

SECOND YEAR B.ED.

PEDAGOGY OF ENGLISH II – PART 2

UNIT – 4

TEACHING PRONUNCIATION

Refer – Teaching of Phonetics by Dr. Balasubramanian

UNIT – 7

SKILL OF WRITING

Refer – Teaching of General English by Rajeshwari

UNIT - 1

LESSON PLAN FORMAT – GRAMMAR

INTRODUCTION

Grammar is an essential component of language learning. To enable learners to use a variety of language items accurately and appropriately in different contexts, it is important to help them connect grammar items and structures with the communicative functions they perform. In doing so, learners will gain a better understanding of how, why and when to use particular language items and structures and develop an awareness of how the items make meaning in the texts. To enhance the effectiveness of grammar learning and teaching at the senior secondary level, teachers should consider learners' previous knowledge in grammar and design meaningful tasks for the application of their grammar knowledge in context. The following are some suggestions for planning grammar learning and teaching at the senior secondary level.

WHAT IS GRAMMAR?

Grammar is the system of a language. People sometimes describe grammar as the "rules" of a language; but in fact no language has rules*. If we use the word "rules", we suggest that somebody created the rules first and then spoke the language, like a new game. But languages did not start like that. Languages started by people making sounds which evolved into words, phrases and sentences. No commonly-spoken language is fixed. All languages change over time. What we call "grammar" is simply a reflection of a language at a particular time.

Do we need to study grammar to learn a language? The short answer is "no". Very many people in the world speak their own, native language without having studied its grammar. Children start to speak before they even know the word "grammar". But if you are serious about learning a foreign language, the long answer is "yes, grammar can help you to learn a language more quickly and more efficiently." It's important to think of grammar as something that can help you, like a friend. When you understand the grammar (or system) of a language, you can understand many things yourself, without having to ask a teacher or look in a book.

TEACHING OF GRAMMAR

Grammar is the study of organization of words into sentences which is based on certain rules. According to Prof. Nelson Francis, "Grammar is the set of formal patterns in which the words of a language are arranged in order to convey meanings.

It gives the pupils ability to speak and write correctly and enables them to use formal language patterns properly for describing a thing." The acquisition of the grammatical system of a language remains the most important element in language learning.

AIMS OF TEACHING OF GRAMMAR

The aims of teaching grammar are as follows:

1. To develop student's insight into the structures of English language
2. To enable the students to develop their understanding about the rules of English grammar through use and practice.
3. To enable the students to assimilate the correct patterns of the language without rote memorization.
4. To enable the students to speak and write correctly.
5. To develop a scientific attitude towards the language.

METHODS OF TEACHING GRAMMAR

There are four main methods of teaching grammar

1. The Traditional method
2. The informal method
3. The inductive-deductive method

The Traditional Method

In this method grammatical items are taught with the help of a grammar book which contains definitions, rules, examples and exercises. For example:

Definition of Noun: "A noun is the name of a person place or thing"

Examples: Sachin, Seema, Delhi, Kanpur, Book, Chair etc.

Exercise: Underline the nouns in the following sentences.

Rajesh lives in Delhi. My father gave me pen.

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

The Informal Method

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

There are some types of grammar, like:

Traditional Grammar

Traditional Grammar is used to describe the grammar of Standard English by comparing it with Latin. In this type, the students learn parts of speech (nouns, verbs, prepositions, adverbs, adjective, articles, conjunctions, prepositions, pronouns, and interjections).

Formal Grammar

Formal Grammar is used to describe the structure of individual sentences. This type sets language as a set of rules which allow or disallow certain sentence structure.

Functional Grammar

Functional Grammar is used to describe language in actual use and so focus on texts and their contexts. This type sets a language as a resource for making meaning.

FORMAL AND FUNCTIONAL GRAMMAR

Formal Grammar

They are influenced in this desire by their purpose. If the study of the science of language disciplines the mind — as in their opinion it does — the more considerable the body of the science, in reason, the greater the discipline derived from the study. This accounts for the fact that the advocates of formal grammar prefer the grammar of a highly inflected language. Those who advocate functional grammar wish to teach only such facts and principles as apply to English. Indeed they go farther and say that formal grammar, properly taught, is a reflective study of language, that pupils in the grades have reached a stage of maturity that makes profitable a study, not of all the facts and principles of English, but only of such facts and principles as are necessary in daily speech, and that the finer points of our language have no place in a grammar intended for the grades. It follows then that the content of functional grammar is much simpler than the content of formal grammar. The fullness of the content of the latter is shown in the case of nouns, nouns being declined with as much care in all three cases as if they had three different forms instead of two, one for the nominative and objective and one for the possessive. This is done in spite of the fact that the possessive is the only case of nouns that gives trouble.

Functional Grammar

Functional grammar usually differs from formal as much in method as in purpose and content, though this is not necessarily true. The teacher of functional grammar tries all the time to impress upon her pupils that their speech must be governed by the laws of good usage, and that they have been applying these laws since they began to speak. She helps the

pupils evolve these laws from their own speaking and writing, and shows them how to become more discriminating in the correction of their own errors. Functional grammar demands that the child's time and energy be given to the study and application of those facts of grammar that will make him a better writer and speaker. The statement above made, that functional grammar usually differs from formal grammar as much in method as in purpose and content, may lead one astray. As a matter of fact one lesson of a series might be the same in formal and functional teaching.

The Inductive and Deductive Method

This method is considered to be the best method as it follows certain educational principles from known to unknown, from simple to complex, from general to particular, from concrete to abstract etc.

Inductive means to proceed from observation to laws and rules.

Deductive means to proceed from the law and rule to observation and examples. This method has two processes:

- a. Inductive Process
- b. Deductive Process

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

Inductive process

- (i) Presentation of examples in a systematic way.
In the first step, the teacher presents the examples of the grammatical item to be taught in a systematic way.
- (ii) Observation and analysis of examples
The teacher asks the students to observe the examples and analyze them with the help of students.
- (iii) Generalization/Generation of rule or definition
After analysis of the examples, they come to certain conclusions or generalization and draw certain rule or definition.

Deductive Process

- (i) Presentation of the rule or the definition.
In this step, the teacher points out the rule or the definition.
- (ii) Verification and application of the rules.
- (iii) The teacher gives several other examples to verify the rule or the definition. The teacher again motivates the students to observe and analyze the example and apply the rule or the definition.
- (iv) Practice for the application of the rule.

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

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

Methods of teaching grammar

1. Deductive method

Procedure: i) The teacher writes an example on the blackboard.

ii) Explains the underlying rule (mostly using the mother tongue).

iii) Asks students to practice the rule orally and in writing.

iv) Pays special attention to the areas of conflict between the grammar of the mother tongue and that of the target language.

Limitations of this method.

i) Though the method is based on the cognitive approach to learning, little attention gets paid to the functional value of the grammar point.

ii) This is not communicative.

2. The Inductive method

The belief in using this method is that rules will become clear if learners are given appropriate examples.

i) The teacher demonstrates the meaning to the class by holding a book, he will say, This is a book.

ii) In this, he gives practice by changing the objects.

iii) The teacher holds up several books and says, 'These are books'.

iv) Makes learners hold several objects and produce the two grammatical forms. Corrects only if necessary.

v) Shows the grammar point on the blackboard after extensive practice.

iv) Makes the learner copy the model sentence and asks them to write a few more sentences based on the model.

The inductive method requires the learners to identify the rules for themselves. It encourages student involvement. The deductive method also has its merits. It is quick and perhaps easy for the teacher.

However, a good grammar lesson will include the following stages,

i) Presentation

ii) Focussed practice

iii) Communicative practice

iv) Feedback and Corrections

STEPS OF PREPARING A LESSON PLAN FOR GRAMMAR

- i) General Objectives**
- ii) Specific Objectives**
 - 1. Motivation**
 - 2. Announcement of the title**
 - 3. Oral presentation**
 - 4. Situational presentation**
 - 5. Written presentation**
 - 6. Application**
 - 7. Recapitalization**
 - 8. Assignment**

UNIT - 2

LESSON PLAN FORMAT – COMPOSITION

16.1 INTRODUCTION

The main purpose of teaching English is to enable our students to understand English when read or spoken and to express their thoughts in writing or in speech. The other aim of this teaching is to enable our pupils to produce original expression in the form of stories, books, letters to editors, reporters and so on. Therefore the teaching of composition has occupied an important place.

16.2 MEANING OF COMPOSITION

The word 'composition' is derived from the word 'compose' which means to put together. So composition means putting words and sentences together to express one's own ideas. It requires thinking of ideas and expressing them in the language. It is the expression of our thoughts, ideas, feelings and observations.

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

Pre-requisites for Teaching of Composition

- (i) Students should have a fair knowledge of English language.
- (ii) They must have sufficient ideas.
- (iii) They should have their mental development of the level that they can arrange ideas in a sequence.

16.6 GUIDED COMPOSITION

Guided composition is a technique of controlling writing in language learning. In it students are presented with controlled situations by providing them with ideas, structures and vocabulary. They are given to understand fully about the topic of composition, its sequence and arrangement, the structure and to some extent the vocabulary too that will be used. Guided composition is closed-ended. In it the students are to follow the teacher's suggestions or guidance and do composition work accordingly.

Guided composition is not strictly controlled composition. It is an effort to lead the students nearer to free composition. In a controlled composition the students are not given the freedom to construct sentences of their choice and their use of vocabulary is also strictly controlled.

Oral or written composition are guided when :

- (i) The topic for composition is carefully selected by the teacher.
- (ii) The various details of the topic are given to students by the teacher.
- (iii) The teacher also decides the procedure for the practical completion of the topic.
- (iv) The vocabulary and structure to be used is thought over by the teacher.
- (v) The teacher is always ready to guide students in the composition work.

Guided composition can be done by the following exercises :

- (a) Substitution tables.
- (b) Transcription.
- (c) Dictation.
- (d) Transformation of sentences.

(e) Composition of incomplete sentences, and

(f) Reproduction etc.

Merits of Guided Composition

(i) It paves the way for free composition.

(ii) The teacher can correct the mistakes of students at the very beginning.

(iii) The assistance of teacher makes composition writing for little children interesting.

(iv) Guided composition also corrects grammatical mistakes.

(v) Students learn structures too.

16.7 FREE COMPOSITION

In free composition student is free to make use of any structure and vocabulary items that he likes. It is that type of composition which gives the student freedom to choose words, structures and ideas. However, the teacher may help the students in collection of ideas by giving an outline. In this way he may supply to students some language material also. Free composition is open ended. In it each student is free to express his ideas in his own language.

Free composition should be introduced at the later stage. French correctly states, "Free composition in which the child has to make up his own thoughts, has no place in first three years of a six or seven year course. If it is used, it will only result in a large number of most discouraging mistakes."

A free composition is one in which :

(i) there are no restrictions on pupils for use of vocabulary and structure.

(ii) There are no restrictions on the length of the composition.

(iii) Pupils are free to tackle the topic set for them.

(iv) Pupils are forced to think freely.

H. Champion says, "The ultimate aim of composition is to enable the pupil to arrange his own ideas in his own way, freely; to choose his own word.

To enable the students to write good composition following points may be helpful :

- (i) The topic should be specific rather than general and related to the interest and experiences of the students.
- (ii) Oral composition should precede written composition.
- (iii) Individuality should be encouraged.
- (iv) The best attempts should find their way in the wall magazine or printed magazine.

Types of Free Composition

There are mainly five types of free composition :

- (a) Narrative.
- (b) Story type.
- (c) Reflective e.g. essay writing, letter-writing.
- (d) Imaginative, and
- (e) Literary writings e.g. abstract writing, explanation writing etc.

Significance of Free Composition

- (i) It helps the students at the higher stage of learning and in their later life.
- (ii) It paves the way for logical thinking and creative work.
- (iii) It develops translation ability, because pupils first think in the mother-tongue and then translate the ideas into English.

16.8 SUGGESTIONS FOR IMPROVING TEACHING COMPOSITION

For efficient teaching of composition the teacher should follow the following suggestions :

- (i) First of all students be prepared or motivated for composition writing. In this regard **P. Gurrey** has suggested these types of preparation; (a) oral questioning (b) using pictures (c) reading aloud (d) short speeches and lectures and (e) silent reading.
- (ii) The teacher should provide many good and relevant ideas. **P. Gurrey** has suggested the following devices for it.
 - (a) Energetic questioning focussed on well-known details.
 - (b) Reading aloud to pupils from interesting books.
 - (c) Encouraging pupils to collect information in various ways.
 - (d) Acting, play-making and puppet-plays.
 - (e) Encouraging pupils to read more.
 - (f) Having general knowledge periods once a week.
 - (g) Having occasional talks on interesting topics.
- (iii) The teacher must remove the grammatical mistakes of the students.
- (iv) The teacher must emphasize on clarity of ideas. This he can do in the words of **P. Gurrey** as follows :

“The class can be shown on the board examples of short explanations and pupils called on to find where ideas are muddled or too vague; and then asked for alterations and finally the class can be asked to choose the clearest of these. The class can be practised in finding unclear expression in their own writings and in making suggestions for improvement. The teacher can question the class more precisely than usual whenever they are to write on complicated or confusing subject.”
- (v) The subject of composition should be chosen by using the principle of ‘utility’ and ‘interest’. It should be from their every day life. According to **P. Gurrey**, “Indeed, it should be an unwritten law among us that pupils who are not seen in their lives -- atleast not until they can use the language freely and correctly in speech and writing.”

(vi) The teacher must correct thoroughly the oral or written composition of students. He can make his work easy by :

- (a) Writing difficult words on the black-board.
- (b) Initiating pupils to find out their own mistakes.
- (c) Students should be given time to revise their composition.
- (d) The written work of students can be interchanged. They may be asked to find out each others mistakes.

16.9 CORRECTION OF COMPOSITION

The aim of correction work is to point out the mistakes of the pupils so as to enable them to acquire the correct forms. The teacher's job is not only to find out errors but also to offer suggestion to each student as to how he can improve his composition. Teacher is expected to point out not only the mistakes of language but also short-comings in the subject-matter as also in the way of its presentation.

How to Reduce Mistakes ?

It can be done in the following ways :

(i) Drill Work

There should be plenty of drill work in the class. Such a practice in oral work helps the students in avoiding mistakes in construction of sentences.

(ii) To deal Assignments Orally

Teacher should first deal with every assignment orally. It is useful because in oral correction there is no time lag between the committing of an error and its correction. Oral correction is done in presence of pupil and so he is made aware of his mistake.

(iii) List of Mistakes

The teacher should prepare a list of common errors and correct forms of these be given to the students.

(iv) Level or Standard of Students

The teacher must not set an exercise which is above the mental level or standard of the students. In the beginning controlled composition be done and only afterwards stories and essays etc. be taken up.

How to Correct Mistakes ?

Following methods are used for correction work :

(i) Self Correction

The pupil should be asked to point out his own mistakes and let the pupils correct them. In this way the students will cultivate the habit of self-correction.

(ii) Corrections to be Made in Note-books

While making corrections in note-books teacher may use symbolic language. He may use following symbols for various types of mistakes.

S	- -	Spelling mistake,
P	- -	Punctuation mistake,
T	- -	Tense mistake,
A	- -	Article mistake,
W	- -	Wrong word,
G	- -	Grammar,
O	- -	Omission,
E	- -	Wrong English,
?	- -	Truth of statement questioned,
!	- -	Exaggeration,
Z	- -	Irrelevant.

In most cases mere indication of error is enough for correction. The pupils may be asked to write common mistakes in their note-books under classified heads such as (i) Errors of spelling, (ii) Errors of grammar, (iii) Errors of idioms etc.

Before setting a new exercise the teacher should see that the errors of previous exercise have been corrected by each student in his exercise-book.

COMPOSITION LESSON PLAN

INTRODUCTION

In the previous chapters, we have discussed the various aspects of a reading comprehension lesson. We also saw a model lesson plan. You got adequate exposure to various factors involved in presenting a reading lesson in your class. In this unit, you will learn about a composition lesson. Let us look at its various details.

WHY A COMPOSITION LESSON PLAN?

As you know composition comes under the productive skill of writing. It is an important skill since we can find out the students' expressional abilities through composition. It is necessary that you as a teacher should know how to plan a composition lesson so that you could plan and execute your composition writing activities in a systematic manner in your classes. In the students' day to day learning activities most of their work is in the area of writing.

STEPS INVOLVED IN THE PLAN

A composition lesson has mainly three stages and you may include one more stage namely, homework. The stages are motivation, discussion, organization and home task.

(i) Motivation

In the motivation stage you may revise the structure which the students will use for writing the composition. In our case we could select a similar topic based on the lesson 'Pongal'. The topic could be Diwali, which is familiar to your students. For writing this composition your pupils may use the simple present tense and this forms the basis of the composition. You may also ask some related questions for leading the pupils to the composition.

(ii) Discussion

After the first stage we could think of the second stage, namely, the discussion stage. In the discussion stage you could use techniques like questioning, mind mapping, brain storming, etc. You could include questions based on the topic. Alternative to this is, suggest the topic, let your students think about it and with the help of brain storming you could elicit ideas, points from the students. These points could be written on the blackboard.

(iii) Organization

The third stage in a composition lesson is the organisation stage. In this stage you could decide the sequence of points or ideas with the help of the students. In the plan you may write the points, or composition in a logical manner. Thereafter the individual pupils will develop the whole composition.

(iv) Home Task

The fourth and the final stage is the home task stage where you could ask your students to write the composition in the next class hour or at home.

MODEL OF COMPOSITION LESSON PLAN

Basic skills / Type of Lesson

Aural - oral - writing / A composition Lesson

Topic : Diwali - Std. IX

Previous knowledge assumed.

Pupils are familiar with the simple present tense.

They have the background knowledge of various Indian festivals.

❖ Overall Aims

To enable the students to speak / write a few sentences on a given topic coherently and logically.

To enable the students to develop their aural-oral-writing skills.

❖ Specific Aims

To enable the pupils to speak a few sentences on the topic 'Diwali' coherently and logically followed by writing.

Steps	Content	Teaching Experience		Techniques used/ B.B.Summary
		teacher's Activity	Pupil's Activity	
Motivation	To lead them to the topic 'Pongal' by revising the structure the simple present and by asking some questions	What is your name? > When do you get up in the morning? > What do you do first? > Then what do you do? > Can you give me the names of some festivals, etc.	> They will listen to the teacher. > They will give answers.	Questioning T -> S
Discussion	To enable them to provide several points by answering question and taking part in mind-mapping and Brain-storming	Diwali 1. celebrate 2. Festival 3. Festival of light 4. Decorate 5. Sweets 6. Greeting 7. Fire Crackers	1. They will answer the question asked by the teacher. 2. They work in Group.	Mind Mapping and Group Storming Questioning

Organization	To enable the individual pupils to develop the whole composition coherently and logically.	1. Diwali is festival of light 2. It comes in the month of October/November 3. People send greeting to their friends and relatives. 4. Decorate their house 5. Illuminate their house 6. Fire cracking	Individual will develop the whole composition orally.	Group work Narration
Home Task	To enable the pupil to write the composition in the next class hour / at home.	Points as above	They will write the composition independently	Assignment

CONCLUSION

You have seen the various aspects of a composition lesson, its importance, various steps involved, model lesson plan, planning and presentation, reflective questions, etc. Thus this unit has given you adequate exposure to a composition lesson plan. In the next unit you will come to know various details of an oral-communication / speech lesson.

UNIT - 3

APPROACHES TO TEACHING ENGLISH LANGUAGE

INTRODUCTION

In the previous unit, we studied about some methods that are used in teaching of English. These methods have been tried out earlier with varying degree of success. The common aspect of these is that certain important features of the methods have been totally absorbed in the pedagogy. In this unit we will be discussing about some approaches used in teaching of English such as structural approach, situational approach, communicative approach and constructive approach.

OBJECTIVES

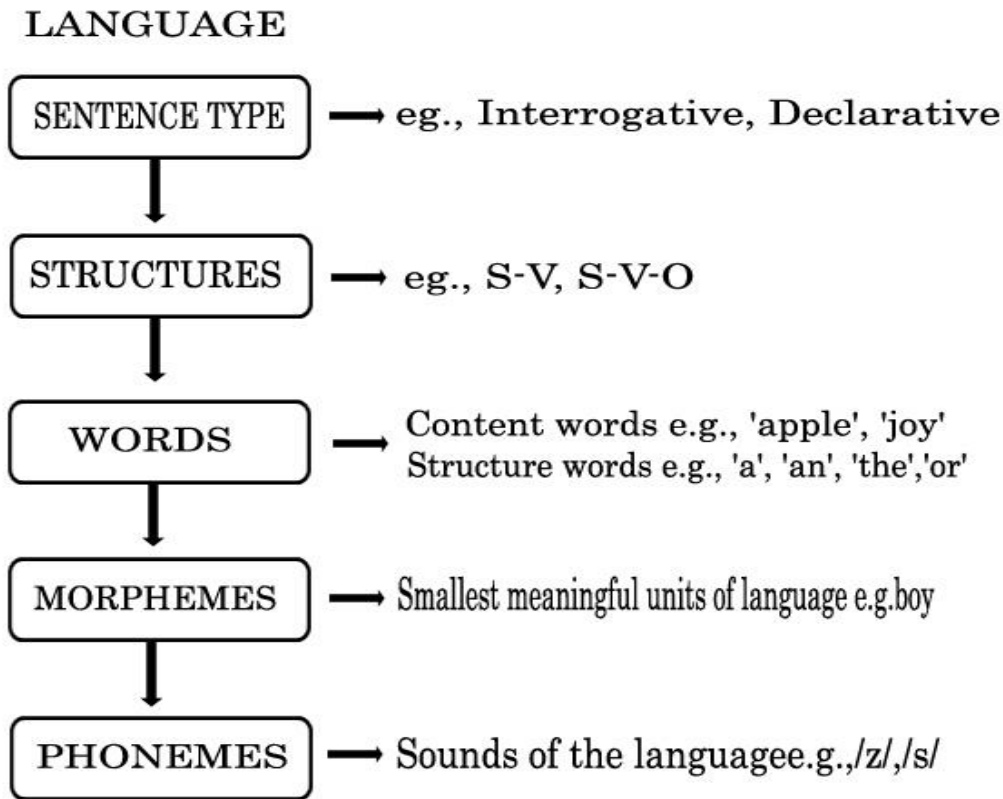
After going through this unit you will be able to

- define different approaches of teaching.
- explain merits and demerits of different approaches.
- use different approaches contextually

STRUCTURAL APPROACH

It is also known as Aural-oral Approach. Each language has its own pattern of structure. The structural approach is an outcome of the experiments carried out in language teaching in the army campus during World War II. Meaningful words are used in particular order. Every structure embodies an important grammatical point. A sentence needs a grammatical background. The different arrangements or patterns of words are called structures. Here words are used in particular order to convey their sense and meaning. In this way structures are the tools of language and should not be confused with sentences. According to Brewington.

"Structural approach is a scientific study of the fundamental structures of the English language, their analysis and logical arrangement". The structural approach to English is teaching the learner certain selected structures in a certain order. The different arrangement or patterns of words are called structures. Structure may be complete patterns or they may form a part of a large pattern. Language is viewed as structurally related elements for the encoding of meaning- the elements being phonemes, morphemes, words, structures and sentence types. It can be diagrammatically represented as:



In the structural approach there may be four kinds of structures namely; Sentence patterns; Phrase patterns; Formulas and Idioms. Sentence Pattern are the word model from which many things of the same kind and shape can be made like cars which look the same or shoes made alike all of the same size and shape though perhaps of different colours. A sentence pattern is therefore a model for sentence which will be of the same shape and construction although made up of different words. Phrase Pattern is a group of words which express an idea without its being a sentence or clause e.g. in the house, on the table, into the tub etc. Formulas are those words which are used on certain occasions e.g. How are you?, Good morning; Thank you; etc. Idioms like 'Rome was not built in a day', 'hit the iron when it is hot', etc. come in this category. These should be taught as a whole.

Principles of Structural Approach:

It is based on three main principles:

- (i) Importance is given to student's activity rather than the activity of the teacher.
- (ii) Importance is given to speech work.
- (iii) Importance is given in developing correct language habits among the students, particularly the habits of arranging words in English in order to replace the sentence patterns of the pupil's mother tongue.

Aims of Structural Approach:

The main aim of structural approach is to teach four fundamental skills: listening, speaking, reading and writing. It also enlarges the vocabulary of the student's. It correlates the teaching of grammar and composition with the lesson of the text-book. It improves and corrects pupil's speech habit. It makes classroom environment interesting and natural. It develops student's interest in creating meaningful situations. It lays proper emphasis on the aural-oral approach, active methods and the condemnation of formal grammar for its own sake. It also enables the children to attain mastery over an essential vocabulary of about 3000 root words for active use.

Merits of the Structural Approach:

The merits of this approach are that it can be adopted for all stages of education. It stress habit formation, through intensive drills, the students cultivate the habit of speaking the English language, due to much oral drilling, whatever is learnt in the class remains stable in the minds of the students. It provides enough opportunities to the students to express their ideas and feelings and makes both teacher and students active which is psychologically sound. It puts more emphasis on speech or oral aspects of learning. The students are provided with carefully selected and graded language material. Making use of this approach the teacher can attend to more or almost all students of his class.

Demerits of the Structural Approach:

The demerits of this approach are that it is suitable only in lower classes. Only well selected sentence patterns are taught through this approach. It is rarely successful in overcrowded classroom. It neglects reading of all types. This approach does not take into consideration the fact that pupil is a learner. This approach needs specially planned text-books and well trained teachers to create appropriate environment for learning the language. While teaching through this approach each structure should be repeatedly taught many times with different words. The teacher should care that the students get adequate practice in the use of special words. New words should be introduced gradually and they must be corrected with the structures already taught. Sufficient practice should be given in respect of each structure before the next is introduced. New words at early stages should refer to objects and actions which can be seen and demonstrated in the classroom. Thus this approach is based on the assumption that language learning is a matter of habit formation, which involves a lot of repetition and conscious drilling of the language items.

SITUATIONAL APPROACH

Hornby used the term situational approach in the title of a popular series of articles published in ELT (1950). The approach suggests that any language item, whether it is structure or a word, should not be presented in isolation. It has to be introduced and practised in a context or situation. In the situational approach, explanations are discouraged and the learner is expected to apply the language learnt in the classroom to situation outside the classroom. By using situation the use of mother tongue can be avoided. If the language item is given in the meaningful situations the learner can deduce the meaning and context from the situation in which it is used.

The situational approach indicates as to how a teacher should create a real situation in the classroom. Now the question that arises is how these real situations can be created in the classroom? The Situational Approach tries to solve this problem. A particular situation helps the teacher to provide practice to the pupils to explain its meaning. A particular situation may be created in the classroom by use of maps, pictures, various objects, actions or by drawing on the black board. It can thus be realized that to create a relevant situation is practical problem.

According to this approach the English as a second language should be taught by forming links between the new words and the real situations encountered by the child while learning their mother tongue. All the items are learnt by a child in real situations. The situation in which the child learns his mother-tongue are repeated again and again and whatever the child understands or expresses about his experiences of his own life are then in same way connected with the terminology of the English Language. The structure or a word conveys its meaning to the pupil only when it is used in particular situations. This particular situation helps the teacher to familiarize the pupils with the structure. But how a teacher can create a real situation, may be created in the classroom and outside by the use of objects, by the use of pictures, by drawing or displaying maps and sketches, by gestures and by action etc. Conversation is another way to create real situations in the classrooms. The teacher may ask questions also. They may have discussion or extempore etc.

Characteristics of Situational Approach:

Speech is the basis of language teaching. The new language items and vocabulary items are graded according to their usefulness, frequency and teachability. The language items thus selected and graded are presented and practised in meaningful situations. Reading and writing are based on items which have already been introduced and practised orally. New words are introduced incidentally in the class. Opportunities are provided to the pupils to associate the meaning of new words with the created situation. Lot of appropriate material is used to create proper and real situations. Examples are given to

make the things clear. Teacher gives continuous statements about his actions – He puts before his pupils several questions and answers them himself. The use of mother-tongue is emphasized.

For example – If the teacher wants to teach the parts of a flower. He can show various pictures to the students depicting different parts of a flower. He may also write the names of the parts of the trees on these pictures. First of all he will explain orally only and then the teacher may take the help of the pictures to make his teaching more effective and interesting.

Merits of the Situational Approach:

1. It creates interest among the students.
2. Emphasis is given on learning by play.
3. Action chains make the classroom atmosphere lively.
4. Lot of material aid is used to make the learning stable and interesting.
5. Lot of examples can be given
6. The teacher can make his illustrations clear by using various materials or by pictures etc.
7. Stress is given on learning through hearing.

Demerits of the Situational Approach:

1. It is suitable only in the lower classes as this approach cannot be made applicable to the senior classes.
2. Text books cannot be taught by this method.
3. Only well selected sentence patterns can be taught by this approach.
4. That minimum makes the classroom dull.
5. Trained teachers are required for it.
6. Prose, poetry, rapid reader etc. cannot be taught through this approach.
7. Sometimes it becomes difficult to relate the statement of the teacher with the created situation.

Situational Language Teaching involves accurate use of vocabulary items and grammar rules in order to achieve a practical mastery of the four basic skills. Learners must be able to produce accurate pronunciation and use of grammar. The ultimate aim is to be able to respond quickly and accurately in speech situations with an automatic control of basic structures and sentence patterns.

COMMUNICATIVE APPROACH

The development of language learning or teaching from form-based to a meaning-based approach, the move towards the eclectic approach from a rigid method, the shift from teacher centered to learner centered classes, are all subsumed under the broad term communicative approach. The communicative approach is the recent and latest approach of teaching English. This approach lays a great emphasis on the use of language. It enables the students to communicate his ideas in a better way. The socio linguists Dell Hymes propagated this approach. According to him the purpose of teaching language is the communicative competence. The following materials are used in this approach; different functions such as requesting, informing, expressing likes and dislikes; notions of time, location and duration etc.; using language to perform different tasks such as solving puzzles, dramatization, role play etc. Teachers have known that their aim is to get students communicating successfully outside the classroom.

Communicative competence not only applies the grammatical rules of a language in order to form a grammatically correct sentence, but also to know when and where to use these sentences- in other words, to use them appropriately

Characteristics of the Approach

The communicative approach aim to make all the learner attain communicative competence i.e. use language accurately and appropriately. The prime focus is on learner and teacher is just a facilitator. It is based upon need analysis and planning to prepare communicative curricular and syllabuses. It is based upon the concept of how language is used and what is functional utility of language. It lays less stress on grammar and emphasis on language in use rather than language as structure. It gives emphasis on the semantic objective of the language which means the meaning of language in real life situation and contexts. The skills of speaking and writing are included in communicative approach. It provides the communicative opportunities where the students may be able to communicate their ideas through dialogue, discussion, debate, literary and cultural activities of the schools.

Merits of Communicative Approach:

1. The merit of communicative approach is to develop the speech ability among the students.
2. It teaches of different ways of expression.
3. This approach is based on the practical utility.
4. It lays more stress on the functional value of language.
5. It enables the students to communicative their ideas both inside and outside the class-room.

Demerits of Communicative Approach:

1. This approach ignores grammar and structures.
2. It is not properly and scientifically developed as yet.
3. It is a new approach and it is to be used and tested in our schools for language teaching.
4. Practical utility of this approach is yet to be confirmed.
5. Trained teachers are not available in this approach to teach English language.
6. Students don't get proper environment for communication.

In communicative approach techniques such as information gap tasks are used. An information gap occurs in a situation where one person knows something which other person do not. Information gap task used in the classroom are language games, role play, retrieving text order etc.

In this approach the teacher is no longer regarded as sole arbiter and controller of what goes in the language classroom. The independent status of learner is fully accepted. The communicative approach has implications for the classroom teacher in terms of their way of teaching and attitude. Thus communicative approach can be the effective way of developing language competence among learners.

CONSTRUCTIVE APPROACH

This view represents the shift from education based on behaviourism, to education based on cognitive theory. Thus, behaviourist epistemology essence is based on intelligence, domains of objectives, levels of knowledge and reinforcement; however in the case of constructivist epistemology it is the learner who constructs their knowledge on the basis of interaction with the environment. The primary message of constructivism is that active learning enables the students to construct their own knowledge and make their own meaning of what is being thought. According to this approach, acquiring second language will be effective in authentic and complex learning environment or situation. One of the primary goals of using constructivist teaching is that students learn how to learn by giving them the training to take initiative for their own learning experiences.

According to Reinfried constructivist language learning should be action oriented where language is learned through collaboration, free creation is praised, and learning is achieved by actively doing projects and self-teaching. Constructivist language learning should be learner centred that supports individualization of learning and autonomy. Learner should develop awareness not only for learning but for the language itself and for the intercultural aspect as well. Constructivist language learning is to be holistic with content oriented perspective, authentic and complex learning environment.

Principle of Constructive Approach

One of the most important principles in constructivist approach to language teaching is action orientedness. Co-operative learning (such as pair work, group work or any other social forms of learning), creative and active participation in classroom activities, learning by preparing various projects as well as learning by teaching (when the student is asked to take over teacher's role) have been treated as the major tasks referring to the action oriented method.

The second principle in constructive language teaching is individualisation of learning which is centred on the learner. It is the learner who is allowed to decide about the fragments and sections of the materials provided by the teacher during the lesson. This possibility to make choices fosters learner's autonomy, thus it takes into account their preferable style and type of learning.

Another principle of constructive approach refers to holistic language experience which refers to content-oriented language teaching and usually takes place in bilingual classes. Constructive approach to language teaching is based on the foundation that knowledge is constructed not received. It is based on thinking and analysing not memorising. It also lays emphasis on understanding and applying and not repeating

Principles of Constructive Approach:

- Process oriented Awareness
- Content Awareness
- Intercultural Awareness
- Creativity
- Collaborative Learning
- Language Awareness
- Individual Learning
- Cultural Awareness
- Learner Oriented
- Learners Autonomy

Principles of Constructive Second Language Teaching

Constructivist teaching involves negotiation and scaffolding. Negotiation is an important aspect of a constructivist classroom. It unites teachers and students in a common purpose. It is important for the teacher to talk openly with the learners about the choice of new information as well as the way of introducing it during classes, and the formal constraints such as obligatory curriculum. Scaffolding is a more systemic approach to supporting the learner, focusing on the task, the environment, the teacher, and the learner.

Scaffolding provides temporary frameworks to support learning and student performance beyond their capacities. The concept of scaffolding represents any kind of support for cognitive activity that is provided by an adult when the child and adult are performing the task together (Wood & Middleton, 1975).

Instructional practice in constructivist classrooms values prior knowledge, is context embedded, integrates cooperative group work, multidimensional assessment, and integrates language, content, and process.

In the constructivist classroom, the teacher's role is to prompt and facilitate discussion. Thus, the teacher's main focus should be on guiding students by asking questions that will lead them to develop their own conclusions on the subject. Teaching strategies which can be used in this approach is that a teacher can use a picture from students' cultural background. Ask students to describe as they say the words, and write the words on paper, put words together and look for patterns. Write sentences from the words formed.

Some of the activities that could be involved in constructive classroom while teaching language are role playing, theme and content based, oral presentations, discussions and debates, metaphors, interactive, collaborative, real life examples, portfolio evaluation etc. Students can construct additional knowledge by writing poems, short plays, screen plays, legal briefs, journals, diaries etc.

Merits of Constructive Approach

This method of teaching is effective for students who learn better in a hands-on environment and helps students to better relate the information learned in the classroom to their lives. Children learn more, and enjoy learning more when they are actively involved, rather than passive listeners. Education works best when it concentrates on thinking and understanding, rather than on rote memorization. Constructivism concentrates on learning how to think and understand. Constructivist learning is transferable. In constructivist classrooms, students create organizing principles that they can take with them to other learning settings. Constructivism gives students ownership of what they learn, since learning is based on students' questions and explorations, and often the students have a hand in designing the assessments as well. Constructivism promotes social and communication skills by creating a classroom environment that emphasizes collaboration and exchange of ideas.

Demerits of Constructive Approach

There are also some demerits to constructive teaching. The training necessary, for constructive teaching is extensive and often requires costly long-term professional

development. With an average number of students in one classroom, teachers are unable to customize the curriculum to each student, as their prior knowledge will vary. The constructivism curriculum also eliminates standardized testing and grades. It requires more time and energy.

S-O-S APPROACH (Structural Oral Situational Approach)

THE STRUCTURAL APPROACH

A structure in English is the way in which words and word groups are arranged to form meaningful words. It is based on the assumptions that language can be best learnt through a scientific selection and grading of the structures or patterns of sentences and vocabulary. After a careful selection procedure, 250 example structures were identified in the late 1960's. But now we have only 100 prescribed structures to study. This approach is known for selection, gradation and presentation.

The selection and gradation of structural approach was done on the basis of their:

- **Usefulness** - Only useful items are listed.
- **Frequency** - The structures must be selected with a high frequency of occurrence.
- **Teach ability** - Items easy from teaching point of view (The present continuous tense is introduced earlier than the simple present).
- **Productivity** - The structures that can give rise to more sentences are listed at the top, when compared to those which have no scope.

The **Principles** underlying structural approach

- Language is primarily speech.
- Importance of Framing Language Habits.
- Importance is given to student's activity rather than the activity of the teacher.
- Language learning may be very effective if the structure of the language is presented in the context of the child's mother tongue.
- Each language as its own Grammar - Instead of teaching Grammar of the target language, its structures are to be taught.
- It is essential that the structures are drilled properly and repeated in meaningful contexts. Substitution tables can be used to drill the patterns.

Advantages Of Structural Approach In Teaching English

- It has emphasis on the four fundamental skills, such as, listening, understanding, speaking, reading and writing.
- It facilitates the learning of English by imparting knowledge of its structures.
- It promotes everyday English.
- It enables the students to speak English correctly.

- By the learning of the structure of sentence the child automatically learns grammar, word order and use of words.

Disadvantages Of Structural Approach

- It is suitable for lower class students.
- Continuous teaching of structures and their repetition make the atmosphere dull.
- Reading and writing ability of the students are neglected.
- It is very difficult to get skilled teachers for this purpose.
- It is not suitable for the higher classes.

ORAL APPROACH

It is a flexible method. The emphasis is on the spoken method. Some people can use a language for oral communication only. They are illiterate, but they can understand their language and also respond suitably. Learning to speak a language is by far the shortest road to learning to read it and write it.

- The teacher will try to make use of their own oral skills and of the students:
- To introduce language items (structural and vocabulary items)
- To discuss the reading passages and poems
- To teach composition writing
- To prepare the students orally for doing the written exercises.

The oral method is not a complete method in itself, but is a necessary feature or phase of a complete method. It helps to approach the language from many different ways, by means of many different forms of work.

Advantages Of Teaching English Through Oral Method

- Natural way of learning any language
- It is a good introduction to the other more difficult skills mainly, reading and writing.
- It is the only way by which we can ensure economical use of class time.

SITUATIONAL APPROACH

This is yet another approach that goes hand in hand with structural and oral approach, namely situational approach. All items are presented through pleasurable and interesting activities in proper situations. Hence these put together and called S-O-S approach. According to this approach the English as a second language should be taught by forming links between the new words and the real situations encountered by the child while learning their mother tongue. All the items are learnt by a child in real situations. The situation in which the child learns his mother-tongue are repeated again and again and whatever the child understands or expresses about his experiences of his own life are then in same way connected with the terminology of the English Language.

In this approach, mother tongue can be used:

- To discuss any matter that is too difficult to understand.
- To confirm that the situational meaning has been understood.
- Understanding of abstract concepts.

Advantages Of Situational Approach

- It creates interest among the students.
- Emphasis is given on learning by play.
- Action chains make the classroom atmosphere lively.
- Lot of material aid is used to make the learning stable.
- The teacher can make his illustrations clear by using various materials or by pictures etc.

Disadvantages

- It is suitable only in the lower classes as this approach cannot be made applicable to the senior classes.
- Trained teachers are required for it.
- Prose, poetry, rapid reader etc. cannot be taught through this approach.

The teacher plans situations using the

Environment: classroom, outside the classroom, school premise, society etc.

Teaching aids: objects, models, pictures, charts, stories, anecdotes, incidents, events etc.

Types Of Situations

Contrived situation: Situation planned by the teacher at home for their teaching purpose.

Spontaneous situation: Those situations that can be cropped and made use of if the teacher is resourceful.

Thus the **S-O-S** approach is the systematic presentation and practice of carefully selected and graded grammatical structures of English in effective and meaningful situations. Sustained efforts for training teachers in S-O-S approach have to be made for the effective use of any approach.

ECLECTIC APPROACH

Eclectic approach is a method of language education that combines various approaches and methodologies to teach language depending on the aims of the lesson and the abilities of the learners.^[1] Different teaching methods are borrowed and adapted to suit the requirement of the learners. It breaks the monotony of the class. In addition, It is a conceptual approach that does not merely include one paradigm or a set of assumptions.

Instead, eclecticism adheres to or is constituted from several theories, styles, and ideas in order to gain a thorough insight about the subject, and draws upon different theories in different cases. 'Eclecticism' is common in many fields of study such as psychology, martial arts, philosophy of teaching, religion and drama.

Principles

Like other approaches and methods of language education, the Eclectic Approach has some inherent principles. Perhaps, the main principle of this approach is that the language teacher can choose any suitable methods or techniques befitting the needs of the learners and learning situation. The following principles as presented by Al-khuli M. Ali (1981:7) may be considered:

- Giving teachers a chance to choose different kinds of teaching techniques in each class period to reach the aims of the lesson.
- Flexibility in choosing any aspect or method that teachers think suitable for teaching inside the classroom.
- Giving a chance to pupils to see different kinds of teaching techniques that break monotony and dullness on one hand and ensure better understanding for the material on the other hand.
- Advocacy of the Eclectic Approach to ESL/EFL Teaching in Bangladesh.
- Solving difficulties concerning presenting the language material in the pupils textbook.
- Using different kinds of teaching aids which leads to better understanding.
- Saving a lot of time and efforts in presenting language activities.

Advantages of using Eclectic approach

- The teacher has more flexibility.
- No aspect of language skill is ignored.
- There is variety in the classroom.
- Classroom atmosphere is dynamic.

These types of programs not only negotiate teacher skill-development within an improved recognition of and respect for cross-cultural and multi-linguistic classroom settings, but also encourages student pride in their heritage, language, communication preferences and self-identity.

UNIT - 5

TEACHING OF VOCABULARY

ESSENTIAL OF TEACHING VOCABULARY (SCOPE):

It may be useful to begin this chapter by listing some questions which teachers and students have asked about vocabulary and language study. We hope to try and lay some foundations from which answers might be found:

- How many words provide a working vocabulary in a foreign language?
- What are the best words to learn first?
- In the early stages of learning a second / foreign language, are some words more useful to the learners than others?
- Are some words more difficult than others? Can words be graded for ease of learning?
- What are the best means of retaining new words?
- Is it most practical to learn words as single items in a list, in pairs (for example as translation equivalents) or in contexts?
- What about words which have different meanings? Should they be avoided? If not, should some meanings be isolated for learning first?

OBJECTIVES OF LEARNING VOCABULARY:

To know a word in a target language may mean the ability to:

- recognize it in its spoken / written form.
- recall it when needed.
- relate it to an appropriate objective or concept.
- use it in the appropriate grammatical form.
- pronounce it ! speak in a recognizable way.
- spell it clearly and correctly.
- use it with words that correctly goes with it. i.e., in the correct collocation.
- be aware of its connotations and associations.

DEVELOPMENT OF THE UNIT

Learning a new language is basically a matter of learning the vocabulary of that language. Not being able to find the words you need to express is the most frustrating experience in speaking another language. Of course vocabulary is not the whole of the language. The system of the language (its 'grammar' or 'structure') is also important: how the plural is formed, how past tense is signified and so on. Nevertheless it is possible to have a good knowledge of how the system of a language works and yet not be able to communicate in it; whereas if we have the vocabulary we need, it is usually possible to communicate.

(i) Active and passive vocabulary

Anyone who learns a new language is likely to recognize more words than he can produce. It is difficult to produce a word correctly. One has to pronounce or spell it in the right way, use it in the correct grammatical form, use it appropriately with the correct words coming before and after it and so on. It may therefore be important for a teacher to decide which words she wishes the students to produce correctly. These words form the 'productive' or 'active' vocabulary. The teacher also should decide which words she wishes her students merely to recognize. These words form the 'receptive' or 'passive' vocabulary.

Producing (speaking or writing) words in the target language makes much greater demands on the learner. Of course in productive vocabulary, the learner has an advantage in that he is able to choose which word he wishes to use: whereas in receptive vocabulary (as in listening or reading) he has to handle whatever language the speaker or writer uses.

(ii) Selection and Gradation of vocabulary

General service list published in 1953 is the outcome of almost three decades of major work in English lexicometric. The major contributors to this work are Michael West himself whose work in English as a foreign language was concentrated in Bengal in India and Harold Palmer – one of the founding fathers of English Language Teaching (ELT) who was the Director of the institute of ELT in Tokyo from 1923 – 1936.

West is also known for his New Method Readers and his New Method Dictionary which makes use of controlled vocabulary for graded teaching in a second language.

Michael West's General Service List consists of 2000 words with Semantic (meaning) and frequency information drawn from a corpus of two to five million words. It is claimed that knowing these 2000 words gives access to about 80% of the words in any written text and thus stimulates motivation.

The main criteria of West, Palmer and others for the selection of vocabulary for learning in the early stage are:

(a) The frequency of each word in written English should be indicated.

(b) Information should be provided about the relative prominences of the various meanings and uses of a word form.

e.g. Look at these sentences:

(1) Kandan is sitting on the bank of the river.

(2) I am going to the bank to draw some money.

Is the word 'bank' in sentences 1 & 2 the same?

The word 'bank' has the same form in both the sentences. But it has a different meaning in sentence (1) from the meaning of 'bank' in sentence (2). It is the context of the sentence which shows which meaning of 'bank' is being used.

(c) Universality (words useful in all countries).

(d) Utility (enabling discussion on as wide a subject range as possible)

For classroom teachers and the material producers the following guidelines may be useful in selection and grading :

1. Words selected should include

a) Those frequently used.

b) All structural words.

c) Words which are useful because other words can be built from them

e.g. Spot-spotted, spotless, spotty and unspotted.

2. In the first year we should have vocabulary referring to concrete things – things that can be seen, touched and gradually we should proceed from concrete to abstract.

Mr. Billow's four concentric circles can make a basis for this

i) the class room.

ii) the home environment.

iii) vocabulary from outside the classroom and home environment which can be introduced with the help of the pictures and

iv) similar vocabulary but which cannot be introduced in this way.

In the first year, when the students have fully grasped the vocabulary and structures concerning class room objects, they should go on to structures and vocabulary concerning the home environment. Similarly in the second year, they should be introduced to structures dealing with things outside their environment with the help of pictures and other audio-visual aids, proceeding from the known to the unknown. As and when the children move on grasping sufficient vocabulary concerning concrete objects, we have to introduce vocabulary and structure relating to abstract things outside their own experience.

The first verb introduced should be am / are / is (this is a book). Afterwards the idea of continuous tenses should be taken up. Later on in the coming years, the tenses introduced should include the definite and perfect ones.

The need for controlled composition with the pictures and other visual aids must also influence the grading of vocabulary and structures.

Techniques to introduce words (Teaching Meaning of Words)

Each new word needs to be taught in the following four aspects:

Children learn :

pronunciation – through the teacher's model.

meaning – through realia, pictures, gestures / explanation,

spelling – through syllabification and

usage – through different sentences.

Frequent exposure and repetition:

If the word has to be a part of learner's productive (or active) vocabulary, he must be given the opportunity to use it, as often as it is necessary for him to recall it, with the correct pronunciation. It's not enough that it should happen only in one lesson. Since the

learner is exposed to a large number of words, the words he is meant to remember should crop up at regular intervals in later lessons.

Inferencing (or guessing) procedures

Many language teaching programmes aspire to teach only about 2000 words. Are the remaining words learnt from a dictionary? Almost certainly not. If the meanings have not been supplied by outside sources, as it were, then where have they been found?

The answer is, of course, that we guess the meanings of the words by hearing them used in a certain situation or by reading them in a certain context and guessing their meaning from the context. Usually it is clear in a situation what particular thing someone is referring to: in a written context, a bit more intuitive work may be called for.

At the very elementary level, the teacher's help may be in the form of

1. drawings on the black board / pictures / real objects.
2. use of mime, gestures.

One obvious method of checking the pupils' understanding might be simply to ask the students to say the equivalent in their mother tongue (Teacher should not translate the meaning) or in simpler English – What do you think 'X' means.

As and when the students progress to higher classes –

- it is important to train students to go for the overall meaning of the text they are reading and not allow themselves to be put off or distracted by individual words that they don't know.

- most common words like head, table, bank as already illustrated have a vast range of denotations – which one is appropriate will depend on the meaning of the passage as a whole.

In dealing with individual words in the higher classes, the teacher really has a choice of four techniques:

- 1) To explain the meaning of the difficult words, gloss in simpler English. This is the procedure adopted in many course books, where there is a vocabulary list or glossary with the passage.

- 2) To get the students to check up the target words in their dictionaries.

- 3) To try to get the meaning of the word from the class, and if they don't know try to get them to guess or infer the meaning.

(Although it takes most class time this technique may well be the most efficient in the long run).

- 4) To simply ignore the word, unless a question about it is raised by the students. This does not mean that the teacher is not 'doing her duty'. It is not always necessary to understand the meaning of every single word in a passage to get the general or overall sense of the passage.

Translation (Use or misuse?)

At one time almost all foreign language teaching was done by translation. All expressions in the target language were immediately translated and new words were

usually recorded in a 'vocabulary notebook'. The result of this approach was, usually, that the target language (English) was used very little in the classroom. Most of the time was taken up with the mother tongue. The students had very little opportunity to practice using the foreign vocabulary in conversation or even in writing and hardly ever got to the point of 'thinking' in the foreign language. Many of us are victims to this 'easy' approach.

Teachers might feel that use of mother tongue, can save a lot of time, and also perhaps, reassure the learner in a situation he thinks to be threatening.

But still the disadvantages are many as pointed out. If we think that translation is an easy way out, think of this – "At what cost?"

Reference to translation raises one further issue namely – the effect on the burden of learning of the order of presentation. The research findings (Paul Nation – 1982) concludes that if vocabulary is needed for productive use (for speaking and writing) then a learning sequence of mother tongue word – foreign language word would be appropriate. A direction of foreign word - mother tongue may be more appropriate if only reading and listening (receptive use) are required.

On the whole, however, translation of vocabulary into the mother tongue should be kept under tight control – to the barest minimum. From the upper primary stage onwards, it is better to present a word (only if it cannot be elicited) by using simple explanation in the target language (Not in mother tongue). Apart from giving the students additional exposure to the target language, this technique has another benefit. If, on a future occasion, he is not able to recall the new word, he can always give an explanation. This is a technique that is, in fact, often used by us in our mother tongue. When we cannot think of the best word in a particular situation student can approximate by giving a synonymous or explanation. Students who have been taught by translation techniques often give up if the exact word or phrase does not come to mind. Those who are used to operating in the 'target language will often have alternative phrasing to help them. (As learners become more proficient they have to learn to rely more on their own inferential skills by decoding words in context. The context may be spoken or written and the extent of decoding may stretch to several sentences before the word can be understood).

As teachers of English; we all should know the three following terms not only for teaching but also for using vocabulary effectively. (1) Connotation (2) Collocation (3) Association.

1. Connotation

What is the difference between a fat baby and a plump one? Denotatively, that is, in terms of who they are referring to, there may be no difference at all – The slim person, the thin person, the skinny person may all be the same weight. The choice of one phrase rather than the other will probably indicate how the speaker feels about the person. Certain words are chosen because, they convey some kind of feeling or judgement. For example if you approve of the way in which some one sticks to his opinions, you may appreciate the fact that he is resolute or determined. To some one for whom this kind of behaviour seem to be awkward, or nuisance, the same person may be called 'stubborn or obstinate'. We say therefore that words like skinny, fat, stubborn or obstinate tend to have unfavourable connotation whereas words like slim, resolute or determined tend to be used with intended favourable connotation.

2. Collocation: or word relation.

A simple example of two words having almost same meaning. Which word should go with which is illustrated here. The words are 'distant' and 'remote'. The grid illustrates the overlapping but distinct collocability of these two words.

3. Association

Similar to the connotation of a word is its association. Whereas connotations relate to the system of the language, associations relate to the individual or the culture.

For example while words like father or home generally have favourable association for most people, they may have unfavourable association for someone who had a very unhappy home life. A word like 'market' may have very different association for someone coming from a rural area (shandy) as opposed to a city dweller. Similarly it may be very difficult to convey the association that countryside had for a nature poet like Wordsworth to a child to whom wild, uncultivated areas are more dangerous and threatening.

Clearly there is not much to be done about the private association which words have for individuals, but the teacher may well feel that the association which relate to the culture of the target language and certainly the connotations of a particular word are part of the "meaning" which has to be learned.

EXPANSION OF VOCABULARY

There is plenty of scope to expand our limited vocabulary. Just as we did a task on prefixes with – 'mis' here is a production exercise for suffixes. Example: The ending-'ify' is often used when something is caused or brought about by someone. For instance, if a chemist turned something that was solid into a liquid he is said to have liquified it.

- Use both definitional and contextual information about word meanings
- Involve students actively in word learning
- Use discussion to teach the meanings of new words and to provide meaningful information about words

With some more practice we can expand the vocabulary such ways are:

1. Display with vocabulary key
2. Connections
3. Course book recall
4. Rhyme Time
5. Do you know this word? (upper primary Level)
6. Spelling games
7. Composite picture

UNIT – 6

SKILL OF SPEAKING

INTRODUCTION

Speaking in foreign language, however is a challenging task for language learners since speaking, according to Murcia (2002:103) in Fauziati (2010:17) is “an activity requiring the integration of many subsystems and all these factors combine to make speaking a second or foreign language a formidable task for language learners”. She further mentions a number of features that interact to make speaking a challenging task for foreign language learners. Firstly, fluent speech contains reduced forms, such as contractions, vowel reduction, and elision, so that learners who do not get sufficient practice with reduced speech will retain their rather formal-sounding full forms. Secondly, slang and idioms are often used in speech; without facility in using these ubiquitous features of spoken language, learners are apt to sound bookish. Thirdly, learners also must acquire the stress, rhythm, and intonation of English which are a complicated task for many. Finally, the most difficult aspect of spoken English is that it is almost always accomplished via interaction with at least one other speaker.

For these, language teachers should find out an appropriate technique of teaching to stimulate the students to be active. Based on the preliminary observation in the one class of the second year students of SMP N 1 TRANGKIL, the writer found that the teacher tried hard to use techniques to teach speaking skill in which almost the students were interested to speak. However the writer still found some students who were passive in their class and they rarely practiced speaking. There are some students who were bored or they are not active to speak and they were are also afraid to speak English in front of the class because worry if other friends laughed at her. From those reason, the teacher needs some techniques for teaching speaking which can make the students more interested and motivated to learn English as well as they are not afraid to speak in front of the class.

CONCEPT OF SPEAKING IN ENGLISH

Realizing that language used in the oral form is not the same as the language used in the written form. Speaking is the productive skill . It cannot be separated from listening. When we communicate we convey the message, which is meaningful. It comes from the meaning, which is expressed in the form of speech act.

In teaching speaking teachers should know the concept of speaking, the element of the sound for instance phonemes because it seems the teachers still find difficulties in

pronouncing them based on the classroom observation during the upgrading and it is important for teachers to pronounce correctly since they should be a good models for their students. The teachers also still have problems of understanding and applying models of learning and teaching, and various techniques of teaching speaking such as: CLT, CTL, educational drama, TPR plus speaking

Speaking is one of the four language skills. If students want to speak English fluently, as Harmer says [2007] they have to be able to pronounce correctly. In addition, they need to master intonation, conversation, either transactional or interpersonal conversation. Transactional function has its main purpose conveying information and facilitating the exchange of goods and service, whereas the interpersonal function is all about maintaining and sustaining good relations between people. Speaking is called productive skill because when we speak we produce the language.

When communicating his or her idea someone utters English sounds and he or she expects the response from the listener. Talking about communication, Harmer [1993] puts forward the nature of communication as follow: Communication happens when the listener can give the response to the speaker after the listener understands the message given. The message cannot be understood when pronunciation is not clear. This is the evidence that mispronunciation can cause the students to have misunderstanding. In the following section the writers of the module provide a review of twenty vowel phonemes.

DEFINITIONS OF SPEAKING

Teaching English as a foreign language depends on the four skills which are: writing, reading, listening and speaking. This latter is considered as the most important communication skill, whereas most students need to acquire. The term speaking has been defined by many researchers and writers. Therefore, it has more than one definition according to each author's point of view.

Tarigan (1990, p.3-4) defines that "speaking is a language skill that is developed in child life, which is preceded by listening skill, and at that period speaking skill is learned". It means that speaking is the basic skill of language in addition to listening

THE IMPORTANCE OF SPEAKING

Skill People express their ideas and interact with each other to give or ask for information through speaking which "is so much a part of daily life" (Thornbury, 2005, p.1).

Concerning the importance of speaking skill, Gammidge (2004, p.7) claims that "Speaking is a highly challenging yet essential skill for most learners to acquire." In addition, Renandya

and Richards (2002) state that “a large percentage of the world's language learners study English in order to develop proficiency in speaking”(p.201). Many English foreign language students consider the mastery of speaking skill a priority. Besides, they evaluate their success according to their spoken language proficiency. (Richards, 2008, p.19)

For many teachers, teaching speaking is so important. Burns and Goh (2012, p. 1-2) claim that teachers do much efforts to help their students develop their speaking abilities. For them speaking skill is important because of three main reasons. First, all language learners should be able to communicate well with the foreign language speakers. Second, many students are good in reading and writing, but they have poor speaking and listening abilities. Finally, many students memorize words from dictionaries, but they could not use them to speak in English or to communicate in formal situations. Therefore, teaching speaking is very important part in English language teaching and learning.

USE OF PRONOUNCING DICTIONARY

Here are the advantages of a specialized pronunciation dictionary, such as the EPD, over a general dictionary with definitions of words:

More words. A pronunciation dictionary can list pronunciations for more words than a general dictionary. It can include first names, last names, geographical names, company names, trademarks, etc.

Word forms. It can give the pronunciations for inflected forms of words — e.g. *starts, started, starting* — not only for the main form like *start*. This is especially helpful for beginner learners, who can learn that e.g. *goes* ends in z, not s.

More pronunciation variants. A pronunciation dictionary can list more ways to pronounce the same word. Specifically, it can explain how to pronounce a word in a sentence. For instance, *and* is pronounced /ænd/, but “and all” may be pronounced /ən 'ɔ:l/.

More precise transcriptions. It can use additional symbols to give more detailed information on pronunciation.

More authority. We can expect that a pronunciation dictionary will contain fewer errors in transcriptions than a general dictionary.

WHAT IS “SPEAKING”?

Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts.

What does it mean to “teach speaking”?

In the ESOL classroom, teaching speaking refers to many things:

- ◆ produce the English speech sounds and patterns
- ◆ use word and sentence stress, intonation patterns and the rhythm of the sound language
- ◆ select appropriate words and sentences according to the proper social setting, audience, situation and subject matter
- ◆ organize thoughts in a meaningful and logical sequence
- ◆ expressing values and judgements
- ◆ using the language quickly and confidently with few unnatural pauses (fluency)

HOW TO TEACH SPEAKING IN THE CLASSROOM

Many linguists and language teachers agree that students learn speaking skills best through “interacting”. Teachers should try to use “real” situations that require communication and collaboration (working together) between students.

FORM, MEANING AND FLUENCY

When preparing a speaking skills lesson, should you focus more on form (grammar), meaning (expressing ideas clearly) or fluency (the ability to speak the language with ease, without too many pauses or searching)?

Form - For beginning students, it is often best to start with some simple memorized phrases, to help students understand the correct form of speaking. Repetition drills and substitution drills are helpful. In repetition drills, the teacher will vary the speed of the drill - starting slowly and increasing the speed as students learn the skill. In substitution drills, the teacher will teach one phrase and then begin to substitute words (example: I like candy. I like chicken. etc.) For more advanced students, teachers can introduce new grammar to the class by introducing phrases in speaking drills (example: to teach relative clauses - each student makes a statement about his/her mother - “My mother is a person who likes to grow flowers.” “My mother is a person who...”)

Meaning - Meaning focused speaking activities usually follow form focused activities. In meaning focused activities, the teacher usually provides a topic to the students and gives them a chance to work with partners or small groups to develop ideas on the topic and practice talking about the topic. For lower level students, teachers can give them topics such as animals and provide partners or groups questions to ask each other (example:

which animal is your favorite? Why do you like that animal? What kind of animal would you like to be?" "Why?") In this example, students are practicing and repeating simple forms and also adding extra information. For more advanced students, teachers can provide discussion topics to partners or small groups.

Fluency - Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

These are a useful technique for developing fluency and include the features that are needed in fluency development activities. First the learners choose a topic or are given a topic with which they are very familiar. The first time that learners use this technique it may be best if the topic involves recounting (retelling) something that happened to them. This is because the chronological order of the events will make it easier to recall and repeat because the time sequence provides a clear structure for the talk. The learners work in pairs. Learner A tells a story to Learner B and has a time limit of four minutes to do this. B just listens and does not interrupt or question Learner A. When the four minutes are up, the teacher says, "Change partners"; learner A then moves to a new Learner B. The teacher says "Begin" and Learner A tells exactly the same story to the new partner but this time has only three minutes to tell it. When the three minutes are up, the teacher says "Stop. Change partners." With a new partner, Learner A now has two minutes to tell the story. During the three deliveries of the same story, the B learners do not talk and each listens to three different people. When the A learners have given their talk three times, the B learners can now go through the same sequence, this time as speakers.

Research on this activity shows that the learners' speed of speaking increased during the talks, the hesitations they make decrease, and surprisingly their grammatical errors in the repeated parts of the talk decrease and they tend to use several, more complex grammatical constructions in the last of the three talks than they did in the first talk.

UNDERLYING THEORY

TECHNIQUE

Technique is a particular trick, strategy, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well" (Anthony in Fauziati, 2009: 17). Thus, technique encompasses the actual moment-to-moment practices and behaviors that operate in teaching a language according to a particular method. In other words, technique is classroom practices done by the teacher when presenting a language program. This is the way the classroom activities are integrated into lessons and used as the basis for teaching and learning.

TEACHING SPEAKING

Speaking in foreign language, however is a challenging task for language learners since speaking. According to Murcia (in Fauziati, 2010 : 17), speaking is “an activity requiring the integration of many subsystems and all these factors combine to make speaking a second or foreign language a formidable task for language learners”. Fauziati (2008:15) states that “teaching of speaking skill should be figured as central in foreign language pedagogy”. The goal of teaching speaking is to communicative efficiency.

Speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensibly. So, teachers have a responsibility to prepare students to be able to speak in the real world. Speaking is a skill, just like swimming, driving a car, or playing ping-pong. Too often, in the traditional classroom, the learning of English has been relegated to linguistic knowledge only, e.g. knowledge of vocabulary and grammar rules, with little or no attention paid to practicing language skills.

TECHNIQUE FOR TEACHING SPEAKING

There are many techniques for teaching speaking. The following are some of the techniques for teaching speaking which can be implemented by the teacher:

Role-Playing

One of the methods suggested for developing speaking skill is roleplaying, that is, creating a dramatic situation in a classroom, or in a part, simply acting out dialogues, but also in part re-labeling objects and people in the room to prepare for an imaginative role playing (Newmar in Fauziati, 2010:19).

Game

A game is one of activities which can help to create dynamic, motivating classes. The reason is that real learning takes place when the students, in a relaxed atmosphere, participate in activities that require them to use what they have been drilled on.

Problem-Solving

Materials which focus on problem solving offer further opportunities for the students to work in pairs or small groups, to share information and opinions on topics, which are meaningful to them.

Discussion

Discussion may be composed of three to five students. If such a group work is used regularly and introduced with a careful explanation of its purpose, the class will soon accept it as a natural activity.

Song

Using song in EFL classroom, especially speaking one can be both enjoyable and educational. Song usually provides a peaceful and happy mood for the listeners. Songs can also be used as a useful aid in the learning of vocabulary, pronunciation, structures, and sentence patterns.

TYPES OF DRILLS

A drill is a drill is a drill, right? Not so! They come in various forms—repetition drills, Ear Training, Dialogues and conversation are among the main types. Each type of drill can be meaningful or mechanical, depending upon how you develop it. We will explain several types of drills on the following pages.

REPETITION DRILLS

Repetition drills are useful for familiarizing students quickly with a specific structure or formulaic expression (Doff 1990, 71). The teacher's language is repeated with no change. Be sure to teach the meaning of the utterance first. The example that follows illustrates this type of drill:

Teacher	:	It's cold outside.
Students	:	It's cold outside.
Teacher	:	It's warm outside.
Students	:	It's warm outside.

Because repetition drills are extremely mechanical, they should not be used for prolonged practice. Preferably they should lead quickly into another kind of drill or oral practice activity that allows students to manipulate the form being practiced in meaningful and relevant ways.

EAR TRAINING DRILLS

Ear training is an essential element in any phonetics or pronunciation teaching. *Ear training* is an effective teaching technique, where learners' attention is focused on hearing. Ear training is also used in teaching music. In pronunciation there is a close relationship

between speech production and speech perception. Traditionally, ear training was connected to identifying individual sounds, but it can be just as efficient in teaching suprasegmental features, such as word stress, rhythm or intonation (Morley, 1991). Recognition of sounds can be done using minimal pair tests. Dictation and listening for a specific task can be used for both segmental and suprasegmental features. The following websites provide activities ear training for sounds but also parts of sentences. BBC pronunciation tips (2009) offer activities for recognition of sounds. Recordings of words with the same sound are provided and learners choose a one sound out of three. Kiz Phonics (2012) provide a recording of a word and four written words to choose from. ESL Tower (2014) offer quizzes focusing on individual sounds. A word is played and the learner chooses the correct word out of the two. ESL Games plus (2014) offer various games for children. The provided activity plays a recording of various sentences. The first part of a sentence is provided and the second part must be chosen out of four possible answers. The learner has to listen and recognize the correct ending of the sentence.

Open Up Your Ears and Just Listen

First, open up your ears and trust your sense of hearing. Listen to as much native speech as you can find. There is a world of radio stations, podcasts and other audio to be heard on line today. Even a few years ago, language students had a much harder time finding live speech to listen to. Today, the problem is more about how to choose what you like from the abundant material available. It is nice to have a transcript of what you are hearing but listening without one is also good exercise, even if you don't understand everything.

No matter what you're hearing, just put yourself into a receptive frame of mind and let the sounds of the language come in through your ears. Welcome these sounds into your mind and they will become your most helpful friends.

If it seems that the sounds go by too fast, be patient. A new language sounds fast at first, but that is not because "they speak so fast." People say that all the time about languages they are learning but the reverse is actually true. Native speakers are speaking their language at their normal pace and your listening skills are, at first, too slow to keep up with them. In other words, they aren't speaking fast, it's your listening that is slow. Gradually you will learn to understand the language at its normal speed and the only way to do this is to practice listening until you can hear the language at its own natural pace.

Use Your Auditory Memory

Second, use your auditory memory, which is the strongest type of memory we have. Psychologists and advertisers know this and it can be a powerful tool for you too. Consciously try to put the sounds of words and phrases into your memory. Then, when you

try to use these phrases, bring them back out as sounds (without bothering with mental reference to spelling or to their meaning in your native language).

Imitate Fragments of Native Speech

Third, imitate fragments of native speech that you hear. Take a few words that you have heard from any native speaker and repeat them to yourself until you can reproduce the sound of what you heard. Do this without writing anything down and choose words from any speaker in any context. Listen for single words and for the intonation of whole phrases. Pay special attention to how native speakers string words together in a spoken sentence, and to where the breaths are. By taking a few words at a time, you can slow down the listening process and focus on getting the sounds into your mind as a model for your own speech.

Here is where your ear training involves learning to trust your own ears, even when you are studying and practicing alone. Listen to anyone speaking, or to a short recording of someone speaking, and practice reproducing the sound. Even if you don't have a teacher or a conversation partner to help you, you can (and should) learn to judge your own sounds for yourself. (Never mind talking to a computer... who ever learns a language so that they can talk to a computer?!) The more attention you pay to the sound, the better judge of it you will be. You will develop a critical ear for the sounds that you make. Once this process takes hold in your mind, it will become second nature to you and will be a source of strength, since you will be more sure about sounds.

As your ears work, so goes your accent. By repeating these simple techniques, you can train your ear, which will affect your accent. When learning a language at first, we hear with an accent as well as speak with one. That means that our speech and hearing can be induced to develop together when we take a conscious approach to improving our ability to hear at the same time that we are learning to make the right sounds when we speak.

Written pronunciation guides have an important role, but if using them keeps you from developing your listening skills without written assistance, too much reliance on them is a waste of time. The way to influence your accent is first, to get the sounds of the language into your mind through your ears. Too much use of written pronunciation guides in language learning can slow down the development of listening skills.

Ear Training is a Key Process

If you give your ears their due, they will reward you with something no written text can give you – the certainty that you understand what you hear and that you can make the same sounds back to other people.

Practice understanding first and better pronunciation will follow, because the language you hear is the language you will speak.

Ear training also raises the question about finding the appropriate pronunciation for you. Most adults never completely lose their accent in any language they learn, but once you become familiar with diverse accents and can tell one from another, you can try to adjust your pronunciation as you please.

I have heard Italians who learned English by visiting North Carolina, and they spoke with the southern accent that they heard in that state. I knew one Italian man who was from Napoli, whose native speech was half Italian and half Neapolitano dialect. He also spoke English, but with a very strong Neapolitano accent, which is different than the accent of most other Italians.

It is fun and useful to learn to recognize the differences among various accents of a new language. This is one way to refine your listening and imitation skills. Whatever language you come from or that you are learning, you will have some kind of accent, either a strong or weak one, unless you learned a language under the right circumstances not to develop an accent, which including being young enough and receiving the right exposure to the other language.

DIALOGUE DRILLS

It is important that students have the opportunity to practise speaking clearly and confidently, explaining their own point of view, beliefs or values. When we take part in dialogue it is important to remember that we are not just learning from others but that, at the same time, we are also responsible for teaching them. Within the context of the Essentials of Dialogue it is critical that we communicate our experiences and ideas to others (in our classrooms and globally) who may not share our backgrounds; our explanations must be clear so that everyone understands; free from jargon, slang or cultural assumptions.

When students encounter their global peers, many of them are using English as a second (or additional) language – so it is imperative that everyone remembers the importance of explaining their ideas with a focus upon simplicity and clarity.

Active Listening is not just paying attention but is a specific methodology that enables practitioners to deepen dialogue to improve communication and to address controversial and difficult issues. Listen carefully to what the other person is saying.

Some of the Checklist of Dialogue Drills

Students are open to learning about the lives, values and beliefs of others

- Students have a healthy level of curiosity
- They are confident to share their own lives, values and beliefs with others
- They can suspend judgments in favour of listening with open hearts, minds, eyes and ears
- They are concerned to find solutions to shared problems.
- They are able to make others in the dialogue feel safe enough to share personal thoughtsMy students speak for themselves and not on behalf of others in dialogue (using 'I' instead of 'we')
- Students can give good descriptions, details and explanations when speaking about their communities, cultures, faiths, beliefs and values
- They can speak from the heart and are not reliant on prepared statements and text
- They do not use 'them' and 'us' language or make unfair comments about those not represented in the dialogue.
- They can go beyond describing and explaining events and features to sharing 'meaning' and 'significance'.
- They can frame questions within the context of their own experiences

Dialogue building

This is useful particularly for low level students to build confidence in speaking and to learn useful chunks of language. Use pictures to set a scene and elicit a dialogue.

Example:

1. Have you got a pet?
2. Yes, I've got a cat.
3. Oh, what's its name?
4. It's called Fred.

Drill each line as you elicit the dialogue.

Rather than writing the whole dialogue on the board as you go, you can just write one or two words to help them remember each line.

Example:

1. Have/pet?
2. Yes/
3. /name?
4. /Fred.

Then let the students choose different pets and make up similar dialogues in pairs. Aim for not more than eight lines or so in the dialogue or it may become difficult to memorise.

CONVERSATION SKILL

Conversation is interactive communication between two or more people.

The development of conversational skills and etiquette is an important part of socialization. The development of conversational skills in a new language is a frequent focus of language teaching and learning.

Conversation analysis is a branch of sociology which studies the structure and organization of human interaction, with a more specific focus on conversational interaction.

DEFINITION AND CHARACTERIZATION OF CONVERSATION

No generally accepted definition of conversation exists, beyond the fact that a conversation involves at least two people talking together. Consequently, the term is often defined by what it is not. A ritualized exchange such as a mutual greeting is not a conversation, and an interaction that includes a marked status differential (such as a boss giving orders) is also not a conversation. An interaction with a tightly focused topic or purpose is also generally not considered a conversation. Summarizing these properties, one authority writes that "Conversation is the kind of speech that happens informally, symmetrically, and for the purposes of establishing and maintaining social ties."

From a less technical perspective, a writer on etiquette in the early 20th century defined conversation as the polite give and take of subjects thought of by people talking with each other for company.

Conversations follow rules of etiquette because conversations are social interactions, and therefore depend on social convention. Specific rules for conversation arise from the cooperative principle. Failure to adhere to these rules causes the conversation to deteriorate or eventually to end. Contributions to a conversation are responses to what has previously been said.

Conversations may be the optimal form of communication, depending on the participants' intended ends. Conversations may be ideal when, for example, each party desires a relatively equal exchange of information, or when the parties desire to build social ties. On the other hand, if permanency or the ability to review such information is important, written communication may be ideal. Or if time-efficient communication is most important, a speech may be preferable.

Conversation involves a lot more nuanced and implied context that lies beneath just the words.

Conversation is generally face-to-face person-to-person at the same time (synchronous) – possibly online with video applications such as Skype, but might also include audio-only phone calls. It would not generally include internet written communication which tends to be asynchronous (not same time – can read and respond later if at all) and does not fit the 'con'='with' in 'conversation'. In face to face conversation it has been suggested that 85% of the communication is non-verbal/body language – a smile, a frown, a shrug, tone of voice conveying much added meaning to the mere words. Short forms of written communication such as sms are thus frequently misunderstood. Yet the convenience and apparent control makes them increasingly popular now that many people seem to prefer to communicate via short text or Facebook post and/or 'like' than actually meeting face to face.

Face to face conversation is increasingly deemed less important when people have already seen all the relevant news about the other person they have already shared online. Also people would typically never say face to face some things they might easily write with the apparent impunity of anonymous online posts. To this extent the decreasing popularity of face to face conversation can be seen as a loss to society and civility.

THEORY AND PRACTICE

Although conversations are highly dynamic, they typically have a beginning, a middle and an end.

Teachers can provide examples of real-life conversations and draw learners' attention to common initiation strategies. Teachers can highlight aspects such as gender, culture and the relationship between the conversation participants, and discuss how they influence the way conversations are initiated.

While questions are a resource to engage conversation partners and to sustain a conversation, learners can sometimes feel nervous about whether some questions are culturally appropriate. This may prevent learners from going beyond talking about the weather. Teachers can encourage learners to make a list of 'safe' topics, such as pets, sports and local news.

Teachers can play audio recordings of authentic conversations and ask learners to discuss the appropriateness of how each conversation ends. The main goal of this activity is to help learners develop pragmatic awareness.

ROLE OF AUDIO-VISUAL AIDS IN TEACHING SPEAKING SKILLS

INTRODUCTION

Teaching and learning English as a foreign language is based on productive and receptive skills. Since speaking is considered as an important skill which many EFL students want

and need to develop. This chapter introduces the importance of using audio visual aids in teaching and learning. Besides, it deals with different kinds of audio-visual aids that can be used in classroom in order to develop students speaking abilities. The first kind is video. We mention its definition, advantages, types and strategies. Then the use of computer and television and their importance. In addition to teacher's role as a teaching aid.

THE DEFINITIONS OF AUDIO-VISUAL AIDS

Audio-visual aids are useful materials which help both teachers and students in the teaching and learning process. Many scholars, writers and websites provide different definitions of audio visual aids.

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."

Burton states that " audio visual aids are those sensory objects or images which initiate or stimulate and reinforce learning." In addition, Carter.V.Good defines "audio visual aids are those aids which help in completing the triangular process of learning that is motivation, classification and stimulation." So audio visual aids are very useful devices because they do not facilitate the learning process only, but they motivate students and make the course interesting.

AUDIO-VISUAL AIDS IN SPEAKING SKILL

Audio Visual Materials is a technique and which involves the sense of vision as well as hearing. It is usually used in presentation prepared by the businessman to show graphs on the study of the company, college/university students to their reports and especially the teacher who uses audio visual materials to clearly explain the lesson to the students.

Audio Visual Aids:

Audio visual aids are any device which can be used to make the learning experience more concrete, more realistic and more dynamic.

Audio visual aid is the combination of two media:

Auditory aids: Any instructional device that can be heard but not seen. E.g. Tape record, Microphones, Ear phones etc..

Visual aids: Any instructional device that can be seen, but not heard. Slide, film strips etc..

Purpose of Audio Visual Aids:

- Best motivation.
- Clear image.

- Save energy and time.
- Antidote of the disease of verbal instructions.
- Capture attention.
- reinforcement to learner.
- Positive transfer of learning.
- Gain & hold student interest.
- Increase understanding and retention.
- Stimulate the development of understanding and attitudes.

Functions of Audio visual aides:

- They supply a concrete basis for conceptual thinking and hence, reduce meaningless word response of students.
- They have high degree of interest for students.
- They make learning more permanent.
- They offer a reality of experience which stimulate self activity on the part of pupil.
- Develop continuity of thought; this is especially true of motion pictures.
- They provide experience not easily obtained through other materials and contribute to the efficiency, depth and variety of learning.

Use of Audio Visual materials in education:

- Students will gain knowledge of the latest in evolving theoretical and practical application in the communication field utilizing various resources and methods of inquiry.
- Students will grow intellectually in their oral and written communication and critical thinking skills.
- Student will become aware of the ethical and spiritual implications of communication on a diverse and global level.
- Student will be knowledgeable of the latest in technology, software applications, and visual communication skills with the ability to demonstrate the skills in using technology.

UNIT 8

CHALLENGES OF TEACHING ENGLISH LANGUAGE

PROBLEMS IN TEACHING ENGLISH IN THE SCHOOLS AND SUGGESTED REMEDIES

English as a subject in the school curriculum is given great prominence by the authorities. Its study is compulsory for every one. Naturally there are good many teachers of this subject in the schools. But it is rather sad to note that there is something wrong with the teaching of English in Indian schools. *Prof. V.K. Gokak* says, "The study of English in our schools is in a chaotic state today. Pupils are taught English for about six periods a week for six years. But it has been estimated that they hardly know 1500 words by the time they join a university. This means that they have hardly been able to learn English words at the rate of one word per period. They do not know how to use the commonest structures of English."

Will it be right to say that there is something wrong with the teaching of English? No. The reason is that there is also something wrong with the learning of English in Indian schools. In this context, *Michael West* said, "A language is not a subject which can be taught; it is a subject which must be learnt." We should make efforts to check the defects. In the words of *Harold Palmer*, "What has been badly assimilated must be eliminated consciously."

If we mirror the whole situation, we are rather astonished to see the sorry state of affairs. Everybody these days is after the examinations. A student does not bother about knowledge or learning of the language. He makes all efforts to get the diploma or degree, no matter what way he is able to get it. For that he follows short-cuts to knowledge. He does not want learning rather he wants prize, money, status etc. On the other hand, the teacher is after enabling the students to pass the examination. He is always careful that his pass percentage may not go down. Thus there is no real teaching by the teachers or learning by the students in the schools.

The standards of English are fast deteriorating. What makes us feel like that? If we compare the graduate of today with the graduate of a few years back, we notice the marked difference. That graduate was much better. Shall we say that there is something wrong with the learning of English? The fact is that the standards are rather disappearing. The conditions under which English is being

taught in the schools are far from satisfactory. The following points highlight the facts :

1. Lack of Purpose

The teachers in the schools teach English and the learners learn English but none of them is fully clear about the real purpose of teaching-learning English. The different items of the syllabus are covered in the class. Every time the teachers as well as the learners consider it as a knowledge subject and not as a skill subject. They are not clear about the aims of teaching English. The teacher is like a sailor who does not know his destination and the pupil is like a rudderless vessel which may be drifted along any ashore.

2. Incompetent Teachers

Many teachers of English who are teaching the subject are not competent. Very few of them are really competent for teaching this subject. They have defective pronunciation. They have hardly a satisfactory command over English. At the time of selection, they are taken up as Social Studies masters and mistresses and not as English masters or mistresses. Moreover, in the selection, nobody gives any weightage to the subject, Teaching of English, studied at B.Ed. level. They are selected on the basis of their subjects studied upto B.A. level.

In this context, the *English Review Committee* appointed by U.G.C. in 1965 said, "There is a shortage of teachers. Those available have just passed the school final examination, having themselves studied English in a village school for 4 or 5 years. They have little idea of correct usage, and not at all of correct pronunciation. Their vocabulary is limited as is their reading."

With the lapse of some more time, we find that now better qualified teachers are available. But in basic qualifications, they are lacking all the more. Their knowledge of English is inadequate. *Prof. V.K. Gokak* in his book, 'English in India, its Present and Future' has rightly said, "The foundational years for the teaching of English in schools are in the hands of teachers who neither know enough English nor are familiar with the latest and far reaching developments in the pedagogy of English."

3. Faulty Methods of Teaching

The methods of teaching English adopted in the schools are quite defective. The translation method of teaching is used almost in all the schools. The teachers do not show any interest in acquiring knowledge about the latest methods of teaching the subject. They simply enable the students to pass the examination. For this purpose, they use any cheap method. Even all the aspects of learning a language are ignored. The teacher feels that his job is finished as soon as he has translated something of English into mother tongue. Then they encourage the students for cramming the material. In short, the composition is dictated by the teacher, the textbooks translated into mother tongue and the entire emphasis is on passing the examination through that magic wand of cramming."

4. Faulty Examination System

The students as well as the teachers have become examination minded. They do every thing just for the sake of examination. The paper setter, the examiner, the teacher etc. don't bother about real teaching-learning of language. The paper setter sets the question paper and only tests the crammed knowledge of the learner. The teacher and the students do their work keeping the examination system in view. Things important from examination point of view are taken up. There is no examination for spoken English. So every body ignores this important aspect of learning the language. The fear of the examination remains taxing for the teachers and the students. There is hardly any learning in the real sense of the word.

5. Overcrowded Classes

Another thing that hampers learning of English is the over crowded classes. The number of students sitting in a class vary from sixty to eighty. In the case of private aided schools, the number sometimes touches ninety. In such overcrowded classes, the teacher cannot pay individual attention to the learners. In such situations, the teacher cannot do full justice to his duty and work.

6. Poor Physical Conditions

The physical conditions under which English is being taught are unfavourable. Sometimes there are no good seating arrangements, the room is dark and is not airy. In some cases, the rooms are separated by placing bamboo screens. The noise from the neighbouring classes disturb the students. Neither the teacher nor the students are able to concentrate properly.

7. Lack of Audio Visual Aids

For teaching English well to the students, there is need of audio-visual aids like linguaphones, tape recorder, film strips, epidiastope etc. But usually we find that these aids are not available in the schools. In the absence of these aids, the sounds of English and correct pronunciation cannot be taught.

8. Faulty Textbooks

The prescribed textbooks of English suffer in many ways. No doubt, these textbooks have been written by CIFEL and NCERT. The same have been adopted by the school boards of different states. The textbooks have many defects in them. A number of students find themselves in troubles while reading these books. The subject teachers also find many shortcomings in them. These books in the hands of average English teachers fail to deliver the goods. The students hardly feel any attraction for the subject matter contained in the books. The subject matter is hardly related to the surrounding environment of the learners. The vocabulary, the structures also present difficulties to the learners. They are not according to the mental level of the learners. Guy-Boas writes, "The only persons equipped to choose these books are school masters who really know the fodder suited to their flock." But the teachers working in the fields are not given chances for writing or editing the books.

9. Faulty Syllabus

The prescribed syllabi of English for different school classes are not satisfactory. They are not related to the surroundings of the learners. The students are able to pass the examinations but in their real life situations, they can hardly make use of anything learnt by them. In their schools, they learn many essays, stories, letters/applications but in real life situations, they find it hard to write a simple application. Sometimes they are able to write but their mistakes amuse others.

10. Neglect of Correction Work

In the teaching of a language, correction work is of great importance. For teaching a foreign language like English, correction work becomes all the more important. But we find that very little attention is paid to it. The school authorities don't care for it. The teachers of English have the same number of periods as teachers of other subjects. Their load of work on account of correction work is not taken into consideration while distributing load of work. In their over-busy schedule of work, the teachers are not able to do justice to their duty of correction work. All this results into deterioration in the learning of English by the students.

11. Faulty Supervision

Supervision of English teacher's work lies in the hands of the Head of the school. Sometimes the Head is conservative. He tries to poke his nose into the class affairs of the English teacher. He is not acquainted with the techniques of teaching English but being boss, he interferes unnecessarily. His criticism of English teachers' work disheartens the teacher. This type of situation discourages the teacher for doing any work with more interest.

12. Interference by the Parents

Interference by the parents in the work of the teachers hinders the progress. When the teacher makes efforts to apply the new ways of teaching English he faces a set back due to the interference of the parents whose children are studying there. The parents may be of orthodox type. They themselves were taught in some way. They want that their children should also be taught in the same way. If the teacher spends time on giving the learners just listening and speaking practice, the parents feel as if nothing has been taught. They judge the work on the basis of written exercises only. Under such circumstances the teacher has to change himself, his methodology and teach the way the parents like. Thus undue interference of the parents deteriorates the situations.

13. Lack of Research

Teaching-learning process needs continuous overhauling. The drawbacks in the teaching-learning of English may be many, but their solutions need be thought of. Who should do this? The teachers of English, the research minded scholars can do it. A good teacher does not teach the same thing in the same way year after year. He is always on the look out for introducing new things in new ways. In this fast changing age of science and technology, research on the part of

the teachers is very essential. But we find that the teachers are not able to carry on any research. The lack of research deteriorates the situations.

Thus we find that the conditions under which English is being taught in the schools are not satisfactory. The different factors should be checked properly. All efforts should be made to remedy the draw-backs. Only then the deteriorating situations will improve. *Ronald Mackin* has summed up the defects, "The old-fashioned type of benches and desks which restrict movement, the bad light ; the noise from neighbouring classes which may be separated from them by nothing more than a bamboo screen ; insufficient provision for their subject in the timetable, lack of aids of all kinds ; interference from parents or a dominating, conservative Headmaster ; and finally the requirements of an examination system which places a premium on the written language and consequently seems to favour the grammar-grinder of the old school."

3.3 SUGGESTION FOR IMPROVEMENT OF ENGLISH LANGUAGE IN OUR SCHOOLS

To eradicate the conflict which arise among our people about the teaching of English, Kothari Commission (1964-66) has made certain recommendations. They have also gave the right direction of how to introduce English in our curriculum. The three language formula suggested by the Commission envisages that :

- (i) "Only one language which will be regional language will be taught during lower primary classes i.e. from Class I to Class IV.
- (ii) From Class V to Class VII, two languages will be taught. One of them will be regional language. The other can be either Hindi or English. A third language can be studied as an optional subject.
- (iii) From Class VIII to Class X three languages will be taught. One of these will be the regional language. The second will be any modern Indian language. For non-Hindi speaking students it can be Hindi. The third will be Foreign language i.e. English.
- (iv) After Class X, language study will be optional.

This three language formula has the following characteristics :

- (i) With the application of this formula some students can read English for 6 years, that is, from V class and others can read it only for 3 years, that is, from Class VIII to Class X. But all students have to study English.

(ii) This formula provides ample scope to those who are much interested in this language, because they can opt for it from class V.

(iii) This formula recommends that English should not be taught at elementary stage, that is, from Class I to Class IV. This seems plausible because Michael West and many teachers are of the view that the second language should be taught after pupils develop a good grounding in their mother tongue. The introduction of English at elementary stage has also been opposed by Peter Wingard.

(iv) It gives appropriate place to both Hindi and regional language without distorting the place of English.

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

The three language formula broadly provided the framework for teaching of English which has become the second language in our schools. Therefore English should not be completely abolished from our curriculum and it should be retained as an optional subject.

According to the need and demand of our country this subject should be taught. Much emphasis should be given on its practical use and oral work. Facilities should be provided to those who want to study it at the post-graduate level, suitable text-books, appropriate examination and evaluation should be done. Proper training should be given to the teachers.

Following suggestions are worth consideration for improving the conditions of teaching English in India :

(i) Arrangement for Teachers Training

A crash programme of training teachers is a must. Madras (Tamil Nadu) had set the example by its programme "Snow-ball". In this programme a group of teachers who were trained were made to teach other teachers and the process continues. Even with such a programme a period of about 2-3 years was required to get all the teachers trained to handle the material to be taught in the first year of English. We can opt for summer schools, or some other in-service programmes. More

institutes be opened to give regular courses in English and in new techniques of teaching English. Each state should have an institute of English or the pattern of those in Bombay, Chandigarh, etc.

(ii) Orientation Programme for Inspection Staff

Work-shops, refresher courses and orientation programmes be arranged for inspection staff. Teacher's training colleges should provide the inspection staff regularly with the new literature.

(iii) Provision of Supplementary Readers and Work-books

The text-books be got written by experts and each text-book should be accompanied with supplementary readers, teacher's hand-book, students work book and relevant audio visual aids like charts, film strips, flash-cards, tape etc. These should suit the Indian environment in our schools.

(iv) Examination System and Evaluation

Examination system need to be overhauled. In this respect we can take a clue from the report of English Review Committee (1965). It suggested as follows :

“There should be a variety of questions to test-linguistic competence, and the knowledge of vocabulary learned, questions on the use of verb forms and tenses, sentence patterns, the degree of comparison, the use of relatives, prepositions, word-order, transformation and synthesis of sentences and so on. Not all of these be set each time, a few should be selected each time.”

The evaluation in English should be in line with the new technique of teaching-learning. Stress should be laid on the testing of oral work and pronunciation. Questions on the texts to test speaking ability and reading comprehension be prepared. A variety of questions be asked to test the knowledge of vocabulary learnt, use of forms and tenses, sentence pattern etc.

If above suggestions are given due consideration it is possible for us to get rid of the chaotic conditions prevailing in our schools and the quality of instructions in English can be considerably improved.

INFLUENCE OF MOTHER TONGUE IN TEACHING ENGLISH LANGUAGE

MOTHER TONGUE HELPS IN LEARNING ENGLISH

There are many ways which show clearly that the mother tongue assists in the learning of English. Some of them are described here under :

1. In the learning of mother tongue, the child forms certain habits e.g. speaking, reading, writing, silent reading, loud reading, reading with comprehension, speed of writing, writing beautifully etc. The same habits are needed in the learning of English language.
2. In mother tongue, the child learns how to sit, how to hold the pen and how to write. All this helps the child when he learns the foreign language.
3. Many sounds of English language are almost the same as are of mother tongue e.g., b, d, f, k, l, s, p, m, n etc. Naturally, they facilitate the learner's work considerably.
4. Some items of grammar are common in the two languages. For example, the use of punctuation marks. Knowledge gained in mother tongue is helpful while learning English.
5. In mother tongue, the imagination of the child is developed. He is having ideas on certain topics. He also learns how to arrange those ideas in a systematic way while developing composition. All this is helpful in the learning of English.
6. In mother tongue, the child learns how to consult a dictionary. The same practice is carried out in English.
7. For full comprehension of English by a learner, mother tongue helps considerably. At the early stages of teaching English, the teacher uses mother tongue for giving instructions. Many times the whole lesson of English is translated into mother tongue. In certain cases some words of English are not understood by the students even when the teacher makes use of all the devices of teaching. In such cases, the use of mother tongue works wonders.

Thus we find that the study of mother tongue helps a good deal in learning English. The other side of the issue is that mother tongue also interferes in the learning of English. Let us see to those points :

INTERFERENCE OF MOTHER TONGUE IN LEARNING ENGLISH

- (1) Since no two languages are alike, it is rather difficult to find out exact equivalents of English language in Hindi or Punjabi. If a learner is doing some translation work, it will always be approximate.
- (2) The alphabets of English are 26 as compared to the alphabets of Punjabi and Hindi which are respectively 35 and 33. These alphabets are used to produce all the sounds. It confuses the mind of the learner.
- (3) Punjabi and Hindi are phonetic languages. That is their spoken system and writing system are the same. But English is not a phonetic language. So the learner of English faces a number of problems while reading or writing it.
- (4) A few consonant sounds of English are not found in Punjabi or Hindi e.g. the initial sound in the words think, then ; the sound occurring in the middle of the words, measure, treasure. Thus the sounds of this type create problems for the learner.
- (5) Stress, intonation and rhythm of the two languages differ widely. That also creates problems for the young learners of English.
- (6) The sentence patterns of English and mother tongue (Punjabi or Hindi) are quite different. In Punjabi or Hindi, we use 'Subject, Object and Verb' pattern but in English it is 'subject + verb + object'.

For Example :

It is a table.

ਇਹ ਮੇਜ਼ ਹੈ।

यह मेज़ है।

- (7) Interrogative sentences of the two languages are different. In English, the interrogative sentence starts with a question word, but in Punjabi or Hindi, such a sentence starts in a simple way.

For example :

ਤੁਹਾਡੀ ਕਿਤਾਬ ਕਿਥੇ ਹੈ ?

आपकी पुस्तक कहाँ है ?

Where is your book ?

- (8) In Punjabi or Hindi, an adjective undergoes a change according to the number or gender, but in English it does not change.

For example :

ਚੰਗਾ ਭਰਾ।

ਚੰਗੇ ਭਰਾ।

ਚੰਗੀ ਭੈਣ।

अच्छा भाई।

अच्छे भाई।

अच्छी बहन।

Good brother.

Good brothers.

Good sister.

- (9) In Punjabi or Hindi, the verb undergoes a change according to the gender, but in English it does not change.

For example :

ਮੁੰਡਾ ਗਾਉਂਦਾ ਹੈ।

बुड़ी गाय़िंदी है।

लड़का गाता है।

लड़की गाती है।

The boy sings.

The girl sings.

- (10) The structural words of English and Punjabi/Hindi are not equivalent.

For example :

'a' does not always mean 'एक' 'द्वि'

'In' does not always mean, 'में' 'द्विच'

ਉਹ ਚੰਗੀ ਲੜਕੀ ਹੈ।

बुड़ी बुरमी उ घैठी है।

वह अच्छी लड़की है।

लड़की कुर्सी पर बैठी है।

She is a good girl.

The girl is sitting in the chair.

- (11) In mother tongue, the students form a habit of producing some sounds. For example, they produce sounds in some way. While learning English, they come across two sounds, V, W which are different but the learners produce those sounds like mother tongue sounds.

Thus we find that the knowledge of mother tongue helps in learning the language. In many ways, it hinders the effective learning of English. The language teacher should make efforts to overcome the problems.

UNIT 9

ANALYSIS OF SYLLABUS, TEXTUAL MATERIALS AND PROFESSIONAL COMPETENCY OF ENGLISH TEACHERS

DEFINITION OF SYLLABUS

The syllabus is defined as the documents that consist of topics or portion covered in a particular subject. It is determined by the examination board and created by the professors. The professors are responsible for the quality of the course. It is made available to the students by the teachers, either in hard copy or electronic form to bring their attention towards the subject and take their study seriously.

A syllabus is considered as a guide to the in charge as well as to the students. It helps the students to know about the subject in detail, why it is a part of their course of study, what are the expectations from students, consequences of failure, etc. It contains general rules, policies, instructions, topics covered, assignments, projects, test dates, and so on.

CURRICULUM

There is available a multiplicity of concepts of curriculum since educationists give their own different interpretations of the content and functions of curriculum. Let us discuss three such concepts by three different thinkers, which represent three major contributions to the body of knowledge on curriculum. The first concept, stated by Albert Oliver, refers to curriculum merely as the educational program consisting of three important elements, such as studies, activities and guidance. The second concept, described by Philip Phenix, is based on a carefully thought out scheme of values which constitute the aims and objectives, or purposes of education. The third concept, given by Hilda Taba, looks at curriculum as the function of the public school, she list the three functions as preserving and transmitting cultural heritage, serving as an instrument for transformation of culture, and working as a means for individual development.

DEFINITION OF CURRICULUM

The curriculum is defined as the guideline of the chapters and academic content covered by an educational system while undergoing a particular course or program.

In a theoretical sense, curriculum refers to what is offered by the school or college. However, practically it has a wider scope which covers the knowledge, attitude, behaviour, manner, performance and skills that are imparted or inculcated in a student. It contains the teaching methods, lessons, assignments, physical and mental exercises, activities, projects, study material, tutorials, presentations, assessments, test series, learning objectives, and so on.

The curriculum is well planned, guided and designed by the government or the educational institution. It is aimed at both physical and mental development of a student. It is the overall learning experience that a student goes through during the particular course of study.

SCOPE OF CURRICULUM

Curriculum, is therefore, very comprehensive in its scope. It touches all aspects of the life of the pupils- the need and interest of the pupils, environment which should be educationally congenial to them, ways and manners in which their interests can be handled and warmed up, the procedures and approaches which cause effective learning among them, the social efficiency of the individuals and how they fit in with the community around. It is intimately related with the individual as a member of the society. It embodies the educational philosophy, the values which it aims to achieve, the purposed it wants philosophy, the values it aims to achieve purposes it wants to realise and the specific goals that it wants to achieve. The emphasis is on the child. In the total education of the child, all the subjects' likes history, geography, science and language are but tools. These are the means, and therefore, the children must not be made to fit in such study.

CURRICULUM AND SYLLABUS

Many people still equate a curriculum with a syllabus. An UNESCO publication entitled Preparing Text Book Manuscripts "(1970)" has differentiated between the curriculum and syllabus. The curriculum sets out the subjects to be studied, their order and sequence and so ensures some balance between humanities and science and consistency in the study of subjects, thus facilitating inter subject links. It follows that the curriculum determines the amount of school times allotted to each subject, the aim of teaching each subject, the place of the motor skills which take time to acquire and possibly, the variations between rural and urban school teaching. The curriculum in the schools of developing countries is often directly related to the requirements for developments. The syllabus determines the basic content of instructions in a given subject and the range of knowledge and skills which the pupils must acquire and establish in detail the themes and individual points to be studied in each school year. The syllabus is a refined detail of the curriculum at a particular stage of learning for a particular subject.

CURRICULUM	SYLLABUS
Curriculum is based on the philosophy, goals and values of education.	Syllabus does not take into account these factors.
Curriculum refers to all the educational activities of the school in the widest possible sense	Syllabus refers to a list of unelaborated headings or book let

Curriculum is the sum total of school subjects, learning experiences and activities.	It is basically concerned with school subjects
There is prescribed co-curricular and extra – curricular activities in the curriculum.	No prescribed co-curricular and extra-curricular activities in the form of syllabus.
Curriculum includes not only indoor activities but also out-door activities of the school	Syllabus is concerned with activities mostly undertaken in the class room (in-door activities)
The curriculum has a countless role to play and it is considered as a plan, an experience, a subject matter or content and as a field map.	The syllabus has a limited role to play and has less significance in the educational world.
It is an inclusive concept. It includes syllabus also.	It is a part of a curriculum.

Differences between Syllabus and Curriculum

The basic differences between syllabus and curriculum are explained in the point given below:

1. The syllabus is described as the summary of the topics covered or units to be taught in the particular subject. Curriculum refers to the overall content, taught in an educational system or a course.
2. Syllabus varies from teacher to teacher while the curriculum is same for all teachers.
3. The term syllabus is a Greek origin, whereas the term curriculum is a Latin origin.
4. The curriculum has a wider scope than the syllabus.
5. The syllabus is provided to the students by the teachers so that they can take an interest in the subject. On the other hand, normally the curriculum is not made available to the students unless specifically asked for.
6. Syllabus is descriptive in nature, but the curriculum is prescriptive.
7. Syllabus is set for a particular subject. Unlike curriculum, which covers a particular course of study or a program.
8. Syllabus is prepared by teachers. Conversely, a curriculum is decided by the government or the school or college administration.
9. The duration of a syllabus is for a year only, but curriculum lasts till the completion of the course.

QUALITIES OF GOOD ENGLISH LANGUAGE TEXTBOOK

A good English textbook has the following qualities:

A. Vocabulary and Structure:

1. Vocabulary and structures should be carefully selected keeping the level of the students in mind.

2. Words and structures need to be carefully graded.
3. New words should be introduced in regular intervals and it should be ensured that they are repeated in the neighbouring units also.
4. Already learnt words and structures should be repeated.
5. Meticulous flashing of records of words and structures should be maintained.

B. Subject Matter:

1. Introducing new vocabulary should be put in an interesting subject matter.
2. The variety of topics should correspond to the variety of interests.
3. The topics should be dealt with in different forms which should provide different pieces of composition.
4. The matter has to provide new information.
5. The various language items should be used in natural context.
6. The sense of enjoyment can be heightened by providing some pieces of poetry.

C. Exercises:

A good text book is not only meant for teaching but also for testing. The real consolidation of the learning process takes place at the time of practice and testing.

1. There should be practice and test
2. The exercises should test as many items of vocabulary as possible.
3. The test is meant for both active and passive vocabulary.
4. The vocabulary and the sentence structures taught should be put to use in similar but new situations.
5. Instructions to do the exercise should invariably be clear and unambiguous.
6. Exercises should be graded.
7. Variety in the form of exercises is also needed.

D. Illustrations:

1. The pictures in a good textbook need special attention. If they are well-drawn and realistically coloured, they make the process of learning convenient and quick.
2. Too many details should not be stuffed into.
3. The illustrations should be suitable for language practice.
4. Illustrations should be attractive.
5. Colour pictures are the most sought after ones.

E. Technical Consideration:

The appearance of the book has to be attractive. If it is repulsive, then there is no charm to read and learn from the book. The physical appearance of the text books should have the following points.

1. It should be printed on a quality paper.
2. The type used should be bold and thick and heading and sub-headings should be in still bolder type.
3. The binding should be proper and strong and it should be flexible to turn pages.
4. Misprint and Misspelt words should never be presented to the pupils.

5. The book should be easy to carry.
6. The price should be affordable.

F. General:

It is always advisable to have Teachers' Handbook along with students' textbook. The aims and objectives are uniform to all the students across the areas where the textbook is used.

SELECTIONS OF MATERIAL

The materials had to be selected according to the content of the course. The targeted areas were the following: teaching and testing listening, speaking, reading and writing skills, plus use of English. Since the content reflected the examination description and specifications, the course designers turned to the only public document about the examination at the time, the Working Document (Vándor, 1998). In order to select the most important areas, the examination description of each paper was thoroughly examined from the point of view of the new elements they contained compared with the current examinations. These new elements were highlighted in each skill (plus the use of English paper), and the materials were then selected with great emphasis on them.

While selecting the materials for the course, two main aims had to be born in mind:

1. The materials had to present clear and typical examples of the new examinations, since only thus could they inform teachers about the principles, content and procedures of the new examination system.
2. Through the materials the participants had to study, analyse and practise the classroom implications of the new examinations.

To satisfy the first aim, the course designers selected materials from the item-bank, which was developing parallel to the course. A team of trained item-writers had been supplying the project with items for each paper continuously since June 1998. The course designers themselves went through the process of item-writer training, and participated in each standardisation and evaluation event together with the project team members. It was absolutely essential for them to know the exact mechanism of writing, analysing, evaluating, selecting and piloting items in order to be able to give valid information about them in the later courses.

A selection of the items from the item-bank was piloted all over Hungary. The pilots held in December 1998 (for speaking and writing tasks) and in April 1999 (for reading, listening and use of English tasks) provided excellent sample materials for the pilot courses (for more details about these pilot examinations see Alderson et al, 2000). Since two more pilots took place in 2000, the updated version of the course will present examples from them as well. The materials taken from the pilots were used for the following purposes in the sessions:

- a) demonstrating the content and procedures of the new examinations
- b) serving as practice material for demonstrating and practising the new grading system that was planned to be introduced along with the new examinations
- c) serving as sample tasks for trailing in the participants' classrooms

In order to reach the second aim, course designers intended to rely on the course books generally available for teachers in Hungary. Several course books had been analysed, and a selection of materials was presented in each module of the course. Course designers wished to show participants that it is possible to prepare the students for the new

examination with the help of the materials currently available in the schools, with very little or no adaptation at all.

The process of selection should be basically synthetic and interdependent. The selection is based on the following considerations.

1. The purpose, level and duration of the course.
2. The choice of linguistic items covering:
 - a. Phonological selection
 - b. Grammatical selection
 - c. Vocabulary selection
 - d. Semantic selection

The selection of linguistic items is determined by:

- a. the frequency of occurrence
- b. the range and usefulness.
- c. the coverage in terms of inclusion, extension, combination and definition
- d. the learnability, covering such factors as clarity, brevity, regularity and learning load.

DEVELOPMENT OF ACTIVITIES AND TASKS

1. Derive input from authentic sources.
2. Involve learners in problem solving activities in which they are required to negotiate meanings.
3. Relate to learners' real life communicative needs.
4. Integrate the 4 macro skills.

Tasks

- i. Group discussion
- ii. Reading comprehension
- iii. Listening comprehension
- iv. Language development activities
- a. Matching words with meanings
- b. Using words in sentences
- v. Role play

ROTE LEARNING

Rote learning is a learning technique which focuses on memorization. The major practice involved in rote learning is learning by repetition by which students commit information to memory in a highly structured way.

The idea is that one will be able to quickly recall the meaning of the material the more one repeats it. Rote methods are routinely used when quick memorization is required, such as learning one's lines in a play or memorizing a telephone number.

ROTE LEARNING TO CONSTRUCTIVISM

The constructivist theory is considered to be the latest theory on how learners learn. The word 'construct' comes from the Latin word 'constrvere', which means 'to organise' or 'to construct'. This is why, the main theme of this theory is to develop ideas. The theory also believes that learning takes place through continuous changes and development in our thinking brought by different types of tangible information. Every

individual learner develops new knowledge and ideas in own way according to his/her own experience and environment. If we encounter anything new, we compare and contrast it with our previous knowledge and experience. Thus we acquire or develop our new ideas. In this process if anything appears irrelevant, we discard it. In the field of learning Jerome Bruner emphasizes more on the development of environment and language. He perceives that environment has more effects on the development of a language and opines that a child uses unique ways to solve his problems in the process of learning development. The whole process is related to a child's previous experience.

1. Education works best when it concentrates on thinking and understanding, rather than on rote memorization. Constructivism concentrates on learning how to think and understand.
2. Constructivist learning is transferable. In constructivist classrooms, students create organizing principles that they can take with them to other learning settings.
3. By grounding learning activities in an authentic, real-world context, constructivism stimulates and engages students. Students in constructivist classrooms learn to question things and to apply their natural curiosity to the world.
4. Constructivism gives students ownership of what they learn, since learning is based on students' questions and explorations, and often the students have a hand in designing the assessments as well. Constructivist assessment engages the students' initiatives and personal investments in their journals, research reports, physical models, and artistic representations. Engaging the creative instincts develops students' abilities to express knowledge through a variety of ways. The students are also more likely to retain and transfer the new knowledge to real life.
5. Constructivism promotes social and communication skills by creating a classroom environment that emphasizes collaboration and exchange of ideas. Students must learn how to articulate their ideas clearly as well as to collaborate on tasks effectively by sharing in group projects. Students must therefore exchange ideas and so must learn to "negotiate" with others and to evaluate their contributions in a socially acceptable manner. This is essential to success in the real world, since they will always be exposed to a variety of experiences in which they will have to cooperate and navigate among the ideas of others.

QUALITIES OF A GOOD LANGUAGE TEACHER.

There are several qualities that a good language teacher must have. To pass on knowledge to students, a teacher must be competent with the knowledge that she has. Secondly, a teacher must be willing to explore other types of learning styles to pass on knowledge and be ready to try different methods when one does not work. A good language teacher must be passionate about teaching language. Finally, a good language teacher should be able to assess the learning that her students have done and make changes based on those assessments.

Competent

A good language teacher must be competent. This requires a lot of study on the part of the teacher. If you are a foreign language teacher, you must have mastered the language you are teaching and the skills it takes to teach that language. As an English language teacher, you need to have a handle on the elements of English as well as having a background in education.

Exploratory

A good language teacher realizes there are several different learning methods. Some learn by hearing, some by seeing and some by speaking. Therefore, a good teacher will create a course that weaves together all of the various learning techniques. A good teacher is also willing to explore the different ways of teaching language, even the experimental ones, to provide her students with the best chance to learn.

Passion

People do not teach for money or fame. People teach because they have a passion for their chosen subject and for passing on their knowledge to students. A passion for teaching is an important part of the teaching process.

Assessment

A good language teacher is not only skilled at creating assessments for her class, but she can also use those assessments to figure out how successful her teaching methods are. The teacher who understands some things work better than others and some things do not work at all will be able to make changes in her own teaching methods.

Benefits

A good language teacher is going to be a benefit to her students because she will provide them with a path to knowledge. A teacher who is good at her job will guide a student toward the most comprehensive understanding of which he or she is capable.

PROFESSIONAL DEVELOPMENT OF ENGLISH TEACHER

Professional development should be based on the notion of teacher as learner and reflective practitioner (Schon, 1987). Teacher education and professional development should be focussed on the needs of students in a particular school community. Teacher professional development should be seen as a collaborative activity as well as an individual activity. The particular needs of individual teachers may be met by professional development, however, this should take place in the context of collegial support, team building, collaborative planning at school level and interactive action research. The more highly skilled, motivated and effective are English teachers, the more effective learning outcomes will be for students in English classrooms.

In the context of increased system accountability, it is imperative that systems provide teachers with opportunities to participate in professional development that will assist teachers in the implementation of curriculum initiatives.

Professional development has been defined in various ways such as:

- It is an inclusion of in-service training and workshops.
- It is a process in which teachers work under supervision to gain experiences.
- It is an ongoing learning process in which teachers primarily aim at how to teach in accordance with the expectations and needs of the students.
- Involve groups of teachers rather than individuals from a number of schools, and enlist the support of the school and district administration, students, parents and the broader school community.
- Recognise and address the many impediments to teachers' growth at the individual, school and district level.
- Using teachers as participants in classroom activities or students in real situations, model desired classroom approaches during in-service sessions to project a clearer vision of the proposed changes.
- Allow time and opportunities for planning, reflection, and feedback in order to report successes and failures to the group, to share "the wisdom of practice," and to discuss problems and solutions regarding individual students and new teaching approaches.
- Enable participating teachers to gain a substantial degree of ownership by their involvement in decisionmaking and by being regarded as true partners in the change process.
- Recognise that change is a gradual, difficult and often painful process, and afford opportunities for ongoing support from peers and critical friends.
- Encourage teachers to set further goals for their professional growth.

The Importance of Professional Development

Quality English teaching requires the provision of continuing opportunities for professional development. Teachers need:

- access to new research and knowledge in the teaching of literacy, language development and an integrated curriculum;
- appropriate, up to date qualifications in both the content area of the subject and in teaching methodology;
- opportunities to share expertise with other experienced teachers and educators leading to reflection on practice;
- opportunities for discipline renewal for teachers whose teacher education took place some years ago;

- a commitment at all levels to time release to attend professional development activities; and
- recognition at all levels of the value of professional development.

Quality teaching is directly related to the development of a strong, well informed and well supported professional body to respond to community and educational concerns and to influence opinion. Access to professional development is crucial in enabling teachers to:

- improve learning outcomes for students;
- take a more active role in curriculum planning, including building on and refining existing practices;
- constantly develop excellent teaching practices;
- actively participate in the evaluation of teaching practices and programs; and
- actively participate in the implementation of local, state and national curriculum initiatives.

Effective Professional Development of a language teacher

- a. work in a group to share experiences
- b. communicate effectively amongst themselves about the innovation
- c. are given an opportunity to develop a sense of ownership of the innovation
- d. are supported in questioning their beliefs about teaching and learning
- e. have plenty of opportunity for practice and reflection

Effective Professional Development Strategies

1. Peer-Coaching
2. Study Groups
3. Action Research
4. Mentoring
5. Teaching Portfolios
6. In-service Training
7. Team Teaching

UNIT 10

ASSESSMENT AND EVALUATION IN ENGLISH

INTRODUCTION:

The term Assessment has been widely used by educators to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition of students throughout their learning in life. Different terminologies are there for assessment and evaluation such as Measurement, Tests, Examination, Appraisal and Evaluation. There are certain Learning theories which are having conceptual frameworks describing how information is absorbed, processed and retained during learning. Behaviourism is a philosophy of learning that only focuses on objectively observable behaviors and discounts mental activities. Piaget proposed that a child's cognitive structure increases in sophistication with development, moving from a few innate reflexes such as crying and sucking to highly complex mental activities. Constructivist learning theory stated that the process of adjusting our mental models to accommodate new experiences. Assessments are classified based on the different purposes, scopes, attribute measured, nature of information gathered, nature of interpretation and context.

As we all know that learning is an important activity in the teaching-learning process. Learning not only changes the behavior of the organism but also modifies it. During the teaching-learning process, children and teacher both face many difficulties, so for removing this difficulty there is a need of judging the performances of each and every child is must and for this purpose, a measurement is needed and that measurement is known as evaluation.

LEARNING OBJECTIVES

After learning this unit, you will be able to

- describe the meaning Assessment and different evaluations
- state the purposes, principles and characteristics of quality assessment
- bring out the specialty of different learning theories like Behaviorist, Cognitivist and Constructivist of
- classify the assessment based on purpose, scope, attribute measured, nature of information gathered, nature of interpretation and context

EVALUATION

Education is a changing process that requires to be continuously evaluated. Evaluation is an element of education that is based upon the educational objectives and the learning experience. Evaluation is a systematic process of collecting, examining and interpreting information to determine the extent to which pupils are achieving instructional objectives.

METHOD OF EVALUATION

There is two method of evaluation that is used in the teaching and learning evaluation process:

Norm-Referenced Evaluation: It is a type of evaluation in which the performance of the students is measured by comparing the relation with a hypothetical average student.

Criterion-Referenced evaluation: In the Criterion-Referenced test the performance of a child is measured against a predetermined learning standard. These tests are extensively used in school education.

THE NEED OF EVALUATION

With the help of evaluation process ensures learning takes place.

Evaluation process ensures teachers effectiveness in learning by setting student learning objectives instead of what a teacher will do.

Evaluation process helps in making learner-centered environment in the school environment.

Evaluation process helps in creating knowledge-centered environment in the school.

Evaluation in teaching creates the assessment centered environment in the school.

Evaluation process in teaching-learning creates the community-centered environment within the school.

FORMATIVE EVALUATION

- Formative evaluation is the process by which the achievement of the pupils is judged at every stages of the teaching-learning process.
- It involves immediate feedback.
- Formative Evaluation will motivate the pupil for better performance.
- Formative Evaluation helps the teacher in diagnosing the difficulties of pupils and in modifying teaching strategies.

SUMMATIVE EVALUATION

- Summative evaluation is one administered to pupil at the end of the lesson or unit of learning.
- Helps the teachers and pupils to know how far they have succeeded in realizing the pre-determined educational objectives.
- Summative evaluation includes classification, gradation and certification of learners in terms of their total attainment.
- Summative evaluation helps in organizing the total system of education more effectively.
- Summative evaluation may be conducted at the end of a term and cover number of learning units.
- Annual examination also may be said to be summative in nature.

MEANING OF ASSESSMENT

In education, the term assessment refers to the wide variety of methods that educators use to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition of students from preschool through college and adulthood. It is the process of systematically gathering information as part of an evaluation. Assessment is carried out to see what children and young people know, understand and are able to do. Assessment is very important for tracking progress, planning next steps, reporting and involving parents, children and young people in learning.

TYPES OF ASSESSMENT

Usually, three kinds of assessment are used in the teaching-learning process in the school education. They are:

1. Formative assessment: This assessment is one of the most powerful tools of assessment for improving the understanding and performance of the students over a short period of time. In this type of assessment, the teacher comes to know the result of the learners within a very short duration by conducting the written test, observing the behavior of the students and provides quick feedback to the learners. With the help of quick feedback, learners change their behavior and understanding. Teacher act as the coach here and it is an informal process.

2. Portfolio assessment: This assessment takes place occasionally over a long period of time. The project, written assignments, tests etc. are the tools of this assessment. In this assessment feedback to the learner is more formal and also provides opportunities for learners to re-demonstrate their understanding after the feedback has been understood and acted upon.

3. Summative assessment: This assessment can be done at the end of a year or term. Through this assessment, the teacher comes to know about the strength and weakness of curriculum and instruction. The result of this assessment may take time to return to parents or students. Here feedback is very limited and provides no opportunity to improve it. The result of this assessment is used to compare the performance of a student with the standard or with a group of students.

Distinction/Difference between Formative and Summative Evaluation

Formative Evaluation	Summative Evaluation
Conducting during the process of instruction	Conducting at the end of a lesson or chapter
Aim to evaluate the learning process	Aim to evaluate the final output of learning
Take place continuously in the course of instruction	Usually Takes place in regular intervals ie, weekly, monthly or yearly
Implementing through teacher observation, oral questioning etc.	Purpose is placement, certification etc. Implementing through tests, Exams etc.

Important paradigm in Assessment:

1. Assessment for learning: Assessment for learning focuses on where the learners are in learning, where they need to go and how best to get there. It occurs throughout the learning and sometimes it is also referred to as Formative Assessment.

2. Assessment of Learning: This assessment is also known as Summative Assessment. This assessment occurs when the teacher uses proofs of students learning for determining student's achievement against goals or standards at the end of term or year.

3. Assessment for learning: In this assessment, student assess their own performance and monitors their own learning and also uses the number of strategies to decide what they know and what they can do and how they use assessment for new learning.

SCHOOL-BASED ASSESSMENT:

It covers the scholastic areas based upon guidelines by the Board of Education. It focuses on continuously developing skill and competencies of the children, diagnosing the weakness and taking appropriate remedial measures. In this type of assessment, teachers have full authority on the class without external interference. It is the traditional system

which is used earlier and this system considers school Board exam as the important one and ignores actual capabilities of the learners. Nowadays Central Board of Secondary Education (CBSE) started using SBA in the form of Continuous Comprehensive Evaluation from 2010 onwards.

CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE):

CCE is a type of school-based assessment which covers both the aspects of child learning i.e., scholastic and co-scholastic areas. Co-Scholastic areas cover the development of psychomotor skills, attitudes etc. while scholastic related to the intellectual development of childlike curricular subjects, assignments, project works, tests etc. One of the main objectives of CCE is to improve the ongoing teaching-learning process by diagnosing learning gaps and through fair feedback. CCE introduced up to secondary level (class 10) by CBSE divided into two terms i.e. Formative Assessment and Summative Assessment.

Need of continuous assessment:

An increased sense of inclusiveness. Continuous assessment provides students with a constant stream of opportunities to prove their mastery of material and sends the message that everyone can succeed if given enough time and practice. This reduces the anxiety and finality around testing and heightens the emphasis on the learning itself.

Higher learning standards for all. In a system of continuous assessment, advanced students can progress through material at their own pace and remain engaged by pursuing more challenging work as they pass out of the basics. In this sense, the standards for such students stretch to help each student maximize potential.

Clarified purpose of assessment. The problem with administering assessments only once in a while is that the primary aim is to compare students while at the same time allowing them to “pass” to the next level. This produces a situation in which the purpose of assessment is muddled: the tendency is to let students level up (because, regardless of standards, everyone is generally expected to pass) although they may not truly grasp the material or have a very weak understanding of it.

Capacity to remediate weaknesses through strengths. When we, as Christensen suggests, begin measuring the length of time it takes to master a concept or skill and contrast the efficacy of different approaches, we are able to gather data about the learning process and put this knowledge to work for students: “Because learning will no longer be as variable, we can compare students not by what percentage of the material they have mastered, but by comparing how far they have moved through a body of material.”

Increased self-awareness for students who, through continuous assessment, come to understand their proficiencies and knowledge gaps. Time and again, we encounter

evidence that self-awareness — understanding of how one feels, thinks, and learns — is one of the most significant factors in professional and personal success.

Capacity to uncover interdisciplinary relationships between subject domains and concepts. Continuous assessment allows us to refine our understanding of the content that we are teaching students. We might discover that effective remediation in a subject requires attention to another subject or that the root of common misunderstandings within a subject is something altogether unexpected

NEEDS FORMATIVE ASSESSMENT:

Formative assessment with appropriate feedback is **the** most powerful moderator in the enhancement of achievement (Hattie & Timperley, 2007).

Formative assessment helps

- teachers identify the current state of learners' knowledge and skills;
- make changes in instruction so that students meet with success;
- create appropriate lessons, activities, and groupings; and inform students about their progress to help them set goals (Ainsworth & Viegut, 2006, p. 23).
- Teachers can use results of formative assessments to adjust their teaching strategies and match students with appropriate materials and learning conditions.

Information gained from formative assessment can help a teacher determine

- (1) how to group students,
- (2) whether students need alternative materials,
- (3) how much time to allocate to specific learning activities,
- (4) which concepts need to be re-taught to specific students, and
- (5) which students are ready to advance.

NEEDS OF DIAGNOSTICS ASSESSMENT:

Diagnostic assessment is an essential device in a teacher's "tool kit".

It can be used to diagnose strengths and areas of need in all students.

Diagnostic assessment involves the gathering and careful evaluation of detailed data using students' knowledge and skills in a given learning area.

The data assist teachers to plan for appropriate pedagogy and targeted learning to more effectively scaffold the learning needs of their students.

Consequently, diagnostic assessment is used 'for learning' where taking action to adjust teaching plays a significant role in improving learning outcomes for all students.



TYPES OF TEST

Achievement or Progress Tests

Achievement or progress tests measure the students' improvement in relation to their syllabus. These tests only contain items which the students have been taught in class. There are two types of progress tests: short-term and long-term.

Short-term progress tests check how well students have understood or learned material covered in specific units or chapters. They enable the teacher to decide if remedial or consolidation work is required.

Long-term progress tests are also called Course Tests because they check the learners' progress over the entire course. They enable the students to judge how well they have progressed. Administratively, they are often the sole basis of decisions to promote to a higher level.

Progress tests can also be structured as quizzes, rather than as tests. They can be answered by teams of students, rather than individuals. They can be formulated as presentations, posters, assignments, or research projects. Structuring progress tests in this way takes into account the multiple intelligences and differing learning styles of the students. Yet many students still expect a regular test as a part of normal learning.

Proficiency Tests

These tests check learner levels in relation to general standards. They provide a broad picture of knowledge and ability. In English language learning, examples are the TOEFL and IELTS exams, which are mandatory for foreign-language speakers seeking admission to English-speaking universities. In addition, the TOEIC (Test of English for International Communication) checks students' knowledge of Business English, as a prerequisite for employment.

Diagnostic Tests

These tests are used to diagnose how much you know and what you know. They can help a teacher know what needs to be reviewed or reinforced in class. They also enable the student to identify areas of weakness.

Prognostic test

A prognostic test expands the findings of an assessment with analysis of abilities and potentials with a further dimension: the future development of the concerned person, as well as the necessary conditions, timeframe and limits.

Finding the right person for an executive position needs a reliable comprehension of the personality as well as the possibilities and limits concerning the personal development. Even an experienced and keen observer of human nature may get deluded, even recognized and proven test procedures may be incomplete or leading to wrong results – and misjudgments can become expensive in substantial and immaterial ways.

Six Goals of the Prognostic Personality and Abilities Assessment

Analysis of existing abilities and interests, including the not (yet) known ones and the development to be expected.

- If needed, a comparison with job description and profile of requirements. → Basic conditions and needs for the development: how it can be enhanced and ensured.
- Period: how long the development will take until the defined goals can be reached.
- Limits of developmental possibilities, either referring to the defined goals (selection assessment), or generally, with a realistic time frame of 3 to 5 years.
- Quality assurance and sustainability: how the results can be monitored and ensured in the long term.

The prognostic assessment is suitable for all management levels including executive board and administrative council, but likewise for young people with the aim of a comprehensive potential analysis. Typically, the prognostic assessment is accomplished as an individual one day-assessment. The objectives are defined individually.

Placement Tests

These tests are used to place students in the appropriate class or level. For example, in language schools, placement tests are used to check a student's language level through grammar, vocabulary, reading comprehension, writing, and speaking questions. After establishing the students level, the student is placed in the appropriate class to suit his/her needs.

Objective Tests

Objective tests are those that have clear right or wrong answers. Multiple-choice tests fall into this group. Students have to select a pre-determined correct answer from three or four possibilities.

Subjective Tests

Subjective tests require the marker or examiner to make a subjective judgment regarding the marks deserved. Examples are essay questions and oral interviews. For such tests, it is especially important that both examiner and student are aware of the grading criteria in order to increase their validity.

PREPARATION OF AN ACHIEVEMENT TEST

Achievement Test

Any test designed to assess the achievement in any subject with regard to a set of predetermined objectives

Major steps involved in the construction of achievement test

- Planning of test
- Preparation of a design for the test
- Preparation of the blue print
- Writing of items
- Preparation of the scoring key and marking scheme
- Preparation of question-wise analysis

1. Planning of test

- Objective of the Test
- Determine the maximum time and maximum marks

2. Preparation of a design for the test

- Important factors to be considered in design for the test are:
- Weightage to objectives
- Weightage to content
- Weightage to form of questions
- Weightage to difficulty level.

Weightage to objectives

This indicates what objectives are to be tested and what weightage has to be given to each objectives.

Sl.No	Objectives	Marks	Percentage
1	Knowledge	9	36
2	Understanding	4	16
3	Application	6	24
6	Evaluation	6	24
Total		25	100

Weightage to content

- This indicates the various aspects of the content to be tested and the weightage to be given to these different aspects.

Sl.No	Content	Marks	Percentage
1	Sub topic - 1	15	60
2	Sub topic - 2	10	40
Total		25	100

Weightage to form of questions

This indicates the form of the questions to be included in the test and the weightage to be given for each form of questions.

Sl.No	Form of questions	No. of Questions	Marks	Percentage
1	Objective type	13	13	52
2	Short answer type	8	8	32
3	Essay type	1	4	16
Total		22	25	100

Weightage to difficulty level

This indicates the total mark and weightage to be given to different level of questions.

Sl.No	Form of questions	Marks	Percentage
1	Easy	5	20
2	Average	15	60
3	Difficult	5	20
Total		25	100

3. Preparation of the blue print

Blue print is a *three-dimensional chart* giving the placement of the *objectives, content* and *form of questions*.

Objectives Form of Qtn Content	Knowledge			Under- standing			Application			Skill			Grant Total
	O	SA	E	O	SA	E	O	SE	E	O	SA	E	
Sub Topic- 1	3 (3)	2 (4)		1 (2)			2 (4)	2 (1)				4 (1)	15
Sub Topic – 2	1 (2)			1 (2)				2 (1)			4 (2)	1 (3)	10
Total Marks	5	4	0	4	0	0	4	2	0	0	2	4	25
Grand Total	9			4			6			6			

Note: O – Objective Type, SA – Short Answer Type, E – Essay Type

The number outside the bracket indicates the marks and those inside indicates the number of questions.

4. Writing of items

- The paper setter write items according to the blue print.
- The difficulty level has to be considered while writing the items.
- It should also checked whether all the questions included can be answered within the time allotted.
- It is advisable to arrange the questions in the order of their difficulty level.
