

B9ED213DST

Pedagogy of English

SLM Based on Distance & Regular Mode Synchronized Syllabus

For

Bachelor of Education (B. Ed.)

(Second Semester)

Directorate of Distance Education

Maulana Azad National Urdu University

Hyderabad-32, Telangana-Bharat

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Course-Bachelor of Education

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Message

Maulana Azad National Urdu University (MANUU) was established in 1998 by the Act of Parliament of our beloved country. The four mandates of the university are (1) promotion of Urdu language, (2) accessibility and availability of professional and technical education in Urdu medium, (3) providing education through traditional and distance learning mode, and (4) a specific focus on women's education. These are the points that distinguish this central university from all other central universities and give it a unique feature. It has been emphasized even in the National Education Policy 2020 to achieve education in mother tongues and regional languages.

The very objective of promotion of knowledge through Urdu is meant to facilitate the accessibility of contemporary knowledge and disciplines to Urdu knowing community. For a long time, Urdu has remained devoid of scholarly materials. A cursory glance over a library or shelves of a book seller substantiates the fact that Urdu language is diminished to only a few "literary" genres. The same situation can be seen often in journals and newspapers. The writings available in Urdu take readers sometimes to the meandering paths, sometimes involve emotionally in political issues, sometimes illuminate religions on creedal background, and sometimes burdened our minds with complaints. Further, the Urdu reader/community is unaware of the today's most important areas of knowledge whether it is related to his own health and life or related to the financial and commercial systems, whether it is related to machines and gadgets around him or the issues related to his environment or vicinity. The unavailability of content related to the above domains of knowledge has created an atmosphere of apathy towards attaining knowledge that exhibits the lack of intellectual abilities in Urdu community. These are the challenges that Urdu University is confronted with. The scenario of Self Learning Materials (SLM) is also not very different. The unavailability of course books in Urdu at school level comes under discussion at the commencement of every academic year. Since the medium of instruction of Urdu University is only Urdu and it offers almost all the courses of important disciplines, the preparation of books of all these subjects in Urdu is the most important responsibility of the University. To achieve these objectives, the Urdu university was commenced in 1998 with Distance Learning.

I am immensely pleased that due to the hard work of the concerned faculties and full cooperation of the writers, the process of publications of books has begun on massive scales. For the students of Distance Learning, the process of preparing and publication of Self Learning Materials (SLM) has begun in a minimum possible time. The books of first Semester got published and sent to the students. The books of second Semester too will be sent to the students shortly. I believe that we will be able to meet the requirements of a large Urdu knowing community through our Self Learning Materials and will fulfill the mandate of this University, and justify our presence in this country.

With best wishes.

Prof. Syed Ainul Hasan
Vice Chancellor

Message

Distance mode of Education is globally accepted as a very useful and effective mode of education and a large number of population is getting benefitted with this mode of education. Keeping in view the educational situation of Urdu knowing population, MANUU has adopted the same from beginning of its establishment.

Maulana Azad National Urdu University began to function from 1998 with the Directorate of Distance Education and Translation Division. Regular mode of education commenced from 2004 and various departments were established which were followed by the appointments of faculty. Self-learning material was prepared through writing and translation with full support of competent authority.

For the past few years UGC-DEB kept emphasizing on synchronizing the syllabi of distance and regular mode to enhance the level of distance learning students. Accordingly, at Maulana Azad National Urdu University, the syllabi of distance and regular mode are synchronized by following the norms of UGC-DEB and Self Learning Materials are being prepared afresh for UG and PG courses containing 6 blocks - 24 units and 4 blocks - 16 units respectively.

Directorate of Distance Education runs fifteen courses consisting of UG, PG, B.Ed. (ODL), Diploma, and certificate courses. In a short span of time, courses based on technical skills will be started. A huge network of nine regional centers (Bengaluru, Bhopal, Darbhanga, Delhi, Kolkata, Mumbai, Patna, Ranchi, and Srinagar) and five sub-regional centers (Hyderabad, Lucknow, Jammu, Nuh, and Amravati) was established to facilitate the students. 155 Learner Support Center are running under these regional and sub-regional centers to provide educational and administrative support to the students. DDE also utilizes ICT for its educational and administrative activities.

The admissions in all programs are done only through online mode. The soft copies of Self Learning Material for students are made available on the website of Directorate of Distance Education. In near future, the links of audio and video recordings will also be made available on the website. In addition, SMS facilities are being provided to students to have better communication. The students are informed through SMS regarding various facets of programs such as course registration, assignment, counseling, exams, etc.

Directorate of Distance Education will not only play a vital role in bringing educationally and economically backward Urdu knowing population into the main stream but also in increasing the Gross Enrolment Ratio of the country.

Prof. Mohd. Razaullah Khan

Director, Directorate of Distance Education

INTRODUCTION TO THE COURSE

Dear Student Teacher,

Hope you are doing well.

The Pedagogy of English Part-2 is the continuation of an earlier course which you have studied in the first year. This Part Comprises Five Units.

Unit 1 discusses the concept of curriculum, principles of curriculum development, approaches of curriculum organization and characteristics of a good textbook.

Unit 2 deals with the importance of vocabulary, study and reference skills and describes some of the techniques to develop these skills that are essential for language learning.

Unit 3 sheds light on the importance of grammar and composition in learning the English language. It also describes various methods and techniques of teaching grammar and composition.

Unit 4 clarifies the difference between Test, Measurement, Assessment and Evaluation and describes the types and techniques of evaluation in detail.

Unit 5 explains some of the characteristics of a good English teacher. It describes different activities and platforms of professional development of teachers as well as shed lights on some innovative practices in teaching English.

Best wishes.

Prof. Najmus Saher

Programme Coordinator

Pedagogy of English

Unit 1: School Curriculum in English

Structure

1.1 Introduction

1.2 Objectives

1.3 Curriculum

1.3.1 Concept and Meaning of Curriculum

1.3.2 Principles of Curriculum Construction

1.4 Different Approaches to Curriculum Organization

1.4.1 Concentric Approach

1.4.2 Topical Approach

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1.4.4 Logical Approach

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1.6 Authentic Materials for ELT and Language Laboratory

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1.1 Introduction

Education means to bring out an expected behavioral change in a student. The Curriculum is the guiding force in bringing out that behavioral change through curricular and co-curricular activities. The Curriculum is the most significant part of any programme which acts as the constitution of a particular course. Therefore, any program needs to emphasize optimally in the making of its curriculum to get the desired outcome. In this unit, we will study the concept of curriculum, its principles, and approaches, qualities of a good English textbook and, authentic material for English language teaching.

1.2 Objectives

At the end of this unit, student teachers should be able to;

- Define the concept of Curriculum
- Explain the principles of curriculum construction
- Identify the different approaches to curriculum organization
- Differentiate different approaches to curriculum organization
- Describe characteristics of a good textbook
- Review the characteristics of an English textbook
- List out the authentic materials for teaching and learning the English language.

1.3 Curriculum

1.3.1 Concept and Meaning of Curriculum:

The word Curriculum has been derived from the Latin word “Curre” which means a pathway or a racecourse to be run on for achieving the goal or target. In this sense, the curriculum is a path or course of study or course of events to be undertaken by an educational institution to achieve educational goals. The curriculum has been understood differently by various scholars, but the core meaning lies within its broad coverage of activities through which larger aims are achieved. Let us try to understand some of the definitions mentioned in dictionaries and given by intellectuals.

- According to Merriam-Webster Dictionary, “Curriculum is a set of courses constituting an

area of specialization.”

- According to the Oxford Dictionary, “Curriculum is the subjects comprising a course of study in a school or college: course components of the school curriculum.”
- According to Cunningham “Curriculum is a tool in the hands of an artist
- (teacher) to mold his material (students) according to his ideas(objectives) in the studio (school)”.
- According to Hilda Taba “*Curriculum as containing a statement of the aims and of the specific objectives indicate the selection and organization of content, it either implies or manifests certain patterns of learning and teaching. Because the objective demands or because the content organization requires it includes a program of evaluation of the outcomes.*”
- Munroe says, “Curriculum embodies all the experiences which are utilized by the school to attain the aims of education”
- Crow and Crow state, “Curriculum includes all the learner's experiences in or outside school that is included in a program which has been devised to help him developmentally, emotionally, socially, spiritually and morally.”
- According to Bell (1971), “The offering of socially valued knowledge, skills, and attitudes made available to students through a variety of arrangements during the time they are at school, college, or university.”
- 2010 Indiana Department of Education defines curriculum as the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives.
- Taking into consideration the above description and definition of the curriculum, curriculum can be defined as a total of holistic experiences students receive, during a particular course of time in the institution, to complete a program and learn life skills.

Check Your Progress:

Explain the concept of curriculum in your own words?

1.3.2 Principles of Curriculum Construction

During planning for curriculum construction, some important principles and theories are to be borne in mind, such as, logical sequence, the difficulty level of the class or grade, interest of the learners, and plurality of experiences is essential. Let's try to understand some principles of curriculum construction;

1. **Variety of Experiences:** curriculum prepared for the students would be such that it should provide a variety of learning experiences to the students incorporating play, games, curricular activities, hand son experiences, field experiences to make learning a rich experience. The organization, sequencing, of the presentation must be appropriate. it should provide variety and avoid monotony.
2. **Learner and Learning centeredness:** Teacher centered approach of curriculum dominates the school curriculum. For a long time. Hence the curriculum shouldbe learner-centered, keeping the interests, abilities, aptitudes, mental and physical age of the learners. It should be based on their desires, aspirations to motivate and sustain the interest among them.
3. **Flexibility:** Flexibility in the curriculum construction is required to get the desired changes according to the changing needs, time, demands, etc., flexibility in the curriculum allows integrating new things accordingly. Besides, there is the individual difference among the learning level of the children. Keeping it in mind, the curriculum should be framed so that individuality and elasticity can be taken care of.
4. **The Utility of Leisure:** Leisure time has an important role to play in the overall development of students. The principle of the utility of leisure is therefore the obligation for the curriculum framer to ensure proper and adequate utilization of leisure time productively. Subjects like Socially Useful and Productive Work (SUPW), Work Experience, Work and Education, etc. are the best examples of the principle of the utility of leisure in the larger framework of curriculum construction.
5. **Interdisciplinary:** In the present time, education is not just about knowledge of one subject but more about how one subject is related to other subjects and vice-versa. The more students grow in higher studies, the more the dependence of interdisciplinary begins for the quest of the vast knowledge domain. Here, it is essential for the curriculum framers need to keep an interdisciplinary approach in mind to make the school curriculum relevant and futuristic towards higher education. In such a curriculum, the main subject is core and allied/related subjects are in the periphery with different activities and subject-based instruction.

6. **Contemporary:** Curriculum framers are, in most cases, senior academicians from the concerned discipline. The possibility of an old/classical perspective is more among such experts. It is important here to construct such a syllabus and curriculum which is of present-day use and contemporary in nature. For example, the grammar-translation method is still relevant in the majority of Indian schools but, the contemporary needs and popular approach are from communicative and post/mixed methods in English largely because of its current usage.
7. **Value-oriented:** Value-erosion in society, institutions, households, etc. is a commonly experienced cultural deprivation in the present time. The blind faith in westernization, influence of modernity, and disrespect of the past (including elders) are some of the thorny issues in the contemporary world including India. The prime responsibility to handle this issue is with the education sector, and further with the curricular planner. When values are no longer an inbuilt mechanism among the young population, it has to be integrated as a supplement largely through the school curriculum. The curriculum framer should keep the value orientation in the core of the mind while preparing it.
8. **Community and Extension:** The ultimate goal of education is to prepare a good citizen for the country, an individual with consciousness for the society and finally a professional/vocationally equipped population who can contribute to the economy. The curriculum planner should also keep in mind the benefit expected by the community and society, at large. The generation of knowledge and its dissemination till the last person of the society can be attached to the success of a curriculum.

National Curriculum Framework (2005) has suggested following five guiding principles for curriculum development for school education in India:

- a) Linking classroom knowledge to outside knowledge
- b) Emphasis on concept clarity rather than rote memory
- c) Enriching the curriculum so that the overall development of children is possible
- d) Flexible examination system based on CCE assessment methodology along with evaluation based on classroom experiences
- e) Taking care of politico-economy, democratic polity, and socio-cultural ethos of the country while transacting curriculum.

In the light of curriculum National Educational Policy, 2020, in its introduction, says *“The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner. Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time preparing them for gainful, fulfilling employment (NEP, 2020, pg.no.3).”*

NEP, 2020 is in the process of implementation. Government agencies are working on developing curriculum frameworks for school education, teacher education, etc. Therefore, a new national curriculum framework will come soon to give a new direction to school education in the country. In-service and prospective teachers are expected to keep an eye on recent developments in their field.

In this way, curriculum construction is a responsible task that needs a comprehensive outlook. The aforementioned principles, curriculum frameworks, and guidelines given by educational policies should be kept in mind while constructing any curriculum.

Check Your Progress:

What are the various principles of curriculum construction?

1.4 Different Approaches to Curriculum Organization

While preparing the curriculum the teacher should have knowledge of various approaches of curriculum organization to make it more effective and working. Let s try to understand what an approach is?

The approach is a way of dealing with something or a way of doing or thinking about something (learnersdictionary.com). Accordingly, The Curriculum approach is a way of dealing with curriculum, a way of developing, creating, designing, and thinking about curriculum.

Curriculum organization is done based on certain approaches keeping in mind the learners' needs, course duration, and suitability. Curriculum organization deals with the arrangement of curriculum materials, i.e., syllabus, textbook, aim, and objectives, academic standards, curricular and co-curricular activities, etc., to facilitate implementation. The systematic arrangements of the topics and activities are essential for curriculum organization. Some of these approaches are described as under;

1.4.1 Concentric Approach

A Concentric approach is a classical approach to curriculum organization. Concentric means having a common center but the radius goes on changing. In a concentric approach, the scope, depth, and difficulty level of subject matter are extended gradually and slowly like concentric cycles covering several years. It follows the maxim of simple to complex. It implies breaking up subject matter into different topics and sub-topics and allotted to different

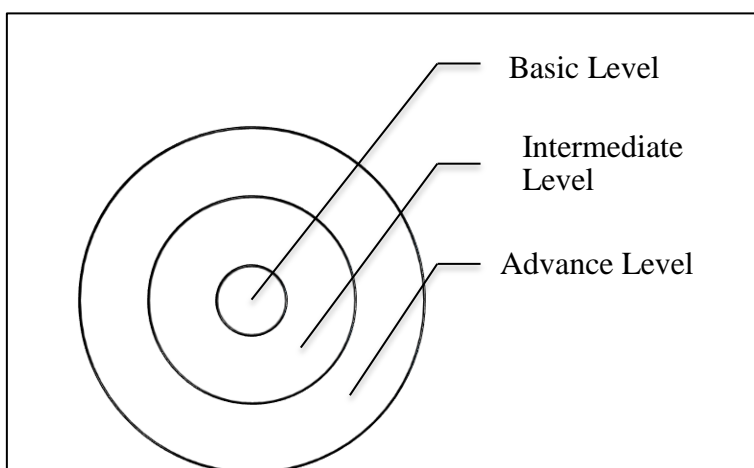


Figure no.1.1: Concentric Approach

classes or grades. The difficulty level also increases gradually from basic to advanced level of learning keeping the physical and mental maturity of students. This approach of curriculum organization is suitable for Indian students in various ways. It provides a framework for the course. It presents the subject matter from simple to complex. Hence, it is helpful in better understanding and permanent learning. It helps in the revision and connecting new knowledge with older ones. It requires capable teachers to implement it properly.

6.4.2 Topical Approach

This is an approach based on a thematic presentation of relevant contents and activities in the curriculum to provide complete knowledge about one particular topic. This approach has better coverage of one topic. In contrast to the concentric approach, the topical approach does not break up the topic; it keeps it unbreakable and advocates finishing the topic without leaving it half

done. One topic is finished before taking another. But, many experts of the English language have criticized it, largely due to the possibility of providing unwanted information and its extra time consumption.

6.4.3 Psychological Approach:

Psychology is the science of studying behavior whereas learning means a permanent behavior change. Hence, it becomes necessary to adopt psychological principles for bringing permanent change in students' behavior. In the Psychological approach of curriculum organization, content is organized according to psychological principles of learning, such as; the principle of child centeredness, the principle of maturity, the principle of activity, the principle of creativity, the principle of individual difference, principle of flexibility, principle of life orientation, principle of reinforcement, etc.

6.4.4 Logical Approach

In this approach, content is organized in a logical sequence. Content is arranged in a simple to complex format. Every chapter is linked with the next one. The Learning of every chapter helps and strengthens learning of another chapter. Concepts, structures, vocabulary, grammar are graded as per their difficulty level. Logic helps in maintaining links and sequence of topics for easy and meaningful learning of students (Vasu, 2011). Curriculum planners need to take care of the logical sequences of content before presenting it in the curriculum.

6.4.5 Learner-Centered Curriculum Approach

This approach considers 'learner' at the center of curriculum organization and takes learners' needs, age, abilities, and interests into account while arranging learning experiences that require direct and indirect involvement of learners. It is based on naturalistic and constructivist theories of learning in which the learner's role is more emphasized than teacher's role. This approach focuses on skill development for lifelong and independent learning. In this approach, the process of learning is more important than the product of learning.

Check your Progress:

What is the difference between the concentric and topical approach of curriculum organization?

1.5 Characteristics of a Good English Textbook

Hope you have understood the concept of curriculum, the principles of curriculum and various approaches involved in the construction of curriculum. Now let us try to observe the importance of a textbook and characteristics of a good English textbook.

A Textbook is an important tool for a language teacher. It serves as a guide to teachers and students. It gives meaning and purpose to the teaching-learning process. It helps in arranging learning experiences in psychological and logical order. Some of the characteristics of a good English textbook can be summarized as under;

□ ***Adequate Subject Matter:***

An English textbook should have adequate subject matter, such as; prose, poetry, stories, biographies, grammar, structures and vocabulary as per the psychological and language requirements of a specific age group of learners.

□ ***Structures and Vocabulary:***

An English textbook should have systematic, graded, and well-structured vocabulary and structures, to enable learners to grasp them easily and gradually.

□ ***Objective Oriented:***

An English textbook should mention learning objectives and academic standards. These objectives and academic standards help teachers to select the appropriate methodology for teaching.

□ ***Activity Oriented:***

Language learning is an activity-oriented task. An English textbook should contain different types of individuals, peer, and group activities not only to develop language skills but also to promote individual, collaborative and cooperative learning among students.

□ ***Skill Based:***

The main objective of the English textbook is developing fourfold skills of language learning, i.e., listening-speaking-reading-writing (LSRW). It should give equal importance to the development of each of these skills.

□ ***Game- Based:***

Students love to play games. Games reduce pressure whereas anxiety increases enthusiasm and

involvement. Game-based learning is an innovative pedagogy that infuses elements of games with learning and makes it more interesting and joyful for learners. Hence, English textbooks should have game-based activities to improve specific skills of language learning, such as; spelling games, vocabulary games, word riddles, word jumbles, etc.

□ ***Relevant Content:***

One area of study can be put in multiple ways for a different level of learners. It is essential, therefore, to keep the relevance of a particular book alive with the contemporary needs and requirements of society.

□ ***Pictorial/Graphical illustration:***

It is important to have printed pictures and graphs in color/black & white according to the requirement of a particular age. It helps get the attraction of the learners especially during the early period of schooling.

□ ***Exercises and Activities:***

Exercises and activities are essential supplements for a book and its contents to ensure learning at the end of every chapter/unit.

□ ***Reading Supplements:***

This is a standard practice to provide supplementary reading materials to the learners along with the main subject book to facilitate better learning and understanding.

□ ***Workbook Supplements:***

Workbooks provide various exercises to students on every topic of the textbook and help them in achieving the expected outcomes of the textbook. An English textbook should provide a workbook supplement.

□ ***Handbook Supplements:***

The Teacher's handbook guides teachers to facilitate students to achieve the expected learning outcomes. Teacher's Handbook sheds light on how to teach every chapter and how to organize activities inside and outside the classroom. It is very useful for teachers. Therefore, handbook supplement improves the quality of instruction.

□ ***Bias free:***

India has a multi-culture, multilingual, multi-ethnic, and multi-religious society. We have founded Unity in Diversity through various constitutional majors. To keep the socio-cultural ethos in mind, it is essential to have bias free language in an English textbook.

□ **External Aspects:**

Finally, a book with good and attractive Desk-Top Publishing is core to the selling of the book as well as learning for students, especially during the early age of schooling. It should be free from print mistakes. Font and size of letters should be legible and easy to read. The book should be durable in terms of its paper, cover and back page. It should be handy and reasonably priced.

A teacher should make appropriate use of textbooks and try to make his/her teaching more lively and joyful with his/her efforts. M.K. Gandhi, the father of our country, said, *“I have always felt that the true textbook for the pupil is his teacher.”*

Activity 1.1:

Write a critical note on any English textbook keeping characteristics of a good English textbook in view.

1.6 Authentic Materials for ELT and Language Laboratory

After knowing the qualities of good English textbook let us know the authentic materials for English language teaching with special reference to language laboratory. The Language laboratory is a laboratory to learn a foreign language with the help of audiovisual materials which are specially meant for it. There will be sound booths along with the teacher console and booths for the student console. Content of a particular class will be available on the computer to access and learn the new language very easily after listening to various learning audios, quizzes, videos.

Authentic materials in the English language are real-life communications regarding speaking, writing, audio, video, etc. Authentic materials are the main ingredients of any textbook which play an important role in extending content knowledge. In other words, all the primary language materials and the language materials which are not rehearsed, pre-practice or artificial are considered as authentic materials. Examples of authentic materials can be given as under;

□ **Authentic Listening Materials**

Live speaking materials in terms of recording from primary sources, lectures and speeches, TV/Internet, social media, etc. can be considered, authentic listening materials.

□ **Authentic Reading Materials**

All the written texts with original/primary sources for target language users can be considered as authentic reading materials. Besides, in daily life, we experience the menu of restaurants, newspapers, magazines, sign-boards, brochures, etc.

□ **Authentic Materials for Language Laboratory**

Language laboratory materials are available with different sources such as; audio – video cassettes, CDs, DVDs, language learning software, language learning apps, Dictionaries, thesaurus, etc.

□ **Well Reputed Publication Houses:**

Oxford University Press with Digital Dictionaries, Encyclopedias, etc.

□ **Well Reputed Institutions:**

British Council, The EFLU electronic resource for English language-skills

□ **Online Resources**

MOOCs, websites, YouTube channels, Teacher's portals, online dictionaries & thesaurus, mobile apps, open resources, etc.

Activity 1.2

Make a list of authentic materials for learning English, you see in your daily life.

1.7 Summary

The Curriculum is the total of holistic experiences students receive during a particular course of time in the institution to complete a programmed and learn life skills. The Curriculum organization is a very serious and responsible task. There are some principles of curriculum construction, such as; Variety of Experiences, Learner and learning centeredness, Utility of leisure, Flexibility, Interdisciplinary, Contemporary, Value Orientation, Community orientation, etc.

Curriculum approach is a way of dealing with curriculum, a way of developing, creating, designing, and thinking about curriculum. Concentric approach, topical approach, psychological approach, logical approach, learner-centered curriculum approach is some of the important approaches of content organization.

Textbooks play an important role in the teaching-learning process. It is an important tool in the hands of a teacher. A good English textbook has certain characteristics, such as; adequate subject matter, proper use of structures and vocabulary, objective & activity orientation, skill & game-based, supplemented with workbook & handbook, bias-free and attractive external aspects. A teacher should make appropriate use of textbooks and try to make his/her teaching more lively and joyful with his/her efforts. M.K. Gandhi, the father of our country, said, “I have always felt that the true textbook for the pupil is his teacher.

1.8 Glossary

| | |
|-----------------------------|--|
| Curriculum | It is a tool in the hands of an artist (here, teacher) to mold his/her material (here, students) in the studio (here, school). |
| Approach | The Approach is a way of dealing with something or a way of doing or thinking about something (learnersdictionary.com). |
| Concentric Approach | In the concentric approach, the scope, depth and difficulty level of subject matter is extended gradually and slowly like concentric cycles and spread over a number of years. |
| Topical Approach | The Topical approach is based on the thematic presentation of relevant contents and activities in the curriculum to provide complete knowledge about one particular topic. |
| Psychological Approach | In the Psychological approach of curriculum organization, content is organized according to psychological principles of learning, such as; the principle of child- centeredness, the principle of maturity, etc. |
| Logical Approach | In the Logical approach of curriculum organization, content is organized in a logical sequence. |
| Learner Centered Curriculum | This approach considers ‘learner’ at the center of curriculum organization and takes learners’ needs, age, growth, abilities and interests into account while arranging learning experiences that require direct and indirect involvement of |

| | |
|---------------------|--|
| Approach | learners. |
| Syllabus | A set of related contents are largely part of a subject curriculum to be completed in a specified timeframe. |
| Textbook | Printed text with adequate coverage of contents based on a particular subject-syllabus. |
| Authentic Materials | A valid and verified content based on a particular curriculum/syllabus which may be in printed, audio or video format. |

1.9 Unit End Exercises

Multiple Choice Questions

Choose the correct option.

- Curriculum has been derived from a _____ word.
 - Latin
 - French
 - Greek
 - Celtic
- The word, 'Curren' means _____.
 - a racecourse
 - a method
 - syllabus
 - textbook
- _____ mentioned curriculum as a tool in the hands of the artist.
 - Hilda Taba
 - Cunningham
 - Munroe
 - Crow & Crow
- Curriculum helps to achieve _____.
 - Job
 - Values
 - Objectives
 - Education
- _____ approach is a classical approach to curriculum organization.
 - Topical
 - Concentric
 - Spiral
 - Logical

Short Answer Type Questions

- What do you understand by Curriculum? Explain in your own words.
- List out the effectiveness of language laboratories in English language learning.
- What are the principles of curriculum construction? Define any two.
- Write a short note on authentic materials for English language teaching.
- What are the characteristics of a good English textbook?

Long Answer Type Questions

- What are the different approaches to curriculum organization in the English language? Describe in detail.

2. Examine any secondary English textbook concerning different principles of curriculum construction.

1.10 Reference / Suggested Readings:

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25. NCF 2005

Unit 2: Teaching of Vocabulary, Study and Reference Skills

Structure

2.1 Introduction

2.2 Objectives

2.3 Teaching of Vocabulary

- 2.3.1 Objectives of Teaching Vocabulary
- 2.3.2 Types of Vocabulary
- 2.3.3 Techniques of Teaching Vocabulary
- 2.3.4 Selection and Gradation of Vocabulary
- 2.3.5 Vocabulary Games and Activities

2.4 Techniques of Teaching Study Skills

- 2.4.1 Note - making
- 2.4.2 Note - taking
- 2.4.3 Mind mapping
- 2.4.4 Brainstorming

2.5 Techniques of Teaching Reference Skills

- 2.5.1 Dictionary
- 2.5.2 Thesaurus
- 2.5.3 Encyclopedia
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2.6 Summary

2.7 Glossary

2.8 Unit End Exercises

2.9 References / Suggested Readings

2.1 Introduction

Teaching of Vocabulary, Grammar and Composition are very fundamental things in English language teaching. It will be difficult to teach English language in a formal setting of education without grammar, vocabulary and composition. Vocabulary is a basic thing for expressing ideas or understanding others' ideas and feelings. Wilkins (1972) wrote that; *"Without grammar very little can be conveyed, without vocabulary nothing can be conveyed (Clouston, 2012)."*

Buckminster Fuller, An American futurist, published a book called, 'Critical Path' in 1982. He created a 'knowledge doubling curve' and observed that till the nineteenth century, there was doubling of knowledge in every century. After the Second World War, knowledge doubled in 25 years. Now a days, according to (Schilling, 2013) knowledge is doubling in 13 months. Recent advancements in the internet and social media may reduce the knowledge doubling time to 12 hours. Knowledge is rapidly increasing, doubling and exploding. Whatever we study at the beginning of a two-year course, is likely to become irrelevant by the end of the course. If our students want to keep themselves relevant and updated in their fields, they have to continuously study and update their knowledge; otherwise, they will become outdated, irrelevant, useless and jobless in the modern world. There is no end to studying in the modern world (Hari prasad& Prakasam, 2009). Therefore, it is essential to impart study skills among students of schools, colleges and universities so as to make them lifelong learners.

Patty Murray, an American politician says, *"Good education means learning to read, write and most importantly learning how to learn so that you can be whatever you want to be when you grow up."* The role of teacher as well as learner has drastically changed due to technological advancement in the 21st century and subsequent knowledge explosion. Information and communication technology has changed the definition and roles of almost every aspect of education. Today, an educated person is expected to know where to locate and how to assess the located information (Kauffman, 2010). Hence, it is the need of the hour to impart reference skills among students to locate the authentic information from authentic sources.

Hence, teaching of vocabulary, study skills and reference skills are very important in English language teaching. In this unit, we will discuss different aspects of teaching vocabulary, study skills and reference skills.

2.2 Objectives

At the end of this Unit, student teacher should be able to;

- Describe the importance of teaching vocabulary, study and reference skills
- Differentiate between active and passive vocabulary
- Explain the selection and gradation of vocabulary
- Use different techniques of teaching vocabulary
- Define study skills
- List various types of study skills
- Describe various types of dictionaries, thesaurus, encyclopedia and bibliography
- Use reference materials like; dictionaries, thesaurus, encyclopedia and bibliography

2.2 Teaching of Vocabulary

It is important to understand here that even without grammar we can manage to communicate with some useful words and expressions but without vocabulary it is very difficult to communicate verbally. Lewis (1993) says that *vocabulary can be described as the heart of language* (Clouston, 2012). Vocabulary enables students to communicate well in English. To speak in a clearer and more effective manner we need English vocabulary. It is the active vocabulary of a person that decides how effectively he can speak in English language. The vocabulary helps to select proper words, phrases, idioms and frame sentences so that other people can understand what you exactly want to express either in written or oral form.

Vocabulary is an important step in language learning and we can make English classroom more interactive and interesting with various kinds of vocabulary exercises (Hadi, 2017). John Drinkwater, a famous linguist says, “Words are the bricks on which poetry and literature of the world has been built.”

The English language has a rich vocabulary of more than five lakh words. It is a very flexible language which borrowed a number of words from other languages, such as bazaar, bangle, cheetah, chutney, guru, jungle, khaki, loot, saree, etc. We can enumerate thousands of English words that are basically from different languages. This is the beauty of this language. It didn't hesitate to adopt the words from other languages.

2.2.1 Objectives of Teaching Vocabulary

Objectives of Teaching Vocabulary can be mentioned as under:

- a. To enable students to understand spelling and pronunciation of English words.
- b. To acquaint students with meanings and usages of English words.
- c. To enable students to understand different types of words; such as content words, structure words, homonyms, synonyms, antonyms and acronyms.
- d. To enable students to know the meanings and usages of English phrases, idioms and proverbs.
- e. To enable students to use appropriate words, phrases and idioms at appropriate places in written and oral communication.
- f. To develop the dictionary skills of students.
- g. To develop students, reading comprehension.
- h. To enhance students' listening skills.
- i. To develop the students' speaking and writing skills.

2.2.2 Types of Vocabulary

Vocabulary is classified in different ways. According to command over vocabulary, there are two types; active and passive vocabulary. Let's try to understand, what is active and passive vocabulary?

a. Active vocabulary:

Active vocabulary is the vocabulary over which an individual has complete command and mastery and he/she uses it in his/her or her speech or writing. Active Vocabulary is also called as working vocabulary. It varies from individual to individual. Active vocabulary is always smaller than our passive vocabulary. Active vocabulary comprises words that we use in our day to day oral and written communication.

b. Passive vocabulary:

The vocabulary that a person has no command or s/he never uses it but s/he can draw out meaning out of it, though partially or vaguely is passive vocabulary and this is always larger than active vocabulary. We know a number of words but we never use them in our speech, such words comprise passive vocabulary.

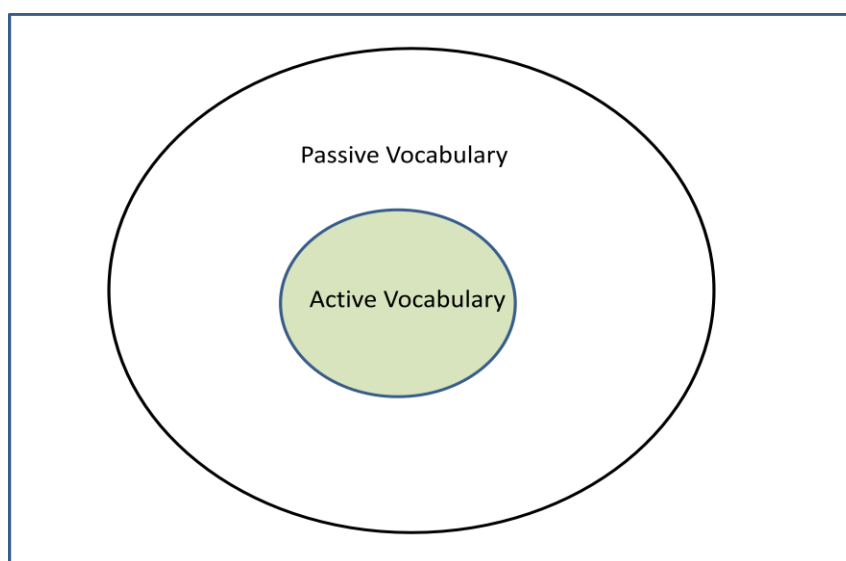


Figure 2.1: Active and Passive Vocabulary

According to skills, types of vocabulary can be summarized as under;

| | |
|------------------------------------|--|
| <i>Listening Vocabulary</i> | Listening Vocabulary refers to the vocabulary an individual can understand while listening. Context of matter and tone of voice helps in making meaning out of a speech. |
| <i>Speaking Vocabulary</i> | Speaking vocabulary means a person's vocabulary s/he uses in his/her speech. |
| <i>Reading Vocabulary</i> | All the words that a person can identify while reading is called Reading Vocabulary and it is also the largest vocabulary. |
| <i>Writing Vocabulary</i> | All the words a person uses in various forms of writing from formal essays to Facebook or Twitter posts is a person's writing vocabulary. |

2.2.3 Techniques of Teaching Vocabulary

Now we know what active vocabulary is and what is passive vocabulary? But it is the job of a teacher to develop students' active and passive vocabulary. Here, teachers need to play their role. There are many techniques of teaching vocabulary. These techniques should be used in the teaching-learning process. Let's look at some of the techniques of teaching vocabulary (Mowla, Rao & Sarojini, 2012);

i. Mother tongue Association:

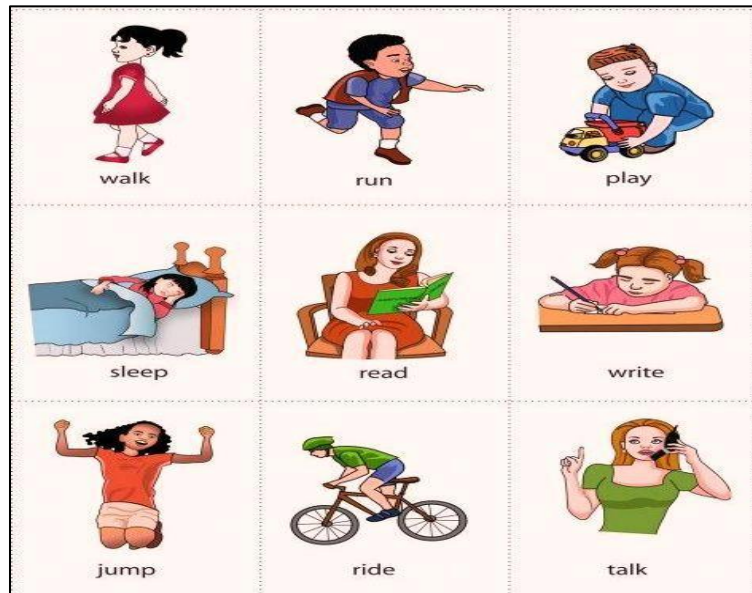
This is a common and mostly used technique of teaching English vocabulary. Teacher just says the mother tongue equivalent to the English words. For example; 'Book' means 'Kitab' in Urdu, 'Pustak' in Marathi & 'Pustakam' in Telugu. See more examples in the following image:

| Occupations and tools | |
|-----------------------|--------------------|
| Word Meaning | |
| Fish-monger | مچھلیاں بیچنے والا |
| Hair-dresser | ٹانکی |
| Dyer | رنگ کرنے والا |
| Broker | دلال |
| Grocer | پنساری |
| Green-grocer | سبزی فروش |
| Astrologer | نجومی |
| Copyist | نقل نویس |
| Confectioner | حلوائی |
| Potter | کھار |

Figure 2.2: Mother Tongue Association (www.learnenglishlanguages.com)

ii. Action Association:

In this technique, the teacher associates an action to teach any word. It is generally used to explain different verbs or action words. For example; Teacher walks in the class and says, 'I am walking' and asks, 'What is the meaning of the word 'walk'? See the following image;



Figure

.3: Action Association (www.kid-pages.com)

iii. Picture/Photo/Poster Association:

Here the teacher can show a picture, photo or poster to elicit the meaning of any word. For example; teacher shows the picture of 'Lamp' and asks the student the mother equivalent of the word 'Lamp'.

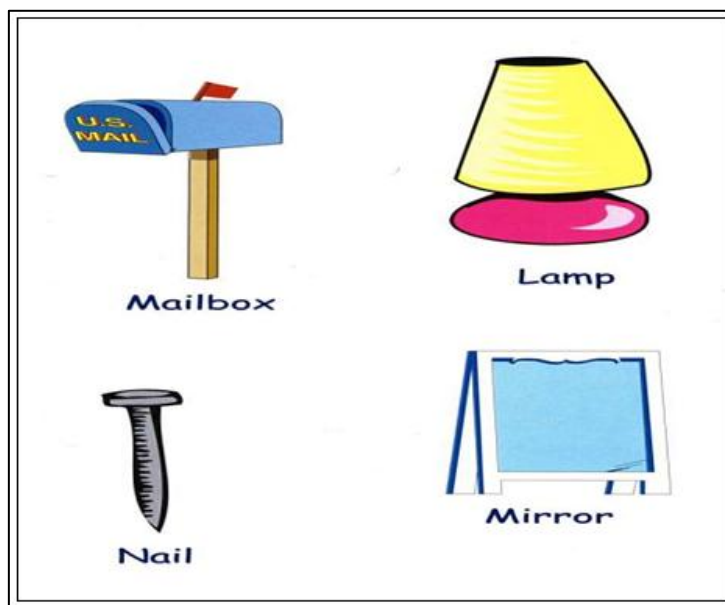


Figure 2.4: Picture/Photo/Poster Association (www.pinterest.com)

iv. Material Association:

In this technique, the teacher shows real materials to explain words for which it represents. For example; Teacher can show 'chair', 'board', etc. See the following images;

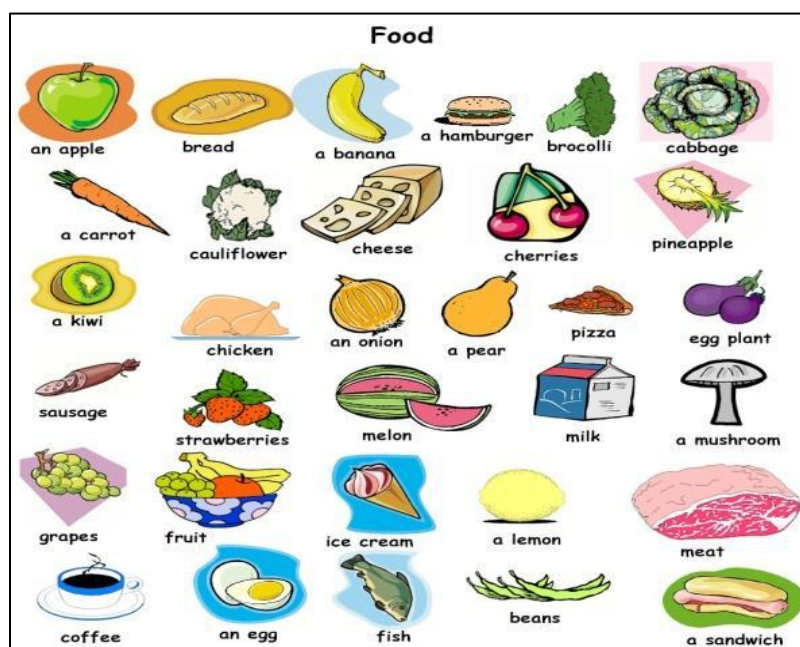


Figure 2.5: Material Association (www.colegionarval.org)

v. **Word Association:**

There are sub techniques of word association like synonym association, acronym association, homonym association, etc. Teachers can explain the meaning of words by associating it with synonyms, antonyms, homonyms, etc.

| <u>Homonyms</u> | <u>Synonyms</u> | <u>Antonyms</u> |
|--|----------------------------------|----------------------------------|
| Words that sound alike but have different spellings and meaning. | Words that have similar meaning. | Words that have opposite meaning |
| ate—eight | above—over | asleep—awake |
| be—bee | below—under | bad—good |
| cell—sell | cry—weep | close—open |
| flour—flower | fix—repair | false—true |
| knight—night | hard—difficult | happy—sad |
| one—won | home—house | left—right |
| sea—see | late—tardy | more—less |
| there—their | road—street | over—under |
| would—wood | small—little | sour—sweet |

Figure 2.6: Word Association (www.englishlearnsite.com)

vi. **Definition Association:**

Some words can be taught by giving their definitions. For instance; a pilot is a person who flies an airplane.

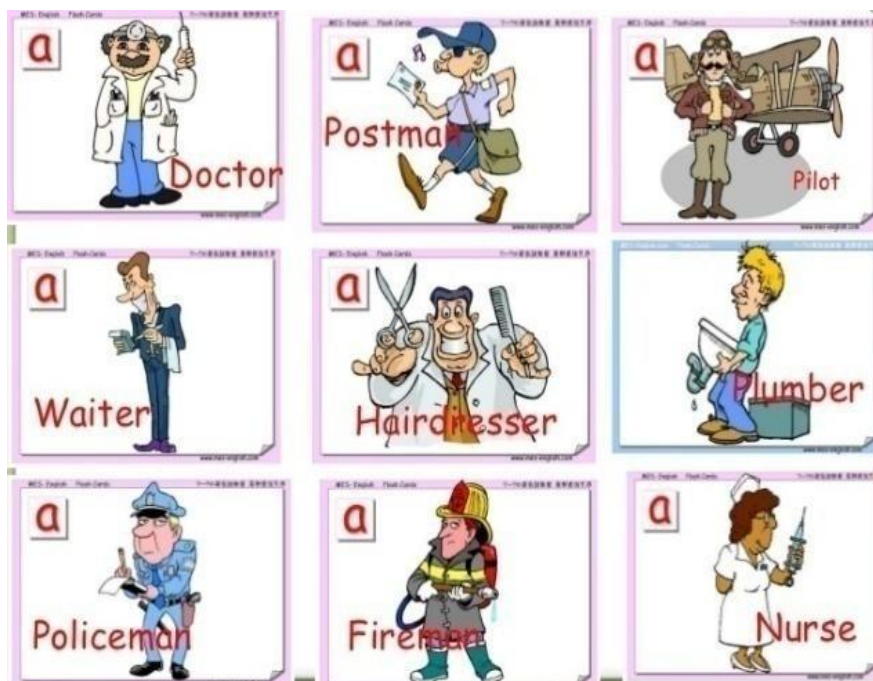


Figure 2.7: Definition Association (www.slideshare.net)

vii. Use of Dictionary:

Here, the teacher asks students to see the meaning of a particular word in a dictionary. There are many types of dictionaries like English-to-English Dictionary, Bilingual dictionary, Trilingual dictionary, Picture Dictionary, Online dictionary, dictionary mobile apps, etc. Teachers should enable students to refer to all these types of dictionaries.

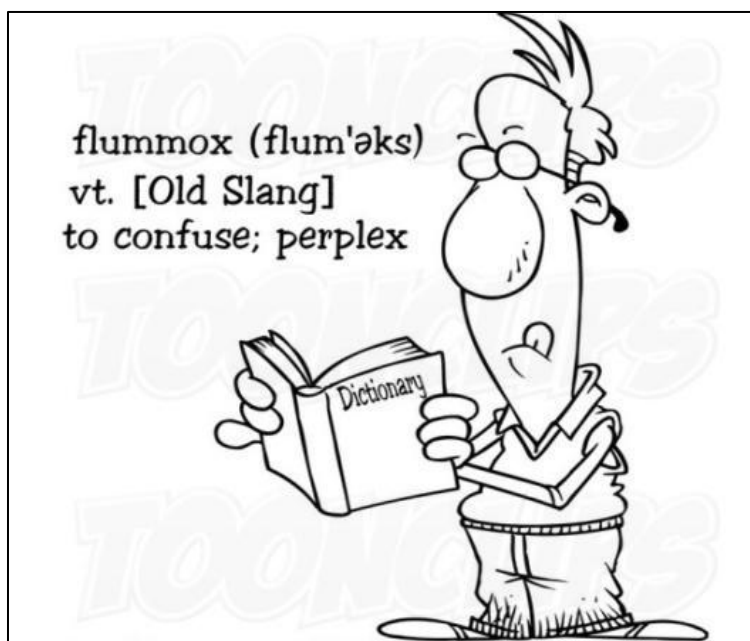


Figure 2.8: Use of Dictionary (www.vecto.rs)

Blackboard sketches:

Teachers can also draw sketches on black boards to introduce new words. Teachers should always use 'new words' instead of 'difficult words' while teaching vocabulary, because the word 'difficult' has a negative impact on the minds of students. Students can also be involved in developing blackboard sketches of different words (Rao, 2011).



Figure 2.9: Blackboard sketches (www.colourbox.com)

Activity 2.1:

Choose any lesson from an English Textbook, List out new words and techniques by which you will introduce those words in the class.

| Topic of the Lesson: | |
|----------------------|----------------------------------|
| Words | Technique of Teaching Vocabulary |
| | |
| | |
| | |

2.2.4 Selection and Gradation of Vocabulary

At present the textbooks of all classes are graded right from standard I to standard X and the content of the textbooks are also selected and graded. There are certain principles of selecting and grading vocabulary. Let's see what are these principles of selecting and grading vocabulary?

- **Frequency:** Frequently used words should be acquired first.
- **Structural words:** Structural words help in framing sentences. They link content words. Therefore, structural words should be taught early to speed up the process of language learning.
- **Productivity:** A word is considered to be productive, when it helps in making more words. For ex: strong, stronger and strongest. Such words should also be given priority.
- **Teachability:** Words which are easily teachable, should be given priority.
- **Simplicity:** Words which are simple in their spelling, pronunciation and meaning should be given priority on difficult words.

So, the above principles should be borne in mind while selecting and grading vocabulary (Mowla, Rao&Sarojini, 2012).

Check Your Progress

What are the principles of selection and gradation of vocabulary?

2.2.5 Vocabulary Games & Activities:

Activity 2.2

Access the book, “**Cambridge English vocabulary games and activities**” from following URL - <http://www.cambridgeenglish.org/images/vocabulary-games-and-activities.pdf>) and do the following activities;

1. Read the above book on Vocabulary games and activities.
2. List out the Games and Activities mentioned in the book.
3. What Games and Activities you will organize to teach vocabulary to 8th Std. students of your class? Write in detail.



Scan QR code to access the book.

2.4 Techniques of Teaching Study Skill

According to Wikipedia (2018), “*Study skills are an array of skills which tackle the process of organizing and taking in new information, retaining information, or dealing with assessments. More broadly, any skill which boosts a person's ability to study, retain and recall information which assists in passing exams can be termed a study skill.*” Study skills are a set of skills that help you study and learn, gather, store and retrieve new information, things and skills. There are three major types of study skills;

- (i) **Gathering Skills:** Gathering skills enable learners to gather relevant information in less time. There are two sub skills of gathering skill;
 - a. **Locating information:** Learner tries to locate the desired information through encyclopedias, thesaurus, dictionaries, search engines, websites, social networking sites, library catalogues, etc.
 - b. **Comprehending information:** Learner tries to comprehend information through mastering the skills of reading, and sub-skills of reading like; scanning and skimming.
- (ii) **Storage Skills:** Storage skills store information for ready reference and retrieval. As students cannot remember or memorize any lecture or prose as it is, they try to store

information in their notebooks to use later. Storing skills have two sub skills;

- a. **Note-making:** It means making notes while reading books, journals, letters or any other written material.
- b. **Note-taking:** It means writing notes while listening to lectures, speeches, commentaries.

- (iii) **Retrieval Skills:** In the limited time of examinations students try to write all the answers in a systematic, brief and comprehensive manner. Here retrieval skills come in to help students. Retrieval skills such as reading, writing, comprehension, analysis, synthesis, judgment, critical thinking and observations, clarity and brevity, etc. are necessary for writing summaries of articles, chapters, books, reports, speeches, research studies, theses or any other written document.

Students study in their own ways. Every student chooses his or her own method of studying as per his or her needs. A student may be comfortable with one technique whereas another may feel uncomfortable with that technique. Teachers should address the needs of different types of students in the class and develop their study skills. Let's try and understand some of the study skills in this sub-unit.

2.2.6 Note -making

Note-making is a key academic skill. It helps create notes. Notes are nothing but a comprehensible record of information or content that helps prepare for examinations, seminars, presentations, lectures or assignments. Note-making involves reading various types of written material and making notes out of it. The main purpose of note-making is to record writer's important ideas, to prepare for examinations, interviews or lectures and to create our own knowledge and perception regarding any issue, idea, topic or content. It is a very essential study skill. Let's know the advantages of note-making. Note-making skills help learners (Rao, et.al, 2012);

- To save a large content in a brief and comprehensive form
- To organize the ideas in a systematic and logical order
- To provide a quick overlook of the content before one goes to face the examination or deliver a lecture on the given topic

- To have an essence of thoughts presented in the content
- To revise the given content
- To facilitate easy recapitulation of the content
- To reconstruct the content in different modes of presentation
- To develop the skills of comprehension, analysis, synthesis and presentation

2.2.6.1 Ways or Types of making notes

There are different ways or types of making notes. It depends on the learner's learning and memorizing habits. Some remember better when they develop the mind map of a concept whereas others prefer to make a summary of it. Let's see what the different ways of making notes are:

(i) Annotation:

Annotation means an act of adding notes on a printed material, such as; books, modules, textbooks, articles, etc. While annotating, learner writes in the margins, underline facts through highlighters or color pens/pencils, highlight the main points, etc. It helps remember the main points. But it is advisable only when the printed material or book is your own. Annotation should not be practiced with books of school or college libraries or any other printed material which is a public property or others property.

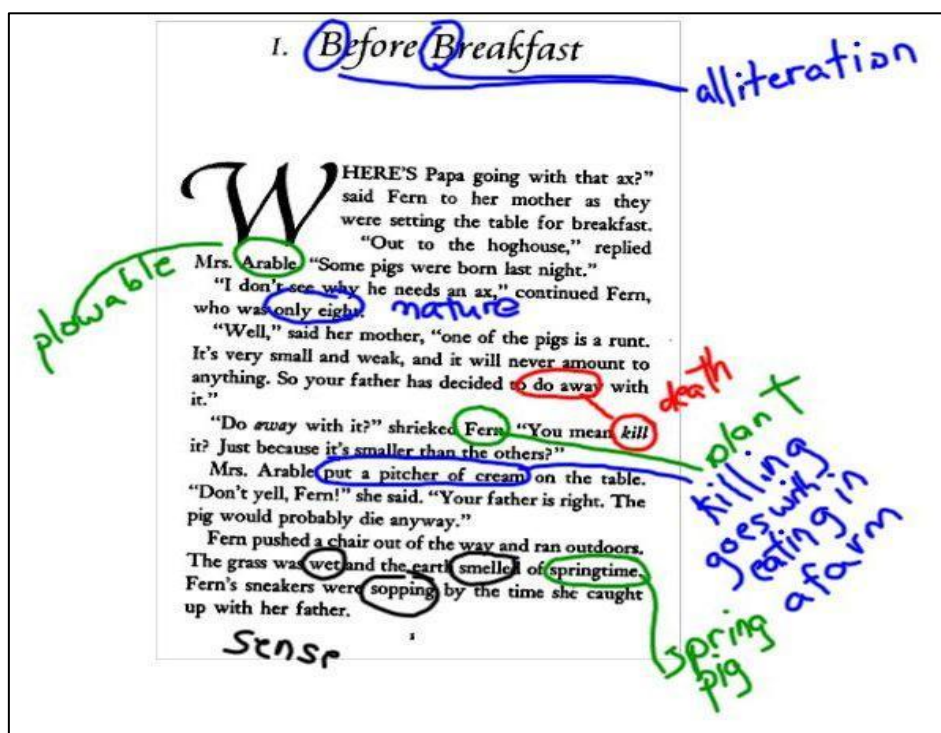


Figure 7.9: Annotation (www.medinger.wordpress.com)

(ii) **Outline notes:**

In outline notes, the learner develops an outline of the text or content. This outline contains a sequence of keywords, phrases, heading and subheadings. Look at the following picture;

| Outline Format | |
|---|--|
| Green Energy | |
| 3 sources: solar, wind, geothermal | |
| - Solar | <ul style="list-style-type: none">- Pros: renewable source of energy- Cons: high cost of solar panels |
| - Wind | <ul style="list-style-type: none">- Pros: lessens dependency on fossil fuels- Cons: noise complaints |
| - Geothermal | <ul style="list-style-type: none">- Pros: clean, no emissions- Cons: need large piece of land for underground pipes |

Figure 2.10: Outline notes (Bought, 2013)

(iii) **Column notes or Cornell Method notes:**

In Column notes, learners develop a column where keywords are written in one column and their brief description is written in front of the keywords in another column. Cornell Method notes are similar to column notes. In Cornell Method, students make two columns; one is the recall column and second is notes column. Notes are written in the notes column whereas their keywords are written in the recall column. Look at the following picture;

| American History: Three Branches of Government | |
|---|---|
| Legislative | Makes Laws Congress: <i>House of Representatives:</i> # Based on Population two year term of office <i>Senate:</i> two per state six year term of office |
| Executive | Enforces Laws <i>President</i> <i>Vice President</i> <i>Cabinet</i> |
| Judicial | Interprets Laws <i>Supreme Court</i> <i>Circuit Court</i> <i>District Court</i> |

Figure 7.11: Outline notes (Bought, 2013)

iv) Summary notes:

Summary notes are brief descriptions of the information written in paragraph form, using our own words. They contain the theme and main message of a large content. Look at the following picture;

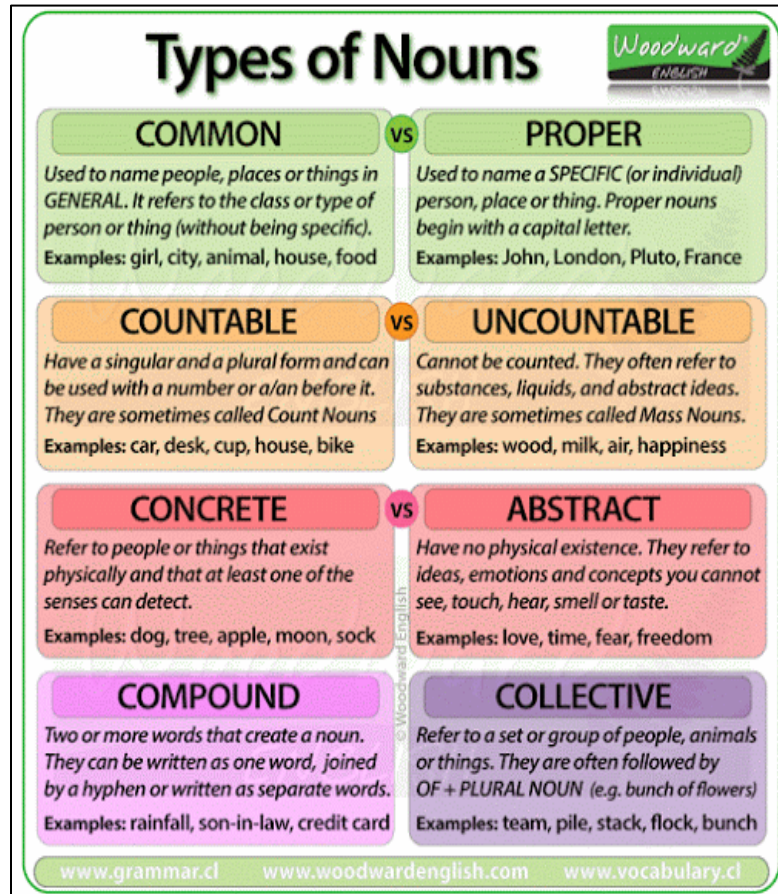


Figure 2.12: Summary notes (www.woodwardenglish.com)

2.2.6.2 Process of Note-making:

Follow the following process while making notes (Rao, et.al, 2012);

- Read the whole text, at least twice
- Decide the title for the text
- Reduce the text into an outline retaining all the salient points
- Structure the whole text by dividing it into main and sub-points on the basis of the title given to the text
- Prepare a note in such a manner that it should give scope for the writer/reader to reconstruct the original passage at a later date.
- Maintain logical sequence of ideas given in the text

2.4.1.3 Characteristics:

Remember the following characteristics of note-making skills (Rao, et.al, 2012);

- a. Include necessary and important points.
- b. Ignore irrelevant information
- c. Summarize the content briefly
- d. Use short forms, symbols, mind maps, flow charts, etc.
- e. Provide the gist of entire content
- f. Help recapitulate the entire content whenever needed
- g. Help the reader quickly understand the content
- h. Leave spaces for additional changes

2.2.7 Note – taking:

In the previous topic, ‘note-making’ we have seen how to make notes while reading. Another important study skill is Note-taking. Note-taking involves listening carefully to a lecture/speech or oral information and taking down notes. Note-taking plays an important role in classrooms, seminars, conferences, workshops, symposiums and official meetings.

We can read the text as many times as we want, but we cannot listen to the lecture or speech again and again unless it is recorded. Therefore, note-taking needs careful listening and actively noting down the important points. Note taking is basic to all study skills.

Remember the following points while taking down notes;

- a. Listen to the lecture carefully.
- b. Listen carefully to the introduction of the lecture. It generally deals with the topic, purpose and theme of the lecture.
- c. Jot down the main points while listening. If you miss some points leave some space for them. Clarify these missing points at the end of the lecture with the help of the lecturer or your friends.
- d. Generally, lecturers summarize the lecture or conclude the lecture at the end. Compare your notes with the summary or conclusion of the lecturer.
- e. Make use of flow-charts, diagrams, tables, etc. while taking notes.
- f. Ask questions to clarify your doubts or share your concerns.
- g. Listen and note down the answers given by the lecturer on different questions.
- h. Collect the handouts or PowerPoint presentations of the lecture, if they are available.

- i. Write notes in legible handwriting.

The types or ways of note-taking and note-making are the same. Please refer to the previous sub-unit that is 2.4.1 on note-making.

2.2.8 Mind mapping

Tony Buzan, a psychologist and brain scientist coined the term of ‘Mind mapping’. He described the concept of Mind Mapping in 1974 through a TV series, ‘Use Your Head’. It was broadcast by the BBC. A mind map is a graphic tool used to represent ideas and concepts. According to Tony Buzan, “A Mind map is the ultimate organizational thinking tool, it is the easiest way to put information into your brain and take information out of your brain. It’s a creative and effective means of note taking that literally maps out your thoughts (www.hubpages.com).”

Mind map is a diagram that visualizes information. It shows relationships among different concepts, ideas, things or factors with lines serving as links. It is often developed around a single concept. Look at the following picture;

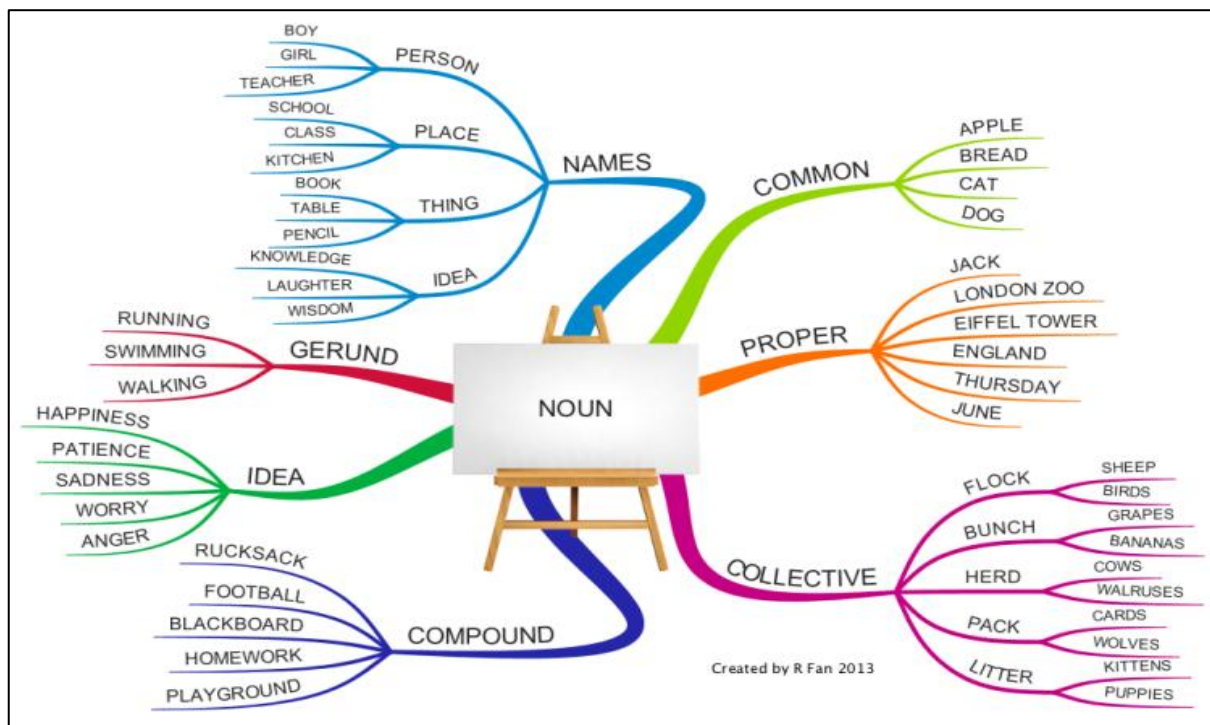







Figure 7.12: Mind Map (www. web2.fp.utm)

For creating a mind map, you need a blank paper, pen or pencil, your brain and imagination. Following seven steps are necessary for creating any mind map;

| Steps | Description |
|-------|---|
| 1 | Start at the Centre of a blank page. It gives freedom to your mind to spread the map in all directions. |
| 2 | The central idea is depicted using an Image / Picture. “An image is worth a thousand words”. |
| 3 | Use of different colors. Colors attract attention of your brain as it does with images. |
| 4 | Use branches to connect to the central image. Brain works by association. It links various things together. |
| 5 | Use Curved line rather than straight lines for the branches. Curves catch attention rather than straight lines. |
| 6 | Per line only one key word should be used. Key words add flexibility to mind maps. |
| 7 | Use images throughout. Images help to visualize the concept. |

Table No: 2.1: Seven steps of developing a Mind Map (www.tonybuzan.com)

| | |
|--|---|
| Activity 2.3 Watch following YouTube videos of Tony Buzan on Mind Mapping and write a note on different aspects of Mind Mapping. | Scan the QR codes to directly access the videos |
| Mind Mapping with Tony Buzan (https://www.youtube.com/watch?v=u5Y4pIsXTV0) |  |

| | |
|--|---|
| <p>“Maximise the Power of Your Brain - Tony Buzan” https://www.youtube.com/watch?v=MlabrWv25qQ)</p> |  |
| <p>“The Power of a Mind to Map: Tony Buzan at TEDx Square Mile” https://www.youtube.com/watch?v=nMZCghZ1hB4)</p> |  |
| <p>“Tony Buzan on the Origins of Mind Mapping” https://www.youtube.com/watch?v=2LX3peWpxV8)</p> |  |
| <p>“Tony Buzan (Mind Mapping) - How to Make the Most of Your Creative Mind”: Learning Technologies 2013 https://www.youtube.com/watch?v=8HwxX1JYqLg)</p> |  |

2.2.9 Brainstorming

The technique of brainstorming was introduced by Alex Osborn, an American writer and creativity theorist. Through brainstorming solutions to problems are found by generating a spontaneous list of ideas as a group exercise. (Wikipedia). According to Alex Osborn, “Brainstorming is a conference technique by which a group attempts to find a solution for a specific problem by amassing all the ideas spontaneously by its members (www.brainstorming.co.uk)”. As storm clears the pollution for air, brain storm clears mental

confusion and chaos and helps a group of people find out solutions to a problem. Brainstorming activity can be arranged in small or large groups of students.

But the question pops up in our brain: How to use brainstorming in the classroom? Let's try and understand the process of conducting brainstorming in the classroom;

| Steps | Description |
|-------|--|
| 1 | Teachers should pose a question or a problem before the students and encourage students to express their answers, suggestions or ideas in their own words and in their own ways. |
| 2 | Students will express their ideas, answers or suggestions rapidly one by one. Teachers should accept all the ideas; relevant, irrelevant or bizarre alike. Teacher should note down the ideas on the black board in brief. No criticism is allowed in this step. |
| 3 | After all the points or ideas are noted down. Now examine each and every idea through discussions and debate. |
| 4 | Separate the relevant and irrelevant ideas. |
| 5 | Discuss the relevant ideas and form a solution to the problem |

Table No: 2.2: Steps of Brainstorming session

Here, it is important to note that teachers should establish an encouraging and supportive atmosphere in the class. Encourage students to pose any number of ideas to solve the problem, stress on quantity of ideas rather than quality of ideas. Involve each and every student in the process. Don't allow criticism in the idea gathering phase.

Brainstorming promotes a learning atmosphere in the class. A collective effort of idea generation leads to high quality and high quantity ideas. It promotes collaborative, cooperative and constructive learning among students. It triggers the creativity of students. It turns the individual energy of students into synergy.

Activity 2.4

Visit <https://eslflow.com/?s=brainstorming>.
Read brainstorming related materials for more details and write your reflections/note on Use of Brainstorming Activity in English Classroom.



2.3 Techniques of Teaching Reference Skill

Being an English teacher, one has to acquire a variety of skills and information and secondly, he/she has to present it in an effective manner before students. For both of the above things, a teacher has to take the reference of many things to acquire authentic and valid information. Therefore, reference skills are of immense importance not only for teachers but also for students. Reference material includes dictionaries, encyclopedias, books, yearbooks, thesaurus, maps, charts, directories, schedules, handbooks, textbooks, manuals, Government rules, acts, digital and reference material, etc.

Reference skills are nothing but skills needed to refer to any reference material. How to use a dictionary or a map, a Thesaurus or an Encyclopedia? How to find out the telephone number of someone from a telephone directory? How to use a handbook or textbook while teaching or learning? How to search for information? Where to search information? Reference skills answer the aforesaid questions and facilitate teachers and students acquire authentic information in easiest ways and use it whenever necessary.

So, let's try to understand how to use different types of reference materials.

2.3.1 Dictionary:

Dictionary is one of the foremost important reference materials for a language teacher and learner. Dictionary is a book of words where words of a language are listed out in alphabetical order. A dictionary gives information about a word, its spelling, types (noun, verb, adjective or adverb), different pronunciation (British or American) and usages in different contexts. There are different types of dictionaries classified according to different criteria. See the classification of dictionaries in the following table:

| Criteria | Classification |
|-----------------------------------|--|
| Number of Languages | <i>Monolingual Dictionary, Bilingual Dictionary, Trilingual Dictionary</i> |
| Age of Users | <i>Child's Dictionary, Adult's Dictionary</i> |
| Size of Dictionary | <i>Unabridged Dictionaries (400000 to 600000 words)</i> <i>College Dictionaries (130000 to 160000 words)</i> <i>Desk Dictionaries (60000 to 100000 words)</i> <i>Pocket Dictionaries (40000 to 60000 words)</i> |
| Scope of Subject | <i>Special-field Dictionaries (Medical, Military, Legal, etc.)</i> <i>Subject- field Dictionaries (Biology, Mathematics, etc.)</i> |
| Aspect of Language Covered | <i>Etymology Dictionaries, Pronunciation Dictionaries, Dialect Dictionaries</i> |
| Form of Dictionary | <i>Traditional Dictionaries (available in Hard copy)</i> <i>Digital Online Dictionaries (can be accessed online)</i> <i>Digital Offline Dictionaries (can be accessed offline)</i> <i>Mobile Dictionaries or Dictionary apps (used in Mobiles)</i> <i>Picture Dictionaries (pictures are given with the words)</i> |

Table No: 2.3: Classification of Dictionaries

Teachers should help students learn how to use all such types of dictionaries. Generally, dictionaries are referred to with the help of the following techniques;

| | |
|--|---|
| The alphabetical order of the word | The guide words at the top of each page |
| The abbreviations used for different purposes in the usage | The key to entries at the beginning |
| The detailed guide at the end | The appendices |

Table No: 2.4: Techniques of referring dictionaries

For using digital dictionaries, one has to type the word in the search box. Thus, a dictionary is one of the important reference materials that helps an individual get command over a language or a subject.

2.3.2 Thesaurus

Thesaurus is a reference book. It contains a stock of words, their synonyms and antonyms. It helps find out words related to a core concept but have different shades of meaning. It is structured around ideas. It also follows alphabetical order. The first thesaurus in the English language was known as ‘Roget’s Thesaurus.’ It was created by Dr. Peter Mark Roget, a British surgeon.

A thesaurus and a dictionary are complementary to each other (Rao, et.al, 2012). But thesaurus is different from a dictionary. It does not give meaning, definitions or usage of the word like a dictionary. It helps to find out related words of a particular known word. For example; if you search the word ‘*beautiful*’ in thesaurus, it will show you the following words;

| beautiful | beautiful | beautiful | beautiful |
|--------------------------|--------------------------|------------------------|--------------------------|
| a beautiful woman | beautiful weather | beautiful music | beautiful scenery |
| alluring | brilliant | bewitching | awe-inspiring |
| attractive | delightful | captivating | breathtaking |
| dazzling | fabulous | enchanted | glorious |
| fetching | (informal) | entrancing | impressive |
| (informal) | fair | exquisite | incredible |
| good-looking | fine | glorious | magnificent |
| gorgeous | glorious | haunting | marvellous |
| lovely | gorgeous | heavenly | picturesque |
| pretty | lovely | (informal) | spectacular |
| radiant | magnificent | inspiring | striking |
| ravishing | marvellous | lovely | stunning |
| striking | perfect | magnificent | (informal) |
| stunning | superb | poignant | superb |
| (informal) | wonderful | sublime | wonderful |

Figure 2.13: Thesaurus (www.angelfire.com)

A traditional thesaurus has two sections namely index and body. Index lists words with several meanings and body provides synonyms of a word, whereas a dictionary style thesaurus has a headword along with several synonyms following the headword. It is arranged in alphabetical order. In this digital age, we also have online thesaurus for online and offline use and thesaurus apps for mobile use.

A thesaurus helps a person know the synonym, antonym of a word instantly. It gives a glance of all related words. One can select a suitable word according to the context. It is helpful

in writing essays, articles, research papers, drama, novel, short story, news, notice or any other written task.

2.3.3 Encyclopedia

An Encyclopedia is a reference book that provides more information on a particular topic, subject or author. It contains lots of information relating to the subject concerned and therefore comprises many volumes. It is also arranged in alphabetical order. It is referred to like dictionaries or thesaurus. Encyclopedias provide quick, instant, in-depth and subject specific information. Let's see different types of encyclopedias and their characteristics;

| Sr. No | Type | Description |
|--------|---------------------------------------|---|
| 1 | Encyclopedias for General Information | It covers a wide range of topics or subjects of common interest. It provides enough information about key words related to all subjects but has limited depth. It is designed and developed for all sorts of users. |
| 2 | Subject Specific Encyclopedias | As per the name, it deals with a specific subject and gives in-depth information. It is specially designed and developed for the learners of a particular subject. |
| 3 | Electronic Encyclopedias | Electronic encyclopedias are available in the form of CD-ROM for offline use, Online encyclopedias are for online use, whereas encyclopedia mobile apps are for mobile use. |
| 4 | Crowd sourced Encyclopedias | Such encyclopedias are the product of collective efforts of many people. For example: Wikipedia |

Table No: 2.5: Types of Encyclopedias

2.3.4 Bibliography

The word 'Bibliography' is derived from the Greek word 'Bibliographia.' 'Bibli' means book and 'Graphia' means writing. So, Bibliography means book writing or copying of books. It is all about the etymological meaning of the word Bibliography. In general, Bibliography is a list of all print and electronic sources one has used in the process of writing a book, article or doctoral thesis. It is also known as reference list or work cited. It may include the reference cited

as well as not cited in the work. It generally includes authors' name, title of the work, publishers' name, year of publication and page numbers of the source.

Bibliography is needed to acknowledge others' work. It is also helpful to readers to find out the origin of cited references. Bibliography of any work helps get recognition and authentication of the work. It makes the work more informative. With the help of bibliography one can trace the ideas of the writer. The most important thing is that it helps avoid plagiarism. The types of bibliography are as under:

| Sr. No | Type | Description |
|--------|--------------------------|---|
| 1 | Enumerative Bibliography | It lists references according to a particular pattern or arrangement. For example; APA style (American Psychological Association) |
| 2 | Analytical Bibliography | In this bibliography, the writer gives information about publisher, bookseller, paper and binding of the resource. |
| 3 | Annotated Bibliography | In this type of bibliography, the writer gives critical comments on the source, may summarize the source or describe the usefulness of the sources. |

Table No: 2.6: Types of Bibliography

Further, there are different styles of writing bibliography, such as; APA style, Chicago Manual of Style, the Harvard system and the Vancouver system, etc. Bibliography is a must for an authentic work. It is an essential part of any written work.

2.4 Summary

Vocabulary facilitates learning of all language skills. Without sufficient command over vocabulary no one can learn the English language. It is essential for an English teacher to know different aspects and techniques of teaching vocabulary. In this unit, we went through objectives of teaching vocabulary, different types and techniques of vocabulary, its selection and gradation and games and activities.

Study skills enable a learner to become a lifelong learner. They widen the horizons of thinking. It helps students become independent learners. Alvin Toffler, an American writer quotes, *“The illiterate of the 21st century will not be those who cannot read and write, but those*

who cannot learn, unlearn and relearn” Study skills help students to learn, unlearn and relearn. In this unit, we tried to learn different study skills like note-making, note-taking, brainstorming and mind mapping.

Reference skills guide students to locate and gather authentic information from authentic resources. Once these skills are developed, students will gather information themselves. They will not remain dependent on teachers for information. Reference skills will work as a lighthouse for them in their search and pursuit of information. In this unit, we studied how to refer to different reference materials like; dictionaries, thesaurus, encyclopedia and bibliography.

So, in this unit, we have studied different aspects of teaching vocabulary, study skills and reference skills. In the next unit we will study various aspects of teaching Grammar and Composition.

2.5 Glossary

| | |
|--------------------|--|
| Active Vocabulary | Active vocabulary means the vocabulary a person uses in his or her written or oral communication and has complete mastery over it. |
| Passive Vocabulary | Passive vocabulary refers to the vocabulary that a person cannot use in his or her written or oral communication but he or she can draw meaning out of it. |
| Study Skills | Skills which help learners to study more effectively. |
| Gathering Skills | Gathering skills help learners to gather information. |
| Retrieval Skills | Retrieval skills help learners to retrieve the stored information. |
| Note-making | It means reading or referring to a written text and making notes. |
| Note-taking | It means listening to a lecture/speech or oral information and taking down notes. |
| Reference Skills | Reference skills help learners to refer to different types of reference material like dictionaries, encyclopedias and thesaurus. |

2.6 Unit End Exercises

Multiple Choice Questions

Choose the correct option:

1. The word 'Bibliography' is derived from _____ word.
(i) Latin (ii) Greek (iii) French (iv) Russian
2. 'Bibli' means _____.
(i) Bible (ii) Babylon (iii) Bread (iv) Book
3. 'Graphia' means _____.
(i) Science of Graphics (ii) Graphics (iii) Writing (iv) Writer
2. Wikipedia is _____.
(i) Electronic Encyclopedia (ii) Crowd sourced Encyclopedia
(iii) Subject Specific Encyclopedia (iv) Encyclopedia for General Information
3. The first thesaurus in the English language was developed by _____.
(i) Dr. P. M. Roget (ii) Shakespeare
(iii) Francis Bacon (iv) John Milton
4. Pocket Dictionaries contains _____ 40000 to 60000 words.
(i) 400000 to 600000 (ii) 130000 to 160000
(iii) 40000 to 60000 (iv) 60000 to 100000

Short Answer Questions

Write down short notes on the following:

- (i) Types of Vocabulary
- (ii) Classification of Dictionary
- (iii) Note-Making
- (iv) Bibliography

Long Answer Questions

- (i) Discuss the importance of teaching vocabulary in English language?
- (ii) How will you teach vocabulary to the students of primary school?
- (iii) Explain the need for study skills in the 21st century?
- (iv) Discuss the importance of dictionaries, thesaurus, encyclopedia in teaching and learning of English language.
- (v) Make a critical note on selection and gradation of vocabulary in the English Textbooks of your state.

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Unit 3: Teaching of Grammar and Composition

Structure

3.1 Introduction

3.2 Objectives

3.3 Teaching of Grammar

3.3.1 Need and Importance of Grammar

3.3.2 Objectives of Teaching Grammar

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3.8 Unit End Exercises

3.9 References / Suggested Reading

3.1 Introduction

Flexibility is an important aspect of the English language. It has accepted many worlds as it is from many languages of the world. Hence, this language is one of the richest languages of the world. English is spoken in different accents such as American accent, British accent, Australian accent, etc. It is written in different scripts as print script and cursive script. It can be written in different slants as backward slant, forward slant and erect slant. But Grammar, the basic structure and system of any language remains the same throughout the world. Advocating the importance of grammar, L. A. Gorden, a linguist says, *“Language is the vehicle of our thoughts and feelings and of our stories whether true or not and grammar is the machinery by which that vehicle is set in motion.”*

Writing is a basic skill of language learning. Students learn the alphabet first then writing and speaking of words and sentences. This is the process of composing. Without learning composition, students cannot acquire mastery over language. Hence, teaching grammar and composition is very important in English language teaching. In this unit, we will discuss different aspects of teaching grammar and composition.

3.2 Objectives

At the end of this unit, student teachers should be able to;

- Describe the importance of teaching grammar and composition.
- Identify different types of grammar and composition.
- Differentiate between formal and functional grammar
- Explain different techniques of teaching composition.
- Exemplify different methods of teaching grammar.

3.3 Teaching of Grammar

3.3.1 Need and Importance of Grammar

Grammar is behind the logic of a language. It gives an exposure to the basic structure of a language. It provides systematic knowledge of a language. Its importance in writing is indubitable. It provides the criteria to judge correctness of language. It helps develop various mental abilities such as reasoning, observation and concentration. So, it is very necessary to

acquire mastery over grammar for those of us whose mother-tongue is not English. Grammar is the study of words. It studies that how words work together. It is a hidden power that directs us to put words together and frame thousands of sentences. Each and every person consciously or unconsciously uses grammar to communicate in any language.

We study grammar to speak in a clear and unambiguous manner. For simple communication, basic knowledge of grammar is sufficient but for proficiency and fluency in-depth knowledge of grammar is necessary. Grammar helps to frame the sentences with proper knowledge so that other people can understand what you exactly want to express when they read the message or letter you send to them.

Grammar is very important in Business communication. It gives a professional touch to the relations of company and consumer. Language plays an important role in marketing of a product or a service. Spellings, pronunciations, writing styles and slants have their own impact in advertisements. Appropriate use of grammar brings a sense of authenticity from the writer to the reader. Regulating bodies of government, such as; ministries, commissions, courts, legislation, banks, consultancies, etc. are examples of strong written communication that creates authority and authenticity (Lo, 2017).

3.3.2 Objectives of teaching Grammar

Some of the objectives of teacher grammar can be listed as under;

- To enable the learner to speak and write correct English.
- To help the learner identify mistakes in spoken and written English.
- To enable the learner, identify and recall parts of speech.
- To acquaint the learners with basic structures of the English language.
- To enable the learners to use proper words at proper places while speaking and writing English.

3.3.3 Formal Grammar and Functional Grammar

Grammar occupies an essential position in teaching-learning of a language. It has utilitarian value for learners. The time spent on grammar is justified only if it helps in the formation of correct speech habits and correct sentence formation in written communication. Every language has its own grammar. It is classified generally into two types; formal grammar and functional grammar.

Lets' try to understand the difference between these two types with the help of following table;

| Formal Grammar | Functional Grammar |
|--|---|
| Known as prescriptive grammar. | Known as Descriptive grammar. |
| Not Founded on day-to-day functional utility. | Founded on day-to-day functional utility. |
| Teaching is with the support of a grammar text book. | Blended with graded readers. |
| Emphasis on rules and definitions. | Emphasis on use of grammar. |
| Grammatical Rules are consciously drilled. | Grammatical rules are acquired unconsciously. |
| Formal Grammar is taught deductively. | Functional grammar is taught inductively. |
| The learner is required to learn all the rules. | It is linked with language skills. |

Table no 3.1: Difference between Formal and Functional Grammar

Now the question arises in our mind: which type of grammar should be applied while teaching the English language? The answer is obvious that functional grammar should be applied because the ultimate aim of teaching and learning of grammar is to acquire correct speaking and writing skills. It is only possible through practicing the use of grammar rather than the rules of grammar and linking them with language skills like listening, speaking, reading and writing.

3.3.4 Methods of Teaching Grammar

Broadly, there are four methods of teaching grammar; deductive method, inductive method, informal method and Incidental method. Let's try and understand these methods;

(iv) ***Deductive Method:***

This is the traditional method of teaching grammar. Formal grammar is taught by this method. Teacher explains rules of grammar and later examples are given to fix that particular rule in mind.

The steps of this method can be easily grasped by following table;

| Sr. No | Steps | Teachers' activity |
|---------------|--------------|---|
| 1 | Introduction | The teacher introduces grammatical items to the students. (For ex: Today, we are going to study Articles) |

| | | |
|---|--------------------|--|
| 2 | Stating the Rule | Teacher explains all the rules in this step. (Rules of using 'A, An, the' are explained. |
| 3 | Providing Examples | After explaining the rules, the teacher provides different examples in support of the rules presented earlier and asks the learners to jot down the rules and their examples. (Examples are given on the appropriate use of article 'a', 'an', and 'the'.) |
| 4 | Application | Teacher gives sentences for practice considering students have understood all the rules. Students' answers are checked and corrections are done in the classroom. (Teacher gives exercise in the classroom to check students understanding of the topic) |
| 5 | Assignment | Teacher gives exercise for practice. (Teacher gives exercise for homework) |

Table no 3.2: Procedure of Deductive Method

By this method students understand the rules well and they are made able to apply the rules and frame sentences. But the demerits of this method are lack of live atmosphere and the monotonous and uninteresting learning process. Further lack of practice in usage of English grammar cannot produce good English speakers and writers.

(v) Inductive Method:

This is the modern as well as natural method of teaching grammar. First examples are presented before the students and with the help of students' observation and generalizations rules are introduced. Lets' see the steps of this method;

| Sr. No | Steps | Teachers' activity |
|--------|--------------------|--|
| 1 | Introduction | The teacher introduces grammatical items to the students. (For ex: Today, we are going to study Articles) |
| 2 | Providing Examples | Teacher presents some examples before the students and asks the students to observe and try to generalize the common things in the given examples. (Teacher writes some examples of article 'a', 'an' and 'the') |
| 3 | Observation | Students observe the examples and try to generalize the common things presented in the examples. (Teacher asks the students to |

| | | |
|---|----------------|--|
| | | observe the examples of articles and try to generalize the common things about their uses) |
| 4 | Generalization | With the help of students' responses and generalizations about the examples, the teacher introduces rules of grammar. (Teacher explains the rules of using articles 'a', 'an', 'the' with the help of students' responses and generalizations about the examples.) |
| 5 | Practice | Teacher provides more examples for oral and written practice. |
| 6 | Assignment | Teacher gives a variety of exercises for assignments. |

Table no 3.3: Procedure of Inductive Method

This method creates a live atmosphere in the class and increases students' participation in learning. Further it makes students think, learn and practice the usage of English grammar in communication. But it needs serious efforts by the teacher for the production of audio-visual aids and creation of a live environment in the class.

(vi) Informal Method:

This method emphasizes the usage of grammar rather than rules of grammar. Teacher uses this method informally correcting students' homework or class work. He/she briefly explains the usage of grammar to the students individually and corrects their mistakes. This method is useful in early stages of language learning.





(vii) Incidental Method:

It is called as Reference or Correlation Method. This method is used incidentally while teaching the textbook, composition or translation. Teacher explains grammatical rules and their implications by correlating them to textbook, composition or translation.

Check Your Progress:

Explain the procedure of inductive and deductive methods of teaching grammar with suitable examples.

3.3.5 Grammar Games and Activities:

| | |
|--|---|
| Activity 3.1 Read any two books of the following and write your reflections on ‘Use of Games and Activities in Teaching Grammar’ in the light of your readings of the above books. | Scan the QR codes to access the sources directly. |
| a) Games for Grammar and Practice written by Maria Lucia Zaorab& Elizabeth Chin, Published by Cambridge University Press (http://elibrary.bsu.edu.az/files/books_250/N_7.pdf) |  |
| b) Fun with Grammar written by Suzanne W. Woodward, Published by Prentice Hall Regents (http://ielts-house.net/Ebook/Grammar/FUN%20with%20GRAMMAR%20-%20BETTY%20AZAR.pdf) |  |
| c) Elementary Grammar Games written by Jill Hadfield, Published by Longman (https://sydslearningcorner.files.wordpress.com/2010/10/elementary-grammar-games.pdf) |  |
| d) Grammar Alive! A Guide for Teachers written by Brock Haussamen with Amy Benjamin, Martha Kolln, Rebecca S. Wheeler, and members of NCTE's Assembly for the Teaching of English Grammar, Published by National Council of Teachers of English, Urbana, Illinois. (https://wac.colostate.edu/books/grammar/alive.pdf) |  |

3.4 Teaching of Composition

3.4.1 Need and Importance of Composition

Composition is the expression of a child's thought. The power of expression is a matter of skill rather than of knowledge. Therefore, teaching composition has a great value in developing

the skill of expression. Composition is defined as an art of putting together items of language to express one's thoughts and feelings.

The word 'composition' has Latin roots. The Latin root word 'componere' means 'to put together'. So 'to compose' means to bring together words or sentences or to put together. Thus, composition means putting together words or sentences. The essential feature of composition is to sequence the proper word at the proper place in a sentence and proper sentence at proper place in writing. Thus, composition is an important aspects of language teaching - learning. It is an integral part of teaching English. Composition helps to acquire mastery over language. Composition is practiced orally and then students are asked to bring it in written form

3.4.2 Objectives of Teaching Composition:

Let's see some of the objectives of teaching composition.

- Enable legible and correct writing
- Facilitate logical presentation and clarity of ideas.
- Stimulate students to think situationally.
- Organization of thoughts and ideas according to the accepted norms.
- Develop the power of imagination and creativity.
- Strengthen vocabulary
- Help students to think freely
- Develop student's power of expression

3.4.3 Types of Composition

Composition is of two types, namely: Guided composition and free composition. Both guided and free composition can be oral or written. Let's try and understand these types;

- Guided Composition:

Guided composition means composition in which guidance is provided to learners i.e., guidance of vocabulary, structure or ideas. Guided composition is also called controlled compositions because there is a control of structures, vocabulary and ideas by the teacher.

- Free Composition:

In Free composition, students are free and independent. Students are free to use their ideas, thoughts, feelings, structures, senses and vocabulary. The teacher does not give any guidance. Hence, free composition is also known as uncontrolled or unguided composition.

Guided composition is of great help at the early stages of language learning, because beginners could not write properly in the absence of proper guidance. At the initial stage hundred percent guidance is provided by the teacher but later it is reduced to minimum. A stage comes when students do not need any guidance from the teacher, thus free composition stage is reached. It is the ultimate goal of teaching composition to enable students to express themselves freely in oral and written communication (Khalique, 2007).

3.4.4 Procedure of guided composition:

Procedure of guided composition can be understood with the help of the following diagram;

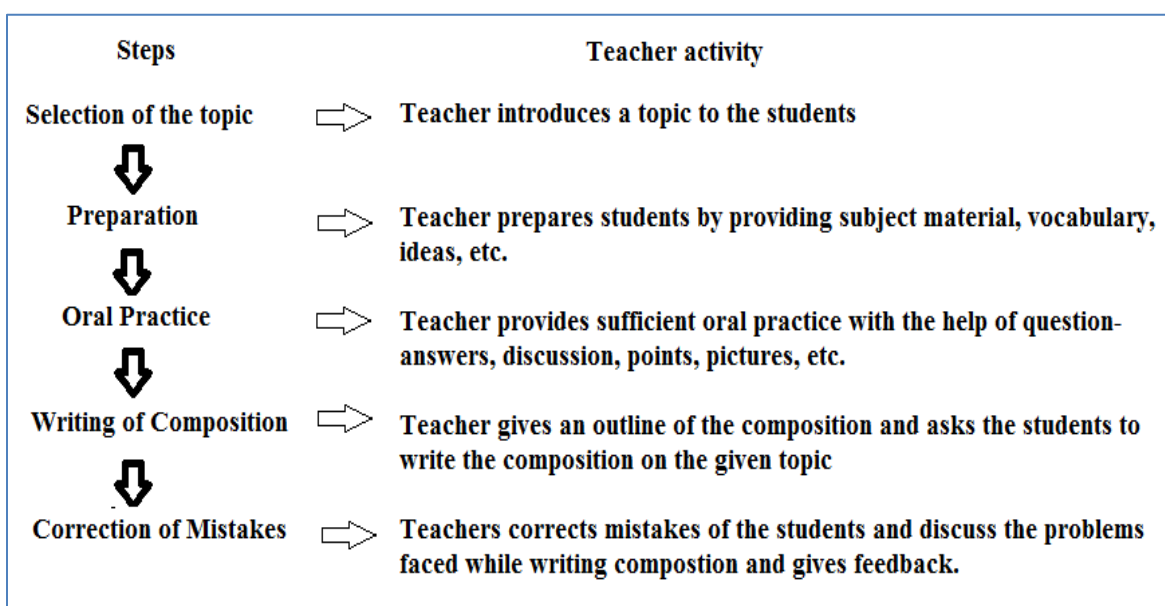


Figure no 3.1: Procedure of Guided Composition

3.4.5 Techniques of teaching guided composition:

Here are some techniques of developing guided composition in classroom

(Khalique, 2007);

- By Points:

Teacher introduces a topic pointwise. Each and every point is discussed with the students. Teacher provides them sufficient oral practice as well as motivates students to develop the composition orally covering each and every point. Oral discussion, is followed by students writing of the composition on the given topic. For example: My Home (Points: Location - Area/colony – Rooms – Garden - Family members – Pets - Parking – Garage -etc.)

- **By Substitution tables:**

Teacher introduces a topic with the help of a substitution table. S/he asks students to frame sentences based on substitution tables. Teacher provides sufficient oral practice and then asks students to write down them together. It forms a composition when all sentences are written together.

For instance: Topic- My Pet:

| | | | |
|-------------|----------|------------|-------------------------|
| This / That | Is/are | My/our | Rabbit/Horse/ Dog / Cat |
| It | has | Two / four | Eyes / Ears / Legs |
| It's | Pet name | is | Johnny/ Cutie / Tiger |

Table no 3.4: Substitution table

- **By Questions:**

Teacher introduces a topic with the help of some interconnected questions. Students give the answers to the questions. After oral practice, students are asked to write down the answers. The answers form the composition.

For example; Topic – My Family

| Sr. No | Questions | Answers |
|--------|--|--|
| 1 | What is your name? | My name is _____ |
| 2 | How many members are there in your family? | There are _____ |
| 3. | How many brothers and sisters do you have? | I have _____ brothers and _____ sisters. |
| 4. | Do you have pets in your family? | Yes. We have a Dog/Cat |
| 5. | Where do you live? | I live at _____ |

Table no 3.5: Guided Composition by Questions

- **By Pictures:**

Pictures are used in the development of Composition. In this type, teacher shows a picture or a series of pictures to the students. Students minutely observe the pictures. Teacher questioning on the picture or pictures helps in developing the composition orally Oral practice is given and students replies are written on a blackboard. These answers form a composition.



Figure no 3.2: Picture Composition (www.magicpathshala.com)

3.5 Remedial Teaching for Grammar and Composition

As we know that our students face many problems in learning English grammar and composition due to various factors and learning disabilities. Subsequently many students lag behind in learning the English language. They need short- or long-term support in their learning as per their needs. Here remedial teaching comes to play a role.

The word ‘remedial’ means to correct or to repair something. It also means to provide remedy for anything. According to Collins Online Dictionary, “Remedial Education is intended to improve a person’s ability to read, write or do Mathematics, especially when they find these things difficult.” Remedial teaching sessions may be organized along with the regular teaching separate sessions can be arranged for it.

Teacher may follow the following general principles of remedial teaching.

- Identify students who are lagging behind
- Diagnose their needs and problems
- Identify their mistakes
- Identify reasons of their mistakes
- Pay individual attention
- Create flexible and friendly atmosphere
- Provide individual instruction wherever possible
- Present the content in sequence
- Present the content in small units

- Apply various methods and materials
- Sustain interest and motivation
- Practice Multi-sensory teaching
- Involve all students
- Praise and sympathies students to remove their emotional barriers
- Provide consistent guidance and help
- Promote cooperative learning

3.6 Summary

Grammar of the English language is important because suitability and lucidity of both speech and writing are dependent on the basic rules of grammar. Teachers should apply functional grammar for teaching rather than formal grammar, because this age is the age of practical application of language skills for communication.

The skills of writing and speaking largely depend on the skill of composing. If students are good at composing words and sentences in oral or written form, they will definitely be good at composing speeches, paragraphs, stories, essays, letters, applications, mails and almost any kind of written and oral communication. So, it is an important responsibility of the teacher to develop students' composition skills through different techniques that are discussed in this unit. Further, we tried to know the role of remedial teaching in learning English grammar and composition.

So, in this unit, we studied different aspects of teaching grammar and composition. In the next unit we will study various aspects of Language Assessment and Evaluation.

3.7 Glossary

| | |
|--------------------|--|
| Formal Grammar | Formal Grammar is a set of rules which determine sentence structure (Nysha, 2012). |
| Functional Grammar | Functional Grammar is grammar of use and is based on texts and their contexts. (Nysha, 2012). |
| Guided Composition | Guided composition refers to the composition in which guidance is provided to learners i.e., guidance of vocabulary, structure or ideas. |
| Free Composition | Free composition refers to the composition where students work freely and independently without the help or guidance of the teacher. |

| | |
|---------------------|---|
| Picture Composition | Picture composition refers to the composition that is developed with the help of any picture. |
| Remedial Education | Remedial Education is correctional process to remove gaps in learning. |

3.8 Unit End Exercises

Multiple Choice Questions

Choose the correct option:

- The word 'composition' is derived from _____ word.
a. Latin b. Greek c. French d. Arabic
- 'Componere' means _____.to put together.
a. To look together b. to put together c. to get together d. to go together
- _____method is a natural method of teaching grammar.
a. Inductive b. Deductive c. Informal d. Incidental
- _____method is a traditional method of teaching grammar.
a. Inductive b. Deductive c. Informal d. Incidental
- _____ is the grammar of use and _____ is the grammar of rules.
a. Formal Grammar, Functional Grammar
b. Functional Grammar, Formal Grammar
c. Formal Grammar, Informal Grammar
d. Functional Grammar, Non-functional Grammar

Short Answer Type Questions

Write down short notes on the following:

- Difference between formal and functional grammar
- Types of Composition
- Guided Composition
- Picture Composition

Long Answer Type Questions

Write down the answers of the following questions in detail:

- What is the importance of teaching grammar and composition in English language teaching?
- Exemplify the techniques of teaching composition with examples.
- Explain the need for remedial teaching in your school.
- Which method of grammar is suitable for teaching English grammar at secondary school level? Give justification.

3.10 References /Suggested Reading:

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Unit 4: Language Assessment and Evaluation

Structure

- 4.1 Introduction**
- 4.2 Objectives**
- 4.3 Difference between Test, Measurement, Assessment and Evaluation**
 - 4.3.1 Meaning of Evaluation
 - 4.3.2 Purpose and process of Evaluation
- 4.4 Types of Evaluation**
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 - 4.4.2 Formative Evaluation
 - 4.4.3 Continuous Comprehensive Evaluation
- 4.5 Techniques of Evaluation**
 - 4.5.1 Oral and Written evaluation
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 - 4.5.3 Peer evaluation
 - 4.5.4 Group evaluation
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 - 4.6.1 Listening
 - 4.6.2 Speaking
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- 4.7 Preparation of Scholastic Achievement Test**
 - 4.7.1 Principles of SAT
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 - 4.7.4 Scoring key
 - 4.7.5 Analysis of test scores
- 4.8 Characteristics of a Good Test**
- 4.9 Summary**
- 4.10 Glossary**
- 4.11 Unit End Exercises**
- 4.12 References / Suggested Reading**

4.1 Introduction

In the teaching learning process, assessment is an integral part. It is one of the means of quality assurance. It determines whether set goals of education have been achieved or not after the instructional programme. It decides marks, grades, placements, promotions, instructional need, training, curriculum and funding given to the students. Evaluation is a systematic, thorough and careful application of scientific methods to assess and improve an educational programme. It is a continuous process and a fundamental part of the total system of education, which is closely related to the educational objectives. It takes educational objectives, learning experiences and feedback into its purview. It is quantitative as well as qualitative in nature. It gives us evidence to judge a student's performance in relation to some standard and thereby estimate the level of attainment of the individual in realizing the educational objectives. Let's try to understand different aspects of evaluation.

4.2 Objectives

At the end of this unit, you will be able to;

- Differentiate between test, measurement, assessment & evaluation.
- Describe various types of evaluation.
- Describe the concept of Continuous Comprehensive Evaluation
- Explain various tools and techniques of evaluation.
- Learn the procedure of preparing scholastic achievement tests.
- Explain the characteristics of a good test.

4.3 Difference between Test, Measurement, Assessment and Evaluation

In our educational system the words assessment, evaluation, test, and measurement are used interchangeably. But there is a clear difference between all these terms. Let us try to understand the difference between these terms.

Difference between Test, Measurement, Assessment, and Evaluation

In our educational system the words assessment, evaluation, test, and measurement are used interchangeably. But there is a clear difference between all these terms. Let us try to understand the difference between these terms.

- **Test:** It is used to know the performance of the students in a particular subject. Test also shows the observable change in the process of learning. The teacher can infer about the child's performance,
- **Measurement:** We can test the ability of the student to perform a task with measurement and give some marks or scores. Measurement is quantitative in nature as we assign some numbers to the students. This is useful to understand the attributes, attitudes preferences of the students in a given aspect.
- **Assessment:** Through the assessment process the teacher tries to value the quality of students' performance in studies. Assessment involves gathering data related to students to improve their performance.
- **Evaluation:** The teacher makes the judgment about the given tasks of the students by assigning value, grades, and marks. It shows how far the set goals have been achieved through instruction in the teaching-learning process

Difference between Assessment and Evaluation

| Assessment | Evaluation |
|---|--|
| It is Diagnostic in Nature. | It is judgmental in nature. |
| It provides feedback on performance and areas of improvement. | It determines the extent to which objectives have been achieved. |
| The purpose is formative. | The purpose is summative. |
| It is process oriented. | It is product oriented. |
| Feedback is based on the observation of positive and negative points. | Feedback is based on the level of quality as per the standards. |
| It is Reflective. | It is Prescriptive. |
| Measurement standards are fixed | Measurement standards are relative |
| Check Your Progress: Explain the difference between assessment and evaluation. <hr/> <hr/> | |

4.4 Evaluation

As mentioned earlier, evaluation is the way of judging students' performance. According to Wikipedia (2021), "Evaluation is a systematic determination of a subject's merit, worth and

significance, using criteria governed by a set of standards”. Evaluation is a continuous process of teaching and learning activity. It anticipates objectives of education and seeks to realize them in the behavior of the students. For example, in the teaching of English, unless the objectives are framed and the teacher has a clear idea of these objectives, the teacher cannot organize an effective program of English. This organization of an effective program of teaching has been termed as a learning experience that consists of an appropriate atmosphere. Going through those experiences the teacher's tasks remain to evaluate to find out whether the desired behavioral changes have been brought in the students. In this way, evaluation creates a link between teaching and testing. So, we can say that

- a. Teaching and evaluation are inseparable.
- b. Objective's guide both teaching and learning.
- c. The feedback determines the effectiveness of teaching.
- d. Teaching and evaluation are inseparable.
- e. Objective's guide both teaching and learning.
- f. The feedback determines the effectiveness of teaching.

4.4.1 Purpose and process of Evaluation

After understanding the concept of various terms let us try to understand the purpose of evaluation and analyze the process of evaluation. Evaluation is meant for

- understanding prevailing practices
- comprehending various policies
- making a classroom more learner-friendly
- Assessing the relevancy of instructions provided to the students
- from time to time
- Understanding the factors affecting learning
- checking whether the educational objectives have been achieved or not
- Improving various practices related to teaching-learning

Evaluation is said to be a tri-polar process that includes educational objectives, learning experiences, and evaluation. Evaluation involves

- ✓ Formation of educational objectives
- ✓ stating the objectives in terms of behavioral changes expected from the pupils

- ✓ providing learning experiences as per the set objectives
- ✓ Devising tools of evaluation in tune with the objectives and learning experiences
- ✓ arriving at a result using the tool
- ✓ interpreting the results
- ✓ Suggesting modifications in the teaching-learning process, if necessary

4.5 Types of Evaluation

In schools' various types of evaluations are used by the teacher to assess the performance of the students inside and outside the classroom. Let us try to understand various types of evaluation used in schools.

4.5.1 Formative Evaluation

it is also known as process evaluation. Formative evaluation is conducted during the teaching-learning process. It is done through various techniques like observing the students in the classroom, observing their responses, alertness, engagement, in the class, checking their notebooks, written work, quizzes, and oral work.

The teacher comes to know

- Whether the students understood the concept or not
- Where are they lagging behind?
- Why are they lagging behind?
- What should be done to improve their performance?
- Which type of remedial teaching should be given to the students?

All such questions will be answered by the teacher during formative assessment which helps to find out learning gaps and students' progress. Hence, we can say that formative assessment helps the teacher to find out the loopholes in the process of teaching-learning and make the process better and fruitful.

- Utility of Formative assessment to the teachers and students
- Based on the formative assessment the teacher gives feedback and suggestions to the students.
- the teacher makes necessary modifications in teaching methods and techniques to improve the understanding of the students.

- It gives scope for the students to understand their learning problems and improve
- Students understand the criteria of assessment
- Students can help their friends to do better.
- It emphasizes oral and written performances of the students

4.5.2 Summative Evaluation

It is conducted at the end of the course or program. The purpose of summative assessment is to find out the end result or product or learning outcome. It shows the progress of the students and decides the promotion of the student to the next class. There is no scope for suggestions or improvement in summative evaluation. There is very little interaction between the student and the teacher. The teacher analyses the performance of the students through semester end or yearend examinations and give grades or marks.

Difference between Formative and Summative Evaluation

| Formative Evaluation | Summative Evaluation |
|--|---|
| the purpose is to improve what is being learnt | the purpose is to find the end result of learning |
| It is Qualitative in nature | It is quantitative in nature |
| it monitors learning process | it assigns grades. |
| It is meant for improving students learning | It is meant for evaluating students' achievements |
| Content area is less | Content area is more |
| Process is evaluated | Product is evaluated |
| It is continuous process of evaluation | It is done at the end of the instructional unit |
| It is informal Ex: home works | It is formal Ex. written tests |

Check Your Progress:

Explain the difference between formative and summative evaluation.

4.5.3 Continuous Comprehensive Evaluation (CCE)

To make the students stress-free and impart education in a happy joyful and congenial environment CCE was introduced. The main objective of CCE is to lessen the physical and psychological burden of children incorporating, games, sports, extracurricular and co-curricular activities in teaching-learning and make learning a more joyful activity.

CCE was introduced in 2009 with the enactment of the Right to Education Act. The purpose of CCE is to assess the student's total performance in scholastic and co-scholastic areas. It means that students' overall performance in games, sports, academics, emotional stability, behavior, creativity is taken care of in CCE.

CCE involves three words Continuous, comprehensive evaluation. Let us try to understand what it means. The word continuous in CCE shows the periodical emphasis laid on evaluation throughout the year to eliminate the fear of examinations among the children. It means children should be assessed frequently in all learning and teaching activities by giving assignments, projects, taking tests, analyzing the learning gaps, applying corrective measures, retesting and analyzing, giving feedback to the students related to their performance,

The word comprehensive means focusing on the totality or all-around development of the students. That means the student will be assessed from different perspectives, like scholastic co-scholastic games and sports.

The student's regularity to the school, punctuality, neatness, social skills, intellectual skills, emotional stability, communication ability, participation in various activities, etc. is also considered.

4.6 Techniques of Evaluation

The teacher can assess the performance of the students using various evaluation techniques. They may be oral interviews, discussions, debates, oral question and answers, or written examinations, projects, assignments, surveys. It may be teacher evaluation, self-evaluation, peer evaluation or group evaluation. Let us try to know various techniques of evaluation in detail.

4.6.1 Oral and Written Evaluation

Oral and Written Evaluation are the oldest forms of evaluation. The oral test is meant to evaluate the boldness, attitude, understanding, and communication skills of students whereas; written tests are designed to test the knowledge, information processing skills, comprehension, and writing

skills of students. Oral and Written tests can be subjective or objective, depending upon the nature and purpose of the test.

4.6.2 Self Evaluation

It means students themselves introspect and check one's progress in academics. He understands what are his strengths and gaps in learning, observes his learning, problems, difficulties, talks to teacher, peer group, and learns new techniques to improve his performance. He understands where to concentrate more and work more. He compares his performance with the performance of his peer. Self-evaluation is the evaluation of one's performance.

The purpose of self-evaluation is to recognize one's strengths and weaknesses and overcome them and convert weaknesses into strengths by observing, understanding analyzing, and hard work step by step. It may be in any area of learning.

4.6.3 Group Evaluation

It is the process of evaluating the performance of members of the group in a given task like project or assignment. When group work is given all the students cooperate, collaborate and complete the work according to their abilities. When students do any group work after brainstorming and discussion the result is better. It involves evaluating or assessing the process of work, organization of work, presentation of their ability to complete the work within time, cooperation, contribution, collaboration, communication, etc. Group evaluation is done based on the following principles.

Assessing the performance of the individual in a group

Assessing the performance of the group

Assessing the process and the product

Assessing the criteria and grading scheme

4.6.4 Peer Evaluation

It is a type of evaluation where the peer members assess the performance of their classmate based on the set criteria or the criteria given by the teachers for point of reference. This type of evaluation saves the time of the teacher and helps the student to understand the process of assessment. It also develops understanding of Course content and improves meta cognitive skills among the children. Students learn about their mistakes by assessing the performance of their peers. They learn to look from different perspectives. Students learn to be more honest, unbiased,

and transparent and develop good interpersonal relations among themselves. They develop team spirit. They come to know what is expected from them after teaching.

4.7 Preparing Tests for Different Skills

Teaching a language means facilitating students to develop fourfold skills of language learning; listening, speaking, reading, and writing. Study and Reference skills are also important in language learning. In an English classroom, teaching-learning aims to develop these skills. Different activities are conducted in and out of the classroom environment to enable students to acquire mastery over these skills. Let us see how we are going to test our pupils whether they have acquired the skills mentioned above.

4.7.1 Tests for Listening Comprehension

Listening comprehension involves the ability to understand and recognize what others are saying while communicating. It requires concentration, attention, and interest. It involves paying attention to the person's pronunciation, accent, and stress, the intonation of speech, grammar, vocabulary, and ultimately the meaning or gist of it. The following tests help teachers to evaluate the listening comprehension of the students. To improve the listening comprehension the teachers can take up the following activities.

- (i) Taking dictations in the classroom,
- (ii) Instructing students to perform actions based on the commands given
- (iii) Following route maps and answering
- (iv) Jigsaw listening
- (v) Conducting formal lectures
- (vi) Providing an opportunity to interact face to face.
- (vii) Conversation on telephone
- (viii) Responding to messages
- (ix) Listening to radio talks, lectures, and programs
- (x) Listening to TV programs and presentations, news interviews, Lesson, stories,
- (xi) Listening to native speakers
- (xii) Listening announcement
- (xiii) Listening to advertisements
- (xiv) Watching TV movies,

(xv) Use of language laboratory

4.7.2 Tests for Speaking

Communication skill plays a very important role in our lives. The function of language is to improve communication ability to build social contacts. A person, who is good at communication, production, can talk clearly with proper stress, intonation, and modulation of voice and expresses himself effectively, can win the heart of the people. Let us understand the methods of improving spoken ability of the students. To improve speaking skills the teacher can conduct the following activities and assess the abilities acquired.

1. Discussion based on given topic or theme
2. Conducting debates
3. Inviting for Extempore speech
4. Inviting students for dialogue reciting
5. Encouraging to perform role play
6. Question and answer sessions
7. Narrating real-life situations
8. Conducting interview
9. Viva voce
10. Characterization of plot

4.7.3 Tests for Reading Comprehension

Students read textbooks, newspapers, storybooks, journals, library book to gain knowledge. Some students understand the gist of the content easily and some students cannot because of poor reading comprehension. Reading comprehension is the ability to understand the meaning of the text when read and combine it with their previous knowledge. This ability is essential to know the meaning of vocabulary, the context of discourse, the ability to comprehend the organization of paragraphs and understand the reference. The teacher can use the following techniques to test the reading comprehension of the students.

- (i) Instructing the students to write the summary of the paragraph after completing the lesson

- (ii) Involving the students in academic discussion related to the completed lesson and asking related questions and its application asking the students to evaluate the situation, judge the context.
- (iii) Using non-verbal imagery like emojis in the classroom and instructing them to explain
- (iv) Showing some pictorial charts to the students and asking them to write the story narrated through visuals.
- (v) Telling two students to read and ask questions to each other
- (vi) Using graphic organizers
- (vii) Instructing the students to find a connection between two concepts
- (viii) Instructing the students to find out the important elements of the paragraph.

4.7.4 Testing Writing

Written communication is a very important skill in language learning. It is the basis for judging the intellectual ability to present the ideas in a refined manner, explain the topic, and make their thought visible in written form. Hence it is very important to develop writing ability among the students. The teacher can use the following techniques to test the writing ability among the students.

1. The teacher must test the notebooks like class work, homework, and question and answer books of the children
2. Inculcating diary writing habits among the children
3. Developing written creativity through making puzzles, word games, etc.
4. Making the habit of copywriting to improve their handwriting at lower classes and checking it.
5. Encouraging children to write letters to their friends, relatives, and send emails to them
6. Taking sudden tests and dictations to test
7. Assigning picture composition work to the students
8. Instructing the students to describe the objects, events, situations
9. Encouraging children to participate in essay writing, paraphrasing competitions

4.7.5 Study Skills

Study skills are also known as academic skills. These skills are essential for the children to improve their capability to learn. Study skills enhance the performance of the students in academics. Note-taking and note making are the important study skills every student must learn.

The teacher can test the study skills by observing the student's comprehension ability expressing ability, checking their notebooks, through assignments, taking presentations, extempore speeches.

In the note-taking process, the student makes a note of content listened in the lecture in a systematic manner. Where as in note making the student prepares notes sitting in the library reading books, newspapers, journals, magazines and prepares brief notes of it.

4.7.6 Reference Skills

Generally, the teachers give assignments to the students. Then the students refer to different books, journals, magazines, library books to prepare assignments, projects, etc.

Reference skills are the skills needed for the children to acknowledge the source of information they have taken from the main source. It includes referring encyclopedias, yearbooks, thesaurus, dictionaries, maps, charts, schedules, policies, of various kinds.

The main objective of teaching reference skills is to enhance their interest in extensive reading, writing, and develop a habit to acknowledge the source.

The teacher can evaluate the reference skills by assigning work to the students by giving reference books to search the content and prepare their material for study.

Check Your Progress:

Write a note on 'Testing of language skills.'

How Study skill and Reference skills are tested? Explain.

4.8 Preparation of Scholastic Achievement Test

After completion of the teaching-learning process in the classroom based on the prescribed academic standards, the teacher evaluates the learning outcomes and finds out the growth and development of the students in academics. For this purpose, the teacher maintains the scholastic achievement record of the students. Properly analyzed scholastic achievement record reveals the strengths and weaknesses of the students in a particular subject. The analysis will assist in

improving the performance of the students through remedial measures. It also helps the teachers to introspect the objectives laid, content taught, methods and techniques used, organization of content, presentation, question paper, and ultimately the student's skills learnt, and their performance. SAT record helps the students to understand the gaps in learning and take proper measures to overcome the difficulties of the students.

It also helps the teachers to compare the performance of the students in a whole class. It develops insight into the teacher to concentrate on the improvement part of the learners and plans remedial classes to overcome the difficulties of the learners. Let us analyze the steps of preparation of SAT

4.8.1 Steps involved in the Preparation of Test

1. Selecting the content taught
2. Giving equal importance to the Weightage of objectives
3. Giving equal Weightage to prose, poetry, non-detail, vocabulary, structures
4. Preparing questions that have a variety
5. Considering the level of difficulty while constructing questions
6. Deciding the marks schemes for question paper
7. Testing the originality of the learner.

4.8.2 Construction of SAT

For the construction of the Scholastic Achievement Test the teacher needs to decide the content to be included in the test, then prepare objective keeping the language skills in mind, providing learning experiences to the students using a suitable method and techniques based on the lesson plan, revising the content taught so that their learning experiences get strengthened, then finally conduction of test.

Conduction of test involves the tedious process of selecting items for achievement, giving equal Weightage to prose, poetry, then preparing Weightage tables based on the content, based on objectives, difficulty level, type of questions and ultimately preparing blueprint based on this Weightage tables. Then preparing scoring key for the answers and deciding the marks scheme for questions and ultimately conducting the examination for a fixed duration.

Let us understand the concept of Weightage table and methods of preparing it.

Weightage to Objectives: -

For constructing the objectives, one should have a thorough knowledge of Bloom's Taxonomy of educational objectives. According to him, there are six levels of objectives. They are knowledge comprehension, application, analysis, synthesis, and evaluation.

Table no. 4.3: Weightage to Objectives

| Sl. No | Objectives | No. of questions | Number of marks | percentage |
|--------|---------------|------------------|-----------------|------------|
| 1 | Knowledge | 4 | 4 | 16 |
| 2 | Comprehension | 9 | 8 | 32 |
| 3 | Expression | 8 | 10 | 40 |
| 4 | Appreciation | 3 | 3 | 12 |
| | Total | 24 | 25 | 100 |

Weightage to Content: -

while preparing the Weightage to content table the teacher has to consider the language elements involved like listening, speaking, reading, and writing and select prose, poetry, grammar as content. For example, observe the following table

Table no. 4.4: Weightage to Content

| Sr. No | Content | No of Questions | Marks | Percentage |
|--------|--------------------------|-----------------|-------|------------|
| 1 | Elements of Language | | 9 | 36 |
| | a) Vocabulary | 2 | | |
| | b) Structures | 2 | | |
| | c) Pronunciation | 2 | | |
| | d) Spelling | 4 | | |
| 2 | Subject matter (content) | 11 | 13 | 52 |
| | a) Prose | 3 | 3 | 12 |
| | b) Poetry | | | |
| | Total | 24 | 25 | 100 |

Weightage to the Type of Questions: -

It involves preparing different test items such as objective questions which have fill in the blanks, chosen the correct ones, true or false, match the following, fill up the puzzle, along with one-word questions, short and long questions based the fixed marks scheme decided prior.

Table no. 4.5: Weightage to the Type of Questions

| Sr. No | Type of Questions | No of Questions | Marks | Percentage |
|--------|-------------------|-----------------|-------|------------|
| 1 | Essay | 1 | 4 | 16 |
| 2 | Short answers | 9 | 11 | 44 |
| 3 | Objectives | 14 | 10 | 40 |
| | Total | 24 | 25 | 100 |

Weightage to the Level of Difficulty

We know well that all the students are not alike and they differ in various aspects. Hence while preparing a question paper the teacher has to remember this diversity and individual differences and construct test items in such a way that all the students with different intelligence and abilities should be able to answer the questions. Hence the test items should have a few difficult questions, a few moderate, and a few very easy questions to attend the diversity.

Table no. 4.6: Weightage to the Level of Difficulty

| Sr. No | Level of Difficulty | No of Questions | Marks | Percentage |
|--------|---------------------|-----------------|-------|------------|
| 1 | Difficult | 4 | 4 | 16 |
| 2 | Average | 16 | 16 | 64 |
| 3 | Easy | 4 | 5 | 20 |
| | Total | 24 | 25 | 100 |

Blue Print: -

After preparing different Weightage tables for content, objectives, marks, and difficulty level, the teacher prepares a single table putting all of them together. The blueprint is a comprehensive table that gives a complete picture of the SAT. You might have observed that before constructing

a building Engineer prepares a map of the building taking into consideration many aspects. similarly, the blueprint is a map that describes for how many marks the teacher is going to conduct a test, what is the content based on which questions may appear in the examination, what are the objectives and learning outcomes going to be evaluated, etc.

For example;

Table no. 4.7: Blue Print

| 9 Ser en o | Objectives | Knowledge | | | Comprehension | | | Expression | | | Appreciation | | | Total |
|---------------------|--------------------|-----------|------|------|---------------|------|------|------------|------|------|--------------|------|---|--------|
| | Forms of questions | E | SA | O | E | SA | O | E | SA | O | E | SA | O | |
| I | Contents | | | | | | | | (2)3 | | | | | |
| | Structure | | | | | | | | | | | | | |
| | Vocabulary | | | | | (2)2 | | | | | | | | |
| | Spelling | | | (2)1 | | | (2)1 | | | | | | | |
| | Pronunciation | | | | | | (1)1 | | | (1)1 | | | | (10) 9 |
| II | Subject matter | | | | | | | | | | | | | |
| | Prose | | (2)3 | | | | (4)4 | (1)4 | | (4)2 | | | | (11)13 |
| | Poetry | | | | | | | | | | | (3)3 | | (3)3 |
| | Total | (4)4 | | | (9)8 | | | (8)10 | | | (3)3 | | | (24)25 |

Note:

The number in the bracket shows the number of questions.

The number outside the brackets shows the number of marks.

4.8.3 Preparation of Test Paper, scoring key, and marking procedure

The teacher finally prepares a question paper based on a blueprint, keeping in view the characteristics of a good test. Then the teacher conducts tests in a peaceful environment in an impartial and unbiased manner giving suitable instructions in the classroom. When the examination is completed, the teacher collects the answer scripts and objectively evaluates answer scripts as decided by the marks scheme.

4.8.4 Analysis and Interpretation of Scores

After the evaluation of answer scripts, the teacher should tabulate the scores into a frequency distribution dividing the total strength (frequency) into suitable class intervals. The teacher should use simple statistics and calculate the measures of Central tendency-the Arithmetic Mean, the Median, and the Mode, the Measures of Variability or Dispersion- the Range, the Quartile Deviation, the Mean Deviation, and the Standard Deviation.

The Obtained results should be compared and contrasted with the conditions for the Normal probability Curve, and thereby the nature of the distribution of scores can be understood. The teacher should also undertake the scientific analysis of the test results obtained. The obtained scores should be analyzed content-wise, question-wise, to diagnose the strengths and weaknesses of the pupils. The teacher should identify the difficult areas of learning the content and develop strategies and take up remedial measures to overcome the difficulties of the students in these content areas. The teacher should also identify the deficiency in his/her teaching to rectify further.

Interpretation and analysis of scores of the students help the teachers in the following ways.

- a. To know how far the objectives are realized
- b. To improve his/her own instructional strategies
- c. To understand the learning abilities as well as the difficulties of the students
- d. To assess the validity of the test.

Activity 4.1

Prepare SAT of English for std.9th students of your school.

4.9 Characteristics of a Good Test in English

In the process of teaching and learning the teacher conducts various tests to assess the performance of the students. If the question paper is set properly most of the students understand it and perform well. Hence a good test should have the following characteristics.

- **Validity:** A good test is that which tests what it is intended to test. Then it is said to be more valid. It involves content validity, face validity, and empirical validity. Face validity verifies the mistakes in the content of the question paper. Content validity checks the analyses of course objectives. Empirical validity compares the result independently
- **Reliability:** It means when the same test is conducted many times with the same question paper the student should get the same score examined by different examiners. Then that question paper is considered reliable.
- **Practicability:**
 - Practicability means that the test should get completed within the decided time limit. it should not incur additional funds, time.
- **Objectivity:** it is getting the same score for the repeated test.
- **Clarity:** it means the question paper should have instructions for the students which are clear, simple, and understandable. So that there is no confusion or misunderstanding. The language should be simple and easy to understand.
- **Comprehensive:** It means the question paper should cover the entire content as per the Weightage table
- **Graded:** It should be based on the intelligence and age and academic standards of the students
- **Interesting:** question paper should be challenging, reflective creative to test the individual potential of the students.
- **Variety:** A good question paper should have a variety of questions from the syllabus

4.10 Summary

In our educational system the words assessment, evaluation, test, and measurement are used interchangeably. But there is a clear difference between all these terms. A test is a tool of measuring the level of achievement or ability; measurement is the process of quantifying the ability, assessment is the process of appraising the quality and evaluation, whereas evaluation is

the process of making the judgment about someone or something and assigning value, grades and marks to the performance.

According to Wikipedia (2021), Evaluation is a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards. Evaluation is a tri-polar process that includes the formation of educational objectives, providing learning experiences, and evaluation in terms of objectives and learning experiences. Formative Evaluation involves assessment during the teaching-learning process through classwork, homework, oral questions, quizzes, etc. Summative Evaluation is conducted after completion of a program or a course of study, whereas, CCE stands for evaluation that is continuously taken throughout the year and comprehensively takes care of the all-around development of a child's personality.

Oral and written evaluations are basic techniques of evaluation. Further, self-evaluation, peer evaluation, and group evaluation techniques are also used to achieve different objectives. In an English classroom, teaching-learning aims to develop skills of listening, speaking, reading, writing, studying, and referencing, and accordingly, various kinds of tests are conducted to evaluate students' performance in them.

Scholastic Achievement Test aims to test the achievement of students in a particular subject or task or skill. The procedure of preparing SAT includes; selection of content, weightage to content, weightage to objectives, weightage to types of questions, weightage to the level of difficulty, preparation of blueprint, preparing question paper as per blueprint, preparation of scoring key, and analysis of results. A good test always has Validity, Reliability, Practicability, Objectivity, and Clarity. Furthermore, a good test is always Comprehensive, Graded, and arouses students' interests.

4.11 Glossary

| | |
|--------------------|---|
| Test | Test: It is used to know the performance of the students in a particular subject. Test also shows the observable change in the process of learning. The teacher can infer about the child's performance |
| Measurement | Measurement: We can test the ability of the student to perform a task with measurement and give some marks or scores. Measurement is quantitative in nature as we assign some numbers to the students. This is |

| | |
|-----------------------------|---|
| | useful to understand the attributes, attitudes preferences of the students in given aspect. |
| Assessment | Assessment: Through assessment process the teacher tries to value the quality of student's performance in studies. Assessment involves gathering data related to students to improve the performance of the students. |
| Evaluation | Evaluation: The teacher makes the judgment about the given tasks of the students by assigning value, grades, marks to the performance. It shows how far the set goals have been achieved through instruction in teaching learning process |
| Formative Assessment | Formative evaluation is conducted during teaching learning process. it is done through various techniques like observing the students in the classroom, observing their responses, alertness, engagement, in the class, checking their note books, written work quizzes, oral work. |
| Summative Assessment | Summative Evaluation is conducted after the completion of the teaching-learning process of a programme or a course of study. |
| CCE | CCE stands for evaluation that is continuously taken throughout the year and comprehensively takes care of all round development of child's personality |
| Self Evaluation | Self-evaluation is a procedure to systematically observe, analyze and measure one's own learning. |
| Group Evaluation | It is the process of assessing group performances and progress for the given assignments or projects based on set objectives. |
| Peer Evaluation | Peer assessment is a process whereby students or their peer's grade, assignments or tests based on a teacher's benchmarks. |
| SAT | It stands for Scholastic Achievement Test. As per the name it tests the |

| | |
|-------------------|--|
| | achievement of students in a particular subject or task or skill. |
| Blue Print | Blue print is a comprehensive table which gives complete picture of the SAT. |

4.12 Unit End Exercises

Multiple Choice Questions

Choose the correct option.

- _____ evaluation is used to monitor the learning process.
 - Summative
 - Formative**
 - CCE
 - none of the above.
- _____ has the least scope.
 - Test**
 - Measurement
 - Assessment
 - Evaluation
- CCE was introduced by _____.
 - NCTE
 - NCERT
 - SCERT
 - CBSE
- CCE was introduced in the year _____.
 - 2004
 - 2014
 - 2009
 - 2001
- Formative assessment is _____ and summative assessment is _____ in nature.
 - Qualitative, quantitative**
 - quantitative, qualitative
 - both of the above
 - none of the above

Short Answer Type Questions

- What is the purpose of evaluation of the students in the classroom?
- What does CCE stand for?
- Differentiate between formative and summative assessment?
- How does self-evaluation help the students?
- Differentiate between group evaluation and peer evaluation?
- Differentiate between teacher made tests and standardized tests?
- What is the importance of analyzing the scores of the students?

Long Answer Type Questions

- What are the qualities of a good English test paper? Discuss in detail.
- How do you prepare Scholastic Achievement Test? Describe the process in detail.

3. How will you test your students' performance in different language skills? Explain.
4. Exemplify the concept of Blueprint.

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Unit 5: Professional Growth and Development & Innovative Practices in Teaching English

Structure

5.1. Introduction

5.2. Objectives

5.3. Characteristics of a Good English Teacher

5.4. Professional Development of an English Teacher

5.4.1 Seminar

5.4.2 Conference

5.4.3 Workshop

5.4.4 In-service Training

5.5 Membership of Professional Organizations

5.6. Teacher as a Community of Learners

5.7 Innovative Practices in Teaching English

5.7.1 Synectic model of teaching

5.7.2 Content and Language Integrated Learning (CLIL)

5.7.3 Mobile Assisted Language Learning (MALL)

5.7.4 Reflective Practice in Language Learning

5.7.5 Project-based Learning (PBL)

5.7.6 Spaced Learning

5.7.7 Concept Mapping

5.8 Summary

5.9. Glossary

5.10. Unit End Exercises

5.11. References / Suggested Reading

5.1 Introduction

National Educational Policy (2020) has connected the future of our nation with teachers and devoted a separate chapter for teachers in the policy document. It mentions in Chapter 5, that, *“Teachers truly shape the future of our children - and, therefore, the future of our nation. It is because of this noblest role that the teacher in India was the most respected member of society. Only the very best and most learned became teachers. Society gave teachers or gurus, what they needed to pass on their knowledge, skills, and ethics optimally to students. The quality of teacher education, recruitment, deployment, service conditions, and empowerment of teachers are not where they should be, and consequently, the quality and motivation of teachers do not reach the desired standards. The high respect for teachers and the high status of the teaching profession must be restored to inspire the best to enter the teaching profession. The motivation and empowerment of teachers are required to ensure the best possible future for our children and our nation.”* This policy will shape the course of in-service and pre-service teacher education in the country for the next thirty years. NEP, 2020 has given due importance to the continuous professional development of teachers at levels of education.

Professional Growth and Professional Development are complementary to each other. Professional Growth refers to career advancement in the service, for example; a teacher becomes Headmaster or Supervisor of the school or attains higher pay scale/grade in his service, whereas, Professional Development refers to learning and applying new knowledge, skills to improve performance on the job. Professional development activities lead towards professional growth and professional growth motivates teachers to continuously take part in professional development activities.

Professional growth and development are the most important issues in delivering the quality of education in the area of ELT in India. Keeping in mind the low learning outcomes in Indian schools (ASER, 2014), the teachers play a significant role in increasing the learning outcome level among students of non-urban schools. Professional growth and development can be acquired with the help of attending various professional development activities i.e., publication of articles, research papers, participating in conferences and other training, etc. Professional growth is directly linked to the learning growth of the students. The professional growth and development of teachers are therefore important for the entire education system.

5.2 Objectives

After studying this unit, you will be able to:

- Differentiate between professional growth and development.
- Describe the qualities of a good and effective teacher.
- Describe the avenues of professional development of teachers.
- Identify national and international levels professional development bodies/centers/organizations.
- Explain the importance of networking with communities of teachers.
- Describe the application of various innovative practices for teaching the English language.

5.3 Characteristics of a Good English Teacher

Aristotle had once said, “Teachers, who educate children, deserve more honor than parents, who merely gave them birth; for the latter provided mere life, while the former ensured a good life.” In this way, Aristotle gave more importance to teachers than the parents of children. The goodness of teachers percolates in students through their teaching and behavior with students. Teachers should be ideal for students. A good teacher can make a difference in students’ lives. Let’s try to understand some of the characteristics of a good teacher;

i) Subject Knowledge:

A teacher should have mastery over his/her subject. Students consider the teacher as an authority in the subject and follow him in letter and spirit. Students even copy the mistakes of the teacher. Teachers should attain mastery over the subject to satisfy students’ academic needs and expectations regarding the subject. An English teacher should have sufficient command of overall language skills and aspects of language learning. He/she should read recently published books, journals, research papers, encyclopedias, textbooks of SCERTs of other states, etc. on his / her subject.

ii) Pedagogical Awareness:

The purpose of teaching is to help students in their learning. Pedagogy is the science of instruction. Pedagogy helps teachers to pass on knowledge and skills to the students. It helps a teacher to bring out desired or expected changes in students' behavior. A teacher should be aware

of old and recent pedagogies of teaching his/her subject. There are many approaches, methods, techniques, aids of teaching. A teacher should be able to make choices of methods, techniques, aids as per the requirement of the content and level of students. A teacher should be imaginative, innovative, and interactive in his/her use of pedagogy.

iii) Technological Orientation:

The 21st Century is the age of technology. Students are more techno-savvy than their teachers. The problem of integrating technology in education is that students are technology-oriented whereas teachers are library-oriented. Students prefer to learn from technological tools whereas teachers learn from books and printed materials. So, there is a gap between teachers' learning styles and students' learning styles. The challenge before the teacher is to learn by his/her style and deliver the content in the student's style.

Covid – 19 Pandemic has changed the paradigm of school education throughout the world. Technology came to rescue teachers and students in the period of lockdown and Covid protocols. Teachers with technological orientation could only reach students in that period of lockdown. Teachers should be able to use technology for preparation of teaching, presentation in the online or offline classroom, and publication of teaching-learning resources in different formats, such as; text, audio, video, animation, multimedia, etc.

iv) Psychological Orientation:

Psychological orientation is essential for a good teacher because Psychology is the science of behavior and a teacher's job is to bring out expected changes in students' behavior. Teachers should make choices of approaches, methods, techniques, and aids by considering individual differences among students, their learning styles & difficulties, their age group, their likes and dislikes, etc. A teacher should be polite, patient, open, interactive, and easily accessible to his / her students. She/he should try to cater to the psychological needs of students and develop their personalities.

v) Sociological Orientation:

India is a multilingual and multicultural country. Students come from diverse socio-economic and religious backgrounds. They belong to different casts, communities, and cultures. All of the aforesaid elements have a great impact on the overall upbringing of students. It is good for a teacher to have a sociological orientation of Indian society. John Dewey says, 'School is the

miniature of society.’ Every student is a citizen of tomorrow. Therefore, teachers should try to understand and address the problems, concerns, and issues of students from sociological perspectives and turn them into productive and responsible citizens of India.

vi) Research Aptitude:

Research aptitude is one of the important qualities of a good teacher. Teachers should undertake action research to solve the day-to-day problems of teaching in particular and problems of school in general. Research gives a comprehensive look into the prevailing problems and their solutions in the field of education. Research makes teachers more systematic, insightful, and reflective practitioners.

vii) Communication Skills:

Communication skills are very essential for teachers. Communication is nothing but the transfer of knowledge, thoughts, and emotions, skills from a sender to a receiver and vice versa. In classroom teaching, both teacher and students play the roles of sender & receiver and the learning objectives are tried to be achieved.

According to Sean Slade (2014), “The ability to communicate effectively and skillfully is fundamental to students' development.” Teachers should have clarity of concepts, thoughts, and expressions. He / She should have fluency in speaking and accuracy in writing. He should be an attentive, careful listener. His / Her reading should be loud, clear, and audible. He should make use of proper pronunciation, pause, pace, and intonation. He / She should be a role model for students in communication skills.

viii) Lifelong Learner:

Learning is a lifelong process. Peter Drucker, An American Educator, said, “We now accept the fact that learning is a lifelong process of keeping abreast of change and the most pressing task is to teach people how to learn.” In the age of knowledge explosion and technological advancement, teachers must keep themselves updated and upgrade in terms of subject knowledge, pedagogy, technology, and research. Teachers should take part in seminars, conferences, workshops, in-service training programs, online and offline courses to update their knowledge and skills.

ix) Academic Writing:

One of the strongest ways to reach the audience/student is through writing research papers and

contemporary articles in related areas. Every teacher must begin writing in related areas, which can be supplemented with the content knowledge of the teacher's experiences gained through teaching and by combining it with difficulties/solutions in classroom teaching-learning. The previous units have described in detail the writing skill in the English language. It can be adopted by the teachers while writing papers for publication.

x) Characteristics of Classroom teaching:

Teachers should try to inculcate the following things in/her classroom teaching;

- Prepare the students for learning
- Begin with previous knowledge or background exercise or recapitulation
Coherence and clarity in topic delivery
- Time management as per sub-slot (Introduction, discussion, central idea, concluding the topic, and getting feedback) of the lecture duration
- Contextual use of language and style of delivery
- Dynamic and motivational strategies for learners
- Transfer of knowledge to students as the main target of teaching
- Make sure that knowledge reaches the last bench of the class/lecture hall
- Construct a good learner-centered environment
- Ability to mold according to the need of the topic and audience

Activity 1

Who is your ideal English Teacher? Why?

Activity 2

Enlist your characteristics as an English teacher. How will you become a Good English Teacher? Reflect and make a plan to improve yourself

5.4 Professional Development of an English Teacher

An English Teacher should participate in Seminars, conferences, workshops, in-service training programs, etc. for his/her professional development. These programs are organized on recent developments in the field of education. These programs are highly interactive and informative for teachers. Participants get an opportunity to interact with the experts and experienced teachers of their subject and field. These programs provide opportunities to present and publish your papers, deliver lectures, interact with people from different states, countries, and cultures, travel around the country and abroad, add value to research and academic excellence. Lets' try to understand these programs;

5.4.1 Seminar

According to Collins Dictionary (2020), "A seminar is a meeting where a group of people discusses a problem or topic." A seminar is a professional activity in which subject experts of a particular topic deliver their opinion and justification. This is a less formal activity. Seminars can be organized for a single purpose or multiple purposes. It provides opportunities to make contacts and connections with people of the same field and subjects. It allows expressing your experiences in the field and sharing the results of your research. Teachers should participate and present papers in seminars that are organized at the department, college, university, state, national and international levels. Nowadays, seminars are also organized online that are known as Webinars.

5.4.2 Conference

A conference is an event, sometimes lasting a few days, at which there are a lot of talks and meetings about a particular subject (Cambridge Dictionary, 2020). A conference is also a professional activity in which experts are gathered to resolve some issues or come to a common agreement through discussion and debate. This is a more formal activity. Conferences can also be organized either in a physical or virtual environment. A physical conference not only provides opportunities for collaborations and connections but also provides an opportunity to travel to new cities, states and countries. Travelling gives a break from routine work which makes you relax and refresh. Virtual conferences are organized with the help of conference tools, such as Zoom, Google Meet, etc.

5.4.3 Workshop

The workshop is primarily based on hands-on activities. Merriam-Webster Dictionary (2020)

defines workshop, “as a usually brief intensive educational program for a relatively small group of people that focuses especially on techniques and skills in a particular field.” A workshop is a professional activity in which experts are called for the demonstration, discussion, and hands-on activities. It is followed by hands-on activities based on the theme of the workshop. The workshop is practical. Workshop on Preparation of Teaching Aids, Workshop on How to use Conferencing Tools for teaching? Workshop on Phonetics, Workshop on Writing Skills, Workshop on Good Handwriting, etc. are some of the examples of workshops.




5.4.4 In-service Training

An in-service training program is a long-term or short-term duration program aimed at the education and training of in-service teachers or employees. In-service training programs may be subject-specific or skill-specific. It is directly linked with the professional growth and development of teachers in terms of vertical promotion and development of professional skills. Many institutions in the country provide in-service training at different levels, such as; Departments of School Education, the District Institute of Education & Training (DIET), Human Resource Development Centers (HRDC), SCERTs, NCERT, Urdu Academies, Centers for In-service Training of Teachers, etc.

National Education Policy (2020) has suggested that “Each teacher will be expected to participate in at least 50 hours of Continuous Professional Development opportunities every year for their professional development, driven by their interests. CPD opportunities will, in particular, systematically cover the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies, such as experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches, etc.” In the coming days, teachers will get the benefits of such measures taken by the government.

Maulana Azad National Urdu University, Hyderabad has a special center for in-service training of teachers at its headquarters, i.e., Hyderabad. It is known as the **Center for Professional Development of Urdu Medium Teachers (CPDUMT)**. This Center organizes in-service training programs, seminars, webinars, and conferences for Urdu medium teachers & Madrasa teachers on various subjects including English language teaching. A similar center exists in Jamia Millia Islamia, New Delhi which is known as **the Academy for Professional Development of Urdu Medium Teachers (APDUMT)**. Another noteworthy institute is **the**

Urdu Academy of Aligarh Muslim University, Aligarh. All these centers conduct training programs on recent trends, innovative practices, subject-specific pedagogies, and technological orientation of Urdu medium teachers. Teachers should take part in such training programs and try to make themselves updated, upgraded, and relevant to the field of education.

| | |
|---|--|
| <p>Activity 5.1</p> <p>Visit the websites of any two centers/academies mentioned above and write a note on their role in professional development of teachers in general and Urdu medium teachers in particular.</p> | <p>Scan QR code to visit the websites of these centers/academies and learn more about their activities and functions</p> |
| <p>Center for Professional Development of Urdu Medium Teachers (CPDUMT) https://manuu.edu.in/University/Centre/CPDUMT/Head/776</p> |  |
| <p>Academy for Professional Development of Urdu Medium Teachers (APDUMT) https://www.jmi.ac.in/apdut</p> |  |
| <p>Urdu Academy https://www.amu.ac.in/academies/urdu-academy</p> |  |

5.5 Membership of Professional Organizations



There are many professional organizations of teachers in the country that serve the purposes of representing the interests of teachers, providing in-service teacher training, and maintaining oversight over every aspect of the profession. According to Wikipedia (2020), “A professional association (also called a professional body, professional organization, or professional society) seeks to further a particular profession, the interests of individuals engaged in that profession, and the public interest.”

Teachers can become members of such professional organizations. Professional organizations are an asset of continuing education. Some organizations also provide job prospects. They help freshers to get placement in any school. They also offer mentoring services where freshers or in-service employees can learn from an experienced person from their field.


Professional organizations hold many events, like seminars, webinars, conferences, conventions, training programs, workshops, meetings, etc. to update the members regarding recent developments and challenges. Teachers can get networking opportunities at these events. Teachers can increase their visibility and earn name and fame through these events (Hill, 2018).

Teachers can access the resources of professional organizations, such as; magazines, newsletters, journals, publications, e-resources, etc. Teachers can also contribute to developing these resources. Teachers can publish their articles, research papers, books, e-resources by using the platform of professional organizations. Professional organizations also provide opportunities for extension services. We take advantage of public education, public money, public infrastructure, public hospitals. Therefore, we have a responsibility to pay back the public through some social service. Professional organizations are a good platform to undertake such activities (Hill, 2018).

There are many benefits in getting the membership of professional organizations of your field or subject. Following are some professional organizations of English teachers (Scan QR code to visit the websites of these organizations and learn more about their activities and functions);

| Sr. No | Name of the Organization/Association | QR Code |
|--------|--|---|
| 1 | English Language Teachers Association of India (ELTAI) (http://eltai.in/) |  |
| 2 | Association for English Studies in India (AES - India) (http://www.aes-india.org/) |  |

| | | |
|---|--|---|
| 3 | National Association for the Teaching of English (NATE) (https://www.nate.org.uk/) |  |
| 4 | National Council of Teachers of English (NCTE) (https://ncte.org/) |  |
| 5 | British Council of India (https://www.britishcouncil.in/)_ |  |
| 6 | TESOL International Association (https://www.tesol.org/) |  |
| 7 | The International Research Foundation for English Language Education (TIRF-ELE) (https://www.tirfonline.org/) |  |

| | | |
|---|---|---|
| 8 | International Association of Teachers of English as a Foreign Language (IATEFL) (https://www.iatefl.org/) |  |
|---|---|---|

Activity 5.2

Visit the websites of any two professional organizations mentioned above and write a note on their role in professional development of English teachers.

5.6 Teacher as a Community of Learners

There is a proverb in Latin that says, “*By learning, you will teach, and by teaching, you will learn.*” Teaching is not possible without learning. The teacher learns new things and helps students to learn the same and go even beyond his/her level of knowledge and skill. The teacher remains a learner throughout his/her life. When many teachers come together to learn, share, interact, reflect and evolve, they form a community of learners. They learn through their network and pass on the same with their students.

Network Learning is a remarkable type of learning in the 21st century where people learn from each other through collaboration, cooperation, and connections. Social media platforms like Facebook, Linked In, WhatsApp, Telegram, YouTube, SlideShare, Blogger, etc. provide opportunities for collaborative and cooperative learning where teachers can form their networks. Conferencing tools like Zoom, Google Meet, WebEx, Google Duo, etc., provide an online and multimedia environment of learning and interaction. A teacher should be a networked learner and make the best possible use of social networks for keeping himself/herself updated and upgraded.

You can see such communities of teachers learning offline and online. When teachers physically come together at seminars, conferences, workshops, training programs, etc., they form an offline learning community. Whereas when teachers come together online on WhatsApp, Telegram, Facebook, Linked In, etc., they form an online community of learners. These communities

develop qualities of leadership and team spirit. It is rightly said, “Competition makes us Faster; Collaboration makes us better.”

5.7 Innovative Practices in Teaching English

Teachers should embrace innovative practices in teaching English. Innovative means doing something in a new way that is different from the old one. Some of the innovative practices in teaching the English language are as under;

5.7.1 Synectic model of teaching

Models of teaching are an integral part of English language teaching. It paves a structured pathway for teaching-learning English. *Bruce Joyce and Marsha Weil (1980)* defined the model as: “*A model of teaching is a set of interrelated components arranged in a sequence which provides guidelines to realize a specific goal. It helps the designing instructional activities and provides an environment carrying out these activities to realize the stipulated objectives.*”

The Greek word, ‘Synectic’s’ means the joining together of different ideas. William. J. Gordon developed the Synectic’s model in 1961. The importance of creativity in any activity of teaching-learning is prime to this model. Increasing involvement in problem-solving techniques, creative expressions, social relations by the learners leads to a better understanding of the issues. Therefore, young learners are exposed to an imaginary and illogical world to get fresh ideas to solve the issues from their perspective.

There are four main steps in this model; Direct Analogy, Personal Analogy, Analogy Contrast, and New Analogy. Let’s try to understand these steps;

(i) Direct Analogy:

The teacher introduces the concept by creating a direct analogy and asks students to think of characteristics of it. For example; Teaching is like space exploration because.....

(ii) Personal Analogy:

Students start to think and come up with creative ideas. For example; Teaching is an adventure similar to space explorations.... Teachers need rigorous study and practice same as astronauts.... The science of teaching is very vast like space.... Every student is like a different planet which needs much time to understand and explore...etc.

(iii) Analogy Contrast:

Students compare and contrast their analogies and concepts. For example; Teaching is not like space exploration because teaching is not as difficult as space science.... etc.

(iv) *New Analogy:*

Students create their analogies. For example; Teaching is like planting a seed because.... teaching is like gardening because.... teaching is like coaching because...teaching is like firefighting because...teaching is like tour guiding because...etc.

This model is used to ignite creative thinking among students and promote collaborative and constructive learning.

5.7.2 Content and Language Integrated Learning (CLIL)

The term CLIL was propounded in 1994 by David Marsh from the University of Jyväskylä, Finland. According to March, *"CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language (www.onestopenglish.com)."* The main purpose of this approach was to re-look the language learning, not as an exclusive pedagogy rather in an integrated manner with other subjects and vice versa, and to improve students' proficiency in both subject and the target language. Content and language integrated learning (CLIL) is an approach for learning content through an additional language (foreign or second), thus teaching both the subject and the language (Wikipedia, 2021).

It is a blanket term used for learning another subject, for instance; history or geography through the medium of a foreign language. It also means integrating language and subject content in an integrated manner. According to Wikipedia (2021), "The integration of content and language learning in English as an international language (EIL) is found in approaches to bilingual education. These approaches include immersion, content-based instruction (CBI), content-based language teaching (CBLT), and the movement towards English medium instruction (EMI)." In English medium schools, all the subjects, such as; mathematics, science, social sciences, etc., are taught in English. Further, in Semi-English schools, some subjects like mathematics and sciences are taught in English. These are examples of CLIL.

In CLIL, language becomes the means of the learning content of any subject; hence, language acquisition becomes easy. Language is learned in real-life situations through various subjects, like; history, geography, civics, economics, mathematics, and sciences. Students become proficient and fluent in English due to the direct use of language for learning the content.

5.7.3 Mobile Assisted Language Learning (MALL)

The present revolutions of telecommunication across the globe and more specifically in India

have brought Mobile assisted language learning into the limelight. Here, Mobile and Computer-assisted learning are used in similar contexts. Ever-expanding social media, lowering the cost of mobile operations, and vast availability of resources through the use of the internet has benefited the population at large and as a consequence, Mobile assisted language learning has gained popularity in the educational world.

Mobile-Assisted Language Learning (MALL) is language learning assisted through handheld mobile devices, such as mobile phones, personal digital appliances, iPhones, iPad, etc. Students can access language learning websites, materials, resources, apps, dictionaries, thesaurus, and encyclopedias through these devices on anytime, anywhere, anything basis. They can communicate with their teachers, classmates, peers with the help of instant messaging, social media sites, and conferencing tools available on these mobile devices.

In short, MALL is gaining momentum day by day with the development of mobile technologies. In Covid – 19 lockdowns, mobile devices came to the help of teachers and students all across the country to continue their teaching-learning process. According to a study by KPMG & Google, the online education market of India is currently 247 million USD and likely to reach the 1.96 billion USD mark by 2021. So, there are many professional opportunities in the online education market. Teachers should try to learn to create web-based platforms, mobile apps, video channels, resource portals, a network of teachers, etc. for their professional growth and development.

Activity 5.3

Make a list of mobile apps useful for learning English language skills, vocabulary and grammar with the help of Play Store application in your smartphone. How will you use these apps for teaching English to your students? Explain.

5.7.4 Reflective Practice in Language Learning:

Reflective practice means an ability of self-introspection from a constructive and critical perspective of one's action. It enables a teacher to identify, study and solve educational problems. It also paves a way of moving ahead in professional growth and development. A reflective teacher in a language classroom always tries to question him/herself whether teaching-learning is

moving in the right direction? if not then what more can be done? How to improve teaching by using different methods, techniques, or language intervention? Continuous professional developments of teachers also make them a good reflective practitioner in language or any other subject classroom.

Some of the reflective practices can be mentioned as under;

□ **Action Research:**

Action research is an investigation for addressing immediate problems of a teacher with a student, class, textbook, curriculum, or method of teaching. It gives practical knowledge and solutions to apply in teaching practice. Teachers can undertake action research individually or collaborate with others.

□ **Classroom Observations:**

Classroom observations can be done by language experts, senior teachers, or principals of the school to give feedback, guidance, and counseling to language teachers regarding the teaching-learning process of the classroom and related issues.

□ **Language Teacher Groups:**

Working in groups is always helpful. English teachers can form their group to reflect upon their teaching-learning practices. They can complement each other's strengths and compensate for each other's limitations. By working in groups, language teachers can generate more ideas, remedies, solutions to their problems, and practices that can be done by an individual teacher. Such groups are very helpful in keeping teachers updated and upgraded for their profession.

□ **Critical Friends:**

A critical friend is a supportive person or teacher who encourages discussions and reflection. Critical friend gives advice and constructive suggestions to improve the quality of teaching and learning. It is essential to have critical friends around you to keep you in tune with your profession and its innovative practices.

□ **Reading Journals and Writing for Journals:**

Reading of Regional, National, and International Journals on English Language Teaching (ELT) broadens the horizon of thinking and understanding of an English teacher. It develops insight into your profession. These journals contain articles, research papers, reflections on educational policies and reports, innovative practices, interviews of educational experts, and other useful material for teachers. Teachers should also share their experiences, knowledge, and innovative practices by writing articles and papers for such journals. It is relevant to quote Francis Bacon,

who said, “Reading maketh a full man, conference a ready man and writing an exact man.” So, try to become a full man (full teacher) by reading good journals and try to become an exact man (exact teacher) by writing for good journals.

5.7.5 Project-based Learning (PBL)

Project-based learning is based on the pragmatic branch of philosophy. William H. Kilpatrick expanded this method in the early 20th century. Very often, it is also equated with experiential learning which also involves learning based on some real-life experience for long-lasting in one's memory. This method was evolving basically for problem-solving strategies in language teaching/learning. Project-based learning involves experience through manual activity in which more senses are engaged for long-lasting learning. It is based on the principle of Learning by Doing. The benefits of this method are also reflected through the long-lasting learning with equal opportunity of learning for all irrespective of socio-economic status of the learner; besides it promotes individual learning aptitude. Moreover, this method is more useful to foreign language learners or learners of English as a second/third language.

Activity 5.4

Read the book, ‘A Teacher’s Guide to Project Based Learning’ written by Fleming, D. S. which is available online at <https://files.eric.ed.gov/fulltext/ED469734.pdf>.

And in the light of your reading, write your reflections on application of Project Based Learning in teaching and learning of English.



Scan the QR code to directly visit the source.

5.7.6 Spaced Learning

Spaced learning was developed by Paul Kelley. It is an approach in which multiple efforts are made for learning by repetitive exercises of condensed subject matter. The process of spaced learning requires repetition three times and a temporal interval to get the learning item into the permanent memory. It can also be said that spaced learning works as a cause of forgetfulness therefore; permanent memories are strengthened with this approach. Spaced Learning approach can be implemented by following ways (Dixit, 2020, blog.commlabindia.com);

□ *Giving Breaks:*

Students' span of attention is very less. They cannot pay attention for a long time to a particular topic. Hence, teachers should give breaks during classroom teachings, so that students can get time to relax, reflect, and generate insights on what they learned. Teachers should present the topic in 15-20 minutes, summarize it and give them a break by posing open-ended questions or hands-on activities.

□ *Present the content in small chunks:*

Break the content into small chunks and present them one by one, so that it can be easily learned by students. Don't present the entire content in one go.

□ *Use of Retrieval Strategies:*

Make use of retrieval strategies, such as; presenting the same content through different multimedia, posing real-life questions related to the content, involving students in games and activities, etc.

□ *Offer Repetition:*

Take repetition of the content by regular intervals through individual, peer, or group activities till the entire content is learned by students.

□ *Regular Assessments:*

Have pre-assessment, formative assessments, and summative assessments regularly and review all these assessments to keep track of students' progress.

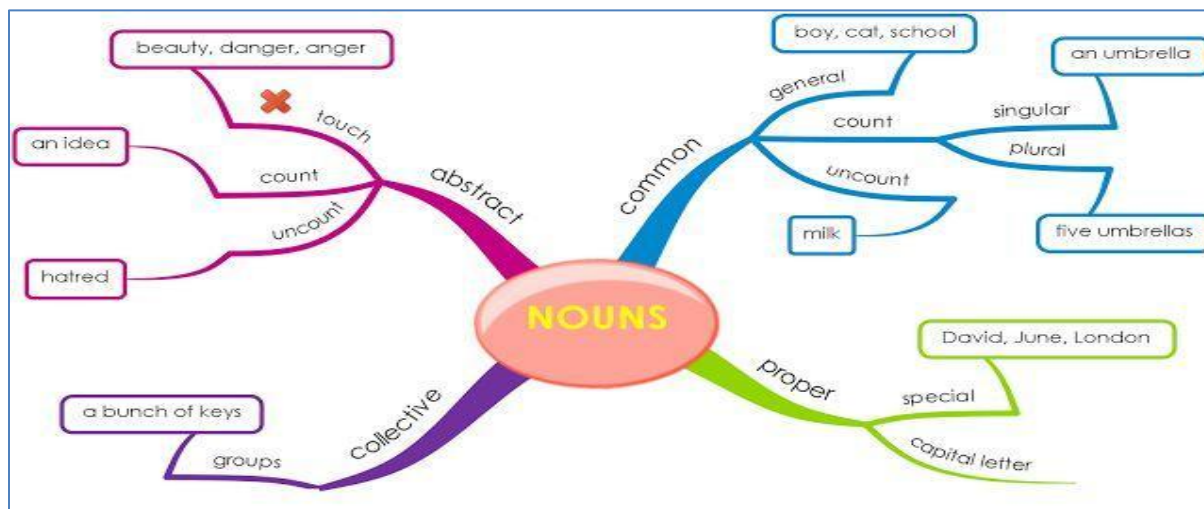
Activity 5.5

How will you use the spaced learning approach for teaching English language?

5.7.7 Concept Mapping

Concept maps are visual representations of information. It shows relations between different ideas and concepts. Concept maps benefit all sorts of learners, especially visual learners. Concept mapping is a brainstorming activity generally practiced to get conceptual clarity of certain difficult/new ideas. It involves identifying every possible idea related to a target concept in a

random fashion. Further, it also tries to get relationships among all the identified ideas to understand the broader concept. The following picture represents the concept mapping.



Source: <https://www.pinterest.com>

Activity 5.6

How will you use innovative practices for teaching English in the classroom? Exemplify.

5.8 Summary

Professional Growth and Professional Development are complementary to each other. Professional Growth refers to career advancement in the service, whereas, Professional Development refers to learning and applying new knowledge, skills to improve performance on the job. Professional development activities play a vital role in developing characteristics of a good teacher among practicing teachers.

Professional growth and development of teachers are very important for the overall quality development of the institution in the particular and educational system of the country in general. Many professional bodies, organizations, NGOs are working for the cause of the professional development of teachers.

In humanities and social sciences, the avenues are comparatively less for professional development compared to science and technology. But, the recent advancements of Information

and Communication Technologies have opened up greater scope for online publishing, scopes, and avenues for online seminars, workshops, training programs, academic writing skills, information dissemination of different sources, etc.

Teachers should work as a community of learners. Teachers should become active members of professional organizations. They should take part in their activities and continuously try to update and upgrade themselves with innovative practices in education.

5.9 Glossary

| | |
|--|--|
| Professional Growth | It refers to career advancement in the service, for example; a teacher becomes Headmaster or Supervisor of the school or attains higher pay scale / grade in his or her service. |
| Professional Development | Professional Development refers to learning and applying new knowledge, skills to improve performance on the job. It refers to in-service educational activities of teachers in a formal or non-formal mode. |
| Professional Bodies | The regulatory bodies for different professional education and other agencies responsible for the professional development of teachers. |
| Seminar | A seminar is a meeting where a group of people discuss a problem or topic (Collins Dictionary, 2020) |
| Conference | Conference is an event, sometimes lasting a few days, at which there are a lot of talks and meetings about a particular subject (Cambridge Dictionary, 2020). |
| Workshop | Workshop is a usually brief intensive educational program for a relatively small group of people that focuses especially on techniques and skills in a particular field (Merriam-Webster Dictionary, 2020). |
| Models of Teaching | <i>A model of teaching is a set of interrelated components arranged in a sequence which provides guidelines to realize a specific goal. It helps the designing instructional activities and provides an environment carrying out these activities in order to realize the stipulated objectives (Joyce, B & Marsha, W., 1980).</i> |
| Synectic model of teaching | The Greek work, ‘Synectic’s’ means the joining together of different ideas. William. J. Gordon developed the Synectic model in 1961. This model is used to ignite creative thinking among students and promote collaborative and constructive learning. |
| Content and Language Integrated Learning | CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language (www.onestopenglish.com). |
| Mobile | Mobile Assisted Language Learning (MALL) is language learning |

| | |
|----------------------------|--|
| Assisted Language Learning | assisted through handheld mobile devices, such as, mobile phones, personal digital appliances, iPhones, iPad, etc. |
| Project Based Learning | Project based learning involves experience through manual activity in which more senses are engaged for long lasting learning. It is based on the principle of Learning by Doing. |
| Spaced Learning | Spaced learning, developed by Paul Kelley, is an approach in which multiple efforts are made for learning by repetitive exercises of condensed subject matter to retain the content in long term memory of students. |
| Concept Mapping | Concept mapping is a brainstorming activity generally practiced in order to get conceptual clarity of certain difficult/new ideas. |

5.10 Unit End Exercises

Multiple Choice Questions

Choose the correct option;

- CLIL was propounded by _____.
a. David Marsh b. Douglas c. Gordon d. Dr. West
- _____ is associated with project-based learning.
a. David Marsh b. W.H. Kilpatrick c. Paul Kelley d. Dr. West
- W.J. Gordon developed the Synectic model in _____.
a. 1961 b. 1971 c. 1981 d. 1991
- 'Synectic's' is _____ word.
a. French b. Latin c. Greek d. Celtic
- Paul Kelley is associated with;
a. PBL b. MALL c. Spaced Learning d. Concept Mapping

Short Answer Type Questions

- What are the characteristics of a good teacher?
- What do you understand about the professional development of a teacher? Explain with suitable examples.
- Write a note on professional organizations working in India.
- Explain the concept of concept mapping.
- Exemplify Synectic model of teaching.

Long Answer Type Questions

- What are the ways for professional development of teachers of the English Language? Discuss in detail.
- What are the different innovative practices of teaching English language? Exemplify in detail.

3. What are the problems faced by Indian teachers in their professional growth and development?
4. How will you use spaced learning for teaching English language? Exemplify.
5. Write a critical note on MALL.

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“Change is the end result of all true learning” – Leo Buscaglia

Best Wishes

Model Examination Paper

Pedagogy of English

Time: 3 hours

Max. Marks: 70 marks

Note: This question paper consists of three parts: Part - A, Part - B, and Part - C. Number of words to answers each question is only indicative. Attempt all parts.

Part - A contains 10 compulsory questions of multiple choices / fill in the blank / very short answer type question. Answer all questions. Each question carries **01 mark. (10x1 = 10 marks)**

Part - B contains 08 questions of which students are supposed to answer 05 questions. Answer each question in approximately **200 words**. Each question carries **04 marks. (5x6 = 30 marks)**

Part - C contains 02 questions of which students are supposed to answer 01 question. Answer each question in approximately **500 words**. Each question carries **10 marks. (10x03=30 marks)**

Part - A

1. Answer the following questions in one word.

- (i) Write the full form of ELT?
- (ii) In which approach of curriculum organization, all content and activities are placed in the order of simple to complex?
- (iii) What is the type of vocabulary over which a person has no command?
- (iv) What is the type of Test which is conducted to know the previous knowledge of students?
- (v) In which year, CCE was introduced in India?
- (vi) In which type of composition, the students work freely and independently without the help of teacher?

- (vii) Which method of teaching grammar is known as Correlation Method?
- (viii) Which method is the natural method of teaching grammar?
- (ix) What do you call a reference book which provides a lot of information related to condemned subject or topic?
- (x) Which type of evaluation is conducted at the end of a programmed of study?

Part - B

- 2. Explain the meaning of Curriculum?
- 3. Write any two principles of curriculum construction?
- 4. Write any two objectives of teaching vocabulary.
- 5. What do you understand by the term 'Active Vocabulary'? Give examples.
- 6. How do Note - making skills keep learners?
- 7. Bring out any two differences between a Dictionary and a Thesaurus.
- 8. Write any two characteristics of Functional Grammar.
- 9. What is meant by Peer Evaluation?

Part-C

- 10. What are the various tools of assessment? Describe any three tools of assessment.
- 11. Write a detailed note on Brain Storming.
- 12. Describe the various types of vocabulary with suitable examples.
- 13. What are the different approaches to curriculum organization in English Language?
- 14. What are the qualities of a Good English test paper?

Notes

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