

UNIT – VI

LESSON PLAN FORMAT – PROSE

6.1 PLANNING OF THE LESSON - INTRODUCTION

A lesson plan is a teacher's detailed description of the course of instruction or 'learning trajectory' for a lesson. A daily lesson plan is developed by a teacher to guide class learning. Details may vary depending on the preference of the teacher, subject being covered, and the needs of the students. There may be requirements mandated by the school system regarding the plan. A lesson plan is the teacher's guide for running the particular lesson, and it includes the goal(what the students are supposed to learn), how the goal will be reached(the method, procedure) and a way of measuring how well the goal was reached (test, worksheets, homework etc.)

6.1.1 NEED OF THE LESSON PLANNING

1. Through lesson planning the subject is organized properly.
2. It keeps the teacher free from the faults of thoughtless teaching.
3. It makes the proper atmosphere for learning process.
4. The teacher also gets a clear idea about when they should start evaluation and when they should proceed to the next lesson.
5. Lesson plans helps in organized teaching and saves time.
6. Lesson plans allow the teacher to apply appropriate strategy.
7. Teacher will be more prepared and confident while teaching the lesson.

6.1.2 IMPORTANCE OF LESSON PLANNING

Every teacher is required to prepare a lesson plan because this is considered as guide for the day's lessons. Lesson planning is important because it gives the teacher a concrete direction of what she/he wants to take up for the day. Research has shown that student learning is correlated to teacher planning. One major explanation is that when plan is ready, teachers can focus on its implementation. When teachers do not have to think so much about what they need to do next they are able to focus on other parts of the lesson.

Lesson planning is important because it helps teachers ensure that the day-to-day activities that go on in their classrooms are providing students with an adequate level of long-term progress toward the goals outlined in their scope and sequence, as well as their individual education plans when necessary.

An effective lesson plan includes several elements: learning objectives, quality questions, supplies and activities. It is important to have the learning objectives in mind because those should drive the development and implementation of all activities in the classroom. Quality questions are

inquiries that the teacher plans to direct at the students over the course of the lesson. Sometimes these questions are rhetoric in nature, but more often they are designed to help the student think at a higher level than simple memorization and comprehension. It is important to come up with a plan for assessment to determine whether the class has met its targets.

Lesson planning is a complex yet essential part of the teaching process that changes over time as teachers gain more hands-on experience.

6.1.3. CHARACTERISTICS OF GOOD LESSON PLANNING

Learning to plan is just like any other skill. It takes time and practice. At first lesson planning may seem like a time consuming process but by creating detailed lesson plans as a beginner teacher one is able to develop routines that can become more automatic over time.

- Lesson planning should be in a written form.
- In lesson planning, the general and important objectives should be clearly defined.
- The lesson plan should relate to suitable teaching method and its use.
- A continuity component reviews and reflects on content from the previous lesson.
- Subject, time, class, average age of the students should be mentioned in the lesson plan.
- Important examples should be included in lesson planning.
- Inspirational or motivational methods, should be experimented in lesson planning.
- In lesson planning, the time for each topic should appropriately be pre-determined.
- In lesson planning, the techniques and supportive materials of education like charts, maps and other audio-visual materials and its utilization should be written.

6.1.4. ADVANTAGES OF LESSON PLAN

Some of the advantages of lesson planning are as under:

- It inspires the teacher to improve the further lessons.
- It helps the teacher in evaluating his teaching.
- It develops self confidence in the teacher.
- The teaching matter is organised in a time-frame.
- It inspires the teacher to ask proper and important questions.
- It provides guidance to the teacher as to what and how he should teach.
- It helps in creating the interest of students towards the lesson.
- It stimulates the teacher to think in an organised manner.
- It helps the teacher to understand the objectives properly.

6.2 DIFFERENT MODELS OR APPROACHES FOR WRITING LESSON PLAN

For planning and writing the lesson plans, various styles and approaches can be used such as The Herbartian Approach or Five Steps Approach (Herbart), Gloverian Approach (A.H.T. Glover), The Evaluation Approach (Dr. B.S. Bloom), Unit Approach or Morrisonian Approach (Morrison), The Project Approach (Kilpatrick) and RCEM Approach. A brief account of these approaches is given below:

6.2.1. HERBARTIAN APPROACH

German Philosopher and educationist John Fredrick Herbart (1746-1841) developed a psychological procedure in the field of lesson planning. His approach indicates more towards teacher's presentation rather than the student's behaviour. Herbart proposed four steps: a) Clearness b) Association c) System d) Method. These steps were further modified by Herbart as:

PREPARATION

In this step, previous knowledge is explored so that the students become motivated to gain new knowledge.

PRESENTATION

In this step, the content is presented in an effective manner. Active participation of the students is an essential part of presentation.

ASSOCIATION OR COMPARISON

This step is related with the task of strengthening the content presented in the second step. Teacher compares the previous knowledge with new knowledge and thus the students establish a link between them.

GENERALISATION

After comparison, students learn to simplify the content. Rules, principles, characteristics, objectives, importance and limitations etc. are drawn in this step.

APPLICATION

Students learn to apply the knowledge in similar situations.

RECAPITULATION

Teacher asks questions related to the content to check how much the students have understood.

6.2.2. RCEM Approach (Regional College of Education, Mysore)

This approach to lesson planning has been developed at Regional College of Education, Mysore. It is named as RCEM approach. This approach makes use of Systems Approach to education. The main steps involved in this approach are:

INPUT

In this step, the entry level behaviour of the students is examined. Instructional objectives are specified in behavioural terms.

PROCESS

This step is concerned with the presentation of content matter. It corresponds to interaction process of the classroom. Activities of teacher and students are involved in this process.

OUTPUT

This is the evaluation phase of the lesson. Teacher uses various evaluation techniques to know the extent of achievement of instructional objectives.

6.2.3. MORRISON OR UNIT APPROACH

This approach is associated with the name of the professor H. C. Morrison (1871- 1945) of the University of Chicago. According to this approach, the teaching learning process must result into the mastery of the content matter of a unit. The teacher moves to the second unit only when she thinks that the students have acquired mastery over the subject matter of the unit and are capable of generalising and applying the ideas of learned material. Morrison proposed five steps:

EXPLORATION

In this step, the teacher tries to know the students entry level behaviour (previous knowledge).

PRESENTATION

The overview of the subject matter is given and the structure of the whole unit is discussed with the students.

ASSIMILATION

In this step, the students study the subject matter deeply and try to understand it.

ORGANISATION

The students present the acquired knowledge in a systematic manner in written form.

RECITATION

This step is related with the student's verbal expression of the subject matter which is learned by them.

6.2.4. GLOVERIAN APPROACH

This approach owes its origin and propagations to A. H. T. Glover. In his honour, it is named as Gloverian Approach. He disagreed with the teacher-centered approach and proposed a four-step learner-centered approach:

QUESTIONING

Teacher or student asks question relating to a problem. Teacher presents the problem in such a manner so that the students become curious to know the answer.

DISCUSSION

Various aspects related to question are discussed in the class and interaction becomes meaningful.

INVESTIGATION

Teacher acts as helping hand and guides the students so that the investigation becomes fruitful.

EXPRESSION OR PUPIL ACTIVITY

Students present the result of their efforts and teacher guides further if required.

6.2.5. THE EVALUATION APPROACH

Bloom's evaluation approach involves the following systematic steps of the lesson planning:

FORMULATION OF EDUCATIONAL OBJECTIVES

Objectives specification is primary step in this approach. After formulating educational objectives, instructional objectives are specified in behavioural terms. This specification helps in identification of terminal behaviour.

PROVIDING LEARNING EXPERIENCES

Relevant experiences are provided to students so that instructional objectives can be achieved. Teaching methods, techniques and aids are used as per the requirement of content matter.

EVALUATION

In this step, the evaluation of terminal behaviour is carried out keeping in view the instructional objectives specified in advance.

6.2.6. ECLECTIC APPROACH

In this study, the steps followed to develop lesson plans are a mixture of Herbartian as well as RCEM approach. The basis of RCEM Approach is taken up from Bloom's taxonomy of objectives. In this research, behavioural objectives were followed up according to RCEM approach whereas presentation of lesson plan was followed according to Herbartian Approach which is as follow:

1) PREPARATION

Well planned is said to be half done. This is the initial stage in which various activities are performed to arouse the interest of students. Previous knowledge of the students is tested and they become motivated to grasp new concept. The following activities are involved in this step:

a) Introductory particulars indicating Pupil Teacher's Name or Roll No, Date, Class, Section, Subject, Topic, Duration of Period etc.

B) INSTRUCTIONAL AIDS

Instructional Aides are the supporting material which assists in learning. These aids help in thorough understanding of the concepts. Specific Aids - Charts, real objects, advertisements in newspapers etc. (as per requirement of lesson).

C) INSTRUCTIONAL OBJECTIVES IN BEHAVIOURAL TERMS

These were the behavioural outcomes which were tried to be achieved by the teacher by way of providing various learning experiences to students.

D) PREVIOUS KNOWLEDGE ASSUMED & PREVIOUS KNOWLEDGE TESTING

I) PREVIOUS KNOWLEDGE ASSUMED

Pre-requisites for the new learning were mentioned in this step.

II) PREVIOUS KNOWLEDGE TESTING

In this step, the previous knowledge of the students was tested and a link was established between previous knowledge and new learning. Students were made curious to learn new things.

III) ANNOUNCEMENT OF THE TOPIC

After getting unsatisfactory or partial satisfactory or satisfactory response from the students, the topic was announced. After this, the name of the topic was written on the chalkboard.

2. PRESENTATION

This step includes all the activities to be performed while teaching for attaining behavioural objectives. In the present study, presentation included

four columns: teaching points, teacher's activities, students' activities and chalk board work / teaching aids.

3. RECAPITULATION

It was done to know the extent of learning of lesson by the students and to summarise the lesson. It was done after the presentation of lesson by asking questions (oral) from the students. Final recapitulation was done through the criterion referenced test at the end of every lesson.

4. HOMEWORK

Homework was given to the students at the end of lesson. They were asked to learn the content taught, write the questions, give suitable examples on their own and draw the diagrams.

6.3 PLANNING A PROSE LESSON (HERBARTIAN STEPS)

While Herbart emphasized only four steps, i.e. clarity, association, system and method, his followers modified the four steps. Thus, the five steps are termed as Herbartian five steps of teaching.

6.3.1 PREPARATION/INTRODUCTION

Some questions are asked from the pupils in order to test their previous knowledge so that curiosity may arouse in them for learning of new knowledge. By testing their previous experiences pupils are prepared for acquiring new knowledge.

6.3.2 STATEMENT OF AIM

Here, the topic becomes clear to the pupils and the teacher himself is supposed to write the topic on black-board in clear words.

6.3.3 PRESENTATION

The lesson is developed with the cooperation of the pupils. Opportunities are provided to pupils to learn themselves by stimulating their mental activity.

The teacher tries to receive most of the point from the pupils by questioning so that the new knowledge may get related to the previous knowledge.

6.3.4 COMPARISON AND ASSOCIATION

In this, the facts, events and application taught are related mutually by comparison to enable the pupils to understand the taught material. The teacher establishes a relationship between two subjects and also between the facts and events of one subject and the facts and events of other subject. The compares them so that the new knowledge may get stabilized and clarified in the minds of the pupils.

6.3.5 GENERALIZATION

Herbart termed this step as 'system'. After explaining the main lesson, the pupils are provided with opportunities to think. They formulate such principles and rules which may be used in various situations of the future life.

6.3.6 APPLICATION

In Application it is observed whether the acquired knowledge may be applied to the new situations. The teacher verifies this by asking recapitulate question or by providing opportunities to apply the acquired knowledge in the new situations. This stabilizes the new knowledge and validity of the rules may also be proved.

HERBARTIAN LESSON PLAN MODEL

Date.....

Class.....

Period.....

Subject.....

Topic.....

1. GENERAL OBJECTIVES

These objectives are formulated by the teacher in his subject keeping in view the entering behaviours of the learners. For example: 1. to develop the knowledge of grammar among the students.

2. SPECIFIC OBJECTIVE

These objectives are formulated on the basis of general objectives and considering the nature of the topic and level of students. These are specified in terms of knowledge, skill or appreciation. These objectives are written in behavioural terms. For Example (i) Students will be able to recall the definition of noun. (ii) Students will be able to enumerate the examples of noun.

3. INTRODUCTION

Here, the teacher employs his insight and experiences for linking new knowledge with the previous knowledge of the students. The topic is not introduced directly but it is usually emitted by the students' responses by asking introductory questions.

4. TEACHING AIDS

Audio-visual aids are selected according to the proposed topic.

5. PREVIOUS KNOWLEDGE

Students' previous knowledge is mentioned. For example: Students are familiar with figure of speech. They know that nouns are naming words.

6. STATEMENT OF AIM

The teacher gives his statement of teaching topic by incorporating the students' responses. For Example: "Today, we will study about the noun and its kinds."

7. PRESENTATION

The teacher prepares the developing questions after introducing the topic. The questions are arranged in logical sequence, i.e., from simple to complex, considering the structure of the topic.

8. EXPLANATION

The teacher is supposed to explain the answers of the given developing question. As whole of the content-matter is in the question-answer form.

9. BLACK BOARD SUMMARY

The teacher has to prepare the black-board summary of his teaching point and explanations.

10. REVIEW QUESTIONS

The purpose of these questions is to practice the students' learning and to evaluate their performance whether they have comprehended the teaching unit or not. These review questions are asked only after rubbing the black-board summary. For example:

Q.1. What is the definition of Noun?

Q.2. Give some examples of Noun.....

11. HOME ASSIGNMENTS

At the end of the lesson plan, home assignment is given to the students on the same teaching unit. The purpose of homework is to practice, to organize and to study the topic for better understanding and retention.

ADVANTAGES

1. ORGANIZED TEACHING

Each step has been organized in a logical order which provides an opportunity to the fresh teacher to become aware of future mistakes.

Originality is never affected and the teaching goes on in a very organized way.

2. ACQUIRING THOUGHTS AS APPERCEPTION.

Herbart believed that when the new thought related to the thoughts lying in unconscious mind of the pupils are presented, the thoughts of unconscious mind come to the conscious mind, establish relationship with the new thought and again go to the unconscious mind. Herbart termed this material process of acquiring thoughts as apperception.

3. USE OF INDUCTIVE AND DEDUCTIVE METHODS

While presenting the new knowledge, help of various examples is sought through generalization and rules are derived. It is an inductive method. In the step application, these rules are to be executed, this is a deductive method. Thus, both inductive and deductive methods are used in this five steps approach.

4. RECAPITULATION

Such question is asked while recapitulating which, on answering, result in the learning and application of the acquired knowledge in new situations.

5. CORRELATION POSSIBLE

Herbart considered entire knowledge as a single unit. The knowledge of the pupils is acquired in a single unit. This allows to establishing a correlation between previous and new knowledge and between all subjects of the curriculum.

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DISADVANTAGES

1. MECHANICAL METHOD OF TEACHING

The use of these steps takes away the freedom of the teacher as he cannot incorporate his independent thought in any step. This reduces his originality. Hence, Herbartian approach is a mechanical method of teaching.

2. NO PLACE FOR INDIVIDUAL DIFFERENCES

While using Herbartian approach, similar questions are asked to the entire. This overlooks individual differences.

3. USEFUL IN KNOWLEDGE LESSON ONLY

Herbartian approach is useful in the knowledge lesson only, not in appreciation and skill lessons.

4. TEACHER MORE ACTIVE

In Herbartian approach, the teacher has to be more active. It is more desirable if the pupils remain more active than the teachers. As this teaching method is not activity-centered, pupils don't get any motivation for learning.

5. NO NEED OF GENERALIZATION

Generalization is not needed while teaching language, geography, history, music and arts etc. Thus, all the five steps are not needed while teaching.

6. UNINTERESTING

This approach stresses upon the teaching of all the subjects of curriculum in a similar sequence overlooking the interests, attitudes, abilities, and capacities of the pupils according to their mental development. The entire teaching becomes monotonous. The pupil does not show any interest in acquiring new knowledge. Thus, Herbart's teaching method is not interesting.

7. DIFFICULTY OF CORRELATION

Considering the knowledge as a complete unit, Herbart emphasized correlation between different subjects for the unity in the mental life of the pupils, but following these five steps teachers impart the knowledge of different subjects to the pupils differently. They seek to establish a correlation between various subjects in order to bring integration in the mental life of the pupils which is essentially difficult, if not impossible. So, in nutshell it can be concluded that Herbartian Five-Step Approach, is an impressive and psychological teaching method. It includes both inductive and deductive methods. A correlation among all the subjects of the curriculum is possible by its use. There is a provision of recapitulation in the step under application.

However, some educationists point out that this method is useful only for knowledge lessons. Generalization is not needed in every lesson. Herbart's method is mechanical. There is no place for individual differences. It does not motivate the pupils to learn by doing. The correlation between the different subjects is essentially difficult. Glower points out that in Herbartian approach; emphasis is laid on teaching only instead of learning. This reduces the freedom of the teacher. Pupils also become passive. Neither is their character formed nor do they reach their desired goals. However, the pupil-teachers should follow this approach with necessary changes keeping its merits in view.

6.4. AIMS OF TEACHING OF PROSE

The aim of teaching English prose is for language development and literary development both. But at the Junior Level, the chief aim is language development. This means that emphasis should be given on the development of four basic skills of listening, speaking, reading and writing. Thompson & Wyatt said, 'To aim at literature is to miss the way to language. Aim at language is to pave the way to literature.' The aims of teaching prose may be divided into two:

I. GENERAL AIMS

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

II. SPECIFIC AIMS

The specific aims vary according to the subject matter of the prose lessons. The specific aims of different types of prose lessons are:

(a) DESCRIPTIVE

- To develop the student's imagination and love for natural objects.
- To acquaint the students with the writer's style.

(b) STORY

- To give certain facts and lessons through the story.
- To shape the student's character.
- To develop interest for story reading.

(c) ESSAY

- To acquaint them with the style of essay writing.
- To enable them to arrange the ideas in a systematic way.

(d) PLAY

- To make them speak conversational English.
- To encourage the students to play different roles.,

- To build their character.

(e) BIOGRAPHY

- To get students acquainted with the life and deeds of great men.
- To inculcate in them desirable sentiments and ambitions.
- To show them the path of character building.

6.4.1. PROCEDURE OF TEACHING PROSE LESSON

Procedure of teaching prose lesson involves the following steps:

- Preparation
- Presentation
- Recapitulation
- Home Assignment

I. PREPARATION

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

(A) GENERAL AIMS

- To enable the students to read aloud prose lessons with correct pronunciation stress, intonation and pause.
- To enable the students to comprehend the thought and idea contained in the passage.
- To enrich their active and passive vocabulary
- To enable the students to express the ideas contained in the passage orally and in writing.

- To develop their interest for reading.
- To enable them to write correctly.
- To build their character and prepare for world citizenship

(B) SPECIFIC AIMS

The specific aims vary according to the subject matter of the prose lessons.
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- To acquaint them with the style of essay writing.
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- To make them speak conversational English.
- To encourage the students to play different roles.,
- To build their character.

(e) BIOGRAPHY

- To get students acquainted with the life and deeds of great men.
- To inculcate in them desirable sentiments and ambitions.
- To show them the path of character building.

(C) MATERIAL AIDS

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

(D) PREVIOUS KNOWLEDGE

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

(E) INTRODUCTION

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

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

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

(F) STATEMENT OF THE AIM

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

II. PRESENTATION

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

(A) READING ALOUD BY THE TEACHER

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

(B) PRONUNCIATION DRILL

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

Those words are selected which are:

- difficult to pronounce by the students
- commonly mispronounced by the students
- Containing the silent letter.

(C) READING ALOUD BY THE STUDENTS

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

(D) EXPOSITION OF NEW WORDS/ PHRASES

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

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

(E) SILENT READING

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

(F) COMPREHENSION QUESTIONS

After the silent reading, some questions based on the passage should be asked to test students' comprehension of the passage. The following type of questions may be asked:

- By asking meanings of new words
- By asking short questions on the main portion of the passage
- To pick out different forms of words or phrases

III. RECAPITULATION OR APPLICATION TEST

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

- Fill in the blanks
- Match the column
- Complete the lines
- Choose the correct answer

IV. HOME ASSIGNMENT

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

- Use the new words in their sentences.
- Make a list of words related with a particular group or topic
- Remember the spellings of new words.
- Write the answer of the given questions.

UNIT 7: LESSON PLAN FORMAT-POEM

Poetry

Poetry is a literary work in verse. It is a writing of graceful expression, great beauty, a piece of art with emotional sincerity or intensity. It is a way to understand how language and symbol system work. It is worthy of expression of emotions deep feelings and aesthetics or a sense of what is beautiful about the world.

Poetry is a medium through which the poets express their emotion and thought with a musical tone of words. According to Wordsworth, poetry is, "the spontaneous overflow of powerful feelings recollected in tranquility". Poetry has two kinds of subject matter – that which is supplied by the external objects, such as deeds, events and the things we see around us and that which is supplied by the poet's own thoughts and feelings. The former gives rise to objective poetry, the latter to subjective. In the first, it is about what he has seen or heard; in the latter, he brings to bear his own reflections upon what he has seen or heard.

Poetry, unlike other genres of literature is a highly imaginative form of expression. It has been variously defined as an overflow of powerful feelings, emotions recollected in tranquility, the best words in the best order, an artistic expression of reality and also as beauty transformed into truth. It is described as a highly subjective form of artistic expression.

Can poetry be taught? This is a question that is very often asked. If it can be, then what are the components that need to be explained. To begin with, it must be understood that the primary impulse of composing a poem is attainment of pleasure. The poet feels great joy in creation. The teacher has to convey this joy to the students who read that poem. The language of poetry is different from that of prose. In order to understand poetry one needs to decode the symbols and images used by the poet.

Understand The Differences Between Aims And Objectives

Aims	objectives
Aims are what you want to achieve	objectives are what you will do to achieve them
Aim is setting a determined course in order to achieve a set target	an objective is a more specific target in order to achieve the goal
Aim is usually a long-term process	an objective is for short term
An aim can be slightly vague	an objective is always specific

OBJECTIVES OF TEACHING POETRY

The objectives of teaching poetry are as follows:

- to enable the learners to recite poems with proper rhyme and rhythm;
- to enable the child to enjoy recitation of the poem;
- to develop the learner's power of imagination;
- to train learners in emotions;
- to develop a love of poetry reading and writing;
- to enable the learners to appreciate the poem;
- to understand thought and imagination contained in the poem;
- to appreciate the rhyme, and style of the poem;

- to develop aesthetic sense; and
- to create love for English poetry.
- Identifying the stanzaic form of a poem.
- Finding out the meter used in a poem.
- Locating the figures of speech in a poem.
- Determining the rhyme - scheme of a poem.
- Tracing the development of thought in a poem.
- Analysing the poem critically.

Some more Objectives of Teaching Poetry

The teacher enables learners to:

1. listen to and recite poems;
2. appreciate rhythm and feelings;
3. collect recordings of poems;
4. write a few poetic lines; and
5. collect poems with the same rhythmic pattern

POETIC DEVICES

Figurative means

A **figure of speech** is a departure from the ordinary form of expression, or the ordinary course of ideas in order to produce a greater effect.

Language that goes beyond the normal meaning of the words used based on or making use of figures of speech; metaphorical .

Represented by a figure or symbol

Figure of speech may be classified as

Those based on Resemblance – Simile, Metaphor, Personification and apostrophe.

Those based on Contrast – Antithesis and Epigram.

Those based on Association – Metonymy and Synecdoche.

Those depending on Construction – Climax and Anticlimax.

SIMILE

A FIGURE OF SPEECH in which a comparison is made between unlike or dissimilar objects using the words like or as.

Eg.

Friends are like parachutes.

He fought like a lion.

Life is as tedious as a twice-told story.

Soul was like a star, and dwelt apart.

The righteous shall flourish as the palm tree.

METAPHOR

A metaphor is an implied simile. It does not, like the simile, state that one thing is like another or act as another, but takes that for granted and proceeds as if the two things were one. In which a comparison is drawn between two dissimilar or unlike things without the use of like or as.

Eg.

A good laugh is sunshine in a house.

He was a lion in the fight.
The camel is the ship of the desert.
Life is dream.

PERSONIFICATION

In Personification inanimate objects and abstract notions (ideas) are spoken of as having life and intelligence. in which animals, ideas, or objects are given human characteristics or form.

Eg.
The tree bowed and waved to me in the wind.
Laughter holding both her sides.

APOSTROPHE

An apostrophe is a direct address to the dead, to the absent , or to a personified object or idea.

Eg.
Oh, rose, how sweet you smell and how bright you look!
Car, please get me to work today.
Oh, trees, how majestic you are as you throw down your golden leaves.
Dear love, please don't shoot me with your Cupid's bow.

HYPERBOLE

Hyperbole is an exaggeration and things are made to appear greater or lesser than they usually are. In which an exaggeration or overstatement is made to illustrate a point.

Eg.
I'm so hungry I could eat a horse.
Ten thousand suns light up this room.
The professor's ideas are as old as the hills.
I have told you a million times not to lie!

EUPHEMISM

Euphemism consists in the descriptions of a disagreeable thing by as agreeable name. A euphemism is the use of agreeable or inoffensive words to replace rude or offensive ones

Eg.
He has fallen asleep. (i.e., he is dead)
You are telling me a fairy tale. (i.e., a lie)
He has passed away. (i.e., He has died)
He is between jobs. (i.e., He is unemployed)
He has resigned his commission. (i.e., He has been sacked)
He is a little thin on top. (i.e., He is losing his hair)

ANTITHESIS

In antithesis, a striking opposition or contrast of words or sentiments is made in the same sentence. It is employed to secure emphasis.

Eg.
Man proposes, God disposes
Speech is silver, but silence is golden.

OXYMORON

Oxymoron is a special form of Antithesis, whereby two contradictory qualities are predicted at once of the same thing. Oxymoron is a figure of speech in which two opposite ideas are joined to create an effect. The common oxymoron phrase is a combination of an adjective proceeded by a noun with contrasting meanings.

Eg.

Cruel kindness, Living death, Original copies, Liquid gas

He is the only honest thief.

Tragic [comedy](#), Seriously funny, Awfully pretty, Foolish wisdom

The comedian was seriously funny.

You are clearly confused by the situation you have found yourself in

Do you have the original copies that we requested?

EPIGRAM

An Epigram is a brief pointed saying frequently introducing antithetical ideas which excite surprise and arrest attention. Epigram is a rhetorical device that is a memorable, brief, interesting and surprising satirical statement. It has originated from a Greek word, epigramma, meaning inscription or to inscribe.

Eg.

The child is the father of the man.

He makes no friend, who never made a foe.

The fool doth think he is wise, but the wise man knows himself to be a fool.

Fools rush in where the angels fear to tread.

Live simply, so that others may simply live.

IRONY

Irony is a mode of speech in which the real meaning is exactly the opposite of that which is literally conveyed. Irony is the use of words to convey the opposite of their [literal](#) meaning. Similarly, irony may be a statement or situation where the meaning is contradicted by the appearance or presentation of the idea.

Eg.

One of the identical twins says to the other, "You're ugly.

I saw a fish drowning., The police station was robbed.

Britain's biggest dog was named Tiny., The teacher failed the test.

The water vendor died of thirst!., The firehouse burns down.

The student who didn't study passed the test., The marriage counselor gets a divorce

PUN

A Pun consists in the use of a word in such a way that it is capable of more than one application, the object being to produce a ludicrous effect.

Eg.

Is life worth living/ - it depends upon the liver.

Denial is not just a river in Egypt.

Make like a tree and leave.

The math teacher was an exponent of his own powers.

Without geometry, life is pointless.

METONYMY

In Metonymy (literally, a change of name) an object is designated by the name of something which is generally associated with it.

Eg.

The Bench, for the judges., The house, for the member of Lok Sabha.

The laurel, for the success., The Crown, for the king.

SYNECDOCHE

In Synecdoche a part is used to designate the whole or the whole to designate a part.

Eg.

Give us this day our daily bread (i.e., food),

A fleet of fifty sail (i.e., ships) left the harbour.

All the best brains in Europe could not solve the problem.

He has many mouths to feed.

LITOTES

In Litotes an affirmative is conveyed by negation of the opposite, the effect being to suggest a strong expression by means of a weaker. It is the opposite of Hyperbole.

Eg

I am a citizen of no mean (= a very celebrated) city.

The man is no fool (=very clever).

I am not a little (=greatly) surprised.

INTERROGATION

Interrogation is the asking of a question not for the sake of getting an answer, but to put a point more effectively.

This figure of speech is also known as RHETORICAL QUESTION because a question is asked merely for the sake of rhetorical effect.

Eg.

Am I my brother's keeper?

Do men gather grapes of thorns, or figs of thistles?

Who is here so vile that will not love his country?

Can storied urn or animated bust

Back to its mansion call the fleeting breath?

EXCLAMATION

In this figure the exclamatory form is used to draw greater attention to a point than a mere bald statement of it could do.

Eg.

What a piece of work is man !

How sweet the moonlight sleeps upon this bank !

O what a fall was there, my countrymen !

CLIMAX

Climax is the arrangement of the series of ideas in the order of the increasing importance.

Eg.

Simple, erect, severe, austere, sublime.

What a piece of work is man! How noble in reason, how infinite in faculties ! In action, how like an angel! In apprehension, how like a god!

ANTICLIMAX

Anticlimax is the opposite of climax – a sudden descent from higher to lower. It is chiefly used for the purpose of satire or ridicule.

Eg.

Here thou, great Anna! Whom three realms obey,
Dost sometimes counsel take-and sometimes tea.
And thou, Dalhousie, the great god of war,
Lieutenant-Colonel to the Earl of Mar.

ALLITERATION

Alliteration is a sequence of repeated initial sounds usually before stressed syllables.

Eg.

Full fathom five thy father lies [The Tempest by Shakespeare]
When weeds, in wheels, shoot long and lovely and lush; [Spring by G.M.Hopkin]
He claps the crag with crooked hands; Close to the sun in lonely lands. [The Eagle by Alfred Tennyson]

ASSONANCE

Assonance is the repetition of vowel sounds in words very close to each other.

For example

there are underlined long e vowel sounds in Lotos-Easterns by Tennyson
Music that brings sweet sleep down from the blissful skies.
Here are cool mosses deep,
And through the moss the ivies creep,
And in the stream the long-leaved flowers weep,
And from the craggy ledge the poppy heads in sleep.

Planning for Teaching Poetry

To plan for poetry lesson the teacher has to read the poem thoroughly several times to understand the internal meaning or hidden meaning of the poem. Then the teacher should divide the stanza according to the length of the poem keeping in view duration, periods allotted, and mental level of the learners. To explain flashcards, news paper clippings, roller board can be used. The teacher has to concentrate on the central ideas given by the poet, emotions, rhyming words, description and vocabulary.

Procedure of Teaching Poetry – Herbertian Model

- General aims and objectives
- Specific objectives
- Learning outcomes
- Steps

The steps are as follows:

• Motivation/testing previous knowledge

The teacher asks questions related to the theme of the poem to trigger motivation and elicit free responses from the learners for a new poem whereas, for the poem already taught, the teacher will ask questions from the previous lesson. Then the teacher writes the responses of the learners on the chalkboard and draws the attention of the learners towards the lesson.

• Announcement of the topic

After motivation, the teacher elicits the title of the lesson from the learners and writes the title of the lesson on the chalkboard.

- **Providing information about the poet**

The teacher provides detailed biological information on about the poet such as date and place of birth, early life education, parentage, growth and development of the poet and the works published apart from the contribution of the poet to literature.

- **Teaching vocabulary**

The teacher explains the meaning of the words in the poem situationally or with flashcards.

- **Reading aloud by the teacher**

The teacher recites the poem with proper rhyme and rhythm.

- **Second reading by the teacher**

The teacher reads the poem for the second time.

Reading aloud by the learners

The learners read the poem with proper rhyme and rhythm.

- **Explanation of the poem by the teacher**

The teacher explains the poem and gives the gist or central idea of the poem.

- **Silent reading by the learners**

The learners read the lesson silently understanding the central idea of the poem.

- **Comprehension questions**

The teacher asks comprehension questions to check whether the learners understood the poem or not.

- **Recapitulation**

The teacher recapitulates the entire poem with the meaning of the words, rhyming words, central theme etc.

- **Evaluation questions**

The teacher asks questions to evaluate the comprehension of the poem.

- **Home assignment**

The teacher gives the home assignment to the learners.

THE DIFFERENCE BETWEEN PROSE AND POETRY CAN BE DRAWN CLEARLY ON THE FOLLOWING GROUNDS:

1. Prose refers to a form of literature, having ordinary language and sentence structure. Poetry is that form of literature, which is aesthetic by nature, i.e. it has a sound, cadence, rhyme, metre, etc., that adds to its meaning.
2. The language of prose is quite direct or straightforward. On the other hand, in poetry, we use an expressive or creative language, which includes comparisons, rhyme and rhythm that give it a unique cadence and feel.
3. While the prose is pragmatic, i.e. realistic, poetry is figurative.
4. Prose contains paragraphs, which includes a number of sentences, that has an implied message or idea. As against, poetry is written in verses, which are covered in stanzas. These verses leave a lot of unsaid things, and its interpretation depends upon the imagination of the reader.
5. The prose is utilitarian, which conveys a hidden moral, lesson or idea. Conversely, poetry aims to delight or amuse the reader.
6. The most important thing in prose is the message or information. In contrast, the poet shares his/her experience or feelings with the reader, which plays a crucial role in poetry.
7. In prose, there are no line breaks, whereas when it comes to poetry, there are a number of line breaks, which is just to follow the beat or to stress on an idea.
8. When it comes to paraphrasing or summarizing, both prose and poetry can be paraphrased, but the paraphrase of the poem is not the poem, because the essence of the poem lies in the style

of writing, i.e. the way in which the poet has expressed his/her experience in verses and stanzas. So, this writing pattern and cadence is the beauty of poetry, which cannot be summarized.

Parameters of Comparison	Prose	Poetry
Meaning	Prose is a free-flow form of literary work in which the author pens down his or her thoughts or feelings comprehensively.	Poetry is a form of literature in which the author writes his thoughts/feelings in an artistic style of writing.
Writing Style	Prose is written simply, without stanzas.	Whereas, in the case of poetry it is written in stanzas, and paragraphs, decoratively.
Motive	The main motive of penning down a prose is to make readers aware.	Whereas, poetry is written for pleasure, or to delight the readers.
Language	The language used in a prose is natural, and easy to understand.	On the other hand, in poetry language used is rhythmic.
Easy to understand	Prose is easy to understand, and can be comprehended by reading it once.	While, on the other hand, poetry is sometimes hard to understand and it may take two-three times for a reader to comprehend.

UNIT – VIII

TECHNOLOGY RESOURCES FOR ENGLISH LANGUAGE

TEACHING

8.1 CONCEPT AND USE OF AV AIDS IN THE TEACHING OF ENGLISH

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

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

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

8.1.1. DEFINITIONS OF AUDIO -VISUAL AIDS

1. According to Kinder S. James: Audio visual aids are any device which can be used to make the learning experience more concrete, more realistic and more dynamic.
2. According to Burton: audio visual aids are those sensory objects or images which initiate or stimulate and reinforce learning.
3. According to Carter.v.Good: audio visual aids are those aids which help in completing the triangular process of learning that is, motivation, classification and stimulation.
4. According to good's dictionary of education: audio visual aids are anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight.
5. According to Edger Dale: audio visual aids are those devices by the use of which communication of ideas between persons and groups in various teaching and training situations is helped. These are also termed as multi-sensory materials.

8.1.2. PURPOSES OF TEACHING AIDS

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

8.1.3. ADVANTAGES OF TEACHING AIDS

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

8.1.4. CHARACTERISTICS OF GOOD TEACHING AIDS: Teaching aids should be

1. Meaningful and purposeful
2. Motivates the learners
3. Accurate in every aspect
4. Simple and cheap
5. Improvised
6. Large in size
7. Up-to-date
8. Easily portable

8.1.5. CLASSIFICATION OF AUDIO-VISUAL AIDS

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

1. TECHNICAL APPROACH

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

A. AUDIO – AIDS

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

B. VISUAL AIDS

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

2. According to 2nd approach, the audio – visual aids have been classified into two types namely projected and non- projected teaching aids.

A. PROJECTED AIDS

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

B. NON -PROJECTED AIDS

Teaching aids which do not help in their projection on the screen are called non-projected teaching aids. For example, chalk board, charts, actual objects, models, taps – recorder, radio etc. These Non -Projected Aids are classified into activity aids, display boards, dimensional aids, graphic aids, and auditory aids.

8.1.6. PRINCIPLES FOR THE EFFECTIVE USE OF TEACHING AIDS

1. Audio visual materials should function as an integral part of the educational program.
2. Teaching Aids should be centralized, under specialized direction and leadership in educational programs
3. An advisory committee consisting of representative from all areas of curriculum should be appointed to assist in selection and coordination Teaching Aids.
4. An education program should be flexible.
5. Teaching Aids should be carefully located to eliminate duplication, easy accessibility and convenient use.
6. Teaching Aids should be available whenever and wherever they needed for effective utilization as an integral part of curriculum.
7. Budget appropriations should be made regularly for A.V. education programs.
8. Periodic evaluation to be done to assess the function of, utilization and expenditure of the program

8.2. BLACK BOARD - DEFINITION

A chalkboard or blackboard is a reusable writing surface on which text or drawings are made with chalk or other erasable markers. Blackboards were

originally made of smooth, thin sheets of black or dark grey slate stone. Modern versions are often green or brown and are thus sometimes called a green board or brown board instead.

A blackboard can simply be a piece of board painted with matte dark paint (usually black or dark green). A more modern variation consists of a coiled sheet of plastic drawn across two parallel rollers, which can be scrolled to create additional writing space while saving what has been written. The highest grade chalkboards are made of rougher version porcelain enamelled steel (black, green, blue or sometimes other colours). Porcelain is very hard wearing and chalkboards made of porcelain usually last 10-20 years in intensive use.

8.2.1. BLACKBOARDS HAVE DISADVANTAGES

- They produce a fair amount of dust, depending on the quality of chalk used.
- Some people find this uncomfortable or may be allergic to it, and there has been speculation about links between chalk dust and respiratory problems.
- The dust also precludes the use of chalk in areas shared with dust-sensitive equipment, such as computers. However, these alternative methods of displaying information have drawbacks of their own.
- The scratching of fingernails on a blackboard is a sound that is well-known for being extremely irritating.
- Blackboards are also used in many establishments (typically public houses) as a form of advertising often for upcoming events and menus - as well as to keep the score in darts matches

8.3. WHITE BOARD - INTRODUCTION

One of the most fundamental aspects of a classroom is a writing surface that can be used by both the instructor and students. The modern form of this, which can be seen in nearly every classroom that has been built or renovated in the past 20 years, is the whiteboard. Dry-erase markers are

used to write on it, and it can generally be wiped clean without any special cleaning solution. Despite its seemingly simple nature, using the whiteboard as a teaching tool can take years to master. Because it has so little inherent structure to what it can be used for, it generally reflects on the talent and experience of the instructor using it.

8.3.1. HISTORY OF WHITE BOARDS

While whiteboards are now a staple in nearly all classrooms, they were not used widely until the past two decades. However, several tools that are functionally very similar have existed for far longer. Writing slates have been used in education for centuries. The blackboard became popular in schools in the 1800s. Flip charts grew popular after their invention in the early 1900s. The whiteboard itself was not invented until the 1960s, and because it was prohibitively expensive initially, it was rarely used outside of businesses. After the introduction of dry-erase markers in the 1970s, the whiteboard began to see more use, and after less expensive methods of producing the writing surfaces for them were developed, it finally saw widespread adoption in the mid-1990s.

8.3.2. ADVANTAGES TO WHITEBOARDS

Whiteboards, at their core, are a free-form medium. The way in which an instructor uses them is limited mostly by creativity. This inherent versatility means the whiteboard can be used to address a variety of learning styles, by mixing text with figures and graphics, and then explaining what is written or drawn on them. Information written on a whiteboard is also generally left there for long enough time for students to copy it into their class notes. Furthermore, whiteboards can be used in conjunction with other ways of presenting course content, such as hand-outs or worksheets, slideshows or videos shown on a projector, or lab activities.

Whiteboards can also be a participatory medium. The instructor does not need to be the only one writing on it; particularly in smaller classes, students can perform activities on the whiteboard, which has the advantage

of the entire class being able to view each student's solution. Additionally, students can work on activities collaboratively, to produce solutions they might not be capable of coming up with individually, and the relatively large size of the whiteboard aids in collaboration.

Unlike printed media, pre-recorded content, or other prepared classroom materials, whiteboards are a nonstatic medium. What this means in practice is the instructor can change or adapt the material being presented on them during the actual presentation. If a group of students is having difficulty with a particular topic, the instructor can easily modify the lesson to accommodate that need. If the instructor finds that prepared materials are insufficient to convey the topic at hand, the whiteboard can be employed to flesh out the presentation.

Compared to its predecessor, the blackboard, whiteboards have a number of notable advantages. Chalk dust from blackboards is known to be an irritant to the respiratory tract, which was problematic for anyone with asthma or similar respiratory conditions. Whiteboards are easy to clean, requiring only a dry cloth for quickly erasing them, and isopropyl alcohol to get rid of leftover markings. Although they can dry out quickly, dry-erase markers are more ergonomic and easier to write with than a small stick of chalk.

8.3.4. DISADVANTAGES TO WHITEBOARDS

As mentioned previously, whiteboards are typically reflective of the instructor using them. Those who have not been trained to use the board properly will likely not be able to present material on it effectively. This learning curve is not strictly tied to experience level, as some instructors misuse whiteboards even if they are otherwise very skilled, while some newer instructors find using the whiteboard easy with relatively little training.

There are a number of practical concerns when using a whiteboard for teaching. First and foremost, legibility of an instructor's handwriting determines much of its efficacy. If students cannot read what has been written on the board, the instructor would be better off using printed hand-outs or a slide presentation. Similarly, for graphs and figures, one must be reasonably competent at drawing to make use of a whiteboard for conveying this information worthwhile. The time it takes to write or draw material is also a concern, and an instructor may want to arrive to class early to write some of it on the board in advance.

Information written on a whiteboard can quickly become disorganized and confusing if an instructor makes no effort to structure where and how they write. Dividing the board into rectangular sections, using multiple marker colours, and using at least some prewritten notes for the lecture can alleviate this problem, but special care must be taken whenever one decides to add unscripted material into a live lecture. Instructors must also develop the skill of speaking while writing, and not simply saying exactly what they have written, to avoid spending too much time writing during the lesson.

As compared to paper hand-outs, or a digital presentation that can be distributed online, teaching with a whiteboard can place more responsibility on students to take high quality notes. This is not strictly a negative aspect, as it may help some students to write while listening. However, students who are visually impaired may have a greater difficulty with this, and students who are absent from class will need to catch up on their own unless the entire lecture is being recorded. For highly technical fields, copying down material can be a chore, and students may make errors in copying equations or code, which makes prewritten materials superior in these cases

8.4. FLANNEL BOARD

This teaching tool is called by different names: Visual Board, Frick Board, Slap Board, Felt Board, Choreograph, Video graph. Flannel graph is a storytelling system that uses a board covered with flannel fabric, usually

resting on an easel. It is very similar to Fuzzy felt, although its primary use is as a storytelling medium, rather than as a toy

8.4.1. HOW TO USE

The principle involved is the inter looking of fibres of two rough or fairly surfaces, so that the pieces pressed on to a background which is hard and vertical will stay. It can be illustrated on a larger scale by pressing two tooth brushes or hair brushes together, so the bristle inter-look. In case of flannel graph similar principle of friction helps an object to cling to the surface of the board.

The flannel board is usually painted to depict a background scene appropriate to the story being told. Paper cut-outs of characters and objects in the story are then place on the board, and moved around, as the story unfolds. These cut-outs are backed, either with flannel, or with some other substance that adheres lightly to the flannel background, such as coarse sandpaper.

8.4.2. ADVANTAGES OF FLANNEL BOARD

- 1) Permits numerous and varied arrangements of visual materials.
- 2) Permits the use of either chart or small pieces of material Materials can be packed and transported complete notes. 3) Permits the development of a complete story.
- 3) Promotes conscientious planning, which must precede the development of the material in the first place.
- 4) Challenges one to develop symbols to portray such things as abstractions.
- 5) Easier to construct materials for flannel board than to make slides or movies.

8.4.3. DISADVANTAGES OF FLANNEL BOARD

- 1) Transportation and storing of boards and materials is a problem. Suitable tables to support boards must be available.

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

8.5. BULLETIN BOARD - DEFINITION

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

8.5.1. ADVANTAGE OF BULLETIN BOARD

- 1) Explains important events Reports special activities

8.5.2. DISADVANTAGE OF BULLETIN BOARD

- 2) Not effective for illiterate group.
- 3) Takes lot of pre-planning and preparation

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

8.6. PEG BOARD

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

8.7. MAGNETIC BOARDS

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

8.8. FLASH CARDS

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

8.8.1. PURPOSES OF FLASH CARDS

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

8.8.2. PRINCIPLES OF FLASH CARDS

1. The messages can be brief, simple line drawing or photographs, cartoons and the content will be written in few lines at the back of the each card.
2. 10" X 12" or 22" X 28" is commonly used size. 10-12 cards for one talk can be used. It should not be less than 3 and more than 20.
3. Prepare a picture for each idea which will give visual impact to the idea.
4. The height of writing on the flash card is to be approximately 5cm for better visualization.

8.8.3. USING THE FLASHCARDS

1. For class room instruction, the flash card s is to be properly used. The following steps are used while displaying flash cards.
2. Give brief introduction about the lesson to students.

3. Give instructions to students about their actions while you flash the cards.
4. Flash the card in front of the class by holding it high with both your hands so that all the students can see it.
5. Let the student respond as per instructions already given.
6. Review the lesson by selectively using flash cards.

8.8.4. ADVANTAGES OF FLASH CARDS

Flash cards can be used to introduce and present topics.

1. It can be used to apply information already gained by students to new situations
2. It can be used to review a topic.
3. Can be used for drill and practice in elementary classes
4. To develop the cognitive abilities of recognition and recall of students.
5. It can work as a useful supplementary aid and can be effectively used with other material.

8.8.5. DISADVANTAGES OF FLASH CARDS

1. Cannot be used for a large group
2. Prone to get spoiled soon
3. Preparation is time consuming.

8.9. POSTERS

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

8.9.1. PURPOSES OF POSTERS

1. To provide general motivation
2. To create an esthetic or atmospheric effect
3. To communicate a more general idea

4. To thrust the message for leading to action
5. For the class room and community

8.9.2. PREPARATION AND RULES OF POSTERS

1. To do a special job.
2. To promote one point.
3. To support local demonstration.
4. Planned for specified people
5. Tell the message at single glance.
6. Use bold letters.
7. Use pleasing colours...
8. It should place, where people pass or gather.

8.9.3. FEATURES OF A GOOD POSTER

1. Brevity: message should be concise
2. Simplicity: message should be easily understandable
3. Idea: should base on single idea and it should be relevant.
4. Colour: suitable colour and combination should be used to make the poster attractive and eye catching.
5. Display: while displaying one should be sure to find a place where there is adequate light and where the larger population will see it.

8.9.4. ADVANTAGES OF POSTERS

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

8.9.5. DISADVANTAGES OF POSTERS

1. Poster does not always give enough information

2. When a poster is seen for longer time it may not be attractive. So it should be dynamic

8.10. CHARTS

Chart is the easiest and cost-effective teaching aid. It can be used to teach all the four skills. It is the timesaving teaching aid for teaching structures by Substitution Tables. Moreover it can be used for at least for a few years. It is also useful to minimal pair drill. Mechanics of writing also can be taught by drawing the strokes. Vocabulary, pronunciation and main points of the lesson also can be taught through chart. Chart promotes the photographic memory in the students. Models: Models also play a vital role in teaching of English. When we do not have the real objects, models will come in handy. Some real objects like ship, Indian Parliament etc. cannot be brought to the classroom. In that case, models will be much useful. These visual symbols used for summarizing, comparing, contrasting or performing other services in explaining subject matter. A chart is a combination of pictorial, graphic, numerical or vertical material, which presents a clear summary.

8.10.1. PURPOSES OF CHARTS

- 1) To visualize an item, it is otherwise difficult to explain only in words.
- 2) To highlight important points.
- 3) To provide outline for materials covered in presentation.
- 4) To show continuity in process.
- 5) For creating problems and stimulating thinking.
- 6) For showing development of structure.

8.10.2. TYPES OF CHARTS

NARRATIVE CHART: Arrangement of facts and ideas for expressing the events in the process or development of a significant issue to its point of resolution or we can show an improvement over a period of years.

THE CAUSE AND EFFECTIVE CHART: Arrangement of facts and ideas for expressing the relationship between rights and responsibilities or between a complex of conditions and change or conflict.

THE CHAIN CHART: Arrangement of facts and ideas for expressing transitions or cycles.

THE EVOLUTION CHART: Facts and ideas for expressing changes in specific items from beginning data and its projections in to future.

STRIP TEASE CHART

- a. It enables speaker to present the information step by step
- b. It increases the interest and imagination of the audience.
- c. The information on the chart is covered with thin paper strips to which it has been applied either by wax, tape or sticky substance or pins.
- d. As the speaker wishes to visually reinforce a point with words or symbols, he removes the appropriate strip or paper.
- e. It produces interest.
- f. It increases learning and aids recall.

PULL CHART: It consists of written messages which are hidden by strips of thick paper. The message can be shown to the viewer, one after another by pulling out the concealing strips.

FLOWCHART: Diagrams used to show organizational elements or administrative or functional relationships. In this chart lines, rectangles, circles, are connected by lines showing the directional flow.

TABULATION CHART: It shows the schedule of an activity or of an individual ex: time-table of a class. These are very valuable aid in the teaching situation where breakdown of a fact or a statement is to be listed. Also it is a useful aid for showing points of comparison, distinction, and contrasts between two or more things. While making the table charts the following points must be kept in the mind. The chart should be 50 X 75 cm

or more in size. The chart should be captioned in bold letters. The vertical columns should be filled in short phrases rather than complete sentences.

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

PIE CHART: A circle will be drawn and divisions will be made into different sections, each section will be coded differently and code key will be given at right corner of the chart as legend. The circumference is divided into suitable sections. It is relevant for showing the component part

8.11. VIDEO CLIPS

In everyday life we see, hear, taste, smell, and feel. We use our senses to explore the world and absorb all of the information around us. Students, however, often are not exposed to all of these sensory stimulants in the classroom, which is why learning can be difficult at times. Instead of creating an engaging, multi-sensory environment, instructors for the most part have to rely on using stationary diagrams and textbooks to teach students key concepts. Video programs are easily accessible, affordable, and engaging resources to supplement traditional instructional materials. Videos take students on a journey to the places and time periods that they learn and read about in their lessons. From involved experiments to history exploration to exam prep, videos provide an invaluable supplement to classroom lessons.

8.11.1. PURPOSE OF VIDEO CLIPS IN THE CLASSROOM

Videos have been adopted as a medium to supplement curriculum and are used to augment lessons by presenting subject matter in a different light. Video can be used as a tutorial resource, providing concise visuals to accompany lessons taught in the classroom or as a preface to discuss sensitive topics that might be uncomfortable if delivered by the teacher.

Most importantly, videos have the power to display actual events, places, experiments, and other footage that would be unrealistic for students to experience in person.

8.11.2. THE POWER OF THE VIDEO CLIPS

Learning in the classroom can be difficult for students. Consider the difficulties associated with learning about historical icons and events or about animals that inhabit all parts of the globe; these extraordinary subjects become dulled and sterile on paper. Video can breathe life into a lesson, immerse students in a new learning environment and provide a more engaging learning experience. For example, the impact of Martin Luther King Jr.'s "I Have a Dream" speech can be better felt and understood when students view actual footage of the historic event, rather than having to read about it in their textbooks.

Videos can also introduce students to distant cultures by examining rituals, social interactions, habitats, and lifestyle. Watching a silverback gorilla feed in its natural environment, for example, allows students to really delve into concepts and lessons about animal biology.

8.11.3. VIDEO CLIPS ASSISTING DIFFERENT LEARNING STYLES

It is a known fact that each student has unique learning needs. For those students who are visual and auditory learners, video programs provide a multi-sensory experience to help them master curriculum concepts addressed in textbook lessons. Although a topic like cell division can be described through diagrams and illustrations, seeing the scientific process in action is easier to comprehend for certain learners. This same concept can be applied to numerous other subjects. For example, while math is not an organic process with moving parts, it requires courses of action and seeing an algebraic equation solved on screen often helps students better understand the mathematical process.

8.11.4. USING VIDEO CLIPS EFFECTIVELY

Video clips are a powerful supplement to classroom instruction and having a cohesive instructional plan in place makes for the most effective video-based lessons. Therefore, it is necessary to first define an objective and identify gaps that need to be filled or areas where reinforcement is needed. By doing this, educators are better equipped to find a useful video that will coincide with their teaching and supplement the curriculum. After selecting a suitable video clip, previewing its content before introducing it to the classroom can assure its relevance to a lesson.

It is important to realize that videos are dynamic in the sense that they are time-controlled. They can be paused to interject comments, quiz questions, or links between what is being presented on film to what is being taught. Videos can be fast-forwarded or freeze-framed to omit or focus on displayed information. They can also be rewound to reiterate a lesson or put in slow motion to catch a significant snippet. Having a discussion after a video is shown can maximize a lesson and act as a prelude to class assignments, activities, experiments, or debates.

Video clip provides students with an exciting media outlet that takes them outside of the traditional learning environment. Videos help to revive interest in a subject, provide a different angle on what is being taught, and afford a necessary break from using traditional classroom resources.

Integration of video in the classroom presents a unique opportunity for both students and educators. By supplying a sensory educational medium, schools offer a more complete experience to students and provide a learning aid to those visual and auditory learners. Students are able to develop a more complete understanding of a subject, lifting it up off the pages of a textbook.

8.12. PICTURES – INTRODUCTION

Pictures are kinds of visual instruction materials might be used more effectively to develop and sustain motivation in producing positive attitudes

towards English and to teach or reinforce language skills. Pictures attract children and motivate them like to learn English so pictures are unlikable things to teach and learn English.

Picture is visual presentation of human, places, or things. The use pictures are more effective than the use words because they are easier to remember and retell. Children can see pictures, recall and retell or describe a human, a place, a thing or a specific situation that is shown in picture. It is much clearer than remembering boring words.

Pictures are used popularly in teaching vocabulary. Teacher can use pictures to help student be able to guess and remember meaning of words easily. The use of pictures make the vocabulary learning more enjoyable and interesting because they can memories the meaning of the difficult words by singing the song with the pictures as key words and without asking another person or looking them up in the dictionary. Pictures reduce difficulties in teaching and learning new words.

Moreover, pictures are also used in teaching pronunciation and structures. For example, teacher can give a series of action pictures and repeat the same question and the answer "what is he/she doing?" or "what are they doing?" and the answer may be "he/she is + V-ing" or "they are + V-ing". That is very effective.

Beside, teacher can use pictures to retell a story. Children can hold the content of story very quickly by see pictures. Teacher uses pictures to play a game, ask students to arrange the order of pictures base on story she told. That makes student easier to understand and remember the story and they are able to retell it.

In conclusion, the use pictures are one of the best teaching aids to teaching and learning English. They not only make class become more active and alive, but also help student learn English easily.

8.12.1. THE ADVANTAGES OF USING PICTURES

Pictures are all right for beginner and for young people and also to advanced students. There are many benefits of pictures in a teaching process, that are; giving material by using picture it can stimulate and motivate students to become more observant and express themselves. Picture is inexpensive medium, many even be free, and fairly easy to locate and can be used by individual or in groups. Picture also can be displayed for as long as necessary so pupils can work at their own rate. Picture as up-to-date media can bring reality into the classroom, beside picture can be used to introduce, supplement, or summarize a unit. At last, by giving picture in the classroom can enriches reading and can help clarify misunderstanding.

8.12.2. THE DISADVANTAGES OF USING PICTURE

Besides giving advantages to use in class teaching, picture or photography have also disadvantages are; picture not depict motion as film does. Picture can seem uninteresting to pupils if the picture is not unique. The other disadvantages of using picture is depicting a specific purpose that may be difficult to locate

8.13. PHOTOGRAPHS

A Photograph is worth a thousand words through which a complex idea can be conveyed with just a single still image. Photos make it possible to absorb large amounts of data quickly. Using photographs for explaining complex phenomena is one of the teaching aids of modern education system all over the world. As the world is changing day by day so are the methods of instructions as the modern curriculum requires conceptual elaborations. Visual aids have the tendency to materialize the thoughts of students in the form of graphics to give thoughts a concrete frame of reference. Use of photographs is important for students because they are more likely to

believe findings when the findings are paired with coloured images describing complex situations during learning as opposed to other representational data such as complex book text.

Scientists and journalists have recently suggested that the images have a persuasive influence on the public perception. This idea was tested directly in a series of experiments reported by David McCabe, an assistant professor in the Department of Psychology at Colorado State. Visual images are increasingly being used in learning and teaching resources, especially with access to quality digital images in web-based materials. The appropriateness of the images being utilized is crucial to enforce the effectiveness of this practice. Images can be used to promote positive learning experiences for students when used in ways that are consistent with the cognitive theory of visual learning. Therefore, photographs have an added advantage over text, as dual coding takes place in the memory, hence it is easier for the learner to make cross connections between the two different codes and later retrieve information.

8.14. PUPPETS

One of the old and popular arts in Indian villages is puppetry. Puppetry is an education cum entertaining aid in which puppets manipulated by the performer is a person termed as a characters in a story to be depicted. A puppet is a manipulative doll dressed as a character and the performer is a person termed as a puppeteer. A good puppeteer has to blend his art with dramatization to produce the desired effect. It is used as an effective teaching aid for languages and social sciences.

8.14.1. TYPES OF PUPPETS

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

2. Stick puppets: - stick puppet are the painted cut-outs attached by sticks. The actions of these puppets are manipulated by the teacher and students by hiding behind a screen so that only puppets are visible to the audience or the class.
3. Shadow puppets: - shadow puppets are silhouettes of cardboard which produce shadows on white screen. The motion of these silhouettes is manipulated by the teacher and students.
4. Finger of hand puppet: - Hand puppets are round balls painted as heads with overflowing colourful costumes. These are worn on fingers which operate their movements. These are operated from below the stage.

8.14.2. ADVANTAGES OF PUPPETS

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

8.14.3. DISADVANTAGES OF PUPPETS

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

8.15. POSTCARDS

Postcards are an easy and fun way for increased student participation in classroom activity and learning. They are a form of show-and-tell in which each student, or team of students, is provided with a card or cards that become the basis for research, oral presentation or a written report.

Postcards were extremely common from all across the United States and around the Western world from about 1900 through the 1960s. Since then, the number of subjects depicted on cards has declined, though the cards still are highly popular.

With a little imagination from the teacher, subjects shown on cards can cover almost any part of the curriculum, and almost any grade level, including college and even master's degree programs. In the early part of the 20th Century, itinerant postcard salesmen, who often also were photographers, travelled the nation's byways, selling newly made and photographed cards in bulk to merchants, druggists, companies, chambers of commerce and tourist attractions. The cards proved useful as an early economic-development tool.

8.16. ADVERTISEMENTS

English as a Second Language (ESL) teacher often asked is whether he or she uses appropriate materials in the English classroom and whether it is relevant for the students in their content area. Students in higher education are learning not only the particular concepts and vocabulary but also they are introduced with what is being professional in their own field of study. Many authors have agreed that authentic materials have a positive effect on learner's motivation in the foreign language classroom.

Advertisements, being regarded as authentic materials are intrinsically more interesting or stimulating than artificial non-authentic materials. Singleton adds that authentic texts bring learners closely to the target language culture, making learning more enjoyable and therefore more motivating. The main arguments for using advertisements in English language teaching have been categorized by Picken under the headings of language, content, language learning, technical and motivational qualities, and broader educational uses. The reason of implementing ads in ESP language teaching is that the language of ads is authentic and up-to-date.

Ads are very valuable resource materials – as they offer information about a culture, both for what they show, that is, paralanguage, slices of everyday life and for the cultural values that they reflect. The subject matter of ads also ties in well with many common topics in language teaching, such as transport, sport, food, travel, and environmental issues. By providing a

visual context, ads make it easier for learners to understand the language. On the internet, TV commercial ads are repeatedly presented through audio and visual channels, thus providing further justification for their implementation in the learning process. As from the technical point of view, ads are short, attractive, colourful and tempting. They are appropriate for the relatively short time – span of one language class – and easy to find.

Motivation is present as well when ads are introduced in the classroom. Learners enjoy ads and are motivated by them. Ads are creative and they stimulate the learners to be creative, too. Ads have broader educational goals such as getting students to reflect on their consumer behaviour. Advertisements should attract people's attention and at the same time they should be memorized. The composers use a special language code in combination with poetic devices, such as substitution, repetition, and word-play. Patterns of alliteration, assonance and rhyme can often be read in headlines and slogans. Playing with words, their meaning, sound and spelling is another means to compose an attractive advertisement.

Rhetorical patterns can also be found in the illustrations of ads. The visual rhetoric is presented through repeating an image or picture to or using similar pictures to stress shared or different features. Advertisements are often used in the ESP classroom to explore the culture presented through a particular advert. Advertisers assume that people can make connections between advertisements and other texts that are well known in their culture.

8.17. NEWS PAPERS

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

8.17.1. ADVANTAGES OF NEWSPAPERS

1. Best method to reach a large group

2. Pictures will help in easy understanding
3. Attractive and easy to understand
4. Lot of information can be obtained in various fields

8.17.2. DISADVANTAGES

1. Useful for literates only
2. Detailed information cannot be produces

8.18. BROCHURES

Brochure is one of type of visual aids. It consists of picture and the words. According to Lau brochures pervade almost all aspects of our lives. We look at them in doctors' waiting offices, pick them up at travel agencies or airports when we travel, request them from educational institution when enrolling in courses, receive them unsolicited) in the mail, etc. although we tend to often view brochures as a nuisance, they remain an important source of information.

Hotel brochures (available through travel agents or at airport hotel desk) provide traveller with important information on which to base their decisions. However, brochures are helpful tool for teaching in the classroom or with the individual learners. It is easy to bring and do not need much money to serve. It uses as illustrate the fact and ideas. It can be used in variety educational setting as simulation or guide the students to master the vocabulary. It uses to assist students to improve their vocabulary.

Using brochures is obviously beneficial for language teaching and learning, particularly for teaching vocabulary. Using hotel brochures in teaching EFH at vocational school is a good way to collects a number of information and vocabulary automatically. Moreover it is close to the real life of the students of Hotel Department, so they will be able to absorb the vocabulary or the word faster and memorize them longer.

Brochures as the tool in teaching learning process and also as the product that the students made had given great emphasize for students to gain a lot

of new words. By using brochures a teacher can conduct teaching and learning process more effective and can create a harmonious balanced classroom, where not only teacher be active but also the student themselves. Brochures provide some pictures that relate to hotel could help them to identify the indicators of vocabularies, such as noun, adjective, verb and adverb of hotel. It also could help them to remember the vocabulary in longer time. Hence, brochures that contains good pictures made students interested and motivated in studying English for hotel. Moreover, teacher can create a challenging activity to stimulate the students in learning new words relate to the hotel

8.19. REALIA

Realia are objects from real life used in classroom instruction by educators to improve students' understanding of other cultures and real life situations. A teacher of a foreign language often employs realia to strengthen students' associations between words for common objects and the objects themselves. In many cases, these objects are part of an instructional kit which includes a manual and is thus considered as being part of a documentary whole by librarians.

Realia are also used to connect learners with the key focal point of a lesson by allowing tactile and multidimensional connection between learned material and the object of the lesson. They are best represented by simple objects lending themselves to classroom settings and ease of control with minimum risk of accident throughout the student-object interaction.

Technology has begun to impact the use of realia by adding the virtual realia option, whereby three-dimensional models can be displayed through projection or on computer screens, allowing the learner to see detail otherwise difficult to acquire and to manipulate the object within the medium on which it is displayed. The option of zooming and looking within objects makes virtual realia an important learning tool in technical environments where it may be difficult or impractical to examine an object

in as much detail manually, such as the workings of living organs or machinery containing hazardous parts, such as combustion engines.

8.20. OVER HEAD PROJECTOR (OHP)

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

8.20.1. PRESENTATION OF OVERHEAD PROJECTOR

1. Keep the screen above the heads of the participants.
2. Keep the screen in full view of participants
3. Make sure you are not blocking any ones view when presenting.
4. Darken the room appropriately by blocking out sunshine and dimming nearby.
5. Turn the screen off between slides if you are going to talk for more than two.
6. Talk to the audience, not to the screen

8.20.2. PURPOSES OF OVERHEAD PROJECTOR

1. To develop concepts and sequences in a subject matter area.
2. To make marginal notes on the transparencies for the use of the teacher that can carry without exposing them to the class.
3. To test students performances, while other classmates observe.
4. To show relationships by means of transparent overlays in contrasting colour.
5. To give the illusion of motion in the transparency.

8.20.3. ADVANTAGES OF OVERHEAD PROJECTOR

1. It permits the teacher to stand in front of the class while using the projector, thus enabling her to point out features appearing on the screen

by pointing to the materials at the projector itself and at the same time, to observe the students reactions to her discussion.

2. Gains attention of the student

8.21. RADIO

Radio is the most prominent audio teaching aid used for teaching purpose. Through radio broadcast, educational, cultural and social knowledge can easily be communicated. Seminars, lectures, workshops can be disseminated through the radio channel effectively. There are a number of merits and demerits of radio as instructional materials which include:

8.21.1. ADVANTAGES OF RADIO

1. It is far less expensive than T.V,
2. A very wide coverage of audience is possible through radio lectures,
3. It can broadcast events immediately as they happen.
4. Radio broadcast are wordily interesting because radio transmits music and drama.

8.21.2. DISADVANTAGES OF RADIO

1. It does not allow students the opportunity to ask questions during educational broadcasts,
2. Radio speakers talk at their own speed without knowing if the listeners are following,
3. Educational broadcasts usually come on at odd times (Nwanna-Nzewunwa, 2003).

8.22. TELEVISION

T.V. is a modern teaching aid. It is most suited for teaching language. The language teacher is limited by the four walls of the classroom and can bring

in the outside world only in a limited way by means of make-believe. Television can help in widening the language experience of the pupils to a considerable extent. The greatest merit of television as a language aid is that it can create a far greater variety of situations than the teacher. Children can be exposed to language situations at a railway station, at a bus stop, at a market place, at a hotel and at home. Television provides an opportunity to a large number of pupils to learn from a single experienced source. A good television programme can provide a model of correct speech not only to the pupils but also to the less gifted classroom teacher. A television programme for the students also helps to train the classroom teacher in modern methods of teaching. Moreover, special television programmes for teachers can help them greatly.

Television, of course, is not without its limitations. Is a unidirectional medium i.e. a one way communication? Thus it can never replace the classroom teacher who has the advantage of having communication with his class. Television can only perform some duties better than the teacher. Broadly speaking, language teaching consists of presentation, practice and production. Television can handle the first stage i.e. presentation very well, quite often better than a class-room teacher. But it cannot handle the second stage i.e. practice or drill due to lack of feedback from the pupil.

8.23. ROLE OF COMPUTERS

Computers can help the students to read English with greater comprehension. Visual effects, sounds, etc can also be produced with the help of multi-media effect. In general, students can learn well with computer in considerably less time.

We use computers to conduct proficiency test for students, which help them to answer the questions and finally they will get their score and they can evaluate themselves. Also, they can get the answers immediately after getting the score. This helps the students to develop their knowledge as well as they can have self-correction. We train the students by giving sounds of different words. This helps them to understand pronunciation better. This

helps the students understand the concept of the language easily. Also, it helps the students to develop the listening skill which is considered to be the first in LSRW.

On the whole, machines mean relief from the mechanical aspects of the teacher's work. So computer is not to exclude the teacher from the classroom. They cannot replace the teachers; instead the computer can assist the teacher for effective teaching and learning in classrooms.

8.24. POWER POINT PRESENTATION

The PowerPoint presentations in the form of slides serve a very important role in the modern education. Any person with a basic knowledge of PowerPoint can learn to make slides on the relevant subjects of teaching with a very little training. If a teacher is really interested to learn and use this media to teach his or her students can do it in very short period of time.

One can use the PowerPoint slides starting even from the students of Kindergarten onwards. Even the students who do not want to come to school as the ordinary teaching by the traditional methods seems boring them are attracted by the novel methods of teaching through the PowerPoint presentations.

The entire lessons of the students can be incorporated in PowerPoint slides and then can be taught to them in the classrooms by interpolating sounds and animations in the text lessons making the lessons very interesting to the students. This can be done by having an LCD TV attached to a computer in the classroom. This works out to be much cheap and better than even the electronic smart white board. The added advantage is that the teachers can also use the ordinary blackboard in the class. There is no need to cover the wall with a fixed electronic white board which will also need an overhead projector to run it in addition to a computer. This also reduces the operating costs which are very heavy when we use the electronic boards.

PowerPoint presentations are also advantageous than the electronic boards because the teachers can make the slides themselves according to their own

specific requirements of the subject instead of using the globally made software which may not serve the specific needs of the teacher in the classroom. The students may also be involved in preparing these slides. They will learn most of their lessons when they practically make the slides themselves. In addition, the students will increase their speed of typing when they type their lessons for the PowerPoint slides.

8.25. LANGUAGE LABORATORY

Laboratories in schools might only be associated with science subjects. This serves as their workplace to experiment on specific subjects. However, this is also necessary for language learning. This provides an avenue for the students to improve the way they pronounce the words and be corrected by the teacher whenever necessary. Generally laboratories were used in India for the science subjects. With technological advancement and exposure to western models of teaching and learning, there has been a spurt in the growth of language laboratories in colleges.

The language laboratory is an audio or audio-visual installation used as an aid in modern language teaching. They can be found, amongst other places, in schools, universities and academies. Perhaps the first lab was at the University of Grenoble. In the 1950s up until the 1990s, they were tape based systems using reel to reel or (latterly) cassette. Current installations are generally multimedia PCs. The original language labs are now very outdated. They allowed a teacher to listen to and manage student audio via a hard-wired analogue tape deck based systems with 'sound booths' in fixed locations.

According to American Heritage Dictionary, language laboratory is: "A room designed for learning foreign languages and equipped with tape recorders, videocassette recorders, or computers connected to monitoring devices enabling the instructor to listen and speak to the students individually or as a group".

Mambo (2004) affirmed that: "Language laboratories are environments designed to enhance foreign language learners' skills. Generally equipped with analog and digital hardware, and software (tape recorders, videocassette recorders, or computers), they provide practices in listening comprehension, speaking (listen and repeat), with the goal to reinforce the grammar, vocabulary and functions (grammatical structures) presented in class."

8.25.1 ADVANTAGES OF LANGUAGE LAB

- Gets into deeper side of language
- The language lab is available in many standards
- Language labs allow for diversity in the classroom
- A language lab is practical
- Students learn much faster in the language lab
- The teacher takes on a more important role in the language lab
- Labs foster communication in the classroom
- Learning the language without a time constraint.
- Assess and improve the speech in English through the self-help features.
- Allows learners to pronounce certain words correctly
- Auditory Oriented
- Comprehensive quickly
- Effective learning, Focus Veracity
- Have the self-evaluation
- Listening skills are primary in becoming fluent
- Provide Individualistic Learning

8.25.2. DISADVANTAGES OF LANGUAGE LABORATORY

Although of the various advantages of the language laboratory, it has also a few disadvantages or let us say difficulties, which are related to the high cost, it needs skilled instructors, and it makes unsuccessful instruction in some cases.

- The language lab requires a high cost to be built in the university and to be kept on going. It is very expensive to set up the language lab and country like India there is no lab syllabus and usually language classes are conducted as theory. Furthermore, it needs more money for resource management.
- The language lab would not let the English teaching-learning process be effective if there are some troubles with the technology of it. Worse even, it becomes useless when the electricity is off.
- The language laboratory needs an qualified teacher to be able to activate all the technology provided in it. Universities, or more precisely, faculties of
- English has to employ technicians who would keep the equipment in the language laboratory always in high-quality conditions.
- These days student does not have enough patience to listen to pronunciation and practice them so the recording of pronunciation is useless.
- As the teacher listens to students randomly the response can be unorganized and ineffective as there are many students to attend to.
- The teacher should be well trained in executing the language lab effectively. Given the nature of teaching, a language teacher may need an assistant in taking care of the technological part while teacher attends to the instructional components.
- As technology changes rapidly, there should be a provision for upgrade in the medium of instructions, which can be burden for school in terms of finances.

8.26. LANGUAGE GAMES

Children love playing games and performing activities. They seek fun and enjoyment while playing any game and performing any joyful activity. Any

game that facilitates learning of language is a language game. Language games are based on play-way method of learning. Learners feel that they are playing a game. At the same time they do acquire language ability consciously or unconsciously.

8.26.1. ADVANTAGES OF LANGUAGE GAMES

- They help to motivate children and sustain their interest.
- They give variety to the day to day teaching.
- They develop their power of observation and imagination.
- They throw challenges which they take up joyfully.
- They suit various levels of the students.
- They ensure maximum participation of students
- They give opportunities for cooperation and healthy competition.
- They create fair classroom atmosphere to acquire language abilities.
- They help to practice language meaningfully without any stress.

8.26.2. TYPES OF LANGUAGE GAMES

There are mainly three types of games:

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

Any game can be oral/ written depending on the level of the learner and the objectives of the lesson. Some games are described below:

1. IDENTIFICATION GAMES

Presenting an object and describing it or describing an object and asking to identify it.

- a) Asking about any hidden object or item
- b) To select a picture on the given description

- c) Reciting a poem or telling a story.

2. SPELLING GAMES

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

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

3. READING GAMES

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

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

I wear a cap but I am neither a man nor a boy. I can write but I can't read. I drink but I don't eat People keep me in their pockets. But I am not money. My friends are paper. (Answer-pen)

4. VOCABULARY GAMES

- a) Students are directed to construct different words using prefix or suffix to the root words.
- b) Change one letter in the given words and write three other words/objects.
For example: Plate

- c) Write the names of animals/ things hidden below: as 'cat' is hidden in cattle,

5. SENTENCE/ STRUCTURE GAME

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

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

UNIT – IX

SKILL OF LISTENING

9.1. CONCEPT OF LISTENING IN SECOND LANGUAGE

Listening is the language modality that is used most frequently. It has been estimated that adults spend almost half of their communication time listening, and students may receive as much as 90% of their in-school information through listening to instructors and to one another. Often, however, language learners do not recognize the level of effort that goes into developing listening ability.

Far from passively receiving and recording aural input, listeners actively involve themselves in the interpretation of what they hear, bringing their own background knowledge and linguistic knowledge to bear on the information contained in the aural text. Not all listening is the same; casual greetings, for example, require a different sort of listening capability than do academic lectures. Language learning requires intentional listening that employs strategies for identifying sounds and making meaning from them.

Listening involves a sender (a person, radio, and television), a message, and a receiver (the listener). Listeners often must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery. The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language.

Given the importance of listening in language learning and teaching it is essential for language teachers to help their students become effective listeners. In the communicative approach to language teaching, this means modelling listening strategies and providing listening practice in authentic

situations: those that learners are likely to encounter when they use the language outside the classroom.

9.2. LISTENING SKILLS AND THEIR SUB SKILLS

Listening is one of the four language macro skills (the others are reading, speaking and writing). But it's important to understand that in real life there's no such thing as just 'listening'. In fact, there are several different kinds of listening, which we call sub-skills. Here are three listening sub-skills which are often practised in the language classroom:

- Listening for gist. This is when we listen to something to get a general idea of what it's about, of what's being said. We don't want or need to understand every word. Example: listening to a summary of the day's news on the radio.
- Listening for specific information. This is when we listen to something because we want to discover a particular piece of information. We know in advance what we're hoping to find out. We can ignore other information which doesn't interest us. Example: listening to a weather report to find out about the weather in your part of the country.
- Listening in detail. This is when we listen we listen very closely, paying attention to all the words and trying to understand as much information as possible. Example: a member of a jury listening to a statement from a witness.

9.3. GOALS AND TECHNIQUES OF TEACHING LISTENING

Instructors want to produce students who, even if they do not have complete control of the grammar or an extensive lexicon, can fend for themselves in communication situations. In the case of listening, this means producing students who can use listening strategies to maximize their comprehension of aural input, identify relevant and non-relevant information, and tolerate less than word-by-word comprehension.

9.3.1. FOCUS: THE LISTENING PROCESS

To accomplish this goal, instructors focus on the process of listening rather than on its product.

- They develop students' awareness of the listening process and listening strategies by asking students to think and talk about how they listen in their native language.
- They allow students to practice the full repertoire of listening strategies by using authentic listening tasks.
- They behave as authentic listeners by responding to student communication as a listener rather than as a teacher.
- When working with listening tasks in class, they show students the strategies that will work best for the listening purpose and the type of text. They explain how and why students should use the strategies.
- They have students practice listening strategies in class and ask them to practice outside of class in their listening assignments. They encourage students to be conscious of what they're doing while they complete listening tape assignments.
- They encourage students to evaluate their comprehension and their strategy use immediately after completing an assignment. They build comprehension checks into in-class and out-of-class listening assignments, and periodically review how and when to use particular strategies.
- They encourage the development of listening skills and the use of listening strategies by using the target language to conduct classroom business: making announcements, assigning homework, describing the content and format of tests.
- They do not assume that students will transfer strategy use from one task to another. They explicitly mention how a particular strategy can be used in a different type of listening task or with another skill.

By raising students' awareness of listening as a skill that requires active engagement, and by explicitly teaching listening strategies, instructors help

their students develop both the ability and the confidence to handle communication situations they may encounter beyond the classroom. In this way they give their students the foundation for communicative competence in the new language.

9.3.2. INTEGRATING METACOGNITIVE STRATEGIES

Before listening: Plan for the listening task

- Set a purpose or decide in advance what to listen for
- Decide if more linguistic or background knowledge is needed
- Determine whether to enter the text from the top down (attend to the overall meaning) or from the bottom up (focus on the words and phrases)

During and after listening: Monitor comprehension

- Verify predictions and check for inaccurate guesses
- Decide what is and is not important to understand
- Listen/view again to check comprehension
- Ask for help

After listening: Evaluate comprehension and strategy use

- Evaluate comprehension in a particular task or area
- Evaluate overall progress in listening and in particular types of listening tasks
- Decide if the strategies used were appropriate for the purpose and for the task
- Modify strategies if necessary

9.3.3. USING AUTHENTIC MATERIALS AND SITUATIONS

Authentic materials and situations prepare students for the types of listening they will need to do when using the language outside the classroom.

9.3.3.1. ONE-WAY COMMUNICATION

MATERIALS

- Radio and television programs
- Public address announcements (airports, train/bus stations, stores)
- Speeches and lectures
- Telephone customer service recordings

PROCEDURE

- Help students identify the listening goal: to obtain specific information; to decide whether to continue listening; to understand most or all of the message
- Help students outline predictable sequences in which information may be presented: who-what-when-where (news stories); who-flight number-arriving/departing-gate number (airport announcements); "for [function], press [number]" (telephone recordings)
- Help students identify key words/phrases to listen for

9.3.3.2. TWO-WAY COMMUNICATION

In authentic two-way communication, the listener focuses on the speaker's meaning rather than the speaker's language. The focus shifts to language only when meaning is not clear. Note the difference between the teacher as teacher and the teacher as authentic listener in the dialogues in the popup screens.

9.4. ROLE OF TECHNOLOGY IN TEACHING LISTENING SKILLS

Listening is the language modality that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in-school information through listening to instructors and to one another. Often, however, language learners do not recognize the level of effort that goes into developing listening ability.

Far from passively receiving and recording aural input, listeners actively involve themselves in the interpretation of what they hear, bringing their own background knowledge and linguistic knowledge to bear on the information contained in the aural text. Not all listening is the same; casual greetings, for example, require a different sort of listening capability than do academic lectures. Language learning requires intentional listening that employs strategies for identifying sounds and making meaning from them.

Listening involves a sender (a person, radio, and television), a message, and a receiver (the listener). Listeners often must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery. The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language.

Given the importance of listening in language learning and teaching it is essential for language teachers to help their students become effective listeners. In the communicative approach to language teaching, this means modelling listening strategies and providing listening practice in authentic situations: those that learners are likely to encounter when they use the language outside the classroom.

One of the best ways to introduce students to listening strategies is to integrate listening activities into language lessons using multimedia technology. As multimedia technology (interactive videodisc, CD-ROM, CD-I, etc.) becomes more accessible to teachers and learners of other languages, its potential as a tool to enhance listening skills becomes a practical option. Multimedia allows integration of text, graphics, audio, and motion video in a range of combinations. The result is that learners can now interact with textual, aural, and visual media in a wide range of formats.

The past two decades have brought to language teaching and learning a wide range of audio-visual technologies. From among these, no single tool for teaching and learning has had greater impact than the personal

computer. Today, individual learners can, in addition to interacting with computer-generated text and graphics, control combinations of analog and digital sound and images. Arranging these combined media into intelligent, pedagogically-driven material is a challenge to teachers.

Over the years, a wide variety of teaching aids have been placed at the disposal of language teachers. Charts, slides, tape-recorders, videos, overhead projectors and many other technological innovations have taken the place of traditional chalk and board, though not completely. Not long ago a language laboratory was widely used in learning listening as it was tied to the belief that individual listening practice with audiotape helps build a learner's ability to understand and speak the target language. Technology continues to be perceived as an enhancement to the process of language acquisition. The large-scale infusion of computers in language instruction programs in the past decade attests to this belief. The rationale behind what is now growing support for Computer Assisted Language Learning (CALL) is not unlike earlier enthusiasm for audiotape based technologies. That is, both media provide individualized access to target language material that the learner can control and use in a self-study format. However, expectations for CALL in general and multimedia in particular are much higher. The fast and powerful computational capacity, in conjunction with the orchestrated video, text, and graphics of today's multimedia learning systems would predict more sophisticated paradigms within which students can interact with the target language and, consequently, more effective learning. Learning a language via individualized instruction with the computer — especially when audio and video are involved — is an extremely appealing proposition, one that has sold to many an administrator in search of instructional panaceas.

9.5 DIFFERENCE BETWEEN HEARING AND LISTENING

The following points are vital so far as the difference between hearing and listening is concerned

1. An individual's ability to perceive sounds, by receiving vibrations through ears, is called the hearing. Listening is something done consciously, that involves the analysis and understanding of the sounds you hear.
2. The hearing is the primary and continuous in nature, i.e. the first and foremost stage is hearing, followed by listening and it occurs continuously. On the other hand, listening is temporary, as we cannot continuously pay attention to something for long hours.
3. The hearing is physiological, which is through one of our senses in the living organisms. On the contrary, listening is a psychological (conscious) act.
4. While hearing is a passive bodily process that does not involve use of the brain. As opposed to listening, it is an active mental process, which involves the use of brain to draw meaning from words and sentences.
5. Hearing involves receipt of the message through ears. Conversely, listening encompasses interpretation of the message received by ears.
6. The hearing is an inborn ability but listening is a learned skill.
7. In the hearing, we are not aware of the sounds that we receive; however in the case of listening, we are completely aware of what the speaker is saying.
8. Hearing involves the use of only one sense i.e. ears. In contrast, listening, involves the use of more than one senses i.e. eyes, ears, touch etc. to understand the message completely and accurately.
9. In the hearing, we are neither aware nor we have any control over the sounds we hear. On the other hand, in listening, we are aware of what the other person is saying and so we listen to acquire knowledge and receive information.
10. Hearing does not require focus whereas listening does.

UNIT - X

TEACHING OF RECEPTIVE SKILLS - SKILL OF READING

10.1. CONCEPT OF READING IN SECOND LANGUAGE

Reading is one of the most useful skills in learning a foreign language. It serves as a means by which the "unbounded field of knowledge" lies open before us and we are able to know new facts and relationship.

Francis Bacon was very correct when, in one of his essays, 'Our Studies' he wrote, "Reading maketh a full man". According to Gray, "Reading is a form of experience." Indeed good reading habits promote 'self-education' which helps in the modification of personality.

Reading trains our mind and broadens our outlook. If one has developed a taste for reading in school days, he will realize that nothing but reading is the best utilization of his hours of leisure. Of all the linguistic skills, reading is perhaps one that requires our attention most and lacking which we find that there are great retardation in reading activities of our pupils.

Reading is a complex communicative process of receiving and interpreting the written words. It involves recognizing what is written and comprehending the matter, which understands the main and subsidiary points as well as links between different parts of the written material. While receiving and interpreting the written word, the reader is concerned with four factors, i.e. decoding, comprehending, text analysis and response.

Decoding or interpreting in reading refers to the process of changing the coded message into information. As it involves understanding the written language, it requires the ability to recognize words accurately, and the manner in which words are used in varying contexts. A written message can be decoded only if we know the language in which the message is encoded.

Comprehension in reading refers to the identification of the central theme, main ideas, supporting details and writing patterns. After decoding and comprehending the literal meaning of a written message, its significance is evaluated and appropriate conclusions are drawn from it.

Text analysis is essential for critical and evaluative understanding of a text. Text analysis refers to the process of identifying relationships among

different units within the text in order to distinguish between relevant and irrelevant information, explicit and implicit information, facts and opinions, examples and ideas and draw inferences and conclusions.

Response is our action or reaction to the written message. It completes the reading process as it is the last step of reading. Our response to a text depends largely on our correct understanding and evaluation of the text. We may immediately respond to the message, as in the case of reading the letter, a memo, an e-mail message. Though in some text, we may need to remember the information so that we are able to use it later.

10.2 MECHANICS OF READING

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

10.2.1. EYE MOVEMENTS

Eyes play an important role in the reading process. Eye movements are steady or smooth along the lines of the print. A series of jumps or jerks are visible. It is during these fixations the eyes get to recognise the word or phrases. Perception-Span:-The number of words taken in one pause is known as the perception-span.

10.2.2. EYE-SPAN

If we divide the number of letters in the line just read by the number of process. We get the number of letters read in each pause. This is known as the eye-span. It varies with the size of the print - the bigger the letters in size, the smaller the eye span. Moreover, different readers see different number of letters in one pause. Besides, the number of fixations or pauses per line depends on the difficulties of the material that is given for reading age and the maturity of the reader.

10.2.3. WORD-RECOGNITION

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

10.2.4. THE TYPE OF LETTER

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

10.2.5. THE SHAPE OF WORDS

Words similar in shape like receive deceive, bid did, etc. often confuse the beginner.

10.2.6. THE RANGE OF LEARNER'S EXPERIENCE

Words which are associated with objects and ideas within the learner's experience and words which the child has already heard or practiced in speech are easily recognised.

10.2.7. READING SPEED

Speed is an important factor in reading. A slow reader is usually considered to be a bad reader. Speed also depends upon age and maturity of the learner.

10.2.8. COMPREHENSION OR UNDERSTANDING

The whole reading activity is useless if the material read is not understood by reader of course, general intelligence interest in a particular subject, previous knowledge of the subjects discussed in the reading comprehension. Still the teacher should carefully help the child in over. Coming soon of the common reading faults which inhibit the reading process. These faults are faulty eye-movements, slow speed, head-movements, and poor-word recognition, back-word eye movements etc.

10.3. TYPES OF READING

The main ways or types of reading are as follows:

1. Skimming
2. Scanning
3. Browsing
4. SQ3R
5. Silent reading
6. Loud reading
7. Intensive reading
8. Extensive reading

10.3.1. SKIMMING

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

10.3.1.1. HOW TO SKIM

- After noting the titles and subtitles which identify the topic, read paragraph fully.
- Read at the fastest speed to get the idea of the stage, the setting, style tone or mood.
- Reader reads only key sentence and tries to get the main idea.
- The reader lets his eyes jump down through the paragraph picking up one or two important words, phrases

10.3.1.2. SIGNIFICANCE OF SKIMMING

1. It is useful for students and professionals.
2. It gives general idea of the matter.
3. It is useful in building up a fund of reference information.

10.3.2. SCANNING

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

10.3.2.1. HOW TO SCAN

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

10.3.2.2. SIGNIFICANCE OF SCANNING

- It has great importance to exclusives, administrators, professors, researchers, to get required information in a short time.
- For dictionary use, it is very useful. For phone directory, it is applied.
- This is similar to extensive reading, but its chief aim is to supplement the intensive reading of a detailed prose-lesson.
- It is done in the formal setup of a classroom and is done during specific periods.

10.3.3. BROWSING

Browsing is an undirected information seeking activity. It is looking for information in a casual way, which by exploration could lead to chance discovery of information in areas of interest to the user. Browsing is important; it gives people opportunity to develop and prioritize information about a subject they are not familiar with, to keep current with news and developments, to gather information for making initial decisions, and to obtain an over-all view of a subject matter or a whole information material.

10.3.3.1. DEFINITION OF BROWSING

Browsing is an exploratory information seeking activity by looking for information in casual way, which by serendipity could lead to finding information in areas of interest to the user. It is an undirected, visual information searching activity involving actions such as glimpsing, fixing on the object at hand, cursory evaluating the material, selecting the material, or moving on and starting the same process.

10.3.3.2. IMPORTANCE OF BROWSING

Browsing is a common but essential information seeking behaviour. Browsing gives information seekers opportunity to develop and prioritize information about a subject they are not familiar with. By browsing, information seekers scan information from a wide variety of sources to keep current with news and developments in various areas of interest. Likewise, browsing enables people to gather information needed in making initial decisions of the potential value of a material.

By browsing, people are able to locate items or links that will lead them to other information sources. Browsing bookshelves, catalogues, or databases enables people to get a general view of a particular subject matter. It provides a means to locate information in a document, as well as provide an over-all idea of the whole material.

10.3.3.3. FACTORS THAT FACILITATE BROWSING

The organization of print materials promotes browsing. Table of contents, list of titles, topic headings, indexes, prefaces, names of people and organizations, and references encourage and increase interest in browsing. In libraries and bookstores, browsing is enhanced when collections are arranged in systematic order, through subject categorization or classification, and in visually appealing manner.

In online browsing, navigation devices, hypertexts and directories provide guides to users looking for items of interest. "Hypertext browsing" directs users to links between keywords and topics that can be further explored by

users. "Directory-browsing" created through subject categories and classification provides efficient browsing and encourages further exploration.

10.3.4. SQ3R

Teaching of English aims at making the learner to be an independent reader. An efficient reader should be able to read and comprehend the content that he reads. To become an efficient reader he has to possess some study techniques. Reading enables the reader to know what information the author wants to pass on to him. A skilled reader is not a passive recipient of what the writer wants to say. But he will comprehend more than what the writer intended to convey to the readers. For example, take Robert Frost, an American poet. His poems don't have any difficult word in them. We get a treasure of meaning from his poems. One cannot assure whether Robert Frost himself thought these many ideas while writing the poem. The more you read the poem, the more interest you have on it. Only a skilled reader can enjoy this privilege.

A complete reading involves reading, understanding, reacting and integrating. When the reader fails to react what he reads then the reading will be meaningless and incomplete. So, the teacher has to prepare his students as active readers. Only by applying better study techniques we can encash the benefits from reading. Such a study technique is SQ3R technique. Francis P. Robinson has developed this technique. It is an excellent example of a systematic approach to reading. SQ3R stands for: S - Survey Q- Question 3R- Read, Recite and Review

10.3.4.1. SURVEY

Survey means, the rapid glancing over the book that the reader intends to read, for assessing the book. It is like the trial run done on the rails before the original train is run. Surveying as a technique is applied in reading also. The reader turns the pages randomly, verifies whether the subheadings are

in line with his expectations, sees whether the text is supported by proper illustrations, and other aspects that would encourage the reader to take up reading. This enables the reader to have a prior understanding of the text before starting up reading. This is an extension and authentic work of pre-reading.

10.3.4.2. QUESTION

The next step is questioning. Questions are asked on the headings and subheadings in order to reaffirm the need for reading the text. The more questions that are asked on the headings and subheadings, the better insight that the reader gets on the text. Questions should be made on the basis of the need of the reader. This stage is also before taking up reading.

10.3.4.3. READ

They would have understood something of the text from the survey he conducted on the book and the questioning that he made on the headings and subheadings. The next stage is while reading stage. While going through the text he will now understand the main points and concentrate on the illustration that will supplement his understanding better. With proper surveying and questioning, now, he will even be able to anticipate what may come next.

10.3.4.4. RECITE

The reader tells whatever he learnt to others. It may to his classmates. It is also called peer teaching. Reciting facilitates better recalling and a powerful means for retention. Recalling and retention are the two main study skills others being perception and comprehension. That way reciting is very useful to present the point in sequential order and an aid for retention.

10.3.4.5. REVIEW

Review is the last step in SQ3R technique of reading. Review means periodical revision of the things that are learnt. Anything that is neglected is bound to be away from the mind of the people. So, the reader has to review the items that are read. It also functions as post-reading. Post-reading facilitates understanding the text critically

10.3.5. SILENT READING

Silent reading is considered to be the best kind of reading as the mind is fully engaged in this act. The children should be initiated into reading silently as soon as they have mastered some degree of fluency of reading aloud. Morrison has said, "Loud reading by students should be followed by silent reading." Mehta has said, "We all read faster than we speak and children must be initiated into the silent reading habit as early as possible."

10.3.5.1. OBJECTIVES OF SILENT READING

The objectives of silent reading are:

1. To enable the students to read silently, without making any kind of sound but not moving even their lips, so that others are not disturbed.
2. To enable the students to teach them to read speedily, easily and fluently
3. To enable the students to not only read but also to comprehend or understand things, ideas or meanings side by side.
4. To expand the reading vocabulary of the students
5. One of the most important objectives of silent reading is to develop in the students the way to enjoy and recreate themselves. According to Ryburn, The aims of silent reading are pleasure and profit; to be able to read for interest and to get information.

10.3.5.2. PROCESS OF SILENT READING

In the initial stages of introducing silent reading when the vocabulary of the students has not developed much, the teacher can give the summary or gist of the paragraph or text to them, so that the students are able to

understand and interest is developed in them. In the words of Ryburn, "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 the paragraph they have read." The length and difficulty of the given passage should be according to the level of the students. To say that reading is a silent and personal activity does not imply that it only lends to individual work.

On the contrary, it is particularly interesting to encourage comparisons between several interpretations of a text which will lead to discussion and properly a need to refer back to the text to check. Here are possible step:

- o Silent reading followed by an activity which each student does on his own.
- o The students now work in pairs; each one is trying to justify his answer.
- o The group should try to agree on one answer or interpretation.
- o The groups exchange partners and students compare their result
- o A general discussion involving the whole class may follow.

10.3.5.3. PRECAUTIONS OF SILENT READING

The following precautions should be exercised while carrying out the act of silent reading:

1. The silent reading should be started only when the children know really well about the basic structure of English sentences.
2. The children can be triggered in silent reading only after having got the ability of pronouncing words.

10.3.5.4. ADVANTAGES OF SILENT READING

Silent reading has the following advantages:

1. Silent reading is a quick way of reading through a passage. Silent reading saves time and energy.

2. The students find it an interesting way of reading.
3. According to Mehta, "It acts as a deterrent against the tendency so common amongst beginners to translate what they read in English into their mother tongue."
4. Silent reading is of great value in the practical life even after the school life. It helps in higher classes as the students have to comprehend the vast resources of textbooks for comprehension and examination purposes.
5. According to Ryburn, It enables attention and energy to be concentrated on meaning and so it saves a division of attention resulting in a greater assimilation of information.

10.3.5.5. DISADVANTAGE OF SILENT READING

The disadvantage of silent reading can be the following:

1. Silent reading does not suit beginners.
2. It hardly introduces the students with pronunciation. Though the students pronounce in their minds, but the mistakes of the students cannot be corrected by the teacher.
3. It is difficult to find out if the students are really reading or are just looking at the text with the thoughts wandering. We need to improve our visual perception skills and ability to identify words and phrases. Eye reading makes reading fast, efficient and result oriented. Silent reading is an end in itself as it makes possible for us to read wide and intensive. Its benefits are numerous and should not be discouraged looking at its disadvantages.

10.3.6. LOUD READING

Loud reading is also known as oral or aloud reading. Loud reading should be introduced after the students have been given some training in two

months on the points concerning pronunciation, intonation, stress, pitch and other aspects of spoken English.

According to W.M. Ryburn, "There is very little real reading done in English. Part of difficulty is that English is a foreign language, but the chief difficulty is found in the fact that pupils are not taught to read aloud properly in their mother tongue." Following exercises will help students:

1. Exercise with pace and pause

Read aloud from a newspaper or a book, just before you run out of breath, say aloud, 'I pause and I breathe'. Take time to inhale, and let your breath drop low, as if into your stomach. Then continue reading on the out breath. Every time you need to breathe, say the words, 'I pause and I breathe'. Continue the exercise until you feel comfortable using the phrase, and are breathing deeply and regularly. Using a tape recorder can help to monitor this. Then continue reading aloud, but this time says the phrase, 'I pause and I breathe' silently in your mind.

2. Correcting your pitch range

Practice changing up and down within the space of a few words. Take the statement 'I can do that', and say it in four different ways. I can do that I can do that I can do that I can do that

Practise using pitch to reflect the emotional content of your speech. Practise saying each of the following statements twice in succession: first, as flatly as you can; then as emotionally as you can, using pitch to express emotion. Congratulations! A new job! Please don't kick the cat. I won't go. Never. Don't ever ask me again. That's an interesting thought...

3. Articulation – turning voice into speech: What turns voice into speech is the action of the speech organs of the head. These are:

- The tongue- both the tip and the back of the tongue are used to produce different sounds.

- The lips

- The soft palate- this is movable; it lies at the back of the roof of the mouth.
- The hard palate – this is immovable; it lies in front of the soft palate of the top of the mouth.
- The dental ridge- this is just behind the upper front teeth.
- The jaw Exercise with vowels

To improve the quality of your vowels, practice speaking loud a vowel sequence; Hoot, hook, hawk, hot, heard, hut, hard, heel, hid, head, hand
Hoe, how, ahoy, hay, high, hair, here, hire, hour, shower

10.3.6.1. OBJECTIVES OF LOUD READING

1. To enable the students to read with correct pronunciation, articulation, intonation, stress, pitch, pause, pace and rhythm.
2. To enable the students to read with expressions.
3. To enable the students to understand the meaning of spoken words, phrases and sentences.
4. In the words of Ryburn, "To test the pupils' knowledge of English words and phrases and whether they know how to pronounce them, how to phrase words, how to articulate clearly. That is, reading aloud is a test as well as a practice."
5. The main objective of loud reading is to develop in the students a desire for silent reading.

10.3.6.2. PROCESS OF LOUD READING

The process of loud reading is executed in two steps:

1. The teacher reads a sample passage with correct pronunciation, intonation, stress, rhythm and pauses if the pupils require repetition of model reading, the teacher should do so. But they should not be

accustomed to it. The aim of this sample or model reading is to train the auditory nerves of the students. In the opinion of Dr. West, "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 pupil."

2. Students should read loudly. Here, the teacher should correct the pronunciation and he should correct the students wherever necessary, but it should not be done in between but after the pupil finishes the reading. While reading plays, pupils should be assigned roles and they should read their respective roles. The standard of reading aloud can be raised with the raising of the level of the students. Poetry recitation can be done. Speed in reading along with accuracy should be emphasized at senior level where as at junior level only accuracy is demanded.

10.3.6.3. PRECAUTIONS OF LOUD READING

The following precautions should be exercised while carrying out the act of loud reading:

1. The students should be asked to maintain accuracy and not speed. Speed will come with practice, but accuracy once lost will be difficult to regain.
2. The passage for reading should be within the comprehension power of the students.
3. Reading aloud should be done on individual basis so that their individual pronunciation and other aspects of reading are checked. Group reading does no good as teacher is unable to point out errors.
4. The posture of the students should be right. The relationship between head and neck is most important for a balanced posture.

10.3.6.4. ADVANTAGES OF LOUD READING

Loud reading has the following advantages:

1. Model teaching by the teacher helps the students to know the correct pronunciation and method of reading.
2. It develops the skill of speech and giving lectures.
3. It helps in eradicating the mistakes related to pronunciation of the students.
4. It trains the sensory organs—eyes, ears and mouth because in loud reading, they work in coordination.
5. It makes students learn by imitation which is a natural method of learning things by the children.

10.3.6.5. DISADVANTAGE OF LOUD READING

The disadvantage of loud reading can be the following:

1. Some scholars, including E.W. Manzel, are of the opinion that loud reading is not a source of pleasure.
2. If a student becomes habitual to loud reading, he cannot become an extensive reader.
3. Loud reading does not help in penetrating the meaning. A.W. Frisby says, "The danger of too much reading aloud is that it may lead to the short circulating of the meaning, whereby the written word does not convey meaning but becomes merely a symbol for the collection of sounds and is translated straight in sound."
4. In public places like library and reading rooms only silent reading is allowed. Some scholars like P. Gurrey have not recommended loud reading. But the advantages of loud reading are stronger. So, we cannot dispense with loud reading in early stages.

10.3.7. INTENSIVE READING

Intensive reading is a detailed study of the prescribed text in order to train the students is an important aspect of language teaching, i.e. reading. According to Jespersen, "To keep them occupied with the text repeatedly in such a way that they do not lose sight in 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." The teacher has to carefully plan teaching of intensive reading as it plays an important role, not only in examination but also in practical life as well. Intensive reading: reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail.

10.3.7.1. OBJECTIVES OF INTENSIVE READING

The objectives of intensive reading are:

1. The aim is to make a detailed study of words, phrases, word order and expressions, thus entirely dealing with the sentence structure.
 2. The aim is to enable the students to comprehend the text, its sense and meaning.
 3. The aim is to enable the students to improve and command over English and increase comprehension of the texts that they come across with expanding vocabulary.
 4. It encourages the students to gather information from the text. Process
- The process of intensive reading is very important and needs careful planning by the teacher. According to 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 detriment to his efficiency of teaching."

10.3.7.2. STEPS IN TEACHING INTENSIVE READING

The steps of teaching intensive reading are as under:

1) Selection of the topic is one of the most important steps in beginning to teach intensive reading.

2) The second step is introduction to the topic. Any of the two methods can be used – first, to introduce the topic to the students in an interesting description so as to arouse their interest; or secondly, to test the previous knowledge of the student by asking them question on the topic or a related subject.

3) After this, the teacher presents the text to the student in his own manner, so that the students can have acquaintance with the passage.

4) Now the teacher gives a model reading. Model reading by the teacher is an essential part of intensive reading and must not be ignore. According to Morris, "For a considerable part of a course, it is strongly advisable for the teacher to give a model reading of the fresh text, exploiting its dramatic possibilities".

5) The next step is reading aloud by the students. They should be invited to read aloud one by one, preferably starting from the bright students and going down to the weak students. The teacher should correct their mistakes in pronunciation, stress, pitch etc. The purpose of this exercise is to overcome their mistakes and hesitation in reading and speaking.

6) The teacher should explain new words, phrases, sentence patterns, grammatical points as well as special reference of the text to the students. The teacher should explain the synonyms also, these synonyms can be in the mother tongue or English, as the teacher finds appropriate. Similarly, sentence patterns can be explained by giving parallel examples and other structure in the mother tongue and English. The words and phrases should also be analysed on the basis of parts of speech, tense, degree of adjective, use of gerund etc. Other features of sentences such as active/ passive voice, direct/ indirect narration etc. should also be explained.

7) Having fully explained the text and its various features, the teacher now tries to test comprehension level of the students. Intensive reading can be more interesting by encouraging the students to ask questions to their classmates on the passage read by them. This will encourage students to search out questions from the passage. For this, they will be very keen go through every line of the passage.

10.7.3.3. ADVANTAGES OF INTENSIVE READING

Intensive reading has the following advantages:

1. It improves the power of expression.
2. The students develop the skill of questioning and answering.
3. The students become interested in looking into details of the text they come across as they find newer meanings being attributed to the otherwise ordinary looking passages.

10.7.3.4. DISADVANTAGE OF INTENSIVE READING

The disadvantage of intensive reading can be the following:

1. Its process is long and cumbersome.
2. It seldom imparts joy and pleasure.
3. The students are interested in this method only from the point of view of examinations.
4. This method does not teach grammar properly. According to Ballard, "During the last fifteen years of English composition both written and oral have steadily improved in schools and this improvement has taken place concomitantly with a declining attention to grammar." Grammar as we know as the most important aspect of language, and without learning it properly a language cannot be mastered. Today, most of the students just want to pass the examination, the students often read the summaries and mug up the details without having interacted with the original texts even once. We can

say that intensive reading is an important aspect of learning a language, but it should come after the students have gone through extensive reading. Only then it can be made beneficial and joyful.

10.3.8. EXTENSIVE READING

Extensive reading has been strongly recommended by Indian Education Commission (1964-66). This type of reading is also known as rapid reading or independent reading. The teacher plays the role of the supervisor while the students carry it out independently. Extensive reading is to read silently and quickly in order to understand the subject matter and derive the meaning as a whole without the help of the teacher and expand passive vocabulary. According to Thompson and Wyatt, "The main purpose of extensive reading is the cultivation of taste for reading and it seeks by encouraging the habit of visualizing what is read to make reading a form of visual instruction."

Extensive reading should be undertaken only when the students have mastered at least a vocabulary of about 500 words, implying it should be started in the middle classes and not prior to it, and the students should have developed the ability to recognize words at sight. Extensive reading: reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.

10.3.8.1. OBJECTIVES OF EXTENSIVE READING

The objectives of extensive reading are:

1. To develop the habit of self-study in the students.
2. To develop the taste for reading in the students.
3. To enable the students to understand the meaning of the given passage as early as possible.
4. To increase the passive vocabulary of the students.

5. To develop the power of concentration.

6. To read for pleasure and recreation.

10.3.8.2. PROCEDURE OF EXTENSIVE READING

According to Thompson and Wyatt, "The exact procedure to be adopted will depend upon the nature of the subject matter to be read and the skill in reading already acquired by the class."

1. The teacher should give a brief introduction of the topic to create interest among the students.

2. The difficult words should be explained beforehand.

3. Students should be asked to read the text silently with reasonable speed.

4. Comprehension questions should be asked after the students have finished silent reading. However, the question should never concern the fine details of the text. They should only test the comprehension level on a wider scale.

5. When the students have finished reading all units, the students can be asked narrate the gist in their own words.

10.3.8.3. ADVANTAGES OF EXTENSIVE READING

Extensive reading has the following advantages:

1. It helps widen the vocabulary of the students.

2. It keeps the whole class active and busy.

3. It prepares the students for intensive reading so students are encouraged for library reading.

4. It inculcates the habit of self-study in the students.

The advantages of extensive reading are many but unfortunately, the situation is different in Indian schools where much thought is not paid to this aspect. The lesson plans should suitably contain provisions for extensive reading.

10.3.8.4. SUGGESTIONS FOR SELECTION OF BOOKS

According to Champion, "Books prescribed for extensive reading should not contain even one unfamiliar word or phrase. There should not be language barrier between the pupil and what he reads." We know meeting this suggestion in Indian context is difficult to attain, but attempts can be made in this direction. Following are some suggestions:

1. The text books should be simple in language and according to the level of the students.
2. The books should contain interesting texts like short stories, plays, biographies, etc.
3. The books should be suitable to the taste, culture, society, experience and interest of the pupil.

10.4. COMPARISON BETWEEN INTENSIVE AND EXTENSIVE READING

It will be beneficial to compare intensive reading with extensive reading in order to understand them properly.

10.4.1. INTENSIVE READING

1. It concentrates upon the language aspect.
2. The aim is to make a careful and minute study what is read.
3. Words, phrases, and expressions are studied in detail.
4. Reading by the pupils is aloud and control by the teacher.
5. New words and phrases occurring in the book pass into the pupil's active vocabulary.

6. It requires intensive teaching.
7. The teacher plays an active role.

10.4.2. EXTENSIVE READING

1. It concentrates upon the subject matter.
2. The aim is only to grasp the meaning of what is read.
3. Words, phrases, and expressions are not studied in detail.
4. Reading by the pupils is silent and independent.
5. New words and phrases occurring in the book pass into the pupil's passive vocabulary.
6. No detail teaching is required.
7. The teacher's role is reduced to that of a supervisor.

10.5. TEACHING OF READING SKILL

A language teacher is primarily concerned with the language abilities of his pupils. There are four such abilities. Listening, Speaking, Reading and Writing. Of these the ability to read is of paramount importance. Reading means to understand the meaning of printed words that is written symbols. It implies reading with comprehension.

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

reading is the process of looking carefully at written or printed symbols and translating them into the spoken symbols.

10.5.1. READING CONSIST OF THREE ELEMENTS

1. The written or printed symbol
2. The spoken symbols
3. The Sense

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

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

Reading skill should be given the key place in the total scheme of teaching English. We can also say that reading is the ability to extract from the written or printed page, the thoughts, facts and information required. The success of Children in reading depends on their readiness to read.

Linguists are of the opinion that beginning to read is nothing but transfer stage from auditory signs to visual signs. This means that oral background is a necessary adjust to the reading stage. So, reading should be introduced-

1. When the public have gained sufficient knowledge of the auditory signs.
2. When the public can recognise shapes of printed words and can associate them with spoken words and their meanings.
3. When the pupils can understand and carry out simple oral instruction related to class-work
4. When they can ask questions and enquire about the surrounding environment including even the printed word.
5. When they can memorise some material and recite it.

6. When, the pupils are fully motivated for the new experience.

10.5.2. THE NATURE OF THE READING PROCESS

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

10.6. METHODS OF TEACHING READING SKILL

There are some methods which are applied to teach reading. These are:

10.6.1. THE ALPHABETIC METHOD

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

C-A-T= CAT. In this way, he goes from word to word and finishes the sentence.

10.6.1.1. DEMERITS

1. It is unscientific because it goes against the basic scientific fact that a language has unity.

2. It is based on wrong assumption that the letters of the alphabet in themselves have meaning.
3. It is unreal and wasteful, because the pupils do not show and interest in the individual letters. They have to be taught words and word-groups, not letters.
4. It gives a wrong idea to the pupils that there is one to one correspondence between letter and sound C/Si
5. It is psychological. We never see letters but words
6. Pupils learn to read without understanding, because they are lost in deciphering the word in letters.

10.6.2. THE PHONIC METHOD

This method is the result of the feeling of inconsistency between the letters and their sounds. This method consists in teaching the sounds rather than the letters. So, from the very beginning the child is acquainted with the sound and sound pattern. "A good feature of this method is its rationalization of the approach to the symbols of the language through pertinent sounds."

Cat-Rat-Hat-Bat

10.6.2.1. DEMERITS

1. We do not have the same sound for each letter always
2. Different sounds for the same vowel or consonant is misleading.
3. It goes against the principle of language unity
4. The unit of thoughts is complete sentence, not individual word.
5. It encourage reading one word at a time.
6. It encourages the bad habit of reading one word at a time.
7. It breaks the unit of the language.
8. A large number of words cannot be taught with the help of this method because their spelling is irregular.

10.6.3. LOOK AND SAY METHOD

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

10.6.3.1. DEMERITS

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

10.6.4. PHRASE METHOD

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

10.6.5. THE SENTENCES METHOD

This method is based on the psychological principle of language teaching. The sentences are the unit of thought. It is the best method of teaching. The student should be encouraged to follow this method