

B9ED213DST

Pedagogy of English-II

Bachelor of Education (B. Ed.)
(Second Semester)

Centre for Distance and Online Education

Maulana Azad National Urdu University

Hyderabad-32, Telangana-Bharat

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Message

Maulana Azad National Urdu University (MANUU) was established in 1998 by an Act of the Parliament. It is a central university with NAAC Grade A+. The mandate of the university is: (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, there has been a dearth of course material in Urdu. Urdu University now has a repository of more than 350 books in Urdu and the number is increasing with each semester.

Urdu University considers it a privilege to be part of the national mission of providing material in mother tongue/home language as per the vision of NEP 2020. Further, the Urdu speaking community is no longer at a disadvantage in gaining updated knowledge and information in emerging areas or newer knowledge in existing fields due to non-availability of reading material in Urdu. The availability of content related to the above domains of knowledge has created new awareness of attaining knowledge that could significantly impact the intellectual growth of the Urdu knowing community.

To facilitate the teaching-learning process for the distance and online learners, the Centre for Distance and Online Education (CDOE) of the university ensures the preparation of self-learning material (SLM) in Urdu and the concerned language subjects.

MANUU makes available SLM to the students of Distance and Online Learning free of cost. The same is also available for sale at nominal cost to anyone interested in gaining knowledge through Urdu. To further provide access to learning, eSLM in Urdu/Hindi/English/Arabic is available for free download from the University website.

I am immensely pleased that due to the hard work of the concerned faculty and full cooperation of the writers, the process of publications of books for the FYUG B.A., B.Sc. and B.Com has begun on a massive scale. To facilitate the students of Distance and Online Learning, the process of preparing and publication of Self Learning Material (SLM) is of paramount importance to the University. I believe that we will be able to meet the requirements of a large Urdu knowing community through our Self Learning Material and will fulfill the mandate of this University and justify our presence in this country.

With best wishes,

Prof. Syed Ainul Hasan
Vice Chancellor
MANUU, Hyderabad

Message

In the present era, distance education is recognized as a very effective and useful mode of education all over the world and a large number of people are benefiting from this mode of education. Maulana Azad National Urdu University also introduced the distance learning mode since its establishment in view of the educational needs of the Urdu speaking population. Maulana Azad National Urdu University started in 1998 with the Directorate of Distance Education and the regular programmes commenced from 2004, and subsequently various departments have been established.

The UGC has played a vital role in efficiently regulating the education system in the country. Various programs running under Open and Distance Learning (ODL) mode at Centre for Distance and Online Education (CDOE) are approved by UGC-DEB. The UGC-DEB has emphasized on synchronizing the syllabi of distance and regular mode to enhance the level of distance learning students. Since Maulana Azad National Urdu University functions as a dual-mode institution, offering both distance and conventional modes of learning, it develops in-house Self-Learning Materials (SLMs) to support its undergraduate and postgraduate programmes. These materials are structured into blocks and units in accordance with the credit distribution of each course and the guidelines prescribed by the UGC-DEB.

The Centre for Distance and Online Education (CDOE) offers a total of nineteen (19) programmes comprising of UG, PG, B.Ed., Diploma, and Certificate programmes. Along with this, programmes based on technical skills are also being started. The CDOE has now launched 4-year UG program for July 2025 as per the NEP-2020. The honours programs B.A., B.Sc. & B.Com are design as per the NCF and it will help students in pursuing honours degree. From the year 2025-2026, the MBA program is introduced in ODL mode.

A huge network of nine Regional Centers (Bengaluru, Bhopal, Darbhanga, Delhi, Kolkata, Mumbai, Patna, Ranchi, and Srinagar) and six Sub-Regional Centers (Hyderabad, Lucknow, Jammu, Nooh, Varanasi, and Amravati) was established to facilitate the students. Apart from this, an extension center has also been established in Vijayawada. More than one hundred and sixty Learner Support Centres (LSCs) and twenty Programme Centres are run simultaneously under these Regional and Sub-Regional Centers to provide educational and administrative support to the students. The Centre for Distance and Online Education makes full use of ICT in its educational and administrative activities, and offers admission to all its programs through online mode only.

The soft copies of Self Learning Material (SLM) for students are made available on the website of the Centre for Distance and Online Education and the links of audio and video recordings are also made available on the website. In addition, facilities of E-mail and WhatsApp groups are being provided to the students through which the learners are informed about various aspects of the program such as course registration, assignments, counselling, examinations, etc. In addition to regular counseling, additional remedial online counseling is being provided from the last two years to improve the academic standards of the students.

It is expected that the Centre for Distance and Online Education will play a vital role to bring educationally and economically backward population into the mainstream of contemporary education. Changes are made in various programmes as per the New Education Policy (NEP-2020) in view of the educational needs and it is hoped that this will help in making the Open and Distance Learning system more efficient and effective.

Prof. Mohd. Razaullah Khan

Director, Centre for Distance and Online Education

MANUU, Hyderabad

Introduction To the Course

In today's rapidly evolving educational context, effective English teaching demands more than just fluency — it requires a deep understanding of curriculum design, teaching methodology, language skills, integrated pedagogical techniques, and the wise use of modern educational tools. This course is developed to prepare prospective English teachers with that comprehensive foundation so they can confidently plan, deliver, and evaluate English lessons in diverse classroom situations.

The course is organized into four Blocks, comprising a total of 16 Units. Each Block covers a key domain essential for becoming a well-equipped English teacher.

Block 1: School Curriculum in English: This first Block lays the groundwork by exploring what constitutes a curriculum and how to realistically design or evaluate curricula and textbooks for English education.

Block 2: Teaching Vocabulary, Grammar, Study and Reference Skills: Through exposure to a variety of approaches (structural, communicative, thematic, multilingual, etc.) and teaching methods, along with classroom techniques like group work, pair work, role-play, and dramatization, you will learn to adapt your teaching strategies to varied learning needs, contexts, and objectives.

Block III: Language Assessment and Evaluation: This Block addresses assessment and evaluation in English language teaching. It outlines the characteristics of a good English language test and discusses various evaluation techniques, including oral and written evaluation, self-evaluation, peer evaluation and group evaluation. The Block further explains formative assessment, summative assessment and the Continuous and Comprehensive Evaluation (CCE) system. Special emphasis is laid on preparing skill-based tests for listening, speaking, reading, writing, study skills and reference skills.

Block IV: Professional Growth and Development and Innovative Practices in Teaching English

This Block highlights teaching as a profession and focuses on the continuous professional growth of English teachers. It discusses the characteristics of a good English teacher and various avenues for professional development. The Block also emphasizes teachers' engagement with professional organizations and the concept of teachers as a community of learners. Furthermore, it introduces innovative and contemporary teaching practices, including the Synectics Model of Teaching, CLIL (Content and Language Integrated Learning), MALL (Mobile Assisted Language Learning), reflective practice, project-based learning, spaced learning and concept mapping, enabling teachers to align their classroom practices with modern educational trends.

Prof. Sayyad Aman Ubed
Programme Coordinator

Unit-1 Curriculum: Concept, Meaning, and Principles of Curriculum Construction*

Structure

- 1.0 Introduction
- 1.1 Objectives
- 1.2 Meaning of Curriculum
- 1.3 Bases of Curriculum
 - 1.3.1 Philosophical Basis
 - 1.3.2 Psychological Basis
 - 1.3.3 Socio-Cultural Basis
 - 1.3.4 Historical Basis
 - 1.3.5 Economic Basis
 - 1.3.6 Political Basis
 - 1.3.7 Scientific Basis
- 1.4 Principles of Curriculum Construction
- 1.5 Modern Trends in Curriculum Construction
 - 1.5.1 Diverse Digital Environments
 - 1.5.2 Curriculums based on needs
 - 1.5.3 Curriculum that is modular and based on credits
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 - 1.5.7 Objectivism
- 1.6 Summary
- 1.7 Learning Outcomes
- 1.8 Glossary
- 1.9 Model Examination Questions
- 1.10 Suggested Reading Materials

1.0 Introduction

It is believed that education is a deliberate process. Different educational programmes organize instruction based on their goals. In order to incorporate the processes that any intellectual community or state, educationist, expert, etc. deem desirable in the coming generation, planned education itself depends on certain contexts and actions. In the information-driven culture of today, there are an infinite number of contexts and processes, and each one's significance and use cannot be understated. The fact that not everyone can be accommodated and that planning will not be

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possible is also a truth. The issue of what content or subject matter should be included and which should be excluded as well as the optimal course of action will then emerge.

In actuality, it is common practice in this environment to include in the curriculum all courses and resources that academics, professionals, psychologists, authorities, and the state or government deem important or relevant from the standpoint of the individual or society. As. The idea of curriculum always assumes certain things, including what we intend to teach the kids and in what direction. What they teach, among other things. Curriculum and national education policies are significant factors in this. It is therefore seen vital that the curriculum and educational policies be based on the children's inquiries and curiosities.

The curriculum is thought to need to be organized and constructed so that students can be proud of their national tradition and dedicated to the collectivity and diversity of the nation, from the standpoint of social logic and consistency. The curriculum should encourage students to become aware of, comprehend, and care about their immediate social surroundings. It should also offer opportunity for them to make connections between theoretical knowledge flows and real-world problems.

Since education is not just about imparting knowledge, true education was defined in the National Curriculum Framework 2005 as something which expands and deepens children's understanding and area of experience. It only has value in real-world settings when it gives children the chance to integrate their personalities with their surroundings and when they are able to both construct knowledge and integrate their surroundings at the same time. Given the standards of progressive development in education and its form, it is deemed important to include new problems in the current setting. Some guiding concepts have been addressed in the National Curriculum Framework-2005 in relation to a number of curriculum-related issues, which are seen as crucial components of the educational system in the present scenario. These are as follows-

- Mapping the information taught in school to real-world situations,
- The curriculum should be designed in a way that keeps students solely focused on the material found in textbooks.
- it should also give them enough opportunities for development on other fronts in order to guarantee that studies are free from the typical rote learning system.
- Creating an overarching identity that incorporates national interests within a democratic government.
- Simplifying and enhancing exams while connecting them to classroom activities.

1.1 Objectives

The objectives of this Unit are to:

- explain the concept of curriculum
- clarify the general concept based on different definitions of curriculum
- explain the difference between curriculum and subject matter
- describe the various bases of curriculum
- explain various bases of curriculum with reasons
- describe the various steps in the curriculum development process
- explain with examples the various stages of the curriculum development process
- describe various models of curriculum development
- explain the general pattern of curriculum development
- identify the participants involved in curriculum development
- discuss the need for curriculum
- explain the format of curriculum development prevalent in India

1.2 Meaning of Curriculum

The determination of subjects at any level in any educational organization depends on the objectives of education decided at that level. To achieve these decided objectives of education, curriculum and subject material is organized and planned. In general sense, the subjects and activities which are planned to achieve the prescribed objectives of education are called curriculum. The origin of the word Curriculum is believed to be from the Latin word 'Currere' which means "A Race Course." Thus, educational curriculum in the scenario means the race field in which students run and try to achieve certain objectives of education, just as a runner tries to reach his goal by running in the race field. In a common practice, the concept of curriculum is not limited to text books only, but it also includes activities like teacher behaviour, school building, courtyard, pictures on the walls and written mottos etc. For the meaning and clarity of curriculum, it is necessary to know and understand some definitions. These definitions are as follows:

- **Cunningham** - "Curriculum is an instrument in the hands of the artist (teacher) by which he gives the desired form to his object or material (student) in his art house (school) according to his ideal (purpose)."

- **The Secondary Education Commission** - "Curriculum is not limited to the theoretical subjects traditionally taught, but it includes the totality of experiences which a child is admitted to a school."
- **Munro** - "Curriculum contains all those experiences which are used by the school to achieve the objectives of education."
- **Kilpatrick** - "Curriculum is the entire life of the student to the extent that the school accepts the responsibility of making it good or bad."
- **John Dewey** - "The planning of curriculum should take care of its suitability to the needs of present community life; its selection should be such that our general collective life will be improved so that our future will be better than our past."
- **Rudyard and Henry** - "In the broad sense, curriculum includes the entire school environment which includes all types of contacts, interactions, reading, activities and subjects etc. received in the school."
- **Caswell** - "All the activities that come in the life of children and their parents and teachers are called curriculum. Whatever work is done in the student's time, all of them constitute the curriculum. In fact, Curriculum has been called a dynamic environment."

John Franklin Bobbitt is of the opinion that curriculum is a described form of such tasks and experiences in which the aim of developing children into expected adults is implicit, apart from this, it includes not only the school experience but also the tasks and experiences outside the school in its entirety.

1.3 Bases of Curriculum

Every civilized society recognizes education as the fourth essential, and each society has developed a superb curriculum to meet this requirement. Not every society has the same curricular format. Variety and diversity are the cause of this, although the fundamentals of curriculum development are universal in practically every society. The force that shapes and guides a society's educational system forms the foundation of curriculum. The following are thought to be the main pillars of the curriculum:

1.3.1. Philosophical Basis:

Any nation's educational goals are determined by its ideas, religion, beliefs, and practices, all of which are impacted by its philosophy of life. Because of this, their impact can also be seen clearly in the curriculum. The purpose of curriculum is to influence students' behaviour in the ways

that are wanted, and philosophy aids educators, curriculum developers, and legislators in discovering fresh approaches and foundations for this purpose. Philosophy aids in the development of innovative teaching strategies and improves the outcomes of the teaching-learning process in educational settings. Additionally, philosophy offers fresh approaches to evaluate student success and curricula.

The concepts and guidelines that guide the design of educational work-systems and policies are provided by the philosophy and ideology of education. It directs curriculum planners based on philosophical and ideological convictions, considering the needs and expectations of the school in the future as they formulate any subject, and promotes the value of the utility of human existence by bringing about social change in students' behavior. A society's philosophical views will influence its educational system. A significant component of the curriculum is philosophy. Each of these philosophical underpinnings has a unique impact on curriculum creation, influencing the objectives, subject matter, approaches, and procedures used in educational programmes. To develop comprehensive and well-rounded educational experiences that are suited to the requirements and objectives of both society and its pupils, curriculum designers frequently include ideas from a variety of ideologies.

1.3.2. Psychological Basis:

Individual differences provide the basis of psychology. Every kid is different in what they know and how they learn, and they all have distinct personalities. Students cannot be seen as being entirely equal in the teaching-learning process due to differences in their personalities. While some learn best at a rapid rate, others learn best at a slow pace, and still others learn at an average pace. Because of this, the curriculum is created using these psychological It ought to be grounded in reality and support the development of students' basic competencies and abilities.

Psychology studies how children develop physically, mentally, socially, morally, emotionally, and spiritually. Based on this research, a curriculum tailored to a child's level is created. Only psychology can provide this information, which is used to organize any subjects or activities. It tells us about the talents, interests, inclinations, and capabilities of children at a given level as well as how much their physical and mental learning capacities have progressed. moves.

Psychology is fundamental to all forms of education, and it plays a significant part in the teaching-learning process. Psychology plays a significant part in teaching strategies, topic matter selection, learning methodologies and concepts, students' overall growth, and the formation of

social norms in them. Psychology offers assistance and direction throughout the entire curriculum creation process.

1.3.3. Socio-Cultural Basis:

The goal of curriculum planners and developers is to make sure that the content, learning process, and evaluation of curriculum elements all take into account traditional norms, philosophies, values, knowledge, and behavior. Because social elements have the biggest impact on curriculum content, curriculum planners and designers work hard to incorporate and modify social and cultural influences into their curricula. It is impossible to implement curriculum without taking society and culture into consideration. Since curriculum designers are members of certain societies, they are influenced by society and culture both directly and indirectly. As such, curriculum planners are influenced by social and cultural impulses both consciously and subconsciously, with a clear and profound impact that is always represented in the curriculum.

The fundamental building block of education is the society's culture. Every society uses education to preserve its culture and incorporates its accomplishments into the curriculum. In this perspective, Murray Print's assertion that "Society and culture exercise huge powers in the structure of curriculum" is significant. The fundamental cause of this is that the civilization, which has worked to protect the species' survival and preserve its cultural legacy, "made a school for."

1.3.4. Historical Basis:

Curriculum has a significant impact on the nation's progress. A decent curriculum takes time to develop since it must represent both the demands of the modern society and historical events. The development, modification, and revision of curriculum can be guided by the history of education. What has to be improved, what should be taught to students, what should be retained primarily in the disciplines, how the curriculum should be used to accomplish the goals, etc. They can also see from history what kind of training and experience teachers should have, as well as which curriculum-teaching best practices they should stick to and which ones should forgo.

The evolution of curricula, changes in teacher psychology, and adjustments to teaching methods over time are all explained by historical processes. History offers rich insights into the psychology of learners as well as detailed information about how learners behaved during various historical times. The majority of industrialized nations today are those with a lengthy history of independence and a sound educational system. Through education and the adoption of timely curricula, these nations have succeeded. He adjusted and improved his curriculum to fit the demands of the moment.

1.3.5. Economic Basis:

The economic foundation of curriculum construction centers on a number of important variables that affect the planning, execution, and assessment of educational initiatives. These elements guarantee that the curriculum not only satisfies learning objectives but also conforms to labour market demands and economic realities.

The curriculum's business component is given additional weight due to its economic foundation. Every nation's or society's economic situation influences its curriculum because educational stakeholders aim to create curricula that will support economic growth and enable individuals to obtain well-paying jobs following their education. Under such conditions, curriculum planners adopt more knowledge and skills in line with the demands of the moment, and the curriculum becomes increasingly oriented on job and market needs. Such information, abilities, and skills are prioritised more in the curricula of developing and backward nations in order to train a workforce that is more in demand abroad. All nation's economic policies have an impact on education and there.

Curriculum is frequently created in response to market demands. This involves giving students highly sought-after abilities, which will increase their employability and guarantee that businesses can find qualified workers. Curriculums frequently correspond with more general objectives of economic development. A nation striving to become a center of technology, for instance, would place a strong emphasis on STEM (Science, Technology, Engineering, and Mathematics).

The curriculum's economic foundation guarantees that educational initiatives are tailored to the financial requirements of society as a whole as well as of individuals. This entails weighing the advantages and disadvantages, adapting to the needs of the labour market, embracing technology improvements, and fostering fair access to education.

1.3.6. Political Basis:

Understanding how political beliefs, laws, and power structures affect the creation, development, and application of educational curricula is essential to understanding the political foundation of curriculum building. National standards and benchmarks that specify what subjects' students should study at different educational levels are frequently set by governments. The political agenda of the in-power administration or powerful political factions is reflected in these criteria. Curriculum development is influenced by educational laws and policies, including those pertaining to finance, teacher qualifications, and accountability measures. The curriculum

frequently reflects the prevailing political philosophies, which include viewpoints on the value of information, the goal of education, and the function of education in society. For instance, a curriculum in a socialist nation might place greater emphasis on social justice and societal well-being than one in a capitalist nation. The curriculum can be shaped by the relative power that national and local authorities have over it. While decentralised systems permit regional or local variances that reflect various political and cultural circumstances, centralised systems could impose a unified curriculum. Various parties, interest groups, and lobbyists are among the stakeholders who try to sway curricula to suit their goals and objectives. The promotion of national identity, culture, and legacy is a common goal of curriculum design. Choosing which literary works, customs, and historical events to highlight is one example of this. The process of creating curricula is intensely political and represents the interaction of global influences, political ideologies, cultural values, power structures, and governmental regulations. To understand why curricula are created the way they are and how they can change over time, it is essential to understand this political foundation.

Currently, setting up education is seen as a major duty of the state or nation in practically every country. The political philosophy, circumstances, and ideologies of that nation have an impact on the educational goals, curricula, and programmes. For instance, the curricula and educational systems of democratic and communist nations differ. Regarding the political environment, Israel is the best place to start. Considering its security concerns, it has made military education a required part of the curriculum for all students.

1.3.7. Scientific Basis:

A curriculum's development is a multifaceted process based on a number of scientific and pedagogical theories. The foundation of education is curriculum construction, which shapes students' learning experiences and directs them towards both academic achievement and personal growth. Adopting a scientific approach to curriculum design that is grounded in research on education and evidence-based methods has become increasingly important in recent years. This essay examines the scientific foundations of curriculum development, emphasising the role that these foundations play in developing successful educational initiatives that cater to the varied requirements of students in the twenty-first century.

Scientific advances have an impact on every facet of human existence. These days, a nation's level of development is determined by its level of scientific and technological knowledge. Truth is found by new methods, techniques, and scales of observation, testing, and experimenting

that science has produced. science not It is restricted to the advancement of new discoveries and technology alone, but it allows for the creation of more material luxuries that contribute to a happy and comfortable human life as well as higher incomes with less labor. Almost every country in the world now places a higher priority on scientific courses in their curricula.

Important Guidelines for Developing Scientific Curriculum:

The scientific foundation of curriculum construction is supported by several fundamental ideas.

- I. **Alignment with Educational Standards:** Learning objectives are in line with federal, state, and international regulations when a curriculum is scientifically created and adheres to benchmarks and standards for education.
- II. **Differentiation and Personalization:** A scientific curriculum includes strategies for differentiation and personalization, enabling teachers to adapt instruction to each student's unique requirements and learning preferences.
- III. **Integration of Interdisciplinary Concepts:** Curriculum construction connects disparate topic areas and encourages interdisciplinary inquiry by integrating interdisciplinary concepts and real-world applications to promote holistic learning and critical thinking abilities.
- IV. **Continual Improvement:** The dynamic approach of creating a scientific curriculum places a strong emphasis on ongoing development based on user input and research-proven methods. Teachers examine and amend the curriculum on a regular basis.

A paradigm change in education has occurred with the introduction of science into curriculum design, which highlights the value of research-informed decision-making, evidence-based practices, and ongoing improvement. Teachers may create curriculum that maximize learning opportunities, foster student engagement, and equip students for success in a world that is always changing by implementing the scientific method's tenets. Adopting a scientific approach to curriculum creation is crucial to preparing education for the students of tomorrow as we work to tackle the problems of the future.

Check your progress:

- 1. Write down the meaning of curriculum?**

- 2. Discuss the bases of curriculum?**

1.4 Principles of Curriculum Construction

The content of curriculum is determined on the basis of some academic principles which are stated below:

- i. Educational objectives and goals: When developing the curriculum, one should keep educational goals and objectives in mind.
- ii. The child-centric principle states that the curriculum should be designed with the child's actual needs, interests, and abilities in mind. It follows that a curriculum needs to be kid-focused.
- iii. Civic and social needs principles: Humans are social creatures that inhabit societies. The child grows up in the community. The goals of contemporary education include the advancement of society as a whole as well as the individuality of the child.
- iv. The conservation principle: To improve adaptability, man has meticulously preserved experiences. One way to honour humanity's cultural legacy is through education. In this sense, the school fulfils two purposes: transmitting experiences and preserving historical knowledge.
- v. Creativity principles: Education helps a person reach his or her full potential while also preserving humanity's prior experiences.
- vi. The forward-looking principle: Education should equip students to handle future responsibilities. Therefore, we must consider both the requirements of society and the child's future needs when developing the curriculum.
- vii. The principle of preparing for life: Children should be aware of the different things going on in their surroundings and how these things help individuals satisfy their fundamental requirements, which include clothing, food, shelter, recreation, health care, and education.
- viii. The integration and correlation principle states that topics should be presented logically and psychologically to accommodate a child's evolving interests.
- ix. The learning ability principle: All information should be acquired. Something should be useful in addition to being able to be learned.
- x. The notion of individual differences: The curriculum ought to be designed so that each person has the chance to express themselves and grow. The psychology of individual diversity, which can handle the complexity of today's democratic society, should be the foundation of the curriculum.

- xi. xi. The principle of social relevancy and utility states that subjects ought to be chosen for their intrinsic value, social relevance, and utility rather than their disciplinary value.
- xii. The use of leisure principle: To make use of free time, a variety of courses including games and sports, fine arts, and subjects of aesthetic value should be added to the school curriculum.
- xiii. The flexibility and variety principle: The curriculum must to incorporate these kinds of experiences and activities, as they could help him grow normally. Girls should naturally follow a different curriculum than boys because they have different needs and mindsets.
- xiv. The principle of time: The time allotted in the schedule, which is thought of as a reflection of the academic programme, must be taken into consideration when evaluating the relative significance and importance of each subject in the curriculum.

Check your progress:

1. Discuss the principles of curriculum construction.

1.5 Modern Trends in Curriculum Construction

1.5.1 Diverse Digital Environments

By integrating various technologies and pedagogical approaches, diverse digital environments enrich the learning experience and play a vital role in developing modern curricula with a strong focus on ICT innovation. For example, Khan Academy provides high-quality lectures, videos, and other resources that make learning efficient, simple, and meaningful. Similarly, platforms such as Curtis K–12, MERLOT, and Hippocampus offer educational materials that learners can use, modify, and reorganize to suit their needs. These diverse digital environments enable educators to design more effective, flexible, and engaging curricula that address the needs of 21st-century learners.

1.5.2 Curriculum based on needs

Developing a curriculum based on needs entails comprehending the unique needs of students and creating instructional plans that successfully meet their demands. The most important thing the current educational system needs is a curriculum that is focused on needs. For this reason, several universities are creating short-term, need-based programmes. For instance, Mumbai University offers certificate programmes in Power Point, Tally, and Marketing. Additionally, YCMOU has launched an English communication skills programme specifically for the Mumbai

Dabbawallas. A needs-based curriculum can be created using an organized method to successfully address the various requirements of students and support them in achieving their academic and professional objectives.

1.5.3 Curriculum that is modular and based on credits

More individualized and flexible approaches are replacing the outdated, one-size-fits-all curriculum concepts in today's educational scene. A method that is becoming more and more popular is the curriculum system that is credit-based and modular. A modular curriculum is a type of educational plan where the whole course of study is broken down into independent parts, or modules, with each module concentrating on a particular subject, ability, or competency. Because these modules are interchangeable and adaptable, students may personalize their learning experience and advance at their own speed. A modular curriculum allows for true learning flexibility. His approach was first accepted, particularly in the open learning environment, but the majority of traditional universities are now accepting it as well. his approach; this is a genuine, on-the-rise development in contemporary education.

1.5.4 Coerces Online

In online curriculum, the term "coercion" can refer to a wide range of problems pertaining to the demands and difficulties that instructors and students encounter in the virtual classroom. Online curriculum that are choice-and need-based are also accessible. For instance, course era.com offers a number of helpful, need-based courses for no cost. The government also exercises initiative. For example, the Indian government has brought the Right to Information certificate scourge upon the people of India. This is an online, free course. Fostering a more adaptable, inclusive, and student-centered approach to online education is necessary to address various coercive factors. In order to accommodate a range of learning needs and preferences, this can involve providing a number of participation options, guaranteeing transparency and equity in the methods of surveillance and assessment, offering technological support and alternatives, and granting greater flexibility in the pace and delivery of the content.

1.5.5 21st Century Competencies

21st century competences are the fundamental abilities, know-how, and mindset required to prosper in the contemporary world. Including these in the curriculum guarantees that pupils are ready for difficulties in the future. The emphasis of every course's curriculum should be on 21st century competencies. Collaboration, critical thinking, effective communication, stress

management, multitasking, and empathy are essential abilities for all personnel. Teachers may ensure that students are capable, flexible, and equipped to handle challenges in the future by incorporating these competences into the curriculum and preparing them for the complexities of the twenty-first century.

1.5.6 Global Awareness

When creating curricula, "global awareness" refers to purposefully include ideas, concepts, and viewpoints from throughout the globe. In order to prepare students for success in a world that is becoming more and more interconnected, it seeks to deepen their understanding of global challenges, cultures, and interconnections. Through exposing kids to a variety of viewpoints and experiences from outside their own communities, this method develops empathy, cultural competency, and critical thinking abilities. The globe has become a global village due to globalisation. The globe should be seen as a one family, and curricula ought to foster an international perspective.

1.5.7 Objectivism

According to the constructivist approach, students should be allowed the flexibility to create their own knowledge. Avoiding spoon feeding is crucial. A student can develop knowledge more effectively if they are actively involved in the process. Constructivist methods need to be prioritized in every curriculum.

1.6 Summary

The Latin word "currere," which meaning "race course," is where the word "curriculum" originates from. The planned and structured educational experiences that a facility offers are referred to as its curriculum. Designing, creating, and implementing a curriculum around a set of guiding principles is known as curriculum construction. Alignment with educational goals and objectives, relevance to learners' needs and interests, adaptability to diverse learners, coherence and progression in content and skills, and responsiveness to societal changes and technological and knowledge advancements are some examples of these principles. A well-designed system, or curriculum, is required to achieve these goals. Objectives cannot be met without a sufficient curriculum. The curriculum is therefore a tool for achieving the goals. The idea of utility should guide the creation of curricula, requiring educators to incorporate material that is beneficial to both individuals and society as a whole. Furthermore, the curriculum ought to provide worthwhile and rich material that students may utilize in the future.

1.7 Learning Outcomes

At the end of this Unit, you should be able to:

1. Recognize the meaning of curriculum and the various ways it can be interpreted.
2. Examine how curriculum theories have evolved historically and how they influence current teaching methods.
3. Identify the fundamental principles guiding curriculum design, including social norms, student needs, and educational objectives.
4. Evaluate different curricular approaches and models, such as problem-centered, learner-centered, and subject-centered designs.
5. Apply curriculum development concepts to create materials and programs suitable for diverse educational settings.
6. Critically analyze how stakeholders—including educators, administrators, parents, and policymakers—affect curricular decisions.
7. Explore how curriculum, assessment, and instruction interact to support student learning and achievement.
8. Integrate best practices and research findings to inform and improve curriculum design.
9. Collaborate with colleagues to assess the strengths and weaknesses of a curriculum, identify areas for improvement, and implement evidence-based modifications.
10. Promote inclusive and equitable curriculum practices and policies that address the diverse needs and backgrounds of all students.

1.8 Glossary

1. **Standpoint:** The point or place at which a person stands to view something
2. **Mapping:** the act or process of making a map
3. **Curricula:** materials used to convey information to students
4. **Stakeholders:** any people or groups who are positively or negatively impacted by a project
5. **Pertinent:** relating to or bearing upon the matter in hand.

1.9 Model Examination Questions

Objective Type Questions

1. True curriculum was defined in National Curriculum Framework.....
A. 2010 B. 2005 C. 2020

2. "Curriculum contains all those experiences which are used by the school to achieve the objectives of education." Said this.
A. Cunningham B. Munro C. Maxwell
3. Curriculum is the entire life of the student to the extent that the school accepts the responsibility of making it good or bad. Who said this?
A. Kilpatrick B. Dewey C. Munro
4. The curricula and educational systems of democratic and communist nations
5. The curriculum's business component is given additional weight due to its

Ans. 1. (B), 2. (B), 3. (A). Ans. 4. (B), 5. (A)

True False Type Questions

1. The curriculum should be designed in a way that keeps students solely focused on the material found in textbooks.
2. The principle of social relevancy and utility doesn't state that subjects ought to be chosen for their intrinsic value
3. curriculum doesn't include the entire school environment which includes all types of contacts, interactions, reading, activities and subjects
4. Online curriculums that are choice-and need-based are also accessible.
5. When developing the curriculum, one shouldn't keep education's goals and objectives in mind.

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

Short Answer Type Questions

1. Write down the etymological meaning of curriculum.
2. Write down the meaning of curriculum expressed by Cunningham.
3. Define the curriculum which is based on needs.
4. What is the psychological basis of curriculum?
5. Why the principles of curriculum construction important?
6. Explain objectivism in curriculum.
7. What is the importance of curriculum in diverse digital environment?
8. Explain the scientific basis of curriculum.
9. Why we need flexibility in curriculum?
10. What 21st century competencies be chosen while developing curriculum?

Long Answer Type Questions

1. Explain the meaning of curriculum with definition?
2. Elaborate the importance of economic basis in curriculum construction in detail.
3. Explain the modern trends in curriculum construction in detail.
4. Write down the principles of curriculum construction in detail.
5. Explain different bases of curriculum construction in detail.

1.10 Suggested Reading Materials

1. Agnihotri, R. K. & Khanna, A. L. (1995) *English Language Teaching in India: Issues and Innovations*. New Delhi: Sage Publication.
2. SCERT (2016) *Classroom Transaction, Planning and Assessment procedure for English; A Resource Book for B.Ed. Trainee Teachers*. Retrieved from https://scert.telangana.gov.in/PDF/publication/bed/BEd_English.pdf
3. Jesa, M. (2005). *Efficient English Teaching*. New Delhi: APH Publishing Corporation.
4. Krishnaswamy, N & Krishnaswamy, L (1998) *Teaching English: Approaches, Methods and Techniques*. New Delhi: Macmillan.
5. Mowla, S., Prabhakar, R, & Sarojini, B.B. (2012). *Methods of Teaching English*. Neel Kamal Publications Pvt Ltd, Hyderabad.
6. *National Policy of Education (2020)*, Ministry of Human Resource Development, Government of India. Retrieved from https://ncert.nic.in/pdf/nep//NEP_2020.pdf
7. Chakma Devasis (2019). Meaning and Principles of Curriculum Construction. Retrieved March,12 2019 from <https://myeducation2019.wordpress.com/2019/03/12/meaning-andprinciples-of-curriculum-construction/>
8. Iyer Nikita. *Curriculum Construction in India*. Retrieved March, 23, 2020 from <http://www.yourarticlelibrary.com/education/curriculum-construction-in-india education/84842>

Unit-2 Different Approaches of Curriculum Organization: Concentric, Topical, Psychological & Logical-Learner Centered Curriculum*

Structure

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Structural Approach
- 2.3 Humanistic Approach
- 2.4 Process Approach
- 2.5 General model of curriculum development
- 2.6 Organizing symposiums and workshops
- 2.7 Curriculum approaches
 - 2.7.1 Concentric and spiral approaches
 - 2.7.2 Advantages of the Concentric Approach
 - 2.7.3 Psychological and logical approaches
 - 2.7.4 Topical and unit approaches
 - 2.7.5 Learner – Driven approach
 - 2.7.5.1 Benefits of a Learner-Driven Strategy
 - 2.7.5.2 The drawbacks of the learner-driven approach
- 2.8 Summary
- 2.9 Learning outcomes
- 2.10 Glossary
- 2.11 Model Examination Questions
- 2.12 Suggested Reading Materials

2.0 Introduction

An approach is a collection of theories, concepts, or ideas about the nature of learning that serve as the foundation for the enlightened perspective that guides the construction of curricula. A plan is created while creating the curriculum, taking into account several factors and anticipated demands pertaining to the human condition. The diverse stakeholders' roles in curriculum development are contingent upon requirements and expectations, rather than being standard. The following are kept under these aspects: students; social and political philosophy; situation and

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needs; economic condition and expectations; learning principles; subject matter nature; regulatory institutions; and standards and criteria for school construction and organization, etc.

In addition to the aforementioned elements, there exist other facets that hold equal significance on their own. The curriculum is created using predetermined standards and guidelines based on the requirements of the government and society. There are numerous methods for developing curricula; just three of them are covered in this Unit.

2.1 Objectives

The objectives of this Unit are to:

- explain the concept of approach
- clarify the general concept based on different approaches of curriculum
- understand the differences in the approaches
- describe the various bases of curriculum approach
- explain with examples the various stages of English teaching with diverse approaches.

2.2 Structural Approach

The structural approach is based on the fundamental tenet that every subject has a unique structure. The systematic and ordered aspect of a subject's subject matter, as well as its many dimensions or components, are unmistakably reflective of this structure. A learner cannot comprehend a subject's many facets and fundamental ideas without having a firm understanding of its structure. This method is said to be particularly beneficial in helping kids develop their creative faculties, as well as their intelligence, comprehension, and ability to work independently and express themselves.

The curriculum serves as the hub of education, allowing instructors and students to collaborate on shared learning experiences. The structural curriculum outlines these elements, along with recommendations for how the curriculum should be created, what should be taught, how teachers should be prepared, how students should be assessed, etc. The structural approach consists of three main steps: content analysis, design development, and evaluation. This strategy emphasizes the need for minimal standards. Using this method, the planning-based content structure and content combination are decided upon using rational and intellectual standards.

The structural approach to curriculum organization places more emphasis on the structure and design of the curriculum than it does on its content. This approach places a strong emphasis on how learning experiences, goals, and resources are arranged to effectively accomplish

educational objectives. The establishment of precise learning objectives is a fundamental component of the structural method. These goals outline what students should know and be able to do by the end of the programme, acting as a set of guidelines for both teachers and students. They support the alignment of instructional and evaluation strategies with the intended learning objectives. The order in which learning events are undertaken is another element of the structural approach.

It is imperative for curriculum designers to meticulously arrange the order of topics and abilities to foster significant learning and enhance pre-existing knowledge. This could include putting information in a logical order or providing scaffolding for learning tasks to help students grasp the material. The structural approach also takes into account how time and resources are distributed within the curriculum. Teachers need to decide how much time to spend on each subject or skill and what resources (textbooks, computers, and teaching techniques) will best help students meet their learning goals. Moreover, the structural approach frequently entails the establishment of frameworks or frameworks to direct the implementation and development of curricula. These frameworks give teachers a path to follow by defining key elements such learning objectives, methods of instruction, techniques for assessment, and distribution of resources. In general, the structural approach to curriculum organization places a strong emphasis on organizing and preparing carefully in order to support efficient teaching and learning. Teachers can design coherent and meaningful curricula that promote student achievement by defining explicit objectives, organizing learning experiences in a certain order, assigning resources, and offering implementation frameworks.

2.3 Humanistic Approach

The application of structure, substance, concepts, and principles learned or acquired in a subject area to real-world circumstances is associated with the humanistic approach. Our is the fundamental presumption of our methodology. that developing students' capacities to apply the knowledge and skills they have gained or acquired via various educational activities in new contexts is the primary goal of both teaching and learning. With this method, the learner is guided through familiar situations towards unfamiliar ones. With this method, students use motivation to strive and get their intended outcomes. This is an attempt to add some enjoyment to the learning process. This method is referred to as humanistic since it places a greater emphasis on human aspects.

The humanistic approach to curriculum organization is based on the idea that learning should support students' emotional, social, and intellectual development in order to foster their entire development. In contrast to conventional curriculum approaches, which focus emphasis on knowledge transmission and conformity to standardized material, the humanistic approach centers the educational process around the learner. The main ideas, instructional techniques, and curricular organisation implications of the humanistic approach will all be covered in this essay. The understanding of each learner's distinct requirements, interests, and experiences forms the basis of the humanistic approach.

Humanistic educators place a strong emphasis on encouraging students' individuality, creativity, and self-expression rather than seeing them as passive consumers of knowledge. This entails developing classroom settings that are encouraging, welcoming, and sensitive to the various backgrounds and skill levels of the students. Student-centered learning is one of the fundamental tenets of the humanistic approach. This pedagogical approach acknowledges that students actively contribute to the creation of their own knowledge and comprehension. Teachers facilitate learning by leading students via cooperative projects, inquiry-based exercises, and hands-on learning experiences. Teachers may spark students' interest, develop a lifetime love of learning, and encourage critical thinking by immersing them in meaningful and pertinent learning experiences. The idea of holistic development is fundamental to the humanistic perspective.

The humanistic approach places significant emphasis on the encouragement of creativity and self-expression. Humanistic teachers encourage pupils to pursue their interests, passions, and abilities rather than enforcing strict curricular requirements and assessment criteria. This could entail incorporating creative disciplines like theatre, music, and the arts into the curriculum to give pupils opportunities for personal development and self-discovery. The humanistic approach also highlights how critical it is to cultivate a supportive environment within the learning group. In order to help kids feel appreciated, respected, and empowered, teachers work hard to create safe and loving settings. This entails fostering cooperation, fostering trust, and recognising difference. Teachers can create an environment that is conducive to learning and personal growth by cultivating a sense of community and belonging. To sum up, the humanistic approach to curricular organisation represents a paradigm change in education by centering the learning process around the student. The humanistic approach places an emphasis on the full development of individuals and promotes self-expression, creativity, and autonomy in order to equip students to become compassionate global citizens and lifelong learners.

2.4 Process Approach

The process approach focuses more on the structural processes, which is highly beneficial for students in learning about the structural characteristics or areas of expertise in any subject or body of content. The process approach to curriculum design focuses on how students comprehend and apply knowledge through the methods, procedures, and strategies they use. With this method, the emphasis is shifted from merely disseminating knowledge to encouraging critical thinking and active participation. A developed and systematic organization is prepared logically on a certain ideology as a consequence of organizing and merging the content relevant to any topic area. Inferred from this are the expectations that the student will become proficient enough to use this strategy to learn anything he want to learn about the subject or subject matter. This procedure in the methodology has a separate instrumental value. Under this approach, efforts are made to develop human qualities with the help of subject matter. The role of the teacher is important in this approach.

This approach places more emphasis on the process of learning than on memorizing facts. First, curricular organization in the process approach starts with identifying critical processes—like inquiry, experimentation, problem-solving, and reflection—that are necessary for meaningful learning. These procedures are used into the curriculum to foster collaboration, creativity, and analytical thinking. Second, there are opportunities for students to actively engage in these processes throughout the curriculum. This could entail inquiry-based learning activities that motivate students to conduct independent concept exploration or project-based learning, where students work on real-world challenges. Thirdly, evaluation techniques are in line with the process approach, emphasizing the evaluation of both the learning process and the final result. Students can consider their learning using assessment mechanisms such as peer evaluations, self-assessments, and portfolios.

Rather than just imparting knowledge, teachers take on the role of facilitators, helping students navigate the learning process. This makes it possible to provide individualized learning experiences based on the requirements and interests of each learner. Moreover, the emphasis is on interdisciplinary links, with students participating in real-world assignments that call for expertise in multiple subject areas. This allows pupils to draw links between many domains and cultivates a comprehensive understanding of concepts. To sum up, the process approach to curriculum organization places a high value on the active involvement and critical thinking that lead to the development of crucial skills and competencies. This strategy equips students for success in a

constantly changing world by organizing learning experiences around important processes, offering chances for active engagement, coordinating assessment with learning objectives, encouraging adaptability, and building interdisciplinary connections.

2.5 General model of curriculum development

The broad model of curricular organization includes a number of methods for arranging and presenting learning materials. Fundamentally, it consists of a number of important elements, including instructional strategies, content selection, goals and objectives, assessment tactics, and evaluation procedures. Together, these components form a coherent framework that can be used to develop and implement curricula. First and foremost, it's critical to set specific goals and objectives. These specify the knowledge and skills that students should possess at the conclusion of the course. Objectives define particular learning results, whereas goals give broad goals.

The second step in the process is choosing the subjects that will be included in the curriculum. This procedure takes into account the material's applicability, relevance, and significance in light of learner needs, social expectations, and educational standards. Third, the efficient delivery of content is greatly dependent upon the instructional methods employed. To engage students and promote learning, teachers choose effective teaching tools, such as talks, lectures, practical exercises, or technology-based methods. Fourth, in order to gauge students' comprehension and development, assessment techniques are used. These can include authentic assessments that show how knowledge and abilities are used in the actual world, summative evaluations at the conclusion of units or courses, and formative assessments conducted throughout instruction.

Numerous models of curriculum creation have been produced, each with its own significance and individuality, based on different aspects of education such as objectives, content, methods, and conditions. With the help of teachers and other stakeholders, efforts were made to design curriculum on a common foundation in accordance with the needs, taking into account the variations that exist in various patterns. We refer to this as the general curriculum model. It is founded on a broad idea rather than any particular theory. These are its general specifications:

- Surveying various aspects and areas of the curriculum and assessing the available means and resources by teachers and the curriculum making team.
- Clear definition and determination of educational objectives.
- Selecting and preparing course subjects and curriculum in relation to the objectives.

- Before the implementation of the curriculum, by teachers, educationists and curriculum development working group.

Finally, evaluation procedures entail continual curriculum development and reflection. This could entail getting input from stakeholders, instructors, and students, examining student performance statistics, and modifying the curriculum to improve its efficacy. In general, the general model of curricular organization gives teachers a framework for creating, implementing, and assessing curricula that will satisfy the needs of a variety of learners and help them achieve their learning objectives. Teachers can design meaningful learning experiences that set students up for success in the classroom and beyond by carefully weighing each component.

2.6 Organizing Symposiums and Workshops

- Pre-testing curriculum content at the school level in order to check and test it;
- Modifying the curriculum as needed following inspection and testing.
- The curriculum should undergo thorough testing and evaluation, and any necessary revisions or alterations should be implemented.
- The curricular content should be published and distributed, and teacher orientation or in-service training should be arranged to ensure proper utilization.
- To establish rational standards for measurement, assessment, and evaluation in order to verify and appraise course content and student learning objectives.

In addition, there are other curriculum models like the Objective Model, Tyler Model, Wheeler Model, Kerr Model, Taba Model, and others that are highly well-known for their particular fields of expertise. Every model has chosen a curriculum development strategy based on its unique analysis and level of detail.

Check Your Progress:

1. What is the base of structural approach?

2. Define general model of curriculum development?

2.7 Curriculum approaches

Curriculum practitioners and implementers may use one or more approaches in planning, implementing and evaluating the curriculum. Even the text book writers or instructional material producers have different curriculum approaches. The following are the four curriculum approaches.

2.7.1 Concentric and spiral approaches

Concentric and spiral techniques are two different approaches that are applied in many domains, such as psychology, education, and urban planning. These methods present distinctive angles on development and problem-solving. The entire programme is taught over several years. In the beginning, a general treatment of practically every topic is undertaken, and it is developed in subsequent years based on the students' mental development. The students are provided an overview of the entire subject at the start of the course in a condensed format. Over the following year, ever-more information on its components is added. It adheres to the highest standards of instruction, including entire to part, simple to complex, easy to difficult, etc. Burner is the primary modern-day educationist who advocates for the strategy that is upheld.

A concentric method to education could begin with the most basic information and work your way up to more complex concepts in a planned way. Every learning level builds on the one before it, forming a strong foundation for comprehending challenging ideas. Spiral approaches, on the other hand, entail going over subjects or ideas more than once, but each time in more detail or complexity. A spiral method to education stresses going over important ideas over and again, getting deeper knowledge each time. Through repeated exposure, students continuously build upon and reinforce their knowledge, as opposed to following a curriculum that follows a linear path. Each strategy has advantages and works well in certain situations. Concentric techniques are good in situations where efficiency and organization are crucial because they offer structure and clarity. Spiral techniques, on the other hand, promote greater comprehension and flexibility, which makes them useful in dynamic contexts where ongoing learning and adjustment are required.

This method is also known as the concentric technique at times. However, "spiral approach" is the favored word over the other one. The term "spiral" implies that while grading is being attempted, the linkages are also being taken care of and the issue at hand is never interrupted. The concept of concentric only thinking indicates a broadening of the scope without attending to the linkage. To sum up, spiral and concentric techniques provide different frameworks for development and problem-solving. While spiral approaches place more emphasis on adaptability

and depth of understanding, concentric approaches prioritise efficiency and structure. By being aware of the advantages and disadvantages of each strategy, practitioners can select the one that best fits their objectives and unique situation.

2.7.2 Advantages of the Concentric Approach

Before using this curriculum design, you should understand the benefits of using the concentric approach. Here are a few positives of using this approach.

i. Better Technique:

Because it allows pupils to understand the material across a few years, the concentric approach to curriculum design is better than other alternatives. It is not necessary for them to breeze over the ideas before fully grasping them. Students are more likely to do academically well on tests and other assessments when they have the opportunity to have a solid foundation in a topic.

ii. Enhances worth

It is preferable to use the concentric technique in the classroom if you want your pupils to fully comprehend the scientific ideas. It offers a structure for science classes that actually benefit students' lives. They are able to start from beginning and gradually build on an understanding of a subject in the years that follow.

iii. Gives room for adjustment

You can assist pupils with their revision tasks because they already understand the ideas. If the subjects were covered in the prior session, you can assist them in going over the same chapters again while assigning new assignments. They can review the ideas as needed with its assistance.

iv. Emphasizes how receptive students are

Every learner has a unique way of learning. The concentric approach provides students ample time to absorb the material while concentrating on their unique learning curves. Furthermore, the impressions are stronger because the same subjects are taught over a longer period of time.

v. Emphasizes using a problem-solving methodology

With this method, children can acquire topics by applying their intelligence and mental faculties. Additionally, it keeps students interested in learning because the subjects can be changed

up every year. Students are urged to approach problems creatively and with fresh perspectives each year.

vi. Negative aspects

We need incredibly skilled teachers for this strategy to succeed. The subject loses its charm and freshness if a teacher is overly ambitious and uses up all the potential intriguing examples in their first year of teaching. This leaves nothing to pique students' interest in the subject in later years. If the topic is too long or too short, the strategy is likewise deemed ineffective. A section that is too long renders the subject dull, and a segment that is too short fails to produce a lasting impact on the student.

2.7.3 Psychological and logical approaches

Both logical and psychological factors must be taken into account when designing a curriculum to guarantee successful learning outcomes. The logical approach concentrates on content organization in a logical and sequential fashion, whereas the psychological approach stresses understanding how students learn and develop. The term "psychological approach" refers to the organization of content using psychological concepts. Using this method, a curricular item's eligibility for inclusion will be determined by its psychological needs, requirements, potentials, capacities, etc. suitable for the point at which the curriculum is being created, in terms of development. Stated differently, this approach aligns with the child-centeredness premise. Curriculum design takes into account elements like motivation, learning styles, and cognitive growth from a psychological standpoint. To adjust education, teachers must be aware of the cognitive capacities of their students at various developmental stages. Older kids could be prepared for more abstract ideas and critical thinking exercises, but younger children might benefit more from practical exercises and real-world situations. Understanding different learning styles also enables teachers to create curricula that engages kinesthetic, auditory, and visual learners. Teachers can better engage their students and cater to their different learning preferences by utilizing a range of teaching strategies and resources.

The logical sequence is emphasized in the logical approach. It is frequently argued that this logical growth is broken when topics are divided to accommodate the learner's developmental stage. A curriculum must be developed with the logical sequence in mind when using a logical approach. The logical approach to curriculum organization, on the other hand, concentrates on the methodical arrangement of content to guarantee coherence and advancement. This entails determining the learning objectives, arranging the material in a logical order, and structuring the

learning process to build on existing knowledge. The organization of the curriculum is based on learning objectives, which specify the knowledge, skills, and abilities that students should possess at the conclusion of the lesson. The content is chosen and arranged according to these objectives, which guarantee that all important ideas are addressed and that skills are gradually developed. Putting things in a logical order that promotes comprehension and mastery is known as content sequencing. For example, once core concepts are established, complicated ideas can be offered to help pupils expand on what they already know.

In summary, logical content organization principles and psychological insights into how students learn must be balanced for an effective programme. Teachers can develop curriculum designs that encourage meaningful learning experiences and boost student accomplishment by combining the two methods. However, a well-crafted curriculum can preserve the psychological approach without compromising.

2.7.4 Topical and Unit Approaches

The curriculum's content is arranged according to a particular subject or theme when teaching using a topical approach. This method teaches subjects more piecemeal, concentrating on specific subjects one at a time. For instance, in a history lesson, students may study economic systems, world conflicts, or ancient civilizations independently. There are several topics in every field of study. A topic is an extensive collection of joyful learning resources related to a certain area of the subject, presented methodically and sequentially to provide a full view of those features. This field encompasses a vast array of ideas, rules, procedures, and abilities. They function as an integral part of a "whole". Given that these elements are interconnected and uphold specific logical sequences and correlations, it is frequently recommended that the subject matter be fully addressed and grasped before moving on to a subsequent issue. Curriculum-wise, this is referred to as the theme method.

Pros of the Topical Approach:

- a) Depth of grasp: Because each topic is covered separately, students can gain a thorough grasp of each one.
- b) Flexibility: Instructors are free to choose topics according to curricular requirements, student interest, or relevance.
- c) Interdisciplinary linkages: It promotes interdisciplinary linkages by enabling the integration of several disciplines around a central issue.

Cons of the Topical Approach:

- a) **Lack of Context:** Since several topics are taught independently, students may find it difficult to make the connections between them.
- b) **Curriculum fragmentation** poses a risk to students' comprehension of the overall concepts and larger picture.
- c) **Limited Transferability:** It could be difficult to apply knowledge from some topics to other topics or real-world scenarios.

On the other hand, the unit method focuses on structuring curriculum content into coherent study units that incorporate a variety of subjects or ideas. A major theme or key issue usually centres each unit, and a variety of topics are covered inside that framework. For instance, students studying sustainability may look at ideas from social studies, economics, and environmental science all at once.

Pros of the unit approach:

- a) **Integration of Concepts:** It encourages the synthesis of many ideas and abilities in a relevant framework, leading to a comprehensive comprehension.
- b) **Contextual Learning:** To increase relevance and interest, students study topics in light of larger themes or issues.
- c) **Transferable Skills:** Through multidisciplinary inquiry, students acquire transferable skills like critical thinking, problem-solving, and teamwork.

Cons of the unit approach:

- a) **Time-Intensive:** Teachers may find that creating and executing interdisciplinary modules takes a lot of time.
- b) **Curriculum Alignment:** To guarantee that all subjects' curriculum standards are met, teachers may need to work together.
- c) **Teacher Training:** In order to execute multidisciplinary units successfully, teachers may need extra guidance and assistance.

In summary, both the topical and unit approaches have their strengths and weaknesses, and the choice between them depends on factors such as curriculum goals, student needs, and teacher preferences. Some educators may even opt for a hybrid approach, blending elements of both to create a balanced curriculum that meets the diverse needs of learners.

2.7.5 Learner – Driven approach

Learner-centered education is another name for student-centered learning, or student-driven learning. It is a teaching strategy that moves the emphasis of instruction from the instructor to the pupil. It also emphasizes methods and abilities that support autonomous problem-solving and lifetime learning. The constructive learning theory, which emphasizes the learners' crucial role in creating meaning from new information and past experience, is the foundation for this theory and practice.

A paradigm change in educational theory has taken place in recent years, placing a greater emphasis on the learner as the center of the educational process. The concepts, advantages, difficulties, and ramifications of the learner-driven approach to curriculum organisation for contemporary education are outlined. The old teacher-centered forms of curricular organisation, in which teachers set the speed, material, and evaluation criteria, are replaced by a learner-driven approach. Rather, it puts the student in control of their educational path, giving them the freedom to explore their interests, actively participate in the learning process, and take responsibility for their own academic growth. The acknowledgement of each student's own requirements, interests, and learning preferences is the cornerstone of the learner-driven method. Teachers customise learning experiences rather than following a curriculum that is meant to fit all students.

Students in a learning-driven, student-centered classroom decide what they will learn, how they will learn it, and how they will evaluate what they have learned. This approach differs from traditional education, sometimes known as "teacher-centered learning," which views the student as playing a more "passive" and receptive role and the instructor as the primary "active" function.

2.7.5.1 Benefits of a Learner-Driven Strategy

- It is highly motivating for students to see their needs clearly reflected in the classroom.
- It establishes a clear connection between student needs and classroom activities.
- Learners are able to apply newly acquired skills more effortlessly on a daily basis.
- Their perseverance is encouraged.

2.7.5.2. The drawbacks of the learner-driven approach

- It necessitates time and resources from the instructor as well as talent;
- it frequently depends on the teacher's capacity to pick or produce materials that are appropriate for the learner's expressed requirements.

- It makes curriculum creation with this technique challenging due to a lack of talent time and resources.
- Finding and creating an appropriate balance between the conflicting needs and interests of students is tough for teachers.
- Students can experience discomfort due to a curriculum's seeming ambiguity.

Check Your Progress:

1. Write down the importance of psychological approach?

2. Write down the benefits of learner driven approach?

2.8 Summary

The term "curriculum" should be interpreted broadly to include all aspects related to a course of study. In order to accomplish the desired educational outcomes, the curriculum for a course of study may be designed using the entirety of the experiences a student has both within and outside of the school. The blueprint for implementing desired behavioral changes in students is called the curriculum. There are numerous methods for organizing curricula. Curriculum design is linked to a child's social, emotional, and psychological development, with the ultimate goal being the child's overall well-being. Curriculum organization is a key factor in determining how students perceive learning. Over time, a variety of curriculum organization strategies have evolved, each with its own set of guiding principles, objectives, and effects on teaching and learning. This essay will examine and evaluate various methods of curricular organization, from cutting-edge student-centered and problem-based models to conventional subject-centered methods.

2.9 Learning Outcomes

After studying this Unit, students will be able to:

- Understand the concept of curriculum organization and its role in structuring educational content and methods.
- Recognize how different curriculum approaches (traditional, integrated, learner-centered) impact students' knowledge, skills, and attitudes.
- Explain the benefits of traditional approaches, such as fostering discipline-specific expertise and structured learning.

- Describe the advantages of integrated approaches in promoting interdisciplinary connections and holistic understanding.
- Apply learner-centered approaches to address individual needs, interests, and learning preferences, enhancing engagement and autonomy.
- Identify the intended learning outcomes of a curriculum, including knowledge, skills, competencies, attitudes, values, and behaviours.
- Analyse how curriculum frameworks guide both teachers and students in what to teach, learn, and achieve.
- Evaluate the alignment of curriculum with official guidelines, actual classroom implementation, and student learning outcomes.
- Promote the development of well-rounded learners equipped with critical thinking, adaptability, and lifelong learning skills.

2.10 Glossary

1. **Concentric:** the larger often completely surrounding the smaller.
2. **Emphasize:** give special importance or value to (something) in speaking or writing.
3. **Approach:** come near or nearer to (someone or something) in distance or time.
4. **Diverse:** showing a great deal of variety; very different.
5. **Interpret:** explain the meaning of (information or actions).

2.11 Model Examination Questions

Objective Type Questions:

1. An approach is a collection of theories, concepts, or ideas about the
A. nature of learning B. syllabus C. curiosity
2. This method focuses more on the structural processes is approach
A. psychological B. process C. learner-driven
3. The concentric approach provides students ample to absorb the material.
A. time B. space C. freedom
4. is the primary modern-day educationist who advocates for the strategy that is upheld.
A. Samuel B. Burner C. Jones
5. Approach use psychological concepts.
A. Psychological B. political C. social

Ans. 1. (A), 2. (B), 3. (A). Ans. 4. (B), 5. (A)

True False Type Questions

1. You can assist pupils with their revision tasks because they already understand the ideas.

2. The curriculum shouldn't undergo thorough testing and evaluation.
3. Humanistic approach is referred to as humanistic since it places a greater emphasis on human aspects.
4. The curriculum serves as the hub of education.
5. The curriculum is not created using predetermined standards and guidelines based on the requirements of the government and society.

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

Short Answer Type Questions

1. Explain the meaning of approach in context of English language teaching.
2. Define concentric approach in brief.
3. What are the advantages of concentric approach?
4. Define psychological approach in brief.
5. Write down the drawbacks of Learner-driven approach.
6. Explain topical approach in brief.
7. Why symposium and workshop important for curriculum development?
8. Define process approach in brief.
9. Why the stakeholders be included in curriculum development?
10. How approaches are important in curriculum development?

Long Answer Type Questions

1. How approach is important in English language teaching?
2. Write down the drawbacks of concentric approach in detail.
3. How psychological approach is important? Discuss in detail.
4. Describe general model of curriculum development with examples.
5. Define how topical and unit approach is important in English language?

2.12 Suggested Reading Materials

1. Ivowi, U.M.O. (1994), Concept of curriculum implementation. In Offorma (ed), Curriculum Implementation and Instruction. ' Onitsha: Uni World Educational Publishers.
2. Taba, H. (1962). Curriculum development: theory and practice. New York: Harcourt Brace, Jovanovich.
3. Tyler, RW. (1971). Basic principle of curriculum and instruction. Chicago: The University of Chicago Press.

Unit-3 Characteristics of a Good English Textbook*

- 3.0 Introduction
- 3.1 Objectives
- 3.2 Limitations of Existing Textbooks
- 3.3 Importance of English Textbooks
- 3.4 Advantages of English Textbooks
- 3.5 Characteristics of Good English Textbook
- 3.6 Criteria of a good Text-Books
- 3.7 Proper Use of Text-Books
- 3.8 Criteria for Evaluation of Textbooks
- 3.9 Importance of Supplementary Books:
- 3.10 Trails of a good supplementary book
- 3.11 Comparison of supplementary and Textbooks
- 3.12 Summary
- 3.13 Learning Outcomes
- 3.14 Glossary
- 3.15 Model Examination Questions
- 3.16 Suggested Reading Materials

3.0 Introduction

For ages, textbooks have been an essential component of education, acting as both main sources of information and instructional aids. Textbooks change along with society and technology, tailoring themselves to the requirements of both teachers and students. This essay examines the evolution of textbooks over time, their function in education, and the continuous changes they are going through in the digital era. Textbooks have their roots in the educational practices of ancient civilizations, when writings and scrolls were employed. One of the earliest types of textbooks was the holy texts that were painstakingly copied by monks in mediaeval Europe. The manufacture of books was transformed and became more widely available and reasonably priced with the advent of the printing press in the fifteenth century. This technological innovation made it possible for knowledge to be widely disseminated, which laid the foundation for the contemporary educational system. Throughout the Enlightenment, textbooks covered a wider range of topics, including science, mathematics, and literature, in addition to religious

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education. Textbooks evolved into standardized teaching aids with the goal of delivering a unified curriculum among various educational institutions and geographic areas.

The most popular teaching tool is the textbook. It serves as a learning guide, a course of study, and a series of unit plans in addition to being a source of information. Revision and reinforcement of previously taught linguistic topics are beneficial. Textbooks are essential for education in both basic and secondary levels. As R.S. Trivedi correctly points out, "In the absence of any other instructional material the text-book becomes a potent tool in the hands of a teacher to teach the skill of a language and the more so of a foreign language." The instructor needs to be able to assess the required textbook. The teacher needs to be aware of the standards for a test book.

3.1 Objectives

The objectives of this Unit are to:

- i. explain the concept of a good English textbook
- ii. clarify the general concepts useful for good textbooks
- iii. describe the various criteria for selecting a good English textbook
- iv. explain the differences between textbook and supplementary books
- v. describe the various steps in the evaluation of a textbook
- vi. explain with examples, the various stages of making a good textbook

3.2 Limitations of Existing Textbooks

The major shortcomings of textbooks presently used in India are as follows:

- a. **Lack of fulfilling Adolescent Needs:** As the teaching method in India has been teacher-centered, so, the textbooks do not pay attention to the interests, attitudes and needs of the adolescents. This is an unsuitable situation from psychological point of view. The lack of fulfilling adolescent needs in English textbooks can hinder their engagement and learning. It's important for textbooks to incorporate diverse perspectives, relatable content, and interactive activities to better resonate with adolescents and enhance their learning experience.
- b. **Obsolete Material:** Once the textbooks are written, they are used by the students for study year after year. Suitable changes are not made in the present textbooks by adding new experiments and information from time to time. Thus, the textbooks approved for our students are traditional and old. Through them, the students cannot be made to take interest in the extensive study of the subject. However, the presence of obsolete material in English textbooks poses a significant challenge to the effectiveness of language learning and cultural

understanding. This Unit explores the detrimental effects of obsolete material in English textbooks and advocates for its timely elimination. First and foremost, obsolete material in English textbooks hampers comprehension and relevance. Language evolves over time, with new words, phrases, and expressions constantly entering the lexicon.

- c. **Lack of Research:** The present textbooks lack research on the latest experiments and discoveries. The real activities, experiences and social problems have not been given a place in them. Thus, the prevalent textbooks have reading material of low quality. By teaching them, the students of course gain theoretical knowledge but they are deprived of the practical aspect of knowledge, which is more required.
- d. **Lack of Initiative:** The present textbooks encourage rigidity and uniformity in the field of English teaching. They encourage cramming in place of thinking and reasoning and do not let develop initiative. Lack of initiative in English textbooks could mean they don't encourage critical thinking, creativity, or real-world application of language skills. It's important for textbooks to foster these qualities to prepare students for communication in diverse contexts.
- e. **Poor Physical Aspect:** The physical aspect of the textbooks includes things such as paper, printing, packaging, pictures, format, cover and get-up. These things are not giving attention in the available textbooks. Sometimes these pages tear within a year. Reading such torn books is not only objectionable, but also against psychology.
- f. **High Price:** The prevalent textbooks in English in India are highly priced in comparison to those available in other countries. Because of high prices many students are not able to buy textbooks. In the absence of textbooks, their development is hampered, and the high cost of the textbooks is a great limitation.
- g. **Poor Presentation:** The present English textbooks are written according to the syllabus. The objective of the writers is to complete all topics. So, they do not pay attention to language, style order and subject matter of the textbooks. Such textbooks are not lively. The students do not take interest in reading them. These are not according to the language, style, interest, mental level and local circumstances of the children. They do not inspire the students to learn. Due to shortcoming in presentation, the development of the student and the teaching method of the teacher is adversely affected.
- h. **Not Means but End:** The textbooks are often used not as a means but as an end in themselves. Many teachers either tell the same things which are mentioned in the textbooks or read it to the students and think that they have done their duty. Some teachers ask a student to stand up

and read a textbook while they themselves prepare attendance register by asking the students to remain silent. This hinders the development of children and their viewpoint becomes narrow. The importance and significance of textbooks cannot be denied in the field of English teaching. There cannot be two opinions that the place of textbooks in the field of teaching is second to none. So, their development, selection and improvement should be given attention to benefit from them fully. The selection of books should be made by teachers of the colleges and universities for primary and intermediate classes and selection of higher-class books should be made by the teachers or high officers of education department who have knowledge of local conditions and interest, attitudes, abilities and needs of the children of the said levels. The able and experienced teachers should be given important role in the selection committee who teach those classes in which the textbooks are to be taught.

3.3 Importance of English Textbooks

English textbooks are vital tools for language learning and teaching. They provide structured lessons, grammar explanations, vocabulary lists, and exercises tailored to various proficiency levels. Textbooks also offer cultural insights, reading comprehension passages, and writing prompts, fostering well-rounded language skills. Additionally, they serve as references for both students and educators, offering a common framework for language instruction and assessment.

1. These books make the teaching of English systematic.
2. They present in concrete form the portion of the language to be taught in a given time.
3. These facilitate learning.
4. These books help students in self-study.
5. They help in supplementing the pupils' learning experiences.

To sum up in the words of Billows: "To make the best use of time in the class-room and to avoid unintended repetition or the neglect of essential language patterns, the teacher is wise to have a text-book, at least in the back-ground of his mind."

3.4 Advantages of English Textbooks

English textbooks introduce students to a variety of viewpoints, customs, and literary devices from English-speaking nations worldwide, promoting cross-cultural dialogue and an awareness of global issues. Textbooks help students develop intercultural competency and a

broader awareness of global issues by utilising literature, real texts, and multimedia resources. This helps students get ready for a world that is becoming more and more interconnected.

1. These books facilitate individual instructions.
2. They provide uniformity for class instruction.
3. They stimulate active learning
4. They help develop the language skills.
5. They stimulate self-directed activities of the students.

Check Your Progress:

1. Write down the importance of English textbook?

2. Discuss the limitations of existing textbook in English?

3.5 Characteristics of a Good English Textbook

Numerous benefits that support efficient language learning, competency growth, and cultural enrichment are provided by English textbooks. They are essential resources for both independent study and classroom education due to their thorough content, flexible and adaptable approach, and comprehensive nature. Teachers may enable students to become effective, self-assured, and culturally sensitive communicators in the global arena by using the potential of English textbooks.

1. **Adequate Subject Matter:** This requires the following:

- (i) The subject matter should be according to psychological needs and requirements of the child.
- (ii) The subject matter should be related to the pupil's environment.
- (iii) It should have a link with the Indian culture and tradition.
- (iv) It should have varied topics.
- (v) It should be of practical utility and be informative.

2. **Pictures and Illustrations**

- (i) Pictures and illustrations should be relevant and correct according to the nature of topic of the lesson.
- (ii) These should be attractive and clear.
- (iii) They should be presented in colorful manner.

3. **Opportunity of Oral Work**

- (i) These books provide sufficient opportunity for oral work.
- (ii) The lessons are based on the possibility of introductory oral work.

4. **Suitable Vocabulary and Structures**

- (i) According to the All-India Council for Secondary Education, vocabulary should contain 2500 words and 250 structures for a six-year course of English
- (ii) It should be properly selected and graded
- (iii) The introduction should be progressive within the series of Readers.
- (iv) The word pattern, phrase pattern and sentence pattern or structure should also be selected and graded carefully.
- (v) Each new word or pattern must be repeated.
- (vi) Sufficient pattern practice should be provided through sufficient exercises.

5. **Developing Language Skill:** Good English textbooks must provide necessary facilities for developing the necessary language skills of speaking, reading and writing in the young learners.

6. **Presented in Good Style**

- (i) Presentation should be based on the principle of 'Simple to Complex.
- (ii) The subject matter should be presented in a logical manner.
- (iii) It should be appealing to the students.

7. **Suitable Contents**

- (i) The book should contain sufficient and suitable teaching and testing exercises on each lesson.
- (ii) The content and the language material in each lesson should be further practiced and tested through a variety of interesting and graded exercises at the end of each lesson.
- (iii) The instructions for each exercise should be simple enough for students to understand.

8. **Cultural Content**

- (i) A good textbook in English must also contain cultural content about the regions of India.
- (ii) Some of the lessons must also be based on the English life.
- (iii) Suitable pictures should be given to illustrate such lessons.

9. **Technical Characteristics**

- (i) Books should have white and durable paper.

- (ii) These should have attractive print with no mistakes,
- (iii) Their size of the type should be bold for juniors and small for seniors.
- (iv) These should have proper symmetry, margin and spacing
- (v) The headings and sub-headings should be of bold type.
- (vi) These should be bound properly.
- (vii) Books should have thick and durable cover with some interesting illustration over it.
- (viii) A jacket should be added to the cover.
- (ix) Size of books should be Quartz size for junior class and crown size for senior class.
- (x) Books should be moderately priced.

Check Your Progress:

1. Elaborate the features of good English textbook?

2. Discuss the cultural content is the base of good English textbook?

3.6 Criteria of a Good Textbook

1. **Child-centered:** English textbooks that take a child-centered approach put the learner at the center of the process by highlighting their needs, interests, and developmental stage. This is how English textbooks portray it. English textbooks that take a child-centered approach seek to establish a safe, engaging, and inclusive learning environment where kids can grow in their language proficiency, cognitive skills, socioemotional competences, and love of learning for the rest of their lives. It should be related to the daily life of the pupils a good text-book on English should be suitable to the age, ability and interests of the pupils for whom s written.
2. **Well-illustrated:** Creating a well-illustrated English textbook involves a balance between engaging visuals and informative content. Consider incorporating diverse images, diagrams, and charts that complement the text and cater to different learning styles. Additionally, ensure that the illustrations are relevant, culturally sensitive, and enhance understanding rather than distract from the material. It should be illustrated with pictures, charts, diagrams, make the subject-matter clear and easily understandable and to sustain the interest f pupils.
3. **Full of useful experiences and exercises:** Textbooks often incorporate a variety of exercises and experiences to enhance English language learning. From grammar drills to reading

comprehension activities, these resources aim to provide comprehensive practice. Teaching of English aims at the development of skills and attitudes besides acquisition of knowledge. To achieve This aim situations should be created through suggested problems, exercises and activities and students should be given actual experiences in those situations.

4. **Logical and Systematic treatment of topics:** A logical and systematic treatment of topics in an English textbook typically involves organizing content in a structured manner that progresses logically from simple to complex concepts. This could include starting with foundational grammar and vocabulary, then advancing to more intricate language skills like reading comprehension, writing, and critical analysis. Only a subject-matter arranged under topics, systematically and logically will give students a clear idea of the English subject in its various aspects.
5. **Simple and clear language:** Long and difficult sentences or words should not be used in an English text-book. Its vocabulary should be well-selected, easy and forceful. Its style should be straight-forward and not involved. It should be Free from misprint and other mistakes. Technical words should be explained fully with adequate examples.
6. **Suggesting good methods of learning:** English should be presented along with its suggested application. The book should give practical suggestions for applying the knowledge gained. A brief summary should be given at the end of each chapter along with exercises, containing questions to be attempted independently at home by students. At the end of chapters or at the end of the whole book textbook meant for higher classes, there should be references for further study.
7. **Constant Modification and Revision:** The English textbook should be kept updated as regards its subject-matter, through revision and modification each year according to the latest development in life and environment and must contain at least information of all the aspects of national life.
8. **Free from bias:** A good textbook should inspire high ideas of human brotherhood, communal harmony and international understanding. It should present the truth with academic freedom. The authors of textbooks should not tempt to promote their personal points of view, ignoring facts and truths.
9. **Accurate:** Accuracy is crucial in English textbooks because they serve as foundational resources for language learning. They need to provide correct grammar, vocabulary usage, and

examples to help learners develop their skills effectively. The statements made in the textbook should be absolutely true. The facts should be given as supported by evidence.

10. **Satisfactory get-up:** The cover of the textbook should be artistic and appealing. The size of the print and the quality of paper should be standard. The textbook should be well-bound, durable and lasting for a long time.

3.7 Proper Use of Textbooks

1. Reference purpose of the Textbook: It should serve only as a book of reference for both the teacher and the pupil. It should supplement teaching and not supplant it. A teacher who depends too much on a text-book, leaves a bad impression upon the pupil's mind, both about himself and the subject. He should supplement it with the subject-matter from other text-books, references and sources.
2. Varying Approaches: There should be varying approaches to clarify the same point and to give a wider range of knowledge.
3. Teacher's additions: The teacher should also make additions with material this own. His subject is not a finished product. It should be ever-developing and self-reviewing. A text-book should be an instrument in his hands. He should be an instrument of the textbook.
4. Introduction to contents: In the beginning, the pupils should be introduced to the contents of the entire book, along with its special features. This will give them an idea of the complete programme and build up a general readiness for the work load of the entire year.
5. Determining the sequence of contents: The teacher should determine the sequence of contents that will best suit his purpose in the beginning of the year.
6. Developing a readiness for each unit: This requires some class discussion, tap work, storytelling or similar activities, which "set the stage" for the main part the book to be undertaken.

3.8 Criteria for Evaluation of Textbooks

On the basis of the given characteristics, some criteria can be determined for evaluation of the suitability of textbooks or otherwise. Keeping every criterion in view, the tick mark (✓) should be used in the following rating scale with unbiased and objective rating and then change it to marks. The following rating scale has been created for the General Course.

The scale is missing. The content writer may be requested to include the same.

3.9 Importance of Supplementary Books

1. These help the students to reinforce the structures and vocabulary items already learned in the book meant for intensive reading.
2. These inculcate in the learners the habit of extra reading.
3. These widen the mental horizon of the students by enriching their knowledge.
4. These help to increase the recognition vocabulary of the students in the senior classes.
5. These increase the students' speed of reading.

In spite of the importance of supplementary books mentioned above, it is regrettable that in most of the States in India supplementary books are not prescribed for the first three years of teaching English.

3.10 Traits of a Good Supplementary Book

1. Good Subject Matter: The subject matter is interesting and suited to the mental level of the students. Stories, biographical sketches, visits, description of processes etc.
2. Suitable Vocabulary and Structures: For the first three years, supplementary books do not contain any word which the students have not learnt in their intensive reading. Later on, some new words are introduced that form a part of the passive vocabulary of the students. The students are able to make out the meanings of such words from the context itself. Glossaries are also be provided at the end of the lesson.
3. Sufficient Illustrations: Illustrations are provided as they make the book attractive and reading interesting.
4. Exercises at the end: Each lesson has certain comprehensive questions at the end. There is no need for grammatical or vocabulary exercises in a supplementary book.
5. Suitably Produced: The book is free from mis-prints. The paper used is of good quality. The type is according to the level of the class. The binding is durable. The book is reasonably priced. It is attractive.

3.11 Comparison of Supplementary Books and Textbooks

1. Vocabulary and structures: As vocabulary and structures are introduced in a graded order in textbooks, all the prescribed items are taught through supplementary books as practise material.

2. Level: In textbooks all the vocabulary items are to be mastered by the student at the productive level. But in supplementary books there are certain vocabulary items which the students learn at the receptive level only.
3. Subject matter: The textbook deals with varied subject matter while the range of a supplementary book is not that wide. It sometimes deals with just one of kind subject matter such as stories.
4. Illustrations: A supplementary book has fewer illustrations than the textbook.
5. Exercises: A supplementary book has fewer exercises than the textbooks. Its Exercises are mainly meant for testing reading comprehension questions, while the exercises in text books are for the practice of vocabulary and structures.

Check Your Progress:

1. Write down the criteria of good English textbook?

2. Discuss the features of good supplementary textbook?

3.12 Summary

One method of determining the level of quality of the textbooks used in the educational system is to analyse them. For both teachers and students, textbooks are vital. In addition to serving as a learning resource and a way to support students' education. In order to determine whether English textbooks meet the standards set by Jo McDonough and Christopher Shaw, it is necessary to consider the teacher's abilities in both presenting the material and tailoring it to the needs of the students, in addition to using textbooks as a source of information.

3.13 Learning Outcomes

At the end of this Unit, you should be able to understand that the elements and mode of instruction are established by the textbook. It regulates the learning process, methodology, and contents. The pupils acquire knowledge based on the manner in which it is given in the textbook; in other words, they study the content in that manner. Reliable textbooks ought to be factual,

impartial in their depiction of geography and history, and free from bias. They should also have a successful layout and design, and be beneficial to both teachers and students. Textbook materials ought to be organized so that reading, writing, speaking, and listening may all be practiced methodically.

3.14 Glossary

1. **Reinforcement:** the action or process of reinforcing or strengthening.
2. **Potent:** having great power, influence, or effect.
3. **Shortcomings:** a failure, defect
4. **Cramming:** completely fill or study intensively over a short period of time just before an examination
5. **Concrete:** existing in a material or physical form
6. **Astray:** away from the correct path or direction.

3.15 Model Examination Questions

Objective Type Questions

1. What are the advantages of textbooks in teaching English:
(a) Storage of past knowledge (b) motivation for the students.
(c) definite basis for assignment (d) All of these
2. What are the limitations of textbooks in teaching English:
(a) high prices (b) lack of research
(c) inadequate presentation (d) All of these
3. Which qualities are required by good textbook:
(a) psychological (b) reasoning
(c) Both of these (d) None of these

Ans. 1. (d), 2. (d), 3. (c)

True/False Type Questions

4. Textbooks are important in modern educational tools.
5. Textbooks bring uniformity in assigning homework to the students.
6. Textbooks guide the teachers in making lesson plans.
7. For new teacher and pupil-teachers., the use of textbooks is extremely necessary.
8. Most of the textbooks are written according to syllabus.

Ans. 1. True, 2. True, 3. True, 4. True, 5. True.

Completion Type Questions

1. Textbooks cater clear andobjective.
2. One cannot achieve the.....of all subjects in his short lifetime.
3. The standard of education should be.....
4. The present textbooks lack the.....discoveries.
5. One cannot deny the importance and significance of textbooks in the field of.....teaching.
6. The textbooks help develop critical and objective viewpoint of the.....

Ans. 1. definite, 2. knowledge, 3. uniform, 4. latest, 5. English.

Short Answer Type Questions

1. How do textbooks motivate the students?
2. How do textbooks help store past knowledge?
3. Describe physical aspect of a textbook.
4. A textbook should be the means, and not an end in itself. Explain.
5. How will you select the contents of a textbook?
6. How do textbooks bring certainty in assignment?
7. How do textbooks help revision?
8. What is the presentation of a textbook?
9. What are the contents of a textbook?
10. What is the reliability and validity of a textbook?

Long Answer Type Questions

1. What is the significance of textbooks in English.
2. Enumerate their advantages.
3. What limitations are faced by the existing English textbooks in India?
4. What are the criteria for use of textbooks? How will you evaluate them?
5. Describe the importance of English textbook

3.16 Suggested Reading Materials

1. Aryani, Ikhsanudin, and Regina, "Critical Review of Tasks in English Textbook 'When English Rings a Bell,'" Proc. Int. Conf. Teach. Educ., vol. 2, pp. 55–61, 2019, doi: [dx.doi.org/10.26418/icote.v2i1.33927](https://doi.org/10.26418/icote.v2i1.33927).

2. M. A. Lodhi, H. Farman, I. Ullah, A. Gul, F. Tahira, and S. Saleem, "Evaluation of English Textbook of Intermediate Class From Students' Perspectives," *English Lang. Teach.*, vol. 12, no. 3, p. 26, 2019, doi: 10.5539/elt.v12n3p26.
3. D. R. V. Jannah and R. H. Robiasih, "English textbooks evaluation for the seventh grade," *J. English Lang. Pedagog.*, vol. 2, no. 1, p. 65, 2019, doi: 10.36597/jelp.v2i1.3749.

Unit-4 Authentic Materials for English Language Teaching and Language Laboratory*

Structure

- 4.0 Introduction
- 4.1 Objectives
- 4.2 What do real materials for language learning mean?
- 4.3 Why are authentic resources important for language teachers to use in the classroom?
- 4.4 Why use real language resources and what do they mean?
- 4.5 Select the right texts for language teaching
- 4.6 Online Resources
- 4.7 Language Laboratory
- 4.8 Advantages of Language Laboratory
- 4.9 Importance of Language Laboratory
- 4.10 Tools of Language laboratory
- 4.11 Organization of the Laboratory
- 4.12 Summary
- 4.13 Learning Outcome
- 4.14 Glossary
- 4.15 Model Examination Questions
- 4.16 Suggested Reading Materials

4.0 Introduction

The use of real materials in English language instruction can significantly improve students' language skills and awareness of other cultures. Real-world texts that mimic the language used by local speakers in context, such as newspapers, magazines, ads, songs, and films, are considered authentic materials. They increase learning engagement and relevance by exposing students to real-world language usage, colloquial idioms, and cultural subtleties. Using a variety of activities that are customized to the interests and skill levels of their students, teachers can present authentic materials through reading comprehension exercises, listening tasks, role-plays, and conversations.

Language teachers today have access to a vast range of tools and resources to enhance their instruction. However, many teachers find that materials written in the target language—the language being taught—are the most engaging and effective. Such resources expose students to

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how the language is naturally used and spoken in real-life situations. These resources are known as authentic materials. Their growing prominence aligns with the rise of Communicative Language Teaching (CLT) and related approaches like Task-Based Language Teaching (TBLT) and Content-Based Instruction (CBI), which emphasize the use of real-world materials. But what exactly are authentic materials, where can teachers find the best ones, and how can they be effectively used in the classroom? This chapter aims to explore these questions in detail.

4.1 Objectives

The objectives of this Unit are to:

- explain the concept of authentic materials in English language teaching
- clarify the general concept of materials used for language teaching
- understand the difference between materials and contents
- describe the various bases of language laboratory
- explain the uses of language laboratory
- describe the various steps in establishing language laboratory
- explain the advantages of language laboratory in Language teaching

4.2 What do real materials for language learning mean?

In language learning, "real materials" are resources that are real and made for native speakers of the language being learned, as opposed to materials made especially for language learners. Newspapers, periodicals, novels, films, TV series, podcasts, music, and webpages are a few examples of these. By using authentic materials, students are exposed to a wide range of vocabulary and grammatical structures, as well as colloquialisms and cultural nuances. It assists students in honing their language abilities in a setting that is more realistic and useful.

Thornbury (2006) defines authentic materials as any learning resources that have not been originally made for classroom teaching. Morrow's 1977 quote on authentic discourse is also highly applicable: "A stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort." Authentic resources do not intentionally target any particular grammar, vocabulary, or learning objectives, nor have they been developed with second language learners in mind. They are designed on the supposition that readers can comprehend the language used at least as well as a native speaker, which is what makes them so helpful. Thus, the most authentic materials originate from reliable sources such as news organizations and podcasts, but they may also be found in menus, books, TV shows, photographs,

novels, and schedules for buses. Around the actual material, educators can develop dynamic and captivating lesson plans that are carefully adapted to the skill levels of their students.

4.3 Why are authentic resources important for language teachers to use in the classroom?

Real-world context and cultural significance are provided via authentic resources, which encourage students to interact with the language more fully. By exposing students to real language usage, including slang, colloquialisms, and cultural quirks, they improve their understanding and communication abilities. Authentic resources also represent the dynamic and ever-evolving character of language and keep teaching engaging. These resources are incredibly effective tools for enhancing your kids' learning for a number of strong reasons. Given below is a list of the most significant benefits.

- i. Real-world examples of the language used in typical contexts are provided via authentic sources.
- ii. Teachers can introduce material about current affairs or regional happenings.
- iii. The student may become more interested and engaged with authentic materials.
- iv. Real and rich language, as found in authentic resources, offers language learners a priceless supply of high-quality input necessary for language acquisition.
- v. They enhance students' comprehension of and assimilation into the target culture of their choice.
- vi. Using authentic resources encourages and enables language instructors to provide more imaginative lesson plans.
- vii. Giving students real-world exposure to materials treats them like native speakers. Their confidence and general educational experience are enhanced by this.

4.4 Why use real language resources and what do they mean?

Simply said, authentic language resources are written, recorded, and visual content created for speakers of the target language. They aren't structured in a particular way and they don't use specific grammar or vocabulary since they assume the reader can grasp the language used to a native level, in contrast to traditional resources that have been developed expressly for second language learners.

1. **Seek out genuine, high-quality materials.**

The following publications, both online and offline, are excellent choices for providing your pupils with real language resources: This can be a good place to get texts on a range of subjects. to locate resources, appropriate for both British and American English books, go to the website world newspapers.

2. **Books:**

Links to the English language texts and collections of various sizes can be found in the online book's library. You ought to think about checking out both digital and paper books from your neighborhood library.

3. **Magazines:**

A large number of English-language magazines are available online for free in digital format. Reader's Digest and National Geographic are excellent resources for educational content.

4. **Podcasts:**

If the episodes have a transcript included, they're an excellent source of real English language content. The "why factor" from the BBC, "this American life" from the USA, and "tai asks why" from Canada. Use the voice typing feature in Google Docs if you require a transcript.

Check Your Progress:

1. Discuss the authentic resources for English language teaching?

2. What material is useful to teach English?

4.5 Select the right texts for language teaching

Selecting the right texts for language teaching depends on the proficiency level of the learners and their interests. Opt for materials that are engaging, culturally relevant, and appropriately challenging. Consider using a variety of text types, such as short stories, newspaper articles, poems, and dialogues, to expose learners to different language styles and contexts. Additionally, choose texts that contain useful vocabulary and grammar structures for the learners' level of proficiency, and provide activities that promote comprehension, vocabulary acquisition, and language production.

- i. Once you have found some interesting materials, you will need to bear a few points in mind before you make your decision. These are:
- ii. the level of your students: the materials need to be challenging enough but not overwhelming the course content you wish to focus on: what topic, vocabulary or grammar point do you wish to cover?
- iii. your student's interests: what do your students enjoy reading about or listening to? What are their ethnic backgrounds? Cultures? Traditions?
- iv. your students' ages: this will affect what types of materials they can relate to.
- v. the length of the material: shorter is usually better, especially with lower language levels.

4.6 Online Resources

Online resources are essential for learning English since they are easily accessible, flexible, and offer a wide variety of materials. Through forums, chat rooms, and language exchange platforms, they provide possibilities for real-world practice, grammatical guides, vocabulary boosters, and interactive activities. Online tools also enable self-paced learning, giving students the flexibility to customise their study plans and concentrate on their areas of difficulty. Because there is so much content available, students can experiment with different dialects, accents, and cultural situations, which will improve their language skills overall.

1. Kahoot

Kahoot is a platform for creating, sharing, and playing learning games or quizzes. It's commonly used in classrooms and other educational settings to engage students in interactive learning experiences. Fun games that help build the language and skills young learners need at pre-a1, a1 and a2 levels. We may use them in online lessons, in the classroom, or set them for independent study.

2. Ted Talks

These are quite popular, and with this website, students can find any number of videos related to a topic they are interested in. Each video is accompanied by a lesson that includes comprehension questions to check for understanding as well as open-ended questions and links to explore more about the topic. Most of the videos are pretty short, so you can easily choose it for your students learning.

3. British Council

If you are an English language teacher or ELT professional, the British Council has lots of free resources to support your work. You can download free lesson plans and classroom materials;

get tips, articles and information about professional development, conferences and qualifications. also, you can join discussion groups and access training materials.

4.7 Language Laboratory

The way languages are taught and learned has been revolutionized by language laboratories, which are often regarded as the modern equivalent of the cornerstone of language teaching. These labs give students access to interactive, individualized learning experiences by utilizing state-of-the-art technology and creative teaching methods. Let us examine the benefits they offer to language instruction. Mofat encouraged the use of a language laboratory. According to him, the best characteristics of all educational methods are included in the laboratory method. A language laboratory provides for development on the basis of individual differences, cooperation, interest, attitudes, habits, skills and ideals. Laboratory method is based on problem solving, observed study and socialized circumstances.

4.8 Advantages of Language Laboratory

1. It helps rectification of errors.
2. It provides for the students to discuss on various topics.
3. The problem of pronunciation is solved with the help of dictionary, teaching machine and audio-video aids.
4. The students gather various material aids and use them.
5. It helps task determination and inspection of the students by the teacher.
6. The students may do experimentation with interest in its peaceful atmosphere.
7. Experiments in language laboratory can also be stopped to methodically understand indefinite and unclear factors.
8. In a laboratory the students complete work under the guidance of the teacher.
9. The students carry on their study and written work on their desks.
10. It provides for experimentation, criticism and coordination.

4.9 Importance of Language Laboratory

A language laboratory serves as a crucial tool for language learning by providing interactive, multimedia-rich environments for students to practice listening, speaking, reading, and writing skills. It enhances language acquisition through immersion, repetition, and real-life simulations, fostering a deeper understanding and proficiency in the target language.

1. **Practical Knowledge:** The teaching of English is practical in nature. Laboratory gives theoretical as well as practical knowledge.
2. **Development of Cooperation:** In case there is lack of sufficient instruments in the laboratory, the students complete the experiment by cooperating with each other. Laboratory inculcates the sense of cooperation.
3. **Self-Discipline:** A laboratory is the center of self-discipline. As a student works according to his ability, interest, capacity, need, etc. he proceeds toward self-activity maintaining in self-discipline.
4. **Learning through Activity:** Language laboratory provides an opportunity to learn through activity. The student goes to the laboratory and observes the material aids and learns their usage. This experiment includes writing and study activities.
5. **Real Knowledge:** The experiment carried out in the laboratory provides real knowledge.
6. **Scientific Attitude:** Experimentation in itself is a scientific method. The use of laboratory in English studies develops scientific attitude.
7. **Self-dependence:** In experiments a student himself selects the material, and develops his skills by constructing various materials.
8. **Creative Expression:** A laboratory provides for creative expression in the students. They are given an opportunity to make models, natural pictures, diagrams, etc. Laboratory creates a constructive attitude. They develop comprehension and learning in creative expression.
9. **Completion of Assignments:** The tasks assigned to the students can also be completed in the laboratory. Books are special material aids in a laboratory, helping the completion of assignments.

Thus, a laboratory is required for effective teaching. Various qualities of the students, such as social traits, interests, capacities, abilities, skills, etc. are developed in the laboratory. The need for permanent, practical and objective knowledge is also fulfilled in it.

Check Your Progress:

1. Write down the online resources useful for English language teaching?

2. How is language laboratory useful in English language learning?

4.10 Tools of Language Laboratory

Language laboratories are equipped with various tools and resources to enhance language learning. These tools work together to create an immersive and interactive environment for language learning, catering to different learning styles and enabling students to practice listening, speaking, reading, and writing skills effectively. They include:

1. A large room with provision of tables and chairs.
 2. Chalkboard or blackboard.
 3. Bulletin board or tack board.
 4. Teacher's table, chair, locker.
 5. Shelves for keeping subject books, periodicals, etc.
 6. Cabinets or files to secure maps, pictures, diagrams, worksheets, demonstrations, display material, etc.
 7. Various kinds of measuring figures, records, globe, pictures, graphs, charts, diagrams, etc.
 8. Duplicating machine.
 9. Films, film cabinets, projector, screen, etc.
 10. Radio, tape recorder, television.
1. Chamber or Room: The room for a laboratory should be large with Baylation and lighting system, where various kinds of tools and material aide sabe properly stored and where the students may carry out experiments as the ed may arise.
 2. Chalkboard: It is necessary to have a chalkboard in the room of laboratory. Chalkboard is the best friend of the teacher. A teacher draws picture, diagram, Chart, word, sentence, etc. on the chalkboard to give clear knowledge to the students. The board should be placed at such a place where all students can easily see it.
 3. Bulletin Board: The bulletin board can be used to display charts, diagrams, national and international news, etc. When the students see them, make them and put them on the bulletin board, they come to know various things of practical life besides developing their linguistic abilities. They take interest in them.
 4. Cupboards and Related Books: Books are important tools of a language laboratory. The fundamental material of the subject is obtained from the books. li the related books are available; the students are habituated of reading additional books enabling them to develop originality. There should be open cupboards or almirahs to store books. This also enhances the beauty and utility of the chamber.

5. Furniture: The laboratory should have new, light and comfortable furniture. Furniture should be such which can be carried from one place to another. Besides, there should also be a large table where the students can make maps and other aids.
6. Atlases and Maps: Atlases and maps are necessary aids to make the geographical situations clear
7. Pantograph: It can shorten or enlarge the map. It can be used to make political, vegetative, forest resources and political maps easily. It is necessary to develop creative power of the students.
8. Tracing Table: Various problems arise because of incomplete knowledge of the students about maps. There should be a tracing table in the laboratory with the help of which the students can make political, geographical and economic maps.
9. Models: The interest of the students can be inculcated by making suitable models of various things.
10. Charts: The teacher develops artistic interest of the students by using charts of various subjects.
11. Pictures: Clear knowledge may be imparted to the students by displaying pictures of various poets and writers.
12. Audio-Video Aids: There should be available globe, scrapbook, television, radio, tape recorder, etc. in the laboratory.
13. Files and Cabinets: There is a necessity to have various kinds of cabinets and files. The files should be labelled and placed at the proper place. The students should deposit the aids to the cabinet after having finished their work. The aids should be evaluated from time to time and unnecessary articles should be removed.

4.11 Organization of the Laboratory

There should be periodical visits to the language laboratory. The teacher should act as a guide. The students and teachers should come together to learn and work. The students get an opportunity for self-control and cooperation is developed in students which are necessary as the citizens of a democracy. Thus, in language laboratory useful qualities are developed in the students. The language laboratory should be soundproof. The walls should be arranged with charts, pictures and maps has entered. It should appear on entering the laboratory that one has entered a tastefully decorated room. It makes the teaching process of the students interesting.

2. What type of attitudes are developed in the students, in laboratory?
(a) psychological (b) social (c) creative (d) none of these
3. By which tool Maps can be shortened or enlarged?
(a) charts (b) pantograph (c) Models (d) Tracing paper

Ans. 1. (d), 2. (c), 3. (b).

True False Type Questions

1. A laboratory is an important learning place for self-discipline.
2. Social traits, interests, abilities are developed in language laboratory.
3. A language laboratory should be well organised.
4. Books are not important tools of a language laboratory.

Ans. 1. True, 2. True, 3. True, 4. False.

Completion Type Questions

1. The students complete Assignment work in the guidance of..... in the laboratory.
2. The student gains knowledge by.....in a laboratory.
3. In an ideal.....there should be available desirable implement.
4. Atlases and maps are the necessary tools to understand the.....situation.
5. Charts, diagrams, national and international news may be displayed

Ans. 1. teacher, 2. practice, 3. language laboratory, 4. geographical, 5. bulletin board.

Short Answer Type Questions

1. Clarify the purpose of a language laboratory.
2. Mention five causes of the need of a language laboratory.
3. Clarify the meaning of a language laboratory.
4. Write the name of any two material aids to be kept in a language laboratory.
5. Name any two causes of the need of a language laboratory.
6. Mention any two necessary material aids in a language laboratory.
7. Name any two objectives of a laboratory.
8. How internet is useful in collecting authentic materials in language teaching?
9. How authentic materials are useful for teachers?
10. why we need skilled teachers in developing curriculum for language?

Long Answer Type Questions

1. What tools should be available in an ideal language laboratory?

2. How would you furnish a language laboratory?
3. Why is it necessary to have a language laboratory in the school? How will you equip it?
4. Describe the tools of a language laboratory?
5. Write down the importance of authentic materials for English language teaching.

4.16 Suggested Reading Materials

1. Azizah, A. (2016). Authentic materials for developing listening comprehension. *English Education Journal*, 7(3), Article 3.
2. Delcolque, P., Annan, N., & Bramoull'e, A. (2000). The history of computer assisted language learning web exposition. Retrieved May 15, 2016, from <http://www.history-of-call.org/>
3. Gebhard, J. G. (2006). *Teaching English as a Foreign or Second Language, Second Edition: A Teacher Self-Development and Methodology Guide*. University of Michigan Press.
4. Marty, F. (1956). Language laboratory techniques. *Educational Screen*, 35, 52-53.

Unit -5 Teaching of Vocabulary*

Structure

- 5.0 Introduction
- 5.1 Objectives
- 5.2 Teaching of Vocabulary
- 5.3 Objectives of Teaching Vocabulary
- 5.4 Types of Vocabulary
- 5.5 Techniques of Teaching Vocabulary
- 5.6 Selection and Gradation of Vocabulary
- 5.7 Vocabulary Games and Activities
- 5.8 Summary
- 5.9 Learning Outcomes
- 5.10 Glossary
- 5.11 Model Examination Questions
- 5.12 Suggested Reading Materials

5.0 Introduction

Teaching of Vocabulary is fundamental requirement in English language teaching because without vocabulary we cannot teach English language in a formal setting of education. Without sufficient vocabulary students cannot understand others or express their own ideas (Hadi, 2011). Wilkins (1912) wrote that: “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed (Clouston, 2012).” Hence, teaching of vocabulary is very important in teaching and learning of English language. In this Unit, we will understand different aspects teaching of vocabulary. Let us begin.

5.1 Objectives

The objectives of this Unit are to:

- know the importance of teaching vocabulary
- describe objectives of teaching vocabulary
- explain different types of vocabulary
- exemplify different techniques of teaching vocabulary
- explain the Selection and gradation of English vocabulary

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5.2 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 is the core or heart of language (Clouston, 2012). Particularly, as students develop greater fluency and expression in English; it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies. Students often instinctively recognize the importance of vocabulary to their language learning (Hadi, 2011). As Schmitt (2010) mentioned that learners carry around dictionaries and not grammar books (Clouston, 2012).

Therefore, teaching vocabulary helps to students understand and communicate with others in English. We need English vocabulary to speak in a clearer and more effective manner. It is the active vocabulary of person that decides how effectively he can speak 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 the first and foremost important step in language acquisition. In a classroom where students do not find themselves comfortable with second language, language learning can be made interactive and interesting with the introduction of appropriate vocabulary exercises (Hadi, 2011).

John Drinkwater, a famous linguist says, “Words are the bricks on which poetry and literature of the world has been built.” 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 thousand 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. Let us now understand the objectives of teaching vocabulary.

5.3 Objectives of Teaching Vocabulary

The objectives of Teaching Vocabulary can be mentioned as under:

1. To enable students to understand spelling and pronunciation of English words.
2. To acquaint students with meanings and usages of English words.
3. To enable students to understand different types of words, such as content words, structure words, homonyms, synonyms, antonyms and acronyms.

4. To enable students to know the meanings and usages of English phrases, idioms and proverbs.
5. To enable students to use appropriate words, phrases and idioms at appropriate places in written and oral communication.
6. To develop dictionary skills of students.
7. To develop reading comprehension of students.
8. To enhance listening skills of students.
9. To develop speaking and writing skills of students.

5.4 Types of Vocabulary

Vocabulary is classified in different ways. According to command over vocabulary, there are two types: active vocabulary and passive vocabulary. According to the use of vocabulary in different skills, there are four types: Listening vocabulary, Speaking vocabulary, Reading vocabulary and Writing vocabulary.

Let us try to understand active vocabulary and passive vocabulary.

a) Active vocabulary:

Active vocabulary is the vocabulary over which a person has complete command and mastery, and he/she uses it in his/her speech or writing. It is also called a working vocabulary which varies from person to person. 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:

Passive vocabulary refers to the vocabulary over which a person has no command, or s/he never uses it but s/he can draw out meaning out of that, though partially or vaguely. Passive vocabulary is always larger than active vocabulary. We know a number of words, but we never use them in our speech, such words constitute passive vocabulary.

The types of vocabulary according to different skills can be summarized as under;

(i) Listening vocabulary

A person's listening vocabulary is all the words, s/he can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

(ii) Speaking vocabulary

A person's speaking vocabulary is all the words, s/he uses in speech. It is likely to be a subset of the listening vocabulary.

(iii) Reading vocabulary

A literate person's reading vocabulary is all the words s/he can recognize while reading. This is generally the largest type of vocabulary simply because a reader tends to be exposed to more words by reading than by listening.

(iv) A Writing vocabulary

person's writing vocabulary is all the words used in various forms of writing from formal essays to Face book or Twitter (now known as X) feeds.

5.5 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 various techniques of teaching English vocabulary to students. These techniques should be used in the teaching-learning process. Let's look at these 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	ٹائی
Dyer	رنگ کرنے والا
Broker	دلال
Grocer	پیساری
Green-grocer	سبزی فروش
Astrologer	شیخی
Copyist	نقل نویس
Confectioner	حلوائی
Potter	کھپار

Figure 1.2: 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, A 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 1.3: Action Association (www.kid-pages.com)

iii. **Picture/Photo/Poster Association:**

Here the teacher can show picture, photo or poster to elicit the meaning of any word. For example, teacher shows the picture of ‘Lamp’ as ask the student the mother equivalent of the word ‘Lamp’.

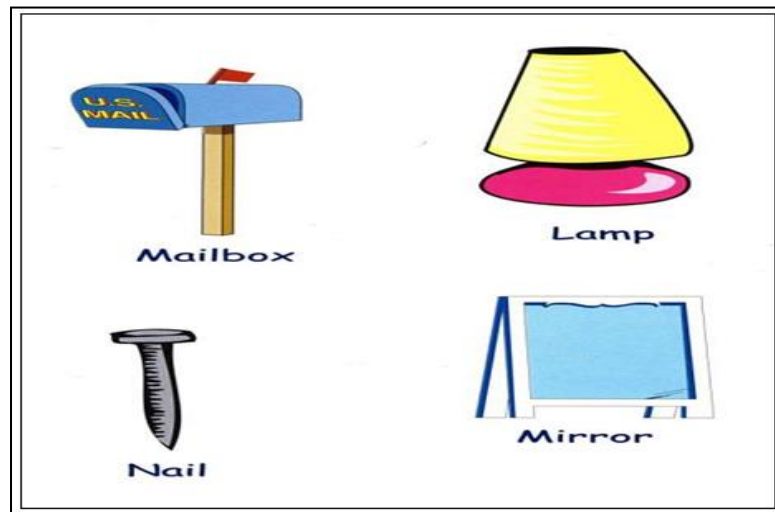


Figure 1.4: Picture/Photo/Poster Association (www.pinterest.com)

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.

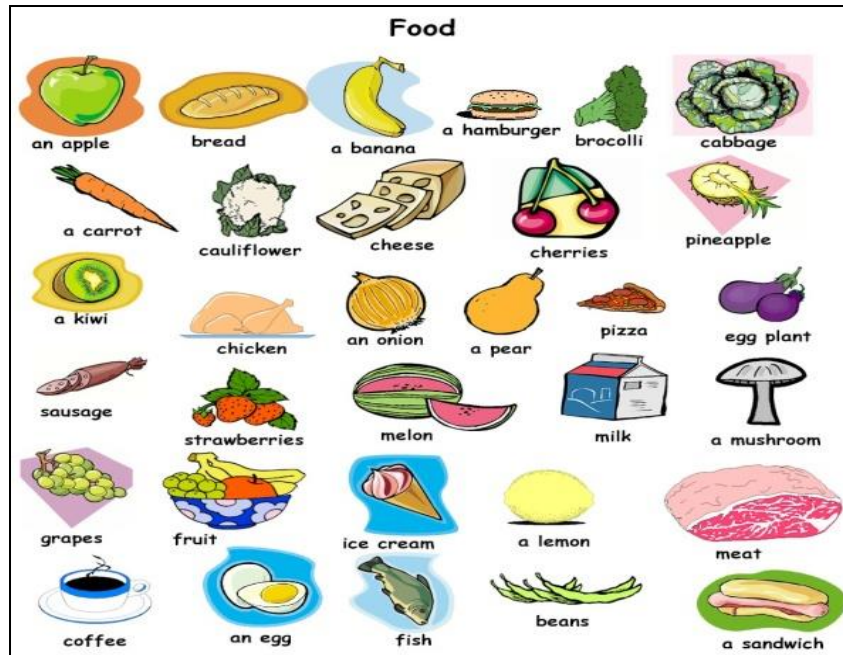


Figure 1.5: Material Association (www.colegionarval.org)

v. **Word Association:**

There are many sub techniques of word association like synonym association, acronym association, homonym association, etc. Teacher can explain the meaning of words by associating it with synonyms, antonyms, homonyms, etc. Let us try to understand the word association techniques along with types of various types of words.

Type	Definition	Example	Word Association	Activity
Synonyms	Words with the same or similar meanings.	Happy - Joyful	Synonym Association: Teacher associates the words with their synonyms.	Matching Game: Match synonyms from a list of words.
Antonyms	Words with opposite meanings.	Happy – Sad	Antony Association: Teacher associates the words with their opposite words.	Antonym Pairs: Match antonyms from a list of word pairs.
Homonyms	Words that sound the same or are spelled the same but have different meanings.	Bat (flying mammal) - Bat (sports equipment)	Homonym Association: Teacher associates the words with their homonyms.	Homonym Context Exercise: Use sentences to differentiate meanings.

Homophones	Words that sound the same but have different meanings or spellings.	To - Too – Two	Homophone Association: Teacher associates the words with their homophones.	Homophone Quiz: Identify the correct homophone in sentences.
Homographs	Words that are spelled the same but have different meanings and may or may not be pronounced the same.	Bow (to bend forward) - Bow (a type of knot)	Homographs Association: Teacher associates the words with their Homographs.	Homograph Sort: Sort homographs based on meanings.
Heteronyms	Words that are spelled the same but have different pronunciations and meanings.	Tear (to rip) - Tear (a drop of water from the eye)	Heteronyms Association: Teacher associates the words with their Heteronyms	Heteronym Pronunciation Practice: Practice pronouncing heteronyms.
Paronyms	Words that sound similar but have different spellings and meanings.	Affect - Effect	Paronyms Association: Teacher associates the words with their Paronyms.	Paronym Definitions: Match definitions to their corresponding words.
Hypernyms	General terms that encompass more specific terms, known as hyponyms.	Fruit (hypernym) - Apple, Banana, Orange (hyponyms)	Hypernyms Association: Teacher associates the words with their hyponyms.	Hypernym Sorting Activity: Sort words into general and specific categories.
Hyponyms	Specific terms that fall under a general term, known as a hypernym.	Chair, Table (hyponyms) - Furniture (hypernym)	Hyponyms Association: Teacher associates the words with their hypernym.	Hyponym Brainstorm: Generate hyponyms for a given hypernym.
Meronyms	Words that represent parts or components of a whole.	Wheel (meronym) - Car (holonym)	Meronyms Association: Teacher associates the words with their holonyms.	Meronym Puzzle: Match parts to their corresponding wholes.

Holonyms	Words that represent the whole or complete entity.	Car (holonym) - Wheel (meronym)	Holonyms Association: Teacher associates the words with their meronyms.	Holonym Matching: Match wholes to their corresponding parts.
Acronyms	Words formed from the initial letters or parts of a longer phrase and pronounced as a single word.	NATO (North Atlantic Treaty Organization)	Acronyms Association: Teacher associates the acronyms words with their full forms.	Acronym Quiz: Match acronyms with their full phrases.

vi. **Definition Association:**

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



Figure 1.1: 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.

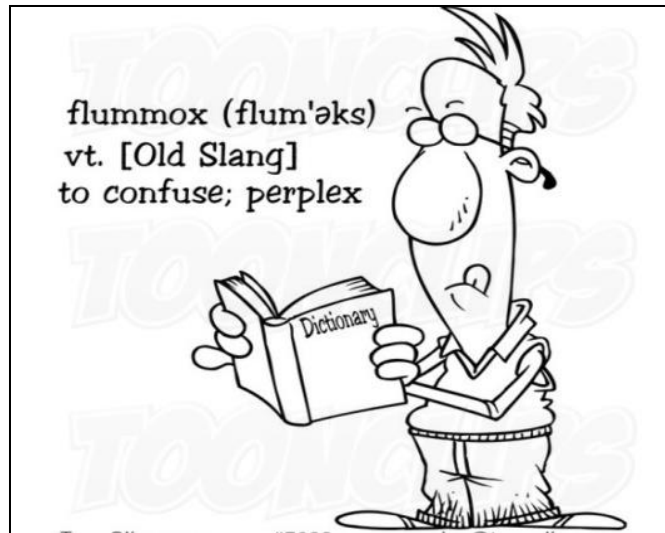


Figure 1.8: Use of Dictionary (www.vecto.rs)

viii. **Blackboard sketches:**

The teacher can also draw sketches on blackboard to introduce new words. The teacher 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 1.9: Blackboard sketches (www.colourbox.com)

Activity:

Select a lesson from an English textbook and identify new vocabulary words. Outline the instructional techniques you intend to employ in the classroom to effectively teach these words.

Topic of the Lesson:	
Words	Technique of Teaching Vocabulary

5.6 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:**

In language acquisition, prioritizing vocabulary based on frequency is essential. Students benefit most from initially learning words that are commonly used in speech and writing, such as articles, pronouns, and auxiliary verbs. These fundamental elements form the core of effective communication and provide learners with a solid linguistic foundation.

➤ **Structural Words:**

Additionally, emphasizing structural words early in the course is crucial. Conjunctions and prepositions, which facilitate sentence construction by linking content words, play a pivotal role in enhancing students' ability to express them coherently.

➤ **Productivity:**

Another key consideration is the productivity of words. Words that lend themselves to creating related forms or variations, such as "strong," "stronger," and "strongest," offer a valuable linguistic resource for expanding vocabulary. Prioritizing such productive words contributes to a more versatile and adaptable language proficiency.

➤ **Teachability:**

Teachability is another significant factor in selection and gradation of vocabulary. Words that are easily teachable should be given priority, ensuring that students grasp and retain new vocabulary effectively. This approach maximizes the efficiency of language instruction, making the learning process more accessible and enjoyable for students.

➤ **Simplicity:**

Finally, simplicity plays a crucial role in determining the order of vocabulary acquisition. Prioritizing words that are simple in spelling, pronunciation, and meaning over more complex ones facilitates a smoother learning experience. By starting with straightforward words, educators create a solid foundation that builds students' confidence and prepares them for tackling more challenging vocabulary in subsequent stages of language learning.

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

Check Your Progress

What are the principles of selection and gradation of vocabulary?

5.7 Vocabulary Games and Activities

Vocabulary games and activities play an important role in language learning. Games transform the process of acquiring new words into an engaging and dynamic experience. Activities not only make learning enjoyable but also stimulate active participation, fostering a deeper understanding of word meanings and usage. Vocabulary games and activities enhance motivation and retention by incorporating elements of competition, creativity, and collaboration. Further, they promote contextual understanding and help to grasp how words function within sentences and conversations. The practical and enjoyable nature of vocabulary games and activities not only facilitates memorization but also encourages the application of newly acquired words in real-life scenarios, thereby strengthening language skills and building confidence in communication.

Games are competitive in nature whereas activities are cooperative. Games emphasize fun along with learning whereas activity emphasizes application of learned concept. Games have specific rules and structures whereas activities are tailed to learners' need. It is up to the teacher to conduct games and activities in the class as per the needs and requirements of class and content.

Let us see some examples of vocabulary games.

Sr. No.	Game	Objective	Description	Examples
1	Scrabble	Spelling and vocabulary expansion	Arrange letter tiles to create words on a game board with point values.	Cat, Dog, Sun, Blue
2	Vocabulary Charades	Non-verbal communication and vocabulary recall	Act out a word without speaking, classmates guess based on actions.	Sleep, Jump, Read, Laugh
3	Word Puzzles	Improves spelling and word recognition	Solve puzzles by filling in missing letters to complete words.	S_p, Fr_it, H_ppy
4	Vocabulary Relay	Adds a competitive element to vocabulary learning	Teams race to answer vocabulary questions or complete sentences.	Elephant, Exciting, Calculate

5	Hangman	Reinforces spelling and word association	Guess a word by suggesting letters, incorrect guesses lead to drawing parts of a "hangman."	Happy, School, Flower, Banana
6	Story Building	Promotes storytelling and context-based word use	Collaboratively create a story, each student contributes a sentence with a specific vocabulary word.	Mysterious, Enchanting, Gigantic
7	Pictionary	Encourages creativity and word recognition	Draw and guess words related to a theme or category without using letters.	Ocean, Robot, Mountain, Butterfly
8	Vocabulary Flashcards	Promotes self-quizzing and memory recall	Create flashcards with a word on one side and its definition or synonym on the other.	Celebrate, Discover, Explore
9	Word Association	Building word connections	Start with a word; take turns saying a word associated with it; encourages creative thinking and word connections	Start with "sun," associate with "shine"; next person says "light"
10	Rhyme Time	Exploring rhyming words	Challenge participants to come up with words that rhyme with a given word; enhances phonetic awareness and expands vocabulary	Rhyme with "cat": "bat," "hat," "rat"

Let's see some examples of vocabulary activities;

Sr. No.	Activity	Objective	Description	Examples
1	Vocabulary Journal	Expands vocabulary through writing	Students write down new words they encounter, along with their definitions and usage in sentences.	Celebrate - to observe with festivities
2	Word of the Day	Daily exposure to new vocabulary	Introduce a new word each day; students discuss its meaning, use it in sentences, and explore synonyms.	Adventure, Intriguing, Diversity
3	Vocabulary Word Wall	Promotes visual learning of vocabulary	Create a display of new words with definitions; students refer to it regularly for reinforcement.	Happiness, Explore, Creativity
4	Vocabulary Quiz	Assess understanding of new words	Administer quizzes on recently learned vocabulary;	Antonym of "bright,"

			includes definitions, synonyms, and usage.	Definition of "explore"
5	Vocabulary Mapping	Organizes and connects related vocabulary	Students create visual maps showing relationships between words, such as synonyms, antonyms, or themes.	Joy - Happiness, Grief - Sadness
6	Vocabulary Discussion Circles	Encourages verbal exploration of vocabulary	Students discuss new words in small groups, sharing definitions, examples, and personal connections.	Discussing the meaning of "adventure"
7	Vocabulary Story Writing	Applies new vocabulary in creative contexts	Students write stories incorporating recently learned words, focusing on accurate usage and context.	A story featuring "mysterious" characters
8	Vocabulary Guessing Game	Reinforces vocabulary through contextual clues	Provide descriptions or scenarios containing new words; students guess the word based on context.	This word describes someone who explores new places.
9	Vocabulary Role-Playing	Encourages vocabulary use in real-life scenarios	Students act out scenarios using new vocabulary, emphasizing proper usage and context.	Role-playing a scene in a restaurant using new food-related vocabulary.
10	Vocabulary Reflective Writing	Promotes deeper understanding and personal connection	Students write reflections on how they've encountered and used new words, sharing insights and examples.	Reflecting on a recent experience using the word "discover."

Check Your Progress:

Read the following book to know more Vocabulary Games and Activities. You can click the link or scan the QR Code to access the book which is freely available on the internet. Read, Download and Share such open and free pdf books with your friends, classmates, colleagues and students with the help of social media sites and apps.

Title of the book: - Vocabulary Games and Activities
Published by the University of Cambridge Press. The book has approximately 89 vocabulary games and activities.

(<http://www.cambridgeenglish.org/images/vocabulary-games-and-activities.pdf>)



5.8 Summary

Vocabulary facilitates learning of all language skills: listening, speaking, reading and writing. Without sufficient command over vocabulary no one can learn English language. So, it is very necessary 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. So, in this unit, we have studied different aspects of teaching vocabulary. In the next Unit. we will study various aspects of teaching of study skills.

5.9 Learning Outcomes

After studying this Unit, students will be able to:

- Understand the importance of teaching vocabulary in English language learning.
- Explain the objectives of teaching vocabulary, including spelling, pronunciation, meaning, and usage of words, phrases, idioms, and proverbs.
- Identify and differentiate between types of vocabulary, including active vs. passive vocabulary and vocabulary related to listening, speaking, reading, and writing skills.
- Apply various techniques of teaching vocabulary, such as mother tongue association, action association, picture/poster/material association, word association, definition association, use of dictionary, and blackboard sketches.
- Analyse and implement word association techniques, including synonyms, antonyms, homonyms, homophones, homographs, heteronyms, paronyms, hypernyms, hyponyms, meronyms, holonyms, and acronyms.
- Explain the principles of selection and gradation of vocabulary, including frequency, structural words, productivity, teachability, and simplicity.
- Design and conduct vocabulary games and activities to enhance learning, retention, creativity, and application in real-life contexts.
- Develop students' listening, speaking, reading, and writing skills through effective vocabulary instruction.
- Evaluate and integrate interactive strategies to make vocabulary learning engaging and meaningful for learners.

5.10 Glossary

Active Vocabulary	Active vocabulary refers to the vocabulary that 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.
Listening vocabulary	A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.
Speaking vocabulary	A person's speaking vocabulary is all the words he or she uses in speech. It is likely to be a subset of the listening vocabulary.
Reading vocabulary	A literate person's reading vocabulary is all the words he or she can recognize while reading. This is generally the largest type of vocabulary simply because a reader tends to be exposed to more words by reading than by listening.
Writing vocabulary	A person's writing vocabulary is all the words used he or she uses in various forms of writing from formal essays to Face book or Twitter feeds.

5.11 Model Examination Questions

Objective Type Questions

Choose the correct option:

1. What did Wilkins emphasize regarding vocabulary?
 - a) Grammar is more important than vocabulary.
 - b) Vocabulary is the core of language.
 - c) Vocabulary is unnecessary for communication.
 - d) Vocabulary is secondary to pronunciation.
2. What is the primary objective of teaching vocabulary?
 - a) To develop writing skills only
 - b) To enhance reading comprehension only
 - c) To enable students to understand and use words effectively
 - d) To improve grammar skills only
3. What is the difference between active and passive vocabulary?
 - a) Active vocabulary is larger than passive vocabulary.
 - b) Passive vocabulary is used in daily communication.
 - c) Active vocabulary is used in daily communication.

- d) Passive vocabulary is the vocabulary over which a person has no command.
4. Which technique of teaching vocabulary involves showing real materials to explain words?
- Word Association
 - Action Association
 - Material Association
 - Picture/Photo/Poster Association
5. What is the significance of simplicity in selecting and grading vocabulary?
- It confuses students.
 - It facilitates smoother learning.
 - It makes learning challenging.
 - It discourages students from learning.

Answer Key: 1. (b) 2. (c) 3.(d) 4.(c) 5. (b)

Short Answer Type Questions

- What is the difference between active vocabulary and passive vocabulary?
- How can vocabulary games enhance language learning?
- What are the types of vocabulary based on different language skills?
- Explain the technique of mother tongue association in teaching vocabulary.
- How does the use of pictures, photos, or posters help in teaching vocabulary?
- Describe the technique of action association in teaching vocabulary.
- What is the importance of teaching vocabulary in language acquisition?
- How does vocabulary selection and gradation contribute to effective language instruction?
- Discuss the role of vocabulary activities in language learning.
- What are the key principles to consider while selecting and grading vocabulary for language teaching?

Long Answer Type Questions

- What is the importance of teaching vocabulary in English language teaching?
- How will you teach vocabulary to the students at primary school?
- Make a critical note on selection and gradation of vocabulary in the English Textbooks of your state.

5.12 Suggested Reading Materials

1. Chaudhary, Meenu (2012) *Methodology of Teaching English*. Dorling Kindersley (India) Pvt. Ltd: New Delhi.
2. Clouston, M.L. (2012) *Vocabulary Learning and Teaching: Pedagogy, Research, and Resources*. Retrieved on 21st July, 2011 from http://www.academia.edu/1111441/Vocabulary_Learning_and_Teaching_Pedagogy_Research_and_Resources
3. Hadi, A.S.A (2011). Significance of Vocabulary in Achieving Efficient Learning. *American Scientific Research Journal for Engineering, Technology, and Sciences (ASRJETS)* (2011) Volume 29, No 1, pp 211-285. Retrieved from: https://asrjetsjournal.org/index.php/American_Scientific_Journal/article/view/2118/1085
4. Hariprasad, M. & Praksam, V. (2004) *Communicative English*. Neelkamal Publications Pvt. Ltd: Hyderabad
5. Jesa, M. (2005). *Efficient English Teaching*. New Delhi: APH Publishing Corporation.
6. Khalique, M.A (2001). *English Course Book of D.Ed*. Saifee Book Agency: Mumbai.
7. Kumari, A.V (2014). *Methods of Teaching English*. Guntur: New Era Publications.
8. Mowla, S. Sarojini, B.B & Rao, M.P. (2012). *Methods of Teaching English*. Neelkamal Publications Pvt. Ltd.: Hyderabad.
9. Paliwal, A.K. (2002). *Perspectives on English Language Teaching*. Jaipur: Surabhi Publications.

Unit -6 Teaching of Study Skills*

Structure

- 6.0 Introduction
- 6.1 Objectives
- 6.2 Importance of Study Skills
- 6.3 Techniques of Teaching Study Skills
 - 6.3.1 Note making
 - 6.3.2 Note taking
 - 6.3.3 Mind mapping
 - 6.3.4 Brainstorming
- 6.4 Summary
- 6.5 Learning Outcomes
- 6.6 Glossary
- 6.7 Model Examination Questions
- 6.8 Suggested Reading Materials

6.0 Introduction

Buckminster Fuller, An American futurist, in his book, ‘Critical Path (1982)’ created the ‘knowledge doubling curve’ and noticed that human knowledge doubled every century till 1900. After the Second World War, it doubled every 25 years. Today, human knowledge is doubling every 13 months (Schilling, 2013). The advancement of internet and social media may reduce the time of doubling of knowledge every 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 (Hariprasad & Prakasam, 2009).

Therefore, it is essential to impart study skills among students at schools, colleges and universities so as to make them lifelong learners. Hence, teaching of study skills is very important in teaching and learning of English language. In this unit, we will discuss different aspects teaching of vocabulary, study skills and reference skills.

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6.1 Objectives

At the end of this Unit, student teacher will be able to:

- Discuss the importance of teaching study skills
- Define study skills
- List various types of study skills
- Explain the importance of study skills
- Exemplify techniques of teaching study skills
- Describe note making and note taking
- Design mind maps
- Explain brainstorming

6.2 Importance of Teaching Study Skills

Teachers cannot be available for their students 24*7, and we cannot expect them to be. Ultimately, students need to become independent and lifelong learners over a period by developing their study skills. One of the primary benefits of teaching study skills is the enhancement of efficiency in learning. Language acquisition demands dedicated time and efforts for grasping various aspects of language, such as grammar, vocabulary, phonetics, syntax, structures and skills. By learning study skills, students can master any language or any subject within a short span of time as study skills help in prioritizing tasks, setting achievable goals and manage study schedules effectively that leads to proficiency and productivity.

Study skills improve retention which is crucial for learning. Study skills help to encode, store and retrieve information whenever required. Study skills foster autonomy in learners. It makes learners independent and enables them to take ownership and responsibility of their learning, thereby fostering self-reliance and resilience in the face of challenges. Study skills promote adaptability in learners. Every learner has a unique learning style, such as; visual learner, auditory learner, kinesthetic learner, interpersonal learners, etc. Study skills enable all such types of learners to adopt and tailor their learning strategies and approaches to suit their individual needs, thereby maximizing their learning potential.

Teaching of study skills develops problem solving abilities in learners, like, understanding complex grammar rules, pronunciation difficulties, poor vocabulary, language skills integration, etc. By helping students how to analyze problems, identify effective solutions, and persist in their

efforts, teachers can equip them with valuable skills that extend beyond language acquisition and into other areas of life.

In short, teaching study skills to language students promotes lifelong learning. The habits and techniques acquired through study skills instruction serve students both in their language learning endeavors and in their academic and professional pursuits. By laying a strong foundation of study habits early on, teachers can empower students to become more efficient, independent, adaptable and lifelong learners. Let's try to understand various study skills.

6.3 Techniques of Teaching Study Skills

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, tables of content, index, etc.
 - b. **Comprehending information:** Learner tries to comprehend information through mastering the skills of reading, skimming, scanning, etc.
- (ii) **Storage Skills:** Storage skills enable learners to store information for ready retrieval and use. As students cannot remember or memorize any lecture or prose as it is, they try to store information in their notebooks to use them later. Storing skills have two sub skills.
 - a. **Notemaking:** It involves reading books, journals, letters or any other written material and making notes.
 - b. **Notetaking:** It involves listening to lectures, speeches, commentaries and taking down notes.
- (iii) **Retrieval Skills:** In the limited time of examinations students try and 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. Teacher should cater to the needs of different types of learners in the class and develop their study skills. Let's try and understand some of the study skills in this sub-unit.

6.3.1 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. Notemaking involves reading various types of written material and making notes out of it. The main purpose of Notemaking 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 Notemaking. Notemaking 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

Ways or Types of making notes;

There are different ways or types of making notes. It depends on learner's learning and memorizing habits. Some remember better when they develop the mind map of a concept whereas others prefer to make 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, textbook, article, etc. While annotating, learner makes note by writing in the margins, underlining facts, highlighting 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.

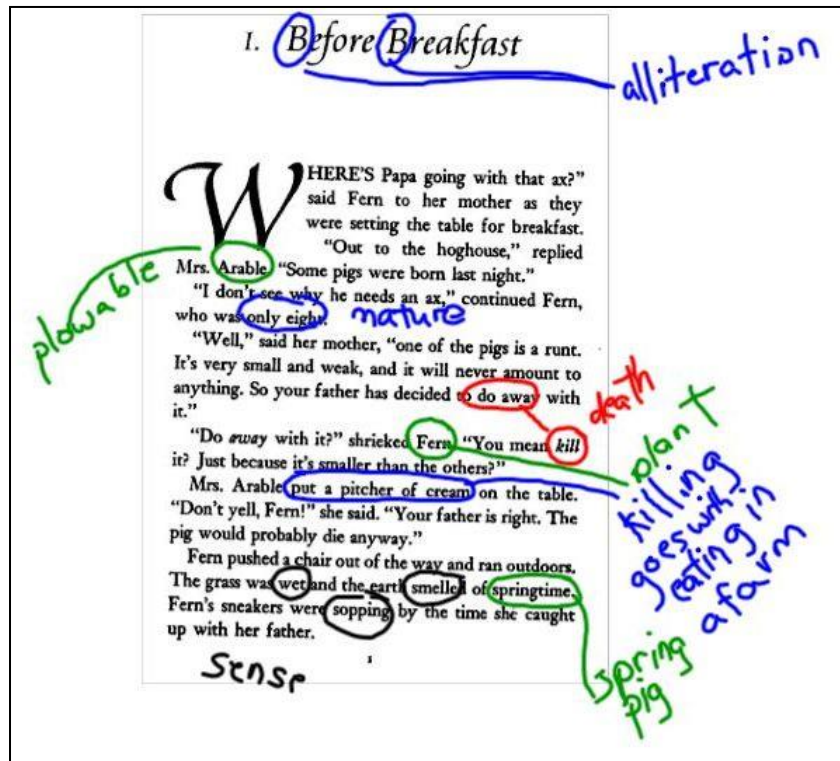


Figure 2.9: Annotation (www.medinger.wordpress.com)

(ii) **Outline notes:**

In outline notes, learner develops an outline of the text or content. This outline contains sequence of keywords, phrases, heading and side headings. 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, the learner develops a column where key words are written in one column and their brief description is written in front of the keywords in another column. Cornell Method notes are like column notes. In Cornell Method, students make two columns; one is recall column and second is notes column. Notes are written in notes column whereas their keywords are written in 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 2.11: 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.

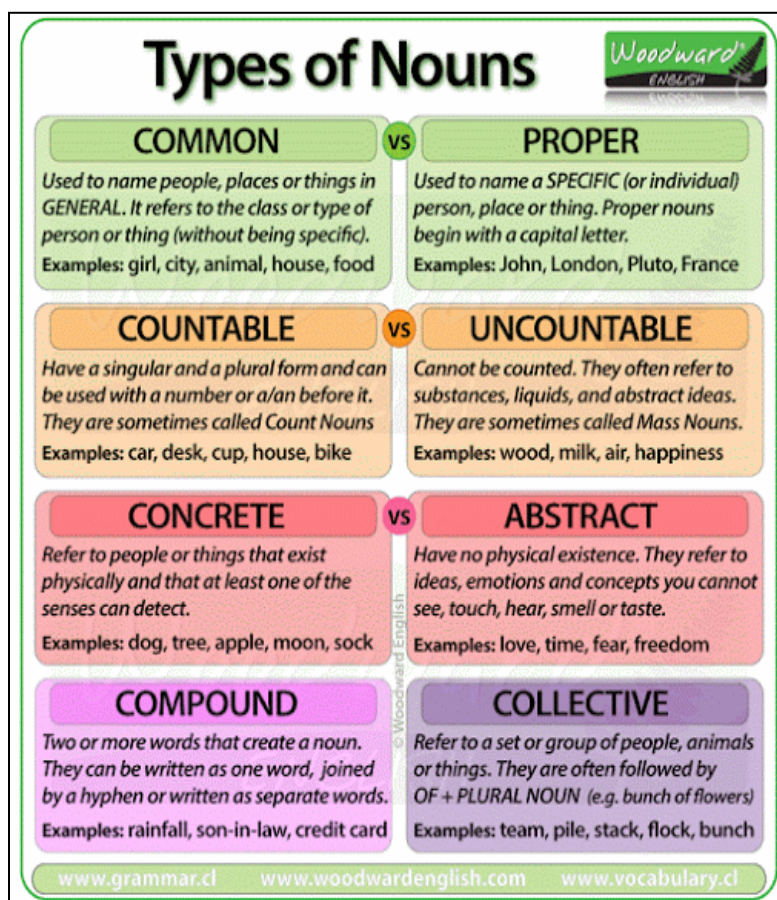


Figure 2.12: Summary notes (www.woodwardenglish.com)

Process of Notemaking:

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 based on the title given to the text
- Prepare note in such a manner that it should give scope for the writer/reader to reconstruct the original passage later.
- Maintain logical sequence of ideas given in the text

Characteristics:

Remember the following characteristics of Notemaking 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

6.3.2 Notetaking:

In the previous topic, 'Notemaking' we have seen how to make notes while reading. Another important study skill is Notetaking. Notetaking involves listening carefully to a lecture/speech or oral information and taking down notes. The main difference between notetaking and notetaking is that notetaking involves listening whereas notetaking involves reading. Notetaking 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, notetaking needs careful listening and actively noting down the important points. All good study techniques start with good note taking habits. Knowing how to take good notes will improve your ability to study more effectively.

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 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 to 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 notetaking and notetaking are the same. Please refer to the previous sub-unit that is 2.4.1 on notemaking.

6.3.3 Mind mapping:

The concept of ‘Mind mapping’ was first described by a psychologist and brain scientist, Tony Buzan in 1924 through a TV series, ‘Use Your Head’. It was broadcast by BBC. Mind map is a graphic technique 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;

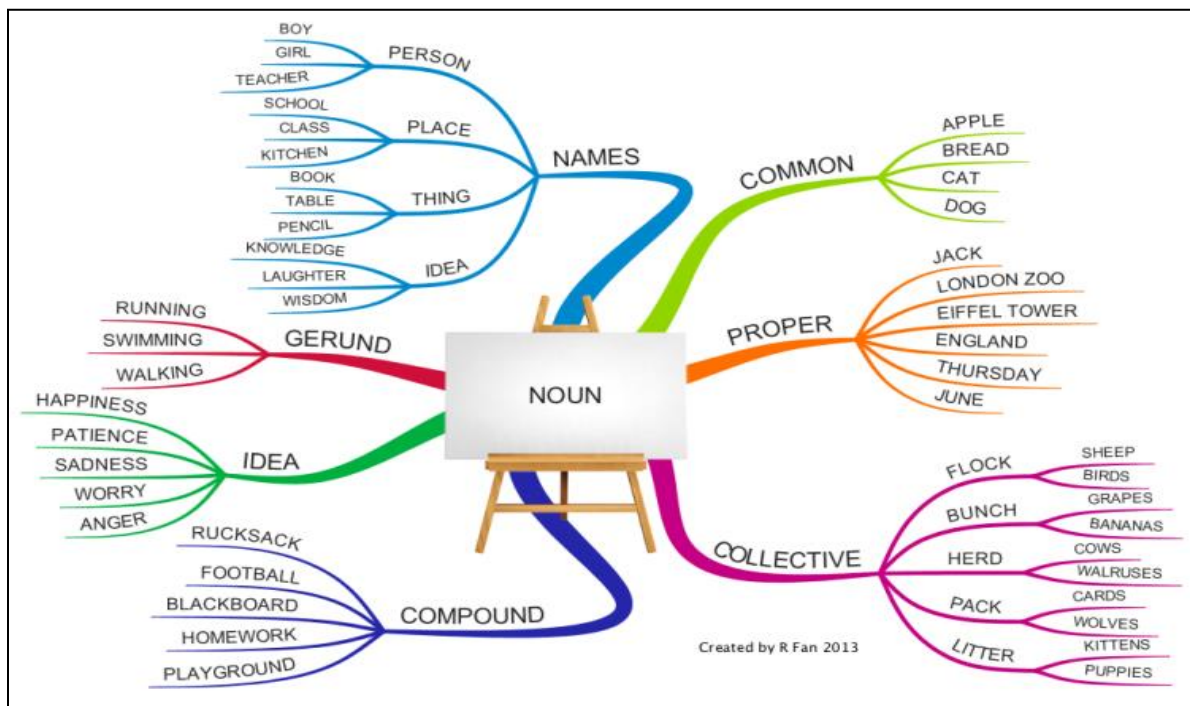


Figure 2.12: Mind Map (www.web2.fp.utm)

For creating a mind map, you need a blank paper, colored pen or pencil, your brain and imagination. Follow the following seven steps to create any mind map;

Steps	Description
1.	Start in the Centre of a blank page. Starting in the center gives your Brain freedom to spread out in all directions
2.	Use an Image or Picture for your central idea. An image is worth a thousand words and helps you use your imagination.
3.	Use Colors throughout. Colors are as exciting to your brain as are images.
4.	Connect your Main Branches to the central image. The brain works by association. It likes to link two (or three, or four) things together.
5.	Make your branches Curved rather than straight-lined. Straight lines are boring.
6.	Use One Key Word Per Line. Single key words give your Mind Map more power and flexibility.
7.	Use images throughout. Because each image, like the central image, is also worth a thousand words.

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

<p>Check Your Progress</p> <ol style="list-style-type: none"> 1. Type ‘Tony Buzan’s Mind Mapping Technique’ in search box of ‘Youtube’ 2. Watch video lectures delivered by Tony Buzan on Mind mapping and make a note in your own words. <hr/> <hr/> <hr/>
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6.3.4 Brainstorming

The technique of brainstorming was introduced by Alex Osborn, an American writer and creativity theorist. Brainstorming is a group creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members (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, brainstorm 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 that, how to use brainstorming in the classroom? Let us try and understand the process of brainstorming in the classroom.

Steps	Description
1.	Teacher 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 suggestion rapidly one by one. Teacher 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 teacher should establish 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 idea gathering phase. Brainstorming promotes 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 creativity of students. It turns the individual energy of students into synergy.

Check Your Progress:

Visit <https://eslflow.com> . Read all brainstorming related articles, activities, worksheets, etc. and apply them in your day-to-day teaching. Share your experiences with your colleagues.

6.4 Summary

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 notemaking, notetaking, brainstorming and mind mapping.

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

6.5 Glossary

Study Skills	Study skills help learner to study more efficiently.
Gathering Skills	Gathering skills help learner to gather information.
Retrieval Skills	Retrieval skills help learner to retrieve the stored information.
Notemaking	It means reading or referring a written text and making notes.
Notetaking	It means listening to a lecture/speech or oral information and taking down notes.

6.6 Learning Outcomes

After studying this Unit, student teachers will be able to:

- Discuss the importance of teaching study skills for lifelong learning and independence.
- Define study skills and explain their role in language and academic learning.
- Identify and list various types of study skills, including gathering, storage, and retrieval skills.
- Explain the importance of study skills in improving retention, efficiency, autonomy, adaptability, and problem-solving abilities.
- Exemplify and apply techniques of teaching study skills, such as notemaking, notetaking, mind mapping, and brainstorming.
- Describe and differentiate notemaking and notetaking processes, types, characteristics, and advantages.
- Design mind maps to visually organize and represent ideas and concepts.
- Explain the process and classroom application of brainstorming to promote creativity, collaboration, and problem-solving.
- Develop strategies to cater to diverse learning styles and needs of students while teaching study skills.

6.7 Model Examination Questions

Objective Type Questions

Choose the correct option:

1. What did Buckminster Fuller observe about the doubling of human knowledge in his book 'Critical Path'?
 - a) Knowledge doubled every century till 1900.
 - b) Knowledge doubled every 25 years after the Second World War.
 - c) Knowledge is currently doubling every 13 months.
 - d) All of the above.
2. What is one of the primary benefits of teaching study skills, according to the text?
 - a) Enhancing efficiency in learning.
 - b) Increasing the workload for students.
 - c) Decreasing the rate of knowledge doubling.
 - d) None of the above.
3. Which type of study skill involves locating information through encyclopedias, search engines, and other resources?
 - a) Gathering Skills
 - b) Storage Skills
 - c) Retrieval Skills
 - d) Notemaking
4. What is the main difference between notetaking and Notemaking?
 - a) Notetaking involves reading, while Notemaking involves listening.
 - b) Notetaking involves listening, while Notemaking involves reading.
 - c) Notetaking involves summarizing, while Notemaking involves outlining.
 - d) Notetaking involves drawing, while Notemaking involves writing.
5. Who introduced the technique of brainstorming?
 - a) Tony Buzan
 - b) Buckminster Fuller
 - c) Alex Osborn
 - d) Richard Feynman

Answer Key: 1.d 2.a 3.a 4.b 5.a

Short Answer Type Questions

1. Write down short notes on the following:
 - (i) Note making
 - (ii) Notetaking
 - (iii) Brainstorming
 - (iv) Mind Mapping

Long Answer Type Questions

1. Explain in detail the need of study skills in the 21st century?
2. How will you develop the study skills of your students? Explain with examples.
3. How can technology facilitate developing study skills? Discuss.

6.8 Suggested Reading Materials

1. Bough, Sara (2013) *What Type of Note Taker Am I?* Retrieved from <http://sarabaugh123.blogspot.in/2013/12/effective-notetaking.html>
2. Brainstorming. Retrieved from; <https://en.wikipedia.org/wiki/Brainstorming>
3. Buzan, Tony (2012). *The Ultimate of Mind Map*. Retrieved from; <https://archive.org/details/pdfy-Kd0YSsehQPyAlqMB>
4. Chaudhary, Meenu (2012) *Methodology of Teaching English*. Dorling Kindersley (India) Pvt. Ltd: New Delhi.
5. Hariprasad, M. & Prakasam, V. (2004) *Communicative English*. Neelkamal Publications Pvt. Ltd: Hyderabad
6. *In the Classroom: Annotating Charlotte's Web* (2002). Retrieved from <https://medinger.wordpress.com/2002/10/02/in-the-classroom-annotating-charlottes-web/>
7. Jesa, M. (2005). *Efficient English Teaching*. New Delhi: APH Publishing Corporation.
8. Kumari, A.V (2014). *Methods of Teaching English*. Guntur: New Era Publications.
9. *Mind Map*. Retrieved from https://en.wikipedia.org/wiki/Mind_map
10. *Mind Mapping*. Retrieved from <http://www.tonybuzan.com/about/mind-mapping/>

Unit -7: Teaching of Reference Skills*

Structure

- 7.0 Introduction
- 7.1 Objectives
- 7.2 Reference Skills
- 7.3 Importance of Teaching Reference Skills
- 7.4 Reference Materials for Language Learning
- 7.5 Techniques of Teaching Reference Skills
 - 7.5.1 Dictionary
 - 7.5.2 Thesaurus
 - 7.5.3 Encyclopedia
 - 7.5.4 Bibliography
- 7.6 Summary
- 7.7 Learning Outcomes
- 7.8 Glossary
- 7.9 Model Examination Questions
- 7.10 Suggested Reading Materials

7.0 Introduction

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 21st century and subsequent knowledge explosion. Information and communication technology has changed the definition and roles of almost every aspect of education. Today, being an educated person is more about knowing where to find information and how to evaluate that information (Kauffman, 2010). Hence, it is the need of the hour to impart reference skills among students to locate authentic information from authentic sources. In this unit, we will discuss the different aspects of teaching reference skills.

7.1 Objectives

At the end of this Unit, the student teacher will be able to:

- Demonstrate an understanding of reference skills
- Describe the importance of teaching reference skills

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- Identify and select appropriate reference materials for language learning
- Use various types of English dictionaries
- Refer thesauruses to find synonyms and antonyms for words
- Access information from encyclopedias
- Explain the use of bibliography

7.2 Reference Skills

In today's information age, knowing how to find authentic and correct information is like having a superpower. Reference skills help you to locate, evaluate and use information to serve various purposes. Reference skills are crucial in academic and professional contexts where accurate and reliable information is needed. Let us look at some key components of reference skills.

- (i) **Information Retrieval:** It means knowing where and how to find relevant information. It includes efficiency in using libraries, print and electronic media, database, search engines and other resources available both in online and offline.
- (ii) **Evaluation of Source:** Once you have information, you must assess the authenticity, reliability and relevance of the information where one has to consider author's and publication's reputations.
- (iii) **Critical Analysis:** Reference skills require the ability to critically analyze information in terms of its strengths, weaknesses, potential biases and gaps in the information.
- (iv) **Synthesis:** Once information is collected, it should be synthesized in an integrated and coherent manner to convey the information effectively.
- (v) **Citation and Attribution:** All the sources used for writing the content should be properly cited and attributed to avoid plagiarism.
- (vi) **Adaptability:** Being adaptable is one of the important skills of reference skills. One must be adaptable for different types of writing formats, such as articles, books, websites, news, etc. and different types of sources.
- (vii) **Ethical considerations:** One should consider copyrights laws and plagiarism issues before publishing any piece of writing or instructional media and properly acknowledge the intellectual contributions of others.

In short, Reference skills enable a learner to navigate vast amount of information available today and helps to learn new things as well as contribute meaningfully to any field of study or

work. It is a need of time to teach reference skills to students if we want to make them relevant to this information age.

Check Your Progress

What do you mean by Reference skills?

7.3 Importance of teaching Reference Skills

Being an English teacher, one must acquire a variety of skills and information and second, he/she must present it in an effective manner before students. For both things, a teacher must take references 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 skills play an important role in language learning by enabling us to acquire, understand and use language appropriately. Let's see how reference skills help in language learning.

- a. Vocabulary acquisition: Reference skills help learners to access various types of dictionaries, thesaurus, mobile apps, web resources and learn new words, phrases, idioms in terms of their meaning, usage and pronunciation.
- b. Grammar: Reference skills enable learners to refer grammar books, online guides and other grammatical resources to learn grammatical concepts, sentence structures and language rules.
- c. Listening and speaking: While practicing listening and speaking skills, exposure to authentic spoken language and improve pronunciation, intonation and listening comprehension is required. Reference skills help to use audio and video resources, podcasts, language learning software, etc.
- d. Reading comprehension: Reading comprehension is necessary to understand written text. Here reference skills help to comprehend written texts by using dictionaries, online translation tools, or language learning websites to look up unfamiliar words, phrases, or cultural references encountered while reading.
- e. Writing: Reference skills help in improving writing skills. Language learners can refer grammar checkers, reference books, encyclopedias, writing guides and ensure accuracy and clarity in written work or communication.
- f. Cultural Understanding: Understanding culture context is necessary to understand written text in this multicultural and multilingual world. For this, learners can access cultural resources,

such as literature, films or websites relevant to the text for understanding cultural norms, customs and traditions associated with the language and people.

- g. Self-Assessment: Students can monitor their progress by using language proficiency tests, self-assessment tools, language communities on social media and set goals for improvements.

In short, reference skills help to improve LSRW skills of language learning ultimately leading to improved proficiency and fluency in target language.

Check Your Progress

1. Why are reference skills essential for language learners? Explain.

7.4 Reference Materials for Language Learning

There are many reference materials useful in language learning. Let us look at some of the reference materials with their usefulness in language learning.

Reference Material	Description	Usefulness in Language Learning
Dictionaries	Provide definitions, spellings, pronunciations and usage of words and phrases in examples	Useful for vocabulary acquisition and clarification.
Thesauruses	Offer synonyms and antonyms	Helpful for diversifying vocabulary and improving language expression.
Encyclopedias	Provide comprehensive information on various topics	Offer background knowledge and cultural context for language learners, useful for research and general knowledge.
Grammar Books or Guides	Explain the rules and structures of a language	Fundamental for mastering grammar rules and sentence construction.
Style Manuals	Provide guidelines for formatting, citation, and writing style	Assist in academic and professional writing tasks, enhancing language accuracy and professionalism.

Almanacs	Offer statistical, historical, and factual information, useful for reference or trivia.	Provide cultural and historical context, enriching language learning experience.
Atlases	Provide maps and geographical information	Useful for learning geographic terminology and cultural geography and spatial relationships
Textbooks	Offer structured learning materials on specific subjects, commonly used in academic settings.	Provide systematic language instruction and learning progression.
Handbooks	Provide practical instructions or guidance on specific textbooks, topics or tasks.	Useful for teachers
Journals and Periodicals	Publish scholarly articles and research findings on specialized topics.	Offer authentic language input and exposure to academic discourse that help in staying updated on current research and trends.
Websites and Online Forums	Offer diverse information on various topics, often used for quick reference, research, or community discussions.	Provide access to authentic language resources, forums for language practice, and cultural insights.
Multimedia Resources	Include audio, video, and interactive materials.	Useful for language learning and cultural understanding, Engage learners through multimedia formats.
Online Dictionaries	Similar to traditional dictionaries, accessible via the internet	Provide instant access to language reference materials online, facilitating language learning anytime, anywhere.
Language Learning Apps	Mobile applications designed for vocabulary exercises, grammar lessons, etc.	Provide interactive and personalized language learning experiences, accessible on mobile devices.
Online Encyclopedias	Web-based platforms that provide comprehensive information on various topics	Provide in-depth knowledge on cultural, historical, and scientific topics, enriching language learning.

Grammar Checking Tools	Online tools that automatically check text for grammar, spelling, and punctuation errors.	Aid in language proofreading and error correction, enhancing language proficiency and improve writing quality and accuracy.
Citation Generators	Web-based tools that generate citations and bibliographies in various formats	Assist in academic writing tasks, ensuring proper citation practices and academic integrity.
E-Learning Platforms	Websites or applications offering online courses, tutorials, and educational materials on various subjects.	Provide structured language courses and resources, facilitating flexible and independent language learning. Suitable for self-paced learning.
Online Forums and Communities	Web-based platforms where users discuss topics, ask questions, and share knowledge and experiences.	Offer opportunities for language practice, cultural exchange, and community support in language learning.

The above table is self-explanatory and highlights how each reference material serves a specific purpose in language learning.

7.5 Techniques of Teaching Reference Skills

Reference skills are nothing, but skills needed to refer to any reference material. How to use dictionary? How to read a map? How to use a Thesaurus or an Encyclopedia? How to use a handbook or textbook while teaching or learning? How to search for information? Where to search for information? Reference skills answer the aforesaid questions and facilitate teachers and students to acquire authentic information in easiest ways and use it whenever necessary. So, let us try to understand how to use different types of reference materials.

7.5.1 Dictionary

A 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 an alphabetical order. A dictionary gives information about 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	Brief Description
Number of Languages	Monolingual Dictionary	Provides definitions, pronunciation, examples, and usage of words within a single language.
	Bilingual Dictionary	Offers translations and definitions for words between two languages.
	Trilingual Dictionary	Provides translations and definitions for words among three languages.
Age of Users	Child's Dictionary	Tailored for children, featuring simplified language and illustrations.
	Adult's Dictionary	Geared towards adult readers, offering comprehensive definitions and examples.
Size of Dictionary	Unabridged Dictionaries (400000 to 600000 words)	Contains the full range of words in a language, often with extensive definitions and historical usage.
	College Dictionaries (130000 to 160000 words)	Concise dictionaries suited for college-level students, providing essential vocabulary and definitions.
	Desk Dictionaries (60000 to 100000 words)	Handy references containing a moderate selection of words for quick lookups.
	Pocket Dictionaries (40000 to 60000 words)	Compact dictionaries designed for portability, offering essential vocabulary in a small format.
Scope of Subject	Special-field Dictionaries	Focuses on terminology and jargon within specific fields such as medicine, law, or military.
	Subject-field Dictionaries	Covers vocabulary within particular subjects like biology, mathematics, or economics.
Aspect of Language Covered	Etymology Dictionaries	Explores the historical origins and development of words and their meanings.
	Pronunciation Dictionaries	Guides users on how to correctly pronounce words, often using phonetic symbols.

	Dialect Dictionary	Documents variations in language usage across different regions or social groups.
Form of Dictionary	Traditional Dictionaries	Available in print format, usually in hardcover or paperback editions.
	Digital Online Dictionaries	Accessed via the internet, offering convenience and up-to-date information.
	Digital Offline Dictionaries	Can be used without an internet connection, often stored on computers or devices.
	Mobile Dictionaries or Dictionary apps	Designed specifically for use on mobile devices, providing on-the-go access to dictionary resources.
	Picture Dictionaries	Includes images alongside words to aid understanding, particularly helpful for language learners or children.

Table No: 7.3: 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;

Technique	Description
Alphabetical Order of Words	Words are arranged alphabetically, allowing users to locate a word by finding its initial letter.
Guide Words at the Top of Each Page	Guide words at the top corners of pages indicate the first and last words on that page
Abbreviations for Different Purposes	Dictionaries use abbreviations to provide additional information such as part of speech or usage.
Key to Entries at the Beginning	A key or legend at the beginning explains abbreviations, symbols, and formatting used in entries.
Detailed Guide at the End	A detailed guide or introduction at the end provides instructions on effective use of the dictionary.
Appendices	Additional sections supplement the main entries with information like grammar rules or conversions.

Table No: 7.4: Techniques of referring dictionaries

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

Check Your Progress

1. Explore how various types of dictionaries can be employed across different educational levels to facilitate language learning. Discuss with your colleagues.

7.5.2 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 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 dictionary. It does not give meaning, definitions or usage of the word like 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 a beautiful woman alluring attractive dazzling fetching <i>(informal)</i> good-looking gorgeous lovely pretty radiant ravishing striking stunning <i>(informal)</i>	beautiful weather brilliant delightful fabulous <i>(informal)</i> fair fine glorious gorgeous lovely magnificent marvellous perfect superb wonderful	beautiful music bewitching captivating enchancing entrancing exquisite glorious haunting heavenly <i>(informal)</i> inspiring lovely magnificent poignant sublime	beautiful scenery awe-inspiring breathtaking glorious impressive incredible magnificent marvellous picturesque spectacular striking stunning <i>(informal)</i> superb wonderful
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Figure 7.13: Thesaurus (www.angelfire.com)

A traditional thesaurus has two sections: index and body. Index lists the 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 synonyms and antonyms 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.

<p>Check Your Progress</p> <p>Access a visual thesaurus at https://www.visualthesaurus.com/ and explain how it helps you understand various synonyms of a word. You can scan the given QR Code as well.</p>	
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7.5.3 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	Examples
1.	Encyclopedias for General Information	It covers a wide range of topics or subjects of common interest. It provides enough information of key words related to all subjects but has limited depth. It is designed and developed for all sorts of users.	Encyclopedia Britannica
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.	The Oxford Encyclopedia of English Literature
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.	Scholarpedia (Online Encyclopedia)
4.	Crowd sourced Encyclopedias	Such encyclopedias are the product of collective efforts of many people.	Wikipedia

Table No: 7.5: Types of Encyclopedia

Check Your Progress

1. Access and review any encyclopedia app available on your smartphone, then summarize its notable features.

7.5.4 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	Examples
1.	Enumerative Bibliography	It lists references according to particular pattern or arrangement. For example; APA style (American Psychological Association)	Example: A list of references in APA style for a research paper on the effects of social media on mental health: <ul style="list-style-type: none">• Smith, J. (2020). The impact of social media on adolescent mental health. <i>Journal of Adolescent Psychology</i>, 45(2), 123-135.• Johnson, A. R. (2019). Social media use and depressive symptoms in young adults: A longitudinal study. <i>Journal of Abnormal Psychology</i>, 30(4), 567-580.
2.	Analytical Bibliography	In this bibliography, writer gives information about publisher, bookseller, paper and binding of the resource.	Example: An analytical bibliography entry for a book: <ul style="list-style-type: none">• Title: <i>A New Introduction to Bibliography</i>• Author: Gaskell, Philip• Publisher: Oxford University Press• Publication Year: 2000

			<ul style="list-style-type: none"> • Paper Quality: Acid-free paper • Binding: Hardcover
3.	Annotated Bibliography	In this type of bibliography, writer gives critical comments on the source, may summarize the source or describe the usefulness of the sources.	<p>Example: An annotated bibliography entry for an article:</p> <ul style="list-style-type: none"> • Title: "The Effects of Climate Change on Biodiversity" • Author: Smith, E. L. • Source: <i>Environmental Science and Technology</i> • Summary: This article explores the impacts of climate change on various ecosystems and species. It discusses the importance of biodiversity conservation and suggests strategies for mitigating the effects of climate change. • Usefulness: The article provides valuable insights into the relationship between climate change and biodiversity loss, making it a useful resource for researchers and policymakers alike.

Table No: 7.6: 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.

Check Your Progress

1. How does a bibliography help in getting more information about the topic? Discuss

7.6 Summary

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 the teacher 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 various aspects of teaching reference skills. In the next unit, we will study various aspects of teaching grammar and composition.

7.7 Learning Outcomes

At the end of this Unit, student teachers will be able to:

- Demonstrate an understanding of reference skills and their role in language learning.
- Describe the importance of teaching reference skills for academic and professional contexts.
- Identify and select appropriate reference materials for effective language learning.
- Use various types of English dictionaries for vocabulary, pronunciation, and context.
- Refer to thesauruses to find synonyms, antonyms, and related words.
- Access and extract information from encyclopedias for cultural, historical, and subject knowledge.
- Explain the purpose and techniques of creating a bibliography and proper citation.
- Evaluate and critically analyze sources for authenticity, reliability, and relevance.
- Synthesize collected information effectively and ethically, avoiding plagiarism.
- Adapt reference skills to different writing formats, media, and contexts.

7.8 Glossary

Reference Skills	Reference skills help learners to refer to different types of reference material like dictionaries, encyclopedias and thesaurus. Reference skills are abilities ability to navigate and utilize various reference materials effectively for research and information gathering.
Dictionaries	A reference book containing words listed alphabetically, along with their meanings, pronunciations, and other relevant information.
Thesaurus	A reference book that provides synonyms and antonyms for words, allowing users to expand their vocabulary and improve their writing.
Encyclopedia	A comprehensive reference work containing articles on a wide range of topics, providing background information and overviews of subjects.
Bibliography	A list of sources cited in a research paper or document, typically presented at the end of the work.

7.9 Model Examination Questions

Objective Type Questions

Choose the correct option:

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

Answer Key: 1.(ii) 2.(iv) 3.(iii) 4.(ii) 5.(i) 6.(iii)

Short Answer Type Questions

- Write down short notes on the following:
(i) Classification of Dictionary
(ii) Bibliography
(iii) Key components of Reference skills
(iv) Thesaurus
(v) Types of Encyclopedias

Long Answer Type Questions

- What is the importance of teaching reference skills in English language teaching?
- Discuss the importance of thesaurus and encyclopedia in teaching and learning of English language.
- What role do dictionaries play in language learning, and how can they be classified based on different criteria?

7.10 Suggested Reading Materials

1. Chaudhary, Meenu (2012) *Methodology of Teaching English*. Dorling Kindersley (India) Pvt. Ltd: New Delhi.
2. Hariprasad, M. & Prakasam, V. (2004) *Communicative English*. Neelkamal Publications Pvt. Ltd: Hyderabad
3. Jesa, M. (2005). *Efficient English Teaching*. New Delhi: APH Publishing Corporation.
4. Kauffman, A (2010) *Teaching Reference Skills Part 1: Why and How*. Retrieved from: <https://www.reallifeathome.com/teaching-reference-skills-part-1-why-and-how/>
5. Kumari, A.V (2014). *Methods of Teaching English*. Guntur: New Era Publications.
6. Mowla, S. Sarojini, B.B & Rao, M.P. (2012). *Methods of Teaching English*. Neelkamal Publications Pvt. Ltd.: Hyderabad.
7. Paliwal, A.K. (2002). *Perspectives on English Language Teaching*. Jaipur: Surabhi Publications.

Unit 8: Teaching of Grammar and Composition*

Structure

- 8.0 Introduction
- 8.1 Objectives
- 8.2 Teaching of Grammar
 - 8.2.1 Need for and Importance of Grammar
 - 8.2.2 Objectives of Teaching Grammar
 - 8.2.3. Types of Grammar
 - 8.2.4 Methods of Teaching Grammar
 - 8.2.5 Games and Activities
- 8.3 Teaching of Composition
 - 8.3.1 Need and Importance of Composition
 - 8.3.2 Objectives of Teaching Composition
 - 8.3.3 Types of Composition
 - 8.3.4 Procedure of Guided Composition
 - 8.3.5 Techniques of Teaching Guided Composition
- 8.4 Remedial Teaching for Grammar and Composition
- 8.5 Summary
- 8.6 Learning Outcomes
- 8.7 Glossary
- 8.8 Model Examination Questions
- 8.9 Suggested Reading Materials

8.0 Introduction

The teaching of English grammar is like laying a strong foundation for language learning. It is important because it helps us communicate better. Just like a building needs a strong foundation, good grammar gives structure to our language skills. In this Unit, let us explore how to help students understand the rules and structures of English so they can communicate clearly. Let us try to understand why grammar is important. What do we aim to achieve by teaching grammar? What are the different ways we can teach it effectively?

8.1 Objectives

After studying this unit, student teachers will be able to:

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

8.2 Teaching of Grammar

Flexibility is an important aspect of the English language. It has accepted many words 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 such as print script and cursive script. It can be written in different slants such 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.

8.2.1 Need for and Importance of Grammar

Grammar forms the logic and foundation of a language. It provides exposure to its basic structure and offers systematic knowledge of how the language functions. Its importance in writing is undeniable, as it establishes the standards for determining linguistic correctness. Moreover, grammar enhances mental abilities such as reasoning, observation, and concentration. Therefore, mastering grammar is essential, especially for those whose mother tongue is not English. Grammar is essentially the study of words and how they function together. It is the invisible force that guides us in combining words to form countless sentences. Every speaker, consciously or unconsciously, uses grammar to communicate effectively in any language.

We study grammar to speak and write clearly and precisely. While basic knowledge of grammar is sufficient for simple communication, a deeper understanding is required for fluency and proficiency. Grammar enables us to construct sentences accurately, ensuring that others clearly understand our intended meaning in any message or letter we write.

Grammar is very important in business communication. It gives a professional touch to the relations between 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).

8.2.2 Objectives of Teaching Grammar

Some of the objectives of teaching 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.
- To foster confidence in language use.
- To enhance comprehension skills.
- To encourage creativity in expression.
- To facilitate effective communication in diverse contexts.
- To support language acquisition and fluency development.
- To prepare students for academic and professional endeavors.
- To develop self-editing and proofreading skills.
- To empower learners to adapt language usage to different situations and audiences.

8.2.3 Formal Grammar and Functional Grammar

Grammar occupies an essential position in teaching-learning 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. Let us 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 textbook.	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 4.1: 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 aim of teaching and learning 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.

8.2.4 Methods of Teaching Grammar

Broadly, there are four methods of teaching grammar: deductive method, inductive method, informal method and incidental method. Let us try and understand these methods.

(i) Deductive Method:

This is the traditional method of teaching grammar. Formal grammar is taught by this method. The teacher explains rules of grammar and later examples are given to fix that 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	The 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	The 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	The teacher gives exercise for practice. (Teacher gives exercise for homework)

Table no 4.2: Procedure of Deductive Method

By this method students understand the rules well and they can 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.

(ii) **Inductive Method:**

This is the modern as well as natural method of teaching grammar. First examples are presented to the students and with the help of students’ observation and generalizations, rules are introduced. Let us 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	The 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	The teacher provides more examples for oral and written practice.
6	Assignment	The teacher gives a variety of exercises for assignments.

Table no 4.3: Procedure of Inductive Method

This method creates a lively 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 to produce audio-visual aids and create a lively environment in the class.

(iii) Informal Method:

This method emphasizes the usage of grammar rather than rules of grammar. The 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 the early stages of language learning.

(iv) Incidental Method:

It is called the 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:

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

8.2.5 Grammar Games and Activities:

Grammar games and activities are creative and interactive strategies to make grammar instruction livelier and student centric. Traditional grammar methods fall short in engaging learners and fostering active participation; hence, innovative grammar games and activities can make the learning process more dynamic and enjoyable for students. Teachers can infuse many elements, such as play, competition, collaboration, creativity, visuals, etc., in grammar instruction with the help of grammar games and activities. Students also enjoy such games and activities and acquire English grammar in a supportive and stimulating environment. Let us see some examples of grammar games.

Sr. No.	Game	Objective	Description	Examples
1	Grammar Bingo	Reinforcing grammar concepts	Players mark off grammar terms on their bingo cards as they are called out by the game leader.	Noun, Verb, Adjective, Sentence
2	Sentence Scramble	Sentence structure and word order	Rearrange words to form grammatically correct sentences within a given time limit.	The cat is sleeping.

3	Grammar Charades	Act out grammar concepts	Players mime grammar rules or concepts for their teammates to guess without speaking.	Present continuous, Past perfect
4	Grammar Pictionary	Visual representation of grammar	Players draw pictures representing grammar concepts or rules for others to guess.	Preposition, Conjunction, Pronoun
5	Grammar Relay Race	Team-based grammar practice	Teams race to complete grammar exercises or challenges, passing the baton to each member.	Identify subject-verb agreement.
6	Grammar Jeopardy	Reinforcing grammar knowledge	Players answer grammar-related questions across different categories to earn points.	What is the past tense of "run"?
7	Grammar Whack-a-Mole	Grammar correction practice	Players identify and correct grammatical errors displayed on a screen within a time limit.	There are three apples in the bowl.
8	Grammar Escape Room	Critical thinking and problem-solving	Players solve grammar-related puzzles and riddles to "escape" the room within a set time frame.	Find the missing punctuation mark.
9	Grammar Trivia	Testing grammar knowledge	Players answer multiple-choice or true/false questions about grammar concepts to earn points.	Which of the following is a pronoun?
10	Grammar Hangman	Vocabulary and spelling reinforcement	Players guess letters to form words related to grammar concepts before a stick figure is completed.	_____ (Hint: A part of speech)

Let's see some examples of grammar activities;

Sr. No.	Activity	Objective	Description	Examples
1	Grammar Worksheets	Reinforce grammar concepts	Complete exercises on worksheets covering different grammar topics like verbs or punctuation.	Fill in the blanks with correct verbs.
2	Grammar Drills	Practice specific grammar rules	Engage in repetitive exercises focusing on specific grammar rules to reinforce understanding.	Practice using articles in sentences.




3	Grammar Quizzes	Assess grammar knowledge	Take short quizzes to test understanding of grammar concepts with immediate feedback.	Identify correct tense in sentences.
4	Grammar Writing Prompts	Apply grammar in writing	Respond to writing prompts incorporating grammar concepts into compositions.	Write a paragraph using adjectives.
5	Grammar Editing Exercises	Improve proofreading skills	Identify and correct grammatical errors in passages or sentences to develop proofreading abilities.	Correct spelling and punctuation.
6	Role-Playing Grammar	Use grammar in simulated conversations	Engage in role-playing scenarios using grammar structures accurately in dialogues.	Act out a job interview dialogue.
7	Grammar Dictation	Practice listening and writing skills	Listen to a passage and write it down, focusing on spelling, punctuation, and grammar.	Write sentences dictated by teacher.
8	Grammar Discussion Groups	Collaborate to understand grammar topics	Participate in small group discussions to analyze and discuss grammar rules, clarifying doubts.	Discuss differences between adverbs and adjectives.
9	Interactive Whiteboard	Engage with grammar through technology	Use interactive whiteboard activities like drag-and-drop exercises or virtual quizzes to learn grammar.	Drag correct punctuation to complete sentences.
10	Peer Review	Give and receive feedback on writing	Exchange written compositions with peers, providing constructive feedback on grammar, clarity, and coherence.	Review classmate's essay and suggest improvements in structure.

Activity: Read the following books on Grammar Games and Activities and write a critique on each book.

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



<p>Fun with Grammar written by Suzanne W. Woodward, Published by Prentice Hall Regents</p>	<p>https://archive.org/details/FunWithGrammar_201809/page/n161/mode/2up</p>	
<p>Elementary Grammar Games written by Jill Hadfield, Published by Longman</p>	<p>https://sydslearningcorner.files.wordpress.com/2010/10/elementary-grammar-games.pdf</p>	
<p>Grammar Alive! A Guide for Teachers written by Brock Haussamen with Amy Benjamin, Martha Kolln, Rebecca S. Wheeler, Published by National Council of Teachers of English, Urbana, Illinois.</p>	<p>https://wac.colostate.edu/books/grammar/alive.pdf</p>	

Check Your Progress
Examine various English Grammar mobile applications accessible on the Google Play Store on your device. Analyze how such mobile applications can serve as valuable tools for both teaching and learning English Grammar. Provide detailed examples illustrating how educators and learners can effectively utilize these mobile apps to enhance grammar instruction and comprehension.

8.3 Teaching 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 aspect 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.

8.3.1 Need for and Importance of Composition

Composition serves as a bridge between linguistic knowledge and its practical application. It fosters active participation and application of language skills. By composition, students learn to integrate vocabulary, grammar and syntax in a meaningful and coherent way. Composition provides an opportunity to present ideas and feelings through sentences and paragraphs. Students learn to organize their thoughts and presentation. Further, composition allows students to express their creativity and individuality, empowering them to convey their ideas, opinions, and emotions through written language.

Furthermore, composition plays a crucial role in language acquisition by facilitating the development of critical thinking and analytical skills. Students formulate arguments, support claims with evidence and review information critically in composition. This process enhances their ability to articulate ideas cogently as well as cultivates their capacity to analyze, synthesize, and evaluate information effectively. Composition encourages students to engage with diverse texts, perspectives, and genres, to broaden their understanding of language and culture. In short, composition is an important aspect of language learning that develops academic writing skills along with many other soft skills.

8.3.2 Objectives of Teaching Composition

Let us look at 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

8.3.3 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 us 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 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 cannot write properly in the absence of proper guidance. At the initial stage a hundred percent guidance is provided by the teacher but later it is reduced to a minimum. A stage comes when students do not need any guidance from the teacher, thus free composition stage is reached. It is the goal of teaching composition to enable students to express themselves freely in oral and written communication (Khalique, 2007)

8.3.4 Procedure of guided composition:

The procedure of guided composition can be understood with the help of the following diagram.

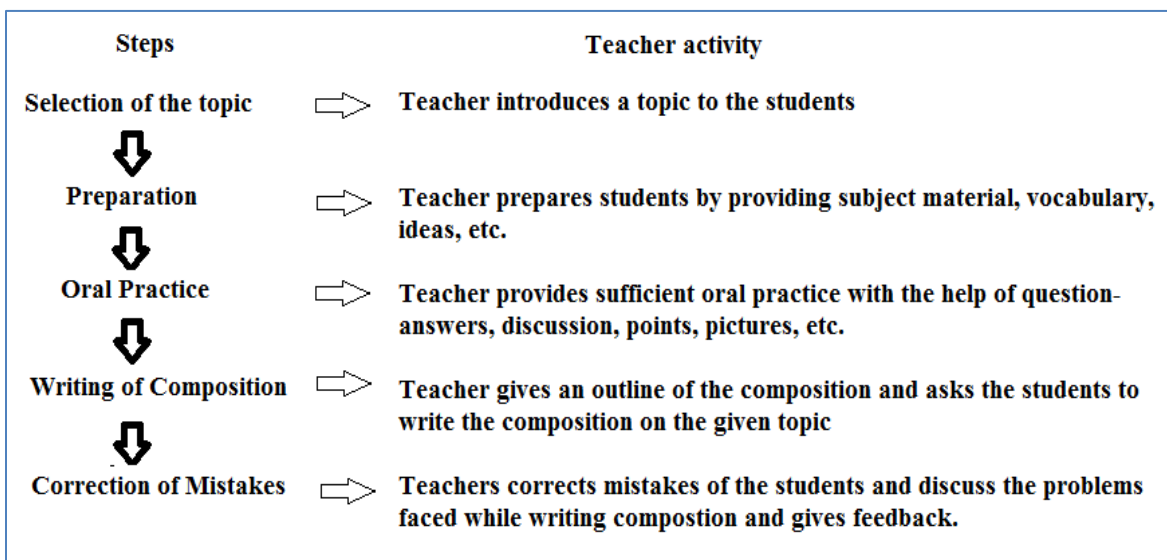


Figure no 4.1: Procedure of Guided Composition

8.3.5 Techniques of teaching guided composition:

Here are some techniques of developing guided composition in classroom (Khalique, 2007).

- By Points:

The teacher introduces a topic pointwise. Each point is discussed with the students. The teacher provides them with sufficient oral practice as well as motivates students to develop the composition orally covering each point. Oral discussion is followed by students writing 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. The 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 4.4: 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 4.5: Guided Composition by Questions

- By Pictures:

Pictures are used in the development of Composition. In this type, the 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 4.2: Picture Composition (www.magicpathshala.com)

8.4 Remedial Teaching for Grammar and Composition

It is well known that many students struggle with learning English grammar and composition due to various factors, including learning difficulties and disabilities. As a result, several learners fall behind in acquiring proficiency in the English language. Such students require either short-term or long-term support based on their individual needs. This is where remedial teaching plays an important role. The term ‘remedial’ means to correct, repair, or provide a remedy for something. According to the 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 conducted alongside regular classes or arranged as separate sessions, depending on the situation. To make remedial teaching effective, teachers should follow certain general principles, which are outlined below.

- 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

Check Your Progress:

Remedial Teaching is an integral aspect of school education. How is Remedial Teaching conducted in your state. Discuss and deliberate.

8.5 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 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.

8.6 Learning Outcomes

After completing this unit, student teachers will be able to:

1. Explain the importance and need for teaching English grammar and composition.
2. Identify and describe the objectives of teaching grammar.
3. Differentiate between formal grammar and functional grammar with examples.
4. Demonstrate the deductive and inductive methods of teaching grammar.
5. Apply innovative strategies, such as grammar games and activities, to make grammar learning interactive and student-centered.
6. Analyze and evaluate mobile applications and digital tools for teaching English grammar effectively.
7. Explain the importance of teaching composition in language learning.
8. Identify and differentiate between guided composition and free composition.
9. Apply various techniques for teaching guided composition (e.g., by points, substitution tables, questions, and pictures).
10. Describe the purpose, principles, and procedures of remedial teaching in grammar and composition.
11. Develop strategies to support learners who struggle with English grammar and composition.
12. Integrate grammar and composition teaching into daily classroom activities to improve students' communication skills.

8.7 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.

8.8 Model Examination Questions

Objective Type Questions

Choose the correct option:

1. The word 'composition' is derived from _____ word.
a. Latin b. Greek c. French d. Arabic
2. 'Componere' means _____.to put together.
a. To look together b. to put together c. to get together d. to go together
3. _____ method is a natural method of teaching grammar.
a. Inductive b. Deductive c. Informal d. Incidental
4. _____ method is a traditional method of teaching grammar.
a. Inductive b. Deductive c. Informal d. Incidental
5. _____ 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

1. Difference between formal and functional grammar
2. Types of Composition
3. Guided Composition
4. Picture Composition

Long Answer Type Questions

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

8.9 Suggested Reading Materials

1. Jesa, M. (2005). *Efficient English Teaching*. New Delhi: APH Publishing Corporation.
2. Khalique, M.A (2007). *English Course Book of D.Ed*. Saifee Book Agency: Mumbai.
3. Kumari, A.V (2014). *Methods of Teaching English*. Guntur: New Era Publications.

4. Lo, Remy (2017). *Importance of Grammar in Business Communications*. Retrieved from <https://bizfluent.com/about-5388067-importance-grammar-business-communications.html>
5. Mowla, Rao & Sarojini (2012). *Methods of Teaching English*. Neel Kamal Publications Pvt. Ltd.: Hyderabad.
6. Nysha (2012). *The Difference of Functional Grammar and other Grammars*. Retrieved on 21th July, 2017 from <https://dhegenalexandermalelak.wordpress.com/2012/04/02/the-difference-of-functional-grammar-and-other-grammars/>
7. http://www.manuu.ac.in/DDE-SelfLearnmaterial/BEDD116DST_July4.pdf
8. http://elibrary.bsu.edu.az/files/books_250/N_7.pdf

Unit-9 Characteristics of a Good English Textbook*

Structure

- 9.0 Introduction
- 9.1 Objectives
- 9.2 Importance of books
- 9.3 Importance of textbook
- 9.4 Importance of textbooks for teachers
- 9.5 Importance of textbooks for the students
- 9.6 Characteristics of a good textbook
- 9.7 Disadvantages of textbook
- 9.8 Summary
- 9.9 Learning Outcomes
- 9.10 Glossary
- 9.11 Model Examination Questions
- 9.12 Suggested Reading Materials

9.0 Introduction

Learning is an important part of life. Learning enhances our understanding, helps us to think rationally, think from different perspectives, and understand life contexts or situations. This develops broad-mindedness among the individuals who adjust to worse situations and live with contentment. Hence, we can say that learning is essential for personal growth to shape our personality and enrich our life experiences. When we learn, we not only accumulate knowledge but also develop critical thinking learning makes life interesting and meaningful. It helps us to receive life surprises and change challenges into opportunities.

Learning takes place through books, different experiences of life, through different people whom we come across. Books are a very important source of knowledge. They are the best friends to help us grow. In this unit we will try to understand the importance of textbooks for the teacher and the students, then the characteristics of good English textbooks.

9.1 Objectives

After reading this Unit you will be able to:

- acknowledge the importance of textbook
- utilize textbooks as important resources

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- make use of the book effectively
- list out characteristics of a good textbook

9.2 Importance of Textbook

A textbook is a prescribed book for children based on the academic standards and expected learning outcomes. It is a comprehensive compilation of content to achieve the set goals based on the interests, age, abilities, and requirements of the children.

Let us try to understand the utility of textbooks for the institution, teacher, and students.

9.3 Utility Of Textbooks to the School or an Institution

- 1) It provides a structured curriculum based on each class and avoids confusion about what to follow. What to teach etc.
- 2) It provides a complete curriculum to address the needs of learners like vocabulary, grammar, meanings, and pronunciation exercises at the back of each lesson to develop language skills.
- 3) It is a common source of instruction throughout the state and similar instructions irrespective of region, religion, caste, and gender and promotes inclusion
- 4) They provide authentic language input to the teachers and students expose them to a variety of content of their interest and promote language skills.
- 5) It provides a clear progression of the content keeping in view the psychological principles simple to complex, known to unknown, and concrete to abstract.
- 6) It provides guided practice as it includes various exercises at the back of each lesson keeping in view the content learned its vocabulary, grammar, and the activities for listening, speaking, reading, and writing activities
- 7) It provides an opportunity for the students to understand different language models of prose and poetry in the form of drama, dialogue, role plan, story, etc.
- 8) It provides supplementary resources like workbooks, audio, videos, interactive exercises, study materials, CDs, listening books, and online resources.
- 9) It also gives assessment materials like tests, quizzes, and student assessment tools to assess their performance
- 10) They also provide references for extensive reading like OERS, repositories, online courses, knowledge resources, illustrations, and examples of the same concept learned.

9.4 Importance of Textbook for the Teachers

A textbook is a reliable source of information for a systematic way of learning

- 1) It provides depth information for the teacher
- 2) It serves as a reference tool
- 3) It gives the details of academic standards to cover in that specific class
- 4) It provides a structured and organized curriculum
- 5) It guides the teacher on what to teach like vocabulary, grammar, antonyms, synonyms, pronunciation, etc. in the given lesson
- 6) It guides the teacher to solve exercises for practice
- 7) Helps them to plan their lesson based on textbook
- 8) Enable them to decide on the smooth completion of the syllabus
- 9) Gives them comprehensive coverage of the language curriculum
- 10) Exercises, and activities after each lesson help the teacher to make teaching more interactive and interesting
- 11) It guides the teacher to enhance language skills such as listening speaking, reading, and writing
- 12) It assists them in planning lessons based on the prescribed curriculum and the resources available
- 13) It simplifies teachers' task

9.5 Importance of Textbook to the Students

- 1) Textbooks undergo frequent revision based on the societal needs and needs and interests of the students.
- 2) Textbook promotes self-study among the students as per their interest, and time availability.
- 3) It helps them to complete their homework and class work if they miss the class due to any reason
- 4) It helps them to check and critically revise the content learned in school
- 5) Textbook aids learning and make learning easy as the students who are slow at learning can put in extra effort and be on par with other students.
- 6) It should have certain questions based on the content to guide them in examinations
- 7) It is key to wisdom and knowledge acquisition
- 8) It symbolizes growth and development by revising the lessons taught in the class

9.6 Characteristics of a Good Textbook

Content Related

- 1) Content of the textbook: - Content of the textbook should be relevant and organized in the increasing order of difficulty. It should be up-to-date, unbiased, impartial, gender inclusive unbiased, and secular. It should be based on solid ground of theory.
- 2) Based on the student's needs should be based on the age, interests, and abilities of the children and it should be more practical and life oriented. The presentation should be according to the principles of teaching.
- 3) The language of the content should be simple scientific and clear
- 4) Correctness of the content: -The content of the textbook should be correct without any mistakes; it should be authentic.
- 5) Completeness of the content: - the content of the textbook should be complete. It should not be ambitious confusing and misleading the concepts.
- 6) Objectives of the textbook book writers or authors must keep in mind the objectives of teaching particular content in mind and prepare content based on the objectives.
- 7) Presentation of the content: - it should be properly organized sequentially. It should be divided into units, sub-units, topics, sub-topics and lessons
- 8) The style of presentation should be clear, comprehensible, and lucid. There must be coherence between one paragraph and the other and one concept with the other. The expressions should be very clear to understand and make learning and teaching simpler.
- 9) The content of the book of different stages should be complementary to one another
- 10) The content should represent the local, social, and environment in which the students live.
- 11) It should allow the student to explore the content and promote self-learning

Illustrations Related

- 1) Textbooks should have diagrams, maps, graphs, and illustrations wherever necessary based on the content
- 2) Illustrations should be exactly below the content or on the other side of the content.
- 3) All the illustrations should be properly labeled with the title.
- 4) All the illustrations should be clear without ambiguity
- 5) Original colors should be assigned to illustrations
- 6) It should help students to understand the concepts clearly

Printing Related

- 1) Printing should be attractive binding should be hard, durable, and good.
- 2) The size of the book should be neither too large nor too small. It should be handy.
- 3) The quality of the paper should be good and long-lasting.
- 4) Font should be appropriate, clear, visible, with correct spacing between words
- 5) Headings and subheadings should be given in bold letters
- 6) Textbooks should have clear instructions for the teachers, and students, a table of contents, and an index.
- 7) It should be free from typing mistakes
- 8) Margins should be appropriate and lines and spaces between paragraphs should be proper.
- 9) Bibliographies should be correct and uniform
- 10) It should be inexpensive for the students

9.7 Disadvantages of Textbooks

- 1) Expensive textbooks create a burden for students
- 2) They have limited timelines to complete
- 3) They may not give updated knowledge and information
- 4) Students can't learn beyond the textbook
- 5) It does not promote extensive reading among students

Check Your Progress

- 1) Why do we need textbooks?
- 2) How does the book help parents?
- 3) What are the merits and demerits of a textbook?

9.8 Summary

Textbooks play a central role in the teaching and learning process. They provide a structured curriculum for schools, ensuring that lessons are sequenced from simple to complex and from known to unknown. For teachers, textbooks serve as a reliable reference, offering guidance on what to teach, how to teach, and how to plan lessons effectively. For students, textbooks support self-study, homework completion, revision, and skill development, making learning easier and more meaningful.

A good textbook is characterized by relevant, organized, accurate, complete, and age-appropriate content. Its language should be clear, scientific, and comprehensible. Illustrations, diagrams, and other visual aids must be accurate, labeled, and appropriately placed. Printing quality, font clarity, binding, affordability, and usability are also important.

Despite their advantages, textbooks have limitations, such as high cost, restricted content, and limited scope for extensive reading. Therefore, teachers should use textbooks alongside supplementary materials, digital resources, and innovative teaching strategies to create an effective and inclusive learning environment.

9.9 Learning Outcomes

After completing this unit, student teachers will be able to:

1. Explain the importance of textbooks in learning and teaching English.
2. Identify and describe the utility of textbooks for schools, teachers, and students.
3. Analyze how textbooks help in curriculum structuring, lesson planning, and language skill development.
4. List and explain the characteristics of a good textbook related to content, illustrations, and printing.
5. Apply strategies to use textbooks effectively for teaching and self-learning.
6. Evaluate textbooks critically for correctness, relevance, clarity, and inclusivity.
7. Identify the limitations and disadvantages of relying solely on textbooks.
8. Integrate textbook resources with supplementary materials, digital tools, and self-study practices to enhance teaching and learning.
9. Develop the ability to select appropriate textbooks based on student needs, interests, age, and abilities.
10. Understand how textbooks support inclusive, equitable, and life-oriented learning experiences.

9.10 Glossary

- 1) Academic standards are the benchmarks of quality of excellence in academics
- 2) Learning outcomes are the measurable skills, knowledge, and values the students will be able to demonstrate after completion of the course.
- 3) Audiobooks are recorded lessons from a textbook which the students can listen to and understand
- 4) OERs are open educational resources or teaching learning and research resources

- 5) The CD is the storage device

9.11 Model Examination Questions

Objective Type Questions

- 1) Books are a very important source of -----
- 2) Textbook is a prescribed book for children based on the -----and expected-----
-----.
- 3) Quizzes are the -----materials provided in the textbooks.
- 4) A repository is -----storage
- 5) An important reference tool for teachers and students is a -----
- 6) -----should be clear and visible in the textbook
- 7) The cost of the textbook should be ----- by the students
- 8) Content of the textbook should be based on the -----
- 9) There should be -----e between the content of the textbook
- 10) Textbook restricts students ----- power

Short Answer Type Questions

- 1) What happens if we do not have a prescribed textbook?
- 2) How is the book useful for the parents?
- 3) What is the use of textbooks by the teachers?
- 4) How does the textbook help students to prepare by themselves?
- 5) What are the limitations of having a textbook?
- 6) How should be the illustrations in the textbook?
- 7) How should the content of a textbook be?

Long Answer Type Questions

- 1) What are the characteristics of a good textbook?
- 2) What are the advantages of the textbook to teachers and students?
- 3) Examine the utility of textbooks in promoting self-study and enhancing language skills among students.
- 4) Analyze how a well-structured textbook helps teachers in planning lessons and achieving the curriculum objectives. Provide examples from your own experience or observation.

Answer Key of MCQs

- 1) Books are a very important source of knowledge

- 2) Textbook is a prescribed book for children based on the academic standards and expected learning outcomes.
- 3) Quizzes are the assessment materials provided in the textbooks
- 4) A repository, is a centralized digital storage
- 5) An important reference tool for teachers and students is a textbook
- 6) Illustrations should be clear and visible in the textbook
- 7) The cost of the textbook should be affordable for the students
- 8) The content of the textbook should be based on the academic standards
- 9) There should be coherence between the content of the textbook
- 10) Textbook restricts students' imaginative power

9.12 Suggested Reading Materials

- 1) B.Ed. Pedagogy of English 2016 by Telugu Akademi
- 2) Pedagogy of English 2019 by S.M ACHARYA
- 3) Pedagogy Of English by Sneha Lata Chaturvedi and Indira Bhardwaj
- 4) Pedagogy Of English [Paperback] Dr. R.V. Anuradha and Dr. D. Vijaya Bharath
- 5) Pedagogy of English by Dr. Malayendu Dindas

Unit:10 - Techniques of Evaluation*

Structure

10.0 Introduction

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10.2 Types of Evaluation

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10.2.2 Summative Evaluation

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10.2.8 Criteria for Effective Evaluation

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10.4 Learning Outcomes

10.5 Glossary

10.6 Model Examination Questions

10.7 Suggested Reading Materials

10.0 Introduction

Evaluation is the systematic process of collecting, analyzing, and interpreting information to assess the effectiveness, value, or quality of something. It involves making judgments or assessments based on established criteria or standards, with the aim of providing feedback, making informed decisions, and facilitating improvement. Evaluation can be applied to various contexts, including educational programs, policies, projects, products, services, and individual performance. It encompasses both formative evaluation, which focuses on ongoing feedback and improvement, and summative evaluation, which aims to determine overall outcomes or impacts. Evaluation often involves the use of multiple methods and tools to gather relevant data, including observation, surveys, interviews, tests, and documentation review. Effective evaluation requires clarity of purpose, careful planning, consideration of stakeholders' perspectives, and ethical practices.

10.1 Objectives

This Unit has the following objectives for learners:

- understand the concept of evaluation

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- explore different evaluation techniques
- analyze the criteria for effective evaluation
- develop skills in implementing evaluation techniques
- apply evaluation techniques in real-world contexts
- collaborate and communicate effectively in evaluation processes
- promote continuous improvement through evaluation

10.2 Types of Evaluation

10.2.1 Formative Evaluation:

Formative evaluation is a systematic process of gathering information and feedback during the development or implementation of a program, project, or intervention. Unlike summative evaluation, which occurs after the completion of a program to assess its overall outcomes, formative evaluation focuses on providing ongoing feedback and support to improve the program while it is still in progress.

Purpose:

1. **Feedback and Improvement:** The primary purpose of formative evaluation is to provide timely feedback to program developers, implementers, and stakeholders. By collecting data on program processes, activities, and outputs, formative evaluation helps identify strengths, weaknesses, and areas needing improvement, allowing for adjustments and refinements to be made in real-time.
2. **Quality Assurance:** Formative evaluation ensures that programs or interventions are implemented with fidelity to their design and objectives. By monitoring program implementation and delivery, formative evaluation helps maintain quality standards, adherence to protocols, and consistency in service delivery.
3. **Decision Support:** Formative evaluation provides decision-makers with evidence and insights to inform planning, resource allocation, and strategic decision-making. By identifying challenges, barriers, and opportunities early in the program lifecycle, formative evaluation enables stakeholders to make informed choices about program modifications or course corrections.
4. **Stakeholder Engagement:** Formative evaluation promotes stakeholder engagement and participation in the evaluation process. By involving key stakeholders, including program beneficiaries, staff members, funders, and community members, formative evaluation ensures

that diverse perspectives are considered and that programs are responsive to the needs and preferences of the target population.

5. **Capacity Building:** Formative evaluation contributes to building the capacity of program staff and stakeholders by fostering a culture of learning, reflection, and continuous improvement. By encouraging self-assessment, collaboration, and problem-solving, formative evaluation empowers individuals and organizations to enhance their effectiveness and impact over time.
6. **Risk Management:** Formative evaluation helps identify and mitigate risks and challenges associated with program implementation. By proactively addressing issues such as resource constraints, logistical barriers, or unforeseen obstacles, formative evaluation minimizes the likelihood of program failure or unintended consequences.

Examples of Formative Evaluation Techniques:

1. Observation:

Observational techniques involve directly observing program activities, interactions, and behaviors to gather data on program implementation and participant engagement. An evaluator observes a classroom teaching session to assess the effectiveness of instructional strategies, student engagement levels, and teacher-student interactions.

2. Questioning and Discussion:

Questioning and discussion techniques involve engaging program participants or stakeholders in structured discussions or interviews to gather feedback, insights, and perspectives on program processes, experiences, and outcomes. A facilitator conducts focus group discussions with program beneficiaries to gather feedback on their experiences with a health education program and identify areas for improvement.

3. Peer Review:

Peer review involves soliciting feedback and input from peers or colleagues who have relevant expertise or experience in the subject matter or program area. A team of educators conducts peer reviews of each other's lesson plans to provide constructive feedback and suggestions for improvement before implementing them in the classroom.

4. Self-Assessment:

Self-assessment involves individuals or groups reflecting on their own performance, strengths, and areas for improvement based on established criteria or standards. Students complete self-assessment surveys or rubrics to evaluate their understanding of course material, learning progress, and study habits.

Advantages of Formative Evaluation Techniques:

1. **Timely Feedback:** Formative evaluation techniques provide timely feedback during program implementation, allowing for adjustments and improvements to be made in real-time.
2. **Engagement:** Formative evaluation techniques engage program participants and stakeholders in the evaluation process, promoting ownership, collaboration, and participation.
3. **Flexibility:** Formative evaluation techniques are flexible and adaptable to diverse program contexts, allowing evaluators to tailor data collection methods to specific needs and objectives.
4. **Informal Learning:** Formative evaluation techniques facilitate informal learning and knowledge sharing among program stakeholders, fostering a culture of continuous improvement and innovation.

Limitations of Formative Evaluation Techniques:

1. **Subjectivity:** Formative evaluation techniques may be subject to bias or subjectivity, particularly when relying on qualitative data or subjective assessments.
2. **Resource Intensive:** Some formative evaluation techniques, such as observation or in-depth interviews, may require significant time, effort, and resources to implement effectively.
3. **Limited Generalizability:** Findings from formative evaluation techniques may have limited generalizability beyond the specific context or sample population studied.
4. **Resistance to Feedback:** Program stakeholders may be resistant to feedback or reluctant to engage in self-assessment or peer review processes, hindering the effectiveness of formative evaluation techniques.

Check your Progress

1. What is Formative assessment?
2. Mention any two advantages of Formative assessment.

10.2.2 Summative Evaluation

Summative evaluation is a systematic process of assessing the overall outcomes, impacts, or effectiveness of a program, project, or intervention after its completion. Unlike formative evaluation, which focuses on providing ongoing feedback and support to improve the program while it is still in progress, summative evaluation aims to determine the extent to which program objectives have been achieved and to assess the overall success or impact of the initiative.

Purpose:

1. **Assessment of Program Effectiveness:** The primary purpose of summative evaluation is to assess the effectiveness, efficiency, and overall impact of a program or intervention. By collecting data on program outcomes, outputs, and impacts, summative evaluation helps determine whether the program has achieved its intended goals and objectives.
2. **Accountability and Transparency:** Summative evaluation promotes accountability by providing evidence and documentation of program performance to stakeholders, funders, policymakers, and the public. By assessing program outcomes against predetermined criteria or standards, summative evaluation ensures transparency and accountability in program management and resource allocation.
3. **Decision-making and Program Improvement:** Summative evaluation informs decision-making processes by providing stakeholders with evidence-based insights and recommendations for program improvement, modification, or discontinuation. By identifying strengths, weaknesses, and areas needing improvement, summative evaluation helps stakeholders make informed choices about future program investments and strategic directions.
4. **Knowledge Generation and Dissemination:** Summative evaluation contributes to the generation of knowledge and evidence in the field by documenting program outcomes, lessons learned, and best practices. By disseminating evaluation findings through reports, publications, presentations, and other channels, summative evaluation helps inform policy development, program planning, and practice in the broader community.
5. **Program Sustainability and Scaling:** Summative evaluation assesses the sustainability and scalability of programs by examining their long-term impacts, cost-effectiveness, and potential for replication or expansion. By identifying factors that contribute to program success or failure, summative evaluation helps stakeholders make informed decisions about investing in and scaling up successful initiatives.
6. **Stakeholder Engagement and Communication:** Summative evaluation engages stakeholders in the evaluation process by soliciting their input, feedback, and perspectives on program outcomes and impacts. By involving stakeholders in data interpretation, validation, and dissemination, summative evaluation fosters collaboration, transparency, and trust among program partners and stakeholders.

Examples of Summative Evaluation Techniques:

1. Tests and Quizzes:

Tests and quizzes are formal assessments that measure learners' knowledge, understanding, and skills in a specific subject or topic. They typically consist of a series of questions or tasks that assess learners' mastery of learning objectives or standards. A final exam at the end of a semester assesses students' understanding of course material and their ability to apply concepts learned throughout the term.

2. Projects and Presentations:

Projects and presentations are comprehensive assessments that require learners to demonstrate their knowledge, creativity, and problem-solving skills by completing a project or delivering a presentation on a specific topic or assignment. Students complete a research project and deliver a presentation summarizing their findings, methodologies, and conclusions to their classmates and instructor.

3. Portfolios:

Portfolios are collections of students' work samples, reflections, and achievements compiled over time to demonstrate their learning progress, accomplishments, and competencies in a particular subject or area. Students maintain digital or physical portfolios containing samples of their writing assignments, artwork, projects, and other artifacts to showcase their skills and growth throughout the academic year.

4. Performance Assessments:

Performance assessments involve evaluating learners' ability to perform specific tasks, skills, or competencies in authentic or simulated contexts. They often require learners to demonstrate practical application and problem-solving skills. A laboratory experiment assesses students' ability to design and conduct scientific experiments, analyze data, and draw conclusions based on empirical evidence.

Advantages of Summative Evaluation Techniques:

- 1. Measurable Outcomes:** Summative evaluation techniques provide measurable outcomes that allow educators and stakeholders to assess learners' achievement of specific learning objectives or standards.
- 2. Accountability:** Summative evaluation techniques promote accountability by providing evidence of learners' performance and program effectiveness, which can be used for decision-making, reporting, and accountability purposes.

3. **Standardization:** Summative evaluation techniques often employ standardized assessments and criteria, allowing for consistency and comparability across different learners, classes, or programs.
4. **Feedback for Improvement:** Summative evaluation techniques can provide valuable feedback to learners, educators, and program administrators, informing future instructional practices, curriculum design, and program enhancements.

Limitations of Summative Evaluation Techniques:

1. **Limited Scope:** Summative evaluation techniques may provide a narrow assessment of learners' abilities, focusing primarily on measurable outcomes and neglecting other important aspects of learning, such as creativity, critical thinking, and problem-solving skills.
2. **High-Stakes Nature:** Summative evaluation techniques often carry high stakes for learners, educators, and institutions, leading to anxiety, pressure, and performance bias that may distort assessment results.
3. **Inflexibility:** Summative evaluation techniques may be less flexible than formative assessment methods, making it challenging to accommodate diverse learner needs, preferences, and learning styles.
4. **Limited Authenticity:** Some summative evaluation techniques, such as standardized tests, may lack authenticity and relevance to real-world contexts, leading to questions about their validity and applicability to learners' future success.

Check your Progress

1. What is Summative assessment?

2. Mention any two limitations of Summative assessment

10.2.3 Bottom of Form Oral Evaluation

Oral evaluation, also known as oral assessment or oral examination, is a form of evaluation that assesses learners' knowledge, understanding, and communication skills through spoken interactions. It typically involves one-on-one or small group conversations between the evaluator and the learner(s), where the learner responds to questions, prompts, or tasks orally.

Purpose:

1. **Assessing Verbal Communication Skills:** Oral evaluation assesses learners' ability to express themselves clearly, coherently, and effectively in spoken language. It evaluates their vocabulary, grammar, pronunciation, and fluency in conveying ideas and information.
2. **Testing Comprehension and Understanding:** Oral evaluation tests learners' comprehension and understanding of course material, concepts, and instructions through verbal responses to questions, prompts, or scenarios. It assesses their ability to interpret, analyze, and synthesize information orally.
3. **Evaluating Critical Thinking and Problem-solving Skills:** Oral evaluation evaluates learners' critical thinking and problem-solving skills by presenting them with complex questions, problems, or scenarios that require thoughtful analysis, reasoning, and decision-making in their verbal responses.
4. **Assessing Participation and Engagement:** Oral evaluation assesses learners' participation and engagement in classroom discussions, debates, presentations, or collaborative activities. It evaluates their ability to actively listen, contribute, and interact with peers and the instructor in oral communication settings.
5. **Providing Feedback and Support:** Oral evaluation provides learners with immediate feedback, guidance, and support to improve their oral communication skills. It identifies areas of strength and areas needing improvement, offering constructive criticism, suggestions, and resources for further development.
6. **Assessing Authentic Communication Skills:** Oral evaluation assesses learners' ability to engage in authentic communication situations, such as interviews, negotiations, presentations, or role-plays, that simulate real-world contexts and interactions. It evaluates their effectiveness in communicating with diverse audiences and adapting their language and style accordingly.

Advantages of Oral Evaluation:

1. **Assesses Communication Skills:** Oral evaluation provides a direct assessment of learners' oral communication skills, which are essential for academic, professional, and social success.
2. **Promotes Active Learning:** Oral evaluation encourages active participation, engagement, and interaction in the learning process, fostering deeper understanding and retention of course material.

3. **Provides Immediate Feedback:** Oral evaluation offers immediate feedback to learners, allowing them to identify areas of strength and areas needing improvement in their oral communication skills.
4. **Allows for Authentic Assessment:** Oral evaluation allows for the assessment of authentic communication skills in real-world contexts, providing a more accurate representation of learners' abilities.

Limitations of Oral Evaluation:

1. **Subjectivity:** Oral evaluation may be subject to evaluator bias or subjectivity, as it relies on the judgment and interpretation of the evaluator in assessing learners' oral communication skills.
2. **Time-consuming:** Oral evaluation can be time-consuming, especially in large classes or when assessing individual learners one-on-one, which may limit its feasibility and scalability.
3. **Anxiety and Performance Pressure:** Oral evaluation may induce anxiety and performance pressure in learners, particularly those who are shy or introverted, which can affect their performance and communication skills.
4. **Limited Scope:** Oral evaluation may have a limited scope in assessing other important aspects of learning, such as written communication skills, content knowledge, and critical thinking abilities, which may require additional assessment methods.

10.2.4 Self-Evaluation

Self-evaluation is a reflective process in which learners assess their own performance, progress, strengths, weaknesses, and learning experiences. It involves self-reflection, self-assessment, and self-feedback, where learners critically examine their own work, set goals for improvement, and monitor their own learning progress over time.

Purpose:

1. **Promotes Self-awareness:** Self-evaluation helps learners develop self-awareness by reflecting on their own strengths, weaknesses, learning preferences, and areas for growth. It encourages them to recognize their own abilities and limitations and take ownership of their learning process.
2. **Facilitates Goal Setting:** Self-evaluation enables learners to set personalized learning goals based on their own assessment of their performance and progress. It empowers them to identify areas they want to improve or develop further and establish concrete objectives and action plans to achieve them.

3. **Encourages Metacognitive Skills:** Self-evaluation fosters the development of metacognitive skills, such as self-regulation, self-monitoring, and self-reflection. It prompts learners to think critically about their learning strategies, approaches, and outcomes, enhancing their ability to learn independently and adaptively.
4. **Promotes Accountability:** Self-evaluation holds learners accountable for their own learning by encouraging them to take responsibility for monitoring their progress, identifying learning needs, and seeking resources and support as needed. It fosters a sense of ownership and empowerment in the learning process.
5. **Enhances Self-confidence:** Self-evaluation boosts learners' self-confidence and self-esteem by recognizing their achievements, progress, and areas of improvement. It validates their efforts and accomplishments, motivating them to persist in their learning journey despite challenges or setbacks.

10.2.5 Peer Evaluation

Peer evaluation involves the assessment of learners' performance, contributions, and behaviours by their peers. It typically involves providing feedback, ratings, or comments on peers' work, participation, or collaboration in group activities, projects, presentations, or discussions.

Purpose:

1. **Promotes Collaboration and Cooperation:** Peer evaluation encourages collaboration, cooperation, and teamwork among learners by fostering a sense of shared responsibility and accountability for group outcomes. It motivates learners to actively contribute to group tasks and support each other's learning.
2. **Provides Diverse Perspectives:** Peer evaluation provides learners with multiple perspectives and feedback on their work, enhancing the richness and depth of assessment. It exposes them to diverse viewpoints, ideas, and insights, which can enrich their understanding and promote critical thinking.
3. **Fosters Social and Emotional Learning:** Peer evaluation fosters social and emotional learning by promoting empathy, communication, and interpersonal skills. It encourages learners to provide constructive feedback, resolve conflicts, and build positive relationships with their peers, enhancing their social and emotional competence.
4. **Develops Critical Evaluation Skills:** Peer evaluation develops learners' critical evaluation skills by requiring them to assess the quality, relevance, and effectiveness of their peers' work

based on predefined criteria or standards. It enhances their ability to analyze, evaluate, and provide feedback on others' performance.

10.2.6 Group Evaluation

Group evaluation assesses the performance, contributions, and outcomes of a collaborative group or team. It involves evaluating the effectiveness of group processes, dynamics, and outcomes in achieving shared goals and objectives.

1. **Assesses Collaborative Skills:** Group evaluation assesses learners' collaborative skills, including communication, teamwork, leadership, and conflict resolution, in the context of group projects, presentations, or discussions. It evaluates their ability to work effectively with others towards common goals.
2. **Evaluates Individual and Group Contributions:** Group evaluation distinguishes between individual and group contributions to ensure fairness and accountability. It assesses each member's level of participation, effort, and contribution to the group's success, as well as the overall effectiveness of the group as a whole.
3. **Promotes Accountability and Equity:** Group evaluation promotes accountability and equity by ensuring that all group members are held responsible for their contributions and outcomes. It encourages fair distribution of workload, recognition of individual efforts, and equitable sharing of credit and rewards.
4. **Provides Feedback for Improvement:** Group evaluation provides feedback to both individuals and groups on their performance, processes, and outcomes. It identifies strengths, weaknesses, and areas for improvement in group dynamics, collaboration, and task completion, facilitating learning and growth.

10.2.7 Written Evaluation

Written evaluation refers to the process of assessing learners' knowledge, understanding, and skills through written responses. It involves using written assignments, exams, quizzes, essays, reports, or projects to evaluate learners' comprehension, analysis, synthesis, and communication skills in a variety of academic or professional contexts.

Purpose of Written Evaluation: The purpose of written evaluation is to:

- Assess learners' understanding of course material, concepts, and topics.
- Measure learners' ability to analyze, synthesize, and critically evaluate information.
- Evaluate learners' written communication skills, including clarity, coherence, organization, and expression.

- Provide feedback to learners on their strengths, weaknesses, and areas for improvement.
- Document learners' progress and achievements over time.
- Inform instructional decisions, curriculum development, and program improvement efforts.

Advantages of Written Evaluation:

- **Objective Assessment:** Written evaluation provides an objective means of assessing learners' knowledge and skills, as responses can be scored or graded based on predefined criteria.
- **Scalability:** Written evaluation can be administered to large groups of learners efficiently, making it suitable for assessing learning outcomes across diverse settings and populations.
- **Documentation of Learning:** Written evaluations provide a permanent record of learners' performance and achievements, allowing for documentation of learning progress over time.
- **Feedback and Reflection:** Written evaluations offer opportunities for learners to receive feedback on their work and reflect on their learning experiences, promoting self-awareness and continuous improvement.
- **Standardization:** Written evaluation tasks can be standardized to ensure consistency and fairness in assessment across learners, instructors, and settings.

Limitations of Written Evaluation:

- **Limited Scope:** Written evaluation may not capture all aspects of learners' knowledge, skills, and abilities, particularly those that cannot be easily assessed through written responses, such as practical skills or interpersonal competencies.
- **Subjectivity in Grading:** Grading written assignments can be subjective, as it relies on the interpretation and judgment of the evaluator. This subjectivity may introduce bias or inconsistency in evaluation outcomes.
- **Time-consuming:** Evaluating written assignments can be time-consuming, especially for instructors or evaluators who need to review and provide feedback on multiple submissions.
- **Potential for Plagiarism:** Written evaluation tasks are susceptible to plagiarism or academic dishonesty, as learners may copy or plagiarize content from external sources without proper attribution.

- **Limited Feedback Opportunities:** Written evaluation may offer limited opportunities for real-time feedback and interaction between instructors and learners, as compared to oral or interactive assessment methods.

Check your Progress

1. Why is written evaluation important?

2. What is the purpose of group evaluation?

10.2.8 Criteria for Effective Evaluation

A. Validity

Validity refers to the extent to which an evaluation accurately measures what it is intended to measure. In other words, validity ensures that the evaluation assesses the relevant constructs or outcomes of interest in a reliable and meaningful way. Validity is crucial for ensuring that evaluation results are trustworthy and useful for decision-making purposes. It ensures that the evaluation accurately reflects the intended objectives, goals, or criteria, allowing stakeholders to draw accurate conclusions and make informed decisions based on evaluation findings.

Methods to Ensure Validity:

- Clearly define evaluation objectives, goals, and criteria.
- Use validated assessment instruments, tools, or methods.
- Align evaluation methods with the intended constructs or outcomes.
- Consider content, criterion, construct, and predictive validity when designing evaluation measures.
- Pilot test evaluation instruments or procedures to identify and address potential validity threats.

B. Reliability

Reliability refers to the consistency, stability, and repeatability of evaluation results over time and across different contexts or raters. It ensures that evaluation findings are consistent and reproducible, regardless of variations in measurement conditions or raters' judgments. Reliability is essential for ensuring the credibility and trustworthiness of evaluation results. It allows stakeholders to have confidence in the consistency and accuracy of evaluation findings, enabling them to make reliable decisions based on evaluation data.

Methods to Ensure Reliability:

- Use standardized evaluation procedures and protocols.

- Train evaluators or raters to ensure consistency in scoring or judgments.
- Establish inter-rater reliability by comparing ratings or scores from multiple evaluators.
- Conduct test-retest reliability analyses to assess the stability of evaluation measures over time.
- Minimize sources of measurement error or variability through careful design and administration of evaluation instruments.

C. Fairness

Fairness refers to the impartiality, equity, and transparency of evaluation processes and decisions. It ensures that all individuals or groups subject to evaluation are treated fairly and equitably, regardless of personal characteristics or circumstances. Fairness is essential for maintaining trust, credibility, and legitimacy in evaluation practices. It promotes ethical conduct, diversity, and inclusion in evaluation processes, ensuring that all stakeholders have equal opportunities to participate and contribute to evaluation activities.

Methods to Ensure Fairness:

- Establish clear and transparent evaluation criteria, standards, and procedures.
- Avoid bias or discrimination in the selection, administration, or interpretation of evaluation measures.
- Ensure diversity and representativeness in evaluation samples, participants, or stakeholders.
- Provide opportunities for input, feedback, and appeals from stakeholders affected by evaluation decisions.
- Monitor and address potential sources of unfairness or inequity throughout the evaluation process.

D. Practicality

Practicality refers to the feasibility, efficiency, and cost-effectiveness of evaluation processes and methods. It considers the resources, time, and efforts required to conduct the evaluation and the extent to which evaluation results can be obtained within practical constraints.

Practicality is essential for ensuring that evaluation activities are realistic, sustainable, and manageable within available resources and constraints. It maximizes the utility and utility of evaluation efforts by optimizing resource allocation, minimizing burden on stakeholders, and maximizing the relevance and usefulness of evaluation findings.

Methods to Ensure Practicality:

- Align evaluation objectives, scope, and methods with available resources and timelines.
- Prioritize evaluation activities and focus on key priorities or areas of interest.
- Use cost-effective evaluation methods, tools, and technologies.
- Streamline data collection, analysis, and reporting processes to minimize time and resource requirements.
- Consider trade-offs between rigor and practicality and prioritize the most feasible and impactful evaluation strategies.

10.3 Summary

Evaluation is a systematic process of collecting, analyzing, and interpreting information to assess the effectiveness, quality, or value of a program, project, or performance. It provides feedback, informs decision-making, and facilitates improvement. Evaluation can be formative, focusing on ongoing feedback during implementation, or summative, assessing outcomes after completion. Formative evaluation helps in real-time improvements through observation, questioning, peer review, and self-assessment, while summative evaluation measures overall effectiveness using tests, projects, portfolios, and performance assessments. Both approaches have advantages and limitations, and their appropriate use ensures effective learning and accountability.

Apart from formative and summative methods, evaluation also includes oral, written, self, peer, and group evaluations, each with distinct purposes such as assessing communication skills, promoting self-awareness, enhancing collaboration, or documenting learning progress. Effective evaluation requires attention to criteria like validity, reliability, fairness, and practicality, ensuring that the results are accurate, consistent, impartial, and feasible. By applying suitable evaluation techniques, educators and learners can continuously improve teaching, learning outcomes, and program effectiveness in real-world contexts.

This unit emphasizes that evaluation is not just an assessment tool but a comprehensive process that promotes reflection, accountability, skill development, and decision-making, fostering a culture of continuous improvement for individuals, groups, and institutions.

10.4 Learning Outcomes

Upon the completion of this Unit, learners should be able to:

- demonstrate a solid understanding of key evaluation concepts, including validity, reliability, fairness, and practicality, and their importance in the evaluation process.

- improve knowledge of evaluation techniques, students will be familiar with a variety of evaluation techniques, including formative and summative evaluation methods, oral, written, self, peer, and group evaluation techniques, and their applications in different contexts.

10.5 Glossary

Evaluation: The systematic process of collecting, analyzing, and interpreting information to assess the effectiveness, value, or quality of a program, project, product, service, or individual performance

Validity: The extent to which an evaluation accurately measures what it is intended to measure, ensuring the evaluation assesses relevant constructs or outcomes in a meaningful way.

Reliability: The consistency, stability, and repeatability of evaluation results over time and across different contexts or raters, ensuring that evaluation findings are consistent and reproducible.

Assessment: The process of gathering information and making judgments or assessments about learners' knowledge, skills, abilities, or performance.

Feedback: Information, comments, or suggestions provided to learners to inform them about their performance, progress, strengths, weaknesses, and areas for improvement.

Criteria: Standards or benchmarks used to evaluate or assess performance, outcomes, or quality against predefined objectives, goals, or expectations.

Rubric: A scoring tool or guide consisting of criteria and levels of performance used to evaluate or assess learners' work systematically and objectively.

Stakeholders: Individuals, groups, or organizations affected by or involved in the evaluation process, including program beneficiaries, funders, policymakers, practitioners, and community members.

Ethics: Principles, standards, or guidelines governing ethical conduct and decision-making in evaluation, including integrity, respect, honesty, transparency, and confidentiality.

10.6 Model Examination Questions

Objective Type Questions

1. What is the primary purpose of written evaluation?
 - A. To assess learners' oral communication skills
 - B. To measure learners' comprehension, analysis, and synthesis skills**
 - C. To evaluate learners' physical abilities

- D. To monitor learners' attendance in class
2. Which of the following is NOT an example of written evaluation?
- A. Essays
 - B. Oral presentations**
 - C. Exams
 - D. Reports
3. What is the primary goal of formative evaluation?
- A. To provide a final grade at the end of the course
 - B. To assess the overall effectiveness of a program
 - C. To provide ongoing feedback for improvement**
 - D. To measure the achievement of learning outcomes
4. Which of the following is an example of formative evaluation?
- A. Final exam
 - B. Midterm assessment
 - C. Pre-test**
 - D. Graduation ceremony
5. What is the primary purpose of summative evaluation?
- A. To monitor progress and provide feedback for improvement
 - B. To assess learning outcomes and assign grades**
 - C. To promote ongoing reflection and self-assessment
 - D. To encourage collaboration and teamwork
6. What is the main purpose of peer evaluation?
- A. To compete with peers for grades
 - B. To provide constructive feedback to peers**
 - C. To avoid collaboration with peers
 - D. To undermine the contributions of peers
7. How can written evaluation tasks be standardized?
- A. By introducing subjectivity in grading
 - B. By allowing for real-time feedback
 - C. By using predefined assessment criteria**
 - D. By reducing opportunities for reflection
8. What type of skills does written evaluation primarily assess?

- A. Practical skills
 - B. Oral communication skills
 - C. Critical thinking and communication skills**
 - D. Physical abilities
9. What is an advantage of written evaluation over oral evaluation?
- A. Limited opportunities for feedback
 - B. Scalability for large groups**
 - C. Real-time interaction between instructor and learner
 - D. Subjectivity in grading
10. What is a key advantage of group evaluation?
- A. It encourages individual competition
 - B. It promotes accountability and teamwork**
 - C. It limits opportunities for collaboration
 - D. It increases bias in evaluation

Short Answer Type Questions

1. What is the primary purpose of formative evaluation in the context of program development?
2. How does formative evaluation differ from summative evaluation? Provide examples.
3. What are some common formative evaluation techniques used to gather feedback during program implementation?
4. What are the advantages of self-evaluation for learners? How does it contribute to their growth and development?
5. Describe the benefits of peer evaluation in a learning environment. How can it enhance collaboration and accountability?

Long Answer Type Questions

1. What is the primary purpose of formative evaluation in the context of program development?
2. How does formative evaluation differ from summative evaluation? Provide examples.
3. What are some common formative evaluation techniques used to gather feedback during program implementation?
4. What are the advantages of self-evaluation for learners? How does it contribute to their growth and development?
5. Describe the benefits of peer evaluation in a learning environment. How can it enhance collaboration and accountability?

6. What strategies can be implemented to ensure fairness and accuracy in self-evaluation and peer evaluation processes?
7. Describe the purpose of group evaluation. What factors should be considered when assessing group performance?
8. How can group dynamics influence the outcomes of a group evaluation? What challenges might arise when evaluating group work?
9. Explain the role of written evaluation in assessing student learning. What types of written assessments are commonly used in educational settings?

10.7 Suggested Reading Materials

- Kapoor, D. N. *Educational Measurement, Evaluation and Guidance*. Vikas Publishing House Pvt. Ltd., 2013.
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Unit -11 Assessment*

Structure

- 11.0 Introduction
- 11.1 Objectives
- 11.2 Difference between assessment and evaluation
- 11.3 Importance of assessment & evaluation
- 11.4 Types of assessment
- 11.5 Formative assessment
- 11.6 Summative assessment
- 11.7 Difference between formative and summative assessment
- 11.8 Summary
- 11.9 Learning Outcomes
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11.0 Introduction

Assessment and evaluation are integral components of the teaching–learning process. They influence decision-making related to student grading, placement, and promotion, as well as the analysis of learners’ needs in light of societal demands, curriculum requirements, instructional strategies, and academic standards. Ultimately, assessment and evaluation help determine whether the intended learning outcomes have been achieved.

Through assessment, both teachers and students gain opportunities for reflection, self-evaluation, and continuous improvement. In this unit, we will explore the key objectives and significance of assessment and evaluation in the educational process.

11.1 Objectives

After reading the unit the students will be able to:

- Differentiate between Assessment and evaluation
- List out different types of evaluation
- Differentiate between formative and summative evaluation
- Explain the purpose of formative and summative evaluation

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11.2 Difference Between Assessment & Evaluation

Assessment emphasizes on the measuring the learning outcomes whereas evaluation focuses on making decisions and judgement related to the performance. Assessment is considered as formative in nature while evaluation is considered as summative. To be very clear, let us try to understand the difference between assessment and evaluation

sl.no	ASSESSMENT	EVALUTAION
1	it tests how learning is going on	it tests what has learnt
2	it is formative in nature	it is summative in nature
3	it is diagnostic	it is judgmental
4	identifies weaknesses and suggests measures	assesses the quality of learning and standards of learning
5	conducted during the learning process	conducted at the end of the semester
6	it focuses on process	it focuses on product
7	provides feedback on performance to improve further	based on the levels of quality
8	made based on observation	made based on laid standards of quality
9	set by both assessor and assessee	only evaluator set
10	it is absolute	it is comparative in nature
11	promotes cooperative learning	promote competition
12	ongoing process	long term process

11.3 Importance of Assessment

- 1) Assessment is feedback to the teacher to assess the students need, performance and the curriculum to be taught.
- 2) Assessment helps educators to demonstrate knowledge, understanding and mastery of subject matter
- 3) It evaluates students' progress by analyzing the methods approaches of teaching learning and modifications required for the betterment of the students
- 4) It relates student learning by the skills and abilities acquired by the students

- 5) Assessment helps students to self-evaluate and develop self-motivation by checking what was learnt, what is being learnt and what has to be learnt to perform better , improve and grow in academics
- 6) Assessment helps the teachers to check what is working for the students, how to improve and to plan which direction to go.

Advantages of assessment is that it provides detailed reports of the students' performances during the process of teaching and learning which gives scope to improve the process for the betterment of students. The disadvantage of assessment is its time-consuming and low performers may get demotivated with the criteria of the assessment if it doesn't suit them.

Importance of Evaluation

It is making a judgement about the performance of the students. It is the process of measuring the quality and value of something. It is the process of critical examination. Good evaluation is inclusive, honest, transparent, criteria based, and logical.

- Evaluation is essential to assess the need of the programme of skill
- Evaluation is essential to implementing the programme chosen based on the laid objectives
- Outcome evaluation is essential to check whether the expected outcomes have been achieved or not
- Impact evaluation is done to check the impact of modified curriculum, based on feedback or any change made
- Evaluation involves four elements like collection of information, interpreting the evidence, valuing the judgement and information gathered, viewing the action.
- A good evaluation involves, validity, reliability, practicability, fairness and usefulness

11.4 Types of Assessment

There are different types of assessment involved in the teaching and learning process. They are:

- 1) Summative assessment: - It is conducted with high end. The purpose of summative assessment is to check the benchmarks set for that class. Generally, it is administered after completion of the unit or the course.

- 2) A formative assessment is conducted to check the process of teaching and learning. The purpose of this assessment is to improve the process of teaching and learning, support students and make them self-directed learners.
- 3) Ipsative assessment: - This assessment aims to observe the development in academic performance over the period by testing previous and current performance in academics. It aims at the personal growth of the students by analyzing previous traits and performance to that of present traits or performance.
- 4) 4). Performance assessment: - An educational evaluation strategy that involves giving students open-ended activities, including creating a project, answering a question, or carrying out an activity, to directly demonstrate what they know and can do.
- 5) Gamified assessment: - It uses robust, scientific psychometric tests and introduces some game elements (such as completing levels, earning points, or earning badges) to create a more engaging and modern online test. The result is a psychometric test.
- 6) Progressive assessment: - It addresses one aspect of the psychology of student failure and success. The PAS mechanism simply applies increasing rewards to successive tasks, rather than continuously arithmetically assigning quality markers (scores).
- 7) Progress monitoring assessment is a form of assessment where student learning is assessed regularly (eg weekly, bi-weekly) to provide useful feedback on performance to students and teachers.
- 8) Skill assessment: - It is an assessment of an employee's qualifications, knowledge, and skills related to the skills required for a specific job or field. Skills assessment can consist of tests, exams, simulations, interviews, or demonstrations to assess an individual's competence and potential.
- 9) Oral assessment: - Oral assessment refers to any assessment of student learning that is done through the spoken word. Many communication methods can be used in assessment.
- 10) Summary assessment: - The purpose of assessment is to gather meaningful information about a student's performance or progress or to identify students' interests so that they can evaluate their learning.
- 11) Benchmark assessment is a test or other assessment given to students at different times during the year. The purpose of the first benchmark is to collect baseline data: to measure students' skills and knowledge at the beginning of the year before much instruction.

- 12) Regular assessment:-Regular assessment provides useful feedback to students and parents about how well the student is acquiring important skills and knowledge. This allows both parents and teachers to identify individual motivational and learning problems.
- 13) Interim assessments are assessments given to students throughout the school year to monitor growth and performance against specific learning objectives and academic standards

11.5 Formative Assessment

Formative assessment is a planned and ongoing process used by all students and teachers during learning and teaching to obtain and use evidence of student learning to improve student understanding of targeted disciplinary learning outcomes and to support students' development as self-directed learners.

Formative assessment is conducted by observing home workbooks, oral tests, taking speed tests, sudden tests, giving assignments, giving projects, checking the class work and home workbooks, correcting question & answer books, conducting quizzes, fun games, etc.

The purpose of formative assessment is to monitor student learning to provide continuous feedback that teachers can use to improve their teaching and student learning. More specifically, formative assessments: help students identify their strengths and weaknesses and target areas that require work.

Benefits of Formative Assessments: -There are many benefits that formative assessments can provide both educators and students alike. However, ten specific benefits have shown themselves to be some of the most essential.

- 1) Sets learning goals: Tracking student progress helps ensure students are on track toward defined learning goals and allows teachers to step in and address any issues before students fall behind.
- 2) Personalized learning experiences: - Analysis of formative assessment data allows teachers to examine and adapt their teaching methods to ensure they are consistently producing the desired results with students through personalized learning. This is especially useful for larger classes, as what works for some students may not work for others
- 3) Increase Accuracy: - Formative assessment data can help teachers better identify the needs of their students. With this data, teachers can create a more rigorous learning environment that makes students grow and helps them succeed.

- 4) **Informed Decisions:** - Data collected from formative assessment helps teachers make smarter, more informed decisions about how to approach materials in the classroom. These data-driven decisions can help ensure student success.
- 5) **Targeted feedback:** - Formative assessments allow teachers to use focused and precisely targeted feedback to help students improve and ensure knowledge gaps are effectively addressed. It also helps create mutual learning between teachers and students.
- 6) **Increasing Student Engagement:** Student engagement is an essential component of an effective classroom, and formative assessments can help increase engagement. Linking learning objectives to real-world situations and problems also helps nurture students' natural curiosity.
- 7) **Self-Regulated Learners:** - Learners must be able to control their educational goals and take responsibility for achieving their educational goals, which enables them to become self-regulated learners. Formative assessments allow students to review and improve their work, allowing them to increase their independence and become more independent thinkers.
- 8) **Improved Academic Achievement:** - Students can use feedback from formative assessments to help them progress toward their educational goals, improve academic achievement, and bridge the gap between what they know now and what they need in the future.
- 9) **Improved student motivation:** - Formative assessment involves setting learning goals and measuring student progress, which increases their motivation to move forward in the academic world. When students focus and understand the goals they are pursuing, their performance can improve significantly.
- 10) **Find Learning Gaps:** - Formative assessments can identify gaps in student learning and allow teachers to develop comprehensive plans to address the gaps going forward, ensuring that students have a deeper mastery of academic material.

Disadvantages of Formative Assessment

- 1) **Time-consuming and resource-intensive:** - Whether it is done monthly, weekly, or daily, formative assessment can be a time- and resource-expensive procedure because it requires frequent data collection, research, reporting, and refining of the implementation plan to ensure success.
- 2) **Experts experienced with assessments** the formative assessment thoroughly requires professionally qualified teachers who can analyze the criteria for mastery and create appropriate measures to assess student progress. Formative Assessment training can support the process and guide how to develop quality assessments.

- 3) Creates complexity challenges assessment presents a variety of methodological issues because formative assessment requires ongoing and timely analysis and refinement to evaluate the impact of the instruction. Furthermore, it only becomes possible to measure outcomes after a strategy is executed. Another drawback is the difficulty in determining the specific intervals at which to evaluate the success of a strategy.
- 4) Evaluators must maintain objectivity: - The intervention is shaped by constant feedback, and the teacher's objectivity should improve. There should be a consistent plan in place to keep the necessary distance for impartiality while providing thorough and formative input.

11.6 Summative Assessment

Summative assessment is an assessment that is conducted after the completion of the term or the course. The purpose of summative assessment is to check whether the laid academic standards have been achieved or not. This assessment helps the teacher to make decisions regarding the performance of the child related to promotion and make judgments related to the progression and growth of the child in academics. Summative assessment is judgmental in nature it will not help the teacher to improve the process but decide at the end of the course. They look at the performance in scholastic and co-scholastic areas in total.

This assessment helps the teachers to make necessary changes in curriculum, teaching process, and instructional strategies, evaluate themselves, and conduct remedial teaching as it helps the parents to check the progress and development of their children in academic and non-academic areas. It helps the students to evaluate themselves and modify their methods of learning, time management, study habits and modify their goals according to their performance.

Summative assessment is conducted with term-end examination and final tests with subjective and objective tests.

11.7 Difference Between Formative and Summative Assessment

Parameter	Formative assessment	Summative assessment
Purpose	To determine the quality of programme and improve the process	To determine the quality of programme or value of the programme after completion
Use	To improve the programme	to take right decisions about the programme

Audience	programme administrators and staff	programme stake holders like
Evaluation	made by internal	made by externals
purpose of assessment and adata	Diagnostic	judgemental
Character	to give feedback for improvement	to make decision to continue the course or not
Measure	informal and formal	only informal valid and reliable
sample size	Small	large

11.8 Check Your Progress

What is assessment?	
What is the purpose of formative assessment?	
Why do we use summative assessment?	
Which assessment is useful for process improvement?	
How do you conduct formative assessment?	
Which assessment is best to judge the child?	

11.9 Summary

Assessment and evaluation are central to the teaching–learning process, guiding decisions about student grading, placement, and promotion, while also helping teachers understand learners’ needs in relation to curriculum, instruction, and societal demands. Assessment primarily focuses on measuring learning outcomes during the learning process, providing feedback for improvement, fostering self-evaluation, and promoting continuous learning. Evaluation, on the other hand, involves making judgments about the quality and effectiveness of learning or programs, typically conducted at the end of a course or term to determine overall achievement and inform future decisions.

This unit explains the types of assessments, including formative, summative, ipsative, performance, gamified, progressive, progress monitoring, skill-based, oral, benchmark, regular, interim, and summary assessments. Formative assessments are ongoing, aimed at improving

teaching and learning, enhancing student engagement, and supporting self-regulated learning, while summative assessments evaluate cumulative achievement and help in decision-making regarding promotion or curriculum adjustments. Key distinctions between formative and summative assessments are highlighted, along with their purposes, advantages, and limitations.

The unit emphasizes that effective assessment and evaluation are guided by principles of validity, reliability, fairness, and usefulness, ensuring accurate, actionable, and meaningful outcomes for both students and educators.

11.10 Learning Outcomes

After completing this unit, learners will be able to:

1. Differentiate between assessment and evaluation.
2. Explain the key purposes and importance of assessment and evaluation in education.
3. Identify and describe various types of assessment, including formative and summative assessments.
4. Distinguish between formative and summative assessments with reference to purpose, process, and impact.
5. Understand how assessment and evaluation contribute to continuous improvement, self-reflection, and informed decision-making in the teaching–learning process.

11.11 Glossary

- **Assessment** – Measuring student learning during the process to improve understanding.
- **Evaluation** – Judging the quality or effectiveness of learning or programs, usually at the end.
- **Formative Assessment** – Ongoing assessment to provide feedback and support learning.
- **Summative Assessment** – Assessment at the end of a course to measure overall outcomes.
- **Performance Assessment** – Evaluation through tasks, projects, or activities to demonstrate skills.
- **Ipsative Assessment** – Comparing a student’s current performance with their past performance.
- **Oral Assessment** – Assessment through spoken responses or discussions.
- **Self-Evaluation** – Learners assessing their own performance and progress.
- **Validity** – Accuracy of an assessment in measuring what it intends to measure.
- **Reliability** – Consistency and stability of assessment results over time or evaluators.

11.12 Model Examination Questions

Objective Type Questions

- 1) Assessment is diagnostic and evaluation is-----.
- 2) ----- is difference between what the students has learned and what he is expected to learn.
- 3) Assessment is based on observation but evaluation is done based on the -----

- 4) Evaluation involves four elements like collection of information, -----, valuing the judgement and information gathered, viewing the action.
- 5) Ipsaptive assessment aims to observe the development in academic performance -----
----- by testing previous and current performance in academics.
- 6) -----is based on psychometric tests

Short Answer Type Questions

- 1) Differentiate between assessment and evaluation?
- 2) Differentiate between tests and examination?
- 3) Why do we conduct formative assessment?
- 4) What are the tools of formative assessment?
- 5) Why do we conduct summative assessment?
- 6) How do we conduct summative assessment?

Long Answer Type Questions

- 1) Define assessment & evaluation and explain the difference between them?
- 2) Define formative assessment Explain the advantages and disadvantages of formative assessment?
- 3) Define summative assessment and explain the merits and demerits of it?
- 4) What are the different types of assessments used in education explain with suitable examples?

Answer Key of MCQs

- 1) Assessment is diagnostic and evaluation is Judgemental.
- 2) Learning gap is difference between what the students has learned and what he is expected to learn.

- 3) Assessment is based on observation but evaluation is done based on the laid standards of quality
- 4) Evaluation involves four elements like collection of information, interpreting the evidences, valuing the judgement and information gathered, viewing the action.
- 5) Ipsative assessment aims to observe the development in academic performance over the period by testing previous and current performance in academics.
- 6) Gamified assessment is based on psychometric tests

11.13 Suggested Reading Materials

- 1) <https://www.edsembli.com/benefits-of-formative-assessments/>
- 2) https://www.researchgate.net/figure/Comparison-of-formative-and-summative-evaluation-adapted-from-Karl-2001_tbl1_309789142
- 3) Assessment of learning (2022) by Rajesh makol, lalita makol
- 4) Measurement and Assessment in Education 2011 by Willson B
- 5) Assessment for Learning by Mangal S.K.

Unit:12 - Preparing Tests for Language Skills*

Structure

- 12.0 Introduction
- 12.1 Objectives
- 12.2 Importance of Test Preparation
 - 12.2.1 Listening skills
 - 12.2.2 Writing Skills
 - 12.2.3 Reading Skills
 - 12.2.4 Speaking Skills
 - 12.2.5 Study Skills
 - 12.2.6 Reference Skills
 - 12.2.7 Preparing for the Scholastic Assessment Test (SAT)
 - 12.2.8 Test-Taking Strategies
- 12.3 Summary
- 12.4 Learning Outcomes
- 12.5 Glossary
- 12.6 Model Examination Questions
- 12.7 Suggested Reading Materials

12.0 Introduction

In the preceding Units of this block, you have already studied about test, or characteristics of good test in English. Test preparation is like laying a strong foundation before constructing a building. It is the process through which individuals equip themselves with the necessary tools, strategies, and knowledge to navigate the challenges presented by language assessments. At its core, effective test preparation serves as a gateway to unlocking one's full potential and achieving desired outcomes.

One of the paramount reasons why test preparation holds immense significance lies in its ability to maximize performance. By immersing themselves in preparatory activities, individuals gain invaluable insights into the intricacies of the test format, the types of questions they may encounter, and the time constraints they must navigate. This familiarity breeds confidence, easing anxiety and uncertainty, and empowering test-takers to approach the assessment with a composed mindset.

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Test preparation is not merely about memorizing vocabulary or practicing grammar exercises; it is a holistic process that fosters skill development across various language domains. Engaging in practice exercises, mock tests, and interactive activities not only hones listening, reading, writing, and speaking abilities but also cultivates critical thinking, analytical reasoning, and problem-solving skills.

Check your Progress

1. What is a test preparation?

12.1 Objectives

This unit aims to equip learners with the necessary skills and strategies to prepare effectively for language tests, covering the four key language skills: listening, writing, reading, and speaking. Throughout this unit, learners will engage in activities and exercises designed to enhance their proficiency in each skill area and develop test-taking strategies to maximize their performance.

12.2 Importance of Test Preparation

One of the paramount reasons why test preparation holds immense significance lies in its ability to maximize performance. By immersing themselves in preparatory activities, individuals gain invaluable insights into the intricacies of the test format, the types of questions they may encounter, and the time constraints they must navigate. This familiarity breeds confidence, easing anxiety and uncertainty, and empowering test-takers to approach the assessment with a composed mindset. Here is a list of things that tell us why it is important.

1. **Maximizing Performance:** Effective test preparation allows individuals to familiarize themselves with the test format, question types, and time constraints, enabling them to perform at their best on test day.
2. **Building Confidence:** Preparation instills confidence in test takers by reducing anxiety and uncertainty. Engaging in practice exercises and mock tests helps individuals feel more comfortable and confident when faced with the actual assessment.
3. **Identifying Strengths and Weaknesses:** Test preparation provides an opportunity for individuals to assess their strengths and weaknesses in different language skills. By identifying areas needing improvement, test takers can focus their study efforts more strategically.

4. **Developing Strategies:** Preparation involves learning and practicing test-taking strategies tailored to the specific assessment. These strategies may include time management techniques, skimming and scanning skills for reading comprehension, notetaking methods for listening tasks, and structuring approaches for writing assignments.
5. **Enhancing Language Skills:** Test preparation serves as an opportunity for language skill development. Engaging in practice exercises and exposure to test content can improve vocabulary, grammar, comprehension, fluency, and speaking proficiency.

12.2.1 Listening skills

Listening skills are vital in language acquisition, enabling effective communication and comprehension. Here's a detailed exploration of strategies to enhance listening comprehension, practice exercises targeting various listening aspects, and tips for managing time during listening tests:

Strategies for Improving Listening Comprehension:

Listening comprehension can be significantly enhanced through the implementation of various strategies:

1. **Active Listening:** Engage actively with the audio material by focusing attention, maintaining concentration, and mentally summarizing key points while listening.
2. **Predictive Listening:** Anticipate the content based on contextual cues, titles, or introductory remarks to facilitate understanding and retention.
3. **Chunking:** Break down the audio content into manageable chunks, pausing to process and comprehend each segment before proceeding to the next.
4. **Notetaking:** Capture key ideas, keywords, and supporting details through concise notes, diagrams, or symbols to aid comprehension and recall.
5. **Visualizing:** Create mental images or visual representations of the audio content to enhance comprehension and retention.
6. **Repetition:** Listen to the audio material multiple times to reinforce understanding, clarify ambiguous points, and identify nuances in pronunciation and intonation.
7. **Contextual Clues:** Utilize contextual information, such as background knowledge, situational context, and visual cues, to infer meanings and enhance comprehension.
8. **Active Engagement:** Participate actively in listening activities by responding to questions, summarizing content, or engaging in discussions to reinforce understanding and promote interaction.

Practice Exercises Focusing on Listening Skills:

Practice exercises play a crucial role in honing listening skills, covering a range of comprehension levels:

1. **Listening for Main Ideas:** Listen to audio recordings and identify the central themes, main points, or overarching ideas conveyed in the content.
2. **Listening for Details:** Focus on specific details, facts, examples, or supporting evidence provided in the audio material.
3. **Listening for Inference:** Infer implied meanings, attitudes, opinions, or emotions conveyed through tone, voice modulation, or contextual clues.
4. **Listening for Specific Information:** Listen for answers to specific questions, details related to time, location, numbers, or other factual information.
5. **Listening for Sequencing:** Identify the sequence of events, steps in a process, or chronological order of information presented in the audio material.
6. **Listening for Attitude and Tone:** Interpret the speaker's attitude, tone, mood, or emotional state conveyed through intonation, stress, or choice of words.
7. **Listening to Different Accents:** Expose yourself to a variety of accents and dialects to develop flexibility and proficiency in understanding diverse speech patterns.

Tips for Managing Time during Listening Tests:

Time management is essential for optimizing performance during listening tests:

1. **Preview the Instructions:** Read the instructions carefully before the listening begins to understand the task requirements and time allocation for each section.
2. **Skim the Questions:** Skim through the questions quickly to gain an overview of the topics or types of information you need to listen for.
3. **Predictive Listening:** Anticipate the type of information you are likely to encounter based on the question prompts or task instructions to guide your listening focus.
4. **Prioritize Answers:** Focus on answering questions that require comprehension of main ideas or key details first, as they often carry more weight in scoring.
5. **Manage Distractions:** Minimize distractions and maintain concentration by focusing solely on the audio content and avoiding external disruptions.
6. **Use Abbreviations:** Employ abbreviations or shorthand notation while notetaking to save time and streamline the process of capturing key information.

7. **Review and Check:** Allocate a few moments at the end of each listening section to review your answers, fill in any blanks, and ensure accuracy before moving on to the next task.
8. **Practice Timed Exercises:** Familiarize yourself with the pace and timing of listening tests by practicing timed exercises and simulating test conditions to build confidence and efficiency.

Check your Progress

What is active listening?

12.2.2 Writing Skills

Developing strong writing skills is essential for effective communication in various contexts. Here's a detailed exploration of techniques for effective writing in different contexts, practice tasks focusing on organization, coherence, and vocabulary usage, and revision and editing strategies:

Techniques for Effective Writing in Different Contexts:

1. Essays:

- Understand the essay prompt or topic and develop a clear thesis statement to guide your argument.
- Organize your ideas logically, with a clear introduction, body paragraphs supporting your thesis, and a concise conclusion.
- Use appropriate evidence, examples, and citations to support your arguments.
- Maintain coherence and cohesion by using transition words and phrases to connect ideas within and between paragraphs.

2. Emails:

- Determine the purpose and audience of the email before composing it.
- Use a clear and concise subject line that summarizes the email's content.
- Follow a professional email format with a greeting, body, and closing.
- Keep paragraphs short and focused on one main idea each.
- Use polite and respectful language and proofread for tone and clarity before sending.

3. Reports:

- Structure the report with clear sections, such as an executive summary, introduction, methodology, findings, analysis, conclusions, and recommendations.
- Use headings and subheadings to organize information and facilitate navigation.

- Present data and findings clearly using tables, graphs, or visual aids.
- Analyze and interpret the data, providing insights and recommendations based on your findings.
- Use formal language and adhere to any specific formatting or citation guidelines required for the report.

Practice Tasks Targeting Organization, Coherence, and Vocabulary Usage:

1. Essay Writing Prompts:

- Practice writing essays on a variety of topics to improve your ability to organize and express ideas coherently.
- Focus on developing a clear thesis statement, supporting arguments, and effective transitions between paragraphs.
- Experiment with different essay structures, such as chronological, cause and effect, or compare and contrast, to enhance your versatility as a writer.

2. Email Writing Exercises:

- Practice writing professional emails for different purposes, such as inquiries, requests, or responses.
- Pay attention to organization, ensuring that the email flows logically from introduction to conclusion.
- Experiment with vocabulary and tone to suit different recipients and contexts, such as formal versus informal communication.

3. Report Writing Tasks:

- Engage in research projects or case studies and write reports summarizing your findings and analysis.
- Focus on organizing information logically, providing clear headings and subheadings, and using appropriate language and terminology for the target audience.
- Practice synthesizing complex information into concise, actionable recommendations.

Revision and Editing Strategies:

1. Review for Organization and Coherence:

- Read through your writing to ensure that ideas flow logically and are presented in a clear, coherent manner.
- Check for paragraph unity and coherence by examining the topic sentence and supporting details in each paragraph.

- Use transition words and phrases to connect ideas and improve the flow between sentences and paragraphs.

2. **Check for Vocabulary Usage and Clarity:**

- Use a variety of vocabulary to convey meaning precisely and avoid repetition.
- Verify the accuracy of terminology and definitions, especially in technical or specialized writing.
- Clarify any ambiguous or unclear phrases by revising for clarity and precision.

3. **Proofread for Grammar, Punctuation, and Spelling:**

- Review your writing for grammatical errors, such as subject-verb agreement, tense consistency, and sentence structure.
- Check punctuation marks, including commas, periods, semicolons, and quotation marks, to ensure correctness and clarity.
- Use spelling and grammar checkers, but also manually proofread your writing for errors that automated tools may miss.

4. **Seek Feedback and Revision:**

- Share your writing with peers, instructors, or mentors for feedback and constructive criticism.
- Consider their suggestions and revise your writing accordingly to improve clarity, coherence, and effectiveness.
- Take a break between writing and revising to approach your work with fresh eyes and a critical perspective.

12.2.3 Reading Skills:

Developing strong reading skills is essential for comprehending and analyzing written texts effectively. Here's a detailed exploration of approaches to reading comprehension, practice passages with comprehension questions, and vocabulary development exercises:

Approaches to Reading Comprehension:

1. **Skimming:** Skimming involves quickly glancing through a text to get a general idea of its content, main topics, and structure. This approach is useful for previewing longer texts or identifying key points before detailed reading.
2. **Scanning:** Scanning involves searching a text for specific information or details. Rather than reading every word, the reader scans for keywords, headings, or numbers that match the

information they are seeking. Scanning is useful for finding specific facts or answers to questions quickly.

3. **In-depth Reading:** In-depth reading, also known as close reading, involves reading a text carefully and thoroughly to understand its nuances, arguments, and implications. This approach focuses on analyzing the author's ideas, evidence, and language use in detail.

Practice Passages with Comprehension Questions:

1. **Short Passages:** Start with short passages that are easy to digest, focusing on specific skills such as identifying main ideas, supporting details, or the author's purpose.
2. **Medium-Length Passages:** Progress to longer passages that require more sustained attention and comprehension. Practice summarizing the main ideas, making predictions, and identifying key details within these texts.
3. **Longer Passages:** Challenge yourself with longer and more complex texts, such as articles, essays, or excerpts from books. Practice synthesizing information, analyzing arguments, and drawing conclusions based on these texts.
4. **Diverse Text Types:** Work with a variety of text types, including fiction, non-fiction, news articles, academic papers, and opinion pieces, to develop versatility in reading comprehension.
5. **Comprehension Questions:** After reading each passage, answer comprehension questions that test your understanding of the text. These questions may cover main ideas, details, author's purpose, inference, vocabulary, and critical analysis.

Vocabulary Development Exercises:

1. **Word Lists:** Create word lists based on themes, topics, or specific texts you are reading. Write down unfamiliar words and their definitions and review these lists regularly to reinforce vocabulary retention.
2. **Contextual Analysis:** Pay attention to how words are used in context within the passages you read. Use surrounding words, phrases, or sentences to infer the meanings of unfamiliar vocabulary.
3. **Word Families and Roots:** Identify word families and common roots, prefixes, and suffixes to expand your vocabulary systematically. Understanding the structure and origins of words can help you decipher the meanings of new words more easily.
4. **Synonyms and Antonyms:** Practice identifying synonyms (words with similar meanings) and antonyms (words with opposite meanings) to broaden your vocabulary and deepen your understanding of word relationships.

5. **Analogies:** Use analogies to relate new words to familiar words or concepts. Drawing parallels between words can help you grasp their meanings and use them appropriately in context.
6. **Word Games and Exercises:** Engage in vocabulary-building activities such as crossword puzzles, word searches, flashcards, or online quizzes to make learning enjoyable and interactive.
7. **Reading Widely:** Read extensively across different genres, styles, and topics to encounter a diverse range of vocabulary in context. Exposure to varied vocabulary enriches your language repertoire and enhances reading comprehension skills.

Check your Progress

1. How can we improve vocabulary?

12.2.4 Speaking Skills

Improving speaking skills is crucial for effective communication in various settings. Here's a detailed exploration of strategies for enhancing fluency, coherence, and pronunciation, practice tasks to develop speaking abilities, and methods for receiving peer feedback and conducting self-assessment:

Strategies for Improving Fluency, Coherence, and Pronunciation:

1. **Practice Regularly:** Regular practice is key to improving fluency. Engage in daily speaking exercises or conversations in the target language to build confidence and fluency over time.
2. **Focus on Coherence:** Organize your thoughts before speaking and use cohesive devices such as transition words and phrases to connect ideas logically. This enhances coherence and makes your speech easier to follow.
3. **Listen and Mimic:** Listen to native speakers or proficient speakers of the target language and mimic their pronunciation, intonation, and rhythm. Pay attention to stress patterns and word endings to improve overall pronunciation.
4. **Record and Evaluate:** Record yourself speaking and listen back to identify areas for improvement. Pay attention to pronunciation errors, pauses, and hesitations, and work on refining your speech accordingly.
5. **Slow Down and Enunciate:** Speaking slowly and enunciating clearly can help improve pronunciation and reduce errors. Focus on articulating each word accurately, especially in challenging sounds or words.

6. **Use Visual Aids:** Use visual aids such as mouth diagrams or videos demonstrating proper pronunciation to help improve your articulation of difficult sounds.
7. **Practice Tongue Twisters:** Tongue twisters are excellent exercises for improving pronunciation and fluency. Repeat tongue twisters slowly and gradually increase speed to challenge yourself.

Practice Speaking Tasks:

1. **Role-plays:** Engage in role-playing scenarios where you take on different roles and interact with others in the target language. This helps improve conversational skills and builds confidence in real-life situations.
2. **Presentations:** Prepare and deliver presentations on topics of interest in the target language. Focus on structuring your presentation, using visual aids effectively, and speaking clearly and confidently.
3. **Discussions:** Participate in group discussions or debates on various topics. Practice expressing opinions, supporting arguments, and engaging with others in a respectful and coherent manner.
4. **Storytelling:** Tell stories or anecdotes in the target language, focusing on narrative structure, descriptive language, and engaging delivery.
5. **Public Speaking Clubs:** Join public speaking clubs or language exchange groups where you can practice speaking skills in a supportive and collaborative environment.

Peer Feedback and Self-Assessment:

1. **Peer Feedback:** Seek feedback from peers or language partners after speaking practice sessions. Ask for specific feedback on pronunciation, fluency, coherence, and any areas of improvement.
2. **Self-Recording:** Record yourself speaking and critically evaluate your performance. Identify strengths and weaknesses and set goals for improvement based on your self-assessment.
3. **Rubrics and Checklists:** Develop rubrics or checklists to assess your speaking proficiency based on specific criteria such as pronunciation, fluency, vocabulary usage, and coherence. Use these tools to track progress over time.
4. **Reflective Journals:** Maintain a reflective journal where you document speaking practice sessions, reflect on challenges encountered, and brainstorm strategies for improvement.
5. **Set SMART Goals:** Set specific, measurable, achievable, relevant, and time-bound (SMART) goals for improving speaking skills. Break down larger goals into smaller, manageable tasks, and track progress regularly.

12.2.5 Study Skills

Study skills encompass a range of techniques and strategies that facilitate effective learning, retention, and academic success. Here are some key study skills and tips:

1. **Time Management:** Develop a study schedule or timetable to allocate time for different subjects or tasks. Prioritize tasks based on deadlines and importance.
2. **Active Listening:** Actively engage in lectures, discussions, or study sessions by listening attentively, taking notes, and asking questions to clarify concepts.
3. **Notetaking:** Use effective notetaking techniques such as summarizing, paraphrasing, and organizing information in a structured format. Review and revise your notes regularly to reinforce learning.
4. **Reading Comprehension:** Improve reading comprehension skills by previewing texts, identifying key points, and actively engaging with the material through annotation, highlighting, or summarization.
5. **Critical Thinking:** Develop critical thinking skills by analyzing, evaluating, and synthesizing information from various sources. Ask questions, make connections, and draw conclusions based on evidence and reasoning.
6. **Memory Techniques:** Use mnemonic devices, visualization, or repetition to enhance memory retention and recall of information. Practice retrieval exercises to reinforce learning.
7. **Effective Study Environment:** Create a conducive study environment free from distractions, with adequate lighting, comfortable seating, and necessary study materials.
8. **Self-assessment:** Regularly assess your progress and understanding through self-testing, quizzes, or practice exams. Identify areas of weakness and adjust your study strategies accordingly.
9. **Active Learning:** Engage in active learning activities such as group discussions, problem-solving exercises, or hands-on experiments to deepen understanding and retention of concepts.
10. **Stress Management:** Practice stress management techniques such as deep breathing, mindfulness, or physical exercise to reduce anxiety and improve focus during study sessions.

12.2.6 Reference Skills

Reference skills involve the ability to locate, evaluate, and effectively use information from various sources. Here are some reference skills and tips:

1. **Information Literacy:** Develop information literacy skills to critically evaluate the credibility, accuracy, and relevance of sources. Consider factors such as authorship, publication date, and source reliability.
2. **Library Research:** Familiarize yourself with library resources and databases for accessing scholarly journals, books, and other academic materials. Seek assistance from librarians for advanced research queries.
3. **Online Research:** Use advanced search techniques and Boolean operators to refine online searches and locate relevant information efficiently. Evaluate websites for reliability and bias before citing them in academic work.
4. **Citation Styles:** Learn and adhere to citation styles such as APA, MLA, or Chicago for accurately citing sources in academic writing. Use citation management tools to organize and format references.
5. **Plagiarism Awareness:** Understand the importance of academic integrity and avoid plagiarism by properly attributing sources and citing them appropriately in your work. Familiarize yourself with institutional policies on academic honesty.
6. **Bibliographic Skills:** Develop bibliographic skills for creating bibliographies, reference lists, or annotated bibliographies. Organize and manage references using bibliographic software or citation management tools.
7. **Document Delivery:** Utilize document delivery services or interlibrary loan programs to access materials not available in your local library or institution.
8. **Copyright and Fair Use:** Understand copyright laws and fair use guidelines for using copyrighted materials in academic work. Seek permission or use materials within the bounds of copyright law when necessary.
9. **Database Searching:** Learn advanced search techniques such as truncation, proximity searching, and field searching to retrieve relevant information from databases effectively.
10. **Research Ethics:** Adhere to ethical guidelines for conducting research involving human subjects or sensitive information. Obtain informed consent and ensure confidentiality and anonymity when necessary.

12.2.7 Preparing for the Scholastic Assessment Test (SAT)

It is important for several reasons, and it comes with its own set of advantages and limitations.

Importance:

1. **College Admission:** Many colleges and universities in the United States use SAT scores as part of their admissions process. A high SAT score can improve your chances of getting accepted into your desired college or university.

2. **Scholarships and Financial Aid:** Some institutions offer scholarships and financial aid based on SAT scores. A strong performance on the SAT can help you qualify for merit-based scholarships or other forms of financial assistance.
3. **Standardized Measure:** The SAT provides a standardized measure of academic readiness and college readiness, allowing colleges to compare students from different backgrounds fairly.
4. **Skill Development:** Preparing for the SAT can help you develop essential academic skills, such as critical thinking, problem-solving, and time management, which are valuable for success in college and beyond.
5. **Personal Growth:** The process of preparing for and taking the SAT can be a valuable learning experience that helps you set goals, work hard, and overcome challenges, leading to personal growth and self-improvement.

Advantages:

1. **Predictive Validity:** Research suggests that SAT scores are correlated with academic performance in college, indicating some level of predictive validity. Higher scores often correlate with better college outcomes.
2. **Familiarity:** The SAT has a well-established format and structure, and there are numerous resources available for test preparation, including official practice materials. This familiarity can help students feel more confident and prepared on test day.
3. **Accessibility:** The SAT is administered multiple times a year at various test centers worldwide, making it accessible to a wide range of students.
4. **Score Choice:** The SAT offers a "Score Choice" option, allowing students to choose which scores to send to colleges. This can be advantageous if a student wants to retake the test to improve their score without worrying about negative consequences.

Limitations:

1. **Bias Concerns:** Critics argue that standardized tests like the SAT may be biased against certain groups, including minorities and students from low-income backgrounds. This can create inequalities in access to higher education.
2. **Test Anxiety:** Some students experience test anxiety, which can negatively impact their performance on the SAT, regardless of their academic abilities.
3. **Limited Predictive Power:** While SAT scores are correlated with college success, they are not perfect predictors. Other factors, such as high school GPA, extracurricular activities, and personal essays, also play significant roles in college admissions decisions.

4. **Financial Cost:** Registering for the SAT and accessing test preparation materials can be costly, posing a barrier to some students, particularly those from low-income families.
5. **Pressure to Perform:** The emphasis placed on SAT scores in college admissions can create pressure for students to perform well, leading to stress and anxiety.

12.2.8 Test-Taking Strategies

Preparing for test day involves more than just studying the material. It is about ensuring that you're mentally and physically ready to perform your best under pressure. Here are some general tips for test day preparation, time management techniques during exams, and strategies for dealing with test anxiety and stress:

General Tips for Test Day Preparation:

1. **Get Adequate Rest:** Ensure you get a good night's sleep before the test to feel refreshed and alert on exam day.
2. **Eat a Healthy Meal:** Have a nutritious breakfast on the day of the test to fuel your brain and sustain your energy levels throughout the exam.
3. **Arrive Early:** Arrive at the test center or exam location early to allow time for unexpected delays such as traffic or finding parking. Being early helps reduce stress and allows you to familiarize yourself with the test environment.
4. **Bring Necessary Supplies:** Make sure you have all the required materials for the test, such as pencils, pens, erasers, calculators (if permitted), identification, and test admission ticket.
5. **Stay Positive:** Maintain a positive mindset and approach the test with confidence. Remind yourself of your preparation and believe in your abilities to perform well.
6. **Review Instructions Carefully:** Read all instructions provided by the test administrator or proctor carefully before starting the exam to avoid misunderstandings or errors.
7. **Stay Hydrated:** Bring a water bottle with you to stay hydrated during the test. Dehydration can negatively affect concentration and cognitive function.

Time Management Techniques during Exams:

1. **Allocate Time Wisely:** Quickly review the entire test to assess the number of questions and allocate time accordingly to each section or question.
2. **Prioritize Easy Questions:** Start with the easiest questions first to gain momentum and build confidence. This helps you accumulate points early in the exam.
3. **Skip Difficult Questions:** If you encounter a challenging question, don't dwell on it. Mark it for review and move on to the next one. You can come back to it later if time permits.

4. **Use Time-saving Strategies:** Employ time-saving strategies such as skimming passages, eliminating obviously incorrect answer choices, and guessing strategically when unsure.
5. **Monitor the Clock:** Keep track of time throughout the exam to ensure you stay on pace. Pace yourself accordingly to complete all sections or questions within the allotted time.
6. **Review and Proofread:** Reserve the last few minutes of the exam to review your answers and proofread for any errors or omissions.

Dealing with Test Anxiety and Stress:

1. **Practice Relaxation Techniques:** Practice deep breathing, progressive muscle relaxation, or visualization exercises to calm your nerves and reduce anxiety before and during the test.
2. **Positive Self-talk:** Replace negative thoughts with positive affirmations. Remind yourself of your preparation, past successes, and your ability to overcome challenges.
3. **Focus on the Present:** Instead of worrying about the outcome, focus on the task at hand. Stay present and concentrate on each question or section one at a time.
4. **Visualize Success:** Visualize yourself performing well on the test and achieving your desired score. Imagine yourself feeling confident, focused, and in control throughout the exam.
5. **Seek Support:** Talk to friends, family members, or teachers for encouragement and support. Sharing your feelings can help alleviate anxiety and provide perspective.
6. **Maintain Perspective:** Remember that a test is just one measure of your abilities and does not define your worth or potential. Stay grounded and maintain perspective on the bigger picture beyond the test.

12.3 Summary

This unit emphasizes the importance of effective test preparation as a foundation for achieving success in language assessments. It highlights that preparation goes beyond memorization, involving skill development across listening, speaking, reading, writing, study, and reference skills. The unit explores strategies to enhance each skill, including active listening, essay and report writing, reading comprehension techniques, speaking fluency, and peer/self-assessment. It also covers preparing for standardized tests like the SAT, focusing on their importance, advantages, limitations, and effective test-taking strategies such as time management, stress reduction, and maintaining confidence. Overall, the unit underscores that systematic preparation boosts performance, builds confidence, identifies strengths and weaknesses, and develops critical thinking and problem-solving abilities.

12.4 Learning Outcomes

After studying this unit, we learned:

- The concept and importance of test preparation.
- Strategies to enhance listening comprehension, including active listening and note-taking.
- How to develop writing skills for essays, emails, and reports with focus on organization, coherence, and vocabulary.
- Techniques to improve reading comprehension, including skimming, scanning, and in-depth reading.
- Ways to enhance speaking skills through practice, role-plays, presentations, and peer/self-assessment.
- Effective study skills, including time management, critical thinking, and memory techniques.
- Proficiency in reference skills for locating, evaluating, and citing information accurately.
- The purpose, benefits, and limitations of standardized tests like the SAT.
- Test-taking strategies, including time management, stress reduction, and maintaining focus during exams.
- How to reflect on personal strengths and weaknesses to plan targeted improvements in language skill performance.

12.5 Glossary

Skimming: Skimming is a reading technique that involves quickly glancing through a text to get a general idea of its content, main topics, and structure. It is used to preview longer texts or identify key points before engaging in more detailed reading.

Transition Words: Transition words, also known as linking words or connectors, are words or phrases that connect ideas or sections within a text and improve the flow and coherence of writing. Examples include "however," "therefore," "in addition," and "consequently."

Fluency: Fluency refers to the ability to express oneself easily and articulately in a language, with smooth and natural flow. It encompasses aspects such as speaking without hesitation, using appropriate vocabulary and grammar, and conveying meaning effectively.

Revision: Revision is the process of reviewing, refining, and making changes to written or spoken content to improve clarity, coherence, accuracy, and effectiveness. It involves checking for errors, reorganizing ideas, adding or deleting information, and polishing language use

12.6 Model Examination Questions

Objective Type Questions:

1. Which of the following is NOT a recommended strategy for improving listening comprehension skills?
 - a) Active listening
 - b) Predictive listening
 - c) **Passive listening**
 - d) Notetaking
2. Skimming is a reading technique used for:
 - a) Detailed understanding of the text
 - b) **Quickly identifying main ideas and key points**
 - c) Memorizing vocabulary
 - d) Analyzing literary devices
3. Which of the following is an example of a transition word or phrase?
 - a) **"Therefore"**
 - b) "Noun"
 - c) "Blue"
 - d) "Jumped"
4. Fluency in a language refers to:
 - a) Ability to read quickly
 - b) Ability to speak clearly
 - c) **Ability to communicate easily and naturally**
 - d) Ability to write without errors
5. Revision in writing involves:
 - a) **The process of proofreading for grammatical errors**
 - b) Changing the entire structure of the text
 - c) Adding more information to make the text longer
 - d) Deleting unnecessary information to improve clarity
6. Which of the following time management techniques is NOT recommended during exams?
 - a) Prioritizing easy questions
 - b) **Spending too much time on difficult questions**
 - c) Skipping questions and returning to them later

- d) Reviewing answers before submitting the test
7. What is a common relaxation technique used to manage test anxiety?
- a) Listening to loud music
 - b) **Taking deep breaths**
 - c) Drinking caffeine
 - d) Watching television
8. Which of the following is NOT a component of effective speaking skills?
- a) Fluency
 - b) **Coherence**
 - c) Test-taking speed
 - d) Pronunciation
9. What is the purpose of practicing role-plays in language skills preparation?
- a) To improve writing skills
 - b) **To develop speaking skills in real-life scenarios**
 - c) To memorize vocabulary lists
 - d) To understand complex grammar rules
10. Vocabulary development exercises help in:
- a) Enhancing listening skills
 - b) **Improving reading comprehension**
 - c) Memorizing grammar rules
 - d) Understanding cultural nuances

Short Answer Type Questions

1. Explain the difference between skimming and scanning in reading comprehension.
2. How can transition words improve the coherence and organization of written text? Provide an example.
3. What does fluency in a language entail? Give two examples of how fluency can benefit language learners.
4. Describe one time management technique that can be used during language exams. How does this technique help test-takers?
5. Briefly explain one relaxation technique that can be effective in managing test anxiety. How does this technique help individuals cope with stress during exams?

Long Answer Type Questions

1. What are the key differences between proficiency tests and achievement tests in assessing language skills? How do these differences influence their respective purposes and applications?
2. How can the skimming technique be effectively used to enhance reading comprehension? Provide examples of situations where skimming would be particularly beneficial.
3. What role do transition words play in improving the coherence and organization of written text? Can you give examples of transition words used in different contexts to connect ideas effectively?
4. In what ways does fluency contribute to effective communication in a second language? How can language learners work on improving their fluency in speaking and writing?
5. Describe the process of revision in writing. What are some common strategies and techniques used during the revision process to enhance the clarity, coherence, and overall quality of written work?
6. How do test takers typically manage their time during language assessments, such as proficiency tests or standardized exams? What time management strategies are commonly employed to ensure efficient completion of test sections while maintaining accuracy?

12.7 Suggested Reading Materials

- Joshi, Sarvesh. *English Proficiency Test Preparation Guide*. New Delhi, India: Oxford University Press, 2018.
- Sen, Leena. *Effective Communication Skills: A Practical Guide to Improving Your English*. Mumbai, India: Tata McGraw-Hill Education, 2019.
- Stirling, Bruce. *Speaking and Writing Strategies for the TOEFL IBT*. Chennai, India: Cambridge University Press India Pvt. Ltd., 2017.
- Prasad, Hari Mohan. *English for Competitive Examinations*. New Delhi, India: Pearson Education India, 2016.

Unit 13 Characteristics of a Good English Teacher*

Structure

- 13.0 Introduction
- 13.1. Learning Objectives
- 13.2. Importance of a Teacher in Society
- 13.3. Qualities of a Teacher
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- 13.5. Hard and Soft skills that teachers need to work on to cater to Gen Z learners
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13.0 Introduction

“Better than a thousand days of diligent studies is one day with a great teacher.”

-----Japanese Proverb

A teacher is the most important component in Education. The teachers play a pivotal role in shaping the destiny of a nation because “The quality of a nation depends on the quality of its citizens, and the quality of its citizens depends on their education. The quality of education, in turn, depends on its teachers.”

“Teacher is the maker of nation”

-----Chanakya

There are many instances in history wherein teachers have been attributed the highest, noblest and most responsible position in society. Aristotle had once said, “Teachers, who educate children, deserve more honour 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 behaviour with students. Teachers have played a crucial role through the ages in leaving an impact on young minds and sharing knowledge for the development and progress of society. Teachers educate the students so

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that they are equipped with the necessary skill set and knowledge to help them succeed in their social as well as personal lives.

Teachers should be ideal for students. A good teacher can make a difference in students' lives.

13.1 Learning Objectives

A. Knowledge Acquisition:

- Understand the historical significance of teachers and their role in societal development.
- Comprehend the multifaceted contributions of teachers to education, character development, and critical thinking.

B. Skill Development:

- Identify and differentiate between soft skills (e.g., communication, empathy) and hard skills (e.g., computer proficiency, curriculum knowledge) required by teachers.
- Develop effective communication, problem-solving, and time management skills essential for teaching and classroom management.

C. Application and Analysis:

- Analyze the qualities and competencies of effective teachers and their impact on student engagement and learning outcomes.
- Apply knowledge of teaching methodologies and instructional strategies to cater to diverse learning styles and student needs.

D. Critical Thinking and Evaluation:

- Evaluate the implications of technological advancements and changing educational landscapes on teaching practices and student learning.
- Critically assess strategies for catering to Generation Z learners and promoting inclusive and ethical teaching practices.

E. Reflection and Professional Growth:

- Reflect on personal teaching practices and identify areas for improvement based on best practices and research findings.
- Demonstrate a commitment to lifelong learning and professional development through engagement with training, workshops, and collaborative learning communities.

F. Synthesis and Application:

- Synthesize key concepts and theories to develop comprehensive strategies for effective classroom management and student engagement.
- Apply theoretical knowledge and practical insights to enhance teaching effectiveness and promote positive learning outcomes in educational settings.

13.2 Importance of a Teacher in Society

Teachers play a pivotal role in society, contributing significantly to its progress and development. They assist pupils in learning critical life skills and information while cultivating a love of learning, imparting values, and nourishing young minds to shape the future. Acting as mentors, they encourage and guide students throughout their academic careers. Moreover, teachers educate students to be knowledgeable and responsible citizens, impacting ethical comprehension and character development alongside academics. They foster critical thinking and curiosity, laying the foundation for a well-rounded society.

Overall, teachers are hailed as cornerstones of national and societal development, entrusted with nurturing citizens and laying the groundwork for education. They guide students in acquiring knowledge and essential life skills, instilling values, and fostering a love for learning. Beyond academics, teachers influence character development and ethical understanding, inspiring curiosity and critical thinking to mould individuals who contribute positively to the broader community.

Teachers contribute significantly to the progress and development of society in the following ways:

1. **Foundation of Education:** The foundation of education for individuals, imparting knowledge, skills, and values that are essential for personal and professional success are laid by a teacher. Teachers equip students with the tools they need to pursue higher education, enter the workforce, and contribute meaningfully to society.
2. **Building Human Resources:** Teachers contribute to the development of human resources by nurturing the intellectual, social, and emotional growth of individuals. Quality education provided by teachers help cultivate a skilled and knowledgeable workforce, driving economic growth and innovation.
3. **Promoting Social Mobility:** Education is often considered a pathway to social mobility, and teachers play a crucial role in providing equal opportunities for all students to excel academically. By fostering a supportive and inclusive learning environment, they empower

students from diverse backgrounds to overcome barriers and achieve their full potential.

4. **Shaping Values and Ethics:** Teachers instill important values such as honesty, integrity, empathy, and respect in students, shaping their moral compass and contributing to the fabric of a just and ethical society. They promote civic engagement and responsibility, nurturing responsible citizens who contribute positively to their communities.
5. **Fostering Critical Thinking and Innovation:** Teachers cultivate critical thinking, creativity, and problem-solving skills in students, empowering them to think independently and innovate solutions to complex challenges. These skills are essential for driving progress and addressing societal issues in fields such as science, technology, engineering, and mathematics (STEM).
6. **Cultural Preservation and Appreciation:** Teachers play a vital role in preserving and promoting cultural heritage and diversity. Through education, they celebrate cultural traditions, languages, and customs, fostering mutual respect and appreciation among individuals from different backgrounds.
7. **Community Building:** Teachers serve as pillars of the community, forging strong connections between schools, families, and local institutions. They collaborate with parents, community leaders, and other stakeholders to create a supportive network that enhances the well-being and development of children and adolescents.
8. **Lifelong Learning Advocacy:** Teachers advocate for lifelong learning and continuous professional development, inspiring individuals to pursue knowledge and skills beyond formal education. By promoting a culture of lifelong learning, they contribute to personal growth, career advancement, and societal resilience in the face of rapid technological and social change.

Thus, we can say that teachers play a multifaceted role in society, shaping the minds, values, and aspirations of future generations while fostering a more equitable, prosperous, and inclusive world. Their impact extends far beyond the classroom, leaving an indelible mark on the fabric of society.

13.3 Qualities of a Teacher

1. Interpersonal Skills

- **Attentiveness / Active Listening**
 - Paying attention to students' needs and challenges.
 - Observing body language and nuances during communication.
- **Empathy / Compassion**
 - Understanding and relating to students' emotions and experiences.
 - Supporting students to prevent academic or behavioral issues.

- **Cooperation / Collaboration**
 - Engaging in collaborative efforts with students, colleagues, and families.
 - Promoting teamwork and shared responsibility in education.
- **Respect / Honorable Manner**
 - Valuing students as individuals.
 - Creating an inclusive and respectful classroom environment.

2. Professional Development and Attitude

- **Flexibility / Adaptability**
 - Adjusting teaching methods to meet students' needs.
 - Embracing changes and challenges in the educational landscape.
- **Lifelong Education**
 - Demonstrating a commitment to continuous learning.
 - Staying updated with new teaching methodologies and theories.
- **Focus on Growth / Encouraging a Growth Mindset**
 - Cultivating a mindset that values effort and resilience.
 - Inspiring students to embrace challenges and persist in their learning journey.
- **Preparedness**
 - Anticipating and planning for diverse classroom scenarios.
 - Tailoring lesson plans to accommodate individual student strengths and weaknesses.
- **Devoid of Bias / Prejudice**
 - Evaluating students' needs and abilities without bias.
 - Fostering an environment of equity and fairness.

3. Instructional Skills and Approach

- **Creativity / Originality**
 - Employing innovative teaching methods.
 - Encouraging creativity and critical thinking in students.
- **Patience**
 - Demonstrating patience in addressing students' challenges.
 - Creating a supportive and nurturing learning environment.
- **Participation / Engagement**
 - Modelling enthusiasm and curiosity for learning.

- Encouraging active participation and engagement from students.
- **Assist Students in Their Own Way / Meet Students Where They Are**
 - Individualizing instruction to meet diverse learning needs.
 - Supporting students at their current level of understanding.
- **Multidisciplinary Education / Cross-Discipline Teaching**
 - Integrating multiple subjects to provide holistic learning experiences.
 - Connecting classroom learning to real-world applications and scenarios.

4. Professional Competence

- **Subject Mastery**
 - Demonstrating expertise and proficiency in the subject matter being taught.
 - Staying updated with current research, publications, and educational resources related to the subject.
- **Pedagogical Awareness**
 - Understanding various teaching methodologies and instructional strategies.
 - Applying pedagogical principles to facilitate effective learning outcomes for students.
- **Technological Proficiency**
 - Embracing technology to enhance teaching and learning experiences.
 - Utilizing digital tools and platforms for lesson planning, content delivery, and student engagement.
- **Psychological Insight**
 - Recognizing and addressing the psychological needs and learning preferences of students.
 - Creating a supportive and inclusive classroom environment conducive to positive behavioural changes.
- **Sociological Understanding**
 - Acknowledging the diverse socio-cultural backgrounds and contexts of students.
 - Incorporating sociological perspectives to promote inclusivity, empathy, and social responsibility.

5. Research and Communication Skills

- **Research Aptitude**
 - Conducting action research to improve teaching practices and address educational challenges.
 - Utilizing research findings to inform instructional decisions and curriculum development.
- **Effective Communication**
 - Communicating clearly and articulately to convey ideas and concepts.
 - Listening actively and empathetically to understand students' perspectives and concerns.
- **Academic Writing**
 - Engaging in scholarly writing to contribute to academic discourse and professional development.
 - Sharing insights, experiences, and best practices through research papers, articles, and publications.

6. Lifelong Learning and Classroom Management

- **Commitment to Lifelong Learning**
 - Continuously seeking opportunities for professional growth and development.
 - Participating in training, workshops, and conferences to stay updated with emerging trends and practices.
- **Characteristics of Classroom Teaching**
 - Creating a conducive learning environment that promotes active participation and engagement.
 - Employing dynamic and motivational strategies to foster a culture of curiosity and inquiry among students.

Check Your Progress: Select an ideal teacher to analyze as a case study and identify the key qualities or attributes that make the teacher successful.

13.4 Qualities of a Good English Teacher

1. Good Communication Skills

- Engaging students through effective communication.
- Addressing students' fears and interests to create a conducive learning environment.

2. Empathy with Students

- Understanding students' challenges and providing support.

- Creating a comfortable atmosphere for students to seek help.

3. Excellent Listening Skills

- Actively listening to students' thoughts and concerns.
- Fostering meaningful exchanges and discussions in the classroom.

4. Adaptable Attitude

- Tailoring teaching methods to suit different classroom dynamics.
- Creating engaging activities based on students' energy levels and interests.

5. Engagement Capability

- Fostering meaningful interactions and discussions in the classroom.
- Creating a positive and satisfying learning experience for students.

6. Patience

- Maintaining composure and patience in various teaching scenarios.
- Handling classroom management and student interactions with calmness.

7. Focus on Real-World Learning

- Integrating practical applications and industry exposure into lessons.
- Providing students with valuable skills and knowledge applicable in real life.

8. Sharing Experiences and Best Practices

- Sharing real-life examples and practical insights to enhance learning.
- Encouraging students to connect theoretical concepts with real-world scenarios.

9. Encouraging Collaboration

- Promoting collaboration among students and colleagues.
- Facilitating a culture of learning and growth through mutual support.

10. Continuous Learning

- Demonstrating a passion for lifelong learning and personal development.
- Expanding knowledge through various sources and staying updated with industry trends.

11. Creativity

- Incorporating creativity into teaching methods to engage students.
- Making lessons interesting and memorable through innovative approaches.

12. Neutral Perspective

- Maintaining fairness and impartiality in classroom interactions.
- Treating all students equally and avoiding favouritism.

13. Sense of Humour

- Using humour to lighten the classroom atmosphere and build rapport with students.
- Creating a comfortable and enjoyable learning environment.

14. Consistency

- Maintaining regularity in class schedules and interactions.
- Establishing a predictable and stable learning environment for students.

15. Encouragement

- Motivating and inspiring students to overcome challenges.
- Building students' confidence and self-esteem through positive reinforcement.

16. Reliability

- Being approachable and dependable for students.
- Building trust and respect through consistent support and guidance.

17. Passion for Teaching

- Demonstrating enthusiasm and dedication towards teaching.
- Inspiring students through genuine passion and commitment.

18. Motivational

- Encouraging and uplifting students during difficult times.
- Instilling a sense of resilience and determination in students.

19. Nurturing Attitude

- Providing support and guidance to students in their learning journey.
- Creating a nurturing environment that fosters growth and development.

20. Honesty

- Upholding integrity and honesty in all interactions.
- Serving as a role model for ethical behavior and values.

21. Punctuality

- Setting a positive example by being punctual and organized.
- Demonstrating professionalism and respect for students' time.

22. Organizational Skills

- Maintaining an organized and efficient classroom environment.
- Managing time and resources effectively to optimize student learning.

23. Ethical Conduct

- Adhering to ethical principles and values in professional practice.

- Demonstrating integrity and fairness in all interactions.

24. Maintaining Dignity

- Fostering a respectful and dignified classroom atmosphere.
- Setting boundaries while maintaining approachability and empathy.

25. Encouraging Classroom Rules

- Establishing clear and fair classroom rules for student behaviour.
- Promoting a structured and conducive learning environment.

Activity: Assess yourself based on these qualities and identify areas where you excel and areas where you need improvement.

13.5 Hard and Soft skills that teachers need to work on to cater to Gen Z learners

Whenever you work as a teacher, you meet a new group of students. Also, there are new discoveries in the fields of learning science and psychology every year. In short, students' needs change over time. For example, social media and smartphones are now important learning tools for Gen Z students but not for students from earlier generations. Not only are there more students of different races, but there are also more students with disabilities, as well as foreign students and students who study online. Teachers need to learn and keep up a lot of different skills to keep up with the changing world of education, the students they teach, and the technology that is used in schools. So, what are the most important hard and soft skills for a teacher to have?

Important "Soft Skills"

Time management, leadership, a strong work ethic, problem-solving skills, high emotional intelligence, and the knowledge and flexibility to use a range of teaching styles and methods are some of the soft skills that teachers need to have.

1. **Communication:** Being able to talk, body language, and write clearly are all important skills for any teacher to have. Clear communication not only helps you learn about your students, how they learn, and what challenges or motivates them the most, but it also gives you the power to talk to parents and families, share information more effectively with your coworkers and administrators, and make the classroom a more welcoming place for students from all backgrounds.
2. **Managing your time:** You want your kids to finish their work on time, so it's important that you do the same. You can read about how to organize your time well here. This will help you

make sure that things like grading papers, making quizzes, and meeting with students are done on time so that they fit with your lesson plan and curriculum.

3. **A strong work ethic:** Teachers are supposed to have a lot of work to do. You need to have a strong work attitude to handle the responsibilities of the job.
4. **Solving problems:** From unplanned technical issues to bullying and fights between students, teachers often have to deal with situations they didn't expect and need to solve so that learning can continue. For sure, you'll need strong problem-solving skills to be ready to deal with a wide range of learning obstacles.
5. **Leaders:** Every teacher is a leader for their students, from the famous scholar who runs a master's-level class to the kindergarten teacher who leads the whole class in a singing activity. You'll need to be a good leader to keep your students on task, organized, and interested, and to make sure they treat their teachers and classmates with respect.
6. **A Range of Teaching Methods:** Teachers need to be able to use a range of teaching methods to meet the needs of their students. These can be teacher-directed (like lectures and written examples) or student-directed (like project-based learning and collaboration). For instance, it's important to know the difference between standard ways of learning and inquiry-based learning. With our guide to ideas of learning, you can find out more about how to teach and what methods are available.
7. **Teaching for different learning Styles:** Teachers should know about and come up with ways to teach that work for the different VARK (Visual, Aural, Read/Write, and Kinaesthetic) ways of learning.
8. **Emotional Intelligence:** There is no one definition of emotional intelligence, but it means being able to understand, examine, and control your own feelings. Elements of emotional intelligence are very important for teachers because they need to stay professional and show leadership even when things get tough.

Hard Skills That Teachers Need to Have

Computer and technology skills, classroom management, administrative skills, writing and language skills, and a deep understanding of the curriculum are all examples of hard skills that teachers should work on and improve. Teachers also need to get the right licenses, credentials, degrees, and other qualifications.

1. **Knowledge of computers and other technology:** We wrote an article about how computers and other technology are becoming more important in schooling. Teachers need to know how to use technology, especially if they want to teach online classes or classes with a lot of media.
2. **Management of the classroom:** Giving knowledge is only one part of your job as a teacher. You're also in charge of the behaviour of your students and the classroom, especially if you teach younger kids. To keep your classroom a safe, welcoming, and inclusive place for all of your students to learn, you need to know how to handle it well.
3. **Administrative Skills:** These include things like being able to think strategically, being very organized and good at managing your time, and being able to lead well while communicating easily. The people who run schools and the people who teach need these kinds of skills. Some of them, like time management, deserve their own list!
4. **You should be good at writing and language:** Not just English or creative writing teachers need to be good at grammar and spelling. You'll need to be able to write clearly and clearly enough to email parents and managers, correct students' work, show demonstrations on the board, and maybe even ask for grants or other funding.
5. **Qualifications and degrees:** Most teaching jobs need at least a bachelor's degree. Some types of teaching jobs or academic companies need a master's or even a doctoral degree. Universities have a variety of accredited education degree programs, both online and on campus. These programs can help you get ready for a job as a teacher or school administrator by doing things like getting you ready for professional exams.
6. **Knowledge of the Curriculum**—You need to know a lot about your curriculum so that you can lead meaningful talks and help your students see how bigger ideas fit together. For instance, if you want to teach a foreign language, you'll need to be able to speak it well.

13.6 Summary

Teachers are central to education and societal development, playing a pivotal role in shaping future generations through knowledge, skills, and values. Historically, they have held noble positions, with their influence extending beyond academics to character building, ethical guidance, and fostering critical thinking. A good teacher possesses a combination of interpersonal skills, such as empathy, communication, and cooperation; professional attitudes like lifelong learning and adaptability; instructional abilities including creativity, patience, and engagement; and professional competence in subject mastery, pedagogy, and technology. Additionally, effective teachers demonstrate research and communication skills, manage classrooms efficiently, and

maintain ethical conduct and consistency. To cater to Generation Z learners, teachers must develop soft skills like leadership, problem-solving, emotional intelligence, and flexible teaching methods, alongside hard skills such as technological proficiency, curriculum knowledge, and administrative abilities. Overall, teachers influence social mobility, cultural appreciation, lifelong learning, and the development of responsible, innovative, and inclusive citizens, making their role indispensable for individual and societal progress.

13.7 Learning Outcomes

After studying this unit, we learned to:

- Understand the historical and societal importance of teachers.
- Identify and explain the qualities of a good teacher, including interpersonal, professional, instructional, and research competencies.
- Distinguish between soft skills and hard skills required for effective teaching.
- Develop strategies to enhance communication, leadership, classroom management, and teaching effectiveness.
- Apply methods to engage students actively and cater to diverse learning needs, including Generation Z learners.
- Evaluate personal teaching practices and identify areas for professional growth.
- Integrate creativity, technology, and practical applications into teaching.
- Foster ethical conduct, motivation, and positive learning environments for students.
- Promote lifelong learning, inclusivity, and cultural appreciation in educational settings.

13.8 Glossary

1. **Interpersonal Skills:** Abilities related to effective communication, empathy, cooperation, and collaboration in interactions with students, colleagues, and families.
2. **Professional Development:** Continuous learning and growth initiatives undertaken by teachers to enhance their teaching skills, knowledge, and pedagogical approaches.
3. **Professional Competence:** Mastery of subject matter, pedagogical awareness, technological proficiency, and understanding of psychological and sociological factors influencing education.
4. **Research Skills:** Aptitude for conducting action research, utilizing research findings, and engaging in academic writing to enhance teaching practices and inform curriculum development.

5. **Lifelong Learning:** Commitment to continuous professional growth and development through participation in training, workshops, and conferences.
6. **Hard Skills:** Tangible and technical abilities, including computer proficiency, classroom management, administrative skills, and curriculum knowledge.
7. **Soft Skills:** Intangible qualities such as communication, time management, problem-solving, emotional intelligence, leadership, and flexibility, essential for effective teaching and student engagement.
8. **Gen Z Learners:** The generation of students born from the mid-1990s to the early 2010s, characterized by their familiarity with digital technology and diverse learning needs.
9. **Curriculum:** A set of educational goals, content, and learning experiences designed to guide teaching and learning in schools or educational institutions.
10. **Adaptability:** The ability to adjust and respond effectively to changing circumstances, educational trends, and student needs.
11. **Holistic Development:** The comprehensive growth and well-being of individuals, encompassing intellectual, social, emotional, and physical aspects.
12. **Pedagogical Principles:** The fundamental theories, methods, and approaches to teaching and learning, informed by educational research and best practices.
13. **Critical Thinking:** The ability to analyze, evaluate, and synthesize information to make reasoned judgments and solve problems effectively.
14. **Ethical Understanding:** Awareness and application of moral principles and values, fostering integrity, empathy, and social responsibility among students.
15. **Inclusivity:** Creating an environment that respects and values diversity, promoting equity, and ensuring equal opportunities for all students.

13.9 Model Examination Questions

Objective Type Questions

1. What did Aristotle emphasize regarding the role of teachers?
 - A) Teachers are less important than parents.
 - B) Teachers and parents play equally important roles.
 - C) Teachers deserve more honor than parents.
 - D) Parents are solely responsible for children's education.
2. According to the passage, why are teachers considered the cornerstones of national and societal development?

- A) They focus solely on academic success.
 - B) They impart values and shape character alongside academics.
 - C) They prioritize personal achievements over societal progress.
 - D) They discourage critical thinking among students.
3. Which of the following is NOT a quality associated with effective teaching mentioned in the passage?
- A) Adaptability
 - B) Patience
 - C) Prejudice
 - D) Collaboration
4. What is one way in which teachers contribute to promoting social mobility?
- A) By enforcing strict academic standards
 - B) By fostering a supportive and inclusive learning environment
 - C) By providing unequal opportunities to students
 - D) By discouraging students from pursuing higher education
5. Which skill is emphasized as essential for teachers to manage diverse classroom dynamics?
- A) Emotional intelligence
 - B) Creativity
 - C) Problem-solving
 - D) Technical proficiency
6. What is one important soft skill mentioned for teachers in adapting to the changing educational landscape?
- A) Computer programming
 - B) Time management
 - C) Classroom management
 - D) Curriculum design
7. Why is emotional intelligence highlighted as crucial for teachers?
- A) To maintain strict discipline in the classroom
 - B) To understand and control their own emotions
 - C) To discourage students from expressing emotions
 - D) To prioritize academic achievement over emotional well-being

8. Which hard skill is essential for teachers who wish to incorporate technology into their teaching practices?
 - A) Classroom management
 - B) Time management
 - C) Administrative skills
 - D) Knowledge of computers and technology
9. What is emphasized as a vital aspect of classroom management for teachers?
 - A) Strict enforcement of rules
 - B) Creating an inclusive and welcoming environment
 - C) Ignoring students' individual needs
 - D) Focusing solely on academic achievement
10. Which qualification is typically required for most teaching jobs?
 - A) Bachelor's degree
 - B) Master's degree
 - C) Doctoral degree
 - D) High school diploma

Short Answer Type Questions

1. Explain the significance of Aristotle's statement regarding the honor of teachers compared to parents.
2. How do teachers contribute to promoting social mobility among students?
3. Discuss the importance of emotional intelligence for teachers in managing classroom dynamics.
4. What soft skills are essential for teachers to adapt to the changing educational landscape?
5. Describe the role of teachers in fostering critical thinking and innovation among students.

Long Answer Type Questions

1. Discuss the multifaceted role of teachers in society, highlighting their contributions beyond academic instruction.
2. Explore the qualities and skills that make a good teacher, emphasizing the importance of both soft and hard skills.
3. Explain the significance of continuous professional development for teachers in adapting to the evolving needs of students and education.

4. Analyze the impact of technology on teaching practices and the importance of technological proficiency for educators.
5. Reflect on the challenges and opportunities in promoting inclusivity and diversity in the classroom, discussing strategies for creating a supportive learning environment for all students.

13.10 Suggested Reading Materials

1. Books:

- "The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life" by Parker J. Palmer.
- "Teaching What You Don't Know" by Therese Huston.
- "The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom" by Stephen D. Brookfield.

2. Websites and Articles:

- Teaching Tolerance (<https://www.tolerance.org/>): Offers resources for promoting diversity, equity, and inclusivity in education.
- Edutopia (<https://www.edutopia.org/>): Provides articles and videos on innovative teaching practices and classroom management techniques.
- Teaching Channel (<https://www.teachingchannel.org/>): Features videos showcasing effective teaching strategies and professional development resources.

3. Journals and Research Papers:

- "The Journal of Teacher Education" (<https://journals.sagepub.com/home/jte>): Publishes research on teacher preparation, professional development, and classroom practices.
- "Teaching and Teacher Education" (<https://www.journals.elsevier.com/teaching-and-teacher-education>): Focuses on educational theory and practice, teacher training, and curriculum development.
- "Educational Leadership" (<https://www.ascd.org/publications/educational-leadership>): Provides insights and perspectives on leadership, teaching strategies, and educational trends.

Unit 14 - Professional Development of an English Teacher*

Structure

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14.0 Introduction

The expectations placed on teachers are evolving along with the role and operations of schools. Instructors are required to teach in classrooms that are becoming more and more multicultural, to cater to students with diverse learning needs, to use information more efficiently, and communication technology for education; to plan more within frameworks of accountability and evaluation; and to increase the involvement of parents in schools. Regardless of the quality of pre-service teacher preparation, instructors cannot be expected to be ready for every obstacle they may encounter in their profession. Inservice professional development programs have become the need of the hour to enhance the quality of teaching by ensuring that the teachers are updated and skilled.

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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: *“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.

The most crucial factors in providing high-quality ELT education in India are professional development and progress. Teachers are a major factor in raising the learning result level of pupils in non-urban schools, given the low learning outcomes in Indian schools (ASER, 2014). Attending other professional development events, such as publishing articles and research papers, attending conferences and other training, etc., can aid in one's professional growth and development. There is a close correlation between students' learning growth and professional development. Therefore, the development of teachers' careers is crucial for the success of the educational system.

14.1 Objectives

After studying this unit, you will be able to:

- Understand the aim of professional development and articulate personal professional growth goals within the context of English language teaching.

- Recognize the importance of continuous professional development in enhancing teaching effectiveness, student engagement, and overall classroom outcomes.
- Evaluate and employ various strategies for professional development, including but not limited to reflective practice, peer observation, action research, and collaboration with colleagues.
- Demonstrate the ability to actively participate in seminars, conferences, workshops, and in-service training programs, integrating new knowledge and skills into their teaching practice.
- Differentiate between seminars, conferences, workshops, and in-service training programs, and discern the specific benefits and opportunities each platform offers for professional growth.
- Critically analyze the relevance and applicability of knowledge gained from seminars, conferences, workshops, and in-service training programs to their teaching context.
- Appreciate the value of membership in professional organizations for networking, resource sharing, and staying abreast of current trends and developments in the field of English language teaching.
- Engage in collaborative learning as part of a community of teachers, fostering a culture of mutual support, sharing best practices, and ongoing professional development within their educational institution or broader professional network.

14.2 Professional Development of an English Teacher

14.2.1. Aim of Professional Development

Professional development is to provide professionals with opportunities to learn and use new skills and knowledge that will advance their careers and quality of work. Professional development is to build your knowledge base and skill set relevant to your field.

14.2.2. Importance of Professional Development

Learning is an ongoing process. It continues even after a person completes his education i.e., after receiving a degree and after beginning a career. Employability can be enhanced by updating the skills and competencies through professional development. Support must be provided by the school administration and management for promoting professional development to ensure better learning achievement by students and job satisfaction of teachers. Professional development of teachers has the following benefits:

1. Complements knowledge and broadens understanding

Professional development and continuing education opportunities can help both newcomers and seasoned professionals learn new ideas, expand their industry knowledge, and solidify their existing understanding. Those that actively seek out these learning opportunities will stand to benefit the most from them.

2. Enhances credibility and confidence.

Professional growth increases competence, which in turn increases a person's confidence in their work. Nobody enjoys believing that they are deficient in skills necessary for their area of work. Professionals can take advantage of professional development courses, continuing education, and training opportunities to boost their credibility and confidence as they acquire new skill sets and professional designations.

3. Better Learning Outcomes for Students

Since curriculum standards, school policies, and educational technology are always evolving, it can be difficult for educators to keep abreast of the best practices and latest trends. Professional development helps teachers become better and more suitable teachers, enabling them to create lesson plans that are both relevant and unique for the kids of today. Research by the Institute of Education Sciences of the U.S. Department of Education shows that teachers who take part in well-designed professional development programs can raise student success by as much as 21 percentile points.

4. Better Instructional Strategies

After receiving new teaching strategies through professional development, educators can adjust their curricula and lecture styles in the classroom to better match the needs of their students. Engaging in professional development exposes educators to novel approaches to instruction, updated assessment paradigms, and improved record-keeping practices that enhance their efficacy in both course assessments and presentations.

5. Improved Planning and Organizational Skills

Teachers may become more organized and have better time management after completing professional development programs. Ultimately, this boosts teacher output and gives them more time to focus on students instead of corrections.

6. Updated Information and Industry Perspective

Teachers are perceived to be masters of the subjects by the students. They expect the teachers to be able to answer any and every question that they ask. Teachers who participate in

professional development programs can considerably improve their expertise in their subject-matter. The more professional development an educator receives, the more information and understanding they have about the field.

7. Desire for Learning

Teachers often feel overburdened by the monotony of their work. Through professional development, they are able to break from their routine and flip to being a student for a change. Being able to interact with experts in their field keeps the teachers motivated.

8. Prepares for leadership roles

Teachers who aspire to become leaders in the field of education can grow their skills through professional development, and in order to become effective future leaders, educators must learn from more seasoned leaders.

Both teachers and students benefit from professional development, but teachers benefit most from it in terms of becoming better educators and potential school leaders.

“Only the people who take learning, growth and skill development into their hands will be tomorrow’s leaders.” – Alli Worthington.

14.2.3. Strategies for Professional Development

Making the time to practice a new skill is one of the most difficult aspects of mastering it. Studies have indicated that many of us work seventy-two hours a week, which leaves us with very little daily free time. Thus, even with a hectic work schedule, you may prioritize your professional development with these strategies:

1. Pay attention to your goals

You will probably give up on anything if you do not recognize its benefits. Ultimately, if it is not going to help you, why even try? So, when creating your learning objectives, you'll need to have a clear sense of purpose. Creating a well-defined plan of action will assist you in better managing your study time, enhancing your self-control, and increasing your drive. It will also enable you to gauge your level of advancement. Make a list of the knowledge and abilities you are most eager to acquire first. Classify them as SMART (specific, measurable, attainable, relevant, time-based) goals. You'll also recognize the significance of continuing your professional development after doing this.

2. Control distractions and impediments

Determine the challenges that could prevent you from adhering to your study plan. Go over each challenge and come up with a plan of action to get past it. For instance, you may decide to

dedicate a portion of your daily commute to learning. However, messages and emails quickly divert your attention, and before you realize it, you've forgotten everything you've learned. Thus, resolve to use your travel time solely for education. Additionally, wait until you get to work to check your daily to-do list or open emails. You may even ensure this by putting this promise in writing.

3. Develop a habit of learning

You can make a positive and permanent change and accomplish your objectives by making a habit of learning. Integrate learning into your everyday activities to achieve this. Set aside time every day for studying, no matter how little, and keep to it! To practice a new ability, you could, for instance, start work early on Mondays and Wednesdays. You could also set up a certain period each day to study. Whatever you choose to do, be sure to follow through on it consistently.

4. Establish limits

People are frequently one of the main sources of distraction. The job requests keep flooding in even if you have scheduled time during your lunch hour to keep you updated about a recent development or do an online assessment. However, other individuals might not be aware of this. Saying "no" in situations like this might be challenging. However, if you approach the situation assertively, you can safeguard your important learning time. That doesn't mean you have to be stiff or unyielding. Rather, be cordial but forceful. Tell your coworker what you hope to accomplish and request that they respect your "time out."

5. Make each minute matter.

A lot of us think that learning something new takes a lot of time. However, if you concentrate, brief slots of time can be just as productive. Making the most of every hour you have available is crucial. Examine your list of things to do first. What could you possibly accomplish in the time allotted? Seize the chance, even if you just have ten minutes to spare. Make use of this time to cram in some additional education. Make sure you direct your energy in the right direction. Reduce distractions, for example, by turning off your phone, finding a quiet place, and exiting out of your chat apps. You can also learn time-saving techniques like mind mapping, speed reading, and using bite-sized training materials to make the most of your limited time.

6. Make the most of your education

After they have finished everything else, a lot of people choose to focus on their professional development. Even though it may be tempting, consider how you typically feel after doing everything on your to-do list: exhausted. Rather, attempt to plan your studying for periods

of the day when you're most likely to have lots of energy. For instance, you might wake up in the morning feeling incredibly energized, but you might feel a little slow just after lunch.

7. Determine your unique learning style.

Each person learns in a different way. Some folks might rather read while making notes. Others pick up knowledge by action. You will learn more effectively once you determine your unique learning style. If you find videos more fascinating than textbooks, for example, the time you spend plodding through a textbook could be better spent. But keep in mind that various learning methods may fit various learning types, so try out a few different approaches and see which works best for you on each subject.

8. Collaborate

Learning with others can frequently increase enjoyment and engagement. They can offer guidance and support, as well as assist in keeping you motivated. It can also help you stay focused on your primary goals if you have someone monitoring your progress. Find out if your coworkers would be open to scheduling more time for education. If so, why not establish a study club or just read and learn together for a while? Together, you may even enroll in a class or take an online course. By using social networking sites like LinkedIn and Twitter, you can also find other professionals in your area who have an interest in learning or who can offer advice and training.

9. Tutor a person or accept mentoring

According to Kristine Tuazon, Principal Consultant at Good People HR, mentoring is invaluable. It gives you the chance to get firsthand knowledge from those who have dealt with many of the difficulties you may be encountering. According to Tuazon, "a good mentor will help you avoid the pitfalls and mistakes they may have made." Furthermore, never undervalue the advantages of serving as a mentor to another person.

10. Utilize every opportunity

Make the most of every professional development and training program offered, as well as any others you believe may further your career.

Check Your Progress:

1. Professional development helps to build _____ and _____ relevant to your field.
2. Teachers who participate in professional development programs can considerably improve their _____ in their subject-matter.

14.3 Teacher participation in Seminars, conferences, workshops and in-service training programs.

"Activities that develop an individual's skills, knowledge, expertise, and other characteristics as a teacher" is the wide explanation of professional development given to teachers.

The definition acknowledges that there are numerous approaches to providing development, from formal to informal. Collaboration amongst schools or teachers inside schools (e.g., observational visits to other schools or teacher networks) might make it available, through formal qualification programs, workshops, or courses led by outside experts, or through any combination of these methods. Professional development can be facilitated by group planning and instruction, coaching and mentoring, and the sharing of best practices.

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. Let us try to understand these programs.

14.3.1 Seminar

One of the most popular methods for disseminating knowledge on a particular subject and fostering higher order cognitive skills—analysis, synthesis, assessment, and observation—as well as participant cooperation and tolerance is the seminar. It is a structured, small-group discussion with a defined agenda. A theme or collection of papers is presented by a speaker, and everyone in attendance discusses it. The chairperson facilitates, leads, coordinates, and arranges the conversation in a methodical manner to maximize time, resources, and reap additional advantages.

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 share 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.

Advantages of Seminars

1. It encourages the capacity for comprehension and insight.
2. It gives a methodical presentation of the subject.
3. The individuals' ability to think is stimulated.
4. It encourages communication amongst participants and aids in the development of their capacity for inquiry.
5. It fosters the growth of independence, confidence, cooperation, and responsibility.
6. It assesses how well participants can organize, formulate, and present information in a methodical way.
7. It is a sophisticated form of socialization that fosters interest in academic endeavors.
8. Because it offers constructive criticism for advancement, it is highly inspiring and stimulating.
9. This method not only raises cognitive capacities but also fosters the development of emotive qualities in participants, such as regard for others' feelings, cooperation, tolerance for different points of view, and openness to new ideas.
10. It encourages attendees to continue individual study, participate in post-seminar conversations, and other learning behaviors.
11. Because seminars put the learner at the center of the process, they are very beneficial for instruction.

Limitations

1. It is not possible to organize a seminar covering every topic.
2. Not all educational levels can use it. Due to its requirement for socioemotional development, it cannot be employed for lower school levels.
3. Occasionally, it is seen that a small number of speakers control the seminar, which annoys a lot of other attendees.
4. The seminar's goal is not achieved since, throughout the discussion, two groups—those opposed to and those in favor of the theme—emerge.
5. Seminars can lose their effectiveness when criticism is offered just for the purpose of criticism. The educational environment is therefore not conducive to learning.
Nowadays, seminars are also organized online that are known as Webinars.

14.3.2 Conference

A conference is an assembly of people convened to have a conversation on a specific task in a specific amount of time. It is planned to talk about contemporary issues and offer a practical answer. The following goals are being pursued at the cognitive and affective levels through the conference which includes the development of analytical, synthesis, evaluation, reasoning, and critical thinking skills; expressiveness and observational skills; problem-solving sensitivity; and the capacity to thoroughly examine facts, ideas, and issues.

In short, a conference is 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 refreshed. Virtual conferences are organized with the help of conference tools, such as Zoom, Google Meet, etc. A report detailing the goals, topic, conversations, and conclusions of the conference is released to spread the knowledge to other individuals operating in the same field.

Benefits

- (i) It serves as a tool for honing problem-solving, analytical, synthesis, critical thinking, and evaluation skills.
- (ii) A conference is the ideal setting for fostering democratic ideals among attendees, such as tolerance, cooperation, camaraderie, and respect for differing viewpoints.
- (iii) It fosters the habit of autonomous study and facilitates independent thought on a subject of shared interest.
- (iv) It demonstrates the participants' interest in the topic under discussion.
- (v) It gives participants a meaningful way to communicate their thoughts and emotions.
- (vi) It aids in the development of polite inquiry, clarification seeking, presentation of one's own viewpoint, and defense of the opinions of others.

Drawbacks:

- (i) Without the participation of observers or recorders, it is exceedingly impossible to assess the conference's outcome.
- (ii) The conference discussion is limited to a predetermined topic, as mentioned earlier. As such, it is restricted to the problems inside the problem.

(iii)The more accomplished speakers dominate the conversation, and few people are given the chance to contribute.

14.3.3 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 demonstrations, discussion, and hands-on activities. It is followed by hands-on activities based on the theme of the workshop. The workshop is practical. This method is acknowledged as the most effective for resolving issues related to the teaching profession, meeting the instruction-based needs of pre-service teachers, helping in-service teachers develop their ability to work independently, using teaching strategies effectively, and training new teachers in the field. It is designed to help teachers acquire certain skills because it is skill-based. For instance, 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.

Phases of the Workshop:

Depending on the type of work assigned, a workshop can last anywhere from three to 10 days or longer. The typical timetable includes lectures, film screenings, school visits, small group and general sessions, individual work and study time, and the presenting of workshop reports.

- (i) **Orientation:** Experts are asked to present the standard approach to the subject. Professionals offer precise examples and instructions for use in the classroom.
- (ii) **Group Tasks:** Based on topic matter, several small groups are formed, and each group is assigned an expert to oversee and provide appropriate assistance to all members of the group. To do the task in the allotted time, each participant works individually. At the conclusion, they have group discussions about finishing the prescribed assignment.
- (iii) **Reporting:** At this point, all groups gather in one location to present the work they completed in the previous stage. Participants are given the chance to offer feedback and recommendations for future development. Professionals are available to offer recommendations on several facets of the report.
- (iv) **Follow-up:** After the session, the trainees are expected to finish their assignment and assess its applicability at their respective institutions. They are also welcome to get together and share their experiences with applying the new methods.

In a workshop, practical issues that have come up from the day-to-day operations of teaching are thoroughly considered. Collaboratively, we solve challenges by combining our knowledge and resources. The focus of the workshop is on building rapport and a sense of interconnectedness through informality. It is imperative that workshop participants have access to a library and other relevant source materials. It is also crucial that at the end of a session, participants assess their learnings and generate opinions about how far they have come. Now, teachers in workshops are able to identify the issues they are facing, offer specific solutions, and lay out a clear plan for how the outcomes will be evaluated.

14.3.4 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.


In addition to knowing the "what" and "how" of their career, a "professional" teacher must also understand the "why" and "when" of their practice. Thus, it follows that a professional teacher is not just an expert in their field and a highly skilled "technician," able to carry out expertly determined objectives and deliver standardized lessons with effectiveness, without considering the realities of everyday life in classrooms and schools. Rather, a professional teacher is a "transformative intellectual," able to critically and reflexively consider the reasons behind their actions and always seeking to understand the nature of education and bring about liberating change. Such professional practice knowledge today stems from critical engagement with the area as well as being up to date with the most recent literature in the field. A methodical and adaptable plan for offering teachers opportunities for professional growth will support their growth as unique individuals with their own "professional judgments."

Furthermore, since the environment in which we live and work is changing quickly, we must all be ready for the unknowable future. As a result, it is imperative that educators and students alike acquire the critical competences and 21st-century skills recommended by UNESCO in

Education for Sustainable Development (ESD) (UNESCO, Teaching the Sustainable Development Goals, 2015).

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 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 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>		

Academy for Professional Development of UrduMedium Teachers (APDUMT) https://www.jmi.ac.in/apdut		
Urdu Academy (https://www.amu.ac.in/academies/urdu-academy)		

Check your progress:

1. _____ is a structured, small-group discussion with a defined agenda.
2. _____ are organized with the help of conference tools like zoom, google meet etc.
3. What are the four Phases of the Workshop?
4. An in-service training program is a _____ or _____ duration program.

14.4 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.



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.

The 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 5.1

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

14.5 Teacher as a Community of Learners

The concept of "Teacher as a Community of Learners" embodies a profound shift in the role of educators, emphasizing their active engagement in ongoing learning processes alongside their students. No longer confined to the traditional role of knowledge dispensers, teachers now

form dynamic communities where continuous learning, collaboration, and reflection are central. This shift is significant, heralding a departure from authoritarian models of teaching towards participatory approaches that enhance teaching efficacy, student engagement, and overall learning outcomes. Grounded in principles of lifelong learning, collaboration, reflection, and adaptability, this paradigm promotes a culture of professional development and growth. Practical implementation involves establishing Professional Learning Communities (PLCs) within schools or districts, engaging in action research to address specific challenges, and actively participating in various learning opportunities such as workshops, seminars, and online courses. By embracing the role of teacher as a community of learners, educators foster a transformative approach to education, one that cultivates collaboration, fosters innovation, and ultimately enhances the learning experiences of students. 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 Duos, 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.”

Check Your Progress

1. The traditional role of a teacher is that of a _____.
2. The teacher remains a _____ throughout his/her life.
3. Teaching is not possible without _____.

14.6 Summary

Professional development is essential for English teachers to enhance their teaching effectiveness and student engagement. This content delves into various aspects of professional development, beginning with understanding its aim and recognizing its significance. Learners explore diverse strategies such as reflective practice and collaboration to improve their teaching skills. They also learn how to actively engage in seminars, conferences, workshops, and in-service training programs, gaining insights and incorporating new ideas into their teaching practice. Understanding the distinctions between these platforms helps teachers maximize their learning opportunities. Additionally, the importance of joining professional organizations for networking and staying updated with industry trends is emphasized. Finally, teachers are encouraged to embrace a collaborative learning approach, contributing to a supportive community of educators committed to continuous improvement in English language teaching.

14.7 Learning Outcomes

After studying this unit, we learned to:

- Explain the aim and importance of professional development for English teachers.
- Differentiate between professional growth and professional development.
- Identify and apply strategies for continuous professional development, including reflective practice, peer observation, and collaborative learning.
- Describe the roles and benefits of seminars, conferences, workshops, and in-service training programs for teachers.
- Participate effectively in professional development programs and integrate learned knowledge into classroom practice.
- Recognize the value of membership in professional organizations for networking, resource sharing, and career advancement.
- Understand and practice the concept of teachers as a community of learners, both offline and online.
- Utilize collaborative networks and technology tools for ongoing professional learning.
- Enhance instructional skills, classroom management, and student engagement through professional development.
- Foster leadership, team spirit, and lifelong learning as part of professional growth

14.8 Glossary

- **Professional Development:** The process of improving and enhancing one's skills, knowledge, and abilities related to their profession, in this case, English teaching.
- **Reflective Practice:** A method of self-assessment and self-improvement where teachers critically analyze their own teaching methods and experiences to make informed adjustments and improvements.
- **Peer Observation:** A professional development practice where teachers observe and provide feedback to their colleagues to promote collaborative learning and growth.
- **Seminars:** Educational sessions or meetings where individuals gather to discuss and learn about specific topics related to English teaching, often led by experts in the field.
- **Conferences:** Larger-scale events where professionals in the field of English teaching gather to present research, share best practices, and engage in discussions on various aspects of teaching.
- **Workshops:** Interactive sessions designed to provide practical skills and knowledge through hands-on activities, discussions, and group work.
- **In-service Training:** Professional development opportunities provided to teachers while they are actively teaching, often organized by educational institutions or authorities to address specific teaching needs or areas of improvement.
- **Professional Organizations:** Associations or societies comprised of English teachers and educators that provide resources, networking opportunities, and support for professional development.
- **Community of Learners:** A group of teachers who engage in collaborative learning, sharing ideas, experiences, and resources to enhance their teaching practice collectively.
- **Networking:** Building relationships and connections with other professionals in the field of English teaching for mutual support, sharing of ideas, and learning opportunities.

14.9 Model Examination Questions

Objective Type Questions

1. Professional development primarily aims to:
 - (a) Increase salary of teachers
 - (b) Provide teachers with opportunities to learn and apply new knowledge and skills
 - (c) Reduce classroom workload

- (d) Replace pre-service teacher education
2. Which of the following is a key benefit of professional development for teachers?
- (a) Better learning outcomes for students
 - (b) Reduction in working hours
 - (c) Less responsibility in school
 - (d) Avoiding professional growth
3. Professional growth differs from professional development in that it:
- (a) Focuses on career advancement and promotions
 - (b) Focuses on attending workshops
 - (c) Only improves subject knowledge
 - (d) Excludes collaboration with peers
4. Which of the following is considered a structured, small-group discussion to share ideas and knowledge?
- (a) Conference
 - (b) Seminar
 - (c) Workshop
 - (d) In-service training
5. Workshops are primarily based on:
- (a) Lectures only
 - (b) Hands-on activities and skill development
 - (c) Online discussions
 - (d) Publishing research papers
6. In-service training programs are designed for:
- (a) Pre-service teachers only
 - (b) School administrators only
 - (c) In-service teachers for skill enhancement and professional growth
 - (d) Students only
7. Which of the following statements is true about a teacher as a community of learners?
- (a) Teachers only deliver knowledge and do not learn
 - (b) Teachers continuously learn, collaborate, and share best practices with peers
 - (c) Teachers work individually without interaction
 - (d) Teachers avoid online learning

8. Membership in professional organizations benefits teachers by:
 - (a) Limiting access to resources
 - (b) Providing networking opportunities, access to resources, and professional guidance
 - (c) Increasing classroom workload
 - (d) Replacing formal education
9. According to NEP 2020, each teacher is expected to participate in at least how many hours of Continuous Professional Development (CPD) annually?
 - (a) 20 hours
 - (b) 50 hours
 - (c) 100 hours
 - (d) 10 hours
10. Which of the following is NOT a limitation of seminars?
 - (a) A small number of speakers may dominate the discussion
 - (b) Not suitable for lower school levels
 - (c) Cannot cover every topic
 - (d) Enhances cognitive and emotional skills of participants

Short Answer Type Questions

1. What is the primary aim of professional development for English teachers?
2. Why is continuous learning considered essential for teachers in enhancing their teaching effectiveness?
3. Name two strategies commonly used in professional development for English teachers.
4. How does reflective practice contribute to the professional growth of English teachers?
5. What is the role of peer observation in the professional development of teachers?
6. Differentiate between seminars and conferences in terms of their format and objectives.
7. What are the key characteristics of a workshop as a professional development activity?
8. How does participation in in-service training programs benefit English teachers?
9. Why is membership in professional organizations recommended for English teachers?
10. Explain the concept of teachers as a community of learners and its significance in professional development.

Long Answer Type Questions

1. Discuss the aim and importance of professional development for English teachers. How does continuous learning contribute to teaching effectiveness and student outcomes?

2. Explore various strategies employed in professional development for English teachers. How can reflective practice, peer observation, and collaboration with colleagues enhance teaching skills and classroom dynamics?
3. Compare and contrast seminars, conferences, workshops, and in-service training programs as avenues for professional growth in English language teaching. What unique opportunities does each platform offer for teachers?
4. Evaluate the significance of participation in professional organizations for English teachers. How does membership in such organizations facilitate networking, resource sharing, and staying updated with industry trends?
5. Reflect on the concept of teachers as a community of learners. How does collaborative learning contribute to ongoing professional development among educators? Discuss the benefits and challenges of fostering a culture of mutual support and shared learning within educational institutions.

14.10 Suggested Reading Materials

1. Websites and Online Platforms:

- British Council Teaching English: Offers a wide range of resources, webinars, and articles on professional development for English language teachers. (<https://www.teachingenglish.org.uk/>)
- TESOL International Association: Provides professional development resources, online courses, and webinars for English language educators worldwide. (<https://www.tesol.org/>)

2. Books:

- "Reflective Practice in English Language Teaching" by Steve Mann and Steve Walsh: Explores the concept of reflective practice and its application in English language teaching.
- "How to Teach English" by Jeremy Harmer: Offers practical guidance and strategies for English language teachers at various levels of experience.
- "Professional Development for Language Teachers" by Jack C. Richards and Thomas S. C. Farrell: Provides insights into effective professional development practices for language educators.

3. Journals and Articles:

- ELT Journal: Publishes research articles, case studies, and reviews related to English language teaching and professional development.
- TESOL Quarterly: Features scholarly articles, research studies, and theoretical discussions on English language teaching and learning.

4. **Online Courses and MOOCs:**

- Coursera: Offers courses such as "Teaching EFL/ESL Reading: A Task-Based Approach" and "Teaching ESL/ELL Reading: A Systematic Approach."
- edX: Provides courses like "Teaching EFL/ESL Reading: A Task-Based Approach" and "English for Teaching Purposes."

5. **Podcasts:**

- "The TEFL Show": Discusses various topics related to English language teaching, including professional development strategies and challenges.
- "The TESOL Toolbox Podcast": Explores practical tips, techniques, and resources for English language educators.

Unit 15 - Innovative Practices in Teaching English - Synectics, CLIL, MALL and Reflective Practice*

Structure

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15.0 Introduction

Innovative practices in teaching English have become increasingly vital in today's dynamic educational landscape. With the global prominence of English as a lingua franca in business, academia, and technology, educators are challenged to devise creative strategies to engage learners effectively. Traditional methods, while foundational, often fail to capture the diverse needs and learning styles of contemporary students. Hence, educators worldwide are exploring innovative approaches that blend modern pedagogical theories with cutting-edge technologies to enhance language acquisition and proficiency.

Innovative practices in teaching English seeks to delve into the forefront of pedagogical innovation, examining emerging trends, best practices, and transformative approaches that redefine the teaching-learning paradigm. By fostering creativity, critical thinking, and collaboration, these innovative practices aim not only to enhance language proficiency but also to cultivate global citizenship and intercultural understanding among learners.

Innovative practices in teaching English have evolved to encompass a diverse array of methodologies and approaches, each designed to engage learners effectively and foster language acquisition in meaningful ways. Among these innovative practices, Synectics, Content and Language Integrated Learning (CLIL), Mobile-Assisted Language Learning (MALL), and Reflective Practice stand out as transformative strategies that have reshaped the landscape of English language education.

Teachers should embrace innovative practices in teaching English. Innovative means doing something in a new way that is different from the old one. Incorporating these innovative practices into English language teaching not only enriches the learning experience but also empowers educators to cultivate learners' linguistic competence, critical thinking skills, and cultural awareness.

15.1 Objectives

The objectives of this Unit are to:

- Understand the concept of Synectics, CLIL, MALL and reflective practice and its application in teaching English.
- Explore various techniques and strategies used in Synectics, CLIL, MALL and reflective practice to stimulate creative thinking and problem-solving skills in language learners.

- Apply Synectics, CLIL, MALL and reflective practice principles to develop engaging and interactive English language lessons that promote critical thinking and linguistic creativity.
- Evaluate the effectiveness of Synectics, CLIL, MALL and reflective practice activities in enhancing language acquisition and communication skills among learners.

15.2 Synectic Model of Teaching

Teaching models play a crucial role in the instruction of English language learners. It creates a methodical approach to teaching and studying English. The model was defined as follows by Bruce Joyce and Marsha Weil in 1980: "A model of teaching is a set of interrelated components placed in a sequence whereby gives directions for achieving a particular objective." It facilitates the creation of educational activities and offers a setting in which these activities can be carried out to meet the predetermined goals. The Greek word "synectics" refers to the combining of many concepts. In 1961, William J. Gordon created the Synectic model. The Synectic educational paradigm uses a variety of metaphoric thinking techniques to stimulate students' creativity and help them understand familiar concepts in fresh ways—a process known as "generative thinking." Gordon's thesis was that creative thinkers frequently employ analogical reasoning to bolster original perspectives on topics or challenges.

Through guided procedures and activities, the Synectic's Module can awaken the "creative thinker" in every student, even though some may very well be more creative than others. This lesson focuses on applying metaphoric thinking to think about things we already know in novel ways, rather than "re-inventing the wheel"! A class brainstorming exercise can be used to introduce the Synectic's Module and set the stage for individual and small group activities that encourage students to learn in more imaginative and enjoyable ways. This Units aims to foster deeper thinking, new perspectives on old topics, and class discussion, to name a few advantages. This paradigm places a strong emphasis on the value of creativity in all teaching and learning activities. A deeper comprehension of the problems results from learners using more creative expression, problem-solving strategies, and social interactions.

As a result, young students are exposed to an irrational and fantastical environment to generate new ideas for solving problems from their point of view.

15.2.1 Basic Assumptions of the Synectic Model

To construct and implement Synectics as a teaching or training procedure, Gordon relied on a few fundamental presumptions about the nature, process, and evolution of creativity.

1. The development of outstanding works of art, music, or innovative inventions in any one of the fields is not always a prerequisite for creativity.
2. The creative process is not confusing at all. It may be explained, and teaching or training the kids can enable them to become more creative
3. It is false to believe that creation is a very personal experience. Creativity is the same whether it is displayed individually or in collaboration with other group members.
4. Analyzing the creative process consciously and using the right tools and resources to foster it can greatly improve the creative potential of both people and groups.
5. Analog and compressed conflict metaphoric exercises can aid in offering essential framework for the growth of imagination and insight into daily activities to turn creativity into a deliberate process and regulated exercise.
6. By realizing and actively managing the part of their emotions that are illogical, both the individual and the group can become more creative.

15.2.2 Steps of the model

There are four main steps in this model: Direct Analogy, Personal Analogy, Analogy Contrast, and New Analogy. Let us 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.

An exercise that challenges individuals or groups of students to find behavioral, symbolic, or physical connections between the unfamiliar and the familiar, as well as the ability to describe these newly identified relationships, is essential to a successful synectics course. A query or assignment that stimulates novel concepts and ideas is known as a synaptic trigger mechanism. For instance, students studying form and function in biology are shown images of various car models, including SUVs, sports cars, sedans, and others, as well as images of animals with certain anatomical modifications. Here, images are utilized to draw comparisons between seemingly unrelated objects, such a fast sports vehicle and a cheetah.

15.2.3 The Synectic Model's Structure

The Synectic paradigm is composed of two strategies:

1. Investigating the unknown
2. Producing a novel idea

15.2.4 Exploring the Unfamiliar

There are seven stages involved in exploring the unknown.

- The instructor introduces a new subject and offers information in the first phase.
- During the second phase, the instructor offers a clear parallel and asks the class to interpret it.
- The teacher uses the pupils as the direct analogy in the third phase.
- Students revisit the initial subjects in the fourth and fifth phases, this time on their own terms.
- Students can offer their own direct example and point out similarities and differences in the final phase.

15.2.5 Creating Something New

There are seven stages involved in creating anything new.

- The teacher receives the students' descriptions of the current situation in the first phase.
- The teacher identifies the task and states the challenges in the second phase.
- The students offer direct analogies in the third step; choose one and investigate it.
- The students choose a personal analogy for the fourth phase.
- They use their description in the fifth phase.

- They develop and choose in the sixth phase using a direct analogy based on disputes.
- The final stage allows the instructor to return to the initial assignment.

15.2.6 Social System

The teacher initiates and guides the students in this moderately structured style. The instructor presents his lessons in psychological order. It fosters an atmosphere where students can grow intellectually and emotionally and enjoy their educational experiences. The ability to be internally and self-motivated is crucial for learners to solve problems.

15.2.7 Support System

The instructor gives the students access to a variety of resources to help foster greater creativity among individuals and in groups. For the students to give the scientific problem substance, they must first face it. To determine the answer, they must carry out a few tasks. When training for creativity, the smaller group can function well.

15.2.8 Classroom Application

1. Make sure each kid has a Synectic graphic organizer.
2. Situation specificity applies to this teaching aid. Give careful thought to the notion, idea, circumstance, event, or state that you would like your pupils to investigate.
3. To get your own analogical reasoning started, use a synectic trigger mechanism, such as a picture, poetry, song, drawing, etc.
4. Draw inspiration from the natural or man-made world, historical parallels, your school, etc.
5. Construct a personal comparison for any of the preceding topics.
6. Make use of concepts unrelated to the item.
7. Look for another parallel if this one is so clear-cut that anyone can "get it" right away without having to think outside the box.
8. Examine the connections you think your comparison makes.
9. Practice creating analogies by using instances of easily recognizable similarities before starting with personal situations.
 - A shark and a torpedo are similar because
 - Due to a similarity between solar panels and wind turbines,
10. Next, move on to analogies that call for higher levels of abstraction.
 - Making coffee is like getting an idea because ... / Operating an electric vehicle is similar to filing taxes because ...

15.2.9 Classroom Management

1. You should demonstrate the procedure to students who are unfamiliar with synectics by giving your own comparison and outlining the linkages for the class.
2. Assign terms to each of the four quadrants in a hurry to the students. The choice of these words should not be made with much care.
3. In the center box, ask students to insert the thought, idea, situation, etc. that you wish to investigate.
4. Assign pupils to finish this sentence stem for every quadrant: The object in the quadrant and the word in the middle box are similar because
5. Give the class a few at-random instances of student analogies.

15.2.10 Advantages of the Synectic Model

1. A precise description of the issue
2. As a result, the problem is completely grasped before the ideal remedy is offered.
3. Promotes tolerance for complexity and seeming contradiction
4. Activates the left brain, which is the reasoner, and the right brain, which is the dreamer.
5. Encourages original ideas, inventions, and free-thinking states of mind

15.2.11 Disadvantages of the Synectic Model

1. The procedure could take a while.
2. Throughout the entire process, the user must maintain extreme attentiveness.
3. The ability to fantasize and the will to do so are prerequisites for successful outcomes.
4. It is more effective when applied to single problems as opposed to multilayered ones (but it can be used to the latter as well, albeit it will demand more work from the participants).
5. The group leader must put up a lot of work to steer the conversation, frame the original issue, and determine the intended solution.

Check Your Progress
<ol style="list-style-type: none">1. Evaluate the importance of creativity in education and its role in the Synectic Model of Teaching.2. Explore how the Synectic Model differs from traditional teaching methods and how it promotes imaginative thinking and problem-solving skills in students. <hr/> <hr/> <hr/>

15.3 Content and Language Integrated Learning (CLIL)

Content and Language Integrated Learning (CLIL) emerged as a pedagogical approach in 1994, coined by David Marsh from the University of Jyväskylä, Finland. Marsh described CLIL as a method where subjects, or parts of subjects, are taught through a foreign language, aiming at both content acquisition and language proficiency simultaneously. The essence of CLIL lies in integrating language learning with other academic subjects, thus enriching students' understanding of both the subject matter and the target language.

CLIL represents a departure from traditional language instruction by emphasizing the interconnectedness of language and content. Instead of treating language learning as a separate discipline, CLIL integrates language instruction seamlessly into various subjects, such as history, geography, mathematics, and sciences. This integration fosters a holistic approach to learning, enabling students to acquire both subject-specific knowledge and language skills concurrently.

Within the realm of bilingual education, CLIL finds expression through diverse methodologies, including immersion, content-based instruction (CBI), content-based language teaching (CBLT), and English medium instruction (EMI). In schools adopting CLIL, subjects are taught in the target language, such as English, thereby immersing students in authentic language contexts while engaging with academic content.

CLIL facilitates language acquisition by providing meaningful contexts for language use in real-life situations. By utilizing English as the medium of instruction across various subjects, students develop proficiency and fluency in the language through practical application and interaction with subject matter content.

In essence, CLIL represents a paradigm shift in language education, emphasizing the symbiotic relationship between language and content knowledge. By integrating language learning with academic subjects, CLIL empowers students to become proficient bilingual learners, equipped with both subject-specific competencies and language proficiency essential for success in a globalized world.

15.3.1 The elements of a CLIL lesson in foreign language teaching

1. **Implicit Language Learning:** In CLIL, language acquisition occurs implicitly, emphasizing natural language use through conversation, observation, and social interaction. Grammar instruction takes a backseat, with the focus instead on meaningful communication and language application.

2. **Subject-Focused Learning:** Students engage with a specific subject of interest, such as mathematics or woodworking, within the CLIL framework. The integration of language learning with subject matter enhances motivation and facilitates a deeper understanding of the content.
3. **Accessible Implementation:** Language teachers need not possess expertise in the target subject (e.g., biology) to incorporate CLIL into their lessons. CLIL can be seamlessly integrated into language instruction, regardless of the teacher's familiarity with the content, thereby broadening its applicability across diverse educational contexts.

15.3.2 Elements of a Successful CLIL Lesson (4Cs Curriculum)

Four components form the foundation of a successful CLIL lesson, ensuring that students not only acquire language skills but also develop a deeper understanding of subject matter content, communication, critical thinking abilities, and cultural awareness.

- a. **Content:** Progression in knowledge, skills, and understanding aligned with a defined curriculum. CLIL lessons aim to impart subject-specific content while simultaneously developing language proficiency.
- b. **Communication:** Students use language as a tool for learning while simultaneously learning to use language effectively. Communication skills are honed through active engagement with subject matter content.
- c. **Cognition:** CLIL fosters the development of thinking skills by linking concept formation, understanding, and language use. Students are encouraged to think critically and make connections between abstract concepts and linguistic expressions.
- d. **Culture:** CLIL exposes students to alternative perspectives and shared understandings, fostering cultural awareness and deepening their understanding of self and others. By exploring diverse cultural contexts, students develop intercultural competence and empathy.

15.3.3 Benefits of CLIL for Language Acquisition

Due to its many advantages for teachers and language learners alike, the CLIL approach has become more and more popular in language instruction. The following are some of the main advantages of teaching language with CLIL lessons:

1. **Enhanced language proficiency:** By utilizing language to master other subjects, CLIL enables students to acquire a second language in a relevant setting. When compared to conventional techniques of language training, this approach has the potential to improve language proficiency.

2. **Real-world language use:** CLIL exposes students to language use that is genuine and authentic. They come across and employ language in real-world situations, which can enhance language acquisition and advance their communication abilities.
3. **Enhanced student motivation:** When students perceive a clear goal for learning a new language, studying in a foreign language can be motivating for them. It may encourage sincere curiosity about the language and the matter being taught.
4. **Improved cognitive abilities:** As students interact with challenging material in a second language, CLIL promotes the growth of cognitive abilities including analytical reasoning, problem-solving, and critical thinking.
5. **Cultural awareness:** CLIL sessions frequently cover cultural facets of the language being taught, giving pupils a deeper comprehension of the beliefs, practices, and way of life of language natives.
6. **Transferable skills:** Students gain knowledge and abilities in the subject matter and the target language that they may use in a variety of academic and professional settings in the real world.
7. **Multilingual readiness:** By enabling students to use many languages for study and communication, CLIL can help them get ready for a multilingual society.
8. **Better academic performance:** Studies reveal that CLIL students frequently achieve academic success in both language and content areas, attesting to the efficacy of this strategy.
9. **Global competence:** In our increasingly interconnected world, CLIL can assist students in gaining a global perspective as well as increased cultural sensitivity and awareness.
10. **Collaboration among teachers:** CLIL promotes cooperation among subject and language instructors, which in turn fosters a cooperative approach to education and professional development.
11. **Opportunities for ongoing professional development** and advancement are provided by language educators who use the CLIL approach. These educators frequently need to broaden their knowledge and skill sets.
12. **Adaptable pedagogy:** CLIL is a versatile teaching approach that can be applied to a range of academic settings, including universities and primary schools, as well as multiple languages and subject areas.

15.3.4 Challenges of Content and Language Integrated Learning

1. **Initial Challenges:** Learners may initially find it challenging to navigate the simultaneous focus on both the subject matter and the use of a new language. This dual emphasis can create confusion and require learners to adapt their learning strategies.
2. **Transition to Routine:** Assignments, group work, and classroom discussions play a crucial role in helping students adjust to the CLIL approach. Over time, these activities help students establish a routine, making the integration of language and content more manageable and less daunting.
3. **Teacher Preparation:** Effective CLIL teaching requires substantial preparation from educators. Teachers need to deepen their understanding of the target subject to develop suitable learning materials and deliver instruction efficiently. This investment of time is essential, particularly when ready-made content is not readily available.
4. **Comprehension of Subject and Language:** CLIL classes should be designed to ensure that students grasp both the subject matter and the foreign language used in instruction. Teachers must strike a balance to ensure that students achieve proficiency in both areas.
5. **Differentiated Instruction:** Teachers must be attentive to the individual needs, skills, and difficulties of each student. By scaffolding learning activities according to students' learning processes, educators can provide targeted support and ensure that all students can effectively engage with the content and language.
6. **Use of Concept Checking Questions:** Concept checking questions are invaluable tools for CLIL teachers. These questions help teachers assess students' understanding of both the subject matter and the language used to teach it, enabling educators to adjust instruction as needed and address any misconceptions or gaps in learning effectively.

Check Your Progress

Discuss the concept of Content and Language Integrated Learning (CLIL) and its significance in foreign language education. How does CLIL differ from traditional language instruction methods? Provide examples to illustrate the effectiveness of CLIL in enhancing both language proficiency and subject knowledge

15.4 Mobile Assisted Language Learning (MALL)

Mobile Assisted Language Learning (MALL) refers to the use of mobile devices such as smartphones and tablets to support and enhance language learning. It leverages technology to extend language acquisition beyond the traditional classroom environment.

The rapid growth of telecommunication worldwide—particularly in India—has brought MALL into greater focus. In many contexts, Mobile Assisted Learning and Computer Assisted Learning are used interchangeably. The expansion of social media, the decreasing cost of mobile services, and the vast availability of online resources have significantly benefited learners. Consequently, Mobile Assisted Language Learning has emerged as a popular and effective approach in modern education.

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.

15.4.1 Principles/Elements of Mobile Assisted Language Learning

1. **Accessibility:** MALL allows learners to access language learning materials anytime, anywhere, providing flexibility and convenience.
2. **Interactivity:** Interactive features such as quizzes, games, and multimedia content engage learners actively in the learning process, promoting better retention and understanding.
3. **Personalization:** MALL applications often offer personalized learning experiences tailored to individual learner preferences, levels, and goals.

4. **Multimedia Integration:** Integration of various multimedia elements, including audio, video, and interactive exercises, enhances learning by catering to different learning styles and preferences.
5. **Sociocultural Context:** MALL applications may incorporate features that immerse learners in the target language's sociocultural context, such as authentic texts, videos, and cultural insights.
6. **Feedback and Assessment:** Immediate feedback mechanisms and progress tracking tools enable learners to monitor their performance and receive timely guidance for improvement.

15.4.2 Advantages of Mobile Assisted Language Learning:

1. **Flexibility:** Learners can engage in language learning activities at their own pace and convenience, fitting learning around their busy schedules.
2. **Portability:** Mobile devices allow learners to carry their language learning materials wherever they go, enabling learning opportunities during commute or travel.
3. **Engagement:** Interactive and multimedia-rich content fosters active engagement and motivation, making language learning more enjoyable and effective.
4. **Accessibility:** MALL facilitates access to a vast array of language resources, including online courses, language apps, and authentic language materials, regardless of geographical location.
5. **Personalization:** MALL applications often offer adaptive learning features that cater to individual learner preferences and proficiency levels, promoting personalized learning experiences.

15.4.3 Limitations of Mobile Assisted Language Learning

1. **Technical Limitations:** Variability in device specifications, internet connectivity issues, and compatibility issues with different operating systems may hinder the effectiveness of MALL applications.
2. **Distraction:** The same devices used for language learning may also offer numerous distractions, such as social media and entertainment apps, which can divert learners' attention away from language learning tasks.
3. **Lack of Human Interaction:** MALL may lack the interpersonal interaction found in traditional classroom settings, limiting opportunities for oral communication practice and social interaction in the target language.
4. **Quality of Content:** The quality and accuracy of language learning materials available on mobile platforms can vary significantly, with some resources lacking authenticity or pedagogical effectiveness.

5. **Digital Literacy Requirements:** Effective use of MALL applications may require a certain level of digital literacy, which could pose challenges for learners with limited access to technology or digital skills.

Check Your Progress

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.

15.5 Reflective Practices in Language Learning

Definition: Reflective practice in language learning involves learners systematically analyzing and evaluating their language learning experiences, strategies, and progress. It emphasizes self-awareness, critical thinking, and metacognition to enhance language learning outcomes.

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.

15.5.1 Elements of Reflective Practice

1. **Self-Reflection:** Learners engage in introspection to identify their strengths, weaknesses, and areas for improvement in language learning.
2. **Goal Setting:** Reflective practice involves setting specific, measurable, achievable, relevant, and time-bound (SMART) goals to guide language learning efforts.
3. **Evaluation:** Learners assess the effectiveness of various language learning strategies, activities, and resources in achieving their language learning objectives.
4. **Feedback:** Seeking and incorporating feedback from teachers, peers, or language learning communities provides valuable insights for reflection and improvement.

5. **Metacognitive Awareness:** Reflective language learners develop awareness of their own learning processes, including cognitive strategies, problem-solving techniques, and learning preferences.
6. **Action Planning:** Based on reflection and evaluation, learners develop action plans to address identified areas for improvement and enhance their language learning effectiveness.

15.5.2 Benefits of Reflective Practice in Language Learning

1. **Enhanced Self-Awareness:** Reflective practice cultivates self-awareness, enabling learners to understand their learning preferences, strengths, and weaknesses in language learning.
2. **Improved Learning Outcomes:** By systematically evaluating their language learning experiences and strategies, learners can identify and implement effective approaches to accelerate language acquisition and proficiency development.
3. **Critical Thinking Skills:** Reflective language learners develop critical thinking skills as they analyze, evaluate, and synthesize their language learning experiences, leading to deeper understanding and mastery of the target language.
4. **Empowerment:** Reflective practice empowers learners to take ownership of their language learning journey, fostering independence, self-regulation, and resilience in overcoming challenges.
5. **Continuous Improvement:** Through ongoing reflection and adjustment of their language learning strategies and goals, learners can adapt to evolving learning needs and contexts, leading to continuous improvement and growth.

15.5.3 Challenges in Implementing Reflective Practice

1. **Time Constraints:** Busy schedules and competing demands may limit the time and effort learners can dedicate to reflective practice activities.
2. **Resistance to Change:** Some learners may be resistant to self-reflection or feel uncomfortable confronting their weaknesses, which can hinder the adoption of reflective practices.
3. **Lack of Guidance:** Learners may require guidance and support from teachers or mentors to develop effective reflective practices and make meaningful progress in language learning.
4. **Overwhelming Complexity:** The complexity of language learning processes and factors influencing language acquisition may pose challenges in effectively identifying and addressing areas for improvement through reflection.

15.5.4 Sample reflective practices

➤ 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.

Check Your Progress
Reflective Practice emphasizes self-reflection, goal setting, and evaluation in language learning. Discuss how these elements contribute to learners' metacognitive awareness and continuous improvement in language proficiency.

15.6 Summary

The Synectic Model of Teaching, developed by William J. Gordon in 1961, is an instructional approach designed to foster creativity and innovative thinking among students. The model utilizes various forms of metaphoric thinking to activate "generative thinking" and help students see old ideas in new ways. Through guided techniques and activities, the Synectic Model aims to awaken the creative thinker in every student, encouraging them to explore connections between seemingly unrelated concepts or ideas. The model involves four main steps: Direct Analogy, Personal Analogy, Analogy Contrast, and New Analogy, which guide students through the process of developing and exploring analogies. By promoting collaborative and constructive learning, the Synectic Model encourages deeper thinking, new perspectives, and creative expression in the classroom.

Content and Language Integrated Learning (CLIL) is an approach where subjects or parts of subjects are taught through a foreign language, with dual aims of learning content and language simultaneously. CLIL integrates language learning with subject matter content, providing authentic contexts for language use and acquisition. This approach enhances language proficiency while fostering content knowledge and critical thinking skills. CLIL emphasizes the interconnectedness of language and content, enabling students to acquire both subject-specific competencies and language skills concurrently. By immersing students in meaningful, real-world tasks and topics, CLIL promotes communicative competence, cultural awareness, and global citizenship among learners.

Mobile Assisted Language Learning (MALL) harnesses the power of mobile devices such as smartphones and tablets to facilitate language learning beyond traditional classroom settings. It offers flexibility, accessibility, and personalized learning experiences, allowing learners to access language resources anytime, anywhere. MALL integrates multimedia elements and interactive features to engage learners actively in the learning process, promoting better retention and understanding. While MALL offers numerous advantages, such as portability and engagement, it also presents challenges such as technical limitations and potential distractions.

Reflective Practice in language learning involves learners systematically analyzing and evaluating their language learning experiences, strategies, and progress. It emphasizes self-awareness, critical thinking, and metacognition to enhance language learning outcomes. Through self-reflection, goal setting, and evaluation, learners develop a deeper understanding of their learning processes, identify areas for improvement, and make informed decisions to enhance their language proficiency. Reflective Practice empowers learners to take ownership of their learning journey, fostering independence, self-regulation, and continuous improvement.

15.7 Learning Outcomes

After studying this unit, we learned

- The concept, origin, and purpose of the Synectic Model of Teaching developed by William J. Gordon.
- The four main steps of the Synectic Model — Direct Analogy, Personal Analogy, Analogy Contrast, and New Analogy.
- How the Synectic Model fosters creativity, generative thinking, and innovative problem-solving in classroom learning.
- The significance of metaphoric thinking in helping learners view old ideas in new and imaginative ways.
- The principles and dual objectives of Content and Language Integrated Learning (CLIL).
- How CLIL integrates subject content and language learning to enhance communicative competence and critical thinking.
- The benefits and challenges of implementing CLIL in foreign or second language classrooms.
- The concept and importance of Mobile Assisted Language Learning (MALL) in extending language learning beyond traditional settings.
- The advantages and limitations of MALL in providing flexible, interactive, and multimedia-based learning experiences.
- The meaning and significance of Reflective Practice in language learning for promoting self-awareness and metacognitive growth.
- How to apply reflective techniques to analyze, evaluate, and improve our own language learning processes and performance.

- The value of becoming independent, creative, and lifelong learners through reflective and technology-enhanced approaches.

15.8 Glossary

- **Metaphoric Thinking:** A cognitive process that involves making connections between disparate concepts or ideas by identifying similarities or shared characteristics.
- **Generative Thinking:** The ability to generate new ideas, perspectives, or solutions by applying creative thinking techniques and exploring novel connections between familiar and unfamiliar concepts.
- **Immersion:** A method used in CLIL where students are immersed in an environment where the target language is the medium of instruction, facilitating language acquisition through exposure and practice.
- **Authentic Contexts:** Real-world situations or tasks used in CLIL to provide meaningful and relevant contexts for language learning, enhancing language proficiency and communicative competence.
- **Interactive Features:** Engaging components within MALL applications such as quizzes, games, and multimedia content that actively involve learners in the learning process.
- **Personalization:** Tailoring language learning experiences to individual learner preferences, levels, and goals.
- **Multimedia Integration:** Incorporating various multimedia elements, including audio, video, and interactive exercises, to enhance language learning.
- **Sociocultural Context:** Features in MALL applications that immerse learners in the cultural context of the target language, such as authentic texts and cultural insights.
- **Metacognition:** Awareness and understanding of one's own thought processes, including cognitive strategies, problem-solving techniques, and learning preferences.

15.9 Model Examination Questions

Objective Type Questions

1. What does the Synectic Model of Teaching aim to activate among students?
a) Analytical thinking b) Critical thinking c) Creative thinking d) Logical thinking
2. Which of the following best describes the Synectic Model of Teaching?
a) A model focused on rote memorization and repetition.
b) A model designed to activate students' creativity through metaphoric thinking.

- c) A model emphasizing strict adherence to traditional teaching methods.
 - d) A model that prioritizes standardized testing over creative expression.
3. What are the four main steps in the Synectic Model of Teaching?
 - a) Observation, Experimentation, Analysis, Conclusion
 - b) Direct Analogy, Personal Analogy, Analogy Contrast, New Analogy
 - c) Lecture, Notetaking, Discussion, Assessment
 - d) Introduction, Development, Conclusion, Evaluation
 4. How does the Synectic Model of Teaching differ from traditional teaching methods?
 - a) It focuses solely on memorization of facts and information.
 - b) It promotes creativity and imaginative thinking among students.
 - c) It disregards the importance of student engagement and participation.
 - d) It relies heavily on lecture-based instruction and passive learning.
 5. What is the role of the teacher in implementing the Synectic Model of Teaching?
 - a) To dictate information to students and ensure compliance.
 - b) To facilitate creative thinking and guide students through the learning process.
 - c) To assess students' understanding through standardized tests and quizzes.
 - d) To prioritize subject-specific content over student creativity and expression.
 6. Which of the following best defines Content and Language Integrated Learning (CLIL)?
 - a) A method of teaching only language skills without any focus on subject content.
 - b) An approach where subjects are taught through a foreign language with dual aims of learning content and language simultaneously.
 - c) A strategy focusing solely on grammar instruction to improve language proficiency.
 - d) A curriculum framework emphasizing only cultural awareness without language acquisition.
 7. How does CLIL differ from traditional language instruction?
 - a) CLIL focuses exclusively on language skills without integrating subject content.
 - b) CLIL integrates language learning with subject matter content, whereas traditional methods keep them separate.
 - c) Traditional methods emphasize communication skills, while CLIL focuses on grammar instruction.
 - d) Traditional methods prioritize cultural awareness, while CLIL emphasizes subject knowledge acquisition.
 8. Which of the following is NOT a principle of Reflective Practice?

- a) Goal Setting b) Memorization c) Self-Reflection d) Evaluation (Answer: b)
9. Which of the following is an advantage of MALL?
- a) Limited access to language resources
 - b) Dependency on traditional classroom settings
 - c) Flexibility in learning anytime, anywhere
 - d) Lack of engagement due to technological distractions
10. What aspect of Reflective Practice involves learners' assessment of their language learning experiences?
- a) Self-Reflection b) Goal Setting c) Feedback d) Action Planning
11. Which of the following is a limitation of MALL?
- a) Enhanced accessibility to language resources
 - b) Lack of human interaction
 - c) Personalized learning experiences
 - d) Integration of multimedia elements
12. Reflective Practice emphasizes:
- a) Rote memorization
 - b) Critical thinking and self-awareness
 - c) Passive learning
 - d) Dependency on external feedback
13. How does MALL contribute to language learning flexibility?
- a) By restricting access to language materials
 - b) By limiting learning opportunities to classroom settings
 - c) By allowing learning anytime, anywhere
 - d) By promoting rigid learning schedules
14. Which of the following is NOT a key element of MALL?
- a) Accessibility
 - b) Multimedia Integration
 - c) Traditional Classroom Setting
 - d) Personalization
15. Which element of Reflective Practice involves setting specific, measurable goals in language learning?
- a) Feedback b) Action Planning c) Self-Reflection d) Evaluation

Short Answer Type Questions:

1. Define the Synectic Model of Teaching and its objectives in fostering creativity among students.
2. What are the four main steps involved in the Synectic Model of Teaching? Provide a brief explanation of each step.
3. Define CLIL and briefly explain its main objectives in language education.
4. What are the key components of the 4Cs curriculum framework in CLIL? Provide a concise description of each component.
5. What does MALL stand for, and how does it differ from traditional language learning approaches?
6. What are the principles of Reflective Practice? Briefly explain each.
7. What are the advantages of Mobile Assisted Language Learning (MALL) for language learners?
8. How does Reflective Practice contribute to learners' self-awareness in language learning?

Long Answer Type Questions

1. Analyze how the Synectic Model fosters creativity and innovative thinking among students, providing examples to illustrate its effectiveness in enhancing learning outcomes.
2. Explain the four components of a successful CLIL lesson based on the 4Cs curriculum. How do these components contribute to the holistic development of students.
3. Analyze the advantages and limitations of Mobile Assisted Language Learning (MALL) in language education. How can educators leverage the strengths of MALL while addressing its potential challenges?
4. Explore the principles and key elements of Reflective Practice in language learning. How can reflective practices enhance learners' self-awareness, critical thinking, and language proficiency development?

15.10 Suggested Reading Materials

1. Language Learning Apps:

- Duolingo: A popular language learning app with gamified lessons and interactive exercises.
- Rosetta Stone: Provides immersive language learning experiences through multimedia content and speech recognition technology.
- Babbel: Offers interactive lessons designed by language experts for beginners to advanced learners.

- BBC Languages: Offers free language learning resources, including audio and video lessons, games, and activities.
- FluentU: Provides authentic language videos with interactive subtitles and quizzes to improve listening and comprehension skills.
- Memrise: Utilizes spaced repetition and mnemonic techniques to help learners memorize vocabulary and phrases effectively.

2. Books and Articles:

- "Teaching by Principles" by H. Douglas Brown: This comprehensive book covers various teaching methodologies, including CLIL, and provides practical insights for language educators.
- "Synectics: The Development of Creative Capacity" by William J.J. Gordon: Dive into the foundational principles of the Synectic Model and explore techniques for fostering creativity in the classroom.
- "Reflective Practice in ESL Teacher Development Groups: From Practices to Principles" by Thomas S. C. Farrell.
- "Reflective Teaching in Second Language Classrooms" by Jack C. Richards and Charles Lockhart.
- "Becoming a Reflective English Teacher" by Andrew P. Johnson.
- "The CLIL Journal": Access scholarly articles, research studies, and case reports on Content and Language Integrated Learning (CLIL) to stay updated on current trends and practices in the field.
- "The Journal of Creative Behavior": Explore articles on creativity, innovation, and problem-solving strategies to gain insights into the theoretical foundations of the Synectic Model and its applications.

3. Online Resources:

- British Council Teaching English: Access lesson plans, teaching tips, and professional development resources specifically tailored for English language teachers interested in implementing CLIL.
- Synectic's world Blog: Explore blog posts, case studies, and articles on creativity, innovation, and the Synectic Model to spark ideas and inspiration for classroom activities.

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Unit 16 - Project-Based Learning (PBL), Spaced Learning & Concept Mapping*

Structure

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- 16.1 Objectives
- 16.2 Project-Based Learning (PBL)
 - 16.2.1 Need and Importance of Project-Based Learning
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16.0 Introduction

In the ever-evolving landscape of education, innovative instructional practices have emerged to meet the diverse needs of learners and enhance the effectiveness of teaching and learning. Among these practices, Project-Based Learning (PBL), Spaced Learning, and Concept Mapping have gained prominence for their ability to engage students, foster deep understanding,

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and promote critical thinking skills. In the context of English language teaching (ELT), these approaches offer dynamic and engaging strategies to enhance language acquisition, proficiency, and fluency. This introduction explores the principles and benefits of PBL, Spaced Learning, and Concept Mapping in ELT, highlighting their potential to transform language learning experiences and empower students to become effective communicators in today's globalized world.

16.1 Objectives

The objectives of this Unit are to:

- Gain an understanding of PBL, Spaced Learning, and Concept Mapping.
- Learn strategies to promote active learning, student engagement and enhance student motivation and participation through PBL, Spaced Learning, and Concept Mapping.
- Foster deeper understanding, analytical thinking and develop skills in promoting critical thinking and problem-solving among students through PBL, Spaced Learning, and Concept Mapping.
- Learn how to foster collaborative learning environments where students work together in teams (PBL), engage in peer-to-peer interaction (Spaced Learning), and share ideas visually (Concept Mapping), promoting teamwork, communication, and social skills development.
- Develop strategies to support students' metacognitive development through reflection (PBL), self-assessment (Spaced Learning), and monitoring understanding (Concept Mapping), empowering students as self-regulated learners.

16.2 Project-Based Learning (PBL)

Project-Based Learning (PBL) is a dynamic and student-centered approach that focuses on active engagement, relevance to real-world contexts, and the cultivation of essential skills beyond rote memorization. Developed by William H. Kilpatrick in the early 20th century, PBL involves experiential learning and learning through manual activity, promoting long-lasting learning and equal opportunities for all learners, regardless of socio-economic status. PBL is particularly useful for foreign language learners and English as a second/third language. It emphasizes inquiry, collaboration, and the application of knowledge and skills in meaningful contexts, fostering critical thinking, communication, collaboration, and problem-solving skills. PBL addresses the limitations of traditional instructional approaches in preparing students for the demands of an increasingly complex and rapidly changing world. By anchoring learning experiences in real-world issues, PBL

bridges the gap between the classroom and the world beyond, enhancing motivation and engagement while promoting a deeper understanding of disciplinary concepts and their practical applications.

16.2.1 Need for and Importance of Project-Based Learning

1. **Relevance to Real Life:** Traditional instructional methods often fail to connect academic content to real-world contexts, leading to disengagement and lack of motivation among students. Project-Based Learning addresses this issue by providing students with opportunities to tackle authentic, real-world problems or questions that are personally meaningful and relevant to their lives. By engaging in hands-on projects that mirror the complexities of real-life scenarios, students develop a deeper understanding of concepts and their applications, fostering relevance and authenticity in their learning experiences.
2. **Deep Learning and Long-Term Retention:** Researchers have found that students learn deeply when they are involved in real-life tasks that require them to use what they know and can do in useful situations. Project-Based Learning promotes deep learning by challenging students to grapple with complex questions, conduct research, analyze data, and synthesize information to solve real-world problems. By immersing students in hands-on projects that are personally meaningful and relevant, PBL fosters deep understanding and long-term retention of academic content, ensuring that learning is not just superficial but enduring.
3. **Development of 21st Century Skills:** In today's knowledge-based economy, success depends not only on academic knowledge but also on a diverse set of 21st century skills such as critical thinking, communication, collaboration, creativity, and problem-solving. Project-Based Learning offers an ideal platform for the development of these skills by immersing students in inquiry-driven projects that require them to think critically, communicate effectively, collaborate with peers, and innovate solutions to complex problems. By engaging in authentic, real-world projects, students acquire the skills and competencies necessary for success in college, career, and civic life.
4. **Equity and Access:** Traditional education can perpetuate inequalities by favouring particular students based on variables like socio-economic status, race, ethnicity, or language background. Project-Based Learning gives all students, regardless of background or circumstances, authentic, meaningful learning experiences. PBL fosters fairness, inclusiveness, and diversity in education by allowing students to own their learning and work with diverse classmates, ensuring that every student succeeds.

5. **Preparation for Future Challenges:** In a world that is becoming more complex and interconnected, where rapid technological breakthroughs, global competition, and social issues call for creative solutions, students need to be ready in all areas: academically, socially, emotionally, and morally. Project-based learning helps students learn how to change, be resilient, show empathy, and make moral decisions so they are ready for problems that will come up in the future. Students learn how to deal with uncertainty, make their communities better, and solve problems by working on real-life projects that push them to speak, think critically, and solve tough problems.
6. **Motivation and Engagement:** Project-Based Learning (PBL) is a method that encourages students to actively participate in their education by starting with a relevant question or problem. This approach fosters motivation and engagement by making the learning process personally relevant. Students also have autonomy in selecting topics, design plans, and methodologies, fostering a sense of ownership. Active learning, collaboration, and social interaction further enhance engagement. Feedback from peers, teachers, and stakeholders sustains growth and mastery.
7. **Ownership of Learning:** PBL empowers students to take charge of their educational journey by allowing them to shape their learning experiences, set goals, manage time, and monitor progress. This fosters responsibility, accountability, and a sense of ownership over their academic growth. Students also engage in self-assessment, identifying areas for improvement and setting future goals. This self-assessment encourages students to feel pride and accomplishment, reinforcing their ownership of learning and motivation to pursue excellence in their academic endeavours.

16.2.2 Phases/Steps of PBL

1. Identify Learning Goals:

- Teachers begin by defining the specific knowledge, skills, and understandings they want students to gain through the project. These learning goals should align with curriculum standards and desired learning outcomes.
- Clear articulation of learning goals helps ensure that the project remains focused and purposeful, guiding students' inquiry and exploration.

2. Select a Topic or Driving Question:

- Choosing a compelling topic or driving question is essential to sparking students' curiosity and engagement. The question should be open-ended, thought-provoking, and relevant to

students' interests and experiences.

- The topic serves as the foundation for the project, providing a context for inquiry and exploration.

3. Plan and Design the Project:

- Teachers develop a detailed project plan that outlines objectives, activities, resources, and assessments. This plan serves as a roadmap for the project, guiding both teachers and students throughout the process.
- Consideration is given to the scope and timeline of the project, as well as logistical details such as materials, technology, and access to resources.
- Roles and responsibilities are designated for students, teachers, and any external partners or stakeholders involved in the project, fostering collaboration and shared ownership.

4. Launch the Project:

- The project is introduced to students in an engaging and meaningful way, generating excitement and curiosity. Teachers set the stage for inquiry and exploration by framing the project within a real-world context or problem.
- Clear expectations, guidelines, and timelines are provided to students, ensuring they understand what is expected of them and how they will be assessed.

5. Facilitate Inquiry and Investigation:

- Students engage in inquiry and investigation to explore the driving question or problem. Teachers provide guidance and support as students conduct research, gather information, and analyze data related to the project topic.
- Opportunities are provided for students to think critically, apply their knowledge, and develop creative solutions to authentic challenges.

6. Create and Present:

- Students design and create products or presentations that demonstrate their learning and solutions. This may involve a variety of media, such as written reports, multimedia presentations, prototypes, or performances.
- Collaboration and communication among students are fostered as they work together to bring their ideas to life. Teachers provide feedback and guidance to help students refine their work and achieve high-quality outcomes.

7. Reflect and Evaluate:

- Students reflect on their learning process and experiences throughout the project,

considering what they have learned and how they have grown.

- Self-assessment and peer feedback are encouraged, promoting metacognitive awareness and growth. Teachers evaluate student work based on predetermined criteria aligned with learning goals and standards.

8. **Celebrate and Share:**

- Student work is showcased and celebrated with the wider community. This may involve presentations, exhibitions, or other forms of public sharing.
- Opportunities are provided for students to present their projects to authentic audiences, such as peers, parents, or community members. Reflection on the impact of the project helps identify lessons learned for future projects.

Depending on the goals of the instructor, the size and scope of the project can vary greatly. Students may complete the phases listed above over the course of many weeks, or even several times within a single class period. Because of its focus on creativity and collaboration, PBL is enhanced when students experience opportunities to work across disciplines, employ technologies to make communication and product realization more efficient, or to design solutions to real-world problems posed by outside organizations or corporations. Projects do not need to be highly complex for students to benefit from PBL techniques. Often, quick and simple projects are enough to provide students with valuable opportunities to make connections across content and practice.

16.2.3 Characteristics of Project-Based Learning (PBL)

1. **Inquiry-Based Approach:** PBL fosters curiosity and inquiry by presenting students with a driving question or problem to investigate. This question serves as the catalyst for learning, guiding students' exploration and research throughout the project.
2. **Authenticity:** PBL projects are rooted in real-world contexts or problems that hold significance for students. These authentic scenarios provide meaning and relevance to the learning experience, enhancing student engagement and motivation.
3. **Student-Centered Learning:** In PBL, students take ownership of their learning journey. They have the autonomy to make decisions about their project, including selecting topics, setting goals, and designing solutions. This student-centered approach promotes agency and empowers students to take responsibility for their learning.
4. **Collaboration:** Collaboration is a central component of PBL. Students work together in teams to brainstorm ideas, share resources, and solve problems collaboratively. Through

collaboration, students learn to communicate effectively, build consensus, and leverage each other's strengths.

5. **Critical Thinking and Problem-Solving:** PBL challenges students to think critically and analytically as they seek solutions to complex problems. Students must evaluate evidence, consider multiple perspectives, and draw logical conclusions to address the driving question or problem at hand.
6. **Application of Knowledge and Skills:** PBL emphasizes the application of academic content and skills in authentic contexts. Students engage in hands-on, experiential learning experiences that require them to apply what they have learned to solve real-world problems, reinforcing their understanding and retention of key concepts.
7. **Interdisciplinary Connections:** PBL often integrates concepts and skills from multiple subject areas, fostering interdisciplinary connections. Students draw upon knowledge from various disciplines to address complex issues or challenges, gaining a holistic understanding of the topic at hand.
8. **Reflection and Metacognition:** Reflection is an integral part of the PBL process. Throughout the project, students engage in metacognitive activities such as self-assessment, goal setting, and evaluation of their learning progress. Reflection helps students develop awareness of their thinking processes and learning strategies, promoting deeper understanding and continuous improvement.
9. **Public Product or Presentation:** PBL culminates in the creation of a public product or presentation that showcases students' learning and solutions. This public sharing of work provides students with an authentic audience and reinforces the relevance and significance of their efforts.
10. **Feedback and Revision:** Feedback is provided to students throughout the project to support their learning and growth. Teachers, peers, and external stakeholders offer constructive feedback that students use to revise and refine their work, improving the quality of their solutions.
11. **Assessment for Learning:** Assessment in PBL focuses on the process of learning rather than just the final product. Teachers assess students' progress, growth, and understanding throughout the project using a variety of formative and summative assessment strategies. Assessment criteria are aligned with learning goals and standards, providing meaningful feedback to guide students' learning journey.

16.2.4 Advantages of PBL

1. **Encourages Active Learning:** PBL engages students in hands-on, experiential learning experiences where they actively participate in inquiry, investigation, and problem-solving. This active involvement fosters deeper understanding and retention of content compared to passive learning methods.
2. **Fosters Collaboration and Communication Skills:** PBL encourages collaboration among students as they work together in teams to solve real-world problems or address complex challenges. Through collaboration, students learn to communicate effectively, share ideas, and work cooperatively towards common goals.
3. **Develops Critical Thinking and Problem-Solving Skills:** PBL challenges students to think critically and analytically as they analyze information, evaluate evidence, and generate solutions to authentic problems. Students learn important problem-solving skills that can be used in a variety of situations by doing activities that require them to ask questions.
4. **Enhances Creativity and Innovation:** PBL provides students with opportunities to explore their creativity and innovate solutions to real-world problems. By encouraging divergent thinking and experimentation, PBL creates a culture of innovation where students feel free to try out new ideas and ways of doing things by supporting different ways of thinking and experimentation.
5. **Increases Motivation and Engagement:** PBL taps into students' interests and passions by offering projects that are personally meaningful and relevant. This intrinsic motivation drives student engagement and investment in their learning, leading to higher levels of participation and effort.
6. **Promotes Deeper Understanding and Retention:** PBL facilitates deeper learning by connecting academic content to real-world applications. Through hands-on experiences and practical applications, students develop a deeper understanding of concepts and their relevance, leading to better retention and transfer of knowledge.
7. **Prepares Students for College and Career Readiness:** PBL equips students with the skills and competencies necessary for success in college, career, and civic life. By promoting 21st-century skills such as critical thinking, communication, collaboration, and creativity, PBL prepares students to thrive in an increasingly complex and interconnected world.
8. **Promotes Equity and Inclusion:** PBL offers a more equitable approach to education by providing all students, regardless of their background or circumstances, with equal

opportunities to engage in authentic, meaningful learning experiences. By valuing diverse perspectives and talents, PBL promotes equity, inclusion, and diversity in education.

9. **Encourages Lifelong Learning Habits:** PBL cultivates a growth mindset and a love for learning by encouraging students to take risks, embrace challenges, and persist in the face of setbacks. By fostering a culture of curiosity and inquiry, PBL instills lifelong learning habits that extend beyond the classroom.

16.2.5 Disadvantages of PBL

1. **Time Consuming:** Designing and implementing PBL projects can be time-consuming for teachers, especially when considering the planning, scaffolding, and facilitation required to ensure a successful learning experience for students. This can be challenging within the constraints of a packed curriculum and limited instructional time.
2. **Requires Skilled Teachers:** Effective implementation of PBL relies heavily on skilled facilitation by teachers who can guide and support students throughout the project. Teachers must possess strong pedagogical knowledge, facilitation skills, and content expertise to scaffold learning effectively and address students' diverse needs.
3. **Complex Assessment:** Assessing student learning in PBL can be complex due to the multifaceted nature of projects and the emphasis on process rather than just the final product. Teachers must develop robust assessment strategies that align with project goals and learning outcomes while also providing meaningful feedback to students.
4. **Inequality in the Group:** PBL requires students to work together, and there may be times when one student dominates the group while others feel left out or not involved. Teachers sometimes have a hard time keeping groups together and making sure everyone has a chance to participate, which means they have to carefully watch and step in when needed.
5. **Limited Resources:** PBL projects often require access to resources, materials, and technology to support students' inquiry and exploration. However, resource limitations in schools or communities may constrain the implementation of PBL, particularly for projects that require specialized equipment or materials.
6. **Content Coverage Concerns:** Critics of PBL argue that it may lead to gaps in content coverage, particularly in subjects with rigorous standards or high-stakes assessments. Some educators may worry that dedicating extended periods to PBL projects could compromise the coverage of essential content knowledge and skills.
7. **Student Resistance or Disengagement:** Not all students may thrive in the PBL environment,

and some may struggle with the open-ended nature of projects or the collaborative aspects of group work. Student resistance or disengagement can occur if students feel overwhelmed by the autonomy and responsibility required in PBL or if they prefer more structured instructional approaches.

8. **Limited Transferability to Standardized Tests:** PBL focuses on developing deep understanding, critical thinking, and problem-solving skills rather than rote memorization or test preparation. As a result, some educators may express concerns about the limited transferability of PBL to standardized tests or assessments that prioritize recall of information.

Check Your Progress

Design and develop a project for your English language learners using the steps given in PBL

16.3 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. Spaced learning, also known as spaced repetition, is a learning technique that involves breaking up learning sessions into spaced intervals over time. The idea is to review information multiple times, with increasing intervals between each review session. This method is based on the psychological principle of spaced repetition, which suggests that spacing out learning over time enhances long-term retention compared to cramming.

16.3.1 Procedure of Spaced Learning

1. **Initial Learning:** You learn new material for the first time, whether it's through reading, listening, or any other method of instruction.
2. **First Review:** After a short interval, you review the material you learned. This could be within a few hours or a day after the initial learning session.
3. **Second Review:** You review the material again after a longer interval, typically a few days later.
4. **Subsequent Reviews:** You continue to review the material at increasingly longer intervals, spacing out the reviews over days, weeks, or even months.

By spacing out the reviews, spaced learning helps reinforce memory retrieval and strengthens neural connections associated with the learned information. This process is believed to enhance long-term retention and recall compared to massed learning, where information is learned in a single, intensive session.

Spaced learning is often used in educational settings, language learning apps, and productivity tools to help users learn and retain information more effectively.

16.3.2 Principles of Spaced Learning

Principles are based on the psychological phenomenon known as the spacing effect, which suggests that information is better retained when learning is distributed over time rather than massed together.

1. **Spaced Repetition:** Spaced learning involves reviewing information at intervals spaced out over time. Instead of cramming all the material into one study session, learners repeatedly review the material at increasing intervals, allowing for better retention and recall.
2. **Optimal Timing:** The timing of review sessions is crucial in spaced learning. Research suggests that spacing out review sessions at optimal intervals, typically increasing the intervals between each review, enhances long-term retention compared to cramming or massed practice.
3. **Active Recall:** Spaced learning often involves active recall, where learners actively retrieve information from memory rather than simply re-reading or re-watching the material. Engaging in active recall strengthens memory recall pathways and reinforces learning.
4. **Interleaved Practice:** Interleaved practice involves mixing different types of material or skills within a single study session. This contrasts with blocked practice, where learners focus on one type of material or skill at a time. Interleaved practice encourages deeper learning and improves the ability to discriminate between different concepts.
5. **Adaptability:** Spaced learning is adaptable to individual learning needs and preferences. Learners can adjust the spacing intervals based on their level of mastery and the difficulty of the material. This flexibility allows for personalized learning experiences.
6. **Feedback:** Providing feedback during spaced learning sessions helps learners identify areas of strength and areas needing improvement. Feedback can be provided through self-assessment, peer review, or instructor feedback, enhancing the effectiveness of the learning process.
7. **Variability:** Spaced learning benefits from variability in study conditions, such as changing study environments or mixing up study techniques. Introducing variability prevents monotony

and promotes deeper encoding of information.

16.3.3 Procedure of Spaced Learning Method

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16.3.4 Advantages of Spaced Learning

1. **Enhanced Retention:** Spaced learning promotes long-term retention of information. By spacing out review sessions over time, learners have more opportunities to reinforce their memory and strengthen neural connections associated with the learned material.
2. **Efficient Use of Time:** Spaced learning optimizes the learning process by distributing study sessions over time intervals. This allows learners to achieve better results in less total study time compared to cramming or massed learning, where information is learned all at once.
3. **Reduced Forgetting:** The spaced repetition schedule helps combat the forgetting curve, which shows that memories fade over time without reinforcement. By reviewing material at strategically spaced intervals, learners can better counteract the effects of forgetting and maintain knowledge retention over the long term.
4. **Improved Learning Consistency:** Spaced learning encourages regular review sessions, which helps establish a consistent learning habit. This consistency is beneficial for building a solid foundation of knowledge and skills over time.
5. **Adaptability to Individual Needs:** Spaced learning can be customized to fit individual learning preferences and schedules. Learners can adjust the intervals between review sessions based on their own pace and mastery of the material.
6. **Applicability to Various Subjects:** Spaced learning is effective for learning a wide range of

subjects and skills, including languages, mathematics, science, history, and more. Its versatility makes it a valuable learning strategy for students, professionals, and lifelong learners alike.

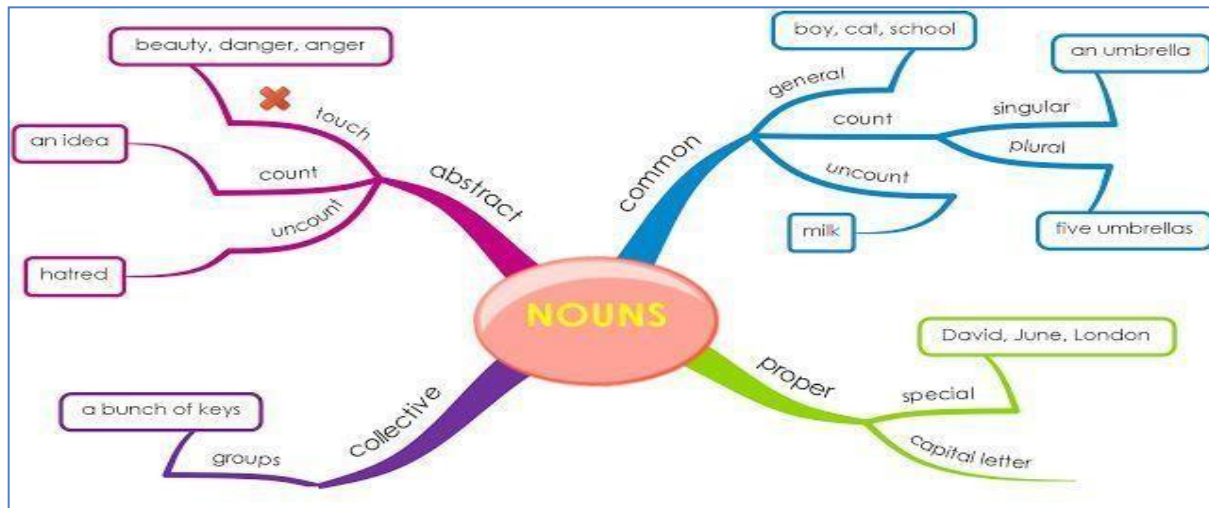
16.3.5 Limitations of Spaced Learning

1. **Requires Planning and Discipline:** Spaced learning requires learners to plan and schedule regular review sessions. Without consistent follow-through, the effectiveness of spaced repetition diminishes. This can be challenging for individuals who struggle with time management or maintaining discipline in their study habits.
2. **Not Suitable for Last-Minute Preparation:** Spaced learning is designed for long-term retention and may not be ideal for situations where immediate or short-term memorization is required, such as cramming for exams or memorizing information for a presentation the next day.
3. **Potential for Boredom or Fatigue:** Repeatedly reviewing the same material over spaced intervals may lead to boredom or mental fatigue, especially if the material is not engaging or challenging. Learners may become disinterested or lose motivation to continue with the spaced repetition schedule.
4. **Limited Effectiveness for Complex Concepts:** While spaced learning is effective for memorizing information and basic concepts, its effectiveness may diminish for more complex or abstract concepts that require deeper understanding and critical thinking skills. In such cases, additional learning strategies may be necessary to fully grasp the material.
5. **Individual Variability:** The effectiveness of spaced learning can vary among individuals based on factors such as learning style, cognitive abilities, and prior knowledge. What works well for one person may not be as effective for another, requiring a personalized approach to learning.
6. **Resource Intensive for Implementation:** Implementing spaced learning strategies may require access to appropriate learning materials, tools, or technologies that support spaced repetition, such as flashcards, spaced repetition software, or specialized apps. This can be resource-intensive for some learners or educational institutions.

Check your Progress
1. How will you use the spaced learning approach for teaching English language? _____ _____ _____

16.4 Concept Mapping

Concept mapping is a visual tool used to organize and represent knowledge in a hierarchical and interconnected manner. It involves creating diagrams or graphical representations that illustrate the relationships between different concepts or ideas. Concept maps consist of nodes, which represent concepts, and links or lines connecting the nodes, which depict the relationships between the concepts. 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 for 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>

16.4.1 Principles for Effective Concept Mapping

1. **Hierarchy:** Concepts in a concept map are typically organized hierarchically, with broader, more general concepts at the top and more specific concepts branching out below. This hierarchical structure helps learners understand the relationship between different levels of abstraction within a topic.
2. **Connections:** The relationships between concepts are represented by connecting lines or arrows in a concept map. These connections can indicate various types of relationships, such as cause-and-effect, part-whole, similarity, or sequence. Clear and meaningful connections help learners see how different concepts are related and interact with each other.
3. **Simplicity and Clarity:** Concept maps should be designed to be simple and easy to

understand. Concepts should be clearly labeled, and connections should be straightforward and easily interpreted. Avoid cluttering the map with unnecessary details or overly complex structures that may confuse learners.

4. **Meaningful Labels:** Each concept in a concept map should be labeled with a clear and concise description. Labels should accurately represent the concept and its relationship to other concepts in the map. Using meaningful labels helps learners grasp the content of the map quickly and effectively.
5. **Flexibility:** Concept maps should be flexible and adaptable to accommodate changes in understanding or additional information. Learners should feel free to revise and update concept maps as their knowledge evolves or as new connections are discovered. This flexibility encourages active engagement with the material and promotes deeper learning.
6. **Visualization:** The visual layout of a concept map should be designed to enhance comprehension and retention. Use colors, shapes, and spatial organization to highlight important concepts, emphasize relationships, and create a visually appealing representation. Visualization can help learners process information more efficiently and remember it more effectively.
7. **Integration of Prior Knowledge:** Concept mapping encourages learners to integrate new information with their existing knowledge and experiences. By connecting new concepts to familiar ones, learners can build on their existing understanding and create a more coherent and integrated mental representation of the topic.

16.4.2 Procedure for Concept Mapping

1. **Identifying Concepts:** The first step in creating a concept map is to identify the main concepts or ideas related to a particular topic or subject. These concepts serve as the nodes in the concept map.
2. **Establishing Relationships:** Once the main concepts are identified, the next step is to determine the relationships between them. Relationships can include hierarchical relationships (such as broader and narrower categories), cause-and-effect relationships, associative relationships, or other types of connections.
3. **Creating the Map:** Using a visual format such as paper or digital software, the concepts are placed as nodes on the map, with lines or arrows connecting them to represent the relationships. The map can be organized hierarchically, with broader concepts at the top and more specific concepts branching out below, or it can be organized in other ways based on the nature of the

relationships.

4. **Adding Details:** Additional details, examples, definitions, or explanations can be added to the concept map to provide further context and clarity. These details can be included as labels on the nodes or as additional text connected to specific concepts.

16.4.3 Uses of Concept maps

- **Organizing Information:** Concept maps help learners organize complex information and see the big picture of how different concepts are related to each other.
- **Studying and Memorization:** Creating concept maps can aid in studying and memorization by visually representing key concepts and their interconnections, making it easier to understand and remember the material.
- **Problem-Solving:** Concept mapping can facilitate problem-solving by helping individuals identify relationships between different factors or variables related to a problem or issue.
- **Collaboration:** Concept mapping can be used collaboratively in group settings, allowing individuals to share their understanding of a topic and collaborate on creating a comprehensive representation of knowledge.

16.4.4 Advantages of Concept Mapping

1. **Enhanced Understanding:** Creating concept maps helps learners develop a deeper understanding of complex topics by visually organizing and connecting key concepts. Seeing the relationships between concepts in a graphical format can clarify abstract ideas and promote conceptual understanding.
2. **Improved Memory Retention:** The visual and spatial organization of concept maps aids memory retention by providing a structured representation of information. The act of creating and reviewing concept maps reinforces neural connections associated with the learned material, leading to improved recall and retention over time.
3. **Facilitates Critical Thinking:** Concept mapping encourages critical thinking skills by prompting learners to analyze and synthesize information, identify patterns and connections, and evaluate relationships between concepts. Engaging in the process of creating concept maps promotes higher-order thinking and problem-solving abilities.
4. **Promotes Active Learning:** Concept mapping is an active learning strategy that engages learners in the process of constructing knowledge rather than passively receiving information. By actively selecting and organizing concepts and creating connections between them, learners become more actively involved in their own learning process.

5. **Supports Transfer of Learning:** Concept maps facilitate the transfer of learning by helping learners recognize similarities and connections between different domains or contexts. The visual representation of concepts allows learners to apply their knowledge in new situations and transfer their understanding to related topics or real-world scenarios.
6. **Encourages Collaboration:** Concept mapping can be used collaboratively in group settings, allowing learners to share their perspectives, brainstorm ideas, and co-create knowledge. Collaborative concept mapping fosters communication, teamwork, and collective problem-solving skills.
7. **Versatility and Adaptability:** Concept mapping can be applied across various subjects, disciplines, and educational levels. It can be used in classroom instruction, self-study, project planning, research, and professional development. Concept maps can also be tailored to individual learning preferences and adapted to suit different learning objectives and contexts.
8. **Promotes Metacognitive Awareness:** Creating concept maps encourages metacognitive awareness by prompting learners to reflect on their own thinking processes, monitor their understanding, and identify areas of confusion or uncertainty. Through the process of constructing and revising concept maps, learners develop metacognitive skills that support self-regulated learning and academic success.

16.4.5 Limitations and Challenges of Concept Mapping

1. **Subjectivity:** The process of creating concept maps involves interpretation and subjective judgment, which can vary among individuals. Different learners may conceptualize the same topic differently, leading to variations in the structure and content of concept maps. This subjectivity can sometimes result in inconsistency or ambiguity in the interpretation of concept maps.
2. **Complexity:** Creating comprehensive concept maps for complex topics or interdisciplinary subjects can be challenging. The interconnected nature of knowledge may result in concept maps becoming overly complex or difficult to interpret, especially for beginners or learners with limited prior knowledge of the topic.
3. **Time-Consuming:** Constructing detailed concept maps requires time and effort, particularly for learners who are unfamiliar with the concept mapping process. The time investment may be a barrier for learners who are looking for quick study aids or solutions to time constraints.
4. **Limited Representational Capacity:** Concept maps have a limited representational capacity, which may constrain the amount of information that can be included in a single map. As a

result, learners may need to create multiple concept maps or use supplementary materials to fully capture the complexity of a topic.

5. **Overemphasis on Surface Structure:** Some critics argue that concept maps may focus too heavily on surface structure—representing the visible relationships between concepts—while neglecting deep structure—underlying conceptual understanding and principles. Learners may become overly focused on creating visually appealing maps without fully grasping the underlying concepts.
6. **Dependence on Prior Knowledge:** Concept mapping relies on learners' existing knowledge and understanding of the topic. Learners with limited prior knowledge may struggle to create meaningful concept maps or may produce maps that are inaccurate or incomplete.
7. **Difficulty in Assessment:** Assessing the effectiveness of concept maps can be challenging due to the subjective nature of interpretation and evaluation. Traditional assessment methods, such as grading based on completeness or accuracy, may not fully capture the depth of conceptual understanding or critical thinking skills demonstrated in concept maps.

Check Your Progress

1. Prepare a Concept map on Any one Topic of your choice.

16.5 Summary

Project-Based Learning (PBL) is an instructional approach in which students work on projects over an extended period to investigate and respond to a complex question, problem, or challenge. It encourages active learning, critical thinking, collaboration, and creativity by engaging learners in authentic, real-world tasks. Through PBL, students take ownership of their learning as they explore topics in depth, apply academic knowledge and skills, and present their findings or solutions to real or simulated audiences, thus bridging classroom learning with real-life application.

Spaced Learning is a learning technique that involves distributing study sessions over time, separated by intervals of rest or unrelated activities. It is based on the psychological “spacing effect,” which indicates that information is better retained when reviewed multiple times over spaced intervals rather than in a single session. This method enhances memory retention, promotes

long-term learning, and supports the transfer of knowledge to different contexts by optimizing the processes of encoding, consolidation, and retrieval in the brain.

Concept Mapping is a visual learning strategy that involves creating diagrams or graphical representations to illustrate the relationships among concepts, ideas, and information. It helps learners organize and structure knowledge, identify key concepts, and visualize how different elements of a topic are interconnected. By engaging in the construction of concept maps, students develop deeper understanding, critical thinking, and metacognitive skills through active processing, reflection, and synthesis of information.

16.6 Learning Outcomes

At the end of this Unit, we learned to:

- Demonstrate understanding of the principles and key concepts underlying Project-Based Learning (PBL), Spaced Learning, and Concept Mapping.
- Apply pedagogical approaches such as PBL, Spaced Learning, and Concept Mapping to design and implement effective learning experiences for diverse groups of students.
- Promote active learning and engagement among students by incorporating strategies such as inquiry-based learning (PBL), spaced retrieval practice (Spaced Learning), and visual representation of knowledge (Concept Mapping).
- Enhance students' critical thinking skills by facilitating opportunities for inquiry, analysis, and problem-solving through PBL, Spaced Learning, and Concept Mapping activities.
- Foster collaboration and communication skills among students by creating opportunities for teamwork, peer interaction, and idea sharing in PBL, Spaced Learning, and Concept Mapping exercises.
- Support students' metacognitive development by guiding reflection, self-assessment, and monitoring of understanding throughout PBL, Spaced Learning, and Concept Mapping activities.
- Promote the transfer of learning by helping students apply and integrate knowledge and skills across different contexts and situations using PBL, Spaced Learning, and Concept Mapping approaches.
- Evaluate the effectiveness of instructional strategies such as PBL, Spaced Learning, and Concept Mapping in achieving learning objectives and supporting student learning outcomes, informing ongoing professional practice and development.

16.7 Glossary

- **Inquiry-Based Learning:** A learning approach that emphasizes student-driven inquiry, investigation, and problem-solving.
- **Authentic Assessment:** Assessment tasks that require students to apply their knowledge and skills to real-world contexts or problems.
- **Driving Question:** A central, open-ended question that guides inquiry and investigation in a PBL project.
- **Scaffolded Learning:** Providing support and guidance to students as they engage in challenging tasks or projects.
- **Culminating Product:** The final outcome or deliverable of a PBL project, which may include presentations, reports, prototypes, or performances.
- **Spacing Effect:** The psychological phenomenon where information is better retained when study sessions are spaced out over time.
- **Retrieval Practice:** The act of actively recalling information from memory, which enhances long-term retention.
- **Interleaved Practice:** Alternating between different types of learning tasks or topics during study sessions to promote deeper learning and memory consolidation.
- **Optimal Spacing Interval:** The ideal interval between study sessions for maximizing the spacing effect and enhancing memory retention.
- **Distributed Practice:** Spacing out learning sessions over time, rather than cramming all studying into one session, to improve learning outcomes.
- **Node:** A concept or idea represented by a word or phrase in a concept map.
- **Link:** A connection or relationship between nodes in a concept map, representing how concepts are related to each other.
- **Hierarchical Structure:** The organization of concepts in a concept map in a hierarchical or nested manner, with broader concepts at the top and more specific concepts below.
- **Cross-Linking:** Connecting concepts from different branches or sections of a concept map to show relationships between different areas of knowledge.
- **Cognitive Load:** The mental effort required to process and understand information, which can be minimized by using clear, concise concept maps with appropriate levels of detail.

16.8 Model Examination Questions

Objective Type Questions:

1. What is the primary goal of Project-Based Learning (PBL)?
 - a) Memorization of facts
 - b) Acquisition of procedural knowledge
 - c) Development of critical thinking skills
 - d) Mastery of standardized test content
2. Spaced Learning is based on the principle of:
 - a) Cramming all studying into one session
 - b) Massed practice over short intervals
 - c) Distributing study sessions over spaced intervals
 - d) Sequential repetition of information
3. Which of the following is a characteristic feature of Concept Mapping?
 - a) Linear organization of information
 - b) Rote memorization of facts
 - c) Hierarchical structure of concepts
 - d) Emphasis on solitary learning
4. An advantage of Project-Based Learning (PBL) is:
 - a) Limited student autonomy
 - b) Passive learning experiences
 - c) Promotion of collaboration and communication skills
 - d) Standardized assessment focus
5. What is the optimal spacing interval for Spaced Learning?
 - a) Several hours
 - b) One day
 - c) Several days to a week
 - d) One month
6. Concept Mapping is useful for:
 - a) Encouraging rote memorization
 - b) Organizing and synthesizing information
 - c) Promoting passive learning
 - d) Restricting cognitive flexibility

7. One disadvantage of Project-Based Learning (PBL) is:
 - a) Limited opportunities for student creativity
 - b) Inequitable access to resources
 - c) Emphasis on standardized testing
 - d) Promotion of passive learning
8. The spacing effect refers to:
 - a) The phenomenon of forgetting over time
 - b) The improvement in memory retention with distributed practice
 - c) The cognitive load associated with learning tasks
 - d) The automaticity of procedural knowledge
9. Concept Mapping is an effective tool for:
 - a) Encouraging surface-level processing
 - b) Fostering metacognitive awareness
 - c) Limiting cognitive engagement
 - d) Promoting memorization of isolated facts
10. Which of the following skills is NOT developed through Project-Based Learning (PBL)?
 - a) Critical thinking
 - b) Collaboration
 - c) Rote memorization
 - d) Communication

Short Answer Type Questions:

1. Define Project-Based Learning (PBL) and identify three essential characteristics of effective PBL projects.
2. Explain the spacing effect and its implications for learning and memory retention.
3. Describe the process of creating a concept map and discuss its benefits for organizing and synthesizing information.
4. Identify two advantages and two disadvantages of implementing Project-Based Learning (PBL) in educational settings.
5. List three 21st-century skills that can be developed through Project-Based Learning (PBL) and provide examples of how each skill is fostered in a PBL environment.

Long Answer Type Questions:

1. Explain the key principles of Project-Based Learning (PBL) and how it differs from traditional instructional approaches.

2. Provide examples of projects that could be implemented in a classroom setting and discuss the potential benefits for student learning.
3. Describe the concept of Spaced Learning and its significance in enhancing long-term retention and learning outcomes.
4. Discuss the role of Concept Mapping in promoting meaningful learning and understanding of complex topics.
5. Explain how concept maps are created and utilized to organize and represent knowledge.
6. Provide examples of how concept mapping can be integrated into classroom instruction across different subject areas.
7. Compare and contrast the advantages and disadvantages of Project-Based Learning (PBL) with traditional lecture-based instruction.
8. Evaluate the effectiveness of Spaced Learning as a study technique for improving memory retention and recall.

16.9 Suggested Reading Materials

Books:

- Boss, S., & Larmer, J. (2018). *Project-Based Learning for English Language Arts*. ASCD.
- Busch, B., & Watson, E. (2019). *Spaced Learning: A Practical Guide to Transforming Your Lessons*. Crown House Publishing.
- Wood, M., & Driscoll, D. A. (1997). *Concept Mapping for Planning and Evaluation*. Sage Publications.
- Larmer, J., Ross, D., & Mergendoller, J. R. (Year). *Project-Based Learning in the Classroom*. [Available online].
- Larmer, J., Mergendoller, J. R., & Boss, S. (Year). *Setting the Standard for Project Based Learning*. [Available online].
- Busch, B., & Watson, E. (Year). *Spaced Learning: A Practical Guide to Transforming Your Lessons*. [Available online]. Publisher.
- Brown, P. C., Roediger III, H. L., & McDaniel, M. A. (Year). *Make It Stick: The Science of Successful Learning*. [Available online]. Publisher.
- Wood, M., & Driscoll, D. A. (Year). *Concept Mapping for Planning and Evaluation*. [Available online]. Publisher.
- Schuster, P. M. (Year). *Concept Mapping: A Critical-Thinking Approach to Care Planning*. [Available online]. Publisher.

Websites and Articles:

- Buck Institute for Education (BIE) - Provides resources, project ideas, planning templates, and professional development opportunities for implementing PBL in the classroom. Website: bie.org
- Edutopia - Offers articles, videos, and classroom resources on PBL, including success stories and tips for implementation. Website: edutopia.org
- Learning Scientists - Provides evidence-based strategies and resources for effective learning, including articles and podcasts on spaced learning and retrieval practice. Website: learningscientists.org
- Retrieval Practice - Offers resources and research on spaced retrieval practice, including articles and downloadable materials for educators. Website: retrievalpractice.org
- Concept Mapping - Provides tutorials, examples, and software recommendations for creating concept maps, along with research articles and case studies. Website: conceptmapping.org
- IHMC CmapTools - Offers free concept mapping software for creating, sharing, and collaborating on concept maps. Website: cm.ap.ihmc.us

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?