the manner of articulation it can be observed on the following ways:
- **Bilabial:** This type of sound is produced by stopping or constructing the air stream with the lips.
  - **Labiodental:** This type of sound is produced with the lower lip against the upper teeth.
  - **Dental:** This is by placing the tip of the tongue against or near the upper front teeth.
  - **Alveolar:** The sound is formed by touching or approaching the alveolar ridge with the tip of the tongue.
  - **Alveopalatal:** This is by bringing together the front of the tongue against the far front of palate.
  - **Velar:** It is pronounced with the back of the tongue touching or near the soft palate and
  - **Glottal:** It is produced at the glo this or the two vocal cards.

When two consonants are spoken in a single sound than is called consonant cluster. They decide their place of consonant to be spoken.

- (iv) **Pause:** The dictionary meaning of pause is to interrupt action or speech. Briefly peace means to stop for a while after comma, fullstop etc. pause

while speaking can change the whole meaning of the content and repeated pause can show confusion about the whole content.

- (v) **Juncture:** The word in late middle English sense that 'act of Joining' from Latin *Junctura*, 'Joint' from. 'Jungere to Join' The dictionary meaning of 'Juncture' is at a particular especially important, stage in a series of events, in phonetics the set of features in speech that enable a hearer to detect a word or phrase boundary. In speech, Juncture means the presence or absence of a pause between syllables, words and most importantly in sentences. It is also true that Juncture is a slight pause to indicate a syllable break in the chain of speech sound. It separates near identical group of words. It is used to differentiate between the two near sequence of phonemes. Appropriate use of Juncture avoids misunderstanding of the sense of the speaker.
- (vi) **Stress:** It means not uttering all words with same force. In fact some sounds or syllables are more prominent, than the rest. In phonetic script, stress is represented by vertical stroke, here it is necessary to define the word 'syllable' also, it means it is made up of one or more than one speech sound of which one is essentially vowel sound. The degree of force with which sound or syllable or a word is uttered is stress. It also mean that emphasis given to a particular syllable or word in speech, typically through a combination of relatively greater loudness, higher pitch, and longer duration.

While reading a prose or story we lay emphasis on some words, letters, phrases, and idioms because we feel it is important for us and some time we notice different degree of stress in speech of a person who wants to attract his audience because he knows how to make an effective speech. So we can say in one word 'stress', means 'push' or 'emphasis' in speech and it play an important role in making speech effective and attractive.

- (vii) **Intonation:** The rise and fall of the voice in speaking: A.W. Frisby said, "Much of the meaning of the spoken language is conveyed by the tune to which it is said." It is the spoken form of language which consists not only of variations in sounds and in stressed patterns, but also of significant changes in the musical pitch of the voice called intonation. Intonation is the change of pitch of voice. In this connection Robert Lado says, "The first formal exercise in pronunciation should deal with intonation. Intonation is a system of sentence and phrase melody or pitch of language. The spoken form of language consists not only of variations in sounds and in stressed patterns, but also of significant changes in the musical pitch of the voice called intonation. In other words, intonation may be defined as the variation which take place in the pitch of voice in connected speech. Continuously when we speak, the pitch of our voice changes. When the pitch of voices rises, it is called rising intonation. When the pitch falls, it is called falling intonation, a falling pitch pattern is generally indicative of finality such as is associated with statements. When it remains on one note

for on applicable time, it is called level intonation. It depends on the intent and attitude of the speaker speech how he is presenting the content.

(viii) **Rhythm:** Rhythm is the material effect produced in verse, prose, music or motion by the relation in quantity, stress time or energy between the syllables, words, notes or movement that succeed each other."

...Oxford Dictionary

The dictionary meaning of 'rhythm' is a strong regular repeated pattern of sounds or movements. It is a musical aspect of language and make pronunciation more appealing

**Check your progress**

**Note:** Write your answers in the space given below-

**Q-3. Name the phonetic elements related to speaking English?**

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**Q-4. Write short note on the following**

**(a) Diphthongs**

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**(b) Consonants**

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**(c) Stress**

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**(d) Intonation**

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## **5.5 IMPORTANCE OF SPEAKING ENGLISH**

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We know that all the four skills of English language has their own importance and identity.

**F.G. French**, an English linguist emphasizes the importance of speech in the following words. "Speech is the grand work, all the rest are built up from it. Through speech, the pupil learns to make the direct connection between the English word or phrase and the object, action or idea it bears. He learns the habit of using words in the correct sentence patterns and he can learn this in no other way."

**Champion**, also underlines the value of speech, "The first duty of the teacher is to teach the pupil to speak English. In other words, in the oral teaching of English, it is the duty of the teacher to see that the pupil pronounces English words correctly."

On the importance of speaking skill. Bloomfield says, "We write the spoken word. The written or the printed word is but a symbol of the spoken word."

The question arises here is that what make speaking skill more important?

- (1) **It is a natural behaviour:** For a child speech is natural behaviour, because like reading it does not need any one to teach how to speak. When he starts speaking in his mother tongue he does not have to make more efforts to speak. And when he starts going to school there he needs to learn speaking with correct pronunciation, stress, intonation and voice modulation. That is why it is a natural behaviour of a child.
- (2) **It paves the way for reading and writing:** Speech makes reading more easier because while speaking English words the child becomes familiar with the words he uses to speak when all words come in the conversation passage and what he reads, because he does not feel any difficulties in reading the passage as he is familiar with them. Like this once the child starts reading the word, phrase and sentence the same way he tries to write the word, phrase and sentence what he already read in his book. So **Ballard** says, "Speech training should have precedence over learning to read in point of time as well as in point of importance."
- (3) **Listening is the basis of speech:** Speech could be more effective if one listens carefully. This is proved by the saying that most of the deaf persons are also dumb. Because though he is not able to listen any sounds or words he fails to speak also rather, he tries to speak whatever he observes the behaviour of the teacher and communicates it. In a way speech includes listening. A newborn baby can not speak, continuously listens to English sounds and words for a long period of time he can speak well.
- (4) **Learner becomes active:** Speech makes the learner active because it is related to his sense organs. It is a true fact that a normal person cannot speak without thinking and he has something to speak. It works like when he listens to others his mind is active because he has to think before he speaks, speech organs like tongue, lips also become active, his eyes are also active because in eye-to-eye contact between the speaker and the listener.

- (5) **Prepare for debate:** Group discussion and interview one can make his stand in the society if he is a good speaker. His conversation with other people of the society leave a good impression for him. To participate in debate or in a group discussion or to face an interview board he should have good pronunciation, stress and intonation.

**Check your progress**

**Note:** Write your answer in the space given below-

**Q-5. Write what is the importance of speaking English language?**

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**Q-6. Write any three points that makes speaking skill more important.**

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(b) .....  
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(c) .....  
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## 5.6 TECHNIQUES FOR DEVELOPING SPEAKING SKILLS

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- (1) **Oral work:** Oral works develops the skill of speaking. The most effective techniques is to start with a controlled oral practice. It can be possible through practice in individual sounds, sound contrasts, consonant clusters, sounds in company dialogues etc. Certain English sounds are quite peculiar by nature. Special attention for there sounds teacher may get peculiar sounds repeated after him. A unique features of English speech is called consonant clusters, it appear in the beginning as well as at the end. In order to teach consonant clusters, the teacher should first himself learn to pronounce the words containing the cluster and than ask the pupils to do so. The teacher must provide some guidance whenever needed.
- (2) **Oral reproduction:** Guided oral practice leads to oral reproduction of language. In the initial stage teacher should create situations and produce a sound and ask the students to reproduce it. It first starts with a chorus, then

in groups and after that individually. Teacher speaks word one by one, students listen to him and try to reproduce those words one-by-one. Like this he speaks full sentences, students listen it carefully. Then they are asked to reproduce those sentences. The teacher should provide stimuli to get all students to active use in a communication through what ever they have learnt and the stimuli can be of visual stimuli such as pictures, photographs, slides, news paper cutting, can cartoons, blackboard drawing etc.

- (3) **Question answers and dialogue:** To check the fluency, correctness and smart conversation in English language, question answer techniques is one of the effective activity. Generally teacher first put question to the whole class in this case students hesitate or feel shy to utter a single word in English, the teacher should help then to overcome their shyness. The use or practice of dialogue is a very good method to make them free for a conversation. By its people interact with each other. To make students speak well from the beginning it is possible to use at the elementary level. Like this question may asked one-by-one and students give the answer one-by-one. It gives the practice of listening and speaking. Question answer may involve teacher and students and may involve in a peer group.
- (4) **Role play and conversation:** Practice of spoken language can become more interesting if the teacher who is reading a prose or reciting a poetry presents it by performing certain actions asks his students to observe his action. There are some topic which also need role play in that case, a group of students may be asked to play the role under the guidance and supervision of the teacher. It has been seen that majority of teachers shows their concern with course completion. Students get less opportunity for conversation. But it is a matter of experience that talking in a free and easy way can be developed in the class only, further preferably to a native speaker, is the best way to improve oral fluency.

**Check your progress**

**Note:** Write your answer in the space given below-

**Q-7. Write any two techniques for the development of speaking skill.**

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- (b) .....
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## 5.7 PROBLEM FOR SKILL DEVELOPMENT

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There are many problems for the skill development of English language. Let us find out the causes of it:

- (i) In the sense of Indian schools the role of the teacher is to complete the course. They do not realise the importance of speaking, they totally rely on grammar and translation method and for students there is no scope of speech training in the class. They themselves commit blunders with pronunciation, thus the whole class ends with this, because teacher did not make any attempt to overcome this problem.
- (ii) Teachers are not well accounted with the advance development of technology for the training of phonetics, the use of tape-records, gramophone records etc. are not available in the institution for the teachers. They do not know how to use them, and these devices are very much helpful in learning pronunciation. The aim of English language test is to test the amount of crammed-up content of the courses. Oral tests are only for the lower classes not for the higher classes, no emphasis is laid on the pronunciation on this stage.
- (iii) Learning English speaking, writing, reading and listening need practice. Teachers are not able to draw an atmosphere in the class with the proper teaching of syntax and morphology. Which are helpful in practice of above skill.
- (iv) Use of method by teacher for English teaching is also a problem. They generally adopt- 'Grammar-translation' method for class teaching. Though it is a translation method more emphasis is on mother-tongue. This method is a teacher centered method hence there is less scope for teacher student interaction.
- (v) There is a dearth of language laboratory and teaching aids to create a semblance of atmosphere, and unfortunately the cheaper teaching aids like tape recorder, VCR are also not available in the institution. And wherever these teaching aids are available there teachers are not aware of using it for better teaching.
- (vi) Low standard of teaching in the primary and Junior classes lead to poor speech habits. Most of our examinations are based on written work and hardly any scope of oral activity. It is also restricted to reading and hardly any question is asked of the students in which they can express themselves.
- (vii) There are few educated families in India where English is the mean of communication as most interactions in English is restricted to utterance of few sentences with a mixture of the mother-tongue. To make students use the English language during stay at school can be good method of teaching spoken English. But for that teacher would have to be proficient in its use.
- (viii) Regionalism, dearth of books on pronunciation and spelling are also the problem for speaking English skill.

**Check your progress**

**Note:** Write your answer in the space given below-

**Q-8. What are the makes problems for developing speaking skill?**

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## **5.8 HOW TO DEVELOP SPEAKING SKILL**

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Where there is a parable it is always followed by a solution. For improving speech in English following are the ways to develop the skill :

- (1) Provision should be made for oral activity for this teacher can serve as the best model for his pupils. If he takes care of his own pronunciation.
- (2) Every sound involves some muscular activity and has some psychological basis. The role of teacher is to cultivate a "Phonetic conscience" as **Prof. Wyld** suggests. Phonetic conscience means functions of speech organs, the position of mouth, lips, tongue etc. because they in production of sound. It is necessary to first cultivate phonetic consciousness in the mother tongue of the children and then in English.
- (3) Emphasis should be given more on spoken English. It can be best facilitated with the help of advance technology like language laboratory.
- (4) Pupils are trained to use the speech organs with the help of phonetic charts, models, tape-recorder, gramophone etc. which can help the pupils in picking up the sounds quickly and effectively.
- (5) **Daniel Jones** in his "An out line of English Phonetics" has described five types of difficulties which he terms as "mechanism of speech" These five types of difficulties are-
  - (i) Recognition of verbal speech sounds occurring in the language.
  - (ii) Making of these sounds by the pupils.
  - (iii) Learning these sounds in the usages of sound-attribute.
  - (iv) Using those sounds in proper places in connected speech, and
  - (v) Learning to join each sound of a sequence on to the next and to pronounce the complete sequence rapidly and without stumbling.

**Check your progress**

**Note:** Write your answer in the space given below-

**Q-9. How can you improve or solve the problems of speaking skill?**

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## **5.9 LETS SUM UP**

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This chapter has described the concept of speaking skill and have the ways for other skills and specifically listening skill. Speaking skill is a productive skill, it is a social behaviour of a pupil. Speaking should have precedence over learning to read. Functions of various organs which are helpful in speech, like lips, tongue, vocal cord and teeth etc. have their identical function for speech. Pupil can produce sounds by using these organs. Elements like vowels monophthongs; diphthongs, consonants, pause, juncture, stress and intonations and rhythm etc. are considered as the basic features of spoken language and different language have their own phonetics. Speaking English is important because it is a natural behaviour, it Dhes the ways for reading and writing. Speech learning becomes more active compared to other skills, and it prepares a child to face as interview. debate and group competition. Techniques like oral work, oral reproduction, questions – answers and dialogues, role-play and free conversation are considered to be the best techniques for speaking skill development. This chapter also made us aware about some problems and solutions for skill development.

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## **5.10 ANSWER TO CHECK YOUR PROGRESS**

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- Q-1** Learning to speak has a great place in the teaching of language. It is a productive skill pupil who are good at listening and understanding are good at speaking. Communication by speaking is a social activity and social behaviour of a child. Through speech, pupils learn to make the direct connection between English word or phrase.
  
- Q-2** Human beings are able to produce sounds by using different organs. With a little adjustment of these organs they can produce more sounds required in English. Though we are blessed with a set of some speech organs, there organs help us to produce speech in different ways. Different languages have different or unique sound system.

- Q-3** There is a group of sounds which are phonetically similar by nature and contain characteristics of distribution in the language or dialect under consideration. They are the parts of one specific language and are features of the spoken language. The different elements of phonetics are vowels, diphthongs', stress, intonation, rhythm, consonants etc.
- Q-4** See 5.3 to check your answer.
- Q-5** The importance of spoken English are speech is the ground work and rest skills are built upon it. The duty of the teacher is to see that pupil pronounce English words correctly and importantly. We write the spoken word. The written or the printed word is but a symbol of the spoken word.
- Q-6** See 5.4 to check your progress.
- Q-7** See 5.5 to check your progress.
- Q-8** There are many problems for the development of speaking skills like teachers are not well acquainted with the development and use of technology, their own pronunciation is not good, use of old and a single method like grammar-formulation method fail to create a conducive atmosphere in the class.
- Q-9** Provision should be made for spoken or oral activity. Teacher should be taught about the development and use of technology in the class. Emphasis should be given on oral test along with written examination, training to use ..... and ear training can help to solve the problems.

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# UNIT-6 SPEAKING ACTIVITIES AND LISTENING COMPREHENSIVE

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## Structure

- 6.1 Introduction
- 6.2 Objectives
- 6.3 Listening Comprehension
- 6.4 Activities for Listening Comprehension
- 6.5 Role of Teacher for Listening Comprehension
- 6.6 Speaking Activities
- 6.7 Role of Teacher in Speaking/Oral Activity
- 6.8 Let Us Sum Up
- 6.9 Answers to Check Your Progress
- 6.10 References

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## 6.1 INTRODUCTION

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Learning a language is based on four skills, they are listening, speaking, reading and writing. Among these listening and speaking lay the foundation of learning a foreign language. In learning the mother tongue, the child has ample practice in speech before he structures unconsciously. Learning to speak a language is always the shortest road to learning to read it and to write it. Listening and speaking are closely connected to each other. Listening is a recognition skill where the student recognizes words through his knowledge of pronunciation and articulation. Speaking is a production skill by which the student reproduces the sounds and structures he has heard and is at ease with. Both skills depend almost entirely on the learner's knowledge of the pronunciation of words and the articulation of sounds in the language.

Language learning begins with the ear and lives on the lips and tongue of the speaker. It is very much impossible for a student to produce a sound or a natural sentence of the foreign language which is not existing in his mother tongue. The logical first step, therefore says **Geoffrey Broughtan**, "in attempting to active oral fluency or accuracy is to consider the learner's ability to listen." Listening is a prerequisite to speaking of any language. In other words, speaking is built upon accurate listening. In this chapter we will go through a variety of items for the development of listening comprehension and different activities for speaking skill.

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## 6.2 OBJECTIVES

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After going through this lesson students will be able to-

- Select different items for listening comprehension.
- Analyze the nature and details of some major speaking activities.
- Identify the various situations where the learner needs to develop listening skills.
- Familiarize the students with some accepted techniques in teaching oral skills.
- Integrate listening comprehension with speaking activity.

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## 6.3 LISTENING COMPREHENSION

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The first objective of teaching English is listening to English language and comprehend it. It is the skill to be taught to and learnt by learners of any language. While listening, the student is decoding a message and try to understand it. All of us learn our mother-tongue first by listening. This implies that there cannot be listening without anyone speaking. In our teaching learning process listening is not a mere use of the ear only rather it is the use of brain to understand what has been listened to. Therefore, listening has been termed as 'a knowledge – guided process'. It involves the active cognitive processing of the spoken form of the language. This process involves the grouping of sounds or words, grouping of phrases or sentences, stress, intonation etc, used by the speaker. This processing of information that reaches the learner's ear is done during the pause in the speech. That is why pupils sometimes fail to understand a speech if a speaker speaks too long and fast without pauses at the appropriate place. It means the element like pause is necessary for a child to think and understand whatever he listens.

It is always said about listening skill is that it a passive skill, but when it is related with the process of comprehension it is not true, because comprehension needs active involvement in listening. The receptive skills is involved in understanding the message and decoding of what in listened. It is very much necessary for a speaker in an interaction process to ensure that his words and sentences are being understood by the listeners continuously. This can be done by nods, glances, body movement, non-verbal noises and facial expression. The visual and verbal signals also confirm the speaker that listening and speaking is taking place or not. Though listening is a receptive skill it can be trained and developed through interaction and teaching learning process, not less than the productive skill of speaking. A student who understands spoken English can-

- Recognize the English speech sounds in isolation and also in combination.
- Understand the lexical meanings of words in context and grammatical meaning of structures.
- Understand the meaning conveyed by stress and intonation pattern and
- Distinguish such sounds from similar sounds in the mother-tongue.

**Check your progress**

**Note:** Write your answer in the space given below-

**Q-1 How would you develop listening comprehension skill among students?**

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## **6.4 ACTIVITIES FOR LISTENING COMPREHENSION**

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At the middle and secondary level teaching of listening need comprehension. Simple listening to a lecture or a content may not help him to comprehend the whole, where as listening with activities may help him to comprehend the text. Generally learners are often expected to make short and quick responses to confirm the listening exercise. They usually find these activities a challenging task for them, But an effective listening activity help them to solve their problems and make them understand. For the listening comprehension following listening activities will be introduced:

- **Story Telling:** First of all teacher should select some stories those he wants to tell his students, giving practice to learners in extensive listening. Where they will listen to spoken language. For this type of activity, if he is a good hand in drawing he should draw some pictures on the blackboard to explain the story, or he should cut some picture from books or magazines or should get them made by any artist. The teacher should prepare some questions based on the pictures. The sequence of the 'Questions should be according to the order of the incidents of the story. He can ask his students to look at the picture attentively. In this activity he may use another set of pictures which illustrate different parts of the story, to ensure their listening comprehension he can ask learners to put them in a sequential order. This would be a non-verbal response. He can ask some students to tell the story or ask some questions to the students related to the story. The answers given by the students if needed, should be corrected by the teacher. This would be a verbal response of the students.
  
- **Dictation:** One of the most known and common exercises for listening is giving dictation. Which is very interestingly practiced in schools. The objective behind this activity is to make students more active in the class with a language need to understand the content. It can become a meaningful and interesting language activity. The teacher dictates a number of words to the students. Students are unable to write all the words. To check students attentive listening he then writes these words on the black board and asks pupils to correct their list or he can verbally speak each word and pupil will check this word in their lists.

- **Language Game:** Psychologists say that learning should be a pleasurable and rewarding experience. **W.R. Lee** discusses the importance of language games in his book and states, "Language learning is many sided, which needs not discourage us from seeing it crudely as a matter of four skills. Those of successful listening. Speaking, reading and writing." (1965:2). For the development of listening comprehension skill language game is an activity to opt. In this activity teacher may say two sentences, like, we must leave, we must live and ask students to say whether the sentences have same meaning or different and award a point to one of the group. They respond by raising their hands if the sentences are the same and keep quite if they are different. Those who make mistakes are out of the game. In another type of game to test or check students' attentive listening, the teacher arranges this group in a circle and whispers a sentence or a message in the ear of someone in the group and tells the pupil to whisper it to the pupil on his left and so on, until the message has come full circle to its point of origin. It is then compared with the originals message.
- **Matching Exercise:** Different types of matching exercise can be organized by the teacher for listening comprehension. In this type of activity teacher in the class can show a large picture and make a number of statements about it. Some of these statement are wrong and some are correct. Students listen it carefully and are instructed to write 'R' for the correct statement and 'W' for wrong statement. At the end the teacher makes a statement and asks one of the students to pick up the correct picture match to the statement.
- **Exercise for Ear-Training:** Training in listening comprehension may be extended even to the higher classes. Their proficiency in listening and understanding English is going to benefit them a lot – The teacher of English would render a service of merit if pupils go through listening comprehension practice through ear training. In this the teacher generally observes that his students are having difficulty in catching certain sounds. For this he can make children listen to words differing in one sound.
- **Listening to Good Speech and Sports Commentary:** Listening to a good model English speech can help students to enrich their listening comprehension. Students should be encouraged to listen to English news on the radio and television. While listening to news on the television they should be advised to observe lip movements of the speaker. Listening to a sports commentary is also another exercise to develop listening comprehension. The learner listens to the commentary for specific information. In this the learner is very attentively listens to it and uses background sounds for clues, like march past, applause and cheering of the winner's name. This activity can be used by the teacher in some other class also designing a new work which is based on the listening passage only. Chart is needed by focusing details of individuals sports person's description, record etc.



- **Jigsaw Listening Exercise:** In this type of exercise the teacher divide the whole class in to groups. Each group gets the opportunity to listen to a part of the story on the audio cassette. When it is completed one or two students are sent from their group to others groups. There they will be asked several questions and will have to answer and give information. In this process various groups then get a chance to collect the missing sequence of the story or they try to sequence the content of the story. At last in their original groups they speculate the last part of the story. Each group then reports to the class their version of the story. Other groups are free to react, comment and ask questions. Finally, the teacher plays the final part of the recording which resolves or completes the story.

Though it is a very interesting exercise to develop listening comprehension, still it is an extremely challenging and problem area in its implementation.

<b>Check your progress</b>	
<b>Note:</b>	Write your answers in the space given below-
<b>Q-2.</b>	<b>What is Jig saw exercise?</b> ..... ..... ..... .....
<b>Q-3.</b>	<b>Describe how listening good speech or commentary will help to develop listening comprehension?</b> ..... ..... ..... .....
<b>Q-4.</b>	<b>How is language game helpful in listening comprehension?</b> ..... ..... ..... .....

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## **6.5 ROLE OF TEACHER FOR LISTENING COMPREHENSION**

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- The role of teacher for the development of listening comprehension is very much considerable.
- The role of teacher in story telling is to encourage for active listening, they can be encourage to join in refrains, make sound effects and contribute their own ideas about character settings and event even when they tell stories they are motivated to involve a highly sustained speech stories selected by the teachers. They should cater the need of the children. It may be picture based. So picture should be theme based and the order of the questions should complete the story.
- For matching exercise the teacher shows some pictures and write some sentences on the black board. It should be very carefully planned what the

sentences or the pictures will come first, what the children will do in matching activity will be instructed well by the teacher before time.

- For proper ear training teacher first observes that his students are having difficulty in listening certain sounds. He can make children listen to words differing in one sound. He will instruct his students to write 'S' if the two words are the same and 'D' if they are different. Again the teacher dictates a list of pairs of words to check their listening ability, then he will write them on the blackboard and instruct the students to correct their list.
- This activity can be well planned by the teacher prior to the class, for this teacher has to select the speech which is related to the content first then tapping the content. In the listening sessions students are instructed to listen the recorded speech pressed before them and at the end of the session they can be asked to comment and give suggestions on overall performance, clarity of speech, voice and interest level.
- To organize the jigsaw activity he has to divide the whole class into groups equally under his/her supervision so that each one in the group can get opportunity to share or participate in the activity. For this the teacher has to make multiple recordings so that the groups can listen to the recordings simultaneously. In case of one recording facility only one group can get chance to listen at a time and other groups will wait for their turn to listen. Then it will become a long and time taking process to complete the activity.

**Check your progress**

**Note:** Write your answers in the space given below-

**Q-5. What is the role of a teacher in exercise for Ear-training?**

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**Q-6. Why should a teacher give dictation?**

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## **6.6 SPEAKING ACTIVITIES**

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Encouraging children to talk will not necessarily provide the conditions to develop speaking and listening ability. If the activity does not actually require children to speak to one another they may simply work in silence or talk about matters unrelated to the task. Successful work on developing children ability to speak and listen for a variety of audiences and purposes has been built on the premise that motivating contexts for talk must be provide (**Norman, 1992**). Today more emphasis has been given to oral skills than in the past. Children learn to

speak in an environment in which language is widely used around them and they need.

Some activities to explore the use of language for the development of speaking skill are required. However, as **Norman (1990)** points out, activities involve children speaking and listening for a variety of purposes and audiences, provide motivating contexts for talk. The following activities are useful for oral skill development:

- **Dialogues:** Dialogue means spoken or written conversation or talk. In conversation two persons exchange ideas or discuss and share information. Such exchange of conversation is called dialogue. Dialogue presents the language directly in the contexts in which it is most commonly used. It always accommodates within its framework many features and structures of the spoken language. For the development of oral skill this activity should be well planned and structured before time. For it language should be relevant and appropriate and the environment for dialogue should be conducive.
- **Loud Reading:** It is an important step in the teaching of prose and poetry aloud by the pupils. Reading aloud by the pupils help one to develop oral skill because this helps them to speak with right form of pronunciation. It also helps the teacher to correct their mistakes and practice the correct forms. It is always said that poetry is the ultimate form of language. It is considered to be a beautiful way of expressing the feelings, ideas and emotions. Loud poetry recitation helps the learners to use proper stress intonation, rhythm, voice modulation and facial expression. The non proper use of all these could be modified by the teacher with drill.
- **Talk and learn:** In another sense this is also called a conversation class and one of the accepted way of teaching speech. Interestingly, when we are faced with a particular type of problems or puzzle to solve, it need conversation with someone else. A proper conversation about a problem helps us to deep understanding about it and try to find more appropriate solutions. Through the activity like talk and learn thoughts and ideas are shared through spoken language and knowledge is developed as pupils communicate their ideas or solutions and negotiate meaning with others. As **Mercer (1995-67)** writes, "Individually and collectively we use language to transform experience into knowledge and understanding. It provides us with both an individual and social mode of thinking.
- **Story telling:** Story telling activity is a good activity in the language class. However stories also have a significant contribution to make to speaking and listening. **Fox (1993)** demonstrates the confidence with which very young children can structure, narrative orally and experiment with language through story telling. Story telling in the class can build on their confidence and early experiences. In this activity the facts given through the story should be simple and clear. When the learners have heard the story they are asked to tell their version of it. It may take many form learners can be encouraged to share their version with Jokes and

anecdotes. Because anecdotes are very natural and common form of building or developing oral skill. When learner fails to complete the story orally, to motivate the learner to complete the story the teacher can incorporate suitable anecdotes related to the story in day to day teaching.

- **Group Discussion:** To develop the speaking ability among the children's group discussion is one of the most effective activity. In most of our syllabus there are some topics which need discussion. It can proceed in pairs, groups or with the whole class. A group discussion first of all needs a model reading by the teacher or the topic should be provided to them. First they will read it thoroughly and then go for a discussion to draw the conclusions. This can be encouraged through agreeing guidelines for group discussion, giving children talk logs or children to make notes on how they interacted with others, or simply sending themes. They can be asked to discuss to make sure that everyone has a chance to contribute, encourage others to give reason for their suggestions, respond when some one challenges ideas, be encouraging to someone who is reluctant to take in discussion, summaries ideas and make sure the discussion stays on track. They should arrive at a consensus following a disagreement, challenge someone without being rude, ask for clarification, make sure that all options have been considered, actively listening to others contributions and deal with a dominant group member of course. Discussion involves more than a spoken language. When speaking facial expressions, pausing, gestures and voice of the speaker can be taken into considerations as much as the words spoken.
- **Drama /Role playing:** Drama always provides many rich opportunities for developing listening and speaking ability among students. Many childrens' reluctance to speak in other situations will make valuable and extensive contribution during drama work. Drama also provides motivating contexts for collaboration. In this activity children can encourage active listening. They can be encouraged to join refrains, make sound effects and contributes their own ideas about characters, settings and events, or using voice tone and gesture to create atmosphere. Role playing is a part of drama. In this activity initially to Judge their capability to play a role, teacher first can provide them with stimulated experiences through which they can develop a deeper understanding of their own role and others. Role play provides children with an opportunity to be creative by using oral tradition, voice tone and gesture to create an atmosphere. It also encourages active listening, make use of sound effects and contribute their own ideas about setting, events and characters.

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## 6.7 ROLE OF TEACHER IN SPEAKING/ORAL ACTIVITY

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To develop activity for speaking or oral work the role of teacher is very remarkable. There are many ways that a teacher can develop the activity like:

- He needs to collect a log of pictures from magazines, Journals and paper cutting, the pictures should be related very carefully because it is related

to the statement which the teacher wants to match it with the pictures or vice-versa.

- For specific ear training the role of teacher is to provide them ample opportunity to listen to words differing in one sound.
- The teacher has to make arrangements so that the recorded programme is heard by all. Vocabulary training is an essential training/exercise.
- Language teacher can make dictation purposeful and interesting with an oral activity. For this when the teacher dictate the words, than the teacher has to write all these words on the blackboard to check the correctness and ask them to read each word one by one. But the list of words for dictation should be rich in content.
- For picture composition the role of teacher has to paste a picture on the board and ask groups to paste the other parts of the picture to complete it, each group has to tell their version of the story to the whole class. This activity encourages learners who are not very good in speaking in a group it will foster feeling of confidence which can be nurtured by the teacher.
- The teacher should provide situations and stimuli that will get all the students to make use in a story telling activity. Teacher can stimulate it with photographs, pictures, cartoons, slides, newspaper cutting and blackboard drawing etc.
- As we know discussion always followed by a model reading. In this activity the role of teacher is a facilitator, observer. Once the discussion starts teacher can very tactfully advised that each student in a group gets a turn. The discussion must lead to a clear task. The activity must have a sense of completion. This can be rounded off by inviting one member from each group to report on the group's discussion.
- The teacher should provide an opportunity to be very creative with a supportive context. When children reproduce the story they can be motivate to use their original narrative way by adding details to the characters, using voice tone and gesture to create an atmosphere.

**Check your progress**

**Note:** Write your answers in the space given below-

**Q-7. How would you develop oral activities?**

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**Q-8. Write different activities for the development of oral skill?**

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## 6.8 LET US SUM UP

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The present unit dealt with different points of listening comprehension skill. Though this we care to know how to develop listening comprehension among learners with some specific activities. These help the teacher to conduct activities by using different recorded and written materials in our day to day teaching learning process. This unit also focused to different kinds of speaking activities and the role of the teachers to involve the learners in these activities. These activities were dialogues, loud reading, talking and learning, story telling, group discussion, drama and role playing. At the same time the role of teacher is to integrate all there speaking activities with the listening comprehension activities, how to organize all these activities and bring into regular practice in the classroom process. Activities like giving dictation, language game, matching exercise, listening to good speech, sports commentary, Jigsaw listening exercise and exercise for ear training helped us to develop listening comprehension.

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## 6.9 ANSWER TO CHECK YOUR PROGRESS

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- Q-1** Open ended.
- Q-2** Jigsaw is a listening activity when teacher divides the whole class in to different groups. Each group listens to a part of story on audio cassette. After this one or two members were send from their group to other groups. There they will be asked some questions related to the story. Like this various groups will collect their missing sequences of the story and at last the teacher's role is to resolves the mystery.
- Q-3** The listener or the learner listens to a good speech or commentary to get some specific information. In this he relates it with the sounds for clues like they should be advised to observe the lip movements of the speaker, voice modulation, background music, applause, cheering, body movement etc. For this they will have to be very attentive for the speech or commentary.
- Q-4** Language games are not exactly meant for language teaching. Language games are played by students under the guidance of a teacher. These games provide needed entertainment after some serious teaching learning session. With some well planned language games teacher can recapture the interest of the students for conscious listening to play the game by following some rules.
- Q-5** When teachers observes that his students are having difficulty in catching some words, to control their problem teacher involves them with a focused listening. In this type of listening we listen to a particular sound, word, or phrase and we can say that we listen the things we want to know and this will help us to go for a ear training.
- Q-6** A teacher should give dictation for development of listening comprehension, to make the students to be very active while taking dictation and to make the students more attentive in listening.

**Q-7** Open ended.

**Q-8** Loud reading, dialogue, talk and learn, story telling. group discussion, drama and role-play are some of the different activities for the speaking activities.

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॥ सरस्वती नः सुभगा मयस्करत् ॥

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Open University

# B.Ed.E-32

## Pedagogy of English

### BLOCK

# 3

## STRATEGIES FOR TEACHING ENGLISH LANGUAGE-II

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### UNIT-7

#### The Reading Process and Development Reading Skills

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### UNIT-8

#### Teaching Writing and Study Skills

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### UNIT-9

#### Teaching Grammar

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## उत्तर प्रदेश राजर्षि टण्डन मुक्त विश्वविद्यालय, प्रयागराज

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कुलपति

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# **UNIT-7 THE READING PROCESS AND DEVELOPMENT READING SKILLS**

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## **Structure**

- 7.1 Introduction
- 7.2 Objectives
- 7.3 Skills of Reading
- 7.4 Why and When to Start Reading
- 7.5 Importance of Reading
- 7.6 Types of Reading
  - 7.6.1 Loud Reading
  - 7.6.2 Silent Reading
  - 7.6.3 Intensive Reading
  - 7.6.4 Extensive Reading
  - 7.6.5 Differences of Intensive and Extensive Reading
  - 7.6.6 Library Reading
  - 7.6.7 Supplementary Reading
- 7.7 Process of Reading
- 7.8 Methods of Reading Skill
- 7.9 Materials for Teaching Reading
- 7.10 Let Us Sum Up
- 7.11 Answer of Check Your Progress
- 7.12 References

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## **7.1 INTRODUCTION**

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This unit will focus on reading skills and the process of reading. In the teaching learning process reading is always considered as an important aspect of language. Being a teacher of language we face many problems to develop reading skills among the learners. Reading is very much well related to speech because reading comes after speech. In the learning of mother tongue learner has simple practice in speech before he starts reading the printed material.

Psychologically the process of speech and reading are quite similar the difference being mainly in the sense avenue through which the verbal stimuli are received. The prerequisites to reading are that the child is very much familiar with the normal sound system of the language. The child who starts reading his mother tongue does not have much difficulty to face. He has to do only the transfer of auditory signs to a language. Learners know its structures, sounds and vocabulary. They know the language when start reading. In this unit we will discuss the importance of reading, the techniques and methods to be adopted by the teacher for meaning process development, reading problems, reading processes etc. This could make sure a teacher to know, follow and develop the skill among learners.

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## 7.2 OBJECTIVES

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After going through this Unit students will be able:

- To explain the importance of reading in English language.
- To recall various techniques and methods of reading.
- To consider the various processes of reading skill.
- To discuss various problems faced by teacher for the development of reading skill.
- To select different materials for reading.

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## 7.3 SKILL OF READING

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"The 36<sup>th</sup> year book of the National Society for the study of Education" has defined reading as follows- "Reading involves the recognition of the important elements of meaning in their essential relation including accuracy and thoroughness of comprehension." Reading is one of the four important skills of language teaching. As a learner learns listening and speaking his mother tongue naturally, in the same way he learns listening and speaking a foreign language. Reading is to be taught. According to W.S. Gray, "Reading is a foreign of experience. Reading brings us in contact with the minds of great authors, with the written account of their experiences, their recorded lives and the advancement made by them in various fields."

A person gets help to talks the problems of life in many ways if he knows reading, because as more he reads, the more knowledgeable he is. It enables him to know more and more about many things on the basis of his reading competency. As **Addison** says, "Reading is to the mind, what exercise is to the body." **Prof. Jespersion** says, "The main point is for the pupils to be occupied with the text repeatedly in such a way that they do not lose right of the meaning, so that they may thus become so familiar with it at last that they know it almost or entirely by heart without having been directly required to commit it to memory." According to **E.G. French**, "The teacher acts as a guide showing his class how to uncover all that there is in the subject matter, all that there is in the words chosen by the author and all that is to be examined

in the constructions, patterns and planned paragraphs in which the material is presented."

Reading is always considered as a receptive (passive) skill. It is a way or means of fixing the language items which he already learnt as a part of listening and speaking. Reading involves looking at sentences and words, recognizing them and understanding them- it is a process of making sense of written language," (Adrion Doft, 1988:104). Clearly reading does not only involve following a text in order to get its real meaning rather it also involves all the head lines or label. Quick checks for information, like time, date, sign etc. As we know the teaching of reading of a learner's native language begins at home. But to learn a second language they have to face different situation. "Fortunately, the student of a second language brings into the study already developed habits of reading his own language. He brings maturity of experiences on which he can draw. The foreign language teacher does not have to start at Junior high school or high school pupil with pre-primers, then primers and finally readers. Such a procedure would be wasteful as well as possible into materials that have meaning and interest for the particular are level of learners in his classes", (Peter Olive, 1969:144). A taste for reading in school days will realize a person that reading is the best utilization of his leisure hours.

**Check your progress**

**Note:** Write your answer in the space given below-

**Q-1** What is reading skill?

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## **7.4 WHY AND WHEN TO START READING**

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Before coming to the importance of reading in English language it is very much essential to know why and when we can make our learners get ready for reading. Sometimes it comes to our mind or questions arises why should we learn reading? What is the need and reason behind it? And the answer comes spontaneously that we need to consolidate our spoken and listening language. The first reason behind is that in teaching children to read they should know how to have full control over the words and pattern which they perhaps come across during the process of speaking. Secondly they should know how to gain pleasure and profit form the printed work. Thirdly they should know the use of technique for both accurate enough to turn the cold print into correct sound and to render its logical content, expressive enough to make audible the beauty of words and their emotional significance.

The question behind why should we read? Obviously the answer to the question is that it is a tool of learning. There are different forms of reading in our daily life we read news paper, bills, forms, directions, street signs, place names, train time table etc. We read all these because it is a necessary part

of/or required by us. But reading to learn a language is different. We can not provide direct experience of language without reading. Reading further improves one's knowledge of language. That is why we need to know why to read, very simply we read for pleasure, to improve knowledge, to spend the leisure time, we need reading ability to study text books, novels, plays, poetry and dictionary etc. In reality education demands quality as well as quantity of reading for that important study skills require quick, efficient, effective and imaginative reading. We normally read because we want to get information about some answer to a question and solution to a problem. When we need some instructions to complete our task then we read. When we want to know what is happening around us, in touch with friend and others, to have better official correspondence, reports, articles, catalogues, minutes of meeting business letters, professional Journals all these depend on our ability to read.

If above are the statements why should we read? Then the next question come to our mind is when we should start reading? The answer to the question may be because it is level specific. Then what should be the optimum level for introducing reading skill as a programme of foreign language learning? No one can deny the fact that education is a lifelong process. Looking at the importance and significance of reading, it is necessary that the habit should be developed among the children from the very childhood. Again it lies in the child's readiness to receive the printed matter which is different from that of his mother tongue. There are different opinions regarding the level or period regarding the introduction of reading skill. Still children's age, the class in which language to be introduced, children's ability to learn, understand the spoken language, again the ability of the teacher to maintain interest without books and the community are to be considered for introducing reading skill. The success of children's reading absolutely depends on their readiness to read. In most of the states English is introduced from class 6<sup>th</sup> and it is felt that two months of pure aural-oral teaching should proceed the introduction of regular reading by the reader.

In a diversified class the principle of readiness cannot be uniformly applied to all children as it is depends upon various factors, like their physical development, mental condition for the purpose of reception, their mother tongues, regional language, classroom environment etc. While deciding the level of introduction of foreign language they should bear in their mind the individual differences on psychological and social basis. Linguists are of the opinion that beginning to read is nothing but a transfer stage from auditory signs to visual signs. This means that oral background is very much necessary for reading to begin. As K.K. Bhatia has maintained regarding introduction of reading should be:-

- (i) When the pupils have gained sufficient knowledge of the auditory signs and they can tell the difference between sounds and words.
- (ii) When the pupils can recognise shapes of printed words and can associate them with spoken words and their meaning.
- (iii) When the pupil can understand and carryout simple oral instructions related to class work.

- (iv) When they can ask questions and enquire about the surrounding, environment, including even the printed words.
- (v) When they can memorise some material and recite it.
- (vi) When the pupils are fully motivated for the new experience.

"Mechanical reading should be introduced as early as possible. It is advisable to start it just after the students have mastered first two three basic structures because it will lead towards variety of teaching. Moreover, whatever has been listened will be reinforced. Besides, oral drills aloud becomes monotonous after sometimes, the introduction of reading at such a stage keeps up their flagging interest."

**Check your progress**

**Note:** Write your answers in the space given below-

**Q-2. Why we should read? Discuss**

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**Q-3. When should we make our children ready for reading?**

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## **7.5 IMPORTANCE OF READING**

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Among all the skills of teaching English reading and writing are considered as the productive aspects of language skills. Before producing it respectively it is necessary that the learner must know it. They should know reading because it opens the gate of knowledge. Reading is considered more important than speaking and writing because we are more concerned with reading in our daily life activity. **The 36<sup>th</sup> year book** of the ‘National Society for the study of Education’ has defined reading as follows, "Reading involves the recognition of the important elements of meaning in their essential relation including accuracy and thoroughness of comprehension." According to **West**, "Reading is process of sight-sound scene." He also worked for a long time with Indian pupils, and ultimately came to the conclusion that reading should be given the key-place in the total scheme of teaching English as a foreign language.

Because of its practical utility reading is always considered as an important skill.

- **C.C. Fries**, rightly remarks, "our main purpose in developing the ability to read among our children is that we wish to put them in possession of the power gaining pleasure and profit from the printed page." It means the importance of reading is that it is a source of recreation. As **Francis Bacon**, the famous English essayist writes, "Reading maketh a full man."
- Reading helps the child to revise what he has learnt so far. In daily teaching learning process he goes through many words, phrases, structures etc. that he has been learning or what he has already learnt.
- Reading provides the practice of speaking and communication with correct pronunciation. When the child learns to read he first reads the word or phrase aloud. If he comes across a word whose pronunciation he does not know then he will try to pronounce the word silently by making inner speaking without lip movement, he revises and practices speaking and pronunciation.
- In listening skill, listening always needs a speaker unless someone speaks one cannot listen. But it is not necessary all the time that he will speak what the child wants to listen and it can not fulfill the objective of language learning. In the case of reading child does not depend upon a speaker to speak, only he needs a book to cater his need.
- **W.S. Gray** says, "Reading is a form of experience. It brings us in contact with the minds of great authors, with the written account of their experiences, their recorded lives and the advancement made by them in various fields."
- Reading is a gateway to knowledge. Reading indicates towards knowing of knowledge. In a knowledge explosion age, it is increasing in every scheme. To know or to catch all these knowledge one should have the habits of reading of books, Journals, news papers, magazines, periodicals etc. and can be done at own convenience of time and speed.
- **Ghanchi** and **Trivedi** remark, "In fact, the education of a child is imperfect, unless he is equipped with the ability to read, to decipher, to interpret, to understand properly the content of a reading material. The intellectual advancement of a child is strictly limited, if he is unable to read."
- Reading with comprehension is a very much important thing, because reading is not only for the purpose of reading alone. It helps them to understand what he has read. Some times he comes across with some unfamiliar words and phrases and find out their meaning from the dictionary, so searching the dictionary is a good habit of reading and it will help the child to sharpen his comprehension. While reading a book he comes across many new words, phrases and idioms. And when he hears a difficult word in the class used by the teacher, then he tries to find out the meaning of that word by searching dictionary, by asking teaching or by any other sources. All these activities lead him to improve his vocabulary. It mean reading enriches one's vocabulary.



- Gradual reading of anything will help to increase the speed.
- Learners develop the habit of full control over the words and patterns.
- Reading is a good source of self education.

**Check your progress**

**Note:** Write your answers in the space given below-

**Q-5. Write why reading is important?**

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## 7.6 TYPES OF READING

According to **F.G. French**, "The teacher acts as a guide showing his class how to uncover all that is in the subject matter, all that is in the words chosen by the author and all that is to be examined in the construction patterns and planned paragraph in which material is presented."

Reading means comprehension, to understand the meaning of the words, phrases and structure patterns and the relationship between the ideas. According to **Jesperson**, "The main point is for the pupils to be occupied with the text repeatedly in such a way that they do not lose sight of the meaning, so that they may thus become so familiar with it. At last that they know it almost or entirely by heart without having been directly required to commit it to memory." But it is very much unfortunate that our pupils read with least comprehension. Then just, as **P.B. Ballord**, says, "Bark at print" the teacher is expected to act as a guide. For objective achievement or for effective reading language teacher should be aware about different types of reading which lead to comprehension.

### 7.6.1 LOUD READING

This reading is carried out daily in language teaching class. Reading begins with oral practice. As much of the reading is to be done at the early stage-reading aloud. But it is necessary to know that pupil is very much associated with the spoken and printed symbols. After familiarising pupils with alphabets teacher teaches them how to read. However it is not sufficient as there has not been much practice in reading of the mother tongue. **W.M. Rybur**, has rightly pointed out, "There is very little real reading done in English. Part of the difficulty is found in the fact that pupils are not taught to read aloud properly in their mother tongue." Though reading starts at the early age still at least for the first two months no books should be introduced. It should be after that the students have given some training in reading for two

months on pronunciation, stress, intonation and other aspects of language reading. The teacher should practice the correct forms of the mistakes made by the pupils in chorus as well as individually. Every pupil must develop the ability to read aloud because good reading is an important part of actual context reading. Ability to read also gives the learner a sense of pleasure, power and mastery over the language. Reading needs conscious efforts by pupils they concentrate while reading. More attention should be paid by the teacher for reading aloud at the early stage.

### **Purpose of Loud Reading:**

The purpose behind the development of loud reading are as follows:

- The main purpose of loud reading is to help the pupils to learn. How to read with correct pronunciation, stress, intonation and articulation etc. In This connection as **Menon** and **Patel** say, "to give practice in good pronunciation, articulation, correct intonation, right emphasis, tone, speed etc. So that the voice may correctly interpret the sense. The words are provided, that the pupil does not have to think of the words he is going to read."
- To test or to check knowledge of speaking words, phrases and sentences and to make it a habit by the students. **Ryburn** writes, "to test the pupils knowledge of English words, phrases and whether they knows how to pronounce them, how to phrase words, how to enunciate clearly. That is, reading aloud is a test as well as a practice."
- In the words of **Frisby** the purpose of loud reading is that, "Over emphasis on reading aloud in the early stage promotes word-by-word reading and pattern reading by the teacher may not help in any long term way. Positive measures to improve phrases and recognition may be taken by the instructional material, followed by a few questions to make sure that what has been read has also been understood."
- Again **Ryburn** says about the purpose behind loud reading is, to develop reading as an art, so that pupils may learn to read aloud with proper expression and may learn to convey the feeling behind the words of their listeners."
- Initially teachers help pupils to develop the ability to read gradually he disappear from the class and we cannot expect it from the teacher to help the student to read outside the class. Therefore pupils have to develop the ability to read the matter on their own.
- The purpose of loud reading again is to help them to read with due expressions and to understand the meaning of the read words and sentences.
- Students should be made aware and acquainted themselves for some unfamiliar authentic texts which they have never seen before.

- To develop confidence so that hesitation to speak in English could be removed.
- Loud reading leads toward silent reading because it increases one's understanding of a text.

According to **Cathy Burnett and Julia Myers**, many teachers make time to read aloud to their class. Reading aloud can provide:

1. Experience of hearing enthusiastic and expressive reading.
2. Communal enjoyment of a text and the opportunity to store responses.
3. Access to a range of texts that would be very difficult to read independently.
4. An introduction to new authors, series or genres.

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## 7.6.2 SILENT READING

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Silent reading is followed by loud reading, silent reading should be introduced to pupil along with loud reading. It is the second highest order of reading. Silent reading is considered to be best type of reading as the mind is very actively involved in this work only to understand the meaning contained in the words whereas in loud reading it is not possible for a pupil to give thought to the content and sometimes it is a hinder in the process of understanding. That is why, it is best to encourage as soon as children have acquired a certain amount of fluency in reading aloud. In this relation **Mehta** points out, "We all read faster than we speak and children must be initiated into the silent reading habit as early as possible." According to **Morrison**, "Loud reading by students should be followed by silent reading."

In fact, loud reading is latent in silent reading which is a kind of mental whispering to oneself. It also means reading without moving the lips. It is a soundless reading. The purpose of loud reading is to improve their pronunciation, but the purpose of silent reading is to comprehend the meaning of the word what they read. The speed of silent reading is very fast as compared to loud reading because here pupil does not have to put stress, intonation, voice modulation and pronunciation.

### **Purpose of Silent Reading:**

- The purpose behind silent reading is to develop the ability among students to read without making sounds and moving their lips and tongue, so that they man not disturb others.
- The purpose is to develop the faculty of comprehending the written word with ease, fluency and speed.
- The purpose is to develop the faculty of reading silently, so that they can develop the habit of absorbing themselves into the written words.

- The purpose behind silent reading as **Mehta** says, "We all read faster than we speak and children must be initiated into the silent reading habit as early as possible."
- One of the most important purposes behind silent reading is to develop the in students ability to enjoy and recreate themselves.
- **Ryburn** says, "The aims of silent reading are pleasure and profit to be able to read for interest and to get information."
- The purpose behind it is to develop pupil's reading vocabulary.
- The main purpose behind this is to develop the habit of silent reading.

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### 7.6.3 INTENSIVE READING

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In normal life pupil does not read any thing intensively. Intensive reading means a detailed, minute and depth study of the textbook. It is mainly concerned with the accurate skill development or understanding of written or printed material. It mainly emphasizes on language information and to catch the sense. It is said that intensive reading dives down deep into the text for finding out the pearl of the text for its long term usage and benefit. Need for careful selection of subject or topic is an important aspect of intensive reading. Topics like life history of great leaders, religious persons, historians, inventors, scientists and artists etc. can be selected for intensive reading. Selected matter chosen for intensive reading should not be very lengthy, rather it should be relatively short passage so that pupils can arrive at a detailed and thorough understanding of the text.

According to **Jespersion**, "To keep them occupied with the text repeatedly in such a way that they do not lose sight of the meaning, so that they may thus become so familiar with it at last that they know it almost or entirely by heart without having been directly required to commit it to memory." Material chosen for intensive reading should be on the basis of the maturity level of the pupils, their power of Judgement and discriminative reasoning of interpretation and appreciation. Pupils learn to get information, to read with proper attention and concentration and to draw the major ideas and arguments. Though it is called a detailed study, hence it requires very careful teaching and it concentrates upon assimilation of language which need reading of words, phrases and sentence structures, study of sentence structures including grammar word order and syntax, grasping of the sense and getting information. In intensive reading pupils master at the productive level of all the new vocabulary items and grammatical structures. It is like chewing the book because it leads towards the detail understanding of the ideas expressed in the text.

#### **Purpose of Intensive Reading:**

- Its chief purpose is to provide practice with sentences of a newly introduced pattern.

- The purpose of intensive study is the assimilation of language including the study of words, phrases, sentence patterns and other related aspects.
- The purpose of intensive reading is to enable the students to improve knowledge and command over English and increase comprehension of the texts that they come across with expanding vocabulary.
- The purpose is to select information from a text and use it for a particular purpose to locate specific details or items of information.
- The purpose behind this reading is to give them opportunity to use language without fear and to develop a habit of thinking, create and foster in them a taste of English to enrich their vocabulary.
- With intensive reading they can understand the rhetorical organization of a text, organize and discriminate between facts, beliefs, Judgements, opinions, hypothesis and expression of bias, probability and uncertainty etc.
- Intensive reading give opportunity to identify the topics, the central ideas, theme and information to ensure the relevance of the topic.
- Its purpose is to make students ready for speaking and writing with depth understanding of the topic with an intension to mastering it.
- In intensive reading pupils became able to understand the relationship between sentences, make inferences and form generalization based on a text and justify them with evidence from the text.

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#### **7.6.4 EXTENSIVE READING**

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Extensive reading has the opposite nature of intensive reading. It is a silent but non-detailed study of a book. That is why it is also known as rapid and independent reading by the pupil inside and outside the class. Extensive reading by its nature is related to every one's life, e.g., reading of an article in a news paper or periodical, a magazine, a fiction or a non fiction, here it is not necessary to read them in minute details, the main concern is to know the main points by the process of skimming. It involves reading in quantity without bothering to check every unknown word or structure. Students are encouraged to read widely on subject matter which personally they take interest. The individual words and phrases are considered part of the wider plan of the whole text and they are not much attended to as individually. Extensive reading is considered to undertake when students have mastered at least a vocabulary of about 500 words and phrases in memory bank, implying that it should start in the middle or Junior classes not before that and should have the ability to recognise words at sight. It is expected from them to develop the ability to discuss not only the content but also the implications of the contest what they have read. At the some time it should be taken into consideration that material that are encouraged to read are easy and readily accessible in language.

The pre-requisite for extensive reading needs several necessary things or skills in the pupils before they start it, like that the pupils must have a good habit of reading and not be forced by any one to read, they should have faster recognition quality to recognise words as faster to pronounce them. Good eye-span is another pre-requisite for extensive reading because it increase the speed of reading, they should have good general knowledge which enable them to read fast and well, the poor knowledge pupil mostly face problem for technical words which are unfamiliar to them for that they have to search a dictionary again and again to find out the meaning such words are called as the speed breakers in reading but a students with good general knowledge will have less-speed breakers. The Indian Education Commission (1964-66) has also strongly recommended extensive reading.

### **Purpose of Extensive Reading:**

- According to **Thompson** and **Wyatt**, "The main purpose of extensive reading is the cultivation of tastes for reading and it seeks by encouraging the habit of visualizing what is read to make reading a form of visual instruction." In this connection there are four kinds of extensive reading.
  - (i) **Intellectual:** to train the students to understand quickly the subject matter, in the words of **Dr. West**, "to tear the heart out of the book."
  - (ii) **Literary:** to develop the a taste for reading books in students so that they may form cultural contacts with great writers and peoples.
  - (iii) **Linguistic:** enrich their vocabulary to use the words and phrases in their own sentences.
  - (iv) **Recreational:** it means to develop the reading habit for pleasure and amusement because reading is the best and healthiest means of recreation.
- For the purpose of rapid reading or extensive reading **Laurie**, says, "The object is to get the book into the memory as living material which the children can use."
- The purpose of extensive reading is to train them to read fluently in English for their own enjoyment without the help of a teacher.
- According to **O. Jespersen**, "The main point is for the pupils to occupied with the text repeatedly in such a way that they do not lose sight of the meaning. So that they may become so familiar with it that at last they know it almost or entirely by heart, without having been directly required to commit it to memory.
- **Thompson** and **Wyatt** has said that the method of introducing the students to rapid silent reading is governed by main two considerations

– the ground must be covered fairly rapidly or interest will flog; and that the matter read must be understood in at least broad outline or interest will not arise."

- It complements the learning that takes place in the classroom because it provides valuable reinforcement of language already present in the class as well as give pupils useful practice in skills such as to inferring meaning from the context when the structure and vocabulary are not familiar.
- Reading for pleasure on topics increases their motivation and give them a positive attitude towards target language. As pupils read for pleasure, they will be eager to know what happens next and therefore will try to read faster. The more they read extensively, the faster they learn to read.
- Extensive reading may also provide the student an excellent opportunity to increase reading speed, particularly because this skill is very rarely developed in the general English classroom.

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### **7.6.5 DIFFERENCES OF INTENSIVE AND EXTENSIVE READING**

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1. Intensive reading of language in the classroom is based on the principle of loud reading or model reading by teacher followed by loud reading by pupils. There is no model reading by teacher and not be followed up reading aloud by pupils in extensive reading.
2. Intensive reading is concentrated upon the language aspects where as extensive reading is subject matter concerned.
3. Though intensive reading is a minute study it needs careful reading of the text, while extensive reading intends to grasp the meaning of the reading text.
4. In intensive reading words, phrases, sentence patterns and expressions of pupils are studied in loud reading in details even the grammatical and syntactical aspects are also considered whereas in extensive reading all these aspects are considered as part of the broder plan of the text.
5. Meaning of words are not generally explained in extensive reading, pupils have either already learnt the words in intensive reading or they can guess the meaning from the text in which word occurs.
6. New words and phrases used in the lessons pass into the students to use them on their own because it is related to their active vocabulary, while in extensive reading words and phrases used in the lesson aims to expand their passive vocabulary.
7. In intensive reading the detailed reading lesson has essentially a place for careful teaching, while in extensive reading the non-detailed lesson has essentially a place for no teaching or the minimum of teaching.

8. Though intensive reading is a loud reading it is absolutely controlled by the teacher or teacher directly interferes in every aspect of reading, while extensive reading is a silent reading or an independent reading it is not controlled by the teacher.

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### **7.6.6 LIBRARY READING**

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As the name suggest this is a reading in a library. This kind of reading is a kin to supplementary reading because it also acts as a subsidiary to extensive reading and it encouraged it too. There is a difference between extensive reading and library reading because, library reading is an independent reading here pupils can read any material that they need to read any time and any where for pleasure, to engage themselves in leisure hours but in the case of extensive reading it is a supervised reading because it is done under the supervision of a teacher, on a particular lesson, in a particular set. Library study is a self study by the students, researchers, teachers, general public and by anyone who keep interest in reading for enjoyment or to acquire greater knowledge and information. Pupils borrow books from library and can read at home also. This kind of individual reading is carried out for recreation, gaining knowledge and information and it is not necessary that library reading should be done within the four walls of a library. Students can start a book from any end as may seem comfortable and interesting for them.

In every school and level of class library reading can be introduced regularly in the time table of the school. For this judicious time should be given for silent reading and teacher can pose questions relevant and related to the text or content. If students are unable to answer the question and to a raise the interest, to maintain this interest for library reading he can arouse interesting questions of the students and at last he can tells them from where and from which book they can get the answer. Library reading can also be emphasized by organising reading competitions in which comprehension should form the care.

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### **7.6.7 SUPPLEMENTARY READING**

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This is also called a subsidiary reading. Supplementary reading is by nature related to intensive reading on one hand and on other it is related to extensive reading. Extensive reading is one of the most important aspect of supplementary reading. It is related to intensive reading means this type of reading is carried out under the direct supervision and control of the teacher, and supplements the words of intensive reading. So supplementary reading is subsidizing to the intensive reading of a detailed prose lesson. Several boards provide supplementary readers in their syllabus along with the prose text readers. It is generally introduced in the middle stage with one or three supplementary readers. The method of teaching is just like extensive reading. It may be carried out twice or thrice in a week as the teacher or school administration deems fit. Supplementary reading are recommended in the middle classes and higher classes where prose text forms the basic course.



**Check your progress**

**Note:** Write your answers in the space given below-

**Q-5. Define what is loud reading?**

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**Q-6. What is the purpose behind silent reading?**

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**Q-7. What are the difference between intensive and extensive reading?**

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**Q-8. Write short notes on-**

**(a) Supplementary reading**

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**(b) Library reading**

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## **7.7 PROCESS OF READING**

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Process of reading is differently related to different types of reading skills. It is contextual though they (reading skill) are related to each other still their process is different. Before discussing the process of reading first of all we will have to divide the level or stage of students and till how long they read loudly. In many schools in the class of English language it is used to provide an opportunity to teach or to develop the pronunciation, stress, intonation, rhythm, voice modulation and expression. It is also necessary for the early stage children because they have to discover how reading is associated with the spoken words what they have already learn to use. For this we will have to know the process of different kinds of reading skills.

- The process of loud reading first of all related to the teacher for model reading before the students by using proper intonation, stress, rhythm, pause and with correct pronunciation. The objective behind this is to develop the auditory nerves of the pupils. The words of **Dr. West** are worth listening to, "until the pupil can read, the teacher is the sole source of the language. He is like the mother bird putting gobbets of English in the open beaks of his pupils." Generally model reading by the teacher is followed by loud reading by the pupil. Here the role of teacher is to correct the pronunciation of reading and this can be done

only after students finish reading and not in between, speed for reading may be emphasised at the senior stage but in a junior stage more emphasis should be laid on accuracy.

- The process of silent reading is also started by the teacher itself by telling the students about the meaning, aims, importance of silent reading. Simultaneously he will instruct them how to read silently. To check whether students are whispering or murmuring he can take round of the class. Having given judicious time to the students, the teacher put some simple and direct questions to assure their comprehension. For the beginners introducing silent reading (when the vocabulary of the students has not developed much), the teacher can give the gist or substance of the paragraph. So that they can understand the meaning of the text while undertaking silent reading.

In the words of **Ryborn**, "He should test what the students have gained from what they have read by questions on the subject matter. Another good way of teaching is to get pupils to give the substance of a paragraph they have read." This process of clarifying the substance can be ceased when the teacher thinks that the students will reasonably be able to read the passage and understand it on their own. But it depends upon the level of the difficulty of the passage or we can say that the level of the passage should be according to them.

- The process involved in the teaching of intensive reading is very important and need proper planning by the teacher. Depending upon the methods of teaching it may vary from teacher to teacher. In the words of **Dave Singh**, "Teachers follow their own method: for after all, a teacher is the principal method. Much depends on his personality, expression, initiatives, drive, devices, etc. However, still there are broad steps in a lesson which no intelligent teacher can afford to miss without determined to his efficiency of teaching."
- The process need the selection of the topic, to arouse students interest and to test their previous knowledge by asking some questions related to the topic after introduction of the topic.
- Then the teacher will read the passage with correct pronunciation, stress, intonation, rhythm and pause. For model reading of a poetry the teacher should once again repeat it. About model reading **Prof. Morris** observes, "for a considerable part of a course, it is strongly advisable for the teacher to give a model reading of the fresh text, exploring its dramatic possibilities."
- The next step is teacher should invite students to read aloud the passage one by one. The teacher should point out the mistakes of students. According to **F.G. French** never let any pupil read too much, reading round the class should be avoided, help and do not blame a student who can not read well, all pupils should not read together.
- The next process is that when he becomes satisfied with the reading aloud by the students, he will try to explain the difficult words, phrases,

structures, synonyms of the words, sentence patterns, grammatical points as well as some special references. In this process he can employ other devices such as antonyms, idioms, direct association of words with another, explanation of syntactic association, and etymological references including prefixes and suffixes.

- After explanation it is very necessary for a teacher to ensure that how far the students have understood the passage, grasp the general meaning, difficult words used in the passage. The purpose of these questions according to **F.G. French** is as said about that, to ensure that all have grasped the general meaning, to make a special study of the vocabulary used, use the passage for practice in language work of pupils through intelligent questions and puzzles.
- According to **Thompson and Wyatt**, "The method of introducing the pupil to rapid silent reading is governed by two main consideration, the ground must be covered fairly rapidly or interest with flog and the matter read must be understood in at least broad outline or interest will not arise." The teacher should give an introductory talk about the content for extensive reading and ponder over the points of special difficulty and draw the attention of the students to some special points. According to the level of the students the length of the text should be divided. After silent reading teacher should pose questions to test the comprehension level of the students. The last process is after students have finished silent reading of all units, they are asked to write the gist of the text in their own words or to reproduce the passage in their own words.

**Check your progress**

**Note:** Write your answer in the space given below-

**Q-8. Write the purpose of different types of reading?**

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## **7.8 METHODS OF READING SKILL**

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According to **O'Shea**, "Any method which will lead him (the pupil) to feel the power of letters reading and make him effective in using this knowledge in new situation will be of advantage. We have known some of the methods to facilitate the process of meaningful reading." A close survey of all these methods result in confusion and under dissatisfaction as neither is complete in itself. The teaching and learning of reading took the amazing development since 1930. "The fashioned type of reading lesson in which children stood up in turn and stumbled through unprepared passage while the

rest of the class listened (or pretended to) is now discredited." But it is a said fact that teachers moving in the old route still follow the same old hackneyed way and the off beaten path when they take up a reading lesson. After going through different types of reading and its purposes, we should now concentrate upon the methods and techniques of reading which can be adopted to inculcate the habit of reading in the students. Several methods have been used for teaching reading. But in general the method of teaching reading can be divided into two categories, namely (a) Letter methods and (b) non-letter methods. A few important methods of teaching reading are briefly described below.

**Alphabetic Method:** The name itself suggests that this method starts with alphabets. Alphabets are known to the students and then they are acquainted how words are formed with the use of letters of alphabet. This method begins with the parts and reaches the whole later in the process, the words are shown as parts of phrases and sentences, however their alphabetical identity is not lost, even when the students have been introduced texts. Every letter in the word is taken as independent unit and significant in constituting the word itself that is why students are first taught the name of the letters in the alphabetic order of the language, then they are taught to join these letters to form the complete words. It is a very beneficial point in teaching spelling because pronunciation of English words is not the combination of the sounds of various letters made by them. In the words of **Shanti Sarup**, "It gives the child ample opportunity for seeing words correctly written and thereby enables him to build up the essential visual image of words without which correct spelling is not possible."

As a method of teaching alphabet it is very good for early stage children but there are some limitations of this methods like:

- It is very much unscientific by nature, the scientific nature of language has unity, not otherwise.
- It is not suitable for teaching language whose letter of alphabets represents all sounds in language.
- Pupils do not show any interest in the individual letters because of its lengthy and tedious drills.
- It is unpsychological, we never see letters but word groups.
- It is a time consuming method and under this kind of practice the eye span remains limited.
- It is more of the rote memory base, neglecting perceptual, conceptual and meaningful learning.

The words of **Prof. Welton**, "The alphabetic method insists upon a child attending separately to a dog's head, body, legs, tail etc. before allowing it to apprehend and name the animal as a whole." Similarly **Harace Marn** altogether rejected this method by saying, "I am satisfied that our greatest error in teaching children lies in beginning with the alphabet. How can one, who as yet is utterly incapable of appreciating pre-remote benefits which in after life reward the acquisition of knowledge derive any pleasure from an exercise which presents neither beauty to his eyes nor music to his ears, nor

sense to his understanding."

**The Phonetic Method:** This method is based on the phonology of the language and on the sounds of the letters and not on their names. Though this method lays emphasis on the phonetic sounds of the letters, the pupil is first taught to recognise the letters of the alphabet and to associate them with their commonest sound equivalents and not with their alphabetic names. In the words of **Menon** and **Patel**, "The phonic method was adopted when it was realised that the sound of letters, not their names, when uttered rapidly produce the word. It was also assumed that once these sounds had been learned they should be combined into syllables and words, then into larger language units." This method is the result of the feeling of inconsistency between the letters and their sounds. It consists of teaching the sounds rather than the letters. A good feature of this method is its rationalisation of the approach to the symbols of the language through pertinent sounds." Phonetic method has been discarded on the following grounds.

- In this method pupil pick up letters and try to build words and not pay attention to the meaning of words.
- Pupil are preoccupied with individual letters, they fail to see words as a whole.
- We have not the same sound for each letter always, because consonants can be accurately sounded only in combination with vowels. Different sounds for the vowels and consonant is misleading.
- To make a particular sound in a particular order, uncommon words are made to occur in the sequences.
- A good number of words cannot be taught with the help of this method because their spelling is irregular.

This method has been criticized by several scholars. In the words of **Hill**, "English spelling is highly unphonetic, as every teacher of English as a foreign language very soon finds out." Similarly, **Joseph London** has said, "In framing this method the teacher must take into account the natural characteristics of the child and not confront him with too many difficulties at once. The work must be made stimulating by arousing his curiosity and utilising his love doing something, while, at the same time, his sympathies should be aroused, his efforts appreciated and his liking for change and novelty humoured so far as not to all the sameness of the exercises to become wearisome."

**The Word Method:** This method is also known as look and say method or see and say method. The name suggests that this method seeks to teach or words are presented together with the pictures for which they stand. In this method the pupils are taught to associate the word with its similar picture and thus read at sight. This is a supplementary type method for the previous method which does not provide meaning in the sound. This is a very useful method because the word is unit for different practical purposes. Initially pictures can be taken in the lower levels, helping them to recognise words for pictures, and gradually moving towards abstract concept.

**Thompson** and **Wyatt** are of the view that it is much the same as the alphabetic method, because ultimately the recognition of a word depends upon recognition of the component letters and their sequence. The advantages of this method is the child learn word along with pictures. It is based on Gestalt psychology because it teaches reading words as a whole. In the words of **Prof. C.S. Bhandari**, "The child looks at the word and recognises it by identifying it with a previous picture of the word." Its main disadvantage is that it encourages the bad habits of reading one word at a time. Individual words do not convey proper meaning. Meaning has to be taught along with context and this method involves unnecessary jumps and jerks which are harmful in acquiring good reading habit. In the words of **Prof. Marries**, "The look and say method is unquestionably the means of inculcating the reading skill, in view of the phonetic character of English orthography." **P.C. Wren** has gone a step ahead and said, "It is the one and only rational method."

**The Phrase Method:** In this method in the place of word teacher has to present a group of words, and writes a phrase on the blackboard and than introduces the students with its meaning and other features. It is based on the belief that phrases are more interesting than words. It lies mid way between word method and sentence method. **Prof. Palmer** votes for this method as he says, "The word is too small a unit of speech and the sentence is too long a unit to be read at a time." This method include expansion of the eye span of the pupils and rapid growth in reading. The limitation of this method is that it includes all those of the word method and it places emphasis on meaning rather than on reading.

**The Syllable Method:** As the method says, it is based on syllables not on alphabet or letters. It is a complicated method in which syllables are considered as unit of words instead of letters of alphabet. This is taught directly and are combined to form different words and sentences. But teaching of syllables alone will lead the pupils nowhere moreover the syllable – structure of English is very complex. It unnecessarily tense the memory because it will be unpsychological to begin with such a complex thing. This method is analytical, so it is hard to understand syllables which do not carry meaning and are insignificant.

**The Sentence Method:** This method is best known for a sentence as a unit of teaching. **W.M. Rybun** is an advocate of this method. According to him, "In this method a true unit of thoughts and feelings is a sentence, and it is utilised in conveying a proper sense. A sentence is uttered as a single unit and it was the reason that this was taken as a unit under this method." The sentence method may best be known as 'Global method'. It is an incomplete method unless we discuss about reading of sentence or we can say that method of teaching reading will remain incomplete if we do not talk about sentence method. This method is based on the psychological principle of language teaching that the sentence is the unit of thought. In this method word meaning, proper stress and intonation can also be taught. The sentence method has been fully described under the heading "Incidental or preparatory Reading" It enable the pupils to acquire correct pronunciation. With proper stress, rhythm and intonation. It helps them to develop the habit of fast reading by

encouraging correct habits of eye-span. Flash cards and sentence cards can be usefully employed for teaching with sentence method.

According to **Anderson** and **Dearborn**, "It presents word by word meaning." **Menon** and **Patel** remarks, "If the sentence method is well applied, it lays the foundation of all the attitudes and skills required for good reading, thoughtful reading attitude, a clear grasp of meaning, accuracy and independence in word recognition." The limitation of this method is that there is lack of trained teachers for this method. In Indian context there is less supply of graded books. It becomes very tedious to teach letters of alphabets with this method, readers find difficulty in reading sentence without knowing words and letters. It is a time consuming method.

**The Story Method:** This method is the expansion of sentence method. The unit of teaching is that children are told a story in four or five sentences illustrated through pictures. In this method other methods like-word method, phrase and sentence method can be included. The children first learn the story by heart and then read it. Here they recognise sentences and then individual words. The limitation of this method is that if the story is from the text book then students are hard pressed to memorise the events occurring in a story, students become very prone to guessing, the scientific form of reading is ignored in this method and proper attention is not paid to the recognition of individual words.

**Check your progress**

**Note:** Write your answers in the space given below-

**Q-9. Write what is alphabetic method along with its merits?**

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**Q-10. Compare the alphabets and phonic method.**

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**Q-11. Write why it is said that story method is the expansion of sentence method?**

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**Q-12. State your opinion that which method is the best method for reading skill.**

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## 7.9 MATERIALS FOR TEACHING READING

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We know that reading always involves skills and abilities that we need to make teaching reading effective. It is wrong to say that reading can only be done when a reader is given in the hands of the pupils. **Ryburn** says, "It may be laid down as a general principle, that is the first five year, a pupil should never be required to read any word with which he is not already familiar through conversation." So most of the early reading work may be done with the help of some simple materials and techniques. The criteria for selecting material should be taken from the early speech materials they are familiar with and attempt should not be paid to made the child puzzle with the unfamiliar words or sentence – patterns. More emphasis should be put on recognition of the words and its meaning with confidence simultaneously. Teacher should create a proper atmosphere for implementing some material for teaching reading. The work at the pre-reading stage may be accomplished with the help of the following materials and techniques:

- **Reading/Flash Cards:** This type of cards are used by the teacher to show words, pictures, phrases and sentences. They are strips of chart or thick paper and are specifically used for teaching reading. Reading cards are simply cards which are used or flashed at the class. They are made or prepared of two types (a) picture flash cards with or without words or sentences, (b) word, phrase and sentence cards. As the cards are flashed only for a moment they very promptly read the word and recognise the picture and increase their speed of learning. The picture and words used on the card should be bold enough to be seen clearly by children sitting in the back row. It has been very rightly pointed out that the, "purpose of these cards is to form a bridge from the oral lessons to the first reading books. It is very important that when the pupils open their English reading books for the first time, they should at once find at least some sentences which they can read with very little difficulty. The reading cards link the reading book with the oral lesson." **Prof. A. Miller** has suggested three groups of reading cards:
  1. First a group of easy sentence cards like: This is a bag. This is cup etc.
  2. In the second group, there are reading cards which contain single words like: key, book, pen, chair, table, box etc.
  3. The third group of reading cards are used for longer sentence like: My book is on the table. The box is full of pencils etc.
- **Blackboard:** It is a very good teaching aid for each teacher to teach. According to **Prof. C.S. Bhandari**, "During the first three or four methods of oral teaching phrases and sentences are read from the blackboard." Like the flash cards teacher has to starts with writing some words on the blackboard and then reads their names as he shows the pictures to the class. The children repeat these words after him as they try to associate the words with the picture. Some times if objects are not with the teacher in the classroom he can draw the picture on the



blackboard and the name of the picture. To test their comprehension and recognition level teacher mixes the word cards and picture cards, put together on the table and asks them to associate the word with the picture or picture with the words to produce a meaningful word or he can write a particular word on the blackboard and ask them to find out the picture and read them. When the teacher will write on the blackboard he has to speak and the same pattern can be asked to pupils to follow.

- **Primers:** Primers for children should be beautiful. They should have coloured pictures nicely printed. 14 to 16 point type should be used. The paper should be of a good quality. All the vocabulary items and structures must be first mastered orally before the pupils meet them in print.
- **Substitution Cards:** It is a good device that can be used for visual reinforcement and use for substitution table. Simple substitution table on the known content words and structures can be prepared by the teacher and pupils are asked to read sentences in the sense-groups from the table.
- **Games:** Reading games are useful in the initial stage of reading. Teacher can take the help of certain games to teach reading. Pupils have to obey the command on the flash cards and read them, the commands are thus: Go to the door, open the door, stand up on the chair and shut the window. Another game is the teacher has to speak a sentence and the pupils have to sort out the flash card containing the sentences and read it aloud. Similarly word Lotto game can also be used in teaching reading. In this type of game, pieces of card board are divided in to 25 squares and the words to be learned written on them (the arrangements of the words being different on each card). When the teacher asks a given word the pupils look at their cards carefully to recognise it and put a small piece of paper on it. The first pupil who covers all words in designed row is the winner. Similarly, matching parts of sentences, rearranging jumbled up sentences, matching pictures with sentences can be used as a game for teaching reading.

**Check your progress**

**Note:** Write your answer in the space given below-

**Q-13. What should be the materials for teaching reading and why should they be interesting?**

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## 7.10 LET US SUM UP

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In our daily life reading is an important activity. The reading skill has to be developed independently in early stage students in the schools. In this unit we read why should students read and what is the appropriate stage to start reading. It is a very important skill because it opens the gate of knowledge and involves the recognition of important elements and their meaning. We read different types of reading, each type has its own importance in teaching reading skills and each has its objectives, procedures, merits and demerits, and different purposes of teaching reading, which make authentic reasons for reading. Reading for the purpose of meaning is different from reading aloud. Though it is purposive every time we do not need to read every word and each sentence. In rapid reading pupils are used to guess, intricate and predict that they know the text and its meaning. The basic two kinds of reading, intensive and extensive reading are used in different classroom situations with different purposes. Intensive reading is meant for the test of detailed study and extensive reading involves reading fluently in quantity and for enjoyment. In this unit we read about different types of methods for teaching reading and can be divided into two categories namely lateral method in which alphabetic and phonic methods belong to this category and the second type is non-letter method, the word, phrases, sentence, story, syllabic methods are related to this category. Finding, the important task is the material selection for teaching reading, it should be or must be related to the content, to the presentation of the content, as well as should suit the ability and interest level of students.

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## 7.11 ANSWER TO CHECK YOUR PROGRESS

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- Q-1** Reading skill is a way or mean of fixing language items which he already learnt by a part of listening and speaking. Reading skill makes them to see relationship between speech sounds and written symbols.
- Q-2** We read to get information, for research, to follow instructions, directions, to engage in the leisure hours, to maintain correspondence with others, to satisfy interest and for enjoyment.
- Q-3** When pupils gain sufficient knowledge of auditory signs they can tell the difference between sounds and words, they can recognise shapes of printed words and associate them with the spoken words and their meaning.
- Q-4** Reading is important because it is a good source of self-education, reading helps the child to revise what he has learnt, provide practice of speaking and communication. Reading is a form of experience about great authors and reading with comprehension is important because reading is not only for the purpose of reading.
- Q-5** Laud reading is the reading of a text with correct pronunciation,

stress, intonation, voice modulation, and with facial expression of knowledge of speaking words, phrases and sentences to make a habit of meaningful reading.

- Q-6** The purpose behind silent reading is to develop the ability to read without making sounds, moving lips, tongue, murmuring and comprehending the meaning of written words with ease, fluency and speed.
- Q-7** Difference between intensive reading and extensive reading is that Intensive reading is a close and detailed reading for a thorough understanding and extensive reading is fluently and in a large quantity for enjoyment.
- Q-8** The purpose of different types of reading is to account pupils with their purposive use in context specific situations because all types of reading are not essentially needed every time with every content.
- Q-9** As the name suggests in this method every letter in the word is taken as an independent unit. This method begins with parts and reaches the whole, the letters of alphabet are acquainted to the students and then they are shown how words are formed with units of letters. The merit of this method is, it is very beneficial in teaching spelling.
- Q-10** Alphabet method starts with teaching of letters as a unit but phonic method is the result of the feelings of inconsistency between the letters and their sounds. In this method the teaching of unit are sounds of letters.
- Q-11** Story method is the further development or expansion of sentence method because in sentence method a sentence is uttered as a unit. A sentence conveys a complete meaning of the words used. In story method pupils are told a story in four or five sentences. In this method they first recognise the sentences and then words it is based on the assumption that children have heard these words before.
- Q-12** The materials for teaching reading are word cards, flash cards, blackboard, primers, and games. It should be interesting to develop the habit of reading, comprehension, vocabulary and to retain the pupils interest.

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# **UNIT-8 TEACHING WRITING AND STUDY SKILLS**

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## **Structure**

- 8.1 Introduction
- 8.2 Objectives
- 8.3 Importance of Writing
- 8.4 Stages of Writing
- 8.5 Methods and Techniques of Teaching Writing
  - 8.5.1 Kindergarten Method
  - 8.5.2 Tracing Method
  - 8.5.3 Free Imitation Method
  - 8.5.4 F.G. French's Method
- 8.6 Forms of Writing
  - 8.6.1 Paragraph Writing
  - 8.6.2 Letter Writing
  - 8.6.3 Precis Writing
  - 8.6.4 Composition Writing
- 8.7 Study Skills
  - 8.7.1 Reference Skills
  - 8.7.2 Preservation Skills
- 8.8 Need of Training in Study Skills
- 8.9 Different Means to Develop Study Skills in Language
- 8.10 Let Us Sum Up
- 8.11 Answer to Check Your Progress
- 8.12 References

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## **8.1 INTRODUCTION**

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The teaching of writing is an important aspect of language teaching. It is one of the four basic skills of Reading, Writing, Speaking and Listening. The focus of language teaching is related to both the aspect product and process. Though writing is related to reading skill, writing skill is also related

to product and process aspects of language teaching, because writing should begin after the recognition of letter, words, idioms and phrases. These two aspects have their own way of identity and independent work in writing skill. When the word product is related to writing its main focus is to identify how students are writing with proper grammatical accuracy, good organization of words, phrases to give an exact meaningful format of a sentence. And when the word 'process' is related to writing skill its main focus is to see how successfully they are writing by using grammar with ease and facts in some sequential order as a tools, because writing involves both accuracy and fluency. Both accuracy and fluency need good hand writing, spelling, capitalization, punctuation, word order, word division and sentence structure. In the words of **Hedge** (1988), "They start off with an overall plan in their heads, they think about what they want to say and who they are writing for. They then draft out section of writing and as they work on them, they are constantly reviewing, revising, and editing their work." So looking at both the aspects of writing skills. It is considered that it is better to teach the process aspect of writing with great emphasis rather than product, because to have a good product then the process should be good.

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## 8.2 OBJECTIVES

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After reading this lesson students will be able to

- State the importance of teaching writing.
- Discuss the preparatory stages of teaching writing.
- Enlist the different types of writing script.
- Write the approaches to teaching writing.
- Select the techniques or mechanics of teaching writing.
- Explain the importance of good hand writing.
- Assess the nature of writing skill called composition.

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## 8.3 IMPORTANCE OF WRITING

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Learning to write is learning to use grammar with ease and facts in some sequential order as tools. Writing is different from speaking in that it aims at compactness and precision in expression as well as grammatical idiomatic and orthographic accuracy and in that conventions of writing tend to be less flexible than those of speech. Speech comes to man as a gift from nature. The first language that some how come into being was in spoken form and the speech supplies material for writing work. Writing is of immense importance because the value of teaching writing in language learning lies in the sense that writing reinforces that the students have already learnt through oral work and through reading lessons. According to **Francis Bacon**, "reading maketh a full man, conference a ready man and writing an exact man."

It is a well know fact that the language is considered a vehicle for all types of communication. Writing helps to organise the thought of a person. It is very difficult to keep in mind the various aspects of a subject without the

help of writing. In other words we can say that writing is a useful means of organising thought and giving it precision. In the words of **S.S.M. Gaudar**, in his *The Teacher Speaks* (Vol.11), "writing has an instrumental value in schools. He further says it is a means of preserving the knowledge which the pupil has gained or the judgements he has formed. It serves as a check on his forgetting useful item of knowledge and ideas. The habit making notes of what is read and of summarising helps the recollection of what has been studied." In the age of communication, language in written form has its own important place writing was invited by way of necessity". The necessity must have been to record the experiences for future use and preserving and spreading culture. **Bell** has also expressed his views in this regard, "Writing is a tool used to enable us to express what is in our mind and for some people is almost as important as speech."

To teach to write is an important aspect of teaching a language. The control of the words being used so that they express the meaning intended and to write in legible and fair way with correct spellings are the main two aspects of writing. Emphasizing the importance of writing **Mahatma Gandhi** says, "fair and legible hand writing makes a man perfect in all walks of life." Similarly **S.S.M. Gaudar** has said, "In spite of increased availability, popularity and use of mechanical means of communication, both in school and outside, there is a little reason to believe that hand writing will be displaced as the major means of written communication. It is universally acknowledged that English handwriting has a vital role to play in the composite school curriculum. Beautiful hand writing not only attracts the reader but the writer also experiences pleasure in the process of writing. Sitting postures, furniture and hand settings are very important points for good handwriting. In this context in the words of **Bell**, "writing is a difficult art, it requires complete control of the muscles of the hand and wrist and this control what a small child does not naturally possess." It is a matter of great concern that in the modern time schools and classrooms are not aloof from the application of science and technology. Thoughts come to mind that what should be the posture of students while writing on a computer? Importance of writing involves three following three aspects-

1. To teach to control the muscles of hand and wrists and the right posture while writing.
2. To teach how to coordinate hand and eye movement.
3. To initiate the students to do various exercises in the written form.

**Check your progress**

**Note:** Write your answer in the space given below-

**Q-1** What is the importance of teaching writing?

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## 8.4 STAGES FOR WRITING

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Teaching writing is not a general activity like other skills, it is based on some mechanical activity followed by different stages, which are explained as follows-

- (a) **Stage I pre-writing stage (penmanship):** This stage helps children to stimulate their interest in writing and to give them confidence to control over their hand movements. In Indian schools conditions, teaching of English as a subject starts from class 6<sup>th</sup> onward, during their last five years they have acquainted their writing habits while learning of mother tongue. For English writing they need different hand set up and face difficulty to start it. But without ignoring the problem of students teacher can support them. He can follow activities like free-hand drawing. This is a simple art. In this activity students are asked to draw free hand lines on the their slate, blackboard and on their copy, or on papers. The shapes should be barely very large and the second activity is controlled drawing. In this activity they should be instructed to follow the teacher how he is drawing some models on the blackboard with the use of free lines. For examples-

a.    |||    |||    |||    |||    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_

b.    I            Λ V T L M W



- (b) **Stage II writing stage – letter writing:** After students have practised these two activities for a number of times and of a number of shapes now they are in a position to begin the learning of the shapes of the letters of the alphabets. Teaching of writing of English alphabet should be followed in a procedure which is convenient for the students to learn. Letters to be practiced in this stage are letter formed in the circle. The basic 'O' should be nearly round, practice should be continued by the students till they produce a good letter for example:

O O O C C C e e e

- (c) **Stage III word writing:** After knowing how to make proper strokes and different shapes students should be instructed to practice the joining of letters to different shapes to form words. This activity should be first done it on the blackboard to make them familiar with the words and demonstrate how to join strokes with shapes to form words.

For example – b b b d d d P P P q q q

- (d) **Stage IV sentence writing:** After word writing it is time to write sentence. In this activity students should be provided by a sentence card and set of letters and instructed to arrange letters in the same order to frame the first word of the sentence, then second and next till they complete the sentence with words.



**Check your progress**

**Note:** Write your answers in the space given below-

**Q-2. What are different stages of teaching writing?**

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## **8.5 METHODS AND TECHNIQUES OF TEACHING WRITING**

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After the children have been given the practice of writing, they are in a position to learn how to write well and it is an essential part of writing skill. For this the teacher has to follow some methods and techniques to which are as follows-

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### **8.5.1 KINDERGARTEN METHOD**

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This method is basically meant for early stage children to whom we can teach in play way method and is in consonance with the principles of kindergarten method of Education. In it a kindergarten box is used for teaching which contains pieces of plastic or wood pieces of different shapes and sizes. In this method children are given practice in constructing the alphabets by joining the piece of woods or plastic to form new letters, both in capital and small. However this method is not suitable for the Indian school condition where children start reading English from class 5<sup>th</sup> or 6<sup>th</sup> onwards in that case they have already learnt the alphabets of the mother tongue. Again these children already come across this stage and may not be interested to start learning a new language in this method. In spite of all these limitations though it is a play way method it is full of pleasure and joy with the principles of 'learning by doing' or 'learn while you play' in this they learn things very quickly.

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### **8.5.2 TRACING METHOD**

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Training means moving hand on a writing object over a dotted line or on some format for giving better practice teacher has to give dotted text or lined letters in the notebook which students have to trace. Under this method child is required to make movements of the pen or pencil over the printed letters. This method has several benefits because this method is based on the principle of 'learning by imitation' they learn correctly and form good writing habits. The limitation of this method is that because of imitative learning it hinders the development of child in learning and not based on the individual differences child likes to trace on the dotted line.

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### 8.5.3 FREE IMITATION METHOD

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Child learns to or likes to show his interest to copy or imitate from the given blocks, flash cards or letters from the blackboard written by the teacher. Pupils like to imitate the printed letters in their notebooks, or they imitate the form and movement from teachers writing on the blackboard. This is a very useful method and has some merits. Slowly they learn to write with their imagination utilising their power of retention, they can show their ability and skill when teacher give them dictation of words and it helps them in becoming self-dependent. In spite of all these good points there are also some limitations of this method like because of the imitation habit they like to imitate all the aspects of behaviour of the teacher and become dependable on the teacher to correct them but in a large size classroom it is not possible for a teacher to control this matter. There is also a danger of some mistake of the student being overlooked by the teacher.

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### 8.5.4 F.G. FRENCH'S METHOD

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According to **F.G. French**, the beginners should be taught to write the letters in vertical style and they should be taught first the small letters and than after the capital letters. Being an educationist, he was of the opinion that the beginners should not be taught to write the letters of alphabets from the very word – go. Rather they should be introduced some strokes which enable them to move their hand to write letters finally.

Like all the above methods of teaching writing there are also some techniques of teaching writing, they are as follows:

- **Methods of over writing:** - For the beginners this is the simplest and most convenient techniques of teaching writing- Teachers write in pencil models of English script on pupils notebooks. They are asked to overwrite, using good pen and ink. The method of over-writing will help in acquiring proper movements.
- **Use of writing copy-books:-** This type of copy books help in stroke practice and in forming proper word shapes. It is suggested that **Hartsburg's** writing copy-books may be introduced step by step from the very first week of English teaching. Standard writing copy books are available in the market. These can be used with profit by the pupils.
- **Use of writing cards:-** For teaching writing alphabets and words these types of card are prepared by the teachers and pupils are instructed to look at the writing card and copy the shapes they see. From the word and letter practice they slowly come to writing of sentences. Parts of the sentences are written on separate cards and pupils are asked to arrange all these sentences to make a meaningful paragraph.
- **Use of over-head writing slips:-** For teaching writing pupils writing slips are prepared by the teacher and teacher use these slips on top of the pupils notebooks and asked them to look at these writing slips and copy them in their notebooks.

- **Use of blackboard:-** Blackboard is one of the most important support system for both teacher and students. Writing strokes and arrows are presented by the teacher on the blackboard the children look at them and copy them in their note books.

**Check your progress**

**Note:** Write your answers in the space given below-

**Q-3. What are different methods of teaching writing? Which is the easiest way of learning writing.**

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**Q-4. List the techniques for the development of effective writing.**

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## **8.6 FORMS OF WRITING**

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Teaching writing has a number of dimensions. Here we shall consider different types of writing skills.

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### **8.6.1 PARAGRAPH WRITING**

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It we want to say something not verbally but in writing form, we try to write the matter we have in our mind, we usually do it by using more than one sentence. A group of sentences dealing with some topic and arranged continuously in a logical way is called a paragraph. So every paragraph has a central idea in it. But all sentences that are related to the central idea are controlled by the letters. Generally the central idea can be stated in one sentence only and that is the topic of the paragraph. It may occur at the beginning, in the middle or at the end of the paragraph. Paragraphs form a part of continuous piece of writing in essays, reports, letters etc. So it is necessary to teach our pupils to write good paragraphs. A good paragraph has three qualities.

- (a) **Unity-** Unity is achieved by following the principle of one paragraph, each paragraph deals with a specific idea most paragraphs have a main-sentence and that sentence which contains the key idea of the paragraph.
- (b) **Organisation-** paragraph has to be well organised, organisation needs a definite plan and plan should be logical. There are many ways to organise paragraph like according to time-sequence, period wise,

narration wise, comparison–contrast wise etc. The order in which sentences appear in a paragraph has to follow some logic and cannot be arbitrary.

- (c) **Cohesion-** The reader should not feel any gaps in the development of the main theme or topic. For that each sentence should logically follow the previous sentence and anticipates the next sentence. Finally, all the parts of the paragraph should relate well to each other to form a united whole. In other word we can say that paragraph should have cohesion.

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## 8.6.2 LETTER WRITING

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For different purposes we write letters to inform, to enquire, to invite, to complain, to congratulate, to express sympathy etc. Of all forms writing it is one of the most challenging and rewarding task for both teachers as well as students. Letter writing is a type of communication which enable both of us to communicate who are away. It is a challenging task because one has to reveal his/her personality and character in it. It gives successful communication without face to face interaction. For teaching letter writing, there has to be a writer, reader and a situation.

There are two types of letters: (i) Formal letters which are useful for business purposes usually among strangers and (ii) Informal letters, for family members and with relatives, etc. Writing letters is both an art a technique. The essential of a good letter are-

- **Knowing what to say-** Before writing a letter one should be sure that what one wants to say and accordingly one should be in command of all necessary facts and informations arranged logically and systematically.
- **Clarity-** To know what to say is related to the clarity of language. Right words and right expressions should be placed in right place neatly and with precision.
- **Brevity-** In the modern age people like to avoid reading of even one extra word without killing time and at the cost of energy. So it is all the more true of business correspondence, It means that all redundancy, be it a quotation, an illustration, an elaboration, in short padding of any kind, must be avoided at all costs.
- **Accuracy-** Redundancy helps to achieve accuracy of statement, much unwanted language in letters is the direct result of inaccurate and inconsistent thoughts and statements. A little care, particularly habitual revision of what one has written, will go a long way towards making writing accurate.
- **Courtesy-** Though letter writing reveals writer's personality and character, that is why there is always a 'you' in every letter, it is necessary that this 'you' or the addresses be shown all the courtesy and respect that language can express.

- **Good looks-** Finally letter, should be attractive to the reader. All the above point could help to give a good looks to a letter otherwise it can displease either through wrong spelling and pronunciation or bad writing and typing.

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### 8.6.3 PRECIS WRITING

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'Précis' is a French word that means to 'precise' or to 'brief'. In this writing skill students have to write a summary of the given passage or a paragraph in about one third of the words or sometimes they are asked to give a title of the paragraph. A précis is a summary which preserves the organization and substance of the original, therefore in writing a précis one should restate in a short hand from the chief ideas, points etc. of a speech or 'précis of writing'. In this writing students should first read the given passage very carefully then should try to find out the central idea contained in it, they should keep on reading unless understand the passage, in this case they can underline the important sentences. At last they should write the summary of the passage with a suitable title what they feel for it. This skill would involve comprehension, composition and creativity because to shorten a passage one must be able to pick out its essential points and to express them clearly and effectively.

The following conventions are generally followed in writing précis:-

1. A précis is impersonal, It is written in the third person.
2. Direct speech is not quoted in a précis. It is preferable to use indirect speech.
3. As far as possible and convenient (but only that for and not more, and too, not always), a précis writer should avoid reproducing the language of the original paragraph.
4. If the examiner has not clearly stated the required size of the précis, the passage should be reduced to about one third of its length.

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### 8.6.4 COMPOSITION WRITING

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The word 'composition' has been derived from the word 'compose'. To compose means to put together. So composition means putting words and sentences to gather to express one's own ideas. The concern of the writer is to make proper choice of words and constructions. It requires thinking of ideas and expressing them in the language. In the words of **Prof. Chapman**, "Almost any written exercise is, in fact composition. When pupil is asked to supply a missing word, he is completing the composition of a new sentence, composition in the usual sense of the word is, therefore, only a connected form of written exercise."

**Thompson** and **Wyatt** are of the view, "The power of expression in a language is a matter of skill rather than of knowledge."

Writing composition is an important skill of a language. It is a way to

become perfect in English. It is important because it is the skills of spellings, vocabulary grammar etc, also a test of knowledge of language. The pre-requisite for teaching composition are-

1. Students have a fair knowledge of English language.
2. They must have sufficient ideas.
3. They should have their mental development of the level that they can arrange ideas in a sequence.

Written composition is considered as an art of self-expression, it should follow oral composition. The objective behind written composition is to-

- Create attitude of collecting the relevant data, materials, logical thinking, application and methodical presentation.
- To give them practice in the use of English.
- To motivate them to think about the situation provided.
- To teach them how to organize own thought and ideas in proper way and
- To enlarge their vocabulary-

It is a practical side of learning a language. But before starting to teach written composition in the classroom the teacher should concentrate upon the oral text because it is the backbone of language teaching. It is a tool in our hand which help us to express our thoughts, what is in our mind and for some people is almost as important as speech.

### Check your progress

**Note:** Write your answers in the space given below-

**Q-5. Write short notes on-**

(a) **Letterwriting** .....

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(b) **Préciswriting** .....

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**Q-6. Write how paragraph writing is different from composition writing?**

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## **8.7 STUDY SKILLS**

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Like science, social science and commerce, language is not a content based subject for imparting knowledge and information, rather, it is essentially a skill. All content oriented subjects are related to the cognition which is an action or process of acquiring knowledge by reasoning or through the senses. Similarly poetry and aesthetics fall into affective domain which affect the heart not the mind like the cognitive domain. All skill based subjects including singing, dancing, swimming, playing, painting, drawing and driving etc. fall under psycho-motor domain. Though language is a skill, it naturally comes under psycho-motor domain. Skill is known for the ability to do something very perfectly knowing the above things is an intellectual exercise (cognition) and using or performing them is a skill (action).

Language learning is essentially a habit forming process during which we acquire new habits, habits of reading, speaking, writing and listening. It must be remembered that language is a complex skill involving all the four skills. Broadly there are two major skills namely, productive skills and receptive skills. Speaking and writing are productive skills while using this skill learner use activity and produces sounds in speaking and symbols in writing. On the other side listening and reading are considered as receptive skills because while using these skills learner generally receives information either through reading or listening possibly. If a learner needs to study anything through a language he/she has to master what are study skills.

Study skills means skills which helps learners to study language more perfectly and effectively. But there is a difference between linguistic skills from study skills. Linguistic skills help learners to learn and communicate, and study skills enables the learners to learn or study. The process aspects of study skill starts with the perception of content which leads towards comprehension and comprehension leads for retention and retrieval. To select the priority areas and to cater their needs students first perceive what is important for them. Once the areas are decided which are significant for them they read only that part of the content and comprehend the matter instead of reading the whole. But it is not enough for a student to only comprehend the subject matter. They have to retain it for future application but this is also true that human memory is so transient that what is understood may easily be forgotten, so learner has to make special efforts to retain what they have learnt and comprehend. Some students try to memorize the whole lesson for retention, some try to remember the main points and some try to prepare short notes. At last students will be able to retrieve all what they learnt throughout the year.

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### **8.7.1 REFERENCE SKILLS**

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Broad perception and comprehension are also called as reference skills or gathering skills means here students will be able to gather information through locating and comprehending information. For exploring information or to locating it they can explore or reference to dictionaries, library catalogues, content tables index etc. and for comprehending information they can follow the sub-skills of reading like skimming, scanning etc.

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## 8.7.2 PRESERVATION SKILLS

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It is not possible for a learner to remember the whole things at a time, after reading and understanding the information, it is not automatically stored or preserved in our memory because human nature tells us 'some thing yes' and 'something no', we remember what we read and listen but not necessarily every thing. It would not just be possible for any student to revise the whole course page by page. For that they use to prepare class notes in a brief and precise form for quick revision what they have preserved. In fact every student has his/her own way of preservation of information for this they need training to preserve the information. Note taking and note making are the two major ways to preserve information for a long time. Note taking which involves listening to a lecture and taking notes simultaneously, it may be in a paragraph form or the main and subordinates points. Note making is a leisure work, students refer some important books and prepare the whole notes. Both are students centered that is why they are free to use any symbols abbreviation or pictures to remember the main points.

### Check your progress

**Note:** Write your answer in the space given below-

**Q-7. What are study skills?**

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**Q-8. What are different forms of study skills?**

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## 8.8 NEED OF TRAINING IN STUDY SKILLS

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Language learning is essentially a habit forming process during which we acquire desired habits by means of drills, exercises and repetitions. Questions comes to our mind, how did man learn language in the beginning? First of all need is felt and then man tries to fulfill it for which he tries different methods and most importantly trial and error method to develop these skills. Skill is the term given to an action accomplished by a person for the first time and with understanding. In the study and use of language, knowledge is clearly the perception and understanding of facts about the language.

It is a well known fact that in our education system there is no concept of study skills and even students do not know what it is? Teachers argue that there is no need of any study skill or special task training in this area.



According to them we learn our study skills unconsciously on our own and by following similarly. Students also learn these skills automatically and there is no need of training. Study skills are needed at all levels. Children at the primary level need it because searching answers to questions in their book is a skills, write the moral of the story, speak properly with voice modulation are also need training. Our experience said that most of our students do not learn study skills on their own even in their higher classes they do not know how to take and make notes ever they learn there skills on their own. That is why in this play they need to know about study skills and training to learn things quickly. Time spent on developing study skills is not a wastage of time rather it is necessary to consider it as a wise investment.

The group of people who advocate the introduction and implementation of study skills as an integral part of school curriculum keeping in view that study skills enable the learners to learn their subjects better and a language teacher may not find it difficult to deal with other subjects. In the recent year the way toward English to be taught in schools and colleges has under gone a change. Teaching of English has its own value, it is no more regarded for completing the course. Now it is regarded as a important tool which enables learners to acquire mastery in other subjects. So there is an urgent need to relate teaching of English with study skills.

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## 8.9 DIFFERENT MEANS TO DEVELOP STUDY IN LEARNERS

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Here we will discuss different means to develop study skills in learners. This is directly related to our reference skill and preservation skill.

- **Use of dictionary:** A dictionary is a book dealing with words of language, or with words or topics of a special subject. Wherever a language teacher or a student is unsure about the meaning of a word or word or its right use, he turns to the dictionary of the language for relevant information. But it is a very unfortunate matter that our students do not know to search a dictionary. A dictionary contains use of certain abbreviations, symbols and other relevant entries. For the development of study skills task can be provided to the learner for arranging words in alphabetic order from a group of words, for the meaning of the different phrases learner wants to refer the dictionary time to time, to search the meaning of a word that hase more than one meaning.
- **Use of Thesaurus:** A 'thesaurus' is a collection of words and phrases grouped together on the basis of their similar meaning. A 'thesaurus' is a lexicon in which exact words for certain meaning are there. It is called a companion book for a dictionary. The object aimed at in a thesaurus is exactly the converse of what a dictionary aims at. The use of thesaurus is appreciated by the people who are engaged in the most difficult task of translating. It help the translator to render into English words. Phrases and sentences of another language with exactness, retaining the sense of the original, the style and character of its

composition are there. As a self learning source, a thesaurus helps the students to overcome situational difficulties of the lexis of the target language. For the development of study skills, students could be asked to read the given passage and then translate it with accuracy without shifting or change the meaning, style and character of the passage. For this students will have to search the word meaning, phrases from the thesaurus to retain its accuracy.

- **Note Writing:** Note taking and note making can also be used as developmental study skills in the learner. It may be of any form. Teacher can ask the students to write story, paragraph writing, Essay-writing, letter writing, dialogue writing and other free composition, with this study skills can be developed in the learner by motivating them to write original observation and poem also.

**Check your progress**

**Note:** Write your answer in the space given below-

**Q-9. Write the use of dictionary for the development of study skills?**

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**Q-10. Write how use of dictionary is different form the use of a thesaurus?**

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### **8.10 LET US SUM UP**

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In this chapter we come to know about the importance of writing because language is considered a vehicle for all types of communication. Writing helps to organise the thought of a person and good hand writing has a vital role to play in the composite school curriculum. Different stages of writing help us to know how students learn to write. But there are different methods and techniques of teaching writing like kindergarten method, tracing method, free imitation method and F.G. French method etc. There are also different forms of writing which help us to suggest ways to develop writing skills like paragraph writing, letter writing, précis writing, composition writing etc. At the end we got to know about the study skills what is the need of training in study skills and what are the ways to develop study skills in learners.

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## 8.11 ANSWER TO CHECK YOUR PROGRESS

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- Q-1** The importance of teaching writing is to teach to control the muscles of hand and wrist and right posture to teach to coordinate hand and eye movement and to initiate the students to do various exercises in the written form.
- Q-2** The different stages of teaching writing are stage one pre-writing stage (penmanship), the second stage is writing stage or letter writing, the third stage is word writing stage and the last or fourth stage is sentence writing stage.
- Q-3** Kindergarten method, tracing method, free imitation method, F.G. French method and tracing method are the easiest ways of learning writing.
- Q-4** Techniques of over writing, writing copy-books, writing cards, use of over head writing slips and use of blackboard.
- Q-5** (a) Letter writing is a type of communication and a challenging task. There are different types of letters, it is an art as well as a technique which need to have clarity, brevity, accuracy, courtesy and good looks.
- (b) Précis writing means to be precise of very brief in writing . Precise is a summary of a given passage or paragraph which preserve the organization and substance of the original.
- Q-6** Paragraph has a central idea of its own. It may occur in the beginning, middle or at the end of any essays, reports or letters etc. Whereas in composition it tries to put words and sentences together to express one's own ideas. It requires thinking of ideas and expressing them in the language, which aims at collecting relevant data, logical thinking, application and methodical presentation.
- Q-7** Study skill means skill which helps learners to study language more perfectly and effectively. It is different from linguistic skill. Linguistic skill helps learners to learn and communicate whereas study skill enable the learners to learn or study.
- Q-8** Different forms of study skills are reference skills and preservation skills.
- Q-9** The use of dictionary helps students to develop their study skills for using abbreviation, symbol, word meaning, phrases etc.
- Q-10** The dictionary help learner to search the meaning of a word or its right use in different form and develops students' vocabulary, it give information in an alphabetic manner where as thesaurus is more specially used by the translator which helps to render into English words, phrases and sentences of another language without disturbing its meaning, style and character etc.

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# UNIT-9 TEACHING GRAMMAR

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## Structure

- 9.1 Introduction
- 9.2 Objectives
- 9.3 What is Grammar?
- 9.4 Importance of Grammar
- 9.5 Place of Grammar in School Curriculum
- 9.6 Types of Grammar
  - 9.6.1 Perspective Grammar
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## 9.1 INTRODUCTION

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We have come across about the fact that grammar is the body of rules governing the behaviours of a language. Language is a great means of communication, it communicates our thoughts, feelings, needs and other requirements. Language is guided by rules of grammar and its usage to give meaning of words and sentences. Being a theory of language, it is the study of words into sentences. Teaching English is based on two things one the literature and second the language, and no one can deny the fact that grammar of a language is an important division of a total course of the target language.

Every language has its own grammar whether that is the learning of a mother-tongue or a foreign language. Knowledge of grammar is quite different from knowledge of the language because the child learns his native language without knowing any grammar of it. Any language whether it is mother tongue or a foreign language can best be learnt through situational environment in which it is used. The place of grammar comes only after we acquire the language.

It is the grammar that determines three forms and features of a language. This aspect of the language is important but difficult as well. If the teaching of grammar is not practical and relative to the teaching of the subject material, then it is impossible for teachers to draw interest among students for it. In this chapter we will learn what is grammar, importance of grammar, place of grammar in school curriculum and different methods of grammar.

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## 9.2 OBJECTIVES

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After going through this chapter students will be able-

- To describe what is grammar.
- To explain the place of grammar in teaching English.
- To list different types of grammar.
- To discuss the importance of grammar in school curriculum.
- To describe the methods of teaching grammar.

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## 9.3 WHAT IS GRAMMAR?

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It is very difficult for anyone to define exactly what is grammar, or the concept of grammar? The word "grammar" means different to different people. It is a word that considerably confuses us. Being an old concept it has been approached and defined by different linguistics, scholars and schools. Etymologically, the word grammar is related to Greek word 'Grammatik' or 'Grammatik techno', which means 'the art of writing'. To the ordinary citizen, it connotes "correct or incorrect English". For a school student, it means an analytical and terminological study of sentences that is why grammar is called science of language. Grammar for linguists, means, the total set of signals by which a given language expresses its meaning or the total structure of a language. But in reality grammar is an important division of language. For majority of English teachers and English students it is the name given to a body of rules which govern the correct use of the language and does not carry the total meaning. It helps in acquainting the students with the different syntactical structures and their place in a particular expression.

**Dr. Sweet** has defined grammar as, "the practical analysis of a language, its anatomy." According to him, It explains the structural details of a 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.

According to **Jeremy Harmer**, "The grammar of a language is the description of the way in which words can change their forms and can be combined into sentences in that language." In the words of **penny**, "Grammar may be roughly defined as the way a language manipulates and combines words in order to form longer units of meaning."

**L.R.H. Chapman** defines grammar that, "grammar 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 that "Grammar 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."

According to **W.N. Francies**, "Grammar has three different meanings, the first meaning of grammar is the set of formal patterns in which the words of a language are arranged in order to convey longer meanings. The second meaning of grammar is the branch of linguistic science which is concerned with the description, analysis and formalization of formal language patterns and the third meaning of grammar is linguistic etiquette."

**Dr. West**, defines grammar in this way- "Grammar is not a code of rules, it is like etiquette and table manners, a statements of convention, it summarizes what is done by cultured people and like etiquette it is in a state of constant change."

**Check your progress**

**Note:** Write your answer in the space given below-

**Q-1 Define grammar in your own words.**

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## **9.4 IMPORTANCE OF GRAMMAR**

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Grammar determines the form and features of a language. When we remember our grammar class of school days, it does not give us a good memory because of its dry nature, students generally hesitate to learn grammar perhaps it is due to its traditional way of teaching, the general pattern to present the content with some rules and followed by a number of exercises which were very mechanical and monotonous. According to **C.E. Eckersley**, "the rules of grammar are like the laws of nature. The laws were not made for nature to obey, but they are simply a few facts which wise men have observed as to the way nature acts. So the grammarian merely examines the language of

the best speakers and writers and deduces rules from their use of it." This statement gives us the impression that grammar aspects of the language is important but not difficult as well. It is said by many linguists that grammar is a very dry subject. Because of its dryness students scare to learn grammar. Like other practical subjects if teaching of grammar is not practical by nature relatively to the teaching of the subject matters, then it shall not be possible for the teachers to create interest among the students to learn grammar. There are many reasons why this is called a dry subject.

- Grammar is composed of every minute and fine details of rules. All these principles are not only abstract but theoretical as well. This thing scares away the students from studying all these things.
- Grammar is divided into many big and small branches. Because of many branches, it is not easy to find a clear path for learning all these things. It is rather very difficult for students to understand and grasp them.
- Grammar is full of rules but it also deal with exceptions in the grammar. The rules and regulations are quite solid but the exceptions are not so. On the other hand we can say that study of all these exceptions create a sort of burden on the mind. This burden sometimes make the reader disinterested in the subject.
- The most unnatural thing about grammar is that if a particular word is to be defined, than the image about it has to be formed in an abstract manner. There is no place of concrete examples and it does not create any interest among students. Rather it makes such complexities that have made the study of grammar a complicated task.
- A grammar of a language is a book written about it rules.
- The grammar of the language is found only in the written language. Spoken languages have no grammar or latest fluctuate so much that they are only grammatical.
- Some people know the grammar of their language with the impression that some languages have grammar, other do not but in reality every language has their own grammar.
- Grammar is based on only good or bad, correct or incorrect.
- Grammar is only a utilitarian thing; a means of learning to use a language correctly.

Inspite of all the above description grammar always holds a positions in English as a subject, because teaching of grammar marks the learner mentally conscious about the language. Knowledge of rules encourages mentally to decide whether his usage is right or wrong and this leads to hesitation or difference in speaking. This statement may be true in the case of learning mother tongue. But in the case of second language learning the situation is entirely different. Provided all such odds rules are often a great help. So, grammar means the description of the main laws of the structure of a current



language which helps in the analysis of the language understanding of it. According to a critic, "The study of grammar brings into relief and fixes in the pupils' mind a standard of accurate usage, fortifies him against the influence of bad examples by making clear the nature of wrong forms and faulty constructions and thus renders his imitation of what is correct more certain, rapid and intelligent."

**Check your progress**

**Note:** Write your answers in the space given below-

**Q-2. Write the importance of grammar.**

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## **9.5 PLACE OF GRAMMAR IN SCHOOL CURRICULUM**

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Grammar occupies an important place in the curriculum. Many people generally criticize its teaching on the ground that our aim of teaching second language is to develop the spontaneous habit of speaking the language, which can only be achieved through a thorough practice. For the last few years, the teaching of grammar in the schools has been a matter of criticism. In the initial stage "Grammar first and language next" was the common practice for everywhere. In those days grammar was must to teach the art of speaking and writing the English language on priority basis. But in present context it is looking its importance. There are two groups of people who believe that there is no correlation between teaching of grammar and pupils improvement in the writing and speaking of English. They are in the opinion that just like swimming is learnt, not by mastering the rules of that art but really practising it, so also a language is learnt not by learning its rules, but by using it.

Scholars have freely criticised it **P. Hurrey** says that "In secondary schools the use of parsing and fell analysis is waste of time composed to the effectiveness of many other exercises." There are difference of opinion about its place in our school curriculum. Many educationists have given it an important place in our curriculum, the reason behind it was that grammar provides us an organised and a very systematic knowledge of language. It helps us to more towards a definite object and saves us from doing incorrect work. In the other hand are the other group of educationists, they are of the opinion that grammar teaching is difficult and dry and it is needless to give an important place in our curriculum. It is very much doubtful whether the knowledge of grammar helps a person to speak and write correctly or not. **Kittson** (Language teaching p 28), "The notion that the grammatical knowledge, is wholly false, this is often curiously illustrated in examination where a candidate will not infrequently, gain marks in one section of the paper

by starting a grammatical rules correctly and little further on breaking the same rule in his composition."

After the introduction and application of direct method of teaching English, grammar starts disappearing from school curriculum, but we feel the need of grammar in language teaching because it is an essential aspect. Many educationists say that grammar should occupy a place in our curriculum with the following features.

- In the words of **Ballard**, "formal grammar fails to provide a general mental training and does not enable teachers to eradicate solecism, nor did in compositions and takes up time which could much more profitably be devoted to the study of literature." It means in the place of formal grammar, descriptive grammar should be taught because it is the functional element of language.
- Grammar teaching should only start when pupils acquire some command over the language. It should occupy a secondary place. It should be the means to an end, not the end it self.
- **C.E. Eckerstey** says, "The rules of grammar are like the laws of nature. The laws were not made for nature to obey, but are simply a few facts which wise men have observed as to the way nature acts. So, the grammar merely examines the language of the best speakers and writers and deduces rules from their use of it." It means it should follow the language.
- It should be taught incidentally and informally in the early stage. Inductive and deductive method would be followed in the middle stage and in higher stage, it can be taught in the traditional method.
- Keeping different states of pupils different functions should be implemented.
- Grammar should be taught with the ability and interest of the pupils, before it kills the interest of the pupil, new method for its teaching should be adopted and evolved.

In Indian schools grammar is taught for the sake to pass the examination. The teaching of grammar suffers many drawbacks like-

- Every time grammar is not correlated with reading text or with the course book. Grammar is not integrated with over all language courses.
- Language patterns should definitely proceeds grammatical rules and items.
- Pupils' command over language should be observed through the repetition of grammatical rules and item.

On the basis of the above point we can say that grammar should not be taught for the sake of grammar only. However according to **Prof. Billows**, "The teacher must have a clear idea of the grammar of the language- its structure and usage. Everything he teaches must be based on it. He should

always be conscious of introducing or practising some point of grammar." Knowingly or unknowing in the learning of mother tongue a child use small amount of the languages that he uses, it means he has some knowledge of the grammar of the language for correctly responding to it. Gradually he learns the use of sentence patterns with changes that take place in words. In the words of **Prof. Frisby**, "Their study of words, word patterns and word changes must follow their acquaintance with these phenomena in speech and writing lessons – when they can notice the behaviour of these language units. We teach the pupil how to say the plural of words he already knows; then we tell him. To 'discover' that something similar nearly always happens when plurals have to be spoken. This is the place of grammar."

**Check your progress**

**Note:** Write your answers in the space given below-

**Q-3. What features should be included to make grammar a part of curriculum?**

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## **9.6 TYPES OF GRAMMAR**

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Learners may learn grammar either through conscious efforts or by imitation and intuition. Therefore grammar is evolving as language evolves. Some important types of grammar are as follows:

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### **9.6.1 PERSPECTIVE GRAMMAR**

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It is the old traditional type of grammar because of its traditional nature it deals with terminologies, definitions or rules for the use of the language. It tries to perform the legislative function for the language so that any departure from the rules is not allowed. It is that grammar which may be acquired by the pupil consciously by observation. Grammar of a language is a body of generalization about how people should say things. The perspective grammar offers logical explanation to back up the prescriptions of correctness. It ties language with rules and it make concerns itself with the description, analysis and formalization of formal language patterns.

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### **9.6.2 DESCRIPTIVE GRAMMAR**

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Like the name it describes the behaviour of the language – the way the language is actually used by the native speakers. It is the scientific view of grammar. According to this view grammar of a language is a scientific record of the actual phenomena of that language, written or speaking. It takes into account the fact that language is growing and any change in the usage is to be

taken note of the main purpose of this method is to give emphasis on the functional side of the language. It is not the theoretical teaching but it is taught with the teaching of language items. It has its own rules. When prescriptive grammar shuts its door against any usage descriptive grammar takes note of it. So on the basis of this we teach descriptive grammar in schools.

**Morries** says that, "grammar does not lay down rules for the language to follow. It merely observes and records the language." **Gordon** defines grammar "as a body of empirical rules which explain and regulate the structure of the sentence." Grammar is not a body of rules for correct speech and writing by rules. Rules of grammar are simply the statements of the habits of the majority of speakers and writers, or of the best among them. It does not take any step to teach students how they will use it rather it simply describes how they use the language at a particular time.

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### 9.6.3 STRUCTURAL GRAMMAR

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The beginning of the twentieth century was marked by the new approach suggested by the linguists in America with the help of behavioural psychology and natural sciences. Consequently scientists began to study language in terms of observable and verifiable data obtained from the behaviour of the users of language.

According to **Prof. C.C. Fries**, who was the founder of structural grammar. "This grammar emphasises on structures of sentences." The descriptive linguistics are very much influenced by it. According to structuralism, any sentence of a language may be represented as a particular arrangement of the ultimate constituents, the minimal grammatical elements, of which it is composed. Every sentence has therefore is known as linear surface. They treat grammar as a device by which words are combined into larger units of discourse and to them grammar would mean a catalogue of elements classified with restrictions enumerated and relations made physically manifested. Restrictions were based on notions of distribution. It is a discovery of the organization of a sentence into its immediate and ultimate constituents.

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### 9.6.4 TRADITIONAL GRAMMAR

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Traditional grammar is meant basically the Aristotelian orientation towards the nature of language as exemplified in the work of ancient Greeks and Romans, the speculative work of the mediators and the prescriptive approach of the eighteenth century grammarians. This type of grammar was developed by the scholars of universities. In developing it they used bibliographic references, critical evolution of the work of predecessors and through documentation by citations from English literature. The weakness of this type of grammar is diversity.

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### 9.6.5 TRANSFORMATIONAL GRAMMAR

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According to **R.H. Robins**, "Essentially transformation is a method of stating how the structures of many sentences in language can be generated or

explained formally as the result of specific transformations appraised to certain basic sentence structures. These basic sentence types or structures are not necessarily basic or minimal from the point of view of immediate constituent analysis. The transformational syntax presupposes a certain amount of 'phrases' structure grammar of the immediate constituent type to provide the basis or the 'Kernel' from which transformation start." According to this type of grammar, sentences are of two types: (i) basic sentences and (ii) transformed sentences. Basic sentences cannot be derived from other sentences e.g., 'you are going: The transformed sentences are derived from the basic sentence, e.g., 'Are you going'? This grammar is in a developing stage and perhaps in future will give a systematic syntax of English.

**Check your progress**

**Note:** Write your answers in the space given below-

**Q-4. According to you which is the best method of teaching language, give reasons.**

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## **9.7 METHODS OF TEACHING GRAMMAR**

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Generally it is said that teaching of grammar is based on two types of methods only or we can say that two methods are used in teaching grammar. But some times it is dependent upon type of grammar. It is suggested that the teaching of grammar is not at all very helpful in the learning of mother tongue. So far as the teaching of foreign language is concerned, it is proved helpful. Foreign language is completely new for us, but we are brought up with our mother tongue and according to its atmosphere we grasp its various uses. It is not in the case of foreign language, to learn foreign language we need the help of grammar and we know that concerning the teaching of English it is based on the rules and regulations of grammar. To teach English effectively there are different methods of teaching grammar.

Let us try to find out how these methods will prove useful and employed in the teaching of grammar.

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### **9.7.1 INDUCTIVE METHOD**

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In inductive method, teacher first presents certain examples before the students. On the basis of these examples, certain rules and regulation are laid down and the students are explained accordingly to draw their own conclusion from them. Inductive mean to proceed from observations to law, from simple to complex, particular to general. For teaching grammar inductively following steps should be followed. (i) Presentation of examples and its illustrations (ii) Analysis of examples, (iii) Generalization, (iv) The rules, (v) Verification of

the rules and (vi) Practice of the use of rules. Very consciously the teacher should employ the following steps systematically. First the teacher should try to help the students to know all the rules underlying the example. Students should apply their own intelligence and with their own efforts they become able to find out and express the rules. The greatest advantages of this method is that the students do not have to cram rules.

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### **9.7.2 DEDUCTIVE METHOD**

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Deductive method starts with rules and definitions. In this method, teacher first describe the rules and then gives examples related to the rules. Then, students apply the rules in the particular examples. Students have to learn these rules and definitions by rote before they come to apply them. Deductive method is the reverse method of inductive method. It means to proceed from law to observations. Traditional and prescriptive grammar is deductive grammar. The grammar written by **Wren** and **Martin** or **Nesfield** is example for deductive grammar. For teaching grammar deductively the following steps are to be followed. (i) Application of the rules and (ii) Practice of these rules. The teacher clarify the different parts of rules and formulations within limited number of words, then it is expected that students shall learn the rules by heart and also expected to put forward the maximum number of example in support of those rules and regulations. In this method teacher is not required to create any originality in the teaching of grammar. Deductive method is considered to be a easy but not very useful method of teaching grammar.

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### **9.7.3 TRADITIONAL METHOD**

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Like the name suggests, in this method a textbook is used, this method contains definition, rules, examples and exercises. Teachers role is to define the grammar along with its rules to make it more clear to the students with the help of some examples, then he asks students to do some exercise and memorize the definitions and rules by heart. This method emphasises on rote memory, because of its nature it does not follow any pedagogical principles and students find it least interesting.

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### **9.7.4 INCIDENTAL OR CORRELATION METHOD**

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Like the name this method is taught incidentally and this is done during the teaching of textbook doing translation work or writing composition. Some times this method interfere with the normal course of teaching a particular topic, however this methods is very suitable as a supplementary method to the inductive and deductive method. After the rules of grammar have been taught in the grammar period, reference at the proper vocation may be made that is why this method is also called a reference method. Though it is taught with the textbook, translation and composition, it is also called a correlation method. The merit of this method is that it will enable the students to know the use of grammatical rules and laws. Though it interfere with the normal teaching it is not a complete method.

**Check your progress**

**Note:** Write your answer in the space given below-

**Q-5. Compare the inductive and deductive method and write which is the best for teaching grammar.**

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## **9.8 LET US SUM UP**

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Grammar is the form and features of a language, it is the body of rules governing in behavior of a language. The term 'grammar' is different to different people. For one group it is, an art of writing. Sometimes it connotes "Correct or in correct English'. It is the analytical and terminological study of sentence that is why it is called the science of language. In this chapter we studied the importance of grammar. It is only a utilitarian thing, a mean of learning to use a language correctly. Teaching of grammar makes the learner mentally conscious about the language, knowledge of rules encourages mentally to decide whether its usage is right or wrong. Grammar is considered to be half of literature teaching that is why it occupies an important place in our school curriculum, it should be descriptive grammar not a formal grammar, it should be the means to an end, not the end itself. In this chapter we learnt about different types of grammar like perspective grammar, descriptive grammar, structural grammar like perspective grammar, transformational grammar. To teach all these types of grammar there are different methods of teaching grammar and the most important method of teaching grammar is inductive and deductive method and others are traditional method, incidental and correlation methods.

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## **9.9 ANSWER TO CHECK YOUR PROGRESS**

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**Q-1** Open ended.

**Q-2** Though grammar a determiner of form and features of a language, it is based on some rules it gives us the direction to choose the good or bad, correct or incorrect and it leads us to get the knowledge of using it in right or wrong way.

**Q-3** In place of formal grammar descriptive grammar should be taught because it is the functional element of language, it should start when pupils acquire some command over the language. In the early stage it should be taught incidentally and informally. Keeping different stages of pupils different functions should be implemented and be taught with the ability and interest of the pupils.

**Q-4** Open ended.

**Q-5** Inductive and Deductive method of teaching English differ on the basis of steps. In inductive method the steps are presentation of examples, analysis of examples, generalization, the rules, and verification of rules and practice of the use of rules. Whereas the steps of deductive method are application of the rules and practice of these rules. Deductive method is considered to be a easy but not very useful method of teaching grammar.

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॥ सरस्वती नः सुभगा मयस्करत् ॥

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Open University

# B.Ed.E-32

## Pedagogy of English

### BLOCK

# 4

## ASSESSMENT OF AND FOR ENGLISH LANGUAGE LEARNING

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### UNIT-10

#### Stating Measurable Objectives

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### UNIT-11

#### Construction of Test Items and Test

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### UNIT-12

#### Diagnosing and Remedial Work in English Language Teaching

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## उत्तर प्रदेश राजर्षि टण्डन मुक्त विश्वविद्यालय, प्रयागराज

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# UNIT-10 STATING MEASURABLE OBJECTIVES

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## Structure

- 10.1 Introduction
- 10.2 Objectives
- 10.3 Meaning and Need of Objectives
- 10.4 Types of Objectives
  - 10.4.1 Reception
  - 10.4.2 Expression
- 10.5 Objectives of Domains
  - 10.5.1 Cognitive Domain
  - 10.5.2 Affective Domain
  - 10.5.3 Psychomotor Domain
- 10.6 Objectives in Behavioural Terms
- 10.7 Let Us Sum Up
- 10.8 Answers to Check Your Progress
- 10.9 References

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## 10.1 INTRODUCTION

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Each and every subject has its own teaching objectives and learning outcomes, because there is a strong relationship between objectives and learning outcomes. For any activity it is necessary that the performer should know what he is trying to do because aimless behaviour seldom pays off in any desirable way. Teaching is not different from other human activities. In this respect in teaching and learning objectives help in making important decisions regarding course outlines and methods to be adopted. Unless it is well planned and prepared, it is ineffective the teacher and pupils do not know what they are trying to do In the programme of teaching English as a second language at the elementary, secondary or higher stages, as pointed out by **Finocchiaro**, five general objectives are agreed upon which will develop in the learner the ability of listening, speaking, reading, writing and cultural appreciation. This is also known as the general aims of teaching English which are categorised under two heading as 'Reception' and 'Expression'. All listening and reading aspect are related to the reception category and speaking reading and writing are related to 'Expression' category.

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## 10.2 OBJECTIVES

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After going through this unit students will be able to-

- Recall the aims and objectives of teaching English and their role and function.
- Distinguish between 'reception' and 'expression' aims of teaching English.
- Recognise the objectives of NCERT course in English.
- Classify the objectives on different levels of students.
- Differentiate objectives into three major domains.

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## 10.3 MEANING AND NEED OF OBJECTIVES

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In teaching learning process it is highly desirable to know exactly what one is hoping to achieve as it is in all undertakings. If this can be clearly seen then the best way of working done usually becomes evident. We ought to therefore, consider carefully what we are trying to do, when we are teaching a language. In the words of Prof. P. Gurrey, "with careful thought, puzzling out precisely that he wants to achieve and what are the immediate needs of his pupils, a teacher of language can soon become expert and aware of the advantage, he very soon forms the habit of directing his efforts and those of his pupils on to selected object." He also again remarked, "the careful thinking out of detailed and well defined objectives for lessons will do more than almost anything else to improve a teacher's work and to make it effective."

It is absolutely essential for a teacher to learn to set clear objectives for himself and his pupils. We need the objective because the objectives of education should determine the strategies and tactics that teachers use in their teaching. These objectives should be based on the nature of the learner, the nature of the society and the nature of the subject matter to be considered. On the other hand, the subject matter or the content in a particular instance is part of the strategy and should be selected in view of the objectives chosen for this instance. To be a teacher at any level, therefore requires a good understanding of objective of the subject, curriculum design and instructional strategy.

Therefore, According to the Dictionary of Educations Objective is, "the end towards which a school sponsored activity is directed." Effective tangible changes in pupils behaviour at the end of schooling is known as objectives."

**L.A.C. Strong** proclaimed the objectives of teaching English, "for us who speak English, English is everything... English is not a subject, English is our life.

**Thompson & Wyatt** rightly remarked that it is necessary that the Indian pupil should not only understand English when it is spoken or written, but also he should himself be able to speak and write it. Yet clear cut objectives should be stated so that good planning could be done and right type of methods and techniques of teaching can be adopted.

The two main objectives of teaching English are- (i) Language development and (ii) Literary development.

**Check your progress**

**Note:** Write your answer in the space given below-

**Q-1** What are the needs of objectives for a teacher?

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.....  
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.....

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## 10.4 TYPES OF OBJECTIVES

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In the teaching of English as a second language at the different levels we divide the objectives into two major groups: -

1. **General objectives.**
2. **Specific objectives.**

1. **General Objectives:** The general objectives are long term objectives of teaching English. They are at per the aims of education. Therefore, they are meant to be achieved during the schooling period of the pupils. The study of language can be divided into four aspects, viz., The 'Semantic aspect', it implies understanding of the meaning of the words and their relationship with other words used in a sentence. It deals with 'comprehension'. The 'phonetic aspect' is the sound aspect and deals with the spelling and pronunciation of words. The 'Graphic Aspect' is the writing aspect and deals with the writing form of a language. The 'phonetic cum graphic aspect' deals with the reading aspect. There may be added two more. The 'literacy aspect' which leads to ornamentation of a language and the linguistic aspect which means the working knowledge of a language. Some scholars opine that the linguistic aspect developed in 5-6 years of learning at the cost of other abilities, may have effect upon the other aspects of learning English. In this respect **P. Gurrey** writes, "our chief concern should not be about the difficulties of pronunciation, growth of vocabulary, grammar and structure but with language abilities." Explaining it **Thompson** and **Wyatt** observe, "To aim at literature is to miss the way to language. Aim at language is to pave the way to literature." Accordingly the teacher's first concern is to get the pupils language abilities into action. The learning of a language goes with this activity. The teacher will aim at the teaching of new words and will help his pupils in building up a varied and well balanced vocabulary in order that his pupils may form correct linguistic habits, the grammatical forms, usages, constructions and patterns. Oral exercise or reading lessons whatever they have learnt need practice in

writing too. All these elements of language should be taught so that the students can express themselves as well.

2. **Specific Objectives:** English in Indian schools has been studied as second language. Its teaching in school is inspired by one aim – the utilitarian aim. This aim can be achieved by acquiring practical command of English. **Thompson** and **Wyatt** has rightly remarked that “it is necessary that the Indian pupil should not only understand English when it is spoken or written, but also he/she should himself be able to speak and write it.” In spite of the above stated general objectives of teaching English, the teacher should have definite, clear-cut objectives for each lesson in his mind. We can say that these are the objectives of teaching the contents of a lesson. That is why these are also called the short – term objectives of teaching English. Though these are short-term by nature they should be very clear, precise, pointed and expressive in terms of achievement. These objectives will vary according to the teaching point of a lesson. Because this will help a teacher to know exactly what she will do for a particular lesson. With the knowledge of this clear-cut specific objectives both teachers and students can work with full confidence. A teacher's success is based on his definite or specific objectives, for that he must be very clear, sure and precise in selecting the contents objectives. To achieve these objectives the teacher should declare his specific objectives to his students so that in advance they may come to know what they are supposed to learn in that particular period. Clear-cut objectives should be stated so that good planning could be done and right type of methods and techniques of teaching can be adopted in advance. As pointed out by **P. Gurrey**, "The careful thinking out of a detailed and well defined objectives of the lesson will be more almost anything else to improve a teacher's work and to make it effective."

The study of English language has four important aspects, the objectives of teaching English have been defined as proficiency in listening, speaking, reading and writing. The modern behaviouristic theorists of Education have insisted to express them in behavioral terms. Their specification will determine whether the objectives have taken place or not. As language is first received and then expressed. In language learning following four skills are involved:

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#### **10.4.1 RECEPTION**

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A language is first received and then expressed. In language learning four language skills are involved. These skills are listening and understanding, reading and understanding, speaking and writing. Reception includes (A) Listening and understanding. (B) Reading and understanding. Pupils first try to learn language with the ear. So the teacher must aim at making his learners respond to the target language when it is spoken. Pupils trained their ear in the mother tongue class. But for learning English as a second or foreign language, the learner is to respond to a new set of symbols in speech. To achieve this achievement, the teacher should provide as much as opportunities to listen to

the spoken form of English language. To make this more effective she may use certain technology like audio-aids as tap recorder, linguaphone, radio etc. The objective behind this is that children learn to respond to English sounds produced in quick succession.

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## 10.4.2 EXPRESSION

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Besides responding to a spoken symbols, pupils must also learn to respond to the written symbols. Reading is a good and correct way of receiving language. For acquiring knowledge reception through reading should come later than reading for expression has been acquired. The expression of ideas and facts in a foreign language is an important aim. Anything that the learner has in their mind should be first clothed in new symbols before it is 'expressed'. It involves two – fold – process:

- (i) To think of idea or thought and
- (ii) To clothe them in new symbols.

To reach at the objective of expression the learner should start with the language.

- (a) **Speaking-** Listening is always followed by speaking. Once the children start understanding of language symbols, child should be provided by the verbal symbols in speech. It means-
  - (i) The child should be able to make the sounds of English single – sounds as well as sounds in combination.
  - (ii) he should know the use of proper stress and intonation.
  - (iii) he should be able to express himself through short and simple sentences.
  - (iv) he should be able to converse in English, answer simple questions and ask simple questions.
  - (v) he should be able to talk about events, places, things and persons in simple English.

For achieving these objectives the teacher has number of ways-

- (i) The child should be provided with lots of opportunities for listening and speaking English.
- (ii) The teacher should present a model of speech for children.
- (iii) For presenting a good model the teacher should himself learn and practice different English sounds.
- (iv) The teacher should use different teaching aids like linguaphone, gramophone, tape – recorder, radio, etc. during his teaching for effectiveness.

(b) **Reading-** Reading is an important part of expression. Before pupils start reading the foreign language they must have sound training in mother tongue. Pupil start reading with comprehension. In the early stage they start reading loudly and this loud reading is followed by silent reading in higher classes. But there are different problems in learning a foreign language. Teacher should be aware about these problems and help pupils to read well. For teaching loud reading the teacher should see that:

- (i) Child should be able to pronounce words correctly.
- (ii) Child should be able to lay proper stress on words.
- (iii) Child should be able to bring in proper intonation.
- (iv) Child should be able to read at reasonable speed.
- (v) Children do not commit reading faults of hand and eye movements.

In understanding of new words and sentences teacher should help the pupils and further to increase their recognition vocabulary.

(c) **Writing-** Writing in English has equal importance like speaking. While teaching English for the practical purpose, pupils must be given the ability to write in simple and correct English. In skill development this is the most difficult task for pupil. So the objective is to enable the pupils to write on simple topics of day to day activity such as writing letters to friend, application, simple class notes. This process of writing will develop the ability for good handwriting, spelling and meaning, structure of sentence, punctuation etc. Afterwards teacher should teach them the other aspects of writing. Our students before leaving the school should be able to understand the written English books, magazines, newspapers etc., to adopt English as their medium of instructions as well as communication. In Indian schools till date students are not able to comprehend books published in English. For teaching writing the teacher should see that:

- (i) Child should be able to form letters.
- (ii) Child should be able to spell words.
- (iii) Child should be able to select right words.
- (iv) Child should be able to construct sentences and
- (v) Child should be able to, "write passages of a page or so of clear, well connected thoughts in correct language, with every point relevant to the topic they are writing about." **P. Gurrey**



**Check your progress**

**Note:** Write your answers in the space given below-

**Q-2. What are four skills in language teaching and learning.**

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**Q-3. Write short notes on reception and expression objectives-**

**(A) Reception**.....

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.....

**(B) Expression**.....

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.....

**Educational Objectives:** The objectives of education should determine the strategies and tactics that teachers use in their teaching. Educational objectives are statements. Which are broad-based and are better described in terms of educational systems and schools. These objectives should be based on the nature of the learner, society and subject matter to be considered. For a teacher at any level therefore is require a good understanding of educational objectives, curriculum design and instructional strategy.

**Instructional Objectives:** On the other hand an instructional objective is a statement that describes what the pupil will do or be able to do. It is a learning product that teacher hopes will result from the instruction, whether in a lesson, unit, course or curriculum. This is called the terminal behavior expected from the pupils at the end of a period of learning. In other sense instructional objectives are the descriptions of the pupils terminal behavior that is expected result from the instruction. Educational objectives are generally achieved with the help of teaching or learning objectives.

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## **10.5 OBJECTIVES OF DOMAINS**

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The general objectives are a combination of specific objectives. By achieving many specific objectives, we achieve more general objectives, which in turn contributes to the accomplishment of a still more general objective. The success of teaching of any subject depends upon the teacher's ability to formulate specific objectives appropriate to the teaching situation. For change of behavior knowledge of educational objectives are very much essential and educational objectives in terms of expected pupils behaviors becomes desirable. Behavioral objectives are always in statements form which

are expressed specifically and that could be in a measurable terms. The instructional objectives come in form after the formulation of behavioural objectives because they are complementary to each other. Behavioural objectives are the behavior outcomes of instructional process. Generally these instructional objectives are based on three major categories or called domains-

1. Cognitive domain.
2. Affective domain and
3. Psychomotor domain

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### 10.5.1 COGNITIVE DOMAIN

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The cognitive domain is related to the recall of knowledge and the development of intellectual abilities and skills. This domain deals with the most work of curriculum development and from which the clearest definitions of the objectives could be defined with evidences based on test items. **Guilford** (1959) defined it as a set of cognitive abilities or a system of cognitive abilities that were used in intellectual functioning of the learner." The cognitive domain contains six categories proposed by **Bloom** and his associates which are as follows:

- knowledge
- comprehension
- application
- analysis
- synthesis
- evaluation

In this classification of cognitive domain, knowledge is considered as the lowest form of objective and is synonymous with information. It involves the recall of terminology, specific facts, ways and means of dealing with specifics, classifications and categories, criteria, methodology, principles and generalizations and theories and structures. The second category is comprehension which is also a lowest for of objectives. It includes the components like translation, interpretation and extrapolation. The third category refers to application or use of general ideas, principles or methods of a situations. The fourth category is analysis its work is to analyse the elements, see relationship. Its main emphasis is to breakdown the material into its constituent parts. The fifth category is to synthesizes the elements by putting them together to form a whole. It involves originality and creativity. The last category is evaluation, it involves Judgement of internal evidence and Judgment in terms of external criteria.

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### 10.5.2 AFFECTIVE DOMAIN

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The affective domain was developed by **Bloom, Krathwohl** and **Masia** in (1956 and 1964), "The affective domain includes those objectives which are

concerned with changes in interest, attitudes, and values and the development of appreciations and adjustment." These objectives are the set of a feeling tone, an emotion or a degree of acceptance or rejection. Affective domain abilities are varied from simple consistent qualities of character and conscience. The taxonomy proposed by them have five major categories as follows-

- Receiving
- Responding
- Valuing
- Organization
- Characterization

The first category of affective domain is receiving or attending. It stimulate learner's willingness to receive or attend. This category includes awareness to careful attention, which is a controlled cognitive behavior. The second category is responding. In this category willingness to respond and satisfaction in response are involved. The third category is valuing and it includes the individuals acceptance of value, performance of value and commitment to a certain goal, idea or belief. The fourth category of objective is organization in which learner conceptualizes a value and organizes a value system in his/her behavior. The last category of this taxonomy is characterization by a value or value complex.

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### 10.5.3 PSYCHOMOTOR DOMAIN

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Psychomotor domain deals with the manipulation or skill area. It include those objectives which are related both with manual and motor skills. **Bloom** (1956) and **Guilford** (1958) indentified this domain as a system of psychomotor abilities which dealt with the neuromuscular activities such as-moving, reading, dancing, singing and experimenting. Still a comprehensive taxonomy of objectives in psychomotor domain has not been completed but both **Simpson** and **Kibler** et al., have began a systematic classification of this category. **Dr. R.H. Dave** has proposed a category of psychomotor domain in the form of a working hypothesis-

- Imitation
- Manipulation
- Precision
- Articulation
- Naturatization

The major objectives that defined this domain were hierarchically arranged as strength, speed, impulsions, precision, flexibility and co-ordination etc. Objectives belonging to this category aim at the proficiency with co-ordination between psyche and muscular action, and with action performed by

the body parts. The first of this category is imitation it begins with an inner muscular action. The second category is manipulation, which emphasizes the development of following direction, selection of action and fixation of performance with practice. The third category is 'precision' means reproduction and control of action. In this accuracy, proportion and exactness in action is very significant. The fourth category is articulation which is related to the co-ordination of sequence and harmony among different acts. The last category is naturalization of a group of articulated acts.

**Check your progress**

**Note:** Write your answers in the space given below-

**Q-4. Differentiate between educational and instructional objectives?**

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 .....  
 .....

**Q-5. What is the importance of taxonomy of educational objectives?**

.....  
 .....  
 .....  
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## 10.6 OBJECTIVES IN BEHAVIOURAL TERMS

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Writing objectives in terms of learning outcomes or in terms of behavior, activities belong to each objective. Learning experiences and devices to be used in examining the achievement of the objective is discussed by **Drucker (1959)**, **B.S. Bloom (1956)**, **Robert Mager (1962)**, **Robert Miller (1962)** and **NCERT, RCEM (1972)**.

- (i) Drucker emphasised on management and he has given emphasis on the behavioural aspects of the objectives.
- (ii) Bloom shifts the emphasis from the content to the objectives in evaluation. Each question is supposed to evaluate one specific objective. Thus he has made an efforts to write these objectives in behavioural terms.
- (iii) Robert mager gives emphasis on cognitive and affective objectives.
- (iv) Robert miller proposes to write psychomotor objectives in behavioural terms.
- (v) NCERT-RCEM's approach is applicable for cognitive, affective and psychomotor objectives of teaching and training. The main emphasis is on mental abilities.

**Objectives of NCERT for English Teaching:** NCERT (1972) developed an approach for writing objectives in behavioural terms, at the Regional College of Education, Mysore (RCEM). This approach is applicable for cognitive, affective and psychomotor objectives of teaching. The education and content – cum method experts have formulated the hierarchical structure of expected behavioural outcomes. NCERT has laid down the objectives of teaching English at the upper primary level (Class VI-VIII).

The general objectives at this stage are-

- To negotiate their own learning goals and evaluate their own progress, edit, revise, review their own work.
- To understand, enjoy and appreciate a wide range of texts presenting different cultures, way of living.
- To be able to articulate individual/personal responses effectively.
- To use language and vocabulary appropriately in different contexts and social encounter.
- To be able to organise and structure thoughts in writing and speech.
- To develop production skills.
- To use dictionary suitable to their needs.

At the end learners will be able to do the following:

- Understand the central idea and locate details in the text.
- Use his/her critical thinking faculty to read between the lines and go beyond the text.
- Narrate simple experiences, describe objects and people report events to peers.
- Speak accurately with appropriate pause and clear word/sentence stress to be intelligible in familiar social contexts.
- Write simple messages, invitations, short paragraphs, letters, applications, notices etc.
- Read poem effectively, i.e., with proper rhythm and intonation and.
- Grasp poem and appreciate the ideas conveyed.

**Secondary Stage:** At this stage the objective will be-

- To acquaint them with modern literary classics in English.
- To acquaint them with modern European classic through English classics. Emphasis should be laid on the stylistics aspects of these works and the test will concentrate on these details.

- To make them capable of translating standard Indian work on their subject into English. In this way Indian thoughts on that subject will be presented in graceful language.
- To enable them to master in the finer graces of spoken English, such as, intonation, and the stress patterns of English speech, i.e., learning the technique of the language the mechanics of speaking reading and writing it.

**Higher Secondary Stage:** The objectives of teaching literature at this stage are-

- To enable the pupils to enjoy wider thoughts and the emotional pleasure of other human beings.
- To acquaint them with literary persons, their works, thoughts and experiences and thus realise their own.
- To create standards of taste for certain things that are worth while.
- To enable them to select and appreciate beautiful lines and the ideas they contain from prose, poetry and whatever they read.
- To develop critical thinking and spirit of enquiry.

**Check your progress**

**Note:** Write your answers in the space given below-

**Q-6. Write the general objective formulated by NCERT for teaching English.**

.....  
 .....  
 .....  
 .....

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## 10.7 LET US SUM UP

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In this unit we came to know about what is objective? What are the needs of objectives, because for a teacher objectives are a tool for himself and his pupils. It help to determine the strategies and tactics for better teaching. There are two main objective of teaching English which are (i) Language development (ii) Literary development. Again objectives are of different types. General objectives, specific objectives, for reception and expression of objectives. To reach at the objectives of expression the learner should have to start with the four components of English viz. Reading, writing, speaking and listening objectives. There are also another two types of objectives they are educational objectives and instructional objectives. In this chapter we came to know about the taxonomy of objective in three domain viz, Cognitive domain, affective domain and psychomotor doriratin. It also focused on different levels of objective for teaching English.

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## 10.8 ANSWER TO CHECK YOUR PROGRESS

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- Q-1** It is absolutely essential for a teacher to know about his objectives because it help him to set the strategies, method media, tactics. She also needs to know level of the students. subject, curriculum design and instrucional strategy.
- Q-2** Four skills of language teaching and learning are speaking, reading, writing and listening. For reception and expression of objectives, teacher has to know about these skills because it will help the students to increase their vocabulary, good reading habits, conversation in English with proper stress, intonation, writing passages.
- Q-3** See 10.4.1 and 10.4.2 to check your answer.
- Q-4** Educational objectives are broad in nature and better described in terms of educational systems and school. Educational objectives are an attempt to classify definite kinds of specific objectives. The instructional objectives are very specific by nature and are related to classroom teaching. Educational objectives are achieved with the help of teaching objectives.
- Q-5** To have a good understanding about hierarchical classification of objectives, to judge success in teaching, to measure educational progress. It reduce the vagueness arising out of such loosely defined terms and concept as 'to know', 'understanding', 'interest' etc. and to understand the relationship among them.
- Q-6** The general objectives formulated by NCERT are as follows
- To negotiate their own learning goals and evaluate their own progress, edit, revise, review their own work.
  - To be able to articulate individual/ personal responses effectively.
  - To use language and vocabulary appropriately in different context and social encounter.
  - To be able to organize and structure thoughts in writing and speech
  - To develop production skills.
  - To use dictionary suitable to their needs.

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# UNIT-11 CONSTRUCTION OF TEST ITEMS AND TEST

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## Structure

- 11.1 Introduction
- 11.2 Objectives
- 11.3 Meaning of Examinations, Tests and Evaluation
- 11.4 Difference between Tests, Examination and Evaluation
- 11.5 Continuous and Comprehensive Evaluation in English
  - 11.5.1 Oral Tests
  - 11.5.2 Written Tests
- 11.6 Construction of Test Items
  - 11.6.1 Essay Type Tests Items
  - 11.6.2 Objectives Type Test Items
- 11.7 Guidelines for Item Writing
- 11.8 Let Us Sum Up
- 11.9 Answers to Check Your Progress
- 11.10 Reference

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## 11.1 INTRODUCTION

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Controlling the teaching - learning process of education is the last step of curricular activity. Teacher is considered as a manager to manage these things. He has to organize and also control the teaching process. He has to evaluate the success of planning, organizing and leading activities. The effectiveness of these steps is examined in terms of learning objectives, how far these activities could be achieved objectively. Once a teacher has a clear idea of what he/she will teach, how he will teach and what he will teach is concerned with knowing to what extent children learn from the lesson. Evaluation and assessing pupils progress in a subject like English is a matter of serious job for the teacher of English. Teaching and testing go hand in hand test are given, examination held and techniques are used to know the status of learners learning English. To test the efficiency of teaching, to judge the progress of students and to discover their achievement you need to know about the common terms like Examination, test, evaluation and also about some measuring tools. Being a would be teacher of English you will come to know about different tests of aural composition, test of speaking, testing vocabulary, written tests, testing reading comprehension, composition, translation etc.

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## 11.2 OBJECTIVES

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After going through this unit students will be able to-

- Define measurement and evaluation.
- Differentiate between measurement and evaluation.
- Distinguish between tests, examinations and evaluation.
- Describe types of tests.
- Name major tools of evaluation used in school.
- Write use of different tools of measurement.
- Point out the characteristics of a good test.
- Describe tests of listening, speaking, writing and reading.

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## 11.3 MEANING OF EXAMINATIONS, TESTS AND EVALUATION

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Before you come to take decision on evaluation procedure, construction of test items on different aspects of teaching English, and on examination, it is necessary to understand the meaning of these common terms.

**Examinations:** The term 'Examination' usually refers to a formal set-piece of assessment technique. It is held to find out whether a required standard of attainment has been reached. Traditionally it is worked out on the basis of three-hour long question papers. In Indian context, examinations are conducted by school authorities, Boards or Departments. Examinations help a teacher to know about the particular standard fixed for the subject that has been achieved by the pupils or not. It mainly aims to measure pupils' achievement in terms of pre-fixed standards. Examination has a great role to determine the success or failure of the pupil at the end of the year. That is why they are taken more seriously by pupils. Marks obtained by the pupils in the examinations determine their entry to various courses. The poor examination results of a school focus attention on the weakness in its instructional programme and put stress on the need for remedial classes. Also a good examination conforms very closely to the detailed objectives of the course.

**Tests:** According to the dictionary 'test' is defined as a series of questions on the basis of which some information is sought. In psychology and education, the meaning of test is something more than this. A psychological or educational test is a standardized procedure to measure qualitatively and quantitatively one or more than one aspect of a trait by means of a sample of verbal or nonverbal behaviour. In the words of Bean (1953:11), a test is, "an organised succession of stimuli designed to measure qualitatively or to evaluate quantitatively of some mental process or characteristics." Tests help to diagnose the pupils' strengths and weaknesses. They provide feedback on the pupils' progress to both teacher and pupil, to show how effectively the teacher has taught and to diagnose those areas which have not been well learnt. The teacher comes to know the pupils who are weak in certain areas and provides

remedial work for them. Again it is a device for a teacher to find out whether children have grasped, what he had taught them or not. Therefore the word 'test' has at least three meaning attached to it. First, it is a carefully prepared measuring instrument, made efficient and standardized after careful trials. Secondly, it refers to what is usually a short quick teacher made activity carried out in the classroom. Thirdly, it is that of an item within a larger test, or a part of series of tests. In the words of **C. Paul Verghese**, a test, is very often a teacher – devised activity carried on in the classroom and used by the teacher for assessing the day-to-day progress of his students."

**Evaluation:** Evaluation is a much wider and broder term them tests or examinations. It takes into account the growth of the child as a whole individual and his total environment. Concept of testing is very much limited in term of objectives. Scope, methodology etc., Where as evaluation has a very wide meaning as it includes to assess all educational outcomes and out puts which have been brought about by teaching-learning process. **Thomas M. Briggs** and **Joseph Just man** write that "evaluation is a process by which the values of an enterprise are ascertained." Similarly **C.E. Beeby** describes evaluation as. "The systematic collection and interpretation of evidence leading as a part of process to a Judgment of value with a view to action." According to **NCERT**, under whose aegis, **B.S. Bloom** has visited India in 1958 and hold many seminars on the concept of evaluation said that, "Evaluation is a continuous process, it forms an integral part of the total system of education and is intimately related to educational objectives." Evaluation is integrated with the whole task of education and its purpose is to improve instruction and not merely to measure its achievement. In the educational system evaluation, teaching and learning are the main three components of concern. Evaluation is concerned with finding out how far students have learned as a consequence of teaching. There are two kinds of evaluation depending upon whether the comparison of students is made with some absolute performance standard or with other students of a given group. In the field of education, we try to bring out certain modification in the behaviour of our pupils. When we teach English to our pupils we hope that its learning will bring certain modifications in their behavior. Now it is up to us to decide the why, what, when and how of the modifications.

**Check your progress**

**Note:** Write your answer in the space given below-

**Q-1 Define these three terms.**

**Tests**.....

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**Examinations**.....

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**Evaluation**.....

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## 11.4 DIFFERENCE BETWEEN TESTS, EXAMINATION AND EVALUATIONS

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**F.G. French** says that “an examination and a test are not the same things. In balance, a fixed weight is used as a standard and is put in one scale pan, while the other scale pan contain the unknown quantity, the object of the experiment is to see whether the unknown quantity is less than, or equal to or ever the fixed standard. In the testing pot, a mixture of uncertain contents is put under trial to see whether on not it contains something's which it is hopped to find in it.”

It should be a very good thing to discuss these three aspects. In a teaching learning process informations are transmitted to the pupils in verbal or non-verbal form, pupils try to retain maximum of it. So that their learning experience can be measured with the help of different modes. Tests, examinations and evaluation are the three different devices in the hand of a teacher to know the ability of the students to test the learning experiences, whether learning has taken place or not and whether he can proceed further or not. Thus it means testing reveals not only the extent of learning that has occurred, but also displays the teacher's effectiveness in the specific teaching scenario. So these three words are very often referred by any knowledgeable person synonymously, but in real sense they are different in certain degree.

Test usually refers to the periodic assessment of the achievement of pupils from time to time. Examination is related to the annual assessment of pupils for the purpose of their promotion from one class to another. Examination aims at realising a required standard of attainment that has been reached or not? Whereas a test aims to enquire in order to findout whether the taught materials are still with the pupils or not. Test enable pupils to judge their progress. Examinations have a great role to play then tests because they determine the success or failure of the pupil at the end of the year. Whatever a teaching learning process followed by a school has very large extent related to the methods of testing and evaluation directly. That is why, it is a very well known fact that good tests and examinations means good teaching and learning. Defective tests and examinations on the other hand mean poor teaching and learning. Testing is a systematic device, it is procedure for observing a person's behaviour and describing it with the help of a numerical scale. It is such a device which help us to findout again if there exists a particular content, in which examination is conducted on definite parameters which are knowledge or recall. Lastly tests and examinations goes hand in hand, but on the basis of the above we can say that the approaches of these two are distinct.

Examination and evaluation these two terms are also not some, they are complementary to each other. Evaluation is much broader then examination. Evaluation is integrated with the whole task of education with a purpose to improve instruction and not only to measure achievement.

The comparison between examination and evaluation are listed below.

- Evaluation is a modern concept drawn by **B.S. Bloom**, whereas examination is a traditional concept known to us through ages.
- Examination is conducted at the end of the teaching programme whereas evaluation continues with the teaching programme.
- Examination is based on standards of performance, evaluation is objective based.
- Though examination is performed based it dose not stress upon understanding of the students, evaluation is in right and understanding of the students.
- Examination gives impression of rote learning, disinterest and lack of imagination whereas evaluation helps teaching with interest, understanding and imagination.
- Examination uses only dogmatic and unrealistic tools to measure attention, while evaluation utilises scientific techniques of testing.
- The whole exercise of examination is based on subjectivity, leaving many things to chance and interest of the people involved, while evaluation emphasises objectivity as regards questions, knowledge covered, procedure of administration and marketing.
- Teaching which is based on examination has no utility in life. Its utility is limited up to the examination. The crammed material is soon forgotten and never applied in life, whereas teaching which is based on evaluation has full utility. The knowledge acquired is readily applied and made more useful.

**Check your progress**

**Note:** Write your answers in the space given below-

**Q-2. Which one is the best method of measuring learning out come of learner? Give your opinion.**

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## 11.5 CONTINUOUS AND COMPREHENSIVE EVALUATION OF ENGLISH

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According to **Mofat**, "evaluation is a continuous process and is concerned with more than the formal academic achievement of students. It is interested in the development of the individual in terms of desirable behavioural changes in relation to his feeling, thinking and actions."

Analysing the concept evaluation, the **Kothari Commission** has expressed its opinions, "It is now agreed that evaluation a continuous process, forms an integral part of the total system of education and is intimately related to the educational objectives."

Now a days much importance is given to continuous and comprehensive evaluation, continuous evaluation is based on periodic, say monthly, weekly or even on day to day performance of the learner. A comprehensive evaluation is that, it includes both scholastic and non-scholastic achievement of learners. In scholastic performance, the language skills like listening, speaking, reading and writing are tested independently. Whereas non-scholastic includes learner's interests, attitudes, intelligence, reading habits etc. The work done by the learners in the classroom and outside the classroom assignment, home works etc. are some of the activities which are taken into consideration for comprehensive evaluation of individual students. Therefore continuous and comprehensive evaluation in English is based on instructional objectives and specification of teaching English. It is useful for determining the end products of teaching, statement of the objectives of teaching English in terms of pupils behaviour patterns and learning experiences. It is an indicator of the tools to be used for continuous evaluation, continuous means that it does not just stop. The students keep getting feedback for improvement, even it helps teachers to be aware about their strong and weak points, comprehensive in terms of an overall assessment of individual child made. So in one word we can say that continuous and comprehensive evaluation is directly related to learning experiences, objectives and tools of evaluation. Evaluation programme in English language teaching should be comprehensive.

As far as the teaching of English is concerned the following points should be taken into consideration:

In English teaching two types of tests are generally used like the diagnostic and remedial tests. The word diagnose is first used in medical profession. A doctor diagnoses a sick person when he comes for treatment. In the same way, if a teacher find out the causes of weakness or problems of students in his subject, it means diagnostic tests are meant for determining the nature and extent of language errors and their symptoms. The symptoms indicate the area where remedies are desirable. The remedy provided by remedial evaluation is used to know the specific difficulties of the students. As regards to English teaching remedial tests are curative in nature it suggest the best techniques for remedying the situation, remedial test are used to improve these situations and remedial test contain different types, covering different aspects of language learning such as structures, vocabulary, pronunciation, written expression etc. These remedial tests cover both the reception and expression objectives. Comprehensive evaluation can be made successful with oral tests as well as written tests.

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### **11.5.1 ORAL TESTS**

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ability to read, pronunciation. The personal merits and demerits of the students can be known through this technique. In this students answer the questions before the examiner and the examiner tests their self – confidence and power of expression. The two major skills of English language teaching, reading and speaking are judged very well with this test. Also these tests can be usefully employed for testing listening and comprehension, speaking ability, reading and comprehension. To test reading ability of learner the teacher asks his students to read a passage one by one and he himself notes their pronunciation, stress, speed and intonation. To test aural comprehension, the teacher reads a small passage and asks questions related to the passage. To test their reading comprehension ability the teacher asks is students to read passage of prose or a stanza of a poetry first loudly and then silently, to test picture and story comprehension of learner, teacher shows a picture to the students and asks them to understand the matter, whereas to test story comprehension of his learner, the teacher relates a story with the picture and present it before his students and at the end of the story asks some questions related to the picture story. **Agard** and **Dunket** point out the ability of expression in three different ways like, ability to report and simple act or situations in precise words, ability to express a sequence of ideas fluently and ability to convenes. To test the expression ability of the learner, the teacher performs some action and asks his students to describe the action, shows a picture and asks them to describe it, he can also give a topic and ask students to write or speak few sentences on that.

These tests enable the teacher to test the learners pronunciation as well as comprehension. But there are some problems in administering oral tests because in a large classroom it is not possible for a teacher to test too many aspects like sound, stress, rhythm, intonation, fluency, simultaneously. Again even if a minimum of 5 minutes are given to each students it will take a long time for the examiner. This also put a question mark on standardisation and objectivity of the test also to ensure in the case of oral tests that examiners have a uniform standard of marking and are not influenced by any extraneous considerations.

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### 11.5.2 WRITTEN TESTS

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Written tests are also known as the 'paper-pencil' tests. Generally written tests are conducted for testing educational achievements of the students. Written tests may aim at the assessment of not only graphic skills but also to some extent of audio lingual skills. It is set to test pupil's command on various aspects of language like vocabulary items, spelling structure, word order, general writing ability etc. Written tests may be of essay type test form, short answer questions and objective type tests.

Written tests test the vocabulary, meaning of words, word building, spelling and punctuation, composition, translation.

**Vocabulary:** In the tests of vocabulary teacher may get to know whether learners are familiar with the meaning of words, use of words, word building and spelling. To test the meaning of words teacher can asks his students to-

- (i) Put in pairs of words, phrases of similar meaning: night, sunset, flowers, to die, to pass, a way dinner, west, beautiful.
- (ii) Write related words against each of the following.
- (iii) Use the following words into sentences, colour, rainbow, flowers, power, attitude.
- (iv) Group the following words under these headings. Furniture, Human organs, Hospital, Doctors, Table, Heart, Nurse, Lungs, Attendant, Admirer, Eyes.
- (v) Pair words and phrases of opposite meaning: remember, good, hate, forget, love.
- (vi) Select the odd one out. authors, publisher, printing, library, barber, hairstyle, parlor, party.

**Use of Words:**

Change into negative,

Are you going tomorrow?

We have completed the work.

Put 'a' and 'an' before these words,

Ox, elephant, girl, dog, inkpot.

**Completely the following sentences by proper use of ly:**

She works\_\_\_\_\_

Do not run\_\_\_\_\_

She prepared her dinner very\_\_\_\_\_

Which of these can start with 'the' before it:

Kuran, Times of India, Gold, Sikh

Fill in the blanks with the most suitable adverbs from the list:

Sweetly, Fast, Loudly

He spoke\_\_\_\_\_

The tiger ran\_\_\_\_\_

She sang\_\_\_\_\_

**Word Building:**

- (i) Make nouns from the following words.

True, succeed, forest



(ii) Make adjectives from the following words.

West, night, cloud

(iii) Make two new words from.

Gird, use, pleaser

(iv) Make verb from there words.

Black colour, circle, dark room

### Spelling and punctuation:

(i) Fill in the missing letters with i.e. or e.i. and or or er

Ch\_\_\_\_\_f, h\_\_\_\_\_ght, tail\_\_\_\_\_, carpen\_\_\_\_\_

Sh\_\_\_\_\_ld, juni\_\_\_\_\_.

(ii) Give plural forms of-

Life, tooth, fruit, boy

(iii) Write the past form of the following verbs-

Start, cry, black

(iv) Use full stop or capital letter where necessary-

This is shakti this is her beg she river in Allahabad.

**Composition Tests:** At the early stage of English teaching tests of composition should be chiefly oral and guided (written). In the next stage pupils may be tested on guided composition and free composition. Formally, the practice was to set an 'open ended' composition, that is pupils were asked to write on given topic. Topics for composition tests should be related to the day to day life of the pupils. The main problem of composition tests is that the pupil has already memorized it and reproduced it in the answer-book. So we can say that it is just the pupils memory rather than his ability to express himself. To avoid these problem we have new type of tests for composition. Here for a letter writing pupils are given certain structures and vocabulary items which they have instructed to use in their composition. The following test items in written composition can be regarded useful:

- Ask students to write a composition with the help of given key words.
- Ask the pupils to write a composition on historical tour.
- Asks the pupils to write a dialogue on the basis of a picture shows by his teacher.
- Exercises like writing an essay on a given subject which is a free composition.

**Translation:** It is a type of test in comprehension, translation means a piece of writing or speech that has been translated from a different language. The teacher has to tell his students to translate the given passage from English into

the mother tongue, some time pupils should be asked to translate passages preferably from the book and some unseen passages but they should be within the structure and vocabulary items known to them, without changing the meaning of the sentence. Translation from the mother tongue into English is a test in composition and difficult for students. Because here also the sentences and passages set for translation should not require any change or new structure or vocabulary items. Literal translation should be discouraged in both cases.

**Check your progress**

**Note:** Write your answers in the space given below-

**Q-3. Write the need of continuous and comprehensive evaluation.**

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**Q-4. List three items each from vocabulary and spelling tests.**

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## 11.6 CONSTRUCTION OF TEST ITEMS

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Written tests are of two kinds-

- (a) Essay-type tests and
- (b) Objective-type tests

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### 11.6.1 ESSAY-TYPE TESTS

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In India essay type tests are traditionally used since long and were appreciated due to the freedom of response allowed. It has the prominence of subjective elements. In essay type tests the examinee is usually required to write down the answer in his own words. Under it the students have to give the answer of certain questions within a specified time in the form of an essay. This gives him an opportunity to recall and express his ideas in the manner he likes. This type of tests direct attention on a larger segment of the subject or on integrated total unit. It provide the students a chance to create a new approach to a problem as it requires the students to express his views in writing. Students are required to produce something and not to guess or recognise the answer. These tests can measure the verbal fluency, skill of expression, organisation of though. It hardly is used for the achievement of cognitive objective. However, a common drawback of this type of test is that a good handwriting, graceful structure of sentences may hide many defects of the contents of the answers and influence the examiner judgement. On the other

hand, any type of minor error in the structure of the sentence or flow in spelling or usage can favourably influence the scorer's Judgement regarding the content of the answer. Essay type questions are very useful to test the power of expression of the pupil. They also test the pupils originality, his ability to organize his material and to present it, and prepare him to prepare essay type rather than objective type questions.

**Item of Essay Type Test:** According to **Bean** (1953:15) an item is defined as, "a single question or task that is not often broken down into any smaller units." Construction of a test item is dependent upon careful planning and the broad and specific objectives, nature of the content or items to be included. An item writer must also have sufficient knowledge regarding the different form or types of items as well as its merits and demerits. An essay item is one in which examinee relies upon his memory and past association to answer the question in a few words only. Such items can be answered in whatever manner one likes, these type of item is known as free-answer items. Essay items are most appropriate for measuring higher mental processes which involve the process of synthesis, analysis, evaluation, organization and criticism of the events. It also very much useful to measure critical thinking, originality and ability to integrate. Following are varieties of essay items.

- Describe the meaning of evaluation with examples (short answer essay items)
- Discuss in details the four major methods of an educational test (Long-answer essay item)
- What is the moral of the story "The hare and the tortoise".
- Distinguish essay type tests and objective type tests (short answer item)
- Discuss the meaning of item and explain the relative advantages and disadvantages of different types of items. (Long answer item)
- What are the importance of our National Flag?

Essay items are frequently used by teachers to measure the achievement of pupils in a classroom. The merits of such items is that they encourage the examinee to give coherent and organised picture of his memory and past association. The chief drawback, however, is that there is subjectivity in marking these items. Evaluation or grading is highly unreliable as it differs from examiner to examiner. Sometimes within the same scorer when he is asked to evaluative the answer at time intervals also subject to the emotional state of the examiner at the time of marking the answer book. Not only this scoring essay items takes a longer time because of the length of answer and scorer has to read each and every line very carefully. Moreover, though a few questions are set, many parts of the course are left untouched. Another drawback of essay type items is that they are often vague and ambiguous and it is difficult for the pupils to understand what the examiners really want to know.

For writing good essay items for English language following suggestion should be kept in mind:

- An essay item of English must contain clear cut problem which can easily measure the comprehension level of learners.
- It must contain such items which do not have wide variety of answers.
- Essay items must have clear-cut direction or instruction for the examiners.
- Instructions should indicate the total times and marks on that particular item.
- An essay item of English must be very precisely stated so that pupils can produce their writing ability with correct grammatical structures.

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## 11.6.2 ITEM OF OBJECTIVE TYPE TESTS

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An objective item is one where in there is only one fixed correct answer, which either the examinee gives on his own or he is ordered to select from among a given few. All objective items can be divided into two broad categories. The supply type and the selection type; Which are related to the above statement of objective item. **Nurnally** (1970:11a) refers to such items as identification items. Again the supply type item is divided into two main categories. The unstructured short answer item and the 'completion item' or 'fill in item'. In an unstructured short-answer, item is given in a question form and pupils write their correct answer in terms of word, number or phrase. In completion or fill in, item is presented in the form of an incomplete statements and pupils complete the statement by applying missing word, number or phrase etc. For example-

1. Who was the first Prime Minister of India?  
(Pt. Jawahar Lal Nehru) (An unstructured short-answer item)
2. The first Prime Minister of India was \_\_\_\_ (a completion or filling item)
  - (a) To test the knowledge of English contents of the facts and events of the pupils or to test the understanding objectives some simple recall test items may put before the pupils. For example-
    - i) Who was Mahatma Gandhi?
    - ii) When he was born?
    - iii) Who was his mother?
  - (b) Completion test items in fill in forms- In it to tests the teaching unit represented by words is left blanks in a given sentences or a number of sentences. In this question are written in the form of incomplete statements or sentences and the students are expected to complete them. It the teaching unit is English grammar (Noun or Pronoun). For example-
    - i) The proper noun begins with a \_\_\_\_\_ letter.
    - ii) The boy is a \_\_\_\_\_ noun.
    - iii) Rom is a \_\_\_\_\_ noun.

(c) Two alternative items – In this type of item only two answers are provided from which pupils are required to select the one which he thinks to be correct items should based on 'yes-no', 'true-false' 'right or wrong' etc. Here pupils have to choose right answers. For example-

- i) Do you suffer from fever? Yes/No
- ii) Do you understand English? Yes/No
- iii) Do you know what is grammar? Yes/No
- iv) Noun is the name of a person. True/False
- v) There are five vowels in English alphabets. True/False
- vi) He needs not go to cinema. Right/Wrong
- vii) He said that honesty is the best policy. Right/Worng

(d) Multiple-choice test items- It is the most popular common, flexible and effective of all objective items. In these test items many answers are given under a statement, usually four or five alternatives. Here students have to choose one of the most suitable or the right one. They do it tick (✓). For example-

- i) Noun is related to-
  - a) person
  - b) place
  - c) animal
  - d) all the above
- ii) An adverb qualifies a-
  - a) noun
  - b) verb
  - c) conjunction
  - d) interjection

(e) Mattering type items- In this type of test items there are two columns: right and left. The items of the left column are to be paired with the items on the right column, termed as 'A' and 'B'. This is good test item for testing vocabulary, synonyms, antonyms etc.

<b>A</b>	<b>B</b>
Flowers	Capital letter
Town	Day
Sentence	State
Night	Cold
Ice	Proper noun
Uttar Pradesh	Fragrance

(f) Classification test items- In this type of test items different grasps of place, objects, person are listed but one word among them is different than the others pupils have to underline or mark it. Direction should be given properly. In each of the following questions are given five words. One word is each group is different from other. Choose it or underline it. For example-

- i) Potato, to make, onion, guava.
- ii) She, he, it, they, bird.
- iii) Kindness, honesty, cruelty, theft, dishonest.

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## **11.7 GUIDELINES FOR ITEM WRITING**

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1. Clarity in writing test items is one of the main requirements for an item to be considered good. Items must not be written as "verbal, puzzles".
2. Non-functional words must not be included in the item as they tend to lower the validity of the item.
3. The item counter must make sure that irrelevant accuracies unintentionally incorporated it the items.
4. The item must not be too easy or too difficult for the examinees. The level of difficulty of the item should be adaptable to the level of understanding of the examinees.
5. Use of stereotyped words in the stem or in the alternative response must be avoided because these facilitate note learners in guessing the correct answer.
6. Irrelevant class must be avoided

**Check your progress**

**Note:** Write your answers in the space given below-

**Q-5. What are the merits and demerits of essay type tests?**

.....  
.....

**Q-6. Write few item on essay type test.**

.....  
.....

**Q-7. Write appropriate examples two from each.**

**Completion items:**

1. ....
2. ....

**Alternative item:**

1. ....
2. ....

**Multiple choice item:**

1. ....
2. ....

**Classification item:**

1. ....
2. ....

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## **11.8 LET US SUM UP**

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In this unit we come to know about what are test, examination and evaluation and how they differ to each other on the basis of their nature. The main focus point is that evaluation for the subject like English should be continuous and comprehensive to judge pupils vocabulary, knowledge, different skills and most prominently the objectives. For language student oral tests and written tests are used very regularly because it has its own importance on different levels of pupils. Written tests test the vocabulary, word building, use of words, spelling and pronunciation, composition tests and translation. For tests we need different test items like essay type tests as well as for objective type tests on the basis of these items we Judge the level of learner's mental status construction of test items is a technical work so teachers should have good amount of knowledge on his subject and some precautions for constituting there items.

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## 11.9 ANSWER TO CHECK YOUR PROGRESS

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**Q-1** Test is a series of questions on the basis of which some information is sought.

Evaluation is an integrated part of the education and its purpose is to improve instruction and not merely measure its achievement.

Examination usually refers to find out whether a required standard of attainment has been reached also an assessment technique.

**Q-2** Open ended.

**Q-3** Continuous and comprehensive evaluation is needed to achieve the instructional objectives, to judge different skills, knowledge, experience etc.

**Q-4** Open ended.

**Q-5** The merits of essay type test are that it measures the skill of expression and organisation of thoughts, the demerits of essay type test are good handwriting, graceful structure of sentences hide many defects of the contents and influence the examiner's judgement.

**Q-6** Followings are few items related to essay type test

- What is the moral of the story "The hare and the tortoise"?
- Discuss in details the four major methods of an educational test.
- Distinguish between essay type and objective type tests
- Describe the importance of our National Flag.

**Q-7** Open ended.

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## 11.10 REFERENCES

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# **UNIT-12 DIAGNOSIS AND REMEDIAL WORK IN ENGLISH LANGUAGE TEACHING**

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## **Structure**

- 12.1 Introduction
- 12.2 Objectives
- 12.3 Meaning of Diagnosis
- 12.4 Need of Diagnosis
- 12.5 Principles and Steps of Diagnosis
- 12.6 Diagnosis Tests in English Teaching
- 12.7 Remedial Work to Teaching English
- 12.8 How to Start Remedial Work?
- 12.9 Remedial Function and Methods for English Teaching
  - 12.9.1 Tutorial Systems as a Remedial
  - 12.9.2 Mastery Learning as a Remedial
  - 12.9.3 Branching Programme as a Remedial
  - 12.9.4 Action Research and Remedial Activity
- 12.10 Let Us Sum Up
- 12.11 Check Your Answer
- 12.12 References

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## **12.1 INTRODUCTION**

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In the classroom situation all students are not similar to each other in learning, some of them are fast learners while other are slow or very slow learners. It indicates that some students have some learning difficulties. But the causes of difficulties may vary from student to student. In this chapter you will come to know what is learning difficulty? How to identify particular students who are having learning difficulties? What are the specific areas where students face problems and difficulties to adjust in the class? There can be overcome through different remedial measures or activities. This remedial measures are of different types and you will have to choose the activities on the basis of diagnosis of types of learning difficulties. Because diagnosis of learning difficulties is scientific process and so is remediation.

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## **12.2 OBJECTIVES**

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After going through this unit students will be able to-

- Define learning difficulties.
- Assess a diagnostic test.
- Write different principles and steps of diagnostic test.
- State the need of diagnosis in teaching English.
- Explain the remedial measures in teaching English.
- Recall how to start remedial work.
- Explain the function and methods of remedial activities for teaching English.

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## **12.3 MEANING OF DIAGNOSIS**

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In the field of education, diagnosis relate to the process by which we try to know the real cause of the abs trades in the pupil – learning situations, as well as to adjudge their nature and consequent action. In diagnosis process the individual variation of the students is taken into consideration. Thus the extreme cases – bright students and poor students are ignored in normal teaching of English. The language teaching needs efficiency, efficiency again depend upon the level of the students. Generally the achievement tests are used for assessing the students performance, on the basis of their performance we classify them in to First, second, third and failed. But these tests does not reveal the causes of the weakness of poor learners. A particular class students can be classified into three categories, Bright, Average and poor students. The repetition in teaching usually is not required for bright students. Average students not always follow the instructional procedure used in class teaching, they face difficulties in learning and remedial work is organised accordingly for the poor students the instructional procedure is different from that of the other two groups of students. Here they need repetition in teaching, also they need diagnosis and remediation for both English as first language and English as second language.

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## **12.4 NEED OF DIAGNOSIS**

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Being a language widely used all over the world is sure to develop some wrong habits in its use in various manifestations – speaking, reading, writing and listening. There are several other manifestations in which pupils used to make mistakes in English. The most prominent belong to the grammar and use of words. In our school system on the basis of students performance we classify them into two broad categories – 'pass' and 'fail' and only the pass students get the divisions and promoted to the next class. But this is also a matter of great concern to findout the causes of failure and ways for their

improvement. Only with the help of achievement test it is not possible for a teacher to identify the learning problems of the learners. It is the diagnostic test that help us to identify the causes of learning difficulties in English and remediation can be provided for their learning weaknesses. It is very natural on the part of students to make mistakes and errors while they are learning a second language. It must be a noted while they are learning a second language. It must be noted point that errors are those genuine things which are caused by lack of knowledge about target English language. And mistakes are those unfortunate things that are caused by temporary lapse of memory, or by confusion, slip of tongue and many more According to **Petter Hubbard** et. al, "It we are uncertain whether one of our students has made an error or a mistake the crucial test must be can be correct himself when challenged? If be can, probably it is a mistake, if not, it is on error." (1983:134).

Diagnostic test is one of the major tool in the hand of a teacher which enable him to judge or to findout the major difficulties. These diagnostic tests have been prepared to help to locate the problem areas or the kind of inconvenience that a student faces in the learning-situations in a particular lesson/subject – this test contains a limited portion of the subject. Thus, there are two ways for a teacher to assess his learner on the basis of a 'prognosis' and 'diagnosis' tests. A prognosis test is also known as attainment test which purpose is to measure the extent and level of learning outcomes or attainments of the students in a specific subject which has been taught to them. A diagnosis test is ment for the identification of the causes of learners' weakness or the poor – attainment of the students. There two tests are complementary to each other and both are essential for the remedial purpose.

**Check your progress**

**Note:** Write your answer in the space given below-

**Q-1. Define diagnosis?**

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.....  
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**Q-2. What are the needs of diagnosis?**

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## **12.5 PRINCIPLES AND STEPS OF DIAGNOSIS**

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If diagnosis means to findout the procedure by which nature of disorder- physical, mental or social is determined. Before going to do the diagnosis work you should know about the principles of diagnosis so as to have reliable diagnostic findouts which are as follows:

- To establish a good rapport is first and most important principle of diagnosis, because students at ease not have any tension and are encouraged for a cooperative attitude and this ultimately helps them to perform best.
- Providing and preparing for individual and group study is the second principle of diagnosis, a group testing procedure for the students with a reading problem. So individual study becomes essential. That is the individual be studied apart from as well as within the group to ensure as accent as possible analysis of his reactions to learning.
- To third principles to test to teach. During testing procedures, special effort must be made to resist to prompt the child to give the proper answer through teacher like comments, such as, "very good answer, your effort is good, that's almost right, try it again etc." such comments can make the students encouraged or discouraged. In either case, this action can invalidates the diagnostic findings.
- The next principle is to follow the thoroughness means the diagnosis seldom terminates with the initial diagnostic period but it continues during remedial sessions also.
- Efficiency is one of the important principle for diagnosis. That is, an efficient diagnosis is one which include those measures needed by the the teacher to arrive at a solution to the problems.
- The last principle is to check the diagnostic data in term of patterns. It requires a diagnosis to include several interrelated measures of the student's reading abilities. If similar errors occurs on all the interrelated measures, a pattern of error is established, if they occur only on one or two measures a different pattern will appears. If reversal occur in one situation but not in another, the diagnostic conclusions should indicate the situations in which reversals occur.

**The different essential steps in diagnosis are:**

1. **Identify Students those Having Difficulties:** In determining the learning difficulties of students one should not confine his efforts to those who are with problems in basis skills and content. But one should try to findout the areas of difficulties like, emotional adjustment, social relations, and other aspects. Problems related to all these areas are important because they have a direct relation on the students ability to learn in different subject. There are different methods for identifying students those who have learning difficulties. One of the very easiest method is to compare the scores of standardized achievement tests with those of the scores of a scholastic aptitude test. It the scores of achievement is lower than that of a scholastic aptitude, it is assumed that, he is not achieving upto his potentiality or capacity and therefore need to diagnosis the learning difficulties. Before following this procedure are should keep all the following points in his mind:

- To compare achievement scores with scholastic aptitude scores both these scores must be expressed in a comparable chart.
- Both the achievement and scholastic aptitude test must be standardized on the same population.
- The discrepancies between the achievement and aptitude across must be relatively large to offset the possibility of the differences arising from measurement errors.
- With this method it is not possible for a teacher to detect all under achieves because some learning difficulties will tend to lower the scores on both tests and make it appear that aptitude and achievement are in agreement.

Another method to identify is students achievement. Achievement test items should be analysed item wise and make a tally of those missed by each students. Those items which are missed by majority of students indicate areas where the whole class is not doing accurately. This thing might indicate the teachers that the test has inadequate content validity, changes in curriculum and more teaching methods are needed. The error of learners can also be studied for clues to his particular learning difficulties. Which must be followed by further observation and testing. Apart from this regular classroom informal evaluation this can be analysed item wise in order to detect group or individual errors. Anecdotal record, rating scales, checklists etc. also provide clues concerning learning difficulties. Teachers day to day classroom observation and judgements also be used to identify learning difficulties.

2. **Identify the Specific Area of Learning Difficulties:** Once students are identified who are having learning difficulties then it is necessary to determine the area particularly where learners face learning difficulties. Diagnostic test is one of the best methods to search the difficulty area though it is based on the common errors that students make. These tests tend to provide a more reliable sample of a student's errors than the achievement test because diagnostic tests have a large number of items representing each particular aspects of the skill being measured. Apart from these, a thorough scrutiny of past test results, course grade, anecdotes records and other evaluative data can frequently throw light on the area of students' present difficulty.
3. **Identify the Factors of Learning Difficulties:** After the identification of students having specific area of learning difficulties, the next and final step is to identify the factors responsible for learning difficulties. Some difficulties may be towards the improper teaching methods improper and unsuitable curriculum or extremely complex course materials. To find out how much these factors cause learning difficulty is very much easy because a large group of students might have experience the same difficulty. If this problems occurs repeatedly than one should try to remove the short comings related to instructional method and material. Apart from the to determine the other problems related to learning difficulties, one has to study the students behaviour, his home and school environment, students scholastic a finitude,

reading, writing, arithmetic, language skills, study habits, health and physical condition, emotional adjustment. Along with a review of students cumulative record, special testing, observation and an interview with the students and at last if possible a home visit can provide us sufficient information for remedial work.

**Check your progress**

**Note:** Write your answers in the space given below-

**Q-3. Write the main principles of diagnosis.**

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.....  
.....  
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**Q-4. What are the major steps for diagnosis?**

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.....  
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## **12.6 DIAGNOSTIC TEST IN ENGLISH TEACHING**

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To diagnose the various problem of English students the objective type tests are used for both diagnostic as well as prognosis. The essay type tests are used only for the prognosis purpose. To identify the language learning difficulties in English diagnostic tests are used which are based on objectivity of a topic. There are many causes of learning difficulties and failure in learning a second language. It may be because of mother-tongue interference, over-simplification of the target-language systems, over generalization on the basis of previous learning and may because of defective teaching material or method. After identifying the difficulty area tests are to decided. In prognosis tests correct responses are given weight age and wrong answers are ignored, but in the case of diagnostic tests wrong answers are used as the base for the cause of learning difficulties and correct responses are ignored. It is very much easier for a teacher to list out the learning difficulty on the basis of these wrong response of the learner.

Though students mostly use or apply wrong grammar or words in practice. So it is better to discuss diagnostic test items in grammar. Students generally commit the two types of errors.

- (a) Lexical errors, means those errors which students make while using lexis (words) it includes use inappropriate words and spelling errors.
- (b) Grammatical errors, means those errors which students make while using grammatical items like word-order, structures, syntax etc.

**Syntactic Structure of English:** Most of the grammatical information are related with the words of a sentence. So the normal word order in English statements is subject, verb, object and some additional information for example-

Harish ne doorbhash main bat ki.

Doorbhash main Harish ne bat ki.

It means when a customary English word order is changed, there is always a chance of danger of misunderstanding arising in the sentence. But we can employ a change of word order to good effect in English in certain cases. In the case of a long paragraph where sentences are on monotones manner. In this situation on, an inverted word order holds more variety and rhythm to a text and its effects make the sentence more dramatic, ironic, humorous so on.

For example- In which inverted word order has been used:

Suddenly the doorbell rang.

The doorbell rang suddenly.

Long live the king

May the king live long.

In certain constructions, the subject follows the verb or comes between the parts of the verb group.

There are two skits and two plays in today's programme.

Today's programme includes two skits and two plays.

Among today's programme are two skits and two plays.

**Use of Phrases and Words:** In our daily English teaching class we see or hear the mistakes or erroneous use of words phrases by the pupils many times. These mistakes or errors can be due to many reasons. It may be because of misspelling, synonym, homonym or together a wrong word or phrase. The pupils may be confused if they are asked to write the English word of exjePN they may use the word Aligator or crocodile. They may be confused to between the words after and attar. They may not know the difference between the word already or all ready.

**Use of Punctuation Marks:** Wrong use of punctuation marks can change the total meaning of the sentence which one not intended. For example-

After retiring my wife, the kids and I plan to stay in the village.

After retiring, my wife, the kids and I plan to stay in the village.

**Use of Jargon:** Jargon refers to words and expression that are used in special or technical ways by a particular groups of people, often making the language difficult to under stand. The function of Jargon is to make communication more efficient between the members of professional or social group. A jargon is the specialized vocabulary of such group which can be called technical

terminology, and which may otherwise not be comprehensible to others. A Jargon represents and clear and economical exposition of facts within the group. The lawyers, doctors, professors, engineers and even the crissinds and labourers have their own jargon which may or may not be understood outside the group, if they do not use jargon then there can be time consuming and wordy expressions which would only make incomprehensible and communication difficult.

**Use of Euphemism:** Dictionary of English defined euphemism as a polite word or expression that is used to refer to things which people may find upsetting or embarrassing to talk about, For example sex, the human body or death. So euphemism is the use of an intensive word or phrase in place of one that is considered to be objectionable or explicit. A euphemism is the milder word or phrase used as such. We can see the word 'Second hand' car as a 'reconditioned car', steadfast (in news papers) for 'pig-headed' and so on.

**Use of Cliches:** A cliches can be said to be an overused idiom which should be a voided. As we know language is a very good means to express or reflect thoughts. But unimaginative thinking results in the use of unimaginative words. The person who uses cliches is a lazy person who does not want to use new words to express or convey what he wants to say. When an idiom is a perfect way of expression on one hand may be a cliché for other person on the other hand.

**Use of Double Negative:** Many a time people tend to use double negative word without knowing that every time double negative have the effect of a positive. For example-

I should not be surprised if it does not rain tonight.

I should not be surprised if it rains tonight.

**Use of Misquotations:** There are different people who unconsciously on without caring whatever the words they ascribe to the audience in a written or spoken form correctly. For example-

Cleanliness is next to godliness.

Cleanliness indeed next to godliness.

**Use of Erroneous Grammar:** Inappropriate use of grammar is one of the most important factor where pupils are used to do mistakes because it is this grammar which can make the whole writing or speech meaningful.

The test items for use of preposition. For example-

Select the correct preposition or word from the given four alternatives for the blank in each sentence.

1. Do not jump \_\_\_\_\_ swimming pool.

A – in B – into C – at D – on

2. They are working \_\_\_\_\_ the last six months.

A – since B – upto C – for D – on



**Spellings or Vocabulary:** Select the word correctly written in the given alternatives:-

A – Dailogue B – Dialogu C – Dialoggue D – Dialogue

A – Perpetuate B – Perpatuate C – Perepetuote D – Perpetuat

**Types of Sentence:** Select the type of given sentence in a questions the given alternatives-

1. How beautiful the flower is? The sentence is

A – Assertive B – Optive C – Exclamatory D – Imperative

2. Please do not disturb me, the sentence is-

A – Optive B – Imparative C – Assertive D – Imperative

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## 12.7 REMEDIAL WORK OF TEACHING ENGLISH

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Remedial work refers to the remedial strategies to be followed or used by the teacher after diagnosis of learning difficulties. The experienced teachers can identify the causes of learning difficulties on the basis of diagnostic tests as well as on the basis of their observations. As we know that diagnosis is highly individualized remedial work for improving learning is also a an individualized process. After diagnosis of or identification of causes of learning difficulties and causes of weakness different remedial teaching have been also developed for teaching English. **F.L. Billows** in his book remedial exercises writes: Remedial teaching is a moral – building and an interest – building enterprise for the students." It is a continuous process. It involves testing, teaching, reading and reteaching.

**Yoakam** and **Simpson** observe: "Remedial teaching is actually old, since good teachers from times immemorial have always tried to correct errors in children's reading and set them on the right track. The new remedial teaching has received a stimulus from the testing movement, however and has been given a name borrowed from the medical profession. It has for its purpose the development of effective techniques for the correction of errors in all types of learning. As yet, it has been more effectively used in the skill subject than is the social studies. This is probably because the errors in learning may be more easily detected in the former than in the later."

They further observe: "Remedial teaching tries to be specific and exact, it attempts to find a procedure which will cause the child to correct his errors of skills or thought. It aims to correct errors of the part and thus in a sense, prevent future errors. It is not always successful, but under favorable conditions, as in spelling, arithmetic and reading, some unusual results have been achieved. In the regular work of the classroom, one of the purposes of the teacher is to find ways and means applying remedies for errors of all sorts. In spelling for instance observation of the work of pupils may reveal that they are not following a systematic method of study. Remedial work may consist in instructing them in a better method and having them practice the method under the teacher's supervision until it is learnt."

**Check your progress**

**Note:** Write your answers in the space given below-

**Q-5. Write the specific areas where learner need diagnosis tests?**

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.....  
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## **12.8 HOW TO START REMEDIAL WORK**

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Keeping the time and situation individuals are free to start the remedial work on their own way. But before starting it one should keep the following points in his mind:

- Though remediation is based on diagnostic results, the teacher initial efforts in remedial work is to draw the interest of students, which means the remedial work should start with interesting activities.
- The teacher should move from strengths to weakness of students, no direct attack on students weakness, one should move his instruction slowly to the diagnosed weakness.
- In the whole counselling or remediation programme time try to spend very few minutes on areas of weakness means using strengths to get at weakness.
- No punishment provide rewards for successful work in new work areas.
- Start and end the remedial activities that guarantee success.
- Maximum opportunities for extra reinforcement through constant contact with their teachers and parents so that they can also reinforce the students by pointing out his success at home as well in school.
- Options for students involvement in planning of remedial activities so that he can either choose or ignore certain activities.
- Provide group or individual situations in which the students can work with other students as a partner or single.

**Check your progress**

**Note:** Write your answers in the space given below-

**Q-6. As a teacher how will you start a remedial work?**

.....  
.....  
.....  
.....

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## 12.9 REMEDIAL FUNCTIONS AND METHODS FOR ENGLISH TEACHING

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If there is no mistakes and errors in teaching learning, than the is no need for remedial teaching, the objective of remedial teaching is to realize the functions of classroom teaching and remedial teaching because they are one and same. The main function of remedial teaching is to delete some mistakes done by pupil. The functions of remedial teaching as said by **Yoakam** and **Simpson**, are numerous to recondition habit and skill, to correct errors of knowledge, to improve personality, to resolve conflicts and to substitute good attitudes, interests and ideals for undesirable ones." They suggested the following function of remedial teaching.

- To help the poor and very poor students to pace with his classroom teaching.
- To solve the learning problems of the poor students.
- To solve the wastage problem in Education.
- Try to maintain the standard of English.
- Think to use different effective methods, techniques and Strategy of English Teaching.
- With the improved and modified instructional procedure cater the needs of learners.
- With all the above said functions of remedial teaching there are also some methods which have been devised in English language teaching. One of the most important technique to correct the errors or mistakes of pupil by taking them to a language laboratory which is very much helpful for pronunciation, intonation practice. In the opinion of Yoakam and Simpson remedial teaching is corned out in the following ways.
- Incidentally as in the past.
- By the case study or clinical method in which individual pupils are segregated for treatment.
- By systematic treatment of errors before a whole group after diagnosis.
- By the group- individual method through the use of practice materials administered to the group but designed for treatment of individual differences.
- By small group instruction in which the work is largely individualized.
- Drills of sentence patterns may be given. The teacher may take up one sentence pattern at a time and give simple repetition drill to the class. Then substitution, completion and conversation drills can be used for

teaching the sentence patterns. After oral practice, they should be given written practice.

- The correct sentences and the corrected sentences may be written on a chart. The students should be asked to consult that chart again and again. Thus they will be able to get rid of incorrect English.
- There should be frequent tests in order to see whether the students have made some improvement or not.

In spite of all these methods. The following remedial strategies are used in English teaching:

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### **12.9.1 TUTORIAL SYSTEM A REMEDIAL**

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Tutorial means a regular meeting between a tutor and one or several students for discussion of a subject that is being studied. In a classroom teaching learning process lecture method is one of the most important part of communication to cater the individual differences but individual differences can not be solved in lecture method. That is why we need something more than lecture. Tutorial is one of the highly individualized method to solve the learning difficulties of the learner. In a tutorial students and teacher meeting are arranged regularly. This method helps or provides an opportunity to deepen their understanding of the subject. It stresses on the mastery over the basic skills. The teacher should have the background of social psychology and group dynamics so that he can deal the group effectively in solving their problems. To achieve psychomotor skills in laboratory, workshop and rehearsal both group and individual tutorials are needed. Group tutorials are more effective for higher classes. Whereas individual tutorial is more useful in early classes.

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### **12.9.2 MASTERY LEARNING AS A REMEDIAL**

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It is also known as instructional strategy which helps in developing mastery learning. This instructional strategy also involve the objectives of all teaching subjects normal classroom teaching, reinforcement devices, remedial technique keeping in view the individual differences, also individual problems and difficulties. Mastery learning is a very good device in the hand of a slow learner because it provide an extra time to them. This strategy of learning is developed by B.S. Bloom. The reason behind to take or consider learning strategy for remedial work is that first his mastery learning relates the learning unit along with the objectives taken into consideration, secondly diagnostic tests are given after the attainment test, thirdly remedial teaching organised as a re-teaching and finally, the extra time is provided for remedial teaching.

On the basis of the learning difficulties, remedial instructions are prepared. For the attainment of mastery learning materials are provided to students prepared on the basis of branching programme, some books are also suggested for extra reading, extra time is given to study the books, tutorial classes are also organised for slow learners, there remedial devices are used in

accordance of difficulty level of students. The re-teaching is done to provide the remediation. After the attainment test students are grouped for remediation and remedial teaching is organised on all the learning units. The main purpose of unit test is to provide remediation.

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### **12.9.3 BRANCHING PROGRAMME AS REMEDIAL**

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Branching programme is also remedial strategy which helps the learners to solve their learning difficulties. In this programme teacher present the whole content before the learner which he intends to teach. Related to the content, ideas, facts, concepts involved some multiple choice questions are presented before the learner in a sequence. These questions indicate the learner how much they comprehend and how much not. Keeping in view the learning difficulties some are able to answer correctly and some are not. This strategy help the teacher to provide remedial for their difficulties and weakness. Branching programme is an individualised programme like the tutorial strategy. In a tutorial strategy there is an interaction between teacher and taught. The teacher provides activities in accordance with the needs of the learner. Interaction between teacher taught should be followed by feedback which the learner needs. Feedback device is the main aspect of tutorial strategy. Branching programming sometimes become a little difficult for the learner as comparison to tutorial because there is no scope of teacher taught interaction. The weak points of branching programme is that it does not consider the needs of individual learner. It does not follow the tutorial strategy. Generally remediation is provided to learner for two or three learning difficulties which on not satisfy the needs of each and every learner. In brunching programming one question is provided to learner to search or to find out the weakness with the assumption that wrong answer diagnosis learning difficulties and remedial instructions are provided for the weakness, where as in one question if learner response incorrectly they need multiple – choice questions on the content. In case of bright students in branching programme they moves home page to home page and does not required any remedial help but the poor learner needs remedial help as he chooses wrong responses. So branching programme is a type of tutorial strategy if it is presented properly before the learner.

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### **12.9.4 ACTION RESEARCH AND REMEDIAL ACTIVITY**

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The main objective of research is to solve existed problem related to curriculum, instruction, evaluation, teaching, process of teaching, methods and techniques of teaching and problems faced by students in day to day classroom activities etc. Action research is such a programme which is used for solving such type of general and specific problems for example:- Wrong pronunciation of English, errors in spelling of English words, Illegible English writing, students not completing home assignments particularly in English, not attending English class, and many more, such type of problems are usually form in English classroom teaching. There problems can be solved with the application of action research as a project work. So action research is also a very good device for remedial activities.

**Check your progress**

**Note:** Write your answers in the space given below-

**Q-7. What are the remedial strategies you will follow to solve learners problems?**

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## **12.10 LET SUM UP**

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In this chapter you come to know about what is diagnosis, how to made diagnostic test, to identify problem learners and how to solve their problems. Why it is necessary to diagnose the problems and what are the principles and steps to be followed for remedial activities. Particularly in teaching of English learner used to do errors is some specific areas, there areas also need to identify where learner need remediation. Some important techniques are also these which can be used by a teacher for remedial activities, like tutorial system, mastery learning, Branching programme and action research. But before started the remedial work being a teacher you will have to keep some measureable points in your mind so that it will help you to do the remedial work in your class.

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## **12.11 CHECK YOUR PROGRESS**

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- Q. 1** Diagnosis means try to know the real causes of the obstacles in students teaching learning.
- Q. 2** To findout the major difficulties in learning.
  - To Judge the learning situations.
  - To indentify the causes of learners' weakness of the poor attention, and achievement.
  - To assess learners progress and mistakes or error.
- Q. 3** To establish a good support
  - To providing and preparing for individual and group study.
  - To test the learner achievement not to teach.
  - Efficiency and thoroughness on the part of teachers.
- Q. 4** Identify students those having difficulties.
  - Identify the specific area of learning difficulties.
  - Identify the factors of learning difficulties.

**Q. 5** Syntactic structure of English, use of clichés

Use of progress and words, use of double negative.

Use of function marks, use of erroneous grammar, use of jargon.

Use of euphemism

**Q. 6** As a teacher to provide remedial measures he should move from strengths to weakness of students starts and ends the remedial activities that guarantee success. No punishment provides rewards for successful work in new work area. Provide group or individual situations in which the students can work with other students as a partner or single. In the remediation programme teacher should try to spend every few minutes on area of weakness means using strength to get at weakness.

**Q. 7** Tutorial system as a remedial strategy.

Mastery learning as a remedial strategy.

Branching programme as a remedial strategy.

Action research and remedial strategy.

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॥ सरस्वती नः सुभगा मयस्करत् ॥

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Open University

# B.Ed.E-32

## Pedagogy of English

### BLOCK

# 5

### LEARNING RESOURCE IN ENGLISH LANGUAGE

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#### UNIT-13

Meaning, Types, Function, Preparation and Utilization of Learning Resources

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#### UNIT-14

Text Book, Drama, Debate and Speech Programme

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#### UNIT-15

Language Laboratory and English Language Teacher

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## उत्तर प्रदेश राजर्षि टण्डन मुक्त विश्वविद्यालय, प्रयागराज

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कुलपति

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# **UNIT-13 MEANING, TYPES, FUNCTION, PREPARATION AND UTILIZATION OF LEARNING RESOURCES**

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## **Structure**

13.1 Introduction

13.2 Objectives

13.3 Meaning and Definition of Learning Resources

13.4 Why Learning Resources

13.5 Functions of Learning Resources

13.6 Types of Learning Resources

13.6.1 Visual Resources in the Teaching of English

13.6.2 Audio Resources in the Teaching of English

13.6.3 Audio Visual Resources in the Teaching of English

13.7 Language Games for Teaching English

13.8 Let Us Sum Up

13.9 Check Your Answers

13.10 Reference

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## **13.1 INTRODUCTION**

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The effectiveness of teaching needs support to convey some concepts more efficiently and successfully to students. It has great help in teaching any school subject and has its own importance. In olden times the objective of teaching was to provide only bookish knowledge to the learner. Teachers had very little exposure to learning resources. The use of instructional resources can facilitate the understanding of all the facts and figures related to a foreign language like English. The use of learning resources is more essential than any methods and devices, which alone are not enough to make teaching more effective. With the application of interesting, suitable and attractive material

aids you can make students understand the complex knowledge easily. And we can say that use of any learning resources proves to be helpful in training the sense organs of the students. Instructional resources are of great help in teaching any school subject they also needs a special importance in the English classroom where the learner's experience is not so direct as in learning mother-tongue. These resources serve a variety of purpose in teaching English.

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## 13.2 OBJECTIVES

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After going through this lesson students will be able to-

- Discuss the importance of instructional aids.
- State the use and application of resources.
- List different kinds of instructional aids.
- Explain the important use of instructional aids in teaching English.

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## 13.3 MEANING AND DEFINITION OF LEARNING RESOURCES

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Use of resource material plan an important role in the teaching learning situation. As we know that different teaching methods and devices are not enough to make this process effective. To convey some concepts or theory more effectively and successfully to students the teacher need to know the use of some other resources. **F.W. NOEL** is right when he says, "good instruction is the foundation of any educational programme." Hence an English teacher should know about the different kinds of resources available and some most useful effective aids can be developed with available resources. The older generation of teacher had very little exposure to technological resources. With the advancement in the field of science and technology during the second half of the present century, teachers now a days desire to make teaching learning more effective, efficient and durable. Again the increased number of school going children and with knowledge explosion there is need of technological learning resources which could revolutionise the classroom teaching learning process by making it more gainful and mutually a satisfying activity.

The other name of learning resources is instructional aids or teaching aids, because now the use of instructional aids include audio-visual aids and it can be used to facilitate the understanding of a foreign language like English. The role of instructional aid is to avoid the inactiveness exists in the classroom while teaching a foreign language. There is an old proverb: "A picture is better than thousand words." This statement is not certainly applicable for all subjects but play a prominent role in teaching learning situation of English. Prof. **C.S. Bhandari** opines, "Our aim of teaching English is to impart certain skills without making the process of teaching and learning monotonous." Instructional aids are commonly known as sensory aids which help to make teaching a concrete, effective and interesting encounter. Though they are mostly sensory some of them are used for listening (audio) and others are for vision (visual) along with the third group which can be seen and heard

simultaneously. These things motivates the students, help in making them interested in the lesson and are useful for the teacher in his teaching. Eminent writers like **Edgar Dale, Charres Hoban and James Finn** who conducted research on the instructional materials and audio-visual material, reveal that – It supply concrete basis for conceptual thinking, create big degree of interest and permanent learning, stimulate for self learning and self activity, provide experience that are not easily available through other material, contribute depthness, variety and efficiency of learning on the basis of the above description. "Audio-visual materials in teaching are the materials that do not depend primarily upon reading to convey their meaning and are based upon the principle that all teaching can be greatly improved by the use of such material because they help to make the learning experience more memorable."

**Mc. Culski** define it as, “on being judiciously used, audio-visual material does not allow any doubts to arise which occur due to language”.

**Kothari Commission** observed that the supply of “teaching aids to every school is essential for the improvement of the quality of teaching. It would indeed bring about on educational revolution in the country”.

**Check your progress**

**Note:** Write your answer in the space given below-

**Q-1 Write brief on what do you mean by learning resources.**

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## **13.4 WHY LEARNING RESOURCES?**

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Being a foreign language it is not an easy matter to understand this English as students understand easily their mother-tongue. Therefore, learning and teaching both are difficult task for students. Generally in the English class the teacher uses direct or bilingual methods not the translation method or their mother tongue. It is totally dependent upon the teacher to give clear ideas and concept to his students with the use of other resources which he needs in teaching. Teacher gives direct experience to his students. This is a very helpful device at the later stage when they are expected to write essays, a journey by train/bus, enjoying picnic concerned with such direct experience. But most of the time it is not possible for any school or teacher to provide such direct experiences because of their non-availability and cost. In this situation teacher wants to provide vicarious experience to his pupil, which means a feeling or pleasure is experienced by watching, listening to, or reading about other people doing something rather than by doing it yourself. These type of experiences are less concrete compared to direct experiences. Creation of classroom situation with the help of charts, maps, models, pictures, real objects etc. and technology based materials like radio, T.V., Film Strips, projectors also make these experience real.

**Check your progress**

**Note:** Write your answers in the space given below-

**Q-2. Why do we need learning resources?**

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### **13.5 FUNCTIONS OF LEARNING RESOURCES**

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Now a days education is not restricted to only books. Days are gone when the aim of education was to provide knowledge related to books. Instructional aids are of great necessity they help in teaching and assume special importance in an alien language classroom. So the main functions of material aids are as follows:

- **To Motivate Learners-** Learning resources are the main source to motivate the learners to learn things in concrete form. It helps the teacher to present the abstract knowledge in concrete form because resource materials makes the things more clear, precise and to the point.
- **To Make Content More Clear-** Sometimes it is very difficult for a teacher to clear the content because learners are not acquainted with the words, idioms and phereses used in that particular chapter and they need more specification. Here the role of learning resources become more prominent to make the content clear to the learner. What ever learners hear when they see it with their eyes all difficulties and confusions are eliminated and they get knowledge with precision. They reduce verbalism, provide an alternative and a medium for effective communication.
- **To Provide Meaningful Experiences-** If lessons are taught to the learners with the help of some learning resources it will pave the way for concrete knowledge. Many a time learners tries to understand the lesson correctly by touching and seeing the object. This makes the lesson more entertaining, easy and interesting for the learners. In other words we can say that the proper use of resource materials can make their learning experiences more meaningful. This symbolic representation of direct experience encourages for original thinking.
- **To Provide Interest and Inspiration-** Learning resources can draw interest of the pupils and inspire them for detailed study than only to listen a lecture or through reading a textbook or writing an assignment. Because all learning resources cater the needs, inner urges, instincts basic drives and motives of the learners.

- **To Make Teaching More Effective-** The use of different learning resources make teaching more effective. When learners are unable to understand the teachers ‘chalk and talk’ render the teaching learning process effectively. The teacher can make highly theoretical and technical lesson in grammar easy and interesting by giving direct or semi-direct experiences. It means the disinteresting subjects and topics can be made easy, interesting.
- **To Increase Vocabulary-** Teacher uses electronic media as a learning resource like- Use of Radio, Television Slide projectors, Film projections, child movies or cinema before the students to draw interest & solving difficulties. When students listen and watch it attentively they came across different new terms and acquire them.
- **To Discourage Cramming-** But with the successful use of resource materials learners take interest in lesson and acquire the knowledge by doing themselves. This helps them to make their learnt knowledge definite and stabilized. There is no need of cramming things.
- **To Develop Language Atmosphere-** Learning experiences of learners may be more sound if resources are presented before them in a conducive environment. Subject like English definitely needs a very good classroom environment. Different materials like child films, colourful chart models, real objects and slide etc. will help the learners to live their life with the teacher because these materials develop the classroom environment for the students for easy and natural learning.
- **To Save Time and Energy of Teacher-** Use of resource materials limits the speech of teacher and it saves time and energy.

**Check your progress**

**Note:** Write your answers in the space given below-

**Q-3. What are the main functions of learning resources?**

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## **13.6 TYPES OF LEARNING RESOURCES**

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The resource materials are also known as audio-visual materials. These are also known as the supplementary aids because they supplement the teaching materials as well as the teaching activity in the class. These materials are very essential for teaching all the subject at the school stage and they make an appeal to the sense of sight or through the eye. With this teacher can create an atmosphere or situations for presentation and practice of structures and vocabulary. All these resources do not require much technical knowledge to

handle, only teacher's art or skill can make the use of resources successful. Generally we learn through the direct sensory contact, pictures or oral or printed words. These materials generally take the help of two senses hearing and seeing. The combination of these two senses make the audio-visual aids. So the teachings aids may be named as:

- A) **Visual Aids-** Which means that they have direct relationship with the eye and those sources in which only visual organs are used or applied i.e., knowledge is mainly achieved through visual organs. There are many visual aids like chalk board, flannel board, real object, bulletin board, flash cards, strips, slides, charts, maps, sketches. To develop the reading writing skills among the English students this types of aids are very useful for them.
- B) **Audio Aids-** These are also known as auditory aids because they are directly related with the ear and the sources in which only hearing organs are used i.e. knowledge gained only through the ears. Audio aids like Radio, Tape recorder, Gramophone are taken in this category. To develop the listening skill of literature students this type of aids are very much helpful.
- C) **Audio-Visual Aids-** This type of teaching aids helps to make teaching concrete, effective and interesting. In this category both audio-and visual materials are used in which knowledge can be provided to students by both audio and visual sense organs. Audio-visual aids are very important in teaching English because sensory experience is the foundation of intellectual activity verbal symbols, which are meaningless become meaningful when it is associated with the visual symbols. They are needed to stress on facts and concepts. They are helpful in differentiation and attention, generalization and lastly they help in increasing the vocabulary of pupils. Films, filmships and Television are some of the aids in this category.

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### 13.6.1 VISUAL RESOURCES IN THE TEACHING OF ENGLISH

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- **Real Objects:** Original objects are known as real objects. Use or demonstration of objects is very much helpful to motivate the sense organs of the learners, to develop interest and power of observation, with these learners are able to acquire knowledge very fast. When teacher use or show the real objects like flowers, plants, coin, documents, fruits and many more to the learners, they first like to see, taste, touch the objects and through this they develop their taste, touch, visual and hearing power. In other hand these real objects develop their power of imagination and various experiences which are more relevant than simple lecture. Learners gain direct knowledge through their sense organs because it provides stability and firmness to knowledge.
- **Blackboard-** Perhaps the most useful and inexpensive teaching aid ever used by every teacher in their daily classroom teaching and known



as the best friends of a teacher. Infact, a lesson cannot be said to be complete without the use of this aid. For a teacher of English it is a very useful aid to write on it. For the beginners blackboard writing and demonstrations are very necessary. Word-meaning, sentence formation, Pronunciation drill of words, could not be complete without the use of blackboard by the teacher. Suitable diagrams can be drawn to illustrate different points in a lesson. Blackboard work is indispensable for helping the students in written composition. Specifically, for the teaching of grammar or we can say that grammar work can be very effective with the use of blackboard. Blackboard works is unavoidable for pattern practice and a large number of language exercises.

- **Flannel Board-** This is also a material aid which is used by teacher in teaching. Flannel board is also called felt board or flannel graph made of wood covered with flannel cloth. It is used for sticking paper strips, maps, pictures, graphs, sketches, cut outs, drawing etc. This teaching device makes learners to learn. This is a wonderful teaching aid in the hand of an English teacher. He can use it for teaching preparatory reading vocabulary, structures, spellings, composition, colour recognition, oral teaching, story telling, words and sentence building etc. For teaching preparatory reading flash cards can be displayed on the flannel board. Teacher can ask his students to match sentence with word cards or picture cards, association of words with the objects they stand for. This board is an ideal for teaching of synonyms when teacher puts variety of cards which are available with him and students are directed to put one by one word with correct synonyms and antonyms. Though it is an inexpensive device which is another cause for its use of presenting and practicing vocabulary.
- **Bulletin Board-** Bulletin board is also a type of display board. On this learning materials, informations regarding country's social-economic and political problems, statements of scholars, important news, pictures, diagrams and articles etc. are displayed to arouse pupils curiosity to increase their knowledge. This board can be used by the language teacher for his students, he can ask them to develop a story by putting facts and relate it with some pictures. Again this board can be used to commemorate events like birth dates, achievements & contribution of great men to the development of this subject like English. To take the better benefit from the bulletin boards, the teacher should keep the following points in his mind. (i) Materials which are to be displayed on the bulletin board should be full of interest & according to mental level, age group and ability of the pupils. (ii) Presented matter should be in a well-organised and sequence. (iii) Matter should be changed with the change of topic and its objectives. (iv) Material should be visible from a distance. (v) Every matter should have a title or specific heading. (vi) Teacher should allow his students to make it beautiful so that it attracts others automatically and provide opportunities of displaying their collected materials.

- **Models-** Model means a small representation or replica of real or original objects. Models are used by the teacher in the class because the real or original objects are huge in size and are not possible to be exhibited in the class e.g. rivers, historical places, animals, etc. Because of its non-availability the teacher should tell to the pupils that the displayed model is out of its natural setting and it is only a resemblance of reality. When teacher use any model to explain the concept students can touch it and satisfy their curiosity and gain new experiences. Model is an interesting teaching aid to make a feel of reality.
- **Pictures, Charts and Maps-** Use of picture carry a special importance in teaching English. The pictures are used when neither the real objects nor their models are available. A Chinese saying goes, “A picture is worth ten thousand words.” Pictures carry a large number of information and make language learning easier and interesting. When the teacher impart knowledge with the help of a pictures, pupils attention remained focused on the lesson and it enable the teacher to achieve the objective successfully. There are certain diagrams related to the concerned lesson which cannot be drawn on the blackboard “The actual things of great distance are made available in the class by means of pictures.” Pictures can help a lot in teaching about the lives of the people, their places. Costumes, emotion, culture and religion. **Wyatt** has given an example of the word ‘winter’. The dictionary meaning of this word is, the season between autumn and spring.” But a picture of winter in northern latitudes would better explain why **Shakespeare** speaks of ‘hideous winter’ and why this season is associated in the foreign mind with desolation.
  - Charts are needed when some diagrams cannot be made on the blackboard directly because they are elaborative in nature and need to be prepared in advance. A chart is a graphical means in which blending of facts and pictures provide ease of learning to the students and pictorial facts are presented in them in an orderly and rational manner. The use of charts help the teacher to achieve the teaching objectives of various lessons in English. For conversation, practice in vocabulary, pronunciation and grammar work charts can be effectively used. Also in teaching English, the charts are useful in teaching chronological events, to show relationship between words, word group, sentences, their structure and patterns, structures and their substitution. Charts are also useful in practising recitation of poems and rhymes. It helps in building stories to create idea and image. Keeping the needs in mind the teacher should prepare charts and use them properly to clarify the teaching points, the chart should be prepared beautifully with bold writing so that every student get attracted towards that chart.
  - Maps are generally used to teach the subject like historical events, geographical facts and places. Since the teaching of language converse many subjects, rather we can say that all

other subjects can be taught by using a language, so the topics of English can be varied. The maps can be used to provide knowledge of mountains, oceans and rivers referred in the prose or in poetry text. These maps are also useful for writing essays like journey by trains and visit to a hill station.

- **Flash Cards-** Flash cards are like playing cards or post cards which are both inexpensive and useful. It is based on some set of cards with words and phrases on one side and its meaning in mother tongue on its back. These flash cards are very useful teaching material for of English. Teacher should made these flash cards by himself either by drawings or with cutout, pictures from the magazines, news papers. Their cards can draw interest and attention of the whole class if they are well planned, prepared, properly graded according to the text. Student looks at the word or at the phrase, he tries to recall its meaning. If he is successful in recalling the correct meaning, he picks up other card, if he fails he puts it at the end of the file so that he may make another attempt for recalling. Such cards can be used for word practice and also for pronunciation practice. The pupils look at the pictures and try to give word for it, which may be shown and the pupils may be asked to pronounce the word given on it.

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### 13.6.2 AUDIO RESOURCES IN THE TEACHING OF ENGLISH

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- **Radio-** Unlike the foregoing aids, radio is an audio aid which works to bring new ideas, thoughts and removes the dullness of lesson. It can give knowledge to students about the latest development in the field of the pronunciation in English. In the words of **George Watson**, “Radio is not a new part of education. Radio is not considered to be greater than education. Rather radio is by itself education.” Radio is a valuable teaching aid in teaching English. It presents the true spoken English. For the development of listening comprehension skill radio is a powerful means. It provides the students the different kinds of English conversational forms through dialogues and enriches their vocabulary. Speech training can be facilitated through carefully planned programmes. Talk or speech of eminent speakers can be made possible for students. English plays in simple language can make classrooms teaching more popular and learning becomes an interesting process. But all these programmes cannot be used for younger students who are too young to understand. A teacher must be present when students are listening to the broadcast and should explain and discuss it with the class. The subject should be related to their topic so that they should be able to understand.
- **Tape Recorder-** This teaching aid mainly is used for self correction. The limitations of Radio can be solved with the help of a tape recorder when the teacher of English wants to use the eminent lectures or speech or the ideas of great men and music or poems to his students, but the radio broadcast are relayed at fixed time in that case teacher can record

it on a tape and make available to his students at convenient time. This teaching aid, helps in improving their pronunciation, removal of errors, voice modulation. This aid again provides an opportunity to his student to hear his own speech, intonation, articulation etc. the aim is to let him judge by himself.

- **Linguaphone-** It is also a type of audio-aid, like radio it helps the students in learning correct pronunciation. These devices are with recording devices and records of correct pronunciation by teachers can be reproduced. Lingua phone may be described as a “Talking text books” which provide teachers of frequent and monotonous repetition. It helps the students to learn grammatical structure. This aid is more valuable aid than a radio because it can be used by a teacher when it is needed and there is no boundation of time. The recorded programme for language learning should be prepared in an ideal situation so that recording of voice would be perfect. These recording must be used for teaching pronunciation, stress, intonation, articulation, style, reading prose and poetry. Vocabulary enrichment can be possible with this teaching aid.

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### 13.6.3 AUDIO-VISUAL RESOURCES IN THE TEACHING OF ENGLISH

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- **Film-Projector/Slides/Film Strips-** In the words of **Macon and Roberts**, “The teacher makes use of these tools to stimulate more than one sense organs of the child to make the subject matter interesting, clear, effective and permanent.” Films in the modern scientific and technology age is not an old thing for any one. In the field of education also its importance is beyond doubt. With the help of slides very micro information’s can be magnified on the screen and the role of teacher is to clarify the minute points by explaining. The film is projected with the help of a projector in the classroom on a screen. If facilities are available in a school these film and filmstrips may be used for teaching English. **Crow and Crow** have written about films as thus, “The films have educational importance because they express motion, develop continuity of an opinion or a function, fulfil the limits of human field and are uniform from beginning to end in presentation.” Though pictures are compared with movement and sound, thus they provide direct experience to the pupils. Its effects is permanent on the students. Imaginations, observation and analysis power of the student can be developed with it. Film strips is a series of picture frames or strips of films that show a sequence of action or events. It can be used by a film projector or a slide projector. For teaching conversation and composition films strips can be proved very useful. In this teaching aid enough control is in the hand of a teacher for explanation. He can stop each frame for as much length of time as possible he can also push forward, turn back and can skip the intervening frame. If teacher wants to use film strips for any topic he has to plan for it carefully before time with all support system. In language teachers hand it is a very good

instrument to show the movements of speech organs to produce speech sounds, like how these speech organs help to control air to produce proper words, group of words, highlight specific details of tongue, its function, lips- its movements, teeth etc, in producing required sounds. If a teacher wants to tell a story to his students the images fall on the screen, the teacher may start telling the story along with this.

- **Television-** In the present day classroom situation television is one of the most important and relevant teaching aids for teachings. Television is a combination of radio broadcast and a film. So in the words of **Thorpe and Gerberich**, “Television is the most helpful audio-visual aid because in it the features of both radio and film are blended.” Television is a powerful medium used by man of perception and vision. It can bring about a transformation of our society with greater speed and deeper impact than any other medium can.” In this learners use both of his sense organs of perception and audition enabling him to learn easily. Students of English can see and hear how English is spoken. They will be able to react, understand all in a more positive direction towards this foreign language. Television is more powerful for the teaching of structures and sentences, their form and patterns to understand and use articulation, stress and intonation in a more direct and authentic manner, it can be used for telling and developing stories in a better way. The three major skills can be developed well in this teaching aid like listening, speaking and reading. Television educational programmes may inculcate and develop a sense of critical appreciation among the learners by showing them and making them hear the modulated poetry reading or a well articulated prose. This aid can be used for mass education, now a days UGC programmes are telecast on a regular basis on ‘Door Darshan’ known or ‘Gyan Darshan’ programmes. The topic of discussion are announced very well in advance and lessons are definitely related to the course, well qualified and specialized persons work as a presenter and shown on television. The advancement of technology has now overcome all the barrier of time and space and brings variety to classroom teaching to break the monotony. Now it has become very easy for the students to take part in the teaching, facilities are made available for the learners for interaction with their teacher because, TV now not at all be a one way communication media, it is a two way conferencing media where learner can learn, develop their different skills, solve their problems, raise questions, get answer of their queries directly from their subject teacher who are in a very simple way, talk and solve their problems on the spot English being a foreign language needs encouragement and interest to learn and to retain or sustain their interest and to motivate them for this subject, teacher has to use this teaching aid with proper knowledge, confidence and prior plan to use it in the classroom.

To develop a cultural bond between the learners and the language our learner can see and hear how English is spoken and what are its nuances and ramifications. It can be best used for story telling, teaching of structures. The best part of this medium is that students can see, practice and drill the

pronunciation, understand articulations, stress and intonation in a more direct and authentic manner. In a way learners are able to inculcate and develop a sense of critical appreciation. By interacting with their subject experts learner develop the corrected and modulated poetry reading and articulation of prose. To develop the functions of speech television programmes can highlight the function of the speech organs and can show how to produce right speech sounds. So being a powerful medium by using with a vision it can bring about a transformation in our education system, “with greater speed and deeper impact than any other medium can.”

**Check your progress**

**Note:** Write your answers in the space given below-

**Q-4. How different audio-visual aids are useful in teaching English?**

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### **13.7 LANGUAGE GAMES FOR TEACHING ENGLISH**

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The word itself makes learner more active to learn than be a passive one. Our traditional system of education was either subject centered or teacher centered and was very much strict and serious no place of fun, game and play whereas modern education is totally different from it, it focuses on the total development of a learner that is why it pays importance to games. To make subject more interesting for learner teacher can introduce different games to it. Subject like English language and literature is considered by learner as very boring and dull. Here an interesting dimension is added to the subject teaching by using language games. So a language game is a game that is played to learn and teach a language. Games means competition where all children want to compete and win to get praise of others. Taking advantages of this and to draw the attention of the pupils, teacher can successfully use a game to teach language. Language games make teaching lively. Language games can be played with an individual, groups or with the whole class depending upon games. For teaching English some language games are suggested below:

- **Kim’s Game-** In this game teacher has to put eight to ten objects on the table. Which are known to the learner. First teacher call one by one students to the dice, uncover the cloth from the objects for one or half minute to look at the objects. Learner are instructed to remember the name of the objects as much possible as within the time limit. Each learner has then to name the objects without repeting the name. Like wise the teacher will increase the number of objects and decrease the time limit.
- **Antonym Game-** This game can be organized by the teacher. It can be played individually or making teams containing three four players. In this game the antonyms of the words are to be spoken out. The teacher

incharge speaks a word to start the game and the other player have to speaks out its antonym on his/her turn. If any individual from any team fails to give the correct answer he/she get minus marks.

- **Spelling Games-** In this type of game some words are written on the blackboard and the class is instructed to go over their spellings within a minute. Then one pupil is called upon to stand with his back towards the blackboard and the rest of the class test his memory of spelling of words on the blackboard. If he succeeds than he can asks any one of the students to take his place and if fails his place is taken by the student who caused his failure.
- **One Word Game-** In this game the team incharge raise or speak out a question or phrase and ask another team players to complete the sentence or phrase in one word. If the question is the person who cannot 'hear', the answer has to speck out 'deaf', study of 'animals': is Zoology, One who assist the 'Doctor' : is a nurse, one who sells flowers : is a florist.
- **Addition Game-** In this game players have to add some new letters to give a meaningful word. Like child:ren: chidren, Net: work: Network, Moon: Light: Moonlight, Scholar: Ship: Scholarship, Man: Go: Mango. Act: ress: Actress.
- **Gender Game-** In this game the team incharge speaks out a noun and the player has to speak out its opposite gender.
- **Puzzle Riddles-** In this game the team incharge has to speak out a puzzle oriddle and the player has to speak out its answer like.

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## 13.8 LET US SUM UP

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In this unit we came to know about the meaning and definition of learning resources and why learning resources are an essential input for a foreign language? There are different types of learning resources that helps the teacher to create a classroom environment Each and every learning resources have their own identical function to do. The resource materials are also known as Audio-Visual aids or materials. As a supplementary material they help the teacher to organize teaching activities in the class. These learning materials may be audio materials, video materials and sometimes both audio and video materials. Audio resources can be a Radio, Tape recorder and lingua phone. Whereas Visual resource materials can be real objects, black board, flannel board, bulletin board, models, pictures, charts, maps, flannel board etc. In the case of both audio-visual resource materials teachers can use film projector, slides, films, film strips, Television etc. To make the English teaching class more interesting and to make students more active to learn some language games like Kim's game, Antonym game, Spelling game, one-word game, additional game, gender game and puzzle riddles. After going through this unit, we came to know that learning resources are very much helpful for teachers for an effective teaching. Resource materials are also helpful for increasing imaginative power among students.

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## 13.9 CHECK YOUR ANSWERS

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- Q-1** Learning resources means instructional aids for teaching and training which support the teacher as well trainees for effective and active teaching learning process and to facilitate the understanding of the foreign language.
- Q-2** We need learning resources to provide handful of learning experiences, encouraged for further study. They try to sustain the interest of the learners and help to create an atmosphere for classrooms teaching
- Q-3** The main functions of learning resources are to motivate the learners, to make content more clear. It provide a lots of meaningful experiences, another function of learning resources is to provide interest and inspire the leaner for better learning. The learning resources help the teacher for effective teaching, to develop a language atmosphere and save the time and energy of a teacher, to increase the vocabulary of learner and discourage cramming.
- Q-4** Different learning resources have their different roles according to its context by using their multi sensory organs. Some resources are helpful in the development of reading and writing skill, some are helpful in the development of listening skills and some for both the skills. They are also useful to make the meaningful concrete experiences and increase vocabulary of learner.
- Q-5** Language games are helpful to sustain learners' vocabulary, interest. It help to increase their imaginative power, active participation.

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## **UNIT-14      TEXT BOOK, DRAMA, DEBATE AND SPEECH PROGRAMME**

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### **Structure**

- 14.1 Introduction
- 14.2 Objectives
- 14.3 Need and Importance of Text Book
- 14.4 Drama: It's Importance in Teaching English
- 14.5 Organisation of Drama
- 14.6 Development of Speech Programme
  - 14.6.1 Causes of Speech Problems
  - 14.6.2 How to Solve Speech Problems
  - 14.6.3 Training of Speech at Different Stages
- 14.7 Points to Remember for Speech Training
- 14.8 Debate: A Technique of Teaching English
- 14.9 Let Us Sum Up
- 14.10 Answer to Check Your Progress
- 14.11 References

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### **14.1 INTRODUCTION**

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In the age of fast communication text books play an important role both for teacher and students. Particularly teaching of language and literature cannot be possible without a textbook. It is the most commonly used printed material in the hand of a teacher to make teaching and learning process more active and possible. In the ancient time when printing press was not invented manuscripts/books were in vogue, but with the passage of time through the invention of printing machine and printing press preservation of knowledge become possible for future generation. Books preserve the wisdom of the ages and are rightly called “embalmed minds” because they remain alive in their

works which for countries would keep the man going. Communication process of classroom teaching of English could become more effective and possible when teacher uses different techniques like Drama, Debate and Speech programmes also with books. Drama is a very good activity for classroom communication which makes learner to become a active participant in an on going classroom teaching learning situation. It is a very relevant activity for English teaching in the sense that it helps teachers to demonstrate physically the linguistic skills. Debate is another way of activity which is necessary for better classroom communication because in this activity learners shows their activeness and it helps them for their mastery over speaking English. Above all language learning is nothing but a habit forming process by which we acquire desired habits through drills, exercises and repetition. That is why language is primarily a speech and has its primacy of its appeal more to the ear than to the eye. Though speech is the ground work all the rest are build up from it. Through speech pupils learn to make difference between the English word and phrases and the objects, action or ideas they hears. For better classroom teaching learning all these are the communication techniques in the hand of a teacher to develop different skills among the learners.

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## **14.2 OBJECTIVES**

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After going through this lesson students will be able to

- Assess the importance of a text book for teacher and students
- Explain the importance of drama for teaching English
- Discuss the application of debate as a technique for teaching English
- Describe the importance of speech programme for skill development

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## **14.3 NEED AND IMPORTANCE OF TEXT BOOKS**

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The Dictionary of Education has defined text book that, “Text book is a dealing with a definite subject of study systematically arranged, intended for use at a specified level of instruction and used as a principal source of study material for a given course.”

“Text books are the print media for conveying knowledge and experiences to students with the help of teaching instructions.” Hallebest

“Text books are the important basis of teaching and studying for teacher as well as students.”Heri R Duglus

R.S.Trivedi is right when he says, “In the absence of any other instructional material the text book becomes a potent tool in the hands of the teacher to teach the skill of a language and the more so of a foreign language.”

On the basis of the above definition we can say that the need of a text book both for teacher and student are useful because can determine the impression of the subject and have a specified course to be covered within a

given time. The text books help to develop critical and objective thinking of the students and provide reinforcement of new knowledge and experiences, they stimulate the interest of the students, cooperate with the teachers in their function and inspire the children to learn English in a better way. However the children of primary classes need text books because the use of text book should be according to their age level and mental development. They cannot get every thing whatever the teacher taught in their class and they need to repeat, revise and for their regular homework, whereas in the higher class, the mental development of the students takes place fully. Here teacher needs to encourage them for more text book reading as a guide or as a reference book along with oral teaching. Man cannot achieve the knowledge of all subjects in his short life time. Knowledge of different subjects cannot be completed and compiled in any manner in any way in the absence of text books because past knowledge are accumulated in the text books only so that the future generation gets ready made knowledge in a systematic manner and in a short time. To comprehend the taught matter the dull students need to read the text book more than once as they face many difficulties in the absence of text books .It inspire the teacher for innovations helping to develop new techniques of teaching. Text books are especially required to educate the child individually because in the Dalton method students gain education according to their interest and speed individually with the help of books. And it is a right saying that knowledge completion is possible only with the text books.

F.L.Billows makes it more clear in the following sentences. “ To make the best use of time in the classroom and to avoid unintended repetition or the neglect of essential language patterns, the teacher is wise to have a text book, at least in the background of his mind.” Text book in English teaching is important as it focuses on the structural approach of teaching English because structures are worked out in a given order , sequence and graded manner and have corresponding controlled vocabulary that put more emphasis on the pupils mastery of the speech sounds, linguistics skills and grammatical patterns. A text book is important for the learners as it is contained with illustrations, provide sufficient opportunity of oral work or is based on the possibilities of introductory oral work. Again it is important because Indian culture is an important part of our syllabus also our English text book also contain cultural content concerned with our country, with life of many famous leaders. The learners need to know, learn and apprised of the other cultures. The word pattern, phrase pattern, sentence patterns and structure give the chance of repetition of patterns already learnt in the subsequent lessons and the new ones introduced gradually enhance the value of text book. It is full of sufficient and suitable teaching and testing exercises on each lesson. Text books are the main source of vocabulary and are enriched with carefully graded and selected vocabulary to develop this among the learners. That is why it has been clear from the statement provided by the All India Council for Secondary Education, “it should contain 2500 words and 250 structures for six years course of English. A new word should be used twice in the same paragraph and as many times as possible in the rest of the lesson.” Suri and Bhardwaj suggested, “Each new word must be repeated from 5 to 10 times.” According to Thompson and Watt, “The vocabulary should at once be a

glossary of different words used in the book. Learners find it easy to find out the meaning of the difficult words, accent and pronunciation of each word which are contained in the text book, sometimes its allusion or derivation should be mentioned in the book.

**Check your progress**

**Note:** Write your answer in the space given below-

**Q-1 What is the need of text book?**

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**Q-2. Write the importance of text book for learners?**

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## **14.4 DRAMA: IT'S IMPORTANCE IN TEACHING ENGLISH**

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The Greek word Drama means, “a story of the life and action for representation by actor ..... a composition intended to be presented on the stage.” We know that drama is an important organ of literature, a very good demonstration of ideas, thoughts and feelings on any socio- political or on any issue related to education. That is why drama is an important form of English literature. Though it involves role playing to demonstrate the past events, it is also called simulation. Infact we can say that drama is an instructional teaching aid by enacting some literary and historical event or situation to clarify concepts and make learning enjoyable and more enduring. Drama is not only a means of entertainment part of literature rather it has tremendous potential to create and sustain the teaching learning process. This activity is performed under the supervision of the teacher who directs and corrects their presentation and revolves around some aspects of English teaching. It involves both the prose and poetry forms of literature, employs both for audio-visual methods of teaching and learning , provides awareness and understanding about the social conduct and traditions or socio-cultural norms, helps to develop mainly the effective aspects of the learners because it is based on the reality of life and society or its imaginative situations.

For an effective teaching or to draw interest of lesson , to involve the whole class in his teaching learning process it is the duty of a teacher to make it possible for the purpose of classroom teaching and what is required in role playing. In the day to day teaching learning process a teacher may ask his students to enact some dialogues and to perform with correct pronunciation, voice modulation, stress, intonation and with a balanced verbal and motor activity. For the primary school children it is very much difficult to remember the rhymes. , if there is a scope of action teacher can make them remember the

poem with certain action. The objectives behind this is to develop the skill of conversation, develop the understanding of life-philosophy and problems of content. To ensure that students are encouraged for imitation, to stimulate students for simulation, ability of analysis and imagination, tendency for active participation, interest for recreation, to enable students to speak the dialogue with proper voice modulation according to their mental development, set, feelings and situations, aware them to understand that whatever they are doing is directly or indirectly related to their real life, development of observation, discussion and understanding the plot , dialogue individually or within the group with intense feelings and sentiments for the welfare of mankind.

**Check your progress**

**Note:** Write your answers in the space given below-

**Q-3. Why Drama is important in teaching English? Discuss.**

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## **14.5 ORGANISATION OF DRAMA**

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Drama is a very good device for teaching and training of English literature. For teaching historical events, stories, life , biography, composition, poetry can be made more interesting and effective for the students. It depends upon the organization process of a teacher how he/she is conducting it to make the content more interesting.

**Role Playing Method:** Role playing is also known as Simulated Social Skill Training [SSST]. It is the best method of teaching English for the students in a simulated condition. Role plying is based on the principle of “Learning by Doing”. Pupils learn their content with their active participation and develop their social skills. The objective behind this method is to develop the sense of group feelings coordination and cooperation, interest for healthy enjoyment and recreation in a healthy atmosphere. It helps them to develop the skill of effective conversation and make them ready to understand the real life situation. The strategy of drama is that before going for a drama teacher has to select the content from prose, poetry, composition and novel and even a drama etc. After selecting the topic for the social skill development, direction of the role to act according to character of the content, teacher has to observe the behaviour/role played by the students. Time to time redirection for perfect role playing provide them freedom for free practice and finally observe their behavior modification. For better and effective drama teacher has to take some precautionary measure like he should be well acquainted with the whole strategy. Teaching of drama may be possible by any method but the teacher should be well aware about the purpose and objectives of drama teaching. He should brief about the drama with some socio- historical background. Subject

matter, characteristics should be decided by the teacher before it starts, according to their level who will take part to perform. He/she should check the vocabulary, style of language, pronunciation of the students. Teaching of drama is like teaching of prose, at the end of teaching drama he/she should give adequate emphasis on its basic elements.

**Check your progress**

**Note:** Write your answers in the space given below-

**Q-4. How Role playing is a best device for drama teaching in English?**

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## **14.6 DEVELOPMENT OF SPEECH PROGRAMME**

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Speech enables the pupil, “to make all the links and associations in his mind required to fix new words.” Teaching vocabulary and structures have to begin with the speech of the pupils and provide the habit of using the correct sentence and phrase patterns. Through this speech pupils learn to make the direct connection between the English word or phrase and the object, action or idea it bears. Another essential reason is our regional language. Our regional language speech habits have absorbed spoken English and regionalized it. In this connection A.W.FRISBY Writes that, “ communication by spoken language is a social activity, it is a type of social behavior just like eating, earning one’s living or knocking on the principal’s door before going in.” As it reflects our good speech, it is just as much a normal behavior as being polite. Correct speech means that the language ones speak should be ideal and not influenced by various regional and ethnic angularities and influence.

As we know that language learning is essentially a habit forming process during which pupil acquire new habit of speaking, reading and writing. Dr. B.Ballard writes, “we are ever liable to forget that language is first and foremost a spoken thing not a written thing as it appeals to the ear not to the eye. Speech training should have precedence over learning to read in point of time as well as in point of importance.” It is a natural process to learn but it is quite difficult to speak if one does not listen it carefully it means listening is the foundation of speech, when a speaker speaks , he does have to think what to speak means speech makes the learners very active. In modern time speech is important for interview and for group discussion, for this pupil should have good pronunciation, intonation and voice modulation etc. An ideal description of speech should include information concerning the production, transmission and reception stages of sound, speech, the nature of the sound which is produced and the features received by a listener.

Ability to speak is more important than ability to read and write, but in Indian condition there lies a wide gape in these skills. Speech habit is necessary for Indian pupils because their pronunciation is being treated as a normal standard and our aim of learning speech in English has to be “ Educated Indian Standard ”. Despite it there is still a retardation of speech learning in India. The causes are as follows

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### **14.6.1 CAUSES OF SPEECH PROBLEMS**

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- Standard of English in Indian schools is a matter of great concern, because English literature is affected by our regional language that is why less attention is paid to speech training. Teachers mostly use bilingual or grammar and translation method for teaching English.
- The second main point is phonetics, which is an essential part for a teacher but our teachers are not well versed in phonetics. The reason behind this is that they are not properly trained in phonetics, in our school system there is no provision for oral test for higher classes only a simple viva-voice test at the end of examination in some subjects. The useful devices like tape recorder, gramophone which are helpful in learning pronunciation are not available at the schools.
- Our teachers are not well equipped with the teaching aids which are one of the most important support system for speech development. There are very few schools in our country which have language laboratory even the aids like Tape recorder, VCR, TV are also not available for practice of speech.
- Classroom atmosphere is another point which has a great effect on speech development. In India the classroom atmosphere is pathetically in a very bad shape. There are hardly any scope for spoken English, even teacher- student interaction is also missing English. Spoken English is no longer used outside the classroom in our school and even in many of our colleges also.
- One of the main cause of poor English is that apart from the poor standard of English, teachers themselves commit blunders in pronunciation which students follow as model. It become more complicated when the teacher does not make any efforts to correct themselves and continue the same.

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### **14.6.2 HOW TO SOLVE SPEECH PROBLEMS**

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As is the problems so is the solutions, means every problem has its solution. Speech problem also its solution through training. Our aims and objectives of speech programme are the development of an audible and intelligible speech, good speech manners, postures and gestures. Speech depends upon clear pronunciation and clear voice with fluency and to cultivate the habit of speaking for a long time without fatigue. All these objectives could be achieved by the teacher through proper training and for training we will have to know the main aspects of speech for better pronunciation. The

main components of speech are as follows:

- **STRESS:-** Stress means accent or it is a degree of force with which sound or a word is uttered. In one word we can say that it means push or emphasis in speech. When we speak we put stress or emphasis on some words, phrases and on idioms, some times these stress is very strong and weak which indicate that difference in stress leads to difference in the meaning of a word. The role of a teacher is to train his students in his model reading, how to put stress and tell them that a shift of emphasis lead to a change in the meaning of a word and if there is a misplacement of stress they should be advised to consult the dictionary for better pronunciation.
- **RHYTHM:-** The oxford Dictionary defines ‘Rhythm’ in these words, “Rhythm is the metrical effect produced in verbs, prose, music or motion by the relations in quantity, stress, time or energy between the syllables, words, notes or movements that succeed each other.” According to Robert Lado, “the first exercise in pronunciation should deal with intonation and rhythm,” For this Daniel Jones says in our daily ordinary conversation people speak about 300 syllables in a minute or five syllables per second. To achieve this rhythmic regularity of stress the teacher can give training in singing songs, reciting poems, with proper voice modulation, stress and with the proximate maintenance of rhythmic regularity.
- **INTONATION:-** Intonation is the main component of speech because intonation means modulation of voice or variations in speech or pitch. According to Frisby, “much of the meaning of the spoken language is conveyed by the tune to which it is said.” Teacher can train his pupil when he recite or sing a song where to put stress, how to read, where to put rhythm and intonation to convey the feelings, emotions to understand the meaning of the words or sentences. Emotional degree of the speakers affect the intonation to show the love , anger, grief, excitement etc. Stress, rhythm and intonation are closely related to each other and make spoken English more difficult for the Indian students because the system of intonation pattern in every language is different and is naturally learnt by the native speakers of that language.
- **FLUENCY:-** Fluency means uttering of words or group of words with no hesitation and gaps in between. It should be without shuttering and stumbling over the sounds and sequences of words.
- **PAUSE:-** Pause means to ‘stop’ or is the transaction from one to another. In English teaching teacher should train his pupils how to and where to pause, after a comma, full stop etc. because the pause can change the total meaning of the sentence.

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### 14.6.3 TRAINING OF SPEECH AT DIFFERENT STAGES

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- **The Junior Stage:-** In this stage generally the average age group of the class starts between seven and fifteen and depending upon the stage at



which English is started in different states in our country. At this stage as **Pater Strevens** says, “because of the age of the pupils, the teaching methods must be simple, practical and interesting. The pupil must learn almost without realizing that they are being taught.” At this stage the learning process of learning will be by imitation, drill and practice and try to follow teacher as they hear from them. So it is the duty of a teacher to introduce some familiar word games and sound games consciously and try to avoid using technical terms because at this stage pupils have to learn a very limited grammar and vocabulary.

- **The Senior Stage:-** The age group of the pupil at this stage is between 15 to 18 generally the secondary stage of Indian schools. Pupil at this stage are grown up with some basic knowledge of English reading, writing and speaking and how to use these in different situations with their acquired vocabulary. As **Strevens** recommends, “Speech training to improve the pupils grasping of the language and its social usages.” So the duty of the teacher at this stage is to develop their English speaking fluency, intelligibility and command over it. He should make sure of using some social language. At this stage like primary school children need they also practice, drill and imitation too, and need to know the meaning of intonation, stress, rhythm, gesture and pause. All this can be possible and better trained by the teacher through speech making, drama, role playing, mock trials, mime, puppets etc. and programmes like spelling bees, quizzes, practice in idioms, expression and so on. These speech training programme of senior stage could be possible if teachers try to adopt it with care even at the lower levels.

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## 14.7 POINTS TO REMEMBER FOR SPEECH TRAINING

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The Central Institute of English and Foreign Language [CIEFL] have put forward the following suggestions for the improvement of Indian English in order to make internationally intelligible:

- Speech training should involve many practices and exercises and these practices should be related to ear training.
- A good speech is related to speakers posture, so speech training should also have a training of correct posture.
- Imitation of students should be carefully observed by the teacher, because imitation plays an important role in speech training.
- All activity for speech development should be organized in a proper way otherwise it will fail.
- Speech is related to speaking, it can be learnt by speaking. All speaking occasions are encouraged by the teacher.
- Teacher should always show friendly attitude towards the pupil for their speech development, otherwise they will fail in their efforts.

- Different methods of speech training should be employed at different level of teaching and should be simple and interesting.
- The best way of speech training programme is a language laboratory where pupils get chance to improve their speech, correction of pronunciation, stress, intonation, pause etc. Tape recorder and set of gramophone records are also available for this training.

**Check your progress**

**Note:** Write your answers in the space given below-

**Q-5. What are the causes of speech problems?**

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**Q-6. Write how Intonation and Stress helps in speech training?**

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**Q-7. As a teacher how will you develop speech in junior stage students?**

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## **14.8 DEBATE: A TECHNIQUE OF TEACHING ENGLISH**

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Debate is a very good technique of teaching English. As the word suggests it is an intense talk about a subject on which pupil wants to give their different views. Debate may be formal or informal depend upon the situation or a subject matter on which pupil wants to express their opinion about it. We can say that debate is also skill like other. In a formal debate subject/topics are selected pupil discuss on it fairly, formally putting forward their views and in an informal setup any matter can be made upon to debate and pupils are free to put their opinion, observation or views on the topic.

When we talk about teaching English with the application of debate technique it means for a better and effective teaching in the class. Before using it teacher has to select the topic very carefully which can be debatable. Debate is not only a teaching technique rather it has tremendous potential to create and sustain the teaching learning situation. This activity must be performed under the direct supervision of the teacher who first guide about the rules and regulation of the debate to have a healthy debate among the groups and

students have to strictly follow the rules. They are allowed to put their opinions differently about the topic before the class and the role of the teacher is to conclude it with the help of the main points of different views, so that the whole class can understand the topic properly.

The general observation of debate tells us that the students who are very good in speaking English, will versed , having depth knowledge on subject as well as current affairs and are always ready for discussion without fear and hesitation. Another observation is that though it is a classroom activity the students those who are shy in nature, hesitate to take part in it. So the objective behind debate technique is to:

- Develop the skill of conversation among groups.
- Help them to develop the understanding of content.
- Encourage the students for active participation or imitation.
- Enable the students to speak fluently, correctly with proper voice modulation and pronunciation.
- Motivate the students to take part in the discussion.
- Encourage the students to develop the habit of intensive reading, news paper reading for better knowledge and current affairs.
- The most important objective of debate is to develop the listening skill because it will help the students to listen carefully to give views to his counterpart on the subject matter.

Besides all these objectives debate has its own best importance because it help the students to develop their vocabulary, interest for recreation unless it is properly planned and organized otherwise debate sometimes lead towards unnecessary arguments.

**Check your progress**

**Note:** Write your answers in the space given below-

**Q-8. Write what are the main objectives of debate?**

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## **14.9 LET US SUM UP**

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In this unit we came to know about the role of text books, drama, debate and speech program for teaching English. For effective communication and to develop reading skills among teachers and students text books play an important role. Teaching of language and literature cannot be possible without a text book. Text book helps to develop critical and objective thinking in

students. To comprehend the taught matter students, need to read text books at their home. Debate is an important organ of literature. It is an essential form of English literature, because a very good demonstration of ideas, thoughts and feelings contain on the prose and poetry can be express and convey to students directly through it. Drama can be organizing with the help of role-playing method which is related to “Learning by Doing” Pupils learn their context with active participation in class room situation. Teaching vocabulary and structures are begins with the speech of the pupils. Through this speech programme pupils learn to make the direct connection between English words and phrase, objects, action or ideas contain in the subject matter. There are different causes of speech problems. Speech problems have also its solution through training. The training like use of stress, rhythm, intonation, fluency and pause should be focused by the teachers while teaching prose and poetry. According to the developmental stages of learner the training programme should be organized by the teacher.

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## **14.10 ANSWERS TO CHECK YOUR PROGRESS**

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- Q. 1-** The need of text book both for teacher as well as for students is that it help them to update their knowledge, for reference it work as guide for him, for students it provide systematic knowledge. To comprehend, to repeat and revise for their homework, it stimulates their reading skill, it helps them to develop critical and objective thinking.
- Q. 2-** It is important because it focuses on structural approach of teaching and contain illustrations, provide opportunities for oral work, to know our country, its culture, life of great people and most prominently it help to develop vocabulary of pupil.
- Q. 3-** Drama is important in English teaching because it has potential to create, subsist and sustain the teaching learning situation, provide opportunities to understand the socio-cultural matter and traditions. It develops the skill of conversation, provides opportunity to know life-philosophy of great men, most importantly it helps to develop the skill of listening and speaking.
- Q. 4-** Role playing is the best method in teaching English. It is also known as Simulated Social Skill Training (SSST). Role playing is based on the principles of “Learning by Doing”. Pupils learn their subject matter with their active participation and develop social skill. I helps the students to develop the sense of group feelings, cooperation, and coordination, interest for healthy enjoyment and recreation in a healthy atmosphere.
- Q. 5-** The causes of speech problems are standard of English in Indian schools, use of bilingual method by English teacher in classroom, teachers are not well versed with phonetics, not well equipped with well advanced use of teaching aids and the classroom atmosphere are in a very bad situation.

- Q. 6-** Stress and intonation are the main components of speech training because stress which means accent is a degree of force with which sound or a word is uttered. Use of strong stress on some words, phrases and idioms differentiate the meaning of word and its pronunciation. Intonation means modulation of voice or variation in speech or pitch that helps the learners to read and recite a prose or a poetry with rhythm.
- Q. 7-** In this stage the speech training programme should be simple practical and interesting. The role of the teacher in this stage is to make them unaware that they are being taught. At this stage learning process should be based on imitation, drill and practice with word games and sound games.
- Q. 8-** The main objectives of debate are to develop the skill of conversation, to develop understanding of content, encouraging learner's active participation in debate, develop the habit of intense reading. It enables the learners to speak fluently, correctly and with proper voice modulation and pronunciation, debate motivates students to take part in discussion and develops their vocabulary.

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# **UNIT-15 LANGUAGE LABORATORY AND ENGLISH LANGUAGE TEACHER**

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## **Structure**

- 15.1 Introduction
- 15.2 Objectives
- 15.3 Language Laboratory
- 15.4 Need and Objectives of a Language Laboratory
- 15.5 Functions of Different Sections of a Language Laboratory
- 15.6 Working Process of Language Laboratory
- 15.7 Effective Language Teacher
  - 15.7.1 Competencies of a Professional Teacher
- 15.8 Let Us Sum Up
- 15.9 Answer to Check Your Progress
- 15.10 References

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## **15.1 INTRODUCTION**

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In the age of science and technology we are moving towards quality within a short period of time to achieve the goal. The more we need to know and learn languages in a scientific and objective way. Because of the intricacies of learning a foreign language there is need to create a perfect atmosphere so that the students can get the real feel of the language in its various manifestations, and it is the need of the hour. The best characteristics of all educational methods are completed in the laboratory method, because laboratory method is based on problem solving. Learning a language means development of skills in reading, writing listening and speaking. Skill development needs perfection and it can be possible with practice in a laboratory, perhaps the ultimate of language learning is in a laboratory which consists of latest technological equipments. It is well known fact that the prospective teacher should possess knowledge of teaching skills because with them only he can improve his teaching. Teacher is the architect of students fortune. But for shaping the future of students, teacher should possess some essential qualities. English being an International fame language is used and understood by almost in all countries of the world and depends upon the teacher's ability, knowledge and skills. Teacher should see that his students acquire the ability to read, write, speak, listen and understand the language properly. In this unit you will come to know about the need of a language laboratory and some essential qualities of a teacher for language learning.

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## 15.2 OBJECTIVES

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After going through this unit students will be able to-

- Write what is a language laboratory.
- Discuss the need and importance of a language laboratory.
- Judge the importance of language teacher.
- Explain the essential qualities of a language teacher.

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## 15.3 LANGUAGE LABORATORY

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The ultimate place of language teaching is a language laboratory. It is not a place where learners perform language experiments, rather it is teaching room with some electronic devices for recording and reproducing speech. Use of technological resources in teaching language are a major focus today and language laboratory is one of the most important and prominent place for language teaching. Just like in the science subject teaching concepts, theories and hypothesis are analyzed, experimented and tested so also the concepts of language laboratory is a definite step in this way for language learning.

It is a special room for teaching English where learners get opportunity to perform new experiments and drill of speaking and listening with the help of tape-recorders, earphones, microphones etc. **A.S. Hayas** define language laboratory, as it “is a classroom containing equipments designed and arranged to make foreign language learning more effective than is usually impossible without.” Traditional language teaching does not allow much time for oral and auditory experiences and in this respect, the language laboratory is an innovative technique. But before its practical use there are two different views about the functions of language laboratory. Firstly, according to **Robert Lado**, “the language laboratory is the centre of language teaching and teacher help its operational objectives by providing suitable materials and learning situations.” Secondly, the language laboratory is an additional teaching aid with class as its centre. It is a true fact that language laboratory is not a place to conduct experiments. It is a place of functional arrangement of English teaching specifically its linguistic aspects. In other words we can say that language laboratory is the main centre of language teaching. Only few drills which can be performed more profitably should be done in the laboratory, it does not teach the whole range of linguistic materials. That is why it is called a place of selective and collective teaching.

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## 15.4 NEED AND OBJECTIVES OF LANGUAGE LABORATORY

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Language laboratory is a place of language learning for skill development where learners get an opportunity to develop there needed skills perfectly. Classroom is a place of individual difference where it is not possible



for a teacher to cater the individual differences. Language laboratory recognizes the prevalence of wide spread individual differences in language aptitude even among the different groups. That is why language learning in a laboratory is an individualistic approach. Nature of English teaching is practical in nature. Language laboratory provides theoretical as well as practical knowledge that is why we need it. Learners go to the laboratory observe their usage, and works according to ability, interest, need and capacity etc as a result they learn language in a self-disciplined manner. Though we want to provide real knowledge to our learner. We can take them to the laboratory where they get practical knowledge or real knowledge. It is the place where learners get opportunity to show their creative expression by making pictures, diagrams, and models it creates in them a constructive attitude and it help them for their comprehension development. Language laboratory helps to develop the spoken form of language for effective communication along with written form in language teaching. As we know that students are not very attentive and not listen the teacher carefully and it may be because of any cause so it is the responsibility of a teacher to develop this skill by providing a convenient means of hearing and responding to audio drills. A carefully designed and planned pattern drills can be easily recorded and used in the laboratory. The language laboratory there-by relieve the teacher of endless repetition of native patterns.

The objective behind the language laboratory is to teach students to communicate successfully with the native speakers of the language. Another objective of language teaching is to enable them to understand, read, write and speak the foreign language with proper speed. The most important objective of language teaching is to enable pupils to speak with proper intonation, accent, fluency and pronunciation for a normal conversation and this objective is very difficult to realize in real classroom teaching learning process.

**Check your progress**

**Note:** Write your answer in the space given below-

**Q-1. Write what are the main objectives of a language laboratory?**

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**Q-2. Discuss why learner need a language laboratory?**

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## **15.5 FUNCTIONS OF DIFFERENT SECTIONS OF A LANGUAGE LABORATORY**

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Language laboratory is a support system for language skill development. Like other laboratory it is also fully equipped with many

materials. Now question arises what should be the support materials for language in a laboratory? What content students will practice, how they will practice, how they will operate the equipments? To get answer of all the following questions you will have to first know about the different materials and equipments in a laboratory and their functions. The complete language laboratory includes three sections [1] Hearing booth , which is full of teaching equipments like audio-visual apparatus, tape records, programmed instruction materials etc. [2] The console or adviser, it is a room of workshop for preparing the apparatus of laboratory and preparing instructional materials. [3] Control room, the operation of teaching room. All these sections have their own function to do.

- **Hearing Booth:** This booth is meant for students. A language laboratory has usually a set of sixteen to twenty hearing booths for each student in the class. Each booth is equipped with ear phone, microphone, telephone connected to the advisors room, switches for selecting tape with a master tape, for recording their own voice, playing and hearing the same ,for stopping and rewinding and replaying the tape. Each booth separate from each other so that students can work independently without any disturbance. If he faces any problem he can communicate to the advisor by pressing the key to his room and by pressing the key he wants to use.
- **The Console or advisor Booth:** In a normal classroom setup role of teacher is to directly deal his students but in a language laboratory the role of teacher is not face to face. Here the console room is a teacher room which is fully equipped with more than one master tapes, a telephone set and a special equipment to guide or monitor any students for two way better communication. Though the console room is connected with each hearing booth. The room is equipped with different switches. [1] Distribution switches which are connected to the hearing booth or to the students sitting in their booth for directing the recorded programmes from the master tape. [2] Monitoring switches, as the name indicate this switches helps the teacher to hear to any students from any booth who are working in hearing booth. With the help of monitor switches teacher can correct the linguistic errors, working procedures, to evaluating and grading students. [3] Intercom switches which are very effective for two-way communication with any individual students of hearing booth. [4] Group call switches which are for all common purpose when the console needs to give or for making a common announcement to all students those who are listening to him. [5] All call switch group call switch this switch is also for making announcement of any programme to all students in the laboratory.
- **Control Room:** This control room is fully equipped with all tape records, telephones, earphones, gramophones of the language laboratory properly numbered, indexed and stored well so that everything is readily made available for the students upon his special lesson he wants.

**Check your progress**

**Note:** Write your answers in the space given below-

**Q-3. Write the importance of different sections of a language laboratory?**

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## **15.6 WORKING PROCEDURE OF A LANGUAGE LABORATORY**

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In a language laboratory linguistic aims require training in hearing, reading, speaking and in writing. Language laboratory is very important for speech training because speech require training in proper use of pronunciation, stress, rhythm and intonation which are very much a neglected aspect in our schools. Pupil in classroom generally use bi-lingual method, where some sounds are absent in that language and some are present in the foreign language. This also happens in reading training and practice of the grammatical patterns because vocabulary in language learning is of vital importance. From the Primary classes we introduce foreign vocabulary and vocabulary in this stage is under controlled, as they advance towards higher classes many new words, phrases and idioms are added to their vocabulary and all need practice with proper stress and pause. The writing exercise also need training in the laboratory which focus more on practice to apply grammar in proper place to form correct sentences or to produce a meaningful sentence. The most essential aspect is listening skill that also needs training and can best be possible in a language laboratory. In a laboratory it can be made with the support of listening-responding, listening and understanding, listening and identify, mimicry- memorization, oral composition, dictation, reading followed by a recording pattern substitution, addition etc.

If all the above are the main things to do by the pupil in the language laboratory than what should be the procedure to start it? The answer to this question is to follow the procedure means the use of different equipments based on the degree of freedom given to the students for working individually. It starts when the teacher first plays a master tape and students are required to picked up the sounds and record it on a separate tape recorder kept in their booth. Language needs habit formation which hase to acquired through practice and imitation or in other words retracing the tape to hear the sound again and again and practice them by retracing as often as they need. Like in programmed instruction the students cannot advance until they master the previous frame, but in the case of a language laboratory programs are in a liner basis and the next step automatically appears students themselves have to determine whether they have performed accurately or not if not than they will be able to repeat or retrace the defective frame until they succeeds.

The next procedure is that language learning is a individualized process. In a language laboratory every student learn independently at his own speed and need more time to learn their procedure of work. A slow learner retrace very frequently because his speed is very slow and spend much time on a tape comparatively a fast learner who do less retracing. The next procedure of a language laboratory is selection of materials, in a language laboratory students get opportunity to select their material and use tapes individually and explained in library operation. In the library operation the students select anyone of the tape from the central, take it to his booth, play for his own benefit regardless of what he wants to learn. Even students receives a broadcast by dialing a code number from his booth in this operation the student who dials first will hear the tape from the starting and receive the explanatory instruction and students who come in the middle and dial the same number also join the running programme not from the beginning because there is no provision to stop the tape and replay from the beginning. In this way a language laboratory work with some materials or any recorded materials that the pupil can listen to make its proper use for some learning experiences, in other word we can say that it is a practice exercise, this practice exercise directed the pupils to listen, to speak, to read and to write properly and show improvement in their class later on.

**Check your progress**

**Note:** Write your answers in the space given below-

**Q-4. Discuss the working system of a language laboratory?**

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## **15.7 EFFECTIVE TEACHER**

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Teaching is a skill based activity and teaching skills has been given the status of science as well as art. It is generally expected that the teacher should possess the knowledge of teaching skills and these skills will help them to improve his teaching style. Teaching is a triangular process of the teacher, students and the curriculum each of these have their own role but the most prominent role played by a teacher or we can say that teacher possess a supreme place, that is why teacher is the architect of the students future. This has been proved from many experiments that the possession of teaching skills by teacher have more capacity in teaching. As **Prof. B.K. Passi** says, "Teaching skills are a set of related teaching acts or behavior performed with the intention to facilitate pupils learning." Also **N.L. Gaze** says, "teaching skills are specific instructional activities and procedure that a teacher may use in his classroom. These are related to the various stages of teaching or in the continuous flow of the teacher performance." Now question arises that only knowing teaching skills is the quality of a good English teacher or something

else? Earlier qualities of a teacher was centered around the character, personality attributes and has not been shifted towards their professional competencies and classroom performance. Due to our laziness, lack of interest, enthusiasm and policy of state governments towards teaching English as a foreign language at our schools, as well the task of the English teacher has become rather unpleasant. English a beautiful language concentrate more on the application of rules of the grammar and learning of the structures, not on application of its love, odes, sonnets, elegies of the romanticists and the beautiful prose of many eminent writers. Therefore English teaching has been reduced to its utilitarian function confined to acquisition of the linguistic skills. From the curriculum point of view English has also the status of a library language, that is why it has lost its literary importance in most of the schools in India. The state government who neglected English and did not have any clear policy on teaching of English also shows interest in English language and its teaching in their schools. But the success of English teaching and English language is absolutely depend upon the ability and skills of a teacher. So the role of a teacher is like the hedge which runs along the sides of the road and leads the passer by his destination and that is what very precisely we expect from an ideal English teacher. An ideal teacher should be a competent, professional eager to learn and teach and a very high profile person

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### **15.7.1 COMPETENCIES OF A PROFESSIONAL TEACHER**

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- **Professional Qualities:** A language teacher should have some professional qualities like subject mastery, means must have sound knowledge of his subject. In the report of University Commission it has been mentioned that, “me teacher who is not a master of field who is not in touch with the latest development in his subject and who does not bring to bear upon his duties a free and untrammelled mind, will ever succeed in inspiring young with that love of truth.” His command over skills like reading, writing, and speaking should be fluent, faultless, with proper voice modulation, stress rhythm, intonation and articulation and should be able to appreciate the beauty of the poem. For subject mastery along with the knowledge of prose, poetry, drama, fiction etc, he should have application knowledge of all with his rich vocabulary and have a knack how best to use it. Subject mastery of a teacher is not sufficient, he should be acquainted with the latest development of training, research, technology and methodology of English teaching, so that he can make learning English a matter of sheer of delight, competent to diagnose any retardation and find its remedial measures. **Ryburn** says, “A good teacher is anxious to increase the knowledge of his subject and of method of teaching. Is anxious to keep fresh and up-to-date.” An effective teacher’s quality is best known for their better communication. Teacher should have an open mind towards subject training and should not consider that his learning is perfect and beyond correction and improvement and for this he should always be very keen to learn so as to do in a better way. All these can tebe possible if a teacher grow mentally, emotionally, intellectually and professionally. Efficiency is also another aspect of a

quality teacher he must possess a strong sense of vocation and devotion towards his teaching. A fair knowledge of current affairs, philosophy. Aims, methods, materials for instructions, skill and interest in teaching are the important aspects of professional efficiency. According to the Report of the Educational Commission, “In the absence of the other influences, a teacher tries to teach in the way in which he himself was taught by his favorite teacher and thus tends to perpetuate the traditional methods of teaching. In present situation when new and dynamic methods of instruction are needed, such an attitude become an obstacle to progress. It can be modified only by effective professional education.

- **Ethical Qualities:** Subject knowledge or subject mastery can also become more effective if the teacher take a pledge to follow the code of ethics. He should considers his job is only for the sake of money only rather his profession should consider useful for the learners and himself as well. He should be very careful and interested in the welfare and development of children. For transmitting his subject knowledge efficiently and effectively he should have knowledge of growth and development of children so that he can modify their behavior. To maintain and follow the professional value in its right direction he must learn to teach and influence his children and establish a good examples to others. Learning by imitation is a very easy way for learners to copy the manners of the teacher. So to become a model for his students he should be through his thought, words, dead and honest in his job. He must follow his code of ethics and maintain his high professional standards.
- **Personal Quality:** For an effective English teacher we cannot avoid the lines, “while books can teach, only personality can educate.” Our expectation from an efficient English teacher is that he is a mentally , physically, and emotionally be balanced person and have a good moral character. Because all these have direct impact on his classroom teaching. Students generally take interest in the subject which are taught by the teacher in a conducive environment, he should have knowledge of child psychology so that he can handle them accordingly. Sociability is another personal attribute of a teacher, so that he should know how to adjust himself in the social surroundings in which he lives. A normal social life outside the school will go a long way to give him happy. Social adjustment perception is a good quality of a teacher which are more effective than examples, it is a complement of personality. Punctuality is an essential quality of a teacher because it is a long-lasting effect on his students and become an example for his students. Teacher’s personality is more brushed by his impartial and sympathetic attitude towards his students, means he should respect his students’ emotions and feelings and make them grow with pride and eland. According to **Emerson**, “The secret of education lies in respecting the pupils because a child wants to be heard. His opinion should not be brushed aside merely because he is a child.” His thrust for knowledge means he is still learning by himself. A good academic

achievement record has a great impact on his personality and also cherish and practice democratic values like justice, equality, freedom and tolerance irrespective of caste, creed, religion and gender etc. He should be generous in his praise and application of the pupil activity and should leave a grace, model and source of inspiration to his students.

**Check your progress**

**Note:** Write your answers in the space given below-

**Q-5. What should be the essential qualities of a teacher?**

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## **15.8 LET US SUM UP**

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In this unit we came to know about the language laboratory. Language learning means development of language skills in reading, writing speaking and listening. Skill development needs perfection and it can be possible only with the practice in a laboratory condition. Language laboratory is consisting of latest technological equipments it is the place where pupils perform language experiments. The laboratory containing equipments designed and arranged to make foreign language learning more effective than is usually impossible without it. It is a fact that language laboratory is not exactly a place to do experiment rather it is place of functional arrangement of English teaching specifically its linguistic aspects. The objective behind the teaching of language with the help of language laboratory is to enable pupils to speak with proper intonation, accent, fluency and pronunciation for a normal conversation. The complete language laboratory has three sections i- hearing booth which is equipped with different audio- visual apparatus and instructional materials, ii- The console or advisor room which is for preparing apparatus and instructional materials and iii- is the control room which operate the teaching room. The working procedure of the language laboratory is based upon the need of the students. Teaching is a skill-based activity. English teaching and English language is absolutely depend upon the ability and efficiency of the teacher. The role of the teacher is like the hedge which runs along the sides of the road and leads the passer by his destination that is what very precisely we expect from an ideal teacher. Some professional competencies like professional qualities, ethical qualities, personal qualities etc. can make a teacher more effective.

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## **15.9 ANSWER TO CHECK YOUR QUESTION**

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**Q. 1-** The objectives of language laboratory are to develop reading, speaking and listening skills, develop pronunciation and comprehension ability and facilitate individual in variation of language learning.

- Q. 2-** Learner need a language laboratory to learn or correct their reading, listening, and speaking skills Because of individual differences they are not be able to go with other in a language laboratory. They get opportunities to listen their voice and be able to correct their mispronunciation, read correctly with all punctuation mark and try to speak correctly and will come to know how to and where to use stress and intonation.
- Q. 3-** The language laboratory has three main section and each has different function
- **Hearing booth-** This booth is meant for students. The function of this booth is for recording of their own voice for pronunciation correction, intonation, voice modulation, stress etc. Playing and hearing the same again and again by stopping and rewinding the tape.
  - **Console or advisor booth-** This booth is connected with different hearing booth. The function of this booth is that from this teacher correct the linguistic errors, working procedure, evaluate and grade students.
  - **Control room-** This control room is fully equipped with all materials and stores well so that everything should be ready for students use.
- Q. 4-** Open ended.
- Q. 5-** The essential qualities of a teacher is mainly based on his three attributes like his professional quality, means having some good academic qualification with subject knowledge, method, techniques with this he should have to follow the code of ethics for his profession and the personality of a teacher means he is physically, mentally and emotionally sound to perform his duty.

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