ENGLISH LANGUAGE TEACHING

(Methods, Tools & Techniques)

Dr. M.F. Patel • Praveen M. Jain

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Dedicated to

Shri M.N. Patel

Honourable President, Rajpur
Kelvani Mandal, Rajpur,
Vijayanagar, Gujrat

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PREFACE

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Teaching of English as a second language in India has assured an important place. Now, English is one of the most widely used International language. The book introduces some of the main areas that students and teachers of English in India understand in order to follow a scientific approach. The book covers many topics that find place in the syllabi of universities of India. There is no doubt that this book will prove useful to students, teachers and scholar in Indian Universities.

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THE PLACE OF ENGLISH IN INDIAN EDUCATION

PLACE OF ENGLISH CURRICULUMN IN STATE

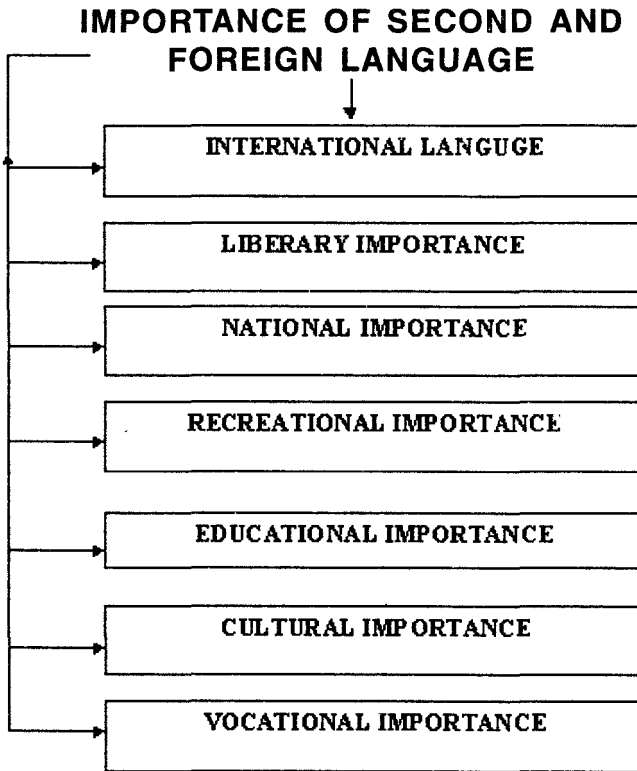|	
It is not taught as compulsory subject	It is taught only in English
It is not compulsory at Examination	It is taught at upper English Level
It is not compulsory for English	It is taught as Second Language
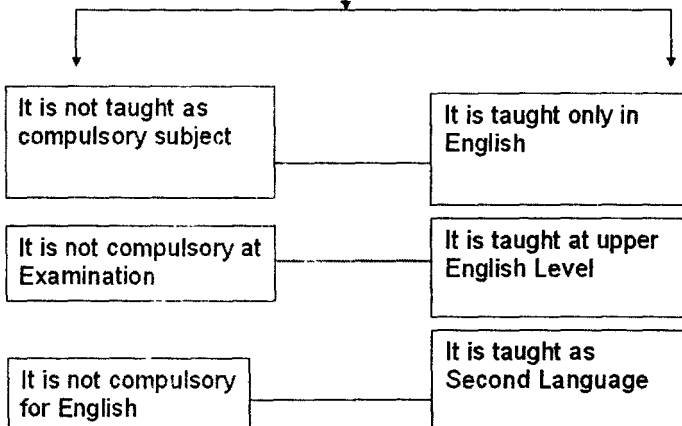
Introduction :

English plays a key role in our educational system and national life. The British introduced English in our educational system in order to produce cheap clerks for their colonial administration and to produce, what Lord Macaulay called: "a class of people, Indian in blood and colour, but English in taste, in opinions, in morals and in intellect." So long as the British ruled over India, English could not be displaced from the position of predominance given it by Lord Macaulay. British came here as traders and their first attention was on trade. At first they did not concentrate their attention on teaching of English. English helped the growth of nationalism which ultimately freed India from foreign fetters.

English is rich in literature and culture. English served as a great unifying force in India's freedom struggle. English is a link language. It has greatly contributed to the advancement of learning. It reflects in our ways and views. After independence, the English spread like water in India and it became very essential for India to have a national language. The teaching of English should be made more practical and language-oriented. English is to be taught as language of comprehension rather than as literary language. The role of English within a nation's daily life is influenced by geographical, cultural and political factors. The role of English at a given point in time must affect both the way it is taught and the resultant impact on the daily life and growth of the individual.

Position of English :

English is the language that is found in all corners of India. English is the language of the global village. It is a language of trade and industry. English is full of knowledge and information. English is the language that is used for

IMPORTANCE OF SECOND AND FOREIGN LANGUAGE

INTERNATIONAL LANGUGE

LIBERARY IMPORTANCE

NATIONAL IMPORTANCE

RECREATIONAL IMPORTANCE

EDUCATIONAL IMPORTANCE

CULTURAL IMPORTANCE

VOCATIONAL IMPORTANCE

connecting peoples having different tongues. Champion has said:

> In considering the position of English language in India, the outstanding consideration in the English is the language of the government public administration, the legislature and law courts. It is the language of commerce and business. It is the medium of communication between two persons and between various language areas.

When India became independent then a controversy began about the place, importance and study of the English. People like Rajgopal Chari favoured its importance and place. But who were nationalist, they did not support the view of Rajgopal Chari and said that British should leave this place early with English. They declared that students can express their ideas and thought in their mother tongue language. Other causes responsible for revolt against English were lack of use of English in every day life, defective method of teaching of English and British policy of preserve clerks.

But we can ignore that by learning and speaking for the last 150 years, English has become the language of Indians to a great extent. This language has taught them to love freedom and democratic way of life. It has knit them into one unit. It has made them capable to take an advantage of western scientific researches and inventions. We should give the Hindi place of national language. But we should not forget that English is too important for us so it should not be completely removed from the Indian curriculum.

(1) Place of English in Curriculum of State:

It is misfortune of Gujarat people that Gujarat Government has not decided its language teaching policy and in clear terms. It runs without visualizing the benefits and advantage of English language from students' point of view, from national point of view and the state development point of view.

The place and position of English can be summarized as under:

- English is not being taught as a compulsory subject at lower primary level. It is taught only in some private school.

- English is taught as a compulsory subject at upper primary level in class V, VI and VII. But there are no enough qualified teachers of English.

- It is being taught as a compulsory subject at secondary level in class VIII, IX and X. It is not compulsory at H.S.C. Examination.

- In higher secondary level, it is being taught as compulsory subject in class- XI.

- It is also being taught as compulsory subject at college level. Students passed H.S.C. Exam without English are allowed offering English at college level in some universities and they have to study English compulsory.

Thus indefinite English language teaching policy of Gujarat state has become the main reason for low education standard and poor performance of Gujarati students at national and international level.

(2)   Importance of Second and Foreign Language Teaching:

English is the language of the world and the knowledge of the language makes a person, a citizen of the world. Pandit Nehru has said "English is a big key on the modern world." Its importance as international language can be denied by none. For this ours reasons are as follows:

1.   *International Language :*

English is the international language. International English is the concept of the English language as a global means of communication in numerous dialects, and also the movement towards an international standard for the language. It is spoken all over the world. This language is mother tongue of nearly 320 million people and another 200 million people use it as second language. So it is vary useful to establish international relation for communication purpose and for the exchange of views with different countries of the world. It is also referred to as Global English, World English, Common English, or General English. Sometimes these terms refer simply to the array of varieties of English spoken throughout the world.

The English language evolved from a set of West Germanic dialects spoken by the Angles, Saxons, and Jutes, who arrived from the Continent in the 5th Century. Thus English is more closely related to West Frisian than to any other modern language, although less than a quarter of the vocabulary of Modern English is shared with West Frisian or other West Germanic languages because of extensive borrowings from Norse, Norman French, Latin, and other languages.

The establishment of the first permanent English-speaking colony in North America in 1607 was a major

step towards the globalization of the language. British English was only partially standardized when the American colonies were established. Isolated from each other by the Atlantic Ocean, the dialects in England and the colonies began evolving independently. In the 19th century, the standardization of British English was more settled than it had been in the previous century, and this relatively well-established English was brought to Africa, Asia and Oceania. It developed both as the language of English-speaking settlers from Britain and Ireland, and as the administrative language imposed on speakers of other languages in the various parts of the British Empire. The first form can be seen in New Zealand English, and the latter in Indian English. In Europe English received a more central role particularly since 1919, when the Treaty of Versailles was composed not only in French, the common language of diplomacy at the time, but also in English.

English as an additional language (EAL) usually is based on the standards of either American English or British English. English as an international language (EIL) is EAL with emphasis on learning different major dialect forms; in particular, it aims to equip students with the linguistic tools to communicate internationally. Roger Nunn considers different types of competence in relation to the teaching of English as an International Language, arguing that linguistic competence has yet to be adequately addressed in recent considerations of EIL.

International English sometimes refers to English as it is actually being used and developed in the world; as a language owned not just by native speakers, but by all those who come to use it.

It especially means English words and phrases generally understood throughout the English-speaking world as opposed to localisms. The importance of non-

native English language skills can be recognized behind the long-standing joke that the international language of science and technology is broken English. International English reaches towards cultural neutrality. This has a practical use:

> What could be better than a type of English that saves you from having to re-edit publications for individual regional markets! Teachers and learners of English as a second language also find it an attractive idea — both often concerned that their English should be neutral, without American or British or Canadian or Australian coloring. Any regional variety of English has a set of political, social and cultural connotations attached to it, even the so-called 'standard' forms.— Peters (2004, *International English*)

According to this viewpoint, International English is a concept of English that minimizes the aspects defined by either the colonial imperialism of Victorian Britain or the so-called "cultural imperialism" of the 20th century United States. While British colonialism laid the foundation for English over much of the world, International English is a product of an emerging world culture, very much attributable to the influence of the United States as well, but conceptually based on a far greater degree of cross-talk and linguistic transculturation, which tends to mitigate both U.S. influence and British colonial influence.

The development of International English often centers around academic and scientific communities, where

formal English usage is prevalent, and creative use of the language is at a minimum. This formal International English allows entry into Western culture as whole and Western cultural values in general.

2. *Library Importance :*

The Kothari Commission suggested that English be studied as a library language with the aim of getting the knowledge of science and technology, commerce and trade by reading standard books in English. The Commission said that no student be deemed qualified for a Master's Degree unless he has acquired a reasonable proficiency in English or in some other library language. In view of the fact that the medium of instruction even at the Post Graduate stage is the regional language in many Universities (only the Professional courses are taught through English medium), the Commission's recommendation would imply that teachers at Post Graduate level should be essentially bilingual, that is they should be able to teach in the regional language as well as English.

English is a key to the store house of the knowledge. The books on all branches of knowledge are written into English language. The importance of English as a library language nicely described by the Radha- Krishnan commission in the following words:

> English however must continue to be studied. It is a language which is rich in literature, humanistic, scientific and technical. If under sentimental we give up English, we could cut ourselves from the living stream of ever growing knowledge.

The use of English as a library language also implies that among the language skills of speaking, reading and

writing, the reading skill is the most important and it should be developed in the students to a high degree so that they will be able to read all reference material, general and technical, which is in the English, make notes and use it for their purposes. Students develop the ability to read fast and with understanding. The skill of getting the summery of books and periodicals in English quickly and properly is the most useful in modern life. This is the essence of using as a library language. Even with the growth of Indian languages English continues to be the link language between the States and the Centre and also between the multilingual Indian communities, apart from its being a valuable link with the world organizations and with the growing knowledge in science and technology and trade. English is a window on the world, opening up a vast vista of knowledge and scholarship, literature and art.

3.   *National Importance :*

The English language is the window which opens up the vast prospect of human achievement. The more effective grasp of English in all its diversities of speech, vocabulary, structure and meaning, the more will be benefit personally and contribute to the growth of our country as a modern nation of the 21st century.

The chairman of the University Education Commission Dr. Radhakrishnan's (1948) words on the importance of English to India needs repetition:

> It (English) is a language, which is rich in literature – humanistic, scientific and technical. If, under sentimental urges we give up English, we would cut ourselves off from the living stream of ever growing knowledge.

In India, English is the link language, serving to connect people of various regions and diverse backgrounds. English is the lingua franca of the people from the South, North, East and West of India. English is the official language, being the language used for communication among the Central and State Governments.

English has also its national importance because it is used as inter state communication language and in centre also. In India it is used as link language so that people could express their ideas easily. It is useful for both official and private communication between many parts of the country and thus it serves as a link language in the nation itself. Pandit Nehru's words bear repetition about the invaluable linking role of English in the country and across the world:

> The language link is a greater link between us and the English speaking people than any political link or Commonwealth link or anything else...If you push out English, does Hindi fully take its place? I hope it will. I am sure it will. But I wish to avoid the danger of one unifying factor being pushed out without another unifying factor fully taking its place. In that event there will be a gap, a hiatus. The creation of any such hiatus or gap must be avoided at all costs. It is very vital to do so in the interest of the unity of the country. It is this that leads me to the conclusion that English is likely to have an important place in the foreseeable future.

**IMPORTANCE OF MOTHER
TONGUE**

IMPORTANCE OF MOTIVATION

LEARNING BY IMITATION

MAXIMUM OPPORTUNITIES

LEARNING BY SITUATION
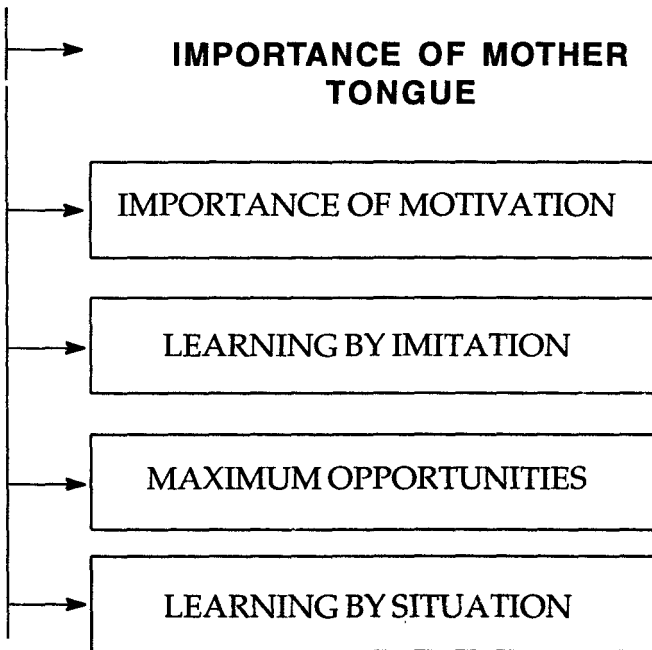
Thus English helps us to keep pace with the explosion of knowledge and scientific and technological advancement. English has one of the richest literatures in the world. India has gained immensely from its contact with English linguistically, scientifically, politically, administratively and in all spheres of modern activity. English is the world's widely used language. It is useful to distinguish three primary categories of use:

1. As a native language,

2. As a second language and

3. As a foreign language

4. Recreational Importance:-

English is one of the five languages of the United States. It is the first language in UK, USA, Canada and Australia. English is a source of recreation and useful employment of leisure. Person who knows English can take enjoy the best stories, dramas, novels etc. written in English language. It is also the language of world sports, radio ard television, telecommunication and internet, fashion and glamour.

5. Educational Importance :

Education systems around the world give special attention to teaching of English. The main aims of teaching English are language development and library development. It enables students to understand spoken English, speak English, read English and write perfect. The English system of education was introduced in India in 1835 by the British. It was the language used by the British administrators. The English was politically imposed on the Indian education system. The University Education Commission (1948) headed by Dr. Radhakrishnan recommended:

English is studied in high schools and
universities in order that we may
keep in touch with the living stream
of ever growing knowledge. This
would prevent our isolation from the
world, and help us take advantage
of the wider reach of the English
language.

English is a direct medium of acquiring knowledge of
modern arts, science, technology and Humanities. It is also
important for politician, scientist, doctors, engineers,
educationists, businessmen and research workers. They
increase their knowledge and experience by reading books
available only in English language. Almost all our great
leaders, well-known scientists, renowned philosophers and
famous writers are the product of English education.

6.   *Cultural Importance* :

English widens one's cultural and intellectual horizon.
It develops commercial, scientific, technological relation
with other countries. English enriches knowledge of foreign
culture.

7. *Vocational Importance* :

English offers opportunities many and varied
vocational like diplomatic and foreign services, business,
commerce, medicine, teaching law etc. all over the world.

(3)   Importance of the Mother Tongue Language and Habit :

According to Mahatma Gandhi: "The mother tongue
is as natural for the development of the man's mind as
mother's milk is for the development of the infant's body."
It helps child in all kinds thinking. As Ryburn remarks in
his book- *The teaching of English:*

Mother tongue is the basis of the all works. Mother tongue learning begins from infancy. Child learns mother tongue naturally. When he comes at the age of youth, unconsciously he has learnt the mother tongue and he can express his ideas, feelings, and thoughts and he can understands their. It is quite right that mother tongue is not taught but it is caught and foreign language is first taught and after caught.

The teaching of English through mother tongue is not new. In earlier the third language Sanskrit was learnt through mother tongue. English was also learnt with the help of mother tongue language in the later half of the 19th century. Justifying the use of mother tongue in the teaching of English language, Ryburn remarked:

If sufficient attention of teaching of mother tongue and if it is well taught, habit may be formed in the class room which will be of greatest value in connection with the learning English.

Importance of Mother Tongue in Teaching of English :

1.   Importance of Motivation :

Teacher should try always to motivate students to learning the foreign language because motivation provides the necessary encouragement for learning. In beginning the child is motivated by his parents to use mother tongue to express his thought, ideas and feelings and in same way

if a child is motivated by his teacher to learn English with the help of mother tongue, he can easily learn English. A students of correctly motivated to learn foreign language can himself manage to learn the language.

2.   Learning by Imitation :

Traditionally basic emphasis in learning has been placed on seeing, doing, hearing, and saying. Language is still largely learned by imitation, and good language is largely judged by its sound. A child learns his mother tongue by imitation. When family member pronounce any word the child imitate that word and learn to speak by mother tongue. On the same principle the English can be learnt by imitation in class. Teacher should pronounce the word or sentence and ask students to pronounce it. Thus student can learn English easily by imitation.

3.   Maximum Opportunities :

In class room the teacher should use mother tongue language in teaching learning process. Because we know that in India many people can not understand and learn English directly so teacher should use mother tongue most so that students could understand it easily. Teacher should give opportunities to students to learn foreign language with the help of mother tongue.

4.   Learning by Situation :

While learning his mother tongue, the child forms a concept and grasps the situation. He tries to associate certain symbols with the objects. While teaching new words and structure of the foreign language should create appropriate situation, for teaching them, in the class room. So that the students may exchange with each other their ideas and concepts already learnt by them in the process of learning their own mother tongue. In this context Dodson has rightly remarked:

The best and perhaps the only way in which a human being learns a second language is for him to have the maximum numbers of meaningful and purposeful contact with this language in useful environments and situations.

How the Mother Tongue helps in Teaching of English:

1.   The Teaching of Grammar :

Grammar is an attempt to develop concepts, principles and rules relating to usage and to the structure of language. Grammar provides a stock of ideas and understandings that help to make language intelligible, to give some insight into its structure, to supply some help in the use of language forms and in the correction of errors.

We know that student use grammar unconsciously in his talking. The learnt by a child of his mother tongue forms the back ground of the English language. If the students has a good knowledge of grammar, he will very easily learnt English. Thomas and Wyatt remarks:

> If the grammar of the mother tongue
> is well known, it forms a back
> ground of knowledge to which new
> grammar may be liked either by
> similarity or by difference.

Ryburn has correctly evaluated the importance of mother tongue in the teaching of grammar by saying:

> If pupils were given a through
> grounding in the grammar of their
> mother tongue, it would make things
> much easier for the English teacher.

So the teacher can explain the five points of grammar in better way by using mother tongue. He can with a view to make the concept clear also present comparison and

contrast between the grammatical forms of their mother tongue.

2.   Composition :

Composition in any ability of collecting and organizing different ideas. An English teacher can not speak throughout in English because of the existing level of knowledge of his students and if he does so student will not be able to understand him. In beginning students are neither expected trained nor to think in English. The topic already attempted by the student for composition in their mother tongue lesson of the students. The well graded practice of mother tongue can be attempted easily for composition in English subject matter for written composition in English can be borrowed from the mother tongue lesson of the students. The well graded practice of mother tongue acquired by the students will help them in arranging all the ideas, thoughts and information in English also.

3.   Oral Work :

Oral expression in English depends also upon the oral expression in the mother tongue. So before learning English, a student must be well conversant to express himself freely in his own mother tongue. Before they are expected to narrate their ideas English. They must be able to narrate them in their mother tongue. R Gurry is quite right when he remarks:

If a speaker talks freely and fluency in his own language he can soon learn to speak well and easily in mother tongue.

4.   Translation :

"Translation of passage has as its object the securing of an exact parallel in the mother tongue of a passage in

PROBLEM FACED IN SPEAKING LEARNING

LINGUISTIC PROBLEM

SOCIAL AND POLITICAL PROBLEM

PEDAGOGICAL PROBLEM
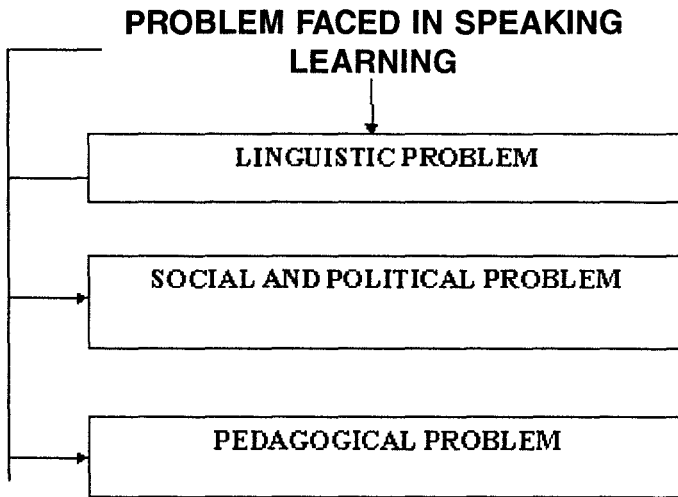
English. Its aim is to ascertain to what degree of perfection the art of paralleling has been persuading." Translation from and mother tongue occupies a very important place in learning English language. Translation imparts the student sufficient practice in expressing them in English, as they are given various fresh passage in their mother tongue which the students are required to translate it into English and vice versa English passage into mother tongue.

5.   Use in Pronunciation :

If pupils' pronunciation in his mother tongue is clear, his pronunciation in English will be also clear. English is a foreign language and has a very complex system of vowels, specially the dip-thongs which do not have any sound in any Indian language.

6.   Reading :

Reading is a complex skill involving a number of simultaneous operations. Reading has been divided into two parts:

1.   Reading aloud

2.   Silent Reading

These two parts of reading in the mother tongue provides sufficient help in reading aloud and silent reading in English. Reading aloud is helpful in developing speech habit and silent reading develops power of expression in writing and quick comprehension. Silent reading is the more efficient way of reading and more useful in life. Silent reading means reading completely silently, without even moving the lips. The importance of silent reading does not reduce the importance of oral reading at the initial stages of language learning. A teacher can develop reading habit among his students through reading exercise in the mother tongue. P Gurry remarks:

> Children who have taught to read in
> their mother tongue well can quickly
> learn to read English after one or two
> years of oral English.

In Indian condition, pupil may take more time. But ultimately reading habit can be developed in them through reading exercises in their mother tongue.

Extensive reading helps in supplying new vocabulary, new ideas, new sentence- pattern and new thoughts. It should be properly done in the class room and proper attention should be paid to it. It should be started with the help of mother tongue. The use of mother tongue will help the pupil in creating interest in the reading of additional material in English.

(4) Problem faced by Gujarati speaking learner in Learning Foreign Language

We know that Gujarati is second language for those who have brought up in the Gujarat. It is taught as second language in Gujarat state. It has been observed from the society of Gujarat that the people or Gujarati learner find this language very difficult. Why, the Gujarati learner feels it too difficult. Naturally to learn English needs a boost, an internal motivation to learn another language. As we know that first language is learnt naturally. No any special training is given to learn mother tongue while to learn second or foreign language the special training is given to Gujarati speaking learner. The important question is that why Gujarati speaking learner of English find it difficult to learn English.

Gujarati speaking learner are learning almost in vacuum. The Gujarat is one of a state of India. Gujarati is spoken in Gujarat. It is used every where, in all government department and other department. The Gujarati is widely

spoken and there are many dialectical varieties within. The code in Gujarati is based on Indian language, Sanskrit. From the through out studies in the field of linguistic Sanskrit is found the most scientific language. So naturally the Gujarati is also one of scientific language of the world. The Gujarati has its own speech and script and Gujarati speaking people have mastered it. It is very difficult to find the subsidiary environment using another language among Gujaratis. Now we see that which difficulties are faced by Gujarati speaking learner.

1. Linguistic Problem
2. Social and Political Problem
3. Pedagogical Problem

1. Linguistic Problem:

- Gujarati is syllable rhymed language while English is stressed rhymed language.
- In Gujarati, the spoken language is closed to its script whereas in English, spoken language differ in it form.
- The word order in both language differ in form; in Gujarati it is SCV, SOV, or SAV whereas in English SVO, SVC, SVA.
- The Gujarati is scientific language while English is not because in Gujarati there is one to one correspondence between sound and its letters, in English 26 letters represent 44 sounds.
- Syllabic formation in Gujarati is different from English. In Gujarati it is V, CV, CVC, CCVC, CCCVCC, etc. So Syllables are not easily recognized by learner.

2. Social and Political Problem:

In Gujarat the English teaching has been considered a problem because there is no clear policy about teaching

of English in college and school. There is no perfect sequence of teaching English in school and college. In this category, the social and political problems are included:

- We know that Gujarati is basically a business community. The society has been divided into two parts. Rural and Urban. In both these stream, people like to live in there respective community. Rural want to live with rural people while urban like to live with urban. They don't like to live together so they did not need any other language to communicate. The elite class is too small; they prefer English but the greatest mass neglect learning second language.

- In school there is no importance of teaching or learning English. We know that there is no clear policy of teaching English in colleges and schools. English is taught but without having goal of acquiring skill of using English.

- The some of the groups advocating learning in vernacular language oppose almost policies on this issue. So English medium institutes are mushrooming like anything and teaching English as second or foreign language is neglected in school where Gujarati is the medium of instruction.

- The language teaching is based on recommendation of Dr. Kothari Commission. The Government of Gujarat has accepted his formula of teaching three languages in secondary schools. English has been found a compulsory component in very short period of school education 2 to 4 years. The policy makers are still in dilemma to make it compulsory from lower primary.

3. Pedagogical Problem:

The way of teaching first language is different from the way of teaching second language. The way teaching of first language in teaching English, one can not teach English. In pedagogical problem the teacher is not only responsible but also those are also responsible who are engaged in language teaching at whatever level. Now we see the problems which Gujarati speaking learners face:

- There are lack of good English teacher
- Little knowledge of linguistic
- No good methods are practiced
- Lack of the knowledge of how languages are acquired and learned
- Lack of resources like authentic material and software.
- Objectives should be based on psychomotor domain.
- The language teaching should be task based.
- The language teaching should be communicative.
- The teacher must have liberty of deciding language activities and material.
- The school must have technological resources.
- The grammar teaching should be moderate and language oriented.

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FOREIGN LANGUAGE LEARNING

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(1) The Psychology of Foreign Language Learning

Many branches of language emerged from philosophy. Psychology is one of them. The development of psychology in the field of philosophy has made teaching and learning very effective and scientific. First the education was in shadow of teacher. They were the master of education and what they spoke was next to God. The education was slave of teacher. They have no any role in teaching learning process. Whole teaching learning process was teacher centred. Teacher teaches in his own way. He did not think the mental condition of child. The psychology has made us eligible for think minutely understanding teaching more scientifically. It has provided the way of teaching and learning both teacher and students have got this advantage from the psychology. The psychology has helped "How to teach language and "How it may be useful in teaching learning process."

Language :

The different languages are spoken in the world. The different languages are used all over the world. There are many varieties within the language. How these languages

CHARACTERISTICS OF LANGUAGE

Language is cultured based

Language is unique system

Language is social behave

Language is medium of instruction

Language is structural system

Language is made up habit
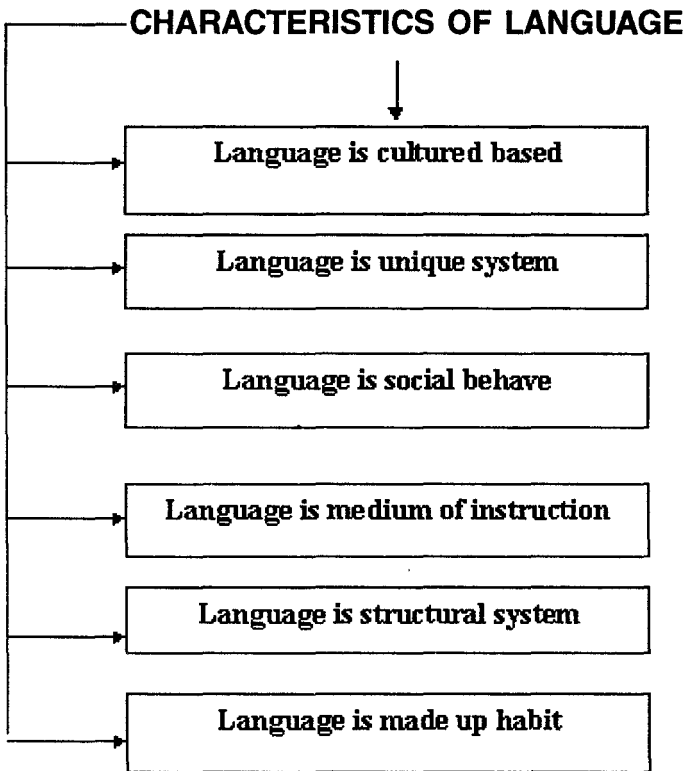
are originated, it is very difficult to know. It is believed that people started conveying message quest, signals, postures, gestures and sign etc. The Researcher has made it clear that the language is a medium through which a one can express his ideas, thought, feeling and message. Robins rightly points out those definitions tend to be trivial and uninformative but he does list and discuss a number of silent facts that must be taken into account in any seriously intended study of language. He notes:

> Language is a symbol system based on pure arbitrary conventions... infinitely extendable and modifiable according to the changing needs and conditions of the speakers.

Every language choices some symbols from the alphabet of the language and joins in different combinations to form meaningful words. Language conventions are not easily changed. Language is extendable and modifiable. Language is the method of human communication. Edward Sapir quotes:

> Language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols.

In their *Outline of Linguistic Analysis* Block and Trager wrote: "A language is a system of arbitery vocal symbols by means of which a social group co-operates." Collins Cobuld Essential English Dictionaries defines language as:

> Language is a system of communication through which

consists of a set of sounds and written
symbols which are used by the
people of a particular country for
talking or writing.

Darbyshire noted: "Language is undoubtedly a kind
of means of communication among human beings. It
consists primarily of vocal sounds. It is articulatory,
systematic and arbitrary." Language is a fully developed
means of communication. Language has changed the entire
gamut of human relations and made it possible for human
beings to grow into a human community on this world.
Cambridge International Dictionary of English (1995:795)
defines the term "language" as:

> ... a system of communication
> consisting of small parts and a set of
> rules which decide the ways in
> which these parts can be combined
> to produce messages that have
> meaning.

Noam Chomsky Syntactic Structures observes: "A
language is a set (finite or infinite) of sentences, each finite
in length and constructed out of a finite set of elements."
The Cambridge Concise Encyclopaedia defines the term
"language" as:

> A species-specific communicative
> ability, restricted to humans, which
> involves the use of sounds, grammar,
> and vocabulary, according to a
> system of rules. Though other
> animals can communicate vocally
> and by gestures, they are restricted
> to a participate set of messages,

genetically given, which cannot be creatively varied.

In his *Essays on Language* Hall notes: "Language is the institution whereby humans communicate and interact with one another by means of habitually used oral auditory arbitrary symbols." Encyclopaedia Britannica comments:

> Language is a system of conventional spoken or written symbols by means of which human beings, as members of a social group and participants in its culture, communicate.

The teaching of language is basically conditioned by the nature of the subject. Language is the manipulation of experience by the use of symbols. The concept of language as a learning task is a complex of interrelated and interdependent experiences and elements, in which growth proceeds simultaneously but in varying degrees, dependent on points or emphasis and interest.

The primary functions of language are communication, self-expression and thinking. The expression of feeling and meaning becomes more exact. The command of words and groups of words grows with practise and with the complexity of ideas and reactions to be expressed. The communication function is obvious. The use of language as a means of clarifying ideas and feelings is equally real. Language is a means of clarifying perception of discovering likeness and differences in thing observed, of forming general ideas, and of discovering relationships.

It has been observed in the first place that language is a vital part of the growth process. Language is a social act, a means of adjustment to control over other people. The entire process of socialization is largely a process of language development.

LANGUAGE

```
                    LANGUAGE
                        |
                        v
        +---------------+---------------+
        |                               |
        v                               v
   +---------+                     +---------+
   |  F. L.  |                     |  S. L.  |
   +---------+                     +---------+
        |                               |
        v                               v
+------------------+          +---------------------+
| F. L. is acquired |          |  S. L. is learnt    |
|  It is acquired   |          | It is learnt through|
|    naturally      |          |      practice       |
+------------------+          +---------------------+
        \                           /
         \                         /
          v                       v
     +----------------------------------+
     |                                  |
     v                                  v
+----------------+          +------------------+
| First language |          | Second language  |
+----------------+          +------------------+
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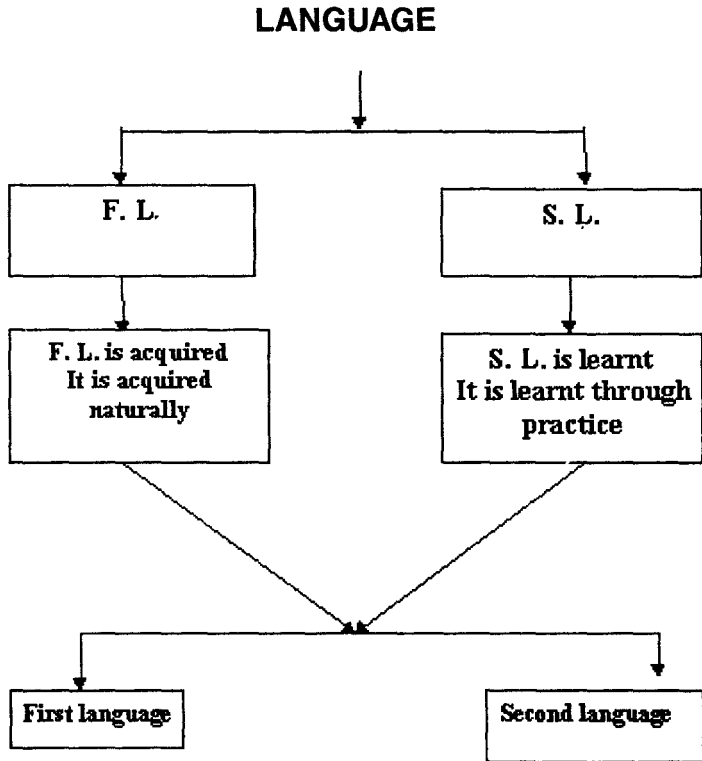
In the second place, it has been noted that, native equipment gives potentialities of growth. It is a vital part of the process of adjusting to life, physical and social. Language is a means of gaining control of people and thought. It is a means of bringing order into a bewildering world. Command of language is an important factor in the development of total personality of the child. Command of language gives a feeling of confidence, satisfaction and security. Such mastery is a wholesome influence that affects the whole life of the child.

Language is purposeful, not a mechanical. The purpose is largely utilitarian. The fourth important implication is that language develops as a whole. The fifth principle relates to grading and sequence.

Language is used to communicate our thoughts and ideas. Language is essential for our survival and development as human being. Language is a result of cultural experience. Language is also a system of phonetics, grammar and vocabulary. English Language has a set of sounds peculiar to it. Language is learnt by imitation. With patience and time, every language can be mastered. No language is inferior or superior. Every language represents its culture in the best possible way. Few characteristics are given of Language :

- Language is a very important means of communication
- Language is symbolic
- Language is dynamic
- Language is structured system
- Language is unique system
- Language is a carrier of civilization and culture
- Language is a form of social behaviour

FOREIGN LANGUAGE [CHARACTERISTICS]

Different sound pattern

Different words

Little ode structure

Different meaning
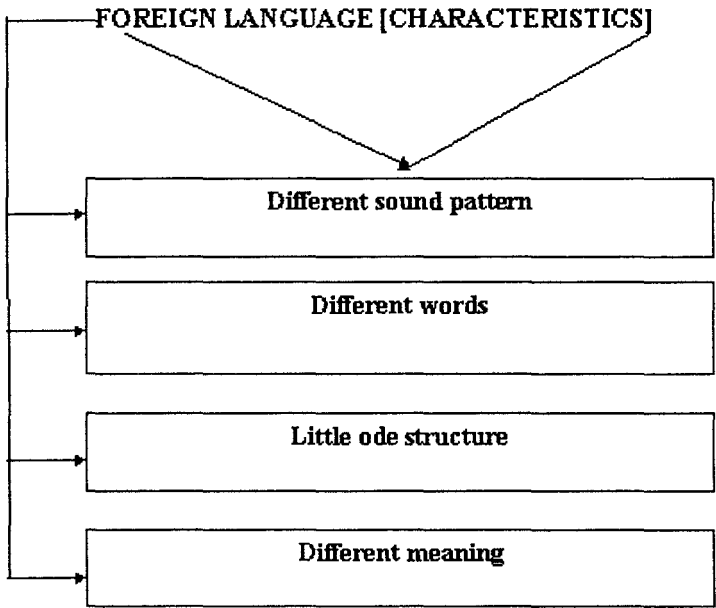
- Language is arbitrary
- Language is medium of instruction
- Language is made up of habits
- Language is a symbol of system
- Language is as important as the air we breathe
- Language is the most valuable passion of man
- Language is an inseparable part of human body.

First Language :

There are many states in our country. Every state has its own language like Gujarat, Tamil, Rajasthan and other state. These languages may first for one state and for other state second language. When a language is learnt naturally or without training than it is called first language. For example a child of Gujarat learns Gujarati naturally because he has natural environment of Gujarati in house, in society and many places. It is routine language for him, so he speaks Gujarati without any problem. Thus Gujarati is first language for him. The first language is used to learn second language in many states. The first language can be defined as under:

> It is the language that an individual has acquired when he was child as a part of natural process of acquiring language without any formal training.

Second Language :

There are different kinds of languages are spoken in India. All languages are different in nature. Diversity is features of Indian but they have unique identity. In the world several languages are used and they are differs from each other. They are different in way of script, rhythms

PSYCHOLOGY OF LEARNING

Behaviorism		Cognitivism

Classical Conditioning	Operant Conditioning

Sounds of bell
(Conditioning
Stimulus)

Food
(un-conditioning
Stimulus)

Come larva from mouth
of dog (Conditioning
response)

Give Reinforcement	Press trigger to get food	Give response

Response is to Get Food
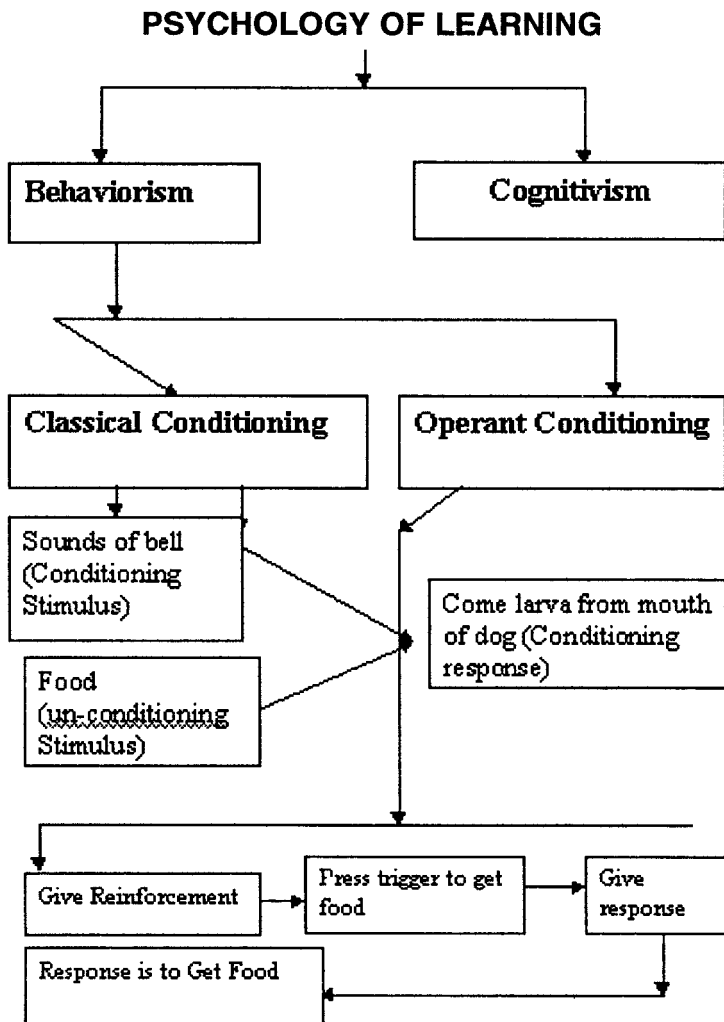
and sounds. Some time we find numbers of varieties within language.

For example: In Gujarat, Gujarati is first language for Gujarati people because it is learnt without any particular training. But in Rajasthan it is not first language because it is not learnt in routine in environment. In school and colleges and other places the only Hindi is used so Hindi is first language and Rajasthani may be second language. To learn Rajasthani we need special training.

In south India the Hindi is Second language because the Hindi is not used as routine language. The Tamil is First language for them. They use it as first language. The term second language can be defined in these words:

> When a child learns a language systematically or he is given particular training for it then it is called second language.

Foreign Language :

It is the language which is used by the people of other country or society. For example Russian, Chin and other country also use these languages. These are foreign language because they have different sound pattern, different words, little ode structure and entirely different meaning. The term "Foreign language" has been defined as:

Foreign language is the language where the secondary environment is not observed and the people of linguistically foreign societies use such language.

Difference between Acquisition and Learning :

Acquisition :

Many languages are used in our country or societies. When languages are learnt without any practice it is called

first language. Child learns first language without any problem and practice. He learns FL naturally. When language is learnt naturally and without any systematic practice then it is called Acquisition. The language when it is learnt in primary environment or learnt without practice it is Acquisition.

Language acquisition is the process by which a child acquires its mother tongue. The acquisition of a first language is the most wonderful feat we perform in our whole life; we do it at an age when we can hardly do anything else. Language acquisition is an active process. Children take the clues available to them and use these clues to construct their own grammatical rules, rules which grow in sophistication as acquisition proceeds.

Learning :

Learning a language requires the operation of an innate capacity possessed by all human beings. In our schools many subjects are taught. English taught as second language because particular practice is given to the students to learn English. To learn English, the help of mother tongue is taken. The term "Learning" can be defined as:

The way through which the art of using skill and practice is given to learn it than it is learning.

Psychology of Learning :

1.   Behaviourism
2.   Cognitivism

1.   Behaviourism :

This school of psychology has been established by Russian Psychologist Pavlov and American Psychologist B.F. Skinner. Behaviourism is the theory that psychology should invoke only observable and measurable phenomena.

Behaviourism originated as a healthy reaction to this state of affairs. The early behaviourists wanted to sweep away what they saw as empty speculation and the endless postulation of undetectable concepts. Behaviourism exercised great influence over the linguist Leonald Bloomfield and the American structuralists who followed him. In 1957 the American Psychologist B.F. Skinner published Verbal Behaviour. It was an attempt at interpreting language acquisition strictly in terms of Behaviourism. It was the most radical attempt ever treating language in a behaviourist framework. A behaviourist method of language teaching should embody at least the following principles. It should be firmly anchored in spoken language. Pavlov has given theory of classical conditioning and B.F. Skinner has given the theory of Operant Condition.

Classical Conditioning : This theory is based on the habit formation. Pavlov says that human or any creature gives response due to stimulus. Stimulus are that things which create excitation in creature. It means that human learn due to stimulus. Pavlov has done one experiment on a dog. In which when at first Pavlov rings a bell before dog and dog hears it. With it, it is given food then it drops larva. Just after he rings bell then it drops larva after again food is given. In this condition we look that dog is given stimulus and it gives response. Thus student can also be taught according of this theory.

Operant Conditioning : This theory is also based on the habit formation. B.F. Skinner says that human or any creature gives response due to Reinforcement. He wants to say that human or creature learns due to reinforcement. B.F. Skinner has done experiment on Pigeons and Rats. When they are reinforced they get their target or food. It means student can be taught very effectively if they are given proper reinforcement.

The structuralists believe in the pattern of practice. They say that teacher should motivate to their student so that he could get his all desired objectives. The motivated learner learns fast and effectively.

Few Essential Points :

1. Language is learnt only through practice. The more the learner is exposed to the use of language, the better chance of learning it.

2. Producing the correct linguistic response to a stimulus requires efforts. If the learner is not called upon to make this effort there is no learning.

3. Producing correct response also requires attention.

4. The spoken language comes earlier than the written and the passive experience of language is necessary before any productive (active) use can begin.

5. Learning takes place fast if a correct response is given t the students. The learner must know at once if his effort is right or wrong.

6. Every new item must be learnt by reinforcement by further practice before further learning begins.

2.   Cognitivism :

Cognitivism is the doctrine that the mind can be invoked in scientific investigation and even be made the object of study itself. Today most psychologists, philosophers and linguists, are preferably happy to invoke invisible things like minds and purposes and even to make mind itself the object of study. This approach is called Cognitivism.

COGNITIVES

Cognitive emphasizes the importance of three things

Meaning

Knowing

Understanding

Cognitive says that the language acquisition can be automatically attained
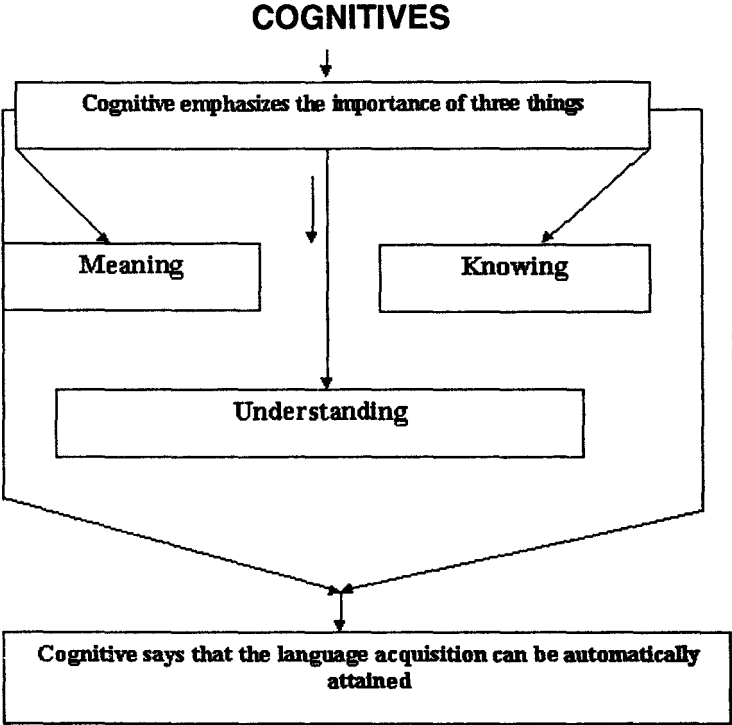
This theory is based on the developmentally readiness of learner. The psychologist Piaget says when child is ready to learn then he can be taught. He learns naturally. This idea can be regarded as a starting point of the cognitivist idea. The psychologist emphasizes the importance of three things:

1.   Meaning
2.   Knowing
3.   And understanding

According them learning is a meaningful process of "relating new events or item to already existing already cognitive concept." And it is thought to involve internal representations that guide performance. In the case of language acquisition, these representations are based on language system. That involves procedure for selecting appropriate vocabulary, grammatical rules and pragmatic conventions governing language use.

David Ausubel has criticized the popular audio lingual method for its theory based on reinforcement and conditioning. Adult learning a second language could profit from certain grammatical explanation. Though children do not use deductive method of grammar and they do not have superior cognitive capacities. They acquire mother tongue quietly.

In short, the cognitivists say that language acquisition can be automatically attained. Behaviourists favour the view that language is behaviour is one sided and some what superficial. According to Cognitivists there is some thing, which mediates between the stimulus and the response, and the cognitive function. A learner just does not behave in a mechanical manner. He uses his mind also. He not only perceives the whole phenomena but also develops in insight through which he solves a problem.

(2) Use of Motivation, Attention, Reinforcement, Habit Formation, understanding and Memory in teaching English

Motivation :

We know that first language is acquired and second language is learnt. To learn first language we need not to motivate the child, he is internally motivated and he acquires first language. To learn second language students are given systematic practice, it means he is motivated to learn second language. Without motivation he can not learn second language. Motivation is a term which occurs in discussion of second rather than first language learning. It is through speech that a child learns to organize his perception and regulate his behaviour and mental activities. Faced with problems and needs, the child wills merely look for outside assistance. The word "Motivation" has been defined as:

> Motivation is considered with the arousal of the interest in learning and to the extent is basic to learning.

> Motivation is the central factor in the effective management of process of learning. Some types of motivation must be presented in learning.

> Motivation is an energy change within a person characterized effective arousal and anticipatory goal reaction.

Importance of Motivation :

1. Man became civilized from uncivilized man. It is only due to motivation.

2.   Motivation makes expected change in human. Human can adjust himself with society. Motivation plays main role to encourage people.

3.   Motivation makes learning and teaching effective.

4.   Motivation creates teaching atmosphere in class room.

5.   Motivation makes students active and creative. They desire to do some thing new.

6.   Motivation creates interest for self studies in students. So that the atmosphere of motivated situations could be created.

7.   Motivation makes students to identify themselves. Motivated students can move their limitation by using their powers and ambitions.

8.   Motivation inspires students to become active and regular in their work and start their work.

9.   Motivation inspires students to prove their goal and objectives.

Reinforcement :

When you go to any shop. Do you think that if you don't give charge of any goods? Will shopkeeper give something to you? No he will give nothing to you without any charge. Thus reinforcement is goods which can be obtained by giving some thing right. The reinforcement has been defined as:

> Any environmental event that is programmed as consequence of a response that can increase that rate of responding is called reinforcement.
>
> Which makes any response powerful is called reinforcement.

KINDS OF REINFORCER

Positive Rein-forcer

Negative rein-forcer

Punishment

Primary Rein-forcer

Secondary Rein-forcer

Hunger

Thirst

Sex Satisfaction

Reputation

Get Wealth

Post or Seat
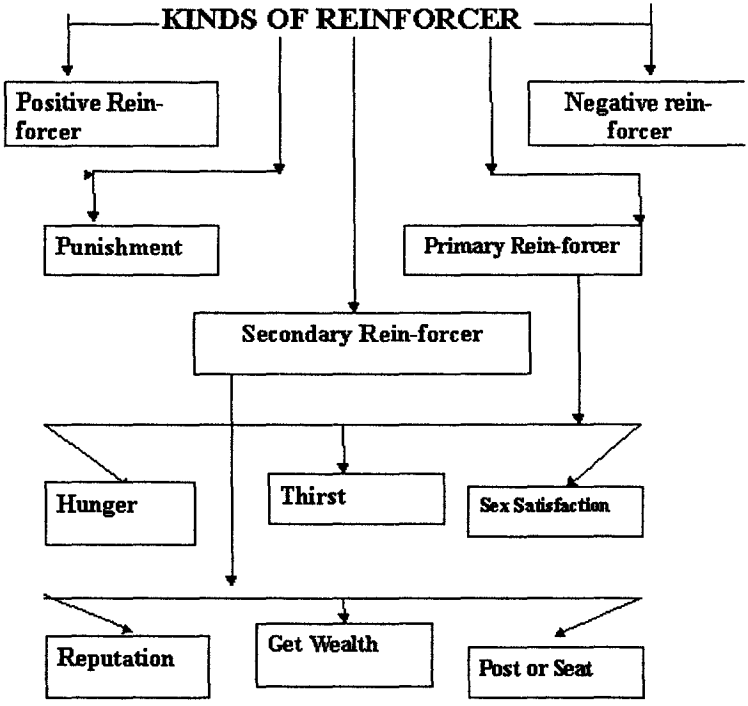
When an award or punishment is
given to make response powerful is
called rein-forcer.

Kinds of Rein-forcer :

1.   Positive Rein-forcer

2.   Negative Rein-forcer

3.   Punishment

4.   Primary Rein-forcer

5.   Secondary Rein-forcer

Attention :

Attention plays important role in teaching learning
process. Attention is a mental process of students which
decides the role of students' involvement in teaching
learning process. When we say that, this student is not
intelligent. It means that he does not draw his attention in
teaching learning process. Inattentive students can never
perceive knowledge. He disturbs whole teaching learning
process. The teacher should follow the simple rules for
stretching their attention till at the end of the class:

1.   The teacher should be live in his presentation.

2.   The stimulus variation technique should be used
     in class room teaching.

3.   The learning material and content must be
     interesting.   ₄

4.   The teacher should held enjoyable activities.

Memory :

You have listened about computer. In computer we
can store data on large scale. Why, the computer has
memory power which remembers whole data till long time.
Just like it human also has brain which have memory

STAGES OF PROCESS OF MEMORIZATION

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                    |
                    ↓
  ┌──────────────┐        ┌──────────────┐
  │  REGISTER    │───────▶│  RETAINING   │
  └──────────────┘        └──────────────┘
                                  │
                                  ↓
  ┌──────────────┐        ┌──────────────┐
  │ RECOGNITION  │◀───────│  RECALLING   │
  └──────────────┘        └──────────────┘
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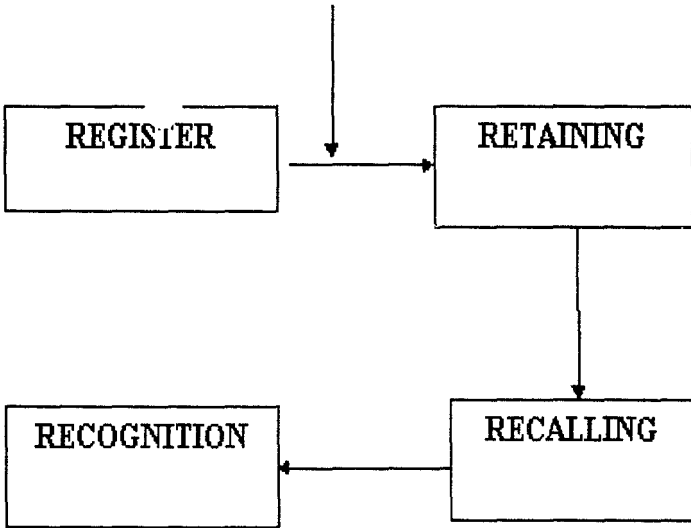
capacity. Human brain is store house of memory. Human performs several tasks which remembrance is stored in memory system. There are stages in the process of memorization. They are registering, retaining, recalling and recognizing. If the learners can not fix the concept about the language, they can not use. The learners have fixed the ideas and when they need, they should recognize and recall the retained information. The teacher should try to make teaching so simple and lucid for better retention. If not, the learner will not be able to fix and recall.

Habit Formation :

We know that practice plays important role in teaching Learning process. If sufficient practice is given to the students to perform task, he will learn language easily. According to behaviourists psychologist the habit is conditioned behaviour. So learning a language means forming habit of using language. If we want to learn language we should take it in practice. Acquiring new habit is the result of learning. Learning a second language means forming the habit of using English. Now we take the example: at first child forms the habit of producing sound in English. They have learnt it, later they form the habit of forming words, letter and passage and then talking. In this process the learner are acquiring these skills by modifying their acquired behaviours in their respective mother tongue. Communication skills are nothing but habit formation. The learners have to form the habit of behaving in the manner of English. Almost all kinds of primary or motor skill learning is kind of habit formation. The teacher of English should form following habit in order to attaining second or foreign language:

1.   Better articulation
2.   Good acceptable rhythm
3.   Better intonation and pronunciation

HABIT FORMATION

Better articulation

Good acceptable rhythm

Better intonation and pronunciation

Using English manner

Speaking and writing
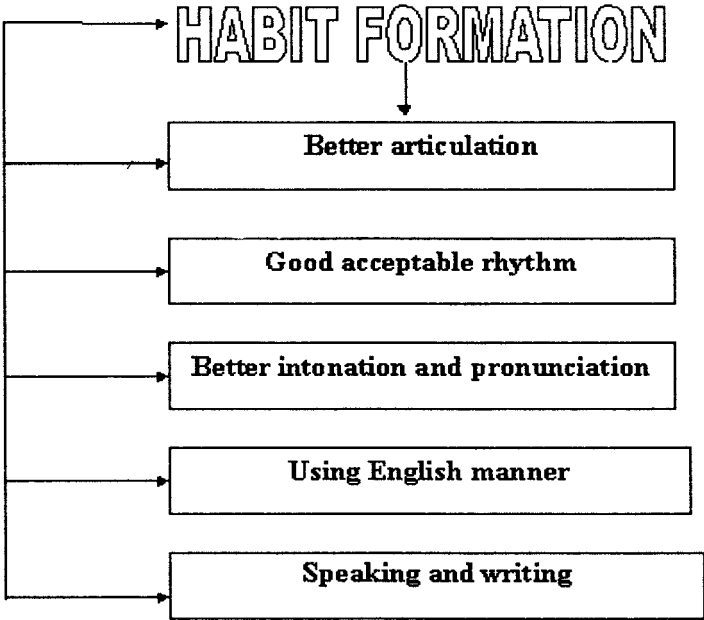
4.   Using English manner

5.   Speaking and writing

(3) Aims and Objectives of Teaching English at School level in Term of language Point and Skill

Introduction :

We know that man performs several tasks. He is always active. We study in our life. I don't think that a man performs a task without any purpose. There is always aim or purpose behind any task. Thus we can say that a task without any purpose or objectives or aim is wasteful. There is no meaning of that task. There should always be purpose behind the task. Now we come to the point, teaching of English. Is there any purpose or aim of teaching English at school Level? Yes, there are aims and objectives of teaching English at school Level. There are general and specific objectives of teaching English. What are general and specific objectives of teaching English? How can we define general and specific objectives? We take an example of a teacher who teaches English in class room. Suppose he is teaching the unit "Mahatma Gandhi". What will be general and specific objectives of this unit? General objectives of this unit are :

1.   To enable the student to speak English correctly.

2.   To enable student to understand topic correctly.

3.   To enable student to read English with ease.

4.   To enable student to listen English with ease.

5.   To enable student to write English correctly.

General objectives are those which are obtained at the end the year. Specific objectives are of this unit:

1.   To enable students to develop quality of Mahatma Gandhi.

OBJECTIVES OF TEACHING ENGLISH

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                    ┌──────────────┴──────────────┐
                    ▼                              ▼
        ┌───────────────────┐        ┌───────────────────┐
        │     GENERAL       │        │     SPECIFIC      │
        │    OBJECTIVES     │        │    OBJECTIVES     │
        └───────────────────┘        └───────────────────┘
                    │                              │
                    ▼                              ▼
        ┌───────────────────┐        ┌───────────────────┐
        │ Those are got after│        │ Those are got after│
        │ the end of the year│        │ the ending of the  │
        │   of the course    │        │       unit         │
        └───────────────────┘        └───────────────────┘
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Example: The unit is Mahatma Gandhi"

General objectives of this unit	Specific of this unit
To enable students to speak English correctly	To enable students to develop qualities of Mahatma Gandhi
To understand topic correctly	To enable students to develop quality of sacrifice.
To read English with ease	To enable the students to develop the quality of loyalty for our country
To listen English with ease	
To write English correctly	To enable the students to develop the quality high thinking and simple living.

ENGLISH TEACHING

English should be taught as language not as literature because on this stage, students do not understand the literary sense of English. At this stage language development should be chief objectives.

Develop taste for English literature

Develop interest in English literature

Develop translating ability

Understanding of critical value

Drawing aesthetic pleasure

2. To enable students to develop the quality of sacrifice.

3. To enable student to develop the quality of loyalty for our country.

4. To enable student to develop the quality of high thinking and simple living.

Thus we can say that the general objectives are those which are got after the end of the year course and specific objectives are those which are got after the ending of unit.

Now we take two types of objectives of teaching of English which are limited to particular class V to VIII and IX to XII:

1. **Language Development**

2. **Literary Development**

1. Language Development :

It is only for the students of class V to VIII. During this stage the main aim of English teaching is only language development of child. It means that English should be taught only as language not as literature because on this stage, student does not understand the literary sense of English. We can say that teacher should not care about pronunciation, grammar, vocabulary and structure of language but he should think only about the language development of students. According to above opinions, student starts the learning the language on this stage. So first, they should have a good command over the language. At this stage, language development should be chief objective. According to P. Gurry,

> It is necessary that the Indian people
> should not only understand English
> when it is spoken or written but also

GENERAL OBJECTIVES OF TEACHING ENGLISH

> To enable the students to understand the spoken language

> To enable the students to speak English correct language

> To enable the students to write the language properly

> To enable the students to read the language with ease.
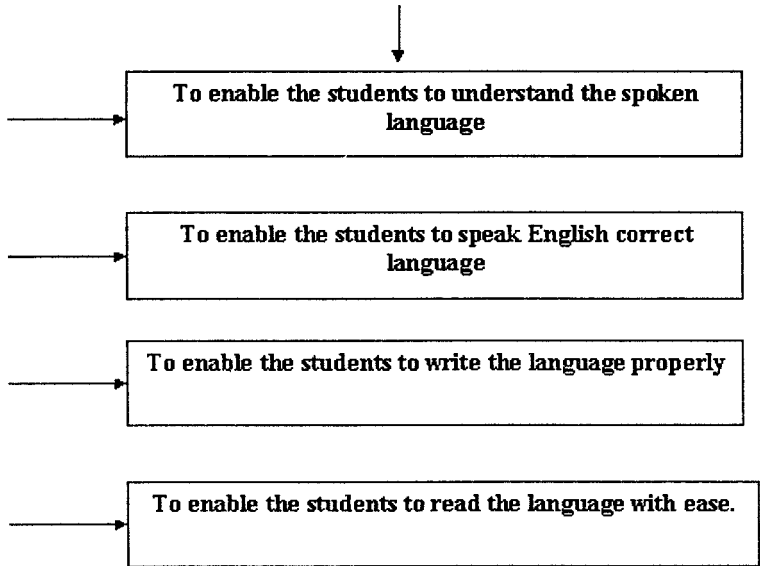
he should himself be able to speak and to write it.

2. *Literary Development:*

This objective is for the stage of senior class students from IX to XII. On this stage the ability of reading, listening, speaking and the writing and understanding should be developed in the students. Literary development is an important objective at higher secondary stage. Literary development to means to develop:

1. A taste for English literature by reading prose, poetry, story etc.

2. Develop interest in English literature

3. Development of translating ability

4. understanding the critical value

5. Drawing aesthetic pleasure, from reading English literature

General objectives of Teaching English :

General objectives are global and long term goals. General objectives state what to achieve at the end of the course of the year. They are :

1. To enable students to understand spoken or written language.

2. To enable students to speak simple English correct language.

3. To enable the student to write the language properly.

4. To enable the students to read the language with ease.

Specific objectives of Teaching English :

Specific objectives are short term goals. Specific objectives state what to achieve at the end of the unit.

Specific objectives are based on the above sub skills or general objectives.

- **To enable the students to understand spoken language.**

To enable student to........

1. Differentiate sounds of English words and sounds of words of mother tongue.

2. Recognize the sounds of English.

3. Associate ideas with pictures, chart or object during oral presentation.

4. Carry out oral instruction.

5. Follow the meaning of words, phrases and structure in their context.

6. Establishment of chronological order of statement narration, maintaining a continuity of thoughts.

7. Get main idea of the narration, talk and discussion.

8. Point out the missing point in oral presentation.

9. Understand the purpose of the speaker by noting his stresses and intonation pattern.

10. Follow the typical usage of the spoken form of language.

- **To enable students to speak simple English correct language**

To enable students to ....

1. Pronounce the sounds of English letters and words correctly.

2. Speak sentence with proper stresses, pauses and intonation pattern.

3. Use appropriate words and sentence pattern.

4. Answer the questions.

5. Speak without any reversion.

6. Speak without using any meaningless and unnecessary words.

7. Put ideas in proper sequence.

8. Speak with confidence.

9. Acquiring skill of effective communication.

10. Acquire active vocabulary.

• **To enable the student to write the language properly**

To enable the students to ….

1. Write the letter correctly.

2. Shape the letter correctly.

3. Write words with proper spacing between letters.

4. Write sentence with proper spacing between words.

5. Use capital letters in writing.

6. Use appropriate words, phrase and sentence pattern.

7. Use punctuation correctly.

8. Spell the word correctly.

9. Write different types of compositions.

10. Write answer keeping in mind the format of questions.

• **To enable the students to read the language with ease**

To enable the students to ………..

1. Recognise words of English.

2. Follow the meaning of words, phrases and structure in their context.

3. Recognise different shades and meaning of words.

4. Note and keep in view the punctuation mark while reading.

5. Associate ideas of reading material with a picture or a chart.

6. Read with the correct pronunciation and clear expression.

7. Find out appropriate answer to question based on reading material.

8. Locate key word, phrases and sentence.

9. Give the list of content material read.

10. Locate the sequence of ideas and facts.

11. Read with ease and appropriate speed.

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INSTRUCTIONAL MATERIAL AND TEXT BOOK

━ ━

(1) Use and selection of Instructional Material and Teaching Aids

Introduction :

We know that teaching and learning is process. Teacher teaches and students learn from teacher. In process of teaching learning process teacher uses some thing to make his teaching learning process effective. The material and aids which are used by teacher to make his teaching very effective is called teaching aids and instructional material. The language teaching is not a static process but it is a dynamic process.

We know the general objectives and specific objectives of teaching English. Teacher should select teaching material and instructional according the objectives decided by teachers so that skill of reading, understanding, writing and speaking and sub skills of skills could be developed in students.

We know that English is second or foreign language. So the teaching material and instructional material play

TEACHING AIDS

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                    TEACHING AIDS
                          |
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        |                 |                  |
  +-----------+    +-------------+    +-------------+
  | VISUAL AIDS|   | AUDIO AIDS  |    | AUDIO VISUAL|
  +-----------+    +-------------+    +-------------+
        |                 |                  |
        |     +----------------------+  +------------------------+
        |     | Language laboratory  |  | Computer Assisted      |
        |     +----------------------+  | Language Learning (CALL)|
        |                 |             +------------------------+
        |                 |                  |
  +-----------+    +----------------------+  +-------------+
  | Black Board|   | Audio Cassette Player|  |  V. C. P.   |
  +-----------+    +----------------------+  +-------------+
  +-----------+    +----------------------+  +-------------+
  |Flannel Board|  |        Radio         |  |  V. C. D.   |
  +-----------+    +----------------------+  +-------------+
  +-----------+                             +-------------+
  | Soft Board |                            | Television  |
  +-----------+                             +-------------+
  +-----------+                             +-------------+
  |   Charts   |                            |Film Projector|
  +-----------+                             +-------------+
  +-----------+
  |    Maps    |
  +-----------+
  +-----------+
  |  Pictures  |
  +-----------+
  +-----------+
  |  Drawing   |
  +-----------+
  +-----------+
  |Static modal|
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  +-----------+
  |  Film strip|
  +-----------+
  +-----------+
  |Slide Projector|
  +-----------+
  |   O.H.P.   |
  +-----------+
  +-----------+
  |Transparencies|
  +-----------+
  +-----------+
  |  Episcope  |
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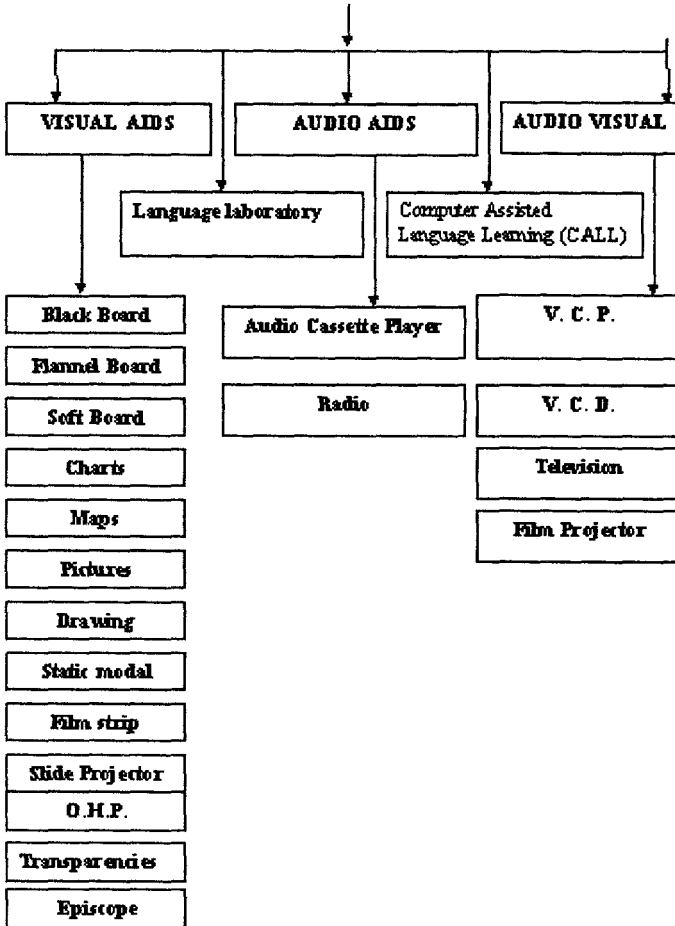
important role in teaching learning process. Thus we can say that use and selection of teaching aids must be very carefully.

Types of Teaching and Instructional Material :

- *Visual aids :*
  1. Boards: Blackboard, Flannel boards, soft boards.
  2. Charts, Maps, Pictures, Drawings.
  3. Static and Working Modal
  4. Film strip, Slide Projector, OHP, Transparencies and Episcope.

- *Audio aids :*
  1. Audio Cassette Player
  2. Radio

- *Audio Visual aids :*
  1. Video Cassette player
  2. Video Compact Disc Player
  3. Television
  4. Film Projector

- *Language Laboratory*

- *Computer Assisted Learning*

Visual Aids :

1. Boards: Blackboard, Flannel boards, soft boards : These boards are used to display different types of display material. There are kinds of display boards used to display charts, maps, tables etc.

2. Charts, Maps, Pictures and Drawings : These teaching aids play main role in teaching learning process.

They interest in students. They prepare students mentally and motivate for further preparation. Teachers can prepare these aids himself of readymade. But he should himself be a creative person so that student could follow him. Charts may be written or drawn on thick coloured papers and can be hanged or displayed by using any of the boards. Pictures can also be displayed by using any of the boards. Maps can be either hanged or displayed by using any of the display boards. The teacher can draw picture or any sketch any item also to be displayed with the help of display board.

3.   Static and Working Modal : Models play important role in teaching learning process. Teacher can use models to make his teaching very effective. For example, teacher wants to teach the topic elephant. He can use both the static and working model. Working model of elephant creates primary interest in students. Static modal can be used if working model is not available. If models are not available he can use charts, pictures or drawing.

4.   Film   strip,   Slide   Projector,   OHP, Transparencies and Episcope : The teacher can use film strip and slide projector to make his teaching too effective. These aids make students to draw their attention very carefully toward teaching. Slides are available in the market and teacher can use them according to need of content.

Over Head Projector :

OHP is the hardware used to project the transparencies. The transparency is plastic sheet which on which teacher can develop his own material to be presented. Use of OHP by teacher is good practical that help him to make his teaching very interested and effective.

Episcope :

Episcope is also known as Epidiascope. The material on opaque sheet is projected with the help of this hardware.

The teacher can project any material developed on simple plain paper sheet. Small size of picture can be projected through this instructional material.

Audio Aids :

    1.   Audio Cassette Player : We all are introduced of tape recorder or audio cassette player. We use it in our houses and shop to listen song. It is also used in teaching learning process by teacher. It makes teaching very scientific and effective. In this process the subject matter is recorded as audio cassette and played on this machine. The students repeat that subject matter and learn. The learners have an access to native language and they better drill the pattern in its required form. The teaching activities become more and more effective and alive.

    2.   Radio : The radio was very famous medium of mass media before three decades. It was first attempt to teach English with the help of radio. In this source the teacher has no criteria to select the learning material because whatever aired is the source.

Radio must appeal to every type and level of taste. But there is room on the air for instrumental and vocal music, both classical and popular, addresses, forums, debates, sports events, mysteries, religious broadcasts, quiz programmes, variety programmes. It should be possible for the listener to make a free selection from among many of these kinds of programmes both during the day and in the evening.

The first of the objectives of the study of radio in secondary schools arises from the nature of the control of the industry. In a democracy the best defence against monopoly in the field of communication is an enlightened public; and the schools have a major responsibility for providing enlightenment.

The second important objective of the schools in the area of radio study is the elevation of the listener's taste. The third and perhaps the most important objective for the radio study in secondary schools is the development of the ability to evaluate news reports and communication as the air. The method of improving young people's tastes in radio is not the method of coercion. William Levenson declares:

> Enduring standards and tastes cannot be imposed from without, but must be developed from within. A genuine continuous growth begins first with an understanding of the levels at which tastes exist. Consequently, as applied to radio, before the teacher attempts an abstract discussion of comparative standards, it is well to know to what programmes the children are listening. What programmes are available in the community? When do they listen? Such a simple survey of the listening habits of the class is a good preliminary step in guidance. It will not only provide the teacher with the information she seeks, but if parents' reactions are solicited also, the enterprise can serve to promote further interest in parental guidance at home. (Teaching Through Radio, New York, Rinehart & Company, Inc., 1945:474)

Audio Visual Aids :

In the twentieth century technology was advanced at the highest pace. In the beginning of the year there were

CHARACTRISTICS OF INSTRUCTIONAL MATERIAL

Supplement of oral Teaching

As Motivators

Prevent indiscipline and monotony

Make learning permanent

Save time and energy

Provide direct experience

limited resources available but in the end of the options are many. It is believed that audio visual aids may create interest and motivation at the highest degree because through this teaching aid learners' both eye and ear become active so they are widely used in teaching of language. Audio and visual both media have high impact on the mind of learners.

1.   Video Cassette Player : We have seen many films on video. How we see this film on video. Through which tool we take enjoy of film? That is video cassette which enable us to take enjoy of film. This material is recorded in the video cassette and we look film. Thus in teaching learning process teacher uses this VCP to make his teaching effective and alive. Teaching materials available on the video tape are played by this machine VCP.

2.   Video Compact Disc Player : Now we can take the help of VCD to make teaching effective so to view the material the VCD is played on this machine. It is the latest audio visual aid. The programmes record on the video cassette can be transferred into compact disk.

3.   Television : We all know about television because rather it is available at every house in India. On television we take enjoy of film, serials, and other programmes. Television is instrument through which one can view educational programme. The educational programmes are also aired from respective TV programmes production centre. They are as good as radio programmes which teacher can not select.

Film Projector :

Before the introduction of TV and other media resources, the film was very famous media. The programmes which are recorded on film are projected with the help of film projectors.

CRITERIAL OF GOOD TEXT BOOK

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> The book should be according the individual difference of students

> The book should be according the objectives of teaching English

> **The subject matter should be well graded**

> Exercise work and practical work should be given at the end of the chapter

> **It must develop moral qualities in the students.**

> **There should be no printing mistake**

> **It must not be very costly**

> **The paper should be qualitative**

> **The cover should be attractive and qualitative**

Language Laboratory :

Language laboratory is the place where the learners have to listen on headphone. The language labs are set up with a view to provide listening activities in order to make them developing good speech habit. The learning material are recorded on audiotapes which are played back by teacher is to be drilled and the same is monitored by the mentor. Learner himself records his practice and listens to it.

Computer Assisted Language Learning :

Computer Assisted Language Learning means is to present teaching material trough computer. To use of computer in teaching learning process is innovation in educational circle. The computer technology has brought multimedia package means the programme is developed with all kinds of media available for presentation. In this presentation, texts, graphics, audio and video are available. The computer is multi media system. It is VCD, DVD, VCR, Slide projector and Film projector.

(2) Characteristics of Various types of Instructional Material used in the class room Instruction:

Supplement Oral Teaching :

We know that most of class room teaching is verbal which can not make teaching learning effective. The verbal statements made by teacher do not help to clarify the view points. At such a stage audio visual aids help to clarify the view of teacher.

Audio Visual Aids as Motivator :

Audio visual aids work as motivators in teaching learning process. Without use of these aids the teaching becomes alive less. While teacher uses teaching aids to clear

his content then students take more interest in that teaching. They mentally prepare for further teaching. They are motivated to work more and effectively. Motivation, in other words, is the preparatory·phase for all acts of learning. Audio visual aids are helpful in establishing motivation.

Prevent Indiscipline and Monotony :

Teacher uses teaching aids to make his teaching effective and alive. Use of aids prevents monotony and indiscipline of student because it creates interest in student to know something. Thus it is helpful to make teaching very interesting.

Make Learning Permanent :

Audio Visual aids involve more than one sensory organs of the learner which improve retentiveness and make learning permanent. In audio visual aids, seeing and hearing go together which play extraordinary roles in learning. The aids appeals to those senses that can respond adequately.

Save Time and Energy :

When teacher clear his content verbally or without any teaching aid, it takes more time for students to understand that content. But when it is cleared by using audio visual aids, it takes lees time and makes students to understand very easily. It saves more time of and energy of teacher and students.

Provide direct Experience :

There are aids that provide direct learning experience to students. Under this category, educational tours, visit to zoo, and museums, taking the students into the community- resources etc. are some of the sources that

provide first hand knowledge and serve as important aids for learning.

(3) Requisite and Evaluation of Good Text Book

Text book is the area in which the language material is presented prescribed for teaching and learning English. The textbook boards of respective state develop the material required. In Gujarat, the Gujarat state textbook board is publishing books for teaching and learning English.

Criteria of the Selection of Good Text book :

Keeping in view the significance of text book one should keep in his mind while selecting a text book those below mentioned points:

1. According the age, interest and individual differences should be kept in mind of selector. He should select on the base of this criteria. Selector should keep himself away from the influence of out ward agencies and use his own directional only.

2. The subject matter should be well graded in text book and it should be directly related to the interest and life of the interest.

3. Text book should cover the objectives of the English teaching.

4. Exercise work and practical work should be given to the students at the end the chapter.

5. The teacher should select those books which help to produce moral qualities in students.

6. There should be no any printing mistake and it should be attractive and illustrative.

7. Language should be according the age and interest of the students in the textbook.

8.   The book should be not very costly so that every student could purchase that could develop his qualities.

9.   The paper which is used in text book should be white and durable.

10. The cover should be attractive and qualitative.

Characteristics of Good text books :

A good text books not only teaches but it also tests. A few essential characteristics of good text books are given below:

1.   The words and structure are carefully graded.

2.   No difficult words and new words are given in good text book.

3.   The words and structure already learnt are repeated in the coming pages so that the students could revise them making them stable in their memory.

4.   The size of text book should be handy for the students.

5.   The binding should be proper and strong.

6.   The subject matter should be printed on good quality paper.

7.   Heading and subheading should be printed on title page in bold form.

8.   Illustration should be attractive. For every young pupil, the picture should. be well drawn and realistically coloured and not in black and white.

9.   Clear and unambiguous instruction should be given along side the test and practice and exercise.

10. There should be both practice and text exercise at the end of the chapter.

11. The subject matter of text book should provide new information so that students could get new knowledge.

12. The practice should be low which the majority of students could solve them easily.

13. The introduction at the beginning and conclusion at the end of the chapter should be given in the text book.

14. A list of related books should be given at the end of the lesson for the further study.

15. Textbook should cover whole syllabus.

16. Textbook must contain the lesson of national integration, world peace, love and co-operation among people without the distinction of caste, sex and race.
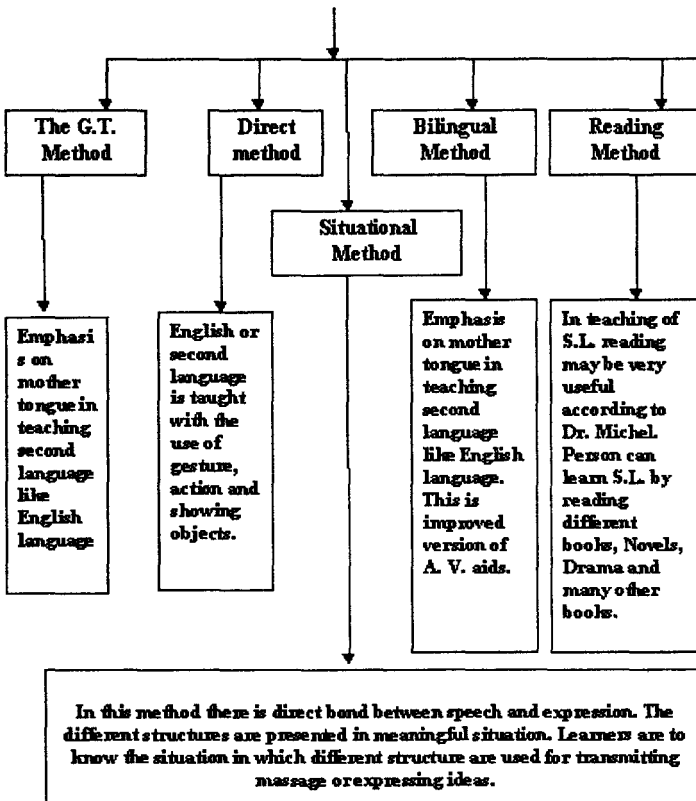
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METHODS

Introduction :

In India English is taught in each and every state's school. English teaching is very complicate task in India. The way of teaching English is very different in different part of India. We know that English is taught as a second language in our country. We know that when any language is taught as second language, it becomes very necessary to know for teacher "How and what to teach to students" because it is very difficult for teacher to use suitable method. Indian classes have their own problem and one of them is teaching methodology. There is no single method that is to be considered effective and accepted by all.

Methodology is systematic and scientific way of teaching any subject. It guides teacher "How to teach" and "How his teaching may be effective". It is very necessary for teacher to know various types of methods and techniques of teaching English. Method may also be defined as: "The process of planning, selection and grading language materials and items, techniques of teaching, etc." Anthony (1963) defines the term 'Method' as: "It is a particular trick, strategy or contrivance used to accomplish

TYPES OF TEACHING METHODS

The G.T. Method	Direct method	Bilingual Method	Reading Method

| | Situational Method | | |

Emphasis on mother tongue in teaching second language like English language	English or second language is taught with the use of gesture, action and showing objects.	Emphasis on mother tongue in teaching second language like English language. This is improved version of A. V. aids.	In teaching of S.L. reading may be very useful according to Dr. Michel. Person can learn S.L. by reading different books, Novels, Drama and many other books.

In this method there is direct bond between speech and expression. The different structures are presented in meaningful situation. Learners are to know the situation in which different structure are used for transmitting massage or expressing ideas.

an immediate objective. It must be consistent with a method and harmony with an approach as well." According to W.F. Mackey:

> A Method must include four things viz., Selection of Linguistic Material, and Gradation of Linguistic Material, Techniques of presentation, and Practice by people.

Types of Methods :

1. The Grammar Translation Method
2. The Direct Method
3. The Bilingual Method
4. The Reading Method
5. The Situation Method

1. *The Grammar-Translation Method :*

The Grammar-Translation Method is the oldest method of teaching English. This method is also known as the Classical Method. The Grammar-Translation Method dominated European and foreign language teaching from the 1840s to the 1940s. It modified form it continues to be widely used in some parts of the world today.

The Grammar-Translation Method was used for the teaching of English in the beginning, under the influence of classical languages like Latin, Greek and Sanskrit. In The Grammar-Translation Method the students first study the parts of speech and syntax in detail. The sentences in English and the mother tongue were compared and contrasted side by side. The Grammar-Translation Method was the offspring of German scholarship. It was first known in the United States as the Prussian Method.

The Grammar-Translation Method is called old method of teaching. To use of this method is vary easy for teacher. This method is also called classical method because it is very helpful in learning the classical language like Sanskrit, Persian, Arabic, Latin and Greek etc. In this method the mother tongue is used to teach English. This method is very famous in average teacher because it is very easy for them to use this method. In English words, phrases and sentences are taught with the help of this method. It tells that every thing in English should be taught by translating into mother tongue. It is believed that vocabulary and phraseology of a foreign language can be learnt through translating its meaning into the mother tongue and the teacher points out the grammatical point and rules.

Characteristics :

- The unit of teaching is word, not a sentence. It means vocabulary is taught in the form of isolated words.
- It considers grammar as a soul of language.
- Grammatical rules of teaching of English are explained into mother tongue.
- This method does not help in development of linguistic competence of learner.
- English grammar is taught through rules, translation, definition and comparative study of mother tongue grammar.
- Grammar is taught deductively.
- The main function of language learning, communication is ignored.
- Reading and writing are the major focus.

- Words are taught through bilingual word-lists, dictionary study and memorization.

- The English is taught in mother tongue with little use of target language.

- The students' native language is the medium of instruction.

- Students are expected to attain high standards in translation.

Advantage :

- When words and phrases are translated into mother tongue, his understanding of those words become very better and quicker.

- The Grammar-Translation Method develops the art of translation.

- In this method the child associates foreign words with translated words so strong memory bond is created.

- The use of mother tongue helps the children in vocabulary getting. It saves time and more effective.

- The words and phrase are easily learnt and explained if translation method is used.

- The working knowledge of mother tongue helps them to learn grammar of a foreign language. The principle of "to proceed from known to unknown" is followed.

- Through this method we can test the ability of comprehension of our students and we can know the form of understanding the subject matter.

- English grammar can be easily taught by comparing with the grammar of mother tongue.

- Students who studies in Gujarati medium school, this method is very useful and effective for Gujarati learner.

- This method is very useful in over crowed classes.

Disadvantage :

- The Grammar-Translation Method does not emphasis on the basic skills like listening and speaking etc.

- It is not possible to translate important aspect of spoken language like pronunciation, articulation, intonation, pauses, pitch etc.

- There are words, idioms, phrases in English for which words can not be translated into mother tongue. For example; prepositions and propositional phrases.

- Language learning means speaking and reading but translation in mother tongue prevents students to read and speak in English.

- Student gets no opportunities to participate in the discussion of the unit.

- Some of linguistic items can not be translated into mother tongue like article a, an, the.

- Translation into mother tongue affects the originality of the words. It affects the sense and beauty of the words.

- It prevents students to think directly in English. Students first think in mother tongue and then in English. Thus it prevents establishing of direct bond between thought and expression.

- Grammar class can never be effective when there is use of translation of grammatical rules and their explanation.

- The Grammar-Translation Method favours to teach English by rules and not by use. According to Dr. Ballard: "To speak any language whether native or foreign entirely by rules is quite impossible".

- Psychologically and linguistically, this method is not suitable. The language is multi-sensory whereas this method makes it only a part of the human information.

2. The Direct Method :

Child learns his mother tongue naturally and without practice. It means child learns mother tongue directly. An attempt to teach the language as one could in learning mother tongue is known as the Direct Method. It is also called natural method because it is learnt naturally like mother tongue or first language. It is very difficult to bring exact environment in which mother tongue or first language is acquired, so later the same method became popular called Direct Method. This method was against of Grammar-Translation method. The extreme use of mother tongue affected the naturalness of language. The students did not learn language but practiced of acquiring mother tongue or first language. In this method same environment is created to learn second or foreign language but learning SL is not natural process. It depends on the will of the learner to learn for his own development. So teaching of SL or FL by observing the principles of language acquisition is the Direct Method. Prof. P. Gurrey in *Teaching of English as a Foreign Language* (1966) comments:

> Essentially, it (The Direct Method) is
> a Principle, not a teaching method,
> a system that operates through many
> methods, a way of handling the new
> language and of presenting to the
> class. It demands a direct bond that
> is a direct association between word
> and thing and between sentence and
> idea, between experience and
> expression instead of an indirect one
> through the mother tongue.

The Direct Method was quite successful in private language schools. The Direct Method overemphasized and distorted the similarities between naturalistic first language learning and classroom foreign language learning. This method represented the product of enlightened amateurism. Henry Sweet viewed that it offered innovations at the level of teaching procedures but lacked a through methodological basis. Its main focus was on the exclusive use of the target language in the classroom. Sauveur opened a language school in Boston in the late 1860s. His method soon became referred to as the Natural Method. Sauveur and other believers in the Natural Method argued that a foreign language could be taught without translation or the use of the learner's native tongue. Webster's New International Dictionary notes:

> Direct Method is a method of
> teaching a foreign language,
> especially a modern language
> through conversation, discussion
> and reading in the language itself,
> without the use of the pupil's
> language, without translation, and

without the study of formal
grammar. The first words are taught
by pointing to objects or pictures or
by performing actions.

The German scholar Franke wrote on the psychological principles of direct association between forms and meanings in the target language. For him a language could best be taught by using it actively in the class room. Teacher must encourage direct and spontaneous use of the foreign language in the class room. Learners would be able to induce rules of grammar. The teacher replaced the textbook in the early stages of learning. Speaking began with proper attention to pronunciation. Famous words could be used to teach new vocabulary, using name, demonstration and pictures. These natural language learning principles provided the formation for what came to be famous as the Direct Method.

Enthusiastic supporters of the Direct Method introduced it in France and Germany. It becomes widely known in the United States through its use by Sauveur and Maximilan Berlitz in successful commercial language schools.

Characteristics of Direct Method :

- There is no interference of mother tongue. In TG method at first child comes with the contact of mother tongue and after with the target language.

- In this method, there is direct bond of target language. Child thinks into target language and express into target language.

- Unit of teaching is sentence. Teacher performs such activities which tell the meaning of the sentence in the context. Teacher performs an

action related to the sentence which shows meaning of the sentence.

- Direct Method is full of activities. The teacher shows object or performs the action to clear his concept.

- Direct Method is interesting and natural for learners.

- Teacher shows the meaning of the sentence with help of gestures, postures and action. It enable student to establish direct bond between words and expression.

- The teaching learning process is carried out in English environment.

Advantage :

- This method is called natural method. The English is taught as the child learns his mother tongue.

- The pronunciation, accent, intonation and rhythm are essential for better and effective communication. This method helps to speak language effectively.

- This method is based on the principle of "Learning by Doing". Thus this method is scientific and very effective.

- New teaching points were introduced orally.

- Both comprehension and speech were taught

- It observes scientific path of language acquisition: LSRW.

- To learn any language means speak that language with fluently. Thus this method creates this ability in students.

- This method helps learners to enjoy the language. So the learners start using the language without fear.

- Correct use of grammar and pronunciation were emphasized.

- Grammar was taught inductively.

Disadvantage :

- For every sentence or subject matter, the teacher can not perform an action and show any object. It means that every subject matter can not be explained by an action or showing any object.

- This method is not useful in over crowed classes.

- This method does not help in important aspect of language learning like reading and writing.

- To use this method in the class, the teacher should be mastered in subject. He should have active command on his teaching. He should be a perfect teacher.

- This method requires many audio visual aids, which are very expensive so our schools can not afford such equipments.

3.   The Bilingual Method :

India is very big country. Many languages are spoken in India. To make teaching effective, the appropriate methods have to be applied in teaching learning process. For this process we need huge fund. We know that teaching materials are very costly so we can not use them in teaching activities. There are basic requirements like school building, blackboard, language laboratory, language rooms and problem of over crowed class. How can we solve these problems? We need large amount for this. Through specific method the teaching can be made effective due to many

problems. Only there is one obstacle which can solve this problem and that is use of mother tongue in teaching of English. This method is improved version of audio visual aid. Dr. C.J. Dodson of the University College of Wases has developed this method during 1967 to 1972. This method is known as Bilingual method because of proper use of mother tongue is allowed. The use of mother tongue is one of the resources of this method. There is drilling of the pattern to enable learners to master basic required sentence pattern which is effective practice of this method.

In the Bilingual Method, two languages, that is the mother tongue and the language to be learnt are used. In this method, the mother tongue is used only to explain the meanings go difficult words. Mother tongue equivalent of English words are given and the use of the mother tongue is gradually dropped as the students' progress in learning the language. Thus the Bilingual Method recommended a restricted use of the mother tongue only by the teacher and not by the pupils. It also provided for intensive practice of patterns in English, helping the formation of correct language habits.

Characteristics of Bilingual Method :

- Due to use of judicious use of mother tongue, the leaner can easily grasp the situation of learning English. He can learn target language easily through this method.

- The learner can learn abstract ideas easily in mother tongue while in secondary environment it is very difficult for learner.

- It saves time and money because of use of mother tongue. For secondary environment we need extra ordinary talented teacher and larger investment of fund.

- In primary environment student can assimilate message very quickly and easily. It makes teaching vary interesting and effective.

Advantage :

- Bilingual Method saves time and learning to make effective use of learners' mother tongue to understand content quickly.
- The teacher can provide them enough drilling or pattern practice due to time saved.
- Bilingual method helps learner to developing both fluency and accuracy in the target the language.
- An average teacher can use this method easily and effectively.
- In this method there is no need of audio visual aids other technology so this method is very useful for every teacher. This method is boon for all those institutions where limited facilities are available.

Disadvantage :

- Extreme use of mother tongue makes student inactive to learn foreign language. He becomes master of mother tongue but not Second language.
- Teacher should be master in use of mother tongue while teaching second language.
- The teacher should have the knowledge of use of both methods while teaching English.
- If teacher is not innovative in her teaching learning practice, she follows the rules of grammar translation method. This method can easily degenerate into the translation method.

- It is used only in the earlier stages of learning the language.

- Students become weak in the target language because he will try to learn every language through mother tongue.

- It requires a curriculum developed specially for this method otherwise it is difficult to teach target language in classroom.

- Bilingual method is used for rural and urban schools.

4. The Reading Method :

Dr. Michael waste was the Director of education in Bengal before partition. He was an innovative professor in Dacca. His through study in field of teaching raised some of the basic knowledge of teaching English. At that time the direct method was being used by teacher and the result was very weak. Dr. Waste drew his attention toward the utility and aims of teaching English particularly to Indian learner. Dr. Waste said that "English language was the need of the time because it was the language that provided the easy channel for communication with the international community. In his opinion the Indian were learning English to open the window of the world to look in the advancement in the field of science and technology. These all information is available in English language. To get this knowledge, speaking is not necessary but reading is necessary. He emphasized the silent and loud reading.

Characteristics of this Method :

- He emphasized on reading ability. He says person who posses good reading ability can learn speak and write easily. It is shortest road to learn speak and write.

- Silent Reading: The reading is also very complex skill but the Indian learner needs silent reading not oral reading as they do to get knowledge.

- Reading material: The material that enable learner to read was developed and they were called Readers.

- This method is not helpful to average students because it aims at the active command over the language.

- This method ignores reading and writing aspect of language learning.

Advantage :

- This method develops the reading ability in learner. It makes learner a good reader.

- Reading becomes very easy and free from phonetic difficulties.

- It trains the eye of reader to recognize the graphics and other graphic object. It enables reader to read easily.

- It is very effective in developing written comprehension means reading.

- Reading increases the interest and confidence of learner in reading literature written in target language.

- New words and their meanings are easily understood by learner. It means controlled vocabulary is developed.

Disadvantage :

- This method is not scientific. Language is integrated skill. Every skill is useful in developing of language. This method emphasizes only on reading which is unscientific.

- Much reading can not be helpful in mastering of language.

- According to waste the ability to speak is more difficult than reading is more doubtful.

- This method talks about only one skill that is reading which is not proper. Every skill has it contribution in developing of the language.

- Only reading can not create interest in students. He also want to speak and listen and writing.

- Grammar, composition and idioms are of secondary importance in this method.

- Emphasis on reading and particularly, silent reading is educationally unsound. It makes teaching procedure passive and dull. Students require overt activity in the form of drill, question and conversation. In the absence of such activities they will not be able to feel and use the language.

6.   The Situation Method :

This approach is also known as situational language teaching. British applied situational approach developed by linguists. It dated from 1930s to the 1960s and which had an impact on language courses. Many teachers are still using this approach.

This approach is based on the structural view of language. In this approach speech is emphasized as the basis of the language and structure is very important for developing speaking ability. In this method there is direct bond between speech and expression. This approach suggests to present different structures in meaningful situations. Learners are to know the situation in which different structures are used for transmitting message or

expressing ideas. The American psychologist also insisted this approach. British linguists Firth and Halliday gave the idea that structure must be used in different situations in which they could be used. So they gave its distinctiveness to Situational language teaching.

Principles :

The situational approach is based on the theory established by the behaviourists. It includes the following principles:

- Language learning is just a habit formation.
- The mistakes should always be avoided because they create bad habit among learner.
- The language skill can be learnt more effectively if they are presented orally first and after in written form.
- Similarity is better foundation for language learning than analysis.
- The meaning of the words can be learnt only in a linguistic and cultural context.

Advantage :

- This approach is very useful in teaching of foreign language. Through structural items and creating situation, the subject matter can be explained easily.
- With the help of situation the students can understand effectively and can master the structure effectively and have durable impression in their mind.
- It helps to introduce the vocabulary including abstract vocabulary by using real as well as planned situation.

- It makes teaching very effective and interesting and alive instead of a burdensome process.

Disadvantage :

- It is useful I lower class only. Higher class students are not benefited by this method. Only few selected items can be taught through this method not all language items.   :

- Such as a prose, poetry, rapid readers, and composition items can not be taught through this approach. Only intelligent and bright students can take the benefit of this approach, not average students.

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APPROACHES

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Method refers the way of teaching a language and approach refers the theories of language learning.

Types of Approach :

1. Structural Approach

2. Communicative Approach

According to Cambridge international Dictionary :

> Method means a particular way of doing something and Approach refers to different theories about the nature and acquisitions of language or how languages are learned.

1. Structural Approach :

The structural approach means the arrangement of words in such a way as to form a suitable pattern of sentence. The mastery of sentence structure in considered to be mare with than the acquisition of vocabulary.

In structural, content words are also taught. The selection of content words is directed by their usefulness, simplicity and teachability. A appropriate situation should

APPROACHES

STRUCTURAL APPROACH	COMMUNICATIVE APPROACH
This approach tells about the structure of the language. According to it every language has its own language structure like this. Example:- Gujarati – the verb is placed at the end of the sentence. Exa:- Hu tyan jaun chun. In this sentence the verb "Jaun chun" is placed at the end of the sentence. English- the verb is placed after the subject in the sentence. Exa.:- I go there. In this sentence the verb "go" is placed after the subject. Thus we can say that every language has its own language structure.	in this approach the teacher tries to develop the communicative ability in students.

Grammatical Competencies

Speech Competencies

Technical Competencies

Socio Linguistic Competencies

be created to practice the structure and to relate its meaning to it and to build up a vocabulary of content words even structure is separately taught. The term is predated in a appropriate situation by the teaching.

Generally the Structural approach to teaching English refers to the way the language material is organised for presentation. It is the way some English sentences all carefully selected and graded are arranged to form a syllabus.

Structural approach is based on the theory of behaviourist. To teach language through this approach we have to understand the pattern and structure of the language. Each and every Language has its own structure. Every language differs structurally. There are structural difference between Gujarati and English.

In Gujarati the verb is placed at the end of the sentence but in English the verb is placed after subject and after the object or adverb according to sentence. The learners have to practice this pattern thoroughly for naturalizing habits. C.C. Fires says:

> Only after much practice of the same
> "Pattern" with diverse content do
> the pattern themselves become
> productively automatic.
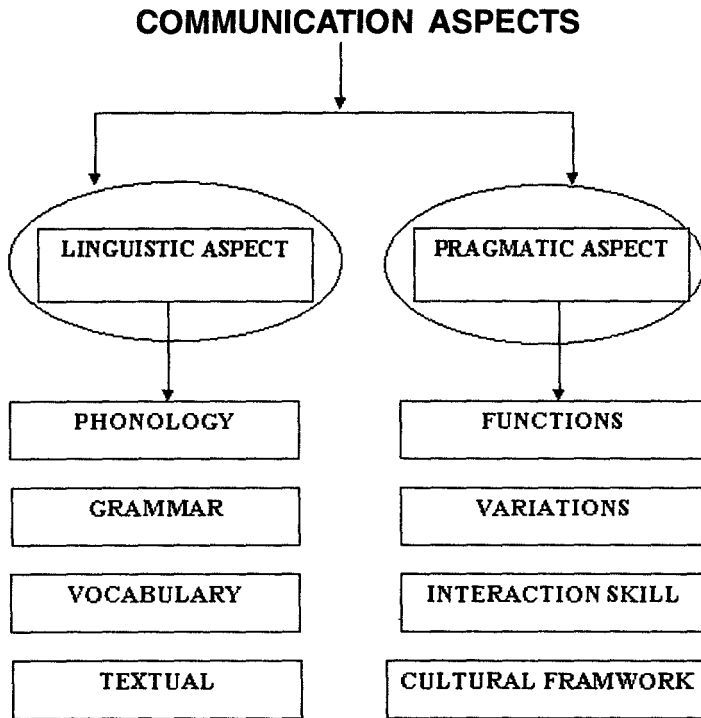
Principles :

- Language is system of structure and signals. Students can learnt very well if the teaching is accords with its structure and signals in scientific way.
- Students' activity is important rather than the teachers' activity.
- Importance of speech.

- Importance of the formulation of language habit in arranging words in proper pattern.

- Language learning may be very easy if language is presented into small structure which clears the concept of the language entirely.

- Language learning may be very effective if the structure of the language is presented in the context of the child's mother tongue.

- The effectiveness of the language learning depends upon the quantity of the subject matter. If there is proper gradation of the subject matter, the teaching may be very effective.

- If the language is learnt as a living system, learning of language may be too effective.

Advantage :

After learning five or six items can be categorised

- This method help student to learn very fast because the subject matter is present in form of structure. Students understand it easily.

- Students first listen to the teacher and they repeat it. Thus they learn to speak first and then read and write.

- When students learn the structure of the language, they automatically learn grammar. Words order, use of the word and sentence pattern.

- This approach promotes the use of everyday English.

- This approach enables student speak first which is very important and then read and write.

- Proper stress on oral learning.

COMMUNICATION ASPECTS

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                    ┌───────────┴───────────┐
                    ▼                       ▼
          ╭─────────────────╮     ╭─────────────────╮
          │ LINGUISTIC ASPECT│     │ PRAGMATIC ASPECT │
          ╰─────────┬───────╯     ╰─────────┬───────╯
                    ▼                       ▼
          ┌─────────────────┐     ┌─────────────────┐
          │   PHONOLOGY     │     │    FUNCTIONS    │
          └─────────────────┘     └─────────────────┘

          ┌─────────────────┐     ┌─────────────────┐
          │    GRAMMAR      │     │   VARIATIONS    │
          └─────────────────┘     └─────────────────┘

          ┌─────────────────┐     ┌─────────────────┐
          │   VOCABULARY    │     │ INTERACTION SKILL│
          └─────────────────┘     └─────────────────┘

          ┌─────────────────┐     ┌─────────────────┐
          │    TEXTUAL      │     │ CULTURAL FRAMWORK│
          └─────────────────┘     └─────────────────┘
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- Both the teacher and the student are active.
- This method can be adopted for all the students of language learning.

Disadvantage :

- This method prefers the selection and gradation of the structure which does not solve the problem of teaching English.
- This approach doesn't advise the teacher that how should he present the structure of the language or teaching material?
- This approach does not advise the teacher about the teaching material for written exercise. The technique of gradation is good in theory but it is not good in practice work
- Structural approach is not suitable for higher classes.
- Drilling makes the atmosphere of the class dull and boring.
- Only well selected sentence pattern can be taught.
- Précised text book can not be taught.
- More teaching aids are needed.
- If the structure syllabus is followed strictly, it is difficult to complete the syllabus.

2. **Communicative Approach :**

The communicative approach is a learner centred approach. This approach gives the learner not only grammatical competence but also a social skill as to what to say. How to say, when to say and where, in order to satisfy his daily needs as larger aim. In this approach, apart from fluency, accuracy and appropriateness are equally

important. Thus an effective use of language needs to produce grammatically well formed.

This approach tries to develop both the accuracy and fluency from the very beginning of language learning. In this approach the role of teacher is that of a co-participant not that of an authoritarian master. Teacher should provide all the resources necessary for communication to be effective in every context.

Communicative approach stresses the purpose of writing and audience of it. So teachers using this approach, have extended the readership. Teachers specify readers outride the classroom.

The goal of communicative approach is to make learners communicatively competency. In this approach the teacher is seen as a facilitators of his students, learning.

Communicative approach is based on the idea that the aim of learning second language is to gain communicative competency. In this approach learner have to knowledge of the rules of use of language to generate language appropriately for certain situations. He should have also the knowledge of the use of techniques to communicate effectively. This approach draws attention toward on the use of language in every day life. Communicative Language teaching emerged in the 1970s and 1980s.

The "term communicate" meant to express or convey the ideas verbally or non-verbally. This approach emphasizes the communicative capability of the learners. In English language teaching, the teacher tries to develop communicative ability in students or learners. Communicative capability is also known as communicative competence includes the following competences.

Communicative Competences :

    1.   Grammatical Competences

2.   Speech Competences

3.   Technical Competences

4.   Socio-Linguistic Competences

1.   Communicative Competence :

This concept was introduced by Dell Hymes. According. For him the speaker of English should have knowledge of more and more grammatical competences to become good speaker in English language or other language. The learner of EFL\ESL have to know that how a language is used by the member of the speech community to accomplish their purpose?

There are eight aspects of communicative competences. They are grouped into two parts.

1.   Linguistic aspect

2.   Pragmatic aspect

(A) Linguistic Aspects :

1.   Phonology and grammatical description

2.   Grammar

3.   Vocabulary

4.   Discourse

(B) Pragmatic Aspects :

1.   Functions

2.   Variations

3.   Interaction skill

4.   Cultural Framework

For Savignon (1983) observes:

> A communicative competence is
> relative, not absolute. It depends on
> all participants who cooperate in this

process. We know that human beings are social creature but which things make them social creature. Their capabilities of exchanging ideas, thoughts and the way of conveying message makes them social creature. With the help of communication, people can establish interpersonal relation. So communication is the soul of human interaction. Communication plays important role in developing relation among people. So teacher should emphasis on communicative aspect of language.

Language is a mean or tool of communication so all communicative competences should be developed very carefully and effectively in children and people. The above competences are very important with a view to developing integrated skill of communication.

The Aim of Communicative Language :

The aim of communicative language is to develop the communicative competence among learner. Functions communicative language teaching is below:

1. Instrumental function of language is using language to get things.

2. Regulatory function of language is using language to control the behaviour of others.

3. Interaction function of language is using language to create interaction with others.

4. Personal function of language is using language to express personal feeling and thoughts.

5. Imaginative function of language is using language to create the world of imagination.

6.   Representational function of language is using language to communicate.

7.   Heuristic function of language is using language to learn and discover.

Characteristics of Communicative Approach :

1.   Communicative approach emphasis on communication of language because it plays important part in development of sociality of human creature.

2.   The message or thoughts expressed in communication are always in form of function so this approach is very useful.

3.   If this approach is used in classroom activities then it will be very useful for leaner because in many classes language is taught as to pass examination only so this approach enables students to develop communicative ability which is very important activity of life.

4.   Through communicative approach, the leaner learn target language as he learns mother tongue. It means that the atmosphere of English language is created so that student could learn English directly.

5.   Communicative approach enable student to learn language naturally because the environment of target language learning is created.

6.   All the teaching learning materials are prepared according to child attitude and interest or individual difference so that child could learn language easily and effectively. This approach is learner centred.

7. In communicative approach every where, in schools, classroom, on stages, and seminars, we can say that the learner are taught as a native person learn his language.

8. The students should be provided real life situations. Creativeness of role play, simulation, projects should be produced in students so that they could connect these all with real life situation.

9. In communicative approach, the emphasis on active mode of learning is given. Thus it makes students active in their activities including pair work and group work.

10. The learners have to develop skill of language. Speaking and listing aspect of language are too important for oral communication so oral expression is more emphasized. The oral communication and written communication are distinctively taught in this approach.

11. In this approach the visual aids are permitted. These aids help to provoke practical communication. They help to motivate and focus pupils' attention.

12. The language is never static: it is dynamic. This approach helps to learner to use language naturally and according to accepted form and usage.

13. The active use of lexical items help learner to develop vocabulary. There should not be passive use of lexical items. They need active command of using words in meaningful message, so in this approach the lexical items are taught in context.

Principles :

1. How to use the language is basic principle of this approach. The communication is soul of the human lives. People use communication for verbal communication.

2. Communicative approach is based on natural acquisition of language. so this the second principle of this approach. Natural Acquisition is principle of this approach. When learner learns any language naturally then that is real and authentic.

3. The teaching should be related to real life situation so that students could understand the reality of the life. The teaching without relating real life situation is useless and vague.

4. We should not take language as a subject. In school it is taught as a subject. Student study it only to pass examination but it not proper. Teacher should teach it as a skill. He should make his students to speak perfectly so that they could use it in their real life. So it should be accepted as skill.

5. In this approach teacher is a main hero and his role is different than conventional teacher teaching other subjects. The teacher should teach with heart but not the brain.

6. Developing communication ability is other principle of this approach. Four sub skills are main key of this approach. The four sub skills are LSRW which should be developed in student orderly. It combines active and passive skills to design learning tasks.

Merits :

1. Main function of communicative approach is to develop communication competences, so they are provided with optimum opportunities to use the language.

2. This approach create communicative environment among learners, teachers, and society. They are motivated to form the bridge of communication and to make use of real life language, in other words language in use.

3. This approach is child or learner centred. So it is very scientific. All the teaching materials are prepared according to mentality and interest of the students.

4. In this approach the modern methods are used make teaching very effective and interested.

5. In this approach every leaner are active during teaching because there are interaction among learner and teacher. They communicate verbally and non-verbally to each other, so every student is active.

6. This approach provides sufficient opportunity to students for practice of communication with other students or people.
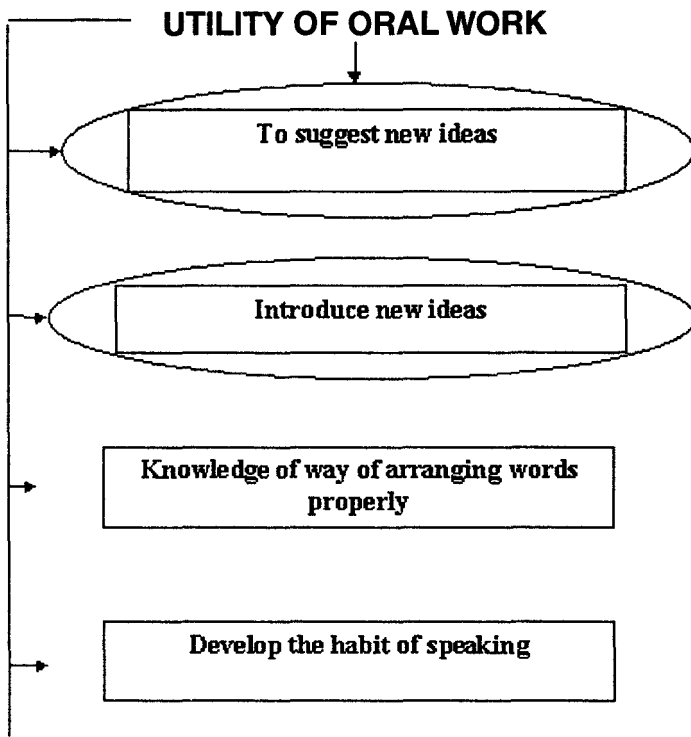
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ORAL WORK

1. Importance and uses of oral work in English Teaching

When there is talking and writing there is also reading. Mr. Mehta says there is much difference between speaking and reading. When person speak then words come naturally but in reading there is just reading or speaking of only that things which have been written in the text. There is in order of importance. The tongue is important tool of speaking and reading so when there is writing and speaking, there is reading also. The logical starting place of any language teaching is oral work.

Usefulness of Oral Work :

1. **To suggest new ideas :** When teacher wants to increase the vocabulary of students, he at first should introduce the new ideas to the students so that student could be able to increase his vocabulary. During this process, the teacher should not apply his own notions on students. He should put a topic before students so that

UTILITY OF ORAL WORK

To suggest new ideas

Introduce new ideas

Knowledge of way of arranging words properly

Develop the habit of speaking

TECHNIQUES OF CONDUCTING ORAL WORK

Oral composition

Read or look picture carefully

Completing Story

Dramatization

Conversational Activities

Language game

there will be discuss or talking among them on the topic. Teacher should put topic according to experiences and interests of students.

2.   When teacher **introduces new ideas,** then new word also should be introduced to students so that students could be acquainted of new words. With little efforts students can learn two or three words of English language. Thus student can be strong in remembering of words.

3.   When students learn new ideas and new words, then he should be given the **knowledge of way of arranging words properly.** There is much difference in order of words in English and Gujarati language. Teacher should tell about the two patterns of the languages. So that student could understand it very well so that they could apply them in their speech.

4.   When students learn how to arrange the words properly, then teacher should **develop the habit of speaking** among his students. He can develop it by asking questions and receiving answers from students. He can organize debate or discussion. So that the habit of speaking could be developed in students.

Importance of Oral work :

•   It unable student to speak very effectively and mastery on communicate on skill.

•   It makes student perfect in any kind of reading and writing.

•   Oral work helps students to read lesson of the text very effectively and it helps to prepare the way for textual teaching.

- It prepares the foundation of good silent reading.
- It develops good speech, good pronunciation, speak correct sentence and effective vocabulary.
- The oral work helps students to improve their spelling mistake.
- Oral work helps to students to develop all linguistic skill like LSWR very effectively.
- Through oral practice, graded and controlled vocabulary can be developed.
- The oral work remits the pronunciation mistakes and thus develops the habit of correct or accurate speech.
- It enables the students to understand how to speak and how to use stress, intonation and articulation in speech.
- The oral work helps students to acquiring proficiency in writing.

2. Material and techniques of conducting oral work

There are few techniques which help to conduct oral work.

- **Oral Composition** is a first technique of conducting oral work. In this work teacher can take the simple objects, story, picture or any incident. He can take answer orally from students and can ask them to write on the blackboard.
- Next the teacher can present the picture of any object and ask them to **read or look carefully the picture.** Then teacher ask questions on the basis of picture. This technique helps the

students to draw their attention toward particular objects.

- **Completing story** is good technique of conduction oral work. In this work teacher tells a story twice or thrice and then he asks students to repeat it again and again. Last he asks them to tell the story in their own words. This technique develops the logical thinking and sentence sense in the students. Story should be brief, simple and interesting. It should be full of actions.

- The other technique is **dramatization**. In this work the teacher presents drama related to English oral work. This works impress students very much. They learn by acting and acting is good technique of conducting oral work. It touches the heart of student and develops the oral quality perfectly.

- The other technique is **conversational activities**. In this technique the command and do exercise and question and answer exercises have been included. In first exercise the teacher orders to student and student follows it and he speak that sentence which he does. In second exercise teacher asks questions related to their daily work and students give the answer of question.

- Other technique is **language games** which develop the correct speech habit in students. Teacher divides students into two groups. He gives them to frame the question and ask them to converse.

- Other techniques are debate, talks and discussion which also help to conduct oral work effectively.

MEASURES OF DEVELOPING CORRECT SPEECH HABIT

IMITATION METHOD	PHONETIC METHOD	SUBSIDIRY MET.
Perception	There are five steps of phonetic method. 1. Recognition of various speech sounds 2. Making of those sounds by students. 3. Learning those sounds in usage of sounds attribute. 4. Learn to pronounce the complete sequence rapidly and to each sounds of a sequence or to the text. 5. Practice of producing correct sounds.	Singing songs in chorus as well as individually.
Imitation		Reciting poems
Feedback		Analysing long and difficult words
Drill		Debating
Grouping Drill		Dramatising
Individual Drill		Conversing

Teacher puts a topic before students and asks them to discuss. Thus the oral quality can be developed in students by conduction good oral techniques.

3. How to develop correct Speech Habit

It is the duty of the teacher to unable his student to speak in English. Through speech the pupil learns to make a direct connection between English words or phrase, and the object and ideas. He learns the habit of using words in the correct sentence pattern and phrases pattern and he can learn this in no other way.

Spoken words always have first place over the written words. Bloomfleld has rightly pointed out "We write the spoken word." The written word or printed word is nothing but a symbol of spoken word. For cultivating good speech habit enough attention should be paid to pronunciation because it is the root to a good speech. The teacher must himself be acquainted with the fundamental of English pronunciation. There are few causes of incorrect speech.

- Less attention is paid on speech training in schools. When teacher teaches in class, he does not care about the pronunciation of himself and students.
- During teaching teacher himself, commits faulty pronunciation so student also follow him.
- Teacher has no knowledge of speech sounds. Every language has its own sounds. There is difference in the sounds of English and Hindi language. So enough knowledge should be given to students and teachers.
- Regional effect on the speech.
- Retroactive inhibition.

- Physical disability.
- Lack of knowledge of intonation and stress.
- Clipping of the sounds.

Measures to develop correct speech habit:

There are three main methods of teaching which can develop correct speech habit in students:

1. Imitation method
2. Phonetic Method
3. Subsidiary method

Imitation Method :

The teachers' pronunciation must be good and correct and it must separately be imitated by his students. This method has four steps:

1. Perception
2. Imitation
3. Feed back
4. Drill

Perception :

Teacher writes the words or sentence on the black board and himself gives model pronunciation among the student. Students follow the pronunciation words or sentence.

Imitation :

The training of the ear is an importance means of mental development. The students therefore, carefully attend to the two processes of listening and imitation. The teacher pronounces the words and students try to pronounce the words clearly and exactly like the teacher but the pronunciation of the teacher must be correct.

Feed Back :

The teacher asks the students to pronounce the words and if he finds that the pronunciation is not correct, he tells them correct or exact pronunciation. That is called feedback.

Drill :

It is the last step of imitation method. It had two parts.

1.   Individual drill

2.   Group Drill

The teacher asks the students to listen to his pronunciation carefully and then ask them to speak the word individually in higher class and collectively in lower class.

Phonetic Method :

Phonetic is science of sounds as used in speech. The teacher tells the correct pronunciation to student by giving the knowledge of English phonetics. There are many sounds in English language. So students must receive the knowledge of English phonetic to produce these new sounds correctly. In this method the teacher tries to tell about 45 sounds presents in the English letters. He tells that these sounds are produced by different human sounds organs and also side by side explain the rules of producing these sounds.

Daniel Jones has given five steps of the phonetic method in his book *An Outline of English Phonetic*

1.   Recognition of various speech sounds correcting the English language.

2.   Making of these sounds by students.

3.   Learning these sounds in the usage of sound attribute.

4.   Learn to pronounce the complete sequence rapidly and to each sound of a sequence or to the text.

In the phonetic method practice of producing correct sounds is very important. The teacher can also take the help of different material aids in teaching pronunciation through this method.

Subsidiary Method :

In addition to the above there are various other methods also that can be used to teach pronunciation of words. These are as follows:

1.   Singing songs in chorus as well as individually.

2.   Reciting poems.

3.   Analysing long and difficult words.

4.   Debating.

5.   Dramatising.

6.   Conversing.

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READING

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Introduction :

Bacon remarks in his essay *Of Studies* "Reading makes a full man." Reading means to understand the meaning of printed words i.e. written symbols. Reading is an active process which consists of recognition and recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success.

Bacon's dictum: "Some books are to be tasted, others to be swallowed and some few to be chewed and diverted" provider available guidance about the kind of reading habits to be developed in our pupils. It implies the pupil should have two types of reading: Intensive reading and extensive reading.

Reading is most useful and important skill for people. This skill is more important than speaking and writing. Reading is a source of joys. Good reading is that which keeps students regular in reading which provide him both pleasure and profit.

Reading is the most important activity in any language

class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind and gain and understanding of the foreign culture. Reading is certainly an important activity for expanding knowledge of a language. Thus Reading and writing reinforce each other and consolidate the aural-oral learning. The teaching and speaking, provides for greater variety of classroom activity for both teacher and students than a purely aural-oral programme.
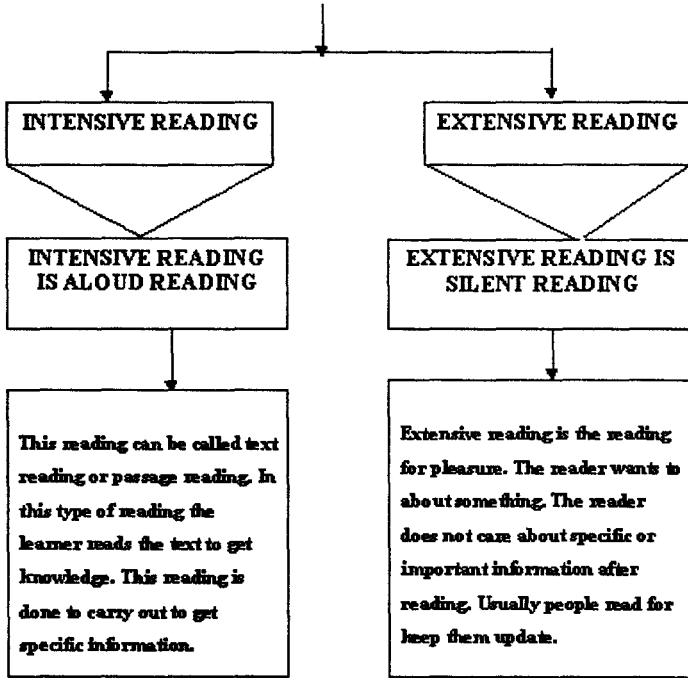
Reading habits not only help the student to get knowledge and wisdom from the cultural of heritage, but are also very helpful in passing for leisure period. Leisure hours are not only, during the active period of life but also, more significantly, during the period when man has retired from active life. Therefore the learner of English must know reading English. The education of a child is imperfect, unless he is supplied every things needed with the ability of reading. A.S. West comments: "Reading is a process of sight- second sense."   W.S. Gray notes:

> Reading is form of experience.
> Reading brings us in contact with the minds of great authors, with the written account of their experiences. Their recorded lines and the advancement made by them in various fields.

The process of reading may be broadly classified into three stages:

1.   The first stage is 'the recognition stage'. At this stage the learner simply recognizes the graphic ccunterparts of the phonological items. For

TYPES OF READING

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                    TYPES OF READING
                           │
          ┌────────────────┴────────────────┐
          ▼                                  ▼
┌──────────────────────┐        ┌──────────────────────┐
│  INTENSIVE READING   │        │  EXTENSIVE READING   │
└──────────────────────┘        └──────────────────────┘
          │                                  │
          ▼                                  ▼
┌──────────────────────┐        ┌──────────────────────┐
│ INTENSIVE READING    │        │ EXTENSIVE READING IS │
│ IS ALOUD READING     │        │ SILENT READING       │
└──────────────────────┘        └──────────────────────┘
          │                                  │
          ▼                                  ▼
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This reading can be called text reading or passage reading. In this type of reading the learner reads the text to get knowledge. This reading is done to carry out to get specific information.	Extensive reading is the reading for pleasure. The reader wants to about something. The reader does not care about specific or important information after reading. Usually people read for keep them update.

instance he recognizes the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learner's mother tongue and English and between the spelling conventions of two languages.

2. The second stage is the 'structuring stage.' The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.

3. The third stage is the 'interpretation stage'. This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards. For instance, he comprehends the serious and jocular use of words, distinguishes between a statement of fact and a statement of opinion. It is this stage at which a person really reads for information or for pleasure.

Silent reading is the most important type of reading. Silent reading should be introduced when the students has mastered the basic structured, comprehends the meaning of words and can recognize and pronounce words accurately. Silent reading enable s the students to read without making sounds and moving his lips. It helps him read with speed, ease and fluency. It aids comprehension and expands the student's vocabulary.

1. **Teaching Reading at the earlier Stage :**

At the early stage the necessary precautions should be observed during the course of good teaching reading:

1. The teacher should not insist on speed of reading but on the accuracy pronunciation while teaching reading.

2. While teaching reading teacher should ask not more than one pupil to read at one time and he should pay individual attention to every students of class.

3. While teaching reading the teacher should be very careful in pointing out and rectifying the mistakes of pronunciation, articulation and intonation of the pupil.

4. While teaching reading the teacher should first try to find out the causes of mistakes committed by the students and then try to correct them by eradicating the cause of mistake.

5. While teaching reading the teacher should be aware of the right sitting or standing posture for reading.

The pupil should be enlightened on this point from time to tome. Further pupil should be asked to read, keeping the book at a right distance from the eyes and it should also be ensured that when there reading, there should be proper arrangement of light facility. If the visibility is poor the door and windows should be opened. Light may be put on a table lamp may also be used to improve visibility. While reading the book should be held in left hand and the index finger of the right hand should be placed under the word or line which is being read.

Types of Reading :

1. Intensive Reading.
2. Extensive Reading
3. Aloud Reading
4. Silent Reading,

1. Intensive Reading :

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive

reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing. The material selected should parallel the type of material the advanced student would enjoy in the native language: short stories, novels, plays, and poems, articles on scientific discoveries, artistic achievements, political development, and aspects of contemporary community life in a country where the language is spoken. Since this reading matter will be studied in detail, it will not serve as the ideal vehicle for further practice in direct teaching. This purpose will be served by the material chosen for extensive reading.

Intensive reading material will be the basis for classroom activity. It will not only be read but will be discussed in detail in the target language, sometimes analyzed and used as a basis for writing exercises. At this stage, some teachers fall into the monotonous pattern of setting a section of reading material for homework preparation every night. Then they begin the lesson each day by asking student to translate what they have prepared, sentence by sentence around the class. This becomes a tedious chore, completed in a purposeless way, and soon destroys any pleasure in the reading assignment. Teachers must work continuously for variety of presentation in the classroom. Sometimes sections of intensive reading material may be set for preparation before hand, the students being supplied with questions to think about before they come to class. The ability of the students to talk and write in the foreign language about the material chosen for intensive reading will be very dependent on the teacher's choice of texts. The literature chosen for intensive study should be predominantly contemporary.

Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge

or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learner reads book to acquire knowledge is the kind of intensive reading. There are few characteristics of intensive reading:

1. This reading helps learner to develop active vocabulary.

2. Teacher play main role in this Reading.

3. Linguistic items are developed.

4. This reading aims at active use of language.

5. Intensive reading is reading aloud.

6. In intensive reading speech habit are emphasized and accent, stress, intonation and rhythm can be corrected.

2. Extensive Reading :

Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading can be made the basis for oral reports, to the rest of the class, or full class discussion. It may be the source for written compositions in which students deal with specific issues arising from the material in the book. On occasions, the class may be divided into groups to read interrelated material. Each group may prepare some part of the project on some present a group report to the rest of the class. This type of class project gives a point and purpose to extensive reading by building reading practice into a matrix of purposeful activity. Thus, the attention of the reader is directed toward the extraction of information from the text, rather than towards the reading process itself.

Extensive reading assignments may direct students to articles of current interest in foreign language magazines or newspapers. To ensure that students do not become bogged down in reading which is too complicated, the teacher will be well advised to discuss the relation of articles to be read, with due regard to the special interests of the readers. Extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. Usually people read for to keep them update.

Few Characteristics of Extensive Reading are :

1.   It helps learner to develop to active vocabulary.

2.   Extensive reading is silent reading.

3.   In extensive reading the subject matter is emphasized.

4.   In the extensive reading the learners play main role because they have to ask for measures.

5.   In extensive reading the idea can be developed.

6.   The aim of extensive reading is to enrich learners' knowledge.

7.   Through extensive reading the good reading habit can be developed.

3.   Aloud Reading :

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation. If it is not cared, it will be vary difficult at secondary level. According to S. Venkateswaran reading aloud is not useful at the secondary level because of the following reasons :

1.   It is very difficult skill. In unseen text or in other text there are many words which student does not know how to pronounce it.

2. If student have not prepared himself for reading, it will be very difficult for him. The reading will be unnatural.

3. Reading basically is reading silently.

4. According to Venktes, only those text should be read aloud, which have been written to read aloud like poetry, dialogue, and other type of text. The texts which have no need not to read aloud should not be read aloud.

How to make reading aloud interesting :

English teaching is very important task at secondary level. Because at this stage learner comes in contact of other people and have to talk and read any subject matter. So it becomes very necessary for him to pronounce very well in English. In their academic college they have to read and read so the skill of reading becomes very important for learners. What the teacher can do for better and effective teaching of reading as under:

1. The material which teacher present before students should be according to previous knowledge of the students or related t their own experience.

2. The teacher should emphasize on the stress of learners.

3. The teacher should be very careful while process of reading is going on. If any mistake is committed by learners, he should correct it. Correction should be friendly and productive.

4. The teacher should care about all readers. He should also draw his attention toward weak readers

5. While teacher present model reading, this model reading should be according the level of readers

so that readers could understand it very well and pronounce very well.

Advantage of Aloud Reading :

1. It enables learner to develop the skill of reading very well by speaking or expressing ideas.

2. It enables learner to develop the skill of pronounce very well.

3. It makes reading very enjoyable while teacher uses reinforcement during reading.

4. Language learning is a kind of imitation. When teacher says anything or read any text, the learner also tries to imitate that. So teacher should have innovative ideas so that it can make this activity very affective.

Disadvantage of Aloud Reading :

1. Over crowed class is very big problem. The teacher can not provide sufficient opportunities to all students.

2. At earlier stage reading aloud is very necessary. If enough training of reading aloud is not given at primary level, it will be difficult to read aloud at secondary stage.

3. Only bright and intelligent students learn to read aloud very well because they get chance frequently while average students hardly get the chanced of reading. So they become the passive learners.

5. Reading aloud takes more time so it is time consuming. All students can not read at a time so managing classroom becomes impossible.

4.   Silent Reading :

Silent reading is a very important skill in teaching of English. This reading should be employed to increase

reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enabled to read without any audible whisper.

How to make Reading Interesting :

Teaching reading is very important skill because this is the stage where the knowledge of learners starts to flight. The selection of reading material should be authentic. How the teacher can make his teaching reading effective:

1. Teacher should tell about the topic first to the learners. He should motivate students. Teacher should not read first but he should allow the students to read the text.

2. Teacher should not allow the student to murmuring while reading.

3. The subject matter should be interested and effective and selected from the reading material developed for it.

4. Eclectic approach can be used by teacher for better comprehension and understanding.

Advantage of Silent Reading :

1. This reading makes students very active and accurate.

2. Silent reading concentrates the attention of learners toward subject matter and he learns naturally.

3. It saves time because this activity is done at a time. All students participate together in this activity at a time.

4.   It is very useful to develop the skill of reading fast.

5.   This skill plays main role to increase the knowledge of students.

Disadvantage of Silent Reading :

1.   This technique is not useful at earlier stage of language learning.

2.   Through this skill one can learn the pronunciation.

3.   In this skill the leaner can cheat the teacher if subject matter is not interested.

4.   Only bright and intelligent students can learn this skill but average students learn it hardly.

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WRITING AND COMPOSITION

1. Mechanism of Writing Written Exercises

Language is primarily speech and writing is a means to preserve it. Writing is a kind of linguistic behaviour; a picture is not. It presents the sounds of language through visual symbols. Writing may be very important for one group of students but much less important for others. The decision on how much writing to include will be made independently according to the needs of each group of students. Writing is a skill which must be taught and practised. Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students' expression at higher stage.

Writing is the most efficiently acquired when practice in writing parallels practice in the other skills. Writing provides an excellent consolidating activity. Writing is also useful for setting homework exercises and for some class text. It has been suggested that writing is hailed a service activity for most students rather than an end in itself; the teacher will find that the problem 'how much writing?' soon solves itself. The type of writing in which the students

are engaged will became more sophisticated as they acquire greater facility in the exercise of the other skills.
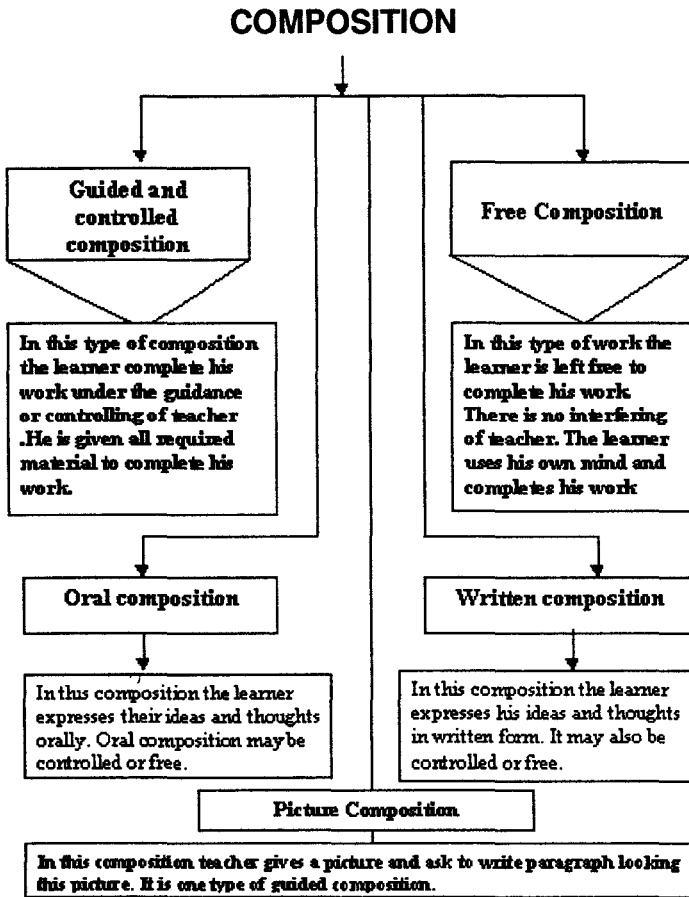
Mechanics of Writing :

1. Making strokes with proper hand movements. This means to know from where to start a letter and where to end it

2. Write letter of appropriate size and proper shape.

3. Write letter in words with proper space.

4. Write words in sentence with proper space.

5. Write sentence in paragraph with proper space.

6. Write correct spelling in words.

7. Write capital letters correctly.

8. Write legibly and neatly.

During the first new weeks of teaching English the teacher may write on the black board occasionally, show the flash card of picture with word on it and expect students to read and then only to transcribe them. The teacher may teach the writing in a formal way after a few weeks of oral work.

How to Introduce Writing :

In the beginning the teacher must teach every thing by demonstration. It is very necessary that the teacher gives students necessary practice in pattern drawing.

The teacher must give practice in writing script because it is simple and easy. It helps the students to write correct spelling because they have t reproduce the visual image that they get while reading. The teaching of print script is profitable also because it gives less strain to the muscles because effort is not to be made to join letters. But

COMPOSITION

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                    Guided and
                    controlled                      Free Composition
                    composition
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Guided and controlled composition

In this type of composition the learner complete his work under the guidance or controlling of teacher .He is given all required material to complete his work.

Free Composition

In this type of work the learner is left free to complete his work. There is no interfering of teacher. The learner uses his own mind and completes his work

Oral composition

In this composition the learner expresses their ideas and thoughts orally. Oral composition may be controlled or free.

Written composition

In this composition the learner expresses his ideas and thoughts in written form. It may also be controlled or free.

Picture Composition

In this composition teacher gives a picture and ask to write paragraph looking this picture. It is one type of guided composition.

teacher must make it a point to group the letter according to their shape and size if he teaches the alphabet. He must also decide to teach the small letters afterwards.

2. Graded Exercises in Written Work

The teacher may give the following types of exercise after the students have acquired a writing skill to a certain extent :

1.   Transcription of sentence.
2.   Writing sentence from the substitution table.
3.   Forming sentence from disorders words.
4.   Fill in the blanks
5.   Matching parts of sentence.
6.   Changing statement into questions.
7.   Changing sentence into negative and other.
8.   Changing singular in plural and gender change.
9.   Putting capital letter and punctuation marks in a sentence.
10.   Writing answer of simple question.
11.   Framing sentence to use particular words.

3. Picture Composition :

English Composition occupies a very important place in the learning of English. It is now accepted that students must be given intensive practice in controlled composition and after that only they should be expected to write free composition. Picture composition is one type of guided. The teacher should teach picture composition very carefully because the students have to develop the skill of observation and then only they have to arrange their ideas in proper sequence using correct vocabulary and framing

grammatically correct sentences. The teacher may follow the steps while teaching picture composition:

1. Before coming to composition exercise the teacher should select a picture according to the level of the students. Then he should revise the structure and vocabulary.

2. The teacher will present a picture before students to observe or he may give a list of word to write paragraph on the picture

3. The teacher may present structure of words to frame the sentence of the same type using them from the ready list.

4. Then the teacher may ask students to develop the composition.

5. The teacher must always present a picture composition and ask students to write the composition in their words.

6. The teacher can teach picture composition by giving them unarranged sentence and ask them to rearrange the sentence keeping in view the picture presented to make a good composition.

7. The teacher may present a list of questions in sequence and a picture. Then he may ask students to write answer of question looking the picture.

8. The teacher will present a picture and give complete composition giving blank space and ask the students to fill appropriate word in blank space.

9. The teacher may present a picture before students and gives points related to picture and can ask them to write complete composition.

> 10. The teacher may present a picture and can ask them to describe complete composition orally.

1.   Guided and Controlled Composition :

In this type of composition, the learners are supplied all necessary structural and lexical items to along with the thoughts and ideas to be expressed. The role of the teacher in this is only a improver and guide. The teacher gives them guidance by way of asking questions, pictures, cues etc. it enable students to work independently under guidance of teacher. It is one of the activities included into supervised study.

2.   Free Composition :

This is the composition in which the learners express their ideas freely and without controlling. The language is not used in control manner by the learners. According situation the learners prepare their composition freely. This type of composition develops the ability of "learning through insight". In beginning they need the guidance of teacher but later they use it independently. It is called free composition because at this stage the learners are free to choose their structure and vocabulary and express their own thoughts and ideas on a given topic.

3.   Oral and Written composition :

A.   Oral Composition : In oral composition the learners express their ideas and thoughts orally. The oral composition may be controlled or free. In this composition only the spoken language is used. Learners are prohibited to use pen and pencil. They are to express their thoughts only orally. They can not express their ideas in written form. It is very useful in primary classes of teaching English.

B.   Written Composition : In written composition the learners express their ideas and thoughts in written form. The written composition may be also free or

controlled. In the written composition only written form of language is accepted. Learners use pen or pencil in written composition. This is also very useful exercise for learning language.

4. Paragraph Writing :

In this writing the learner are asked to write a paragraph on any topic. In this writing the learner express their thoughts and ideas in his own way. In this writing the learner needs special and specific training to write sentence meaningfully. In the paragraph the lexical and structural items should in proper order. This writing task needs a idea or theme to be expressed in paragraph. Teacher should give interesting topic to the students so that he could make paragraph writing very interesting. The teachers should give only those topics, on which students could write. For example teachers may give these types of topics:

- For primary classes:

   My class teacher, My School, My Class room

- For intermediate class:

   The Railway station, The Public Park, The post man

- For Advanced Classes:

   A Visit to a Museum, Do I like tea or Milk, A Visit to A Zoo

5. Spelling and Pronunciation correction of written work :

"Language is sound contextualized." When we learn language, listening comes first than speaking. The teacher must give motor training to enable student to write in good manner, speedily and correctly.

Dictation is a good training to ear and as well as motor

training to the students. There are many advantages of dictation:

1. It trains students to reproduce in writing what they listen.

2. It gives good aural practice to the students. It develops the habit of listening attentively in students.

3. It enables students to understand the part of each sentence and word phrases.

4. It enables student to write at good reasonably speed.

5. It enables students to understand spelling and punctuation.

6. It enables student to write- to use capital letters.

7. It enables students to develop the habit of listening spoken language and getting used to the sound of system of the English language.

In dictation the teacher speaks the students listen to him and write that in their note book. Dictation exercise in early stage must be planned to help the students to write correctly and also with reasonable speed. It should not be used as the test exercise. It should be given out of the language material which the students have already practiced. If there is any difficulty or unfamiliar words in the paragraph, the teacher should write them on black board.

It is very necessary that the teacher at once corrects the dictation but always not. In that case the teacher must ask the students to exchange their note book with their neighbours and then the teacher should write the words likely to be mis-spelt and ask the students to check the note books they have.
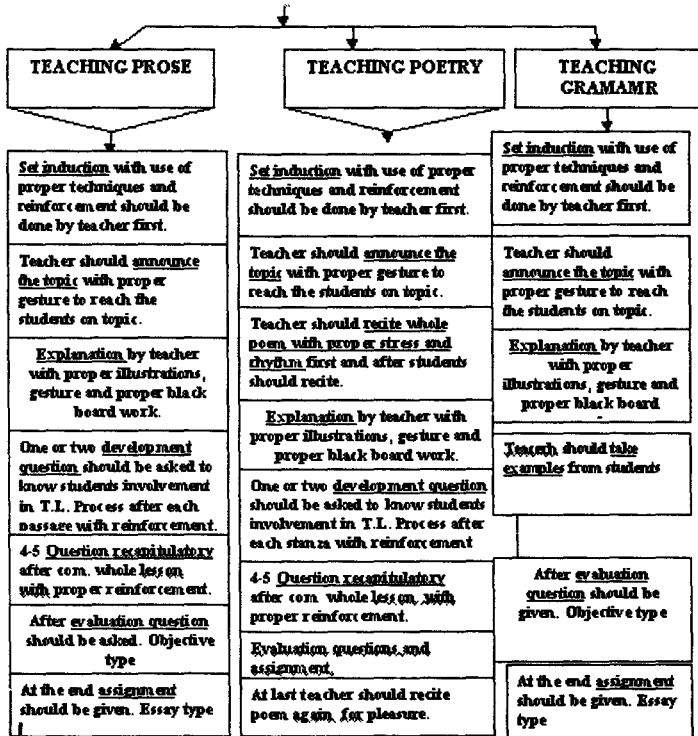
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TEACHING OF PROSE, POETRY AND GRAMMAR

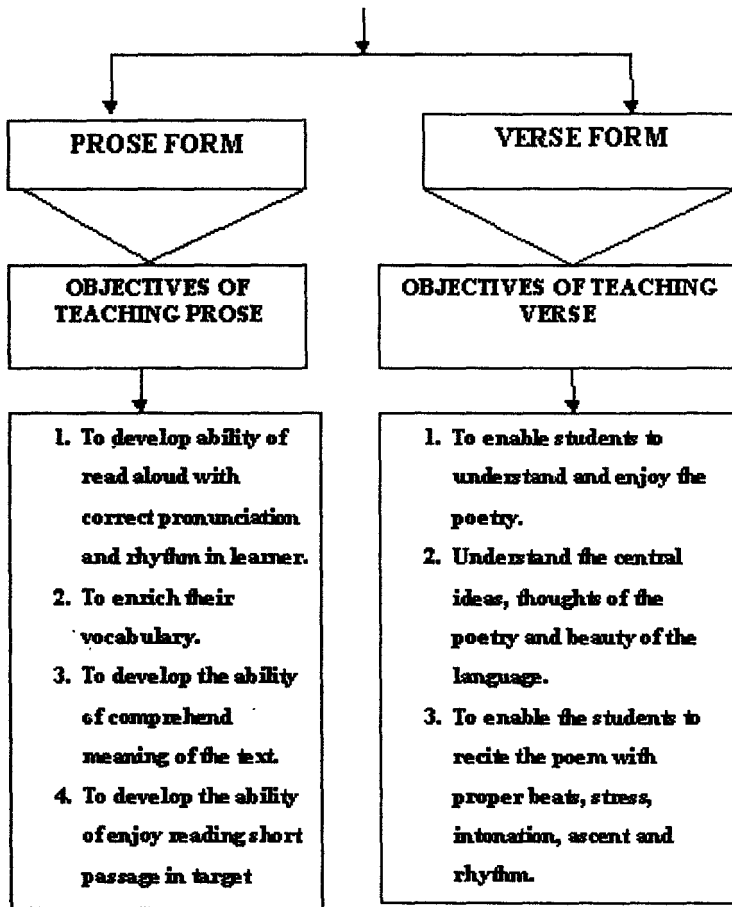
1. Teaching of Prose

In English language teaching the teaching of prose occupies an important place. In the yearly years all language items should be practised before reading. Reading implies reading with comprehension. Reading comprehension involves understanding the meaning of context, vocabulary, grammatical structure and concepts. Reading reinforces the vocabulary. Intensive reading aims at providing practice with sentence of newly introduced pattern. It concentrates on the study of the language. Extensive reading concentrates on the matter. It is reading for information. Both are important in teaching prose. Extensive reading reinforces the vocabulary and structure. In intensive reading there is model reading by the teacher and loud reading by the students.

In the language one can use language in two forms. One is prose and other is verse. The verse is the oldest form of expressing thoughts and ideas whereas the prose is a latest form of expressing ideas. Whole literature is divided into two forms, verse and prose. The learners should have

TEACHING PLANNING

TEACHING PROSE	TEACHING POETRY	TEACHING GRAMAMR
Set induction with use of proper techniques and reinforcement should be done by teacher first.	Set induction with use of proper techniques and reinforcement should be done by teacher first.	Set induction with use of proper techniques and reinforcement should be done by teacher first.
Teacher should announce the topic with proper gesture to reach the students on topic.	Teacher should announce the topic with proper gesture to reach the students on topic.	Teacher should announce the topic with proper gesture to reach the students on topic.
Explanation by teacher with proper illustrations, gesture and proper black board work.	Teacher should recite whole poem with proper stress and rhythm first and after students should recite.	Explanation by teacher with proper illustrations, gesture and proper black board
One or two development question should be asked to know students involvement in T.L. Process after each passage with reinforcement.	Explanation by teacher with proper illustrations, gesture and proper black board work.	Teach should take examples from students
4-5 Question recapitulatory after com. whole lesson with proper reinforcement.	One or two development question should be asked to know students involvement in T.L. Process after each stanza with reinforcement	
After evaluation question should be asked. Objective type	4-5 Question recapitulatory after com. whole lesson with proper reinforcement.	After evaluation question should be given. Objective type
At the end assignment should be given. Essay type	Evaluation questions and assignment.	At the end assignment should be given. Essay type
	At last teacher should recite poem again for pleasure.	

LANGUAGE FORM

PROSE FORM

VERSE FORM

OBJECTIVES OF TEACHING PROSE

OBJECTIVES OF TEACHING VERSE

1. To develop ability of read aloud with correct pronunciation and rhythm in learner.
2. To enrich their vocabulary.
3. To develop the ability of comprehend meaning of the text.
4. To develop the ability of enjoy reading short passage in target

1. To enable students to understand and enjoy the poetry.
2. Understand the central ideas, thoughts of the poetry and beauty of the language.
3. To enable the students to recite the poem with proper beats, stress, intonation, ascent and rhythm.

mastery in both verse and prose but expressing ideas in verse is a little difficult. The prose is found very easily in text book. Prose is a narrative art of expression. In higher classes where the medium of instruction is English, prose is taught.

Objectives of Teaching Prose :

Teaching of English is very complex task. It is taught as second language in country like India. It is taught not as other subject like math and social science. English is a language so it is taught to increase the linguistic competence in learner so that he could use it in his behavioural life. There are objective which should be kept in mind while teaching:

1. To develop the ability of read aloud with correct pronunciation and rhythm in learners.

2. To enrich their vocabulary.

3. To develop the ability of comprehend meaning of the text.

4. To develop the ability of enjoy reading short passages in target language.

How can a teacher make teaching prose effective :

1. The prose should be selected according the interest and individual differences of the students.

2. The prose must be read aloud.

3. The teacher should motivate students for listening.

4. Before teaching prose the teacher should narrate the central idea or theme very briefly.

5. Teacher should use audio visual aids to make his teaching effective.

6. Before model reading, there should be pronunciation drill.

7. The students should be asked to read silently.

8. Teacher should ask questions with a view to familiarize them with literature of target language; they should not be on literary aspect.

2. Teaching of Poetry

Teaching of poetry embodies the beauty of the language, thought and feelings. It uplifts the human soul and brings music and joy into life. Poetry is the musical and metrical form of language and it brings students in touch with the very best of human nature. It develops the aesthetic pleasure and students enjoy the lyricism which is inherent in poetry. Poetry plays an important role in the several curriculums. It helps in the all round development of the student, particularly the emotional, imaginative, intellectual and aesthetic sides. It enriches the expression of students and introduces a variety of language pattern. Poetry is the blossom and fragrance of all human knowledge, human thoughts, human passion and emotions.

Poetry embodies light in expression, stretched, between thought, feeling and form, Poet works at the frontier of knowledge. Ted Hughes in his important and international book *Poetry in the Making* describes two aspect of poetry. Hughes claim is that poetry is possessed of certain wisdom, some thing special, something that are curious to learn. His claim is that the latent talent for self expression in any child is immeasurable. There recognitions are at the heart of reading and writing poetry in schools. The activities in the classroom need to reflect a desire to promote both in a collaborative endeavour between the teacher and taught.

METHODS OF TEACHING GRAMMAR

DEDUCTIVE METHOD

In this method teacher first presents definition, theory or principal. Then he gives the examples to clear his concept.

INDUCTIVE METHOD

In this method teacher first gives example to make his teaching effective and then gives the concept or theory.

INDUCTIVE DEDUCTIVE METHOD

In this method teacher first presents examples then tells the definition or concept and then he takes examples from students. Then he clears his concept.

INCIDENTAL METHOD

In this method the teacher explains complex sentence pattern.

Poetry is often neglected and poorly provided for. Many students spend much more time completing language exercises of little value than they do rending, writing or talking about poetry. Some English teachers express great unease about teaching poetry. Poetry should be encouraged whereas possible. Teachers attitude to poetry are crucial in the importance they attach to it; the enthusiasm with which they read it aloud.; the extent to which they read it widely themselves; and the way in which they demonstrate a concerned responsibility for it in how they give it status.

Poetry is powerful form of expression. Poetry is a thing of beauty. Beauty of form, beauty of language, beauty of thoughts, mood and feeling. Poetry is included in the school curriculum so as to develop the aesthetic pleasure, the feelings for beauty in pupils.

The aim of teaching poetry is to give pleasure and lay the foundations for an adequate appreciation of what is beautiful in life. It eases the ennui owed by the intensive study of subjects. Poetry is beauty and truth. Poetry means much to the adolescent. Poetry can communicate the actual quality of experience with a subtle and precision unapproachable by nay other means. A poetry teacher should bear in mind to pick up an apt poem for his pupils, learn by heart, read it aloud with stress, intonation, keep examinations apart and make it an exercise.

It is well known that poetry is for pleasure, enjoy and appreciation. It is not for teaching language. This means that poetry is not taught for teaching any language item. It is said that poetry is to be felt and not studied as a prose lesson is studied. It is some thing that is personal. Poetry is a piece of creative writing in verse. In the words of Coleridge, 'Poetry is the best words in their best orders'. Poetry is always read for aesthetic pleasure. The reader reads poetry to enjoy the beauty of the language.

The Objectives of Teaching Poetry :

Dr. Paliwal (1998) has defined the objectives of teaching poetry at the secondary level in his book *English Language Teaching*. The objectives are as under:

1. To enable students to understand and enjoy the poetry.

2. To enable the students to understand the central idea, thoughts of the poetry and beauty of the language.

3. To enable the students to recite the poem with proper beats, stress, intonation, ascent and rhythm.

4. To enable the students to imagine and develop their aesthetic sense.

How can a teacher make Teaching Poetry Effective :

1. In poetry teaching, the teacher should not emphasis on content.

2. Poetry should be read for pleasure.

3. To enable the students to develop the habit of reading and reciting poem.

4. To enable students to read aloud for listening comprehension.

5. To enable the students to enjoy words, phrases and rhythm.

6. Ask learner to read silently.

7. Teacher should ask simple questions and make them employing their effort to understand it.

A teacher should always know How to teach poetry to second language or first language learners. The teaching of poetry should be live and it should enrich their linguistic capabilities for acquiring communicative competence.

3. Teaching of Grammar

Grammar is a scientific statement of the principles of good usage which concerns with the relation of words in the sentence. Educated people use certain forms of expression. Language specialists study the forms they use, note that they follow a few comparatively simple principles, and state these principles. The result is grammar.

Teaching of grammar is a much debated topic in language learning. Different expert have give different pinion about teaching of grammar. According some, the language can not be learnt without studying of grammar of the language. According to Dr. Sweet "Grammar is not a code of rules." According to Chapman:

> Grammar is a study of language by specialist, made in order to establish the rules and principles which underline the correct speech and writing, rules and principles which are followed more or less unconsciously by the native speakers.

But some people say that the utility of teaching of grammar is doubtful in learning English. They say that the students who study grammar are very often able to solve grammar exercise but do not write correct speech.

Teaching of grammar had very important place in the past. It was commonly believed that to help the pupil to learn English language its grammar must be taught first. It was also believed that without knowing and mastering grammatical rules of English, one can not learn to speak and write it. Slowly it was realized that correct usages go on changing fro time to time. And as a result grammar teaching which was regarded as an end in itself lost its

importance. Then the direct method of teaching English was introduced and teaching of grammar lost its importance. The introduction of direct method gave an idea that to be able to speak or write English knowledge of grammatical rules is not necessary. Those who favoured the direct method of teaching English said that language can be learnt by practice and not by studying the rules of grammar. Now it is believed that grammar can not be taught in isolation. Teaching of grammar helps students only to understand and to decide whether the language that they speak or write is correct or not.

Methods of Teaching Grammar :

There are three methods of teaching of grammar:

1.   Deductive Method

2.   Inductive method

3.   Inductive Deductive Method

4.   Incidental Method

1.   Deductive Method :

In deductive method the teacher uses a grammar text book. He tells his students rules or definitions and explains those with the help of examples then he gives exercise and ask his pupils to apply the rules.

Advantages of Deductive Method :

1.   Average teacher can use this method in country like India.

2.   This method helps students to compare the ideas in grammar of mother tongue and second or first language.

3.   The learner can try the grammatical questions very easily.

4. Learner can respond effectively and can explain rules, structures, etc.

Disadvantage of Deductive Method :

1. This method makes learner learning about language.

2. This method can not develop communicative ability among learners.

3. The learners become inactive during class room teaching.

4. This method is not child centred but teacher centred.

5. In the class room teaching there is hardly use of audio visual aids.

2. *Inductive Method :*

In inductive method the teacher first presents or takes the example from the students then comes on theory or concept.

Advantage of Inductive Method :

1. Inductive method is based on the theory "From example to generalization". So it is very useful in class room teaching.

2. This method helps students to understand the difference between particular notion in grammar of L1 and L2/FL.

3. The learners learn the particular grammar point through use. First they have to deduce the meaning and later they generalize the form or structure.

Disadvantage of Inductive Method :

1. This method is not useful in over crowed classes like India.

2.   The institute must be ready to focus the language aspect, not the mark criteria.

3.   In this method the teacher has to use modern method of teaching language.

4.   Only an innovative teacher can use this method.

3.   Inductive Deductive Method :

This method as the name shows is the synthesis of both above the methods. This method can remove the limitation of both the above methods. The teacher following this method will first present the examples before his students then will explain them or analyses them. Then he will try to see that pupil draw some conclusion and then teacher will give the rules. But here the teacher does not stop. He then gives new examples and ask his pupil to verify the rules.

This method of teaching grammar proves very successful and advantageous as it become practical, real and scientific. It proves very successful because it is very psychological following all the accepted maxims of teaching and the pupil are not forces to cram the rules.

4.   Incidental Method :

Grammar teaching in this method is done during the teaching of a textbook or composition writing. The teacher explains complex sentence pattern. But the method at times disturbs the teaching of a textbook or composition writing.

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SKILLS AND COMPETENCIES OF ENGLISH TEACHER

1.   Skills and competencies of English Teacher :

English is a foreign language. To teach it in a satisfactory manner good teacher of English is required. It must also be remembered that all the good teachers can not teach English in good manner at all stage. It is common experience that a teacher teaching English in standard V or VIII i.e. at the primary level very satisfactorily may not succeed in teaching at the secondary or higher secondary level.

In other words to teach at different levels a teacher needs to have calibre and qualities appropriate for that level. Still however, a good teacher of English must possesses some qualities:

- He must be lover of English.

- He must have sound knowledge of English language as well as literature.

- He must know different methods of teaching English.

- He must have an ability and skill to teach methodically and systematically.

CHARACTERISTICS OF GOOD ENGLISH TEACHER

Personal attribute	Professional expertise

Personality traits	Professional skills

Attitude	Knowledge

English language teacher is as Facilitator not as a Conventional teacher

English language teacher is as Instructor not as a Preacher

English language teacher is as Content and Material developer

English language teacher is as Classroom Manager
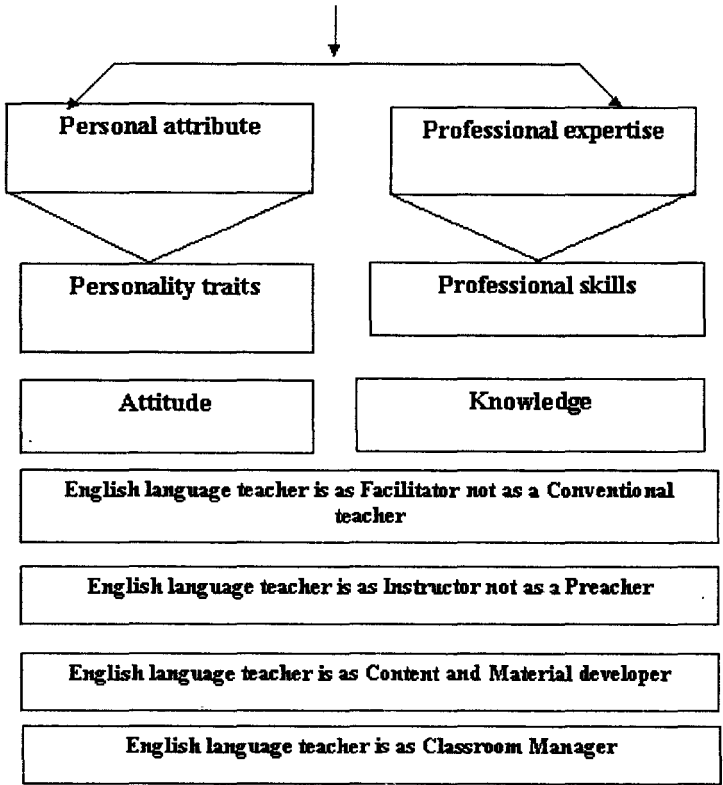
- He must know how to use different audio visual aids.
- He must be able to pronounce English responsible correctly.
- He must have ability to speak English correctly.
- He must know the techniques of writing.
- He must know and speak observing correct intonation and stress pattern.
- He must be able to speak with correct phrases.
- He must have an ability to understand his students.
- He should always take interest in his students and become soft toward his students.
- He must have an ability to identify the mistakes of his students.
- He must have an ability of thinking power.
- He must have an ability to adopt necessary remedial measurements.
- He should have good hand writing.
- He must have the knowledge of different types of activities and how to organize all activities.

2.   Importance of Evaluation in the Teaching of English:

Evaluation has important place in the teaching of English. The class room teacher, the head master, the district education officer and parents wants to know how much and in what ways the students are benefited through studies.

The students are taught English with a view to developing their ability to comprehend and to express.

TYPES OF EVALUATION QUESTIONS

ESSAY TYPE	SHORT ANSWER TYPE	OBJECTIVE TYPE
This type of question is also known as long answer questions. The students have to elaborate the answer and they have to explain according to question asked. In this type of questions knowledge of the learners can be assessed.	Generally this type of questions is asked with a view to answer into one or two sentence. The direct questions are asked with minimal unit of the content.	1 Completion Test 2. Alternate response Test. 3 Multiple choice Test 4 Matching Test 5. Analogy Test 6 Unsuitability Test 7 One word answer Test 8 Recall Test.

EVALUATION TEST

ORAL TEST	WRITTEN TEST	PRACTICAL TEST
In this type of test the questions are asked orally. The questions may be objectives or short answer types.	In this type of test the questions are asked in written form. The questions may be objectives or short answer types.	In this type of test the practical or behavioral work is given to the students. It may be an experiments, field work or project work on which students have to work.

There for it is very necessary to find out in exact term the out comes of the teaching learning programme in the light of our instructional objectives. In evaluation the major objectives are the outcomes in the broader terms and those form the basis of the evaluation programme. Different way and means must be devised and technique must be employed to test the out comes of learning English.

Evaluation in that way is a means to judge the achievement of the students in the field of education. The achievement is generally measured through the test and examination. This means the test and examination are very important in the whole process of the learning.

The language arts teacher needs to arrive at an understanding of the basic principles underlying his practice. Basic principles concern the place that language occupies in the life of the child and the adult, the nature of language, the growth and development of the child and the processes by which growth and development are facilitated, the significant factors that contribute to language development, the general curricular program of work, the differentiation of work to meet individual differences, and the techniques and procedures essential to the implementation of the program. Because philosophy and psychology inherently relate to every practical problem of curriculum and teaching, they are best considered in the situations to which they naturally apply. The basic principles are summarized here, however, for emphasis and review and to help raise teaching above the level of mere pattern following.

The study and practice of teaching are threatened at two extremes. At one, the student teacher is occupied with abstract generalizations which, because of his inexperience, he vaguely conceives and indifferently applies. Knowledge of this kind has little effect on what the teacher actually

does. At the other extreme, the student teacher is primarily occupied with acquiring a set of fixed patterns and with using them more or less mechanically. If the patterns are adaptable to the particular situation, he may do a good job for a time. But situations vary and times change; inflexibility results in inefficiency, helplessness, and stagnation. If a teacher makes a choice, perhaps the second evil is to be preferred to the first. But choice may not be necessary; it may be entirely possible for the student teacher to gain a command of practical techniques and, at the same time, an understanding of the basic principles upon which the techniques are based. This double grasp results in teaching on a high level.

Importance and Significance : The primary functions of language are communication, self-expression and thinking. These functions appear early in the life of the child as inarticulate cries and gross bodily movements expressing demands for attention and feelings of satisfaction and dissatisfaction. As the child matures, gestures, facial expressions, and sounds become more specialized. The expression of feeling and meaning becomes more exact : words express and communicate more accurately and economically than cries an gestures. The command of words and groups of words grows with practice and with the complexity of ideas and reactions to be expressed. The communication function is obvious. The use of language as a means of clarifying ideas and feelings is equally real, if not so obvious. Language is a means of clarifying perception, of discovering likenesses and differences in thing observed, of forming general ideas, and of discovering relationships. One deals with symbols rather than concrete experiences.

The operation of the communication and thinking functions is observable in the preschool year and

throughout the school life of the child. These function lay a broad foundation on which to base of language program having far-reaching implications as to contact and procedure.

Collateral to thinking and the expression of ideas are two other functions, related and implied. In the first place, it is to be observed that communication and thinking, as do most other personal activities, necessarily concern other people. Language is a social act, a means of adjustment to and control over other people. The entire process of socialization is largely a process of language development. In the second place, command of language is an important factor in the development of the total personality of the child. Command of language gives a feeling of confidence, satisfaction, and security in meeting many life situations. Such mastery is a wholesome influence that affects the whole life of the child.

Nature of Language : The teaching of language is primarily conditioned by the nature of the subject. Language is, concisely, the manipulation of experience by the use of symbols. It may be observed that the involved symbolism is purely arbitrary, as shown by the existence of different words in different language to express the same idea; that words stand for certain concepts based on the direct or vicarious experience of the speaker or writer; that words have meaning to recipients only to the extent that they recall or are interpreted by similar experiences; and that growth in language is at once growth in experiences and growth in control of the symbols which stand for experiences.

Other significant factors in the nature of language concern the interrelation and the interdependence of language functions (thought, self-expression, communication) and of language experiences (speaking,

writing, listening, and reading). A language experience, such as conversation, may include storytelling, discussion, explanations, directions, asking and answering questions, and introductions. In writing a letter, one is concerned with describing incidents, telling anecdotes, giving information, or asking for facts. Particularly significant is the fact that in schoolwork, oral and written experiences are combined and discussion often proceeds writing, in the primary grades, the oral telling of a story precedes its writing.

Significant also is the complexity of the learning situation as it embraces the various attitudes abilities, and skills which are consciously or unconsciously employed in carrying on language experiences. In a given experience such as storytelling a child selects content, builds to a climax by relating a series of incidents in a logical or psychological order, chooses appropriate words and phrases, uses a variety of sentence patterns for interest and force, cultivates voice quality, pitch, and modulation, practices pronunciation and enunciation, and acquires a favourable or an unfavourable attitude toward oral participation. All these important elements of language experience are progressively strengthened or weakened according to the concrete situations involved. Attitudes, such as a desire to be effective and a willingness to work on particular weaknesses, are essential to growth in language skills and abilities. Vividness and force are directly affected by variety of words and sentences. Content is conditioned largely by choice of subject. Organization depends on content.

The concept of language as a learning task, then, is a complex of interrelated and interdependent experiences and elements, in which growth proceeds simultaneously but in varying degrees, dependent on points or particular emphasis and interest. If the various elements could be isolated and developed separately, teaching would be

relatively simple. Isolated treatment results in improvement in specific elements but frequently makes little change in total performance. The teacher's job in handling elements is to direct growth in a single element or ability while keeping it in its proper relationship to other abilities and to the total language situation of which it is a part.

Growth in Language : Complexity characterizes language in early stages of development, as well as at mature levels. Complexity appears in the evolution of kinds of language experiences and in their component elements. The order of development of language experiences and in their component elements. The order of development of language experiences is in part vague, but it is obvious that the first experience to appear is oral communication as the infant attempts to make known his needs through cries, gestures, grimaces, and words. The first language efforts are practical and utilitarian in purpose, relating to food, comfort, and pain.

When immediate physical needs have been met and a degree of maturity reached, the child becomes absorbed with the intriguing task of making the acquaintance of a great variety of things. What's dat? is asked frequently. Inquiries concern animals, cars, people, houses, trains— all sorts of novel objects and experiences. Asking questions is the characteristic type of language activity at this stage. "The three-year-old asked 376 questions and the four-year-old 397 questions during the day." In inquiry, the emphasis shifts from use of language for communication to the use of language for thinking. The child is struggling to identify the various objects in his environment, to bring order into a confusing world of sight, sound, smell and feeling. In this explanatory-naming stage, which continues for some years, the child's vocabulary is composed largely of nouns. "At two years there is a high proportion of nouns (50 to 60

percent)." Gradually, with increasing maturity and wider experiences, the child's concepts become more clearly defined, and ideas of relationship take shape. Thus, as the dog, horse, and cow are distinguished and identified, the *bow-wow* ceases to be any four-legged animal; the train says *too-too*; the dog *runs* : flowers are *pretty*. Correspondingly, language changes. Other parts of speech appear : descriptive words (adjectives and adverbs), action words (verbs), connectives, and pronouns. Growth in the uses of these various parts of speech goes on simultaneously. Anderson says, "All phases of language development proceed at a fairly uniform rate. This indicates that language is learned by wholes, rather than by isolated and individual response, and that the relative proportion of parts of speech is fixed by one general language pattern." Words in phrases soon follow the use of single words, as in *Tommy cold*. The verb is finally added and the sentence form takes shape : *Tommy is cold, The dog barks.* At first, sentences are predominantly simple : declarative, interrogative, and finally imperative; but the complex and compound sentences are used early.

It would seem that another kind of language experience which begins to take shape early is dramatic play. The first manipulating of objects is probably purely mechanical in nature; but soon the use of materials with a purpose seems to appear, as in loading a truck, moving blocks, or constructing an airport. Words accompany actions. Dramatic play becomes more complex and social when several children play together. Children express in action and words ideas about phases of life which interest them : preparing food, taking cared of a baby, storekeeping. Further differentiation in kinds of experience performed appears with increasing maturity and the response to the demands of life in and outside the school.

It is also apparent that growth in performing an increasing variety of language experiences is paralleled by growth in the component abilities and skills, as was shown above in the development of vocabulary and in the use of sentences. This growth is likewise true of the mechanics of oral speaking : articulation, voice management, and pronunciation; the general abilities of having something to say and speaking to the point; and later the mechanics of writing.

Factors in growth are maturation and stimulation by environment. Maturation concern the natural development of speech functions and processes of thinking. For example, the utterance of sounds follows a natural order, beginning with vowels and the consonant *m*. But maturation is also directly affected by language patterns set by other people and by the stimulation to though and action of rich, varied experiences.

From this brief sketch of growth in language there appear certain basic principles significant for teaching. It has been observed in the first place that language is a vital part of the growth process. It is a vital part of the process of adjusting to life, physical and social; a means of gaining control of people and thought; and a means of bringing order into a bewildering world. Training children in language is training in living, in understanding, and in getting along with people. In the second place, it has been observed that, although native equipment provides potentialities of growth, actual growth is conditioned very largely by the stimulation and direction provided by parents and teachers. A rich environment of varied experiences is essential to good language development. A third implication is that language is purposeful, not a mechanical or perfunctory act. The purpose is largely utilitarian—communicating and extending experience—

but not exclusively so, because there is a place for the development of creative, artistic impulses. A fourth significant principle is that language develops as a whole—a whole made up of many complex, interrelated elements. A fifth principle relates to grading and sequence. The teacher attempts to set up a program of work that is consistent with natural order in the development of experiences, abilities, and skills. Goals are adjusted to capacity. Problems are recognized as characteristic of particular age grade or maturity level, such as articulartory difficulties in the lower grades.

Individual Differences : The teacher is no less concerned with individual difference than with the general course of language development in children. Individual differences are marked in the experience phases of the work, oral and written. Some children participate freely in oral work, make worthy contributions, and shoe marked ability in thinking and expression; others do not. In written work, differences are much more apparent, appearing in both quantity and quality. Betzner points out that children in the five-to-eight age group write compositions varying from 9 to 1,0,74 words with a median length of 66.6 words, and that there is a similar wide range in thought units of 1 to 69. Reed points out that the quality of compositions of pupils in grade 7 varied from 1.0 to 8.2 on the Hudelson scale. While there is progress in average achievement from grade to grade, there is great overlapping among grades.

Extreme variations in total achievement are to be expected in composition work; they are, of course, no less wide and no less significant in specific abilities and skills. These difference appear as the teacher makes a check list analysis of oral and written experiences; some can be measured objectively, using standard tests.

Statistics give a reliable estimate of the range of individual differences that may be expected in any class or

age group, but they do not give a clear, detailed picture of the individual children with whom the teacher must deal. General facts of variability are interpreted in terms of concrete realities as the teacher works with individual children from day to day in the varied intimate situations that arise in the a classroom. Gradually each child emerges as a person, a complex of specific attitudes, abilities, and skills and of general powers. Each element appears as a clearly identifiable entity, but its significance is revealed only when it is considered in relation to other factors that combine to form an organic whole. The teacher must deal with each child as a person, as well as make general adjustments by instruction for children with varying levels of ability. The child is an individual, not a statistic.

Participation as a Factor in Growth : Language has been found upon examination to consist of a variety of experiences through which the child carries on the business of living and learning and by which he exercises and gains control of specific attitudes, abilities, and skills. Normal growth in language takes place through participation and the simultaneous exercise of a number of component elements. It follows that the school, to be realistic and lifelike, must base its program on actual participation. The school must recognize the common language experiences of children and adults, and it must train children in carrying on these experiences. Situations in which language experiences serve an immediate purpose must be provided by the school. Emphasis must be placed on the whole learning situation; interest must be secured : insight and understanding achieved; and specifics-attitudes, skills, and abilities—learned as related, integrated components of the whole. This emphasis on complete learning experience is an application of the familiar gestalt theory, a principle of psychology that underlies many modern education trends

and has wide application in various areas of the curriculum.

Attitudes as Factors in Learning : The whole, organic theory of learning is not inconsistent with concentration on specific elements as factors in the learning process. The teacher must recognize that it may be necessary *at times* to separate from the total learning situation specific elements for emphasis in order to bring about improvement in total performance. However, practice and training exercises should be handled so that their usefulness is clearly evident. The purpose of practice and its relation to a whole language experience must be recognized by the learner; and practice must be motivated by desire for improvement.

Of all the basic factors, attitudes are at once the most fundamental and the most elusive. Attitudes constitute the dynamics of learning, the drives to participate in experiences and to improve abilities and skills. Although real life provides adequate stimulation for certain kinds of experiences, the teacher may find that children in school are verbally inactive and unresponsive. The solution is to make schoolwork lifelike and to set up conditions that encourage free participation.

Even more difficult is creating a desire for improvement in the quality of performance; children may be satisfied with low level performance. Some leverage for improving quality may be found in purposeful experiences, but good form is to some extent a matter of good taste or convention. The teacher may show the high social value of maintaining certain standards and may cite worthy examples and authorities. He represents, for the time, adult judgment and authority, and expressions of approval carry weight. Setting up specific goals and recording accomplishments are other effective means of motivation.

Repetition as a Factor in Learning : There is, in the new psychology, no magic which eliminates the need for repetition and drill; "that practice makes perfect is more than a half-truth," says Reed. But that practice alone may fail to assure competency in language is amply proved by the results of traditional teaching. Making practice effective involves certain basis considerations.

In the first place, it is recognized that practice must be purposeful to the learner. Purpose derives from the recognition by the individual of his shortcoming and from the situation—an immediate one—in which the need for the skill or ability is felt. Implied are some form or standard with which a pupil can compare his work and some means of diagnosis. Need is often revealed by failure to make meaning clear or to convey a message adequately. Thus, a child who mumbles is not heard, and the class protests; and a child who combines his sentences interminably with ands is a bore. Going from obvious effect to cause is the most convincing evidence of need for improvement that the teacher can present. However, at times the teacher must resort to the appeal of convention or authority, such as: "We show the end of a sentence by a period . . . . The word *get* is pronounced *get*, not git . . . . Running is spelled with two n's." Diagnosis is achieved by having a child compare his performance or product with a given standard and by testing; but often it is necessary for the teacher to call attention to a specific difficulty of which the child is not aware. Thus, a pupil through long use becomes accustomed to certain faulty language patterns and to the common mispronunciation of various words, and the teacher must take positive steps to have the pupil hear and get a feeling for the correct forms. Implied in the consideration of purpose is the basic principle that a pupil should be required to practice only forms needed by him

individually and that practice should be applied at the point of error. The frequent assignment of class exercises, except for testing purposes, results in a waste of time and lowered class morale.

A second basic principle of repetition states that practice should approximate as closely as possible the situation in which the form is normally used. According to this idea, strong reliance on the traditional language game is faulty. Some children profit from hearing the correct form repeated many times; but, in the main, learning is limited to learning to play the game and does not result in use of the correct form in real situations. Another point of error is the reliance upon written blank-filling exercises for drill in correct usage. The guide should primarily be sound.

A third basic principle emphasizes that repetition drill should follow clear ideas of correct form. Live examples should be set by the teacher and the textbook; incorrect forms should be analysed as to the nature of difficulty and the cause of error, and incorrect forms should be compared with correct forms in the remedial phases of the work. More than passive attention to explanations is here required. The pupil should shoe recognition of correct form by choosing correct forms, by reproducing them, and by using them in original examples. The repetition following recognition is at first deliberate, attentive, and consciously directed; later it is used in connection with larger language units; and finally it is practiced in total language situations with marginal attention given to the specific skill or ability. The situations in which a given form is practiced should be varied. Multiple use in a variety of situations increases the range of applicability and tends to maintain a high level of interest.

The checking of progress toward the mastery of a specific skill or ability may be recognized as a fourth basic

principle. Lists and record sheets used in the diagnostic phase of the work are useful for recording progress. If possible, the evaluation should be the pupil's own, and he should keep his own record of progress. The teacher should check and confirm the pupil's judgments. Repeated checking in tests and actual use, as well as restudy and practice, are constantly required until mastery is confidently achieved.

Adequate repetition, carried to the point of mastery, requires time, but effort should be concentrated on a short list of basic skills and abilities determined by cruciality and by the needs of particular pupils. Extensive treatment is necessarily sacrificed to concentration on relatively few key language elements.

Understanding as a Factor in Learning : Traditionally, primary emphasis in learning has been placed on seeing, doing , hearing, and saying. Language is still largely learned by imitation, and good language is largely judged by its sound. However, understanding is recognized as an important factor in learning situations in which generalizations, rules, and principles can be formulated and applied. The traditional skill subjects are now being approached in part from the point of view of meanings. It is too early to say how far we may go in making the mechanics of language meaningful to elementary pupils, but some good examples of what may be done are offered in recent literature. For example, Smith points out that growth in the skills of punctuation and capitalization must mean growth in sensing relationships between ideas and gaining force through modification. The significance of the period and question mark are made clear by recalling what one does with the voice in oral reading. Specifically in regard to commas, she says, "Commas are used to clarify meaning when sentence elements are out of their usual order, to

separate interrupters from the main idea, and to make clear the members of an enumeration." The growth of general abilities relates mainly to developing ideas and meanings, i.e., understanding. Grammar is an attempt to develop concepts, principles and rules relating to usage and to the structure of language. Grammar provides a stock of ideas and understandings that help to make language intelligible, to give some insight into its structure, and to supply some help in the use of language forms and in the correction of errors.

Differentiation of Instruction : A differentiation of work suited to the needs of individuals in the class is necessary. This differentiation concerns all phases of work. In handling the experience phases, the teacher assists pupils in identifying and setting up general standards but allows each pupil to select a specific standard as he gives his talk and engages in conversation or dramatization. Moreover, the teacher judges each pupil in terms of this ability, not in terms of what other children do. For example, in handling a lesson on reporting at the fifth-grade level, the teacher may develop with the class the following standards :

1. Give facts that relate to the topic.
2. Tell the facts in order.
3. Use words that tell exactly what you want to say.
4. Speak clearly.
5. Show interest in your topic.

All the pupils are engaging in a common experience—reporting; the reports may be on the same or different topics. The standards set up are those which the teacher and pupils feel have some significance for the class as a whole at its current stage of language development, but it is not assumed that all the pupils have the same specific

needs. Each child is encouraged to discover his weakness and to pick a specific language goal on which he needs to work and to concentrate on that goal during the preparation and delivering of the report. The pupil is judged by how well he does what he sets out to do, not in terms of the total list of standards. Thus, differentiation and specific, individualized training are provided within an experience that superficially has the appearance of traditional whole-class work.

In the practice or corrective phases, differentiation is of the essence. The teacher makes an inventory of specific individual needs, groups children having the same needs, and provides the necessary instruction and practice exercises. Pooley says, "Usage instruction should be as highly individualized as it is possible to make it. Only those errors lease acceptable in the speech and writing of a majority of the class should be given class instruction and drill; those occurring in the work of a few should be handled in small groups or individually as the need arises." It is desirable for the children, as well as the teacher, to know what their specific needs are; and therefore each child should have an inventory of his own skills and abilities. The inventory serves as a note sheet, and the child refers to it in preparation, in evaluation, and in recording progress. Provision is made for extreme variants in the form of individualized self-help materials.

Significance of Unit Organization : The organization of learning experiences around lifelike situations contrasts sharply with the traditional emphasis on small, isolated language elements, chiefly skills. Through unit organization children are trained not only for practical experiences but in them; the ultimate goals become the immediate goals. Also, the larger unit of learning preserves the integrity of the learning experience; the varied and complex elements

of language are combined and to a large extent learned as they function in purposeful expression; the learning experience is an organic whole. Practice on specific, component abilities and skills is related to some experience and has an obvious, immediate purpose.

The significance of unit organization is apparent whether the language program is developed independently or as a part of larger curriculum units based on the social studies and nature study. The trend toward large unit organization in language gains additional respect when it is observed that the same trend prevails in other areas of the curriculum.

Processes : It must now be obvious that not one but a battery of procedures is required to handle the various phases of the language program. Three, or possibly four, basic procedures will be used at various times, according to the nature of the learning situation and the learning outcome.

Handling an Experiences Unit : The first step in handling an experience unit is to set up or utilize a situation which creates definite reason for carrying on the work. The situation may be one that requires the writing of a thank-you note after the appearance of a guest speaker, writing a letter to a sick friend, keeping the minutes of a school council meeting, writing a play as a culmination of a unit in the social studies, or summarizing information gained in a nature-study field trip. The situation presents a real motive and imposes requirements for worthy performances. Alert teachers readily find occasions calling for the various experiences in both the school and the out-of-school experiences of children.

A second step is to develop ideas of good performance. From past work or from trail performances in the experience, initiated for that purpose, the class and teacher

presumably discover the need for further training. What is good letter writing, reporting, storytelling, outlining, and the like? Good models may be secured and studies. It is relatively simple to secure good models of written work. Textbooks provide them; the teacher may accumulate a file from children's previous work; or children may supply examples in the form of letters from home (with the help and permission of parents). It is less easy to provide study examples of oral work. Live examples of good performance in the class provide the best material; recordings are invaluable. The material should approximate the level of work normally expected of the grade. Having pupils study examples of varying degrees of merit and choose the best is a procedure of considerable value. Study should be directed first to content and general effect and then to the specific literary devices employed by the author to produce the effect. Some attention must be given to mechanics, oral or written.

Analysis of models reveals key points which should be listed as goals or standards to aim at, to imitate, and to use in evaluation. Goals should be set with due regard to the normal expectancies for the class and should be varied enough to give every child something to work for. Generally, a few key goals are better than many; the list may be extended as the class grows in ability. Too many goals lead to scattering of attention and effort. Thus, for a second-grade class giving talks, it may be sufficient to set as immediate goals willing participation, having something to say, and sticking to the point. As these goals are reached or approximated by a considerable number of the pupils, the teacher may add to the list others such as the use of complete sentences and apt, vivid words and phrases, a clear, pleasing, well-modulated voice, good pronunciation and enunciation, and interest-catching beginning sentences.

A third basic phase of the work is one commonly neglected or poorly handled—the setting up of individual goals. Too often this is postponed until after the child has completed his recitation or written exercise, and setting individual goals then assumes the form of a post-mortem. This method violates the sound psychological principle that the learner should fix his attention on the skill to be performed before practice, not after, except as a check on performance. Individual goals, therefore, should be set up early, before recitation and even before preparation for recitation.

The fourth phase, following the setting up of individual goals, is preparation. The child prepares his assignment with both the over-all purpose and his specific, individual goal in mind.

The fifth phase is participation, such as giving a talk, writing a letter, or taking part in a dramatization. There should be evidence in the child's work that he has kept in mind his individual goal as well as the general purpose of the assignment.

Evaluation by the pupil, class or teacher follows as the sixth phase. This should be in terms of the pupil's individual goals and should always be friendly and constructive, with full recognition of differences in individual capacity. Self-criticism is usually worth more than class and teacher criticism, although a pupil is also often stimulated by the approval of the class and teacher.

The initial lesson or series of lessons is followed by other similar lessons or series in which gains are preserved and further improvement is sought. Records of accomplishments in specific skills and abilities may be kept on the pupil's individual goal sheet and on the teacher's class record sheet. Opportunities will arise for the individual correction of mistakes without the pupil's losing sight of the major purpose of the experience.

Handling a General-ability Lesson : A general-ability lesson is a definite practice exercise designed to bring about improvement in some specific ability, such as selecting an appropriate subject, choosing pertinent content, dealing with a sufficiently small and manipulable aspect of a topic, organizing effectively, or composing a good beginning and ending. The emphasis is on knowledge, understanding, and judgment rather then on specific skills. An understanding of what constitutes a good subject, for example, evolves from a study and comparison of specific examples, such as "The Fish I Didn't Catch," "Hired, Tired, and Fired," and "Taking Home My Report Card," and from an analysis of key qualities, such as personal approach, definiteness, and brevity. The procedure is that which is characteristic of all knowledge getting—the solution of problems; it is never that of drill, as in the pronunciation of *get.*

The need for the lesson appears, of course, in an experience phase of the work, and it results from an analytical evaluation of the experience in terms of the specific factors that condition performance. The training lesson presumes inadequate performance and need for improvement. The need may appear as a result of pupil, class, or teacher evaluation; but it is important that the learner recognize the need.

The second step, logically, is to gain some understanding of what constitutes good performance. In the selection of subjects, for instance, the teacher may present to the class example, good and bad, taken from current or previous work, from textbooks, or from reading. The examples are studied and the pupils are led to feel the difference between good and poor subjects. The teacher may present such subjects as the following and have the pupils discuss them :

Poor	Good
Where I Went	Catching a Rat
What I Heard	False Alarm
What I Did	Too Sure
Sunday	A Bad Shot
An Adventure	An Unexpected Ducking
My Trip	A Hasty Reply
Work	A Wet Seat
My Friend	The Battle of Chicken Run
What My Aunt Has	No Pie

Titles in the first list are found to be vague and weak. Titles in the second list arouse curiosity and a desire to hear more; they tap sources of personal experience and feeling; and they set specific limits on a composition.

From the study of examples the children proceed to a consideration of their own experiences, searching for phases that are interesting to others and worth writing or talking about, avoiding commonplace and sensational events. Then they formulate good subject titles. Tentative lists of these titles are profitably presented to the class for evaluation and discussion. Approved subjects are then chosen, and compositions are prepared and delivered. The value of the subject is proved in the composition. When some assurance as to competency has been gained, the children use their improved ability in selecting subjects for all oral and written work.

Handling Specific-skill Lessons : The third type of lesson or exercise with which the teacher is necessarily concerned involves the development of a specific language skill, such as the pronunciation of words (often, going, athletic), use of the comma in a series, and capitalization of *I.* Standards of usage are set by convention. The primary

emphasis in learning is on hearing or seeing and doing; understanding enters into the learning process to the extent that it is possible to show reasons for certain conventions and to develop rules or principles. Understanding naturally adds to ease of learning in this as in other phases of language work.

The point of departure for a training lesson on a specific skill is an immediate need, revealed usually by performance in an experience. For example, in giving a talk a child may say *I seen* for *I saw*; or in written work he may fail to indicate clearly the persons attending a party by the omission of commas in a series of names, as in *Jo Ann Caryl and Tommy came to the party*. The pupil may be led to discover his difficulty by skilful questioning. The next step is to show the correct form to the child by explanation and demonstration or by directing the study of example, correct and incorrect. Recognition of the correct form and, if possible, the reason for it is followed by deliberate practice in selected example. Finally, consistent use in exercises and in related speaking or writing is provided. Work of this type is largely remedial, and involves breaking old habits as well as forming new ones. The work should be individualized, concentrated on a few of the most important skills, and followed up consistently and persistently until definite progress is made. The use of individual record sheets is helpful in making a diagnosis and later in recording progress.

There are many ways of handling directed training lessons on specific skills and at the same time employing good principles of learning. Specific procedures vary somewhat in oral and in written work, although the basic principles are the same. One procedure, making use of original sentences as a means of drill, is illustrated in the following quotation from Brown and Butterfield :

Another common drill is having children give original sentences in which difficult forms are used correctly. For example, the words seen and saw are put on the blackboard. The children are told to make sentences using each word correctly. The results may be something like the following : *I saw a cat. I saw a dog. I saw a horse. I saw a bird.*

This kind of drill may be oral or written, but the temptation will be to have the children write the sentences because (from the teacher's point of view) this makes good busywork.

To improve a drill of this sort and to make it mean something to the children, the procedure can be changed somewhat. The teacher, to begin with, asks the children to tell, in their sentences, about something that they really did see. John gives the first sentence, "I saw a cat." The teacher remarks that this sentence is correct but that it would be more interesting to the class if he could tell a little more so that everyone could see the cat that he saw.

With a suggestion or two, John changes his sentence to something like the following, "I saw a big black cat with green eyes."

The class likes this sentences much better than the first one; others may try to imitate it. Then the teacher will suggest that there are many, many kinds of sentences using *saw* and *seen.* She will give an example or two : "When the boys went to the circus, they saw an elephant doing tricks," or "If Mary had not seen the funnly little puppy, she would have gone right home." This will encourage the children to think out original sentences also. It is remarkable how much a few suggestions add to the vitality of a simple drill. The more intelligent children, instead of being bored by meaningless repetition, will be stimulated by the opportunity for creative expression.

Relation to Work in Other Subjects : The teacher recognizes that only a small part of his pupils' total experience in language takes place in the language class. Language is used throughout the day in all phases of work and play, and the use of language in other subjects and in all extracurricular work obviously helps set patterns and habits of expression. Language, therefore, is a service subject and as such involves two key points worthy of attention. In the first place, the immediate needs for particular language experiences appear in other phases of work. Various subjects require discussion, reports, explanations, and directions. Class ·meetings and pupil councils involve discussions, reports, and keeping minutes. When parents visit the school, as on school visiting days, opportunities arise for making introductions and explanations. In the second place, it is necessary to maintain reasonable standards in all language work in school if good habits of speaking and writing are to be established. In the social studies, in arithmetic, and in the school assembly some attention must be given to good speaking and writing. If properly handled this attention adds to the effectiveness of work under way, and it is not necessarily a distraction. The whole school should become language-conscious.

Language Programs : The language program, as we have said, should consist of real, lifelike experiences and training experiences as needed to develop the essential abilities and skills. The program is a functional one. Language experiences at once provide the chief immediate and remote goals, the chief medium of learning, and the basis for organizing the program into units of work. Training lessons grow out of and are motivated by immediate needs for particular skills and abilities revealed in the experience phases of the work. These skills are learned as far as possible in use—incidentally; but to the

extent that further specific training is necessary, separate exercises or lessons are provided.

The minimum essentials of a modern language program, then, include (1) primary emphasis on and training in language experiences and (2) provision for the systematic development of essential language abilities and skills. Within the limits set by these minimum requirements there is opportunity for a variety of programs providing combinations of experience work and training experiences, and for programs offering opportunities to combine experiences and relate them to other phases of the curriculum. At one extreme must be recognized the very liberal or informal teacher who handles language mainly as an integral part of the work in other subjects and school activities and who provides only occasional directed practice or remedial lessons as needed by individuals and groups. Such a program can be excellent and may be regarded as the ultimate goal of language teachers. But the attempt to carry on the extreme type of informal program often results in gross neglect of training in language. Without sacrificing the essentials of a vital, functional program to traditional formality, it is possible to set a middle course consisting of a definite series of basic language experiences and supplementary systematic work on essential abilities and skills. This middle course makes possible the ready use of available instructional materials; and it seems to be consistent with the position taken by the Commission on the English Curriculum of the National Council of Teachers of English.

Use of Textbooks : In considering the wealth of live opportunities for using language in curricular and school-life experiences, several questions arise : What place does the textbook have in the language program? What does it contain? How can it be used effectively?

In the first place, a textbook provides a basic program of unit work in experiences and related abilities and skills generally appropriate to the grade, and it gives emphasis to the several experiences according to their importance. The sequence is timed—in part, at least—to meet the progressive needs of children throughout the year. Instruction and drill in specific abilities and skills are introduced as needed to carry on the various experiences. The textbook is the product of the study and thinking of specialists who are qualified by research and experience to write in their fields. In using the textbook, the teacher is taking advantage of this specialized, technical knowledge and competence.

In addition to a general plan of organization, the textbook offers certain other resources which the teacher must understand and use effectively. Among these resources are models of stories, reports, outlines, and the like. If wisely chosen, they suggest reasonable standards. However, for any particular class, such standards may be too high or too low. The teacher, therefore should collect from time to time samples of his pupils' work to serve as supplementary models. In addition to their easier adaptability to a particular class, the local samples are more interesting than textbook models.

Another common feature of textbooks is list of key points—standards—for particular experiences. Any such list may be well devised; the important question, however, is, What use should be made of it? In the authors' opinion, it is better to let children derive their standards from a study of samples and to use the textbook lists mainly for checking their own items than to have pupils begin by studying the standards of the textbook. The textbook lists of standards usually contain many items, and the implication here is that all children are to work on all of them simultaneously.

Again, in the authors judgment, such a precedure presents and impossible task to the children; if a long list is used, and it should be, each child should select one or two items for emphasis in giving a story or report. Such selection and concentration provide opportunities for individualizing work within a common experience.

Textbooks also provide practice and remedial exercises. Usually in this connection some kind of pretest or diagnostic test is suggested so that only the children who need the practice get it. This is common-sense procedure. It is possible that some of the exercises will not be needed by any child. It is also likely that common difficulties will be found that are not covered in the test and practice exercises. In this case the teacher should devise tests suited to the particular needs of the children, possible using the textbook exercises as models.

It may be found that the practice exercises in textbooks are largely devoted to the mechanics of speaking, writing, and usage. Little provision is commonly made for exercises in the development of ability to select suitable topics, to limit the scope of topics, to stick to the point, to follow a clear sequence of ideas, and to introduce interesting details and apt illustrations. Yet these language abilities are regarded as primarily important in the language program. If training exercises in this latter group of abilities are needed, as they may well be, the teacher will be obliged to supply them.

A further common textbook provision is the statement of principles and rules relating to concepts, usages, and mechanics. Rules and principles, it is generally agreed, should not be memorized from the textbook but should be arrived at inductively by pupils through a study of live examples. The textbook statements can then serve as checks on the children's own generalizations.

There are several general ways in which a book can be used. One is, obviously, to follow it chapter by chapter and exercise by exercise. It is unlikely, however, that a textbook prepared for use in different sections of the country and for different types of schools will be found perfectly adapted to the needs of a particular class. Such use is tolerable only in the hands of a teacher who lacks confidence or through training.

At the other extreme, the textbook is used only as a reference-exercise source. In this case, the basic program is developed from purposeful experiences, largely arising in connection with other curricular and extracurricular activities, and units and exercises are selected from the textbook as they are needed for training in particular abilities and skills. Mature, well-trained, progressive teachers are inclined to favour such use of the textbook because in this method the functional concept of language work is emphasized. The textbook work is also made vital and purposeful. However, this procedure may lost the planned continuity and sequence of training in essential skills which the textbook provides, and the teacher thus undertakes the responsible task of not only selecting the experiences but also working out a systematic, sequential, developmental program. This is certainly not impossible to do, but the teacher must recognize his responsibility and accept the amount of work involved.

There is a third plan, which combines adjustment to present needs and the systematic treatment of technical content. The teacher follows the order of experiences set by the textbook, but instead of using the exact topics for oral and written work given in the text, he draws them from the current lives of the children. This procedure is thoroughly consistent with the purpose and specific recommendations of many textbook authors. For example,

as the basis of studying outlining and reporting a certain textbook sets up an experience in science in which children are told the following : "Stir into half a cup of water as much salt as the water will dissolve. Pour the water into a saucer. Let it stand until the water is all gone. What happens? What does this show?" Although a particular class may not be performing this experiment at the time when the language unit is taken up in the text, it may be performing other science experiments or doing a similar type of work in another subject that will provide materials for outlining and reporting. The textbook, then, may serve as a general guide and model in programming language experiences and is using other curricular activities for developing language abilities; its particular subject-matter content need not be followed slavishly. The exercises for developing technical skills may be used, if needed, or similar exercises may be devised by the teacher to provide specific training. This third plan conserves the general plan of organization and the systematic program for the development and maintenance of technical aspects of language training as provided by the textbook, but it makes the work functional and relates it to current needs.

Supplementary Practice Material : Teachers often feel a need for more and different types of practice material than is provided in the text. Authors commonly provide supplementary practice exercises in workbooks designed to accompany a parallel work in the texts. Workbooks provide a convenient and inexpensive source of supplementary practice material and save the teacher's time. They are an additional expense to the school district or to the children, however, and often not available. If workbooks cannot be purchases for each pupil, the teacher can devise a reasonably satisfactory supply of permanent material by securing several copies of one or more

workbooks. Selected exercises are then torn out and mounted on stiff paper. The material is filed in a convenient place, accessible to pupils, possible in a standard vertical file. The topics for filing are the particular abilities and skills, mainly written, in which practice material is needed, e.g., content and organization, usage, capitalization, and punctuation. The teacher naturally selects the exercises that serve his purposes in meeting the individual needs of a particular group of pupils. This material cannot be used for whole-class assignments, but it serves very well for individual and small-group assignments.

Old textbooks also can be used to provide supplementary practice material. If the material is not completely indexed by type of difficulty—and it probably is not—it is necessary for the teacher to prepare such an index. The index should be duplicated and given to the pupils for filing in their language notebooks.

Supplementary practice work should be individualized—directed at the point of difficulty. It is inevitable that children will be working on many difficulties at one time. The teacher will have little time for making assignments, giving oral explanations, and checking. It follows that the material should be housed so that the children can get it with a minimum of teacher effort and that the material should be self instructional and self-checking. The answer key may be placed on the back of the practice exercise. Cheating will be discouraged if the teacher always gives tests on the work and checks it as completed only on the basis of satisfactory test results.

Evaluation : It must be apparent to the student in the field of language instruction, and even to the casual reader, that evaluation is an essential part of a modern language arts program and that such evaluation is continuous and cumulative, serving various purposes and

taking various form throughout the term. These purposes and forms, appearing as integral phases of the language program in preceding chapters, are summarized here.

The teacher's first purpose is an evaluation survey to determine early in the school year levels of achievement of the class and individual pupils, in terms of performance in language experiences and related abilities and skills. Preliminary surveys are made to provide a basis for laying out general plans and determining points of departure and to provide means for measuring improvement during the term. In the case of handwriting and spelling, for example, surveys make possible an organization for group instruction. The teacher should always be aware of the fact that he is dealing with several different kinds of language experiences and a multiplicity of skills, oral and written. Evaluation forms and procedures are therefore adapted to the experiences and to the nature of the learning elements. The teacher's subjective judgment must be the chief evaluation factor in most phases of oral experiences, abilities and skills. However, the accuracy of his judgment is improved by listing and evaluating specific points; thus in judging a report, the teacher may concentrate on content, organization, and effective delivery. (In general, the check lists suggested throughout the book provide itemized bases for evaluation.) In appraisal of written activities, the teacher's judgment is similarly important; but the nature of written work makes objective evaluation more practicable through the use of suitable models. Standard scales, though, offer teachers little help in evaluating quality in written compositions. Only the mechanics of written work—capitalization, punctuation, spelling, handwriting, and usage—have been adequately covered in standard tests, which may be profitably used early in the year to compare the achievement of a class with that of other classes and to

locate deficiencies of individuals students. These survey tests are not truly diagnostic, although their results may be symptomatic. Many such tests dealing with various phases of mechanics are available. The Unit Scales of Attainment in Language cover capitalization, punctuation, and usage. The Ayres scale for measuring the quality of handwriting is widely used. The Morrison-MeCall Spelling Scale provides a number of tests for use in grades 2 to 8. Taking samples of handwriting early in the term and using them as a means of measuring class and individual progress is a sound, practical procedure. An informal preliminary test in spelling, made up of words taken at random from the term's work, gives the teacher valuable information on class achievement and individual differences.

A second purpose of the teacher is to make a diagnosis of individual accomplishments and needs in the performance of various experiences and in general abilities and specific skills. This diagnosis serves the all-important purpose of directing attention to specific deficiencies both in experiences and specific remedial exercises. Here, as in the preliminary surveys, the teacher's judgment, as well as the pupils', must serve. In written usage, handwriting, and spelling, more objective treatment is possible. Many standard tests are available, covering a large percentage of usage crudities. One such is Charters' Diagnostic Test for verbs, pronouns, and miscellaneous words, which is a proofreading test designed for use in grades 3 to 12. Covering the work of all grades, standard tests of usage do not exactly fit the work of any particular grade. The teacher will therefore find it extremely profitable to devise an objective test including the key usage problems of his grade and of preceding grades. The form may follow that of the Charters tests and utilize proofreading or multiple-choice techniques. Tests also may be taken from the textbook or

teacher's manual. Since the primary purpose of the diagnostic test is determination of individual needs, not measurement of achievement, the teacher-made test is as serviceable as the standard test. In diagnosing handwriting, the chief task is to determine the particular faults in letter formation, slant, alignment, spacing, and colour of line. The teacher' casual judgments may be refined, as suggested, by the use of patterns and diagnostic sheets provided by good handwriting books. Additional standard resources are Gray's A Score Card for Measuring Handwriting and Freeman's Diagnostic Chart. Diagnosis in spelling is mainly a matter of locating particular words causing difficulty and noting the nature of the difficulties. The customary weekly protest serves as a basis for such diagnosis.

The third evaluative purpose of the teacher is to measure the achievement of children during short periods of time, from unit to unit or from difficulty to difficulty. Here again the teacher must rely on his judgment of achievement in most phases of the language program. Records of progress on specific items should be kept on goal sheets. The objective phases of the work—usage, capitalization, punctuation, spelling, and handwriting— can be measured in large part by informal objective tests prepared by the teacher or selected from the textbook to cover the specific items involved. These types of informal objective tests are similar to those used in diagnosis.

The final purpose of evaluation is to measure progress at the end of the term. The forms and procedures for the survey are similar to those used in the preliminary evaluation at the beginning of the term. Judgments of general abilities and improvement in oral and written experiences are made by the teacher, using check lists of specific items for increased validity. Samples of written work, as in the case of handwriting and composition, are

compared with the samples taken early in the term. Improvement in handwriting may be determined by scores on the Ayres scale. A final teacher-made test in spelling, covering the term's work, shows the progress of individuals and of the class; a Morrison-McCall spelling test may also be given again, but the results should not be taken too seriously. Informal objective tests covering essentials of usage, capitalization, and punctuation may be given and compared with scores on similar tests given early in the term; or standard tests may be repeated. Scores on tests of mechanics should be supplemented by observation of what children do in actual writing. Mechanics are mastered only when they are used habitually in purposeful expression.

Dictionary : A good children's dictionary should be available to pupils in the intermediate and upper grades. Training in habits and techniques of dictionary use should be gradual and cumulative, adjusted to maturity and needs at succeeding grade levels. Practice in alphabetizing is the first step, which is provided interestingly through the making of work and picture dictionaries in the first grades and through the preparing of alphabetical word lists in the second and third grades. Alphabetical order is used in finding words, first by the initial letter and finally by the second and third letters. One of the early uses of the dictionary is for checking spelling, and this can begin in the third grade. Checking pronunciation can begin in the fourth grade, where attention is also called to syllabication and marks for accent and the long and short sounds of vowels. The use of key pronunciation words and of the other common marks of vowel sounds is taught in the fifth grade. The checking of meanings and the use of synonyms and antonyms to gain variety of expression may well be emphasized in the sixth grade.
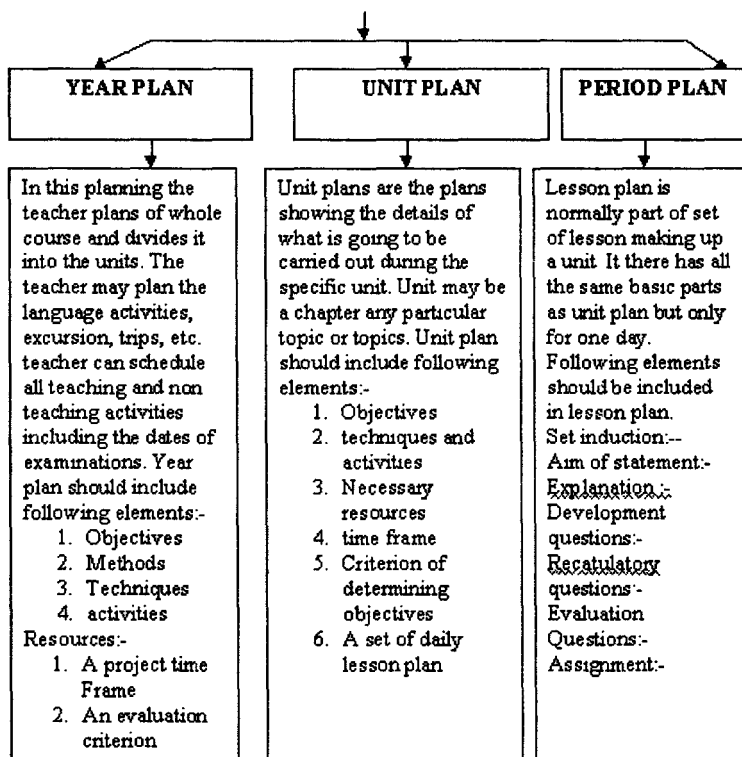
Importance of Examination and Test :

- Test helps a teacher to plan remedial programme. It means the test provide a good feed back to the teachers.

- Test enables teachers to find out whether the students have learnt a language item or not.

- Test serves as eye openers for the students. The test helps students to find out that point they did not understand properly.

- Test enables teacher also to asses the success of this teaching.

- The examination system for good or for bad, gears the whole education system. It influences the framing of syllabus, preparation of the text book and teaching of method.

Criteria for Good Language Test :

- The test must cover limited language skill but must cover al the language skills which the students is expected to master.

- Question should be so written that the student understands what is expected of him. This means there should be no ambiguity in questions.

- The questions must be so framed that they test the specific language skill. They should be so worded that they help the teacher to find out that the specific objectives are achieved or not.

- The question paper must be very well balanced. It should neither to be difficult not to easy. It should contain challenging questions for students of all levels.

- The question paper should include all types of question, for examples objectives type, subjective and others.

- Average students must be kept in mind for allotting time to answer the test.

- The question paper must be so framed that it has a wide coverage of content taught.

PLANNING OF TEACHING

YEAR PLAN	UNIT PLAN	PERIOD PLAN
In this planning the teacher plans of whole course and divides it into the units. The teacher may plan the language activities, excursion, trips, etc. teacher can schedule all teaching and non teaching activities including the dates of examinations. Year plan should include following elements:- 1. Objectives 2. Methods 3. Techniques 4. activities Resources:- 1. A project time Frame 2. An evaluation criterion	Unit plans are the plans showing the details of what is going to be carried out during the specific unit. Unit may be a chapter any particular topic or topics. Unit plan should include following elements:- 1. Objectives 2. techniques and activities 3. Necessary resources 4. time frame 5. Criterion of determining objectives 6. A set of daily lesson plan	Lesson plan is normally part of set of lesson making up a unit It there has all the same basic parts as unit plan but only for one day. Following elements should be included in lesson plan. Set induction:-- Aim of statement:- Explanation:- Development questions:- Recatulatory questions:- Evaluation Questions:- Assignment:-

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CHAPTER FIRST (QUESTIONS)

1. What is the constitutional place of English as a second language in India?

2. What is curriculum of English in school and college in Gujarat state? Discuss.

3. Hindi is first language and English is second language for us. Why? Tell reasons.

4. What is importance of second and foreign language leaning? OR English is window of the world. Why?

5. Which problems are faced by Gujarati speaking learner in learning second or foreign language.

6. What is importance of mother tongue language and habit?

7. Language is primarily speech. Discuss.

8. How English language is taught in Gujarat?

9. In spite of banishing the language from India the people have made English as their own passion. Discuss.

10. How mother tongue helps in learning second language?

CHAPTER SECOND (QUESTIONS)

1. Language is tool of communication. How?

2. What is different between first Language and second language?

3. What is different between Acquisition and Learning?

4. What is behaviorist's view on language learning?

5. What types of theory have been given by Pavlov and B.F. Skinner in reference to language Learning. Discuss in detail.

6. What is view of Cognitivist on Language Learning? Discuss in detail.

7. Define motivation. How will motivate your students to make your teaching effective as a teacher?

8. Attention and memory play important role in developments of teaching learning process. How?

9. Define reinforcement. What are the kinds of rein forcers? How they are helpful to make teaching effective?

10. Language learning is nothing but habit formation. Discuss?

11. What are the general objectives of teaching English as Second language?

12. How specific objectives are differs from general objectives?

13. What are the sub skills of language as skill?

CHAPTER THIRD (QUESTIONS)

1. Give the list of instructional material and teaching aids.

2. How will use and select the instructional material and teaching aid during teaching? Discuss.

3. What are characteristics or importance of teaching and instructional material?

4. What is role of Computer Assisted Language Learning (CALL) in development of teaching learning process?

5. How Audio Visual aids are useful to make teaching effective?

6. What is the criterion of selection of good text book?

7. What are the characteristics of good text book? OR How will you evaluate the good text book?

CHAPTER FOURTH (QUESTIONS)

1. Define Grammar Translation method. What are advantage and disadvantage of the G.T. method?

2. G. T. method is very useful in Hindi medium school in second language learning. How? Discuss.

3. Define Direct Method. What are advantage and Disadvantage of Direct Method? Discuss.

4. Direct Method is not useful in Hindi Medium schools. Why?

5. What is different between G.T. method and Direct Method? Discuss.

6. Define Bilingual Method. What are advantage and Disadvantage of this method? Discuss.

7. Define Reading Method. What are advantage and Disadvantage of this method? Discuss.

8. What is Different between Bilingual and G.T. method? Discuss.

9. Define Situational Method. What are advantage and Disadvantages of this method? Discuss.

CHAPTER FIFTH (QUESTIONS)

1. What is structural approach? What are advantages and Disadvantages of this approach? Discuss.

2. Define Communicative Approach. What are advantages and disadvantages of this approach? Discuss.

3. What are the principles of teaching English as second language? Discuss.

4. What are the principles of communicative approach? Discuss.

5. What is different between Method and Approach? Discuss.

CHAPTER SIXTH (QUESTIONS)

1. What is importance of oral work in teaching of English as second language? Discuss.

2. Which Two skills are included in oral work? Discuss in detail.

3. What are the techniques of conducting oral work? Discuss.

4. How can a teacher develop the correct speech habit of English language learner as second language? Discuss.

5. What are the causes of defective pronunciation of students in learning of English as second language? Discuss.

CHAPTER SEVETH (QUESTIONS)

1. What necessary precautions should be observed during the course of teaching? Discuss.

2. What are the types of Reading? Discuss.

3. Intensive reading is type of reading aloud. How? Discuss.

4. Extensive reading is type of silent reading. How? Discuss.

5. What is aloud reading? Why it is not useful at secondary level? Discuss.

6. How can a Teacher make reading aloud very interesting? Discuss.

7. What are advantage and disadvantage of reading aloud? Discuss.

8. What is silent reading? What are advantages and disadvantages of Silent reading? Discuss.

9. What are general and specific objectives of reading skill in leaning English as second language? Discuss.

10. What are general and specific objectives of listening skill? Discuss.

11. What are general and specific objectives of speaking skill? Discuss.

CHAPTER EIGHTH (QUESTIONS)

1. How a teacher can make improve bad handwriting of students? OR What are the mechanics of writing? Discuss.

2. What types of exercises should be given to the students in written work? Discuss.

3. What steps should be kept in mind by teacher while teaching picture composition? Discuss.

4. What is different between free composition and controlled composition? Discuss.

5. Write short note on oral and written composition. Discuss.

6. What should do a teacher to improve the spelling mistake and bad pronunciation? Discuss.

7. Set induction is integral part of classroom teaching. How? Discuss.

8. Imagine that you are teacher. What will you do to make set induction very interesting and alive? Discuss.

CHAPTER NINTH (QUESTIONS)

1. What are the objectives of teaching prose? Discuss.

2. As a teacher, how will you make teaching prose very effective? Discuss.

3. What steps should be followed by teacher while teaching prose and poetry? Discuss.

4. Briefly describe the objectives of teaching prose.

5. As a teacher how will you make teaching poetry effective and interesting? Discuss.

6. What steps should be followed by teacher while teaching grammar? Discuss.

7. Write brief note on deductive and inductive method. Discuss.

8. What are advantage and disadvantage of deductive method? Discuss.

9. What are advantage and disadvantage of inductive method? Discuss.

10. Why inductive- deductive method is more effective than inductive and deductive method? Discuss.

CHAPTER TENTH (QUESTIONS)

1. What are the characteristics of good English Teacher? Discuss.

2. What are types of test? Discuss.

3. What are types of evaluation question? Discuss.

4. Prepare objective types of questions or briefly state the kinds of objective type questions. Discuss.

5. What is importance of evaluation in teaching of English? Discuss.

6. What is importance of examination and test to evaluate students' achievements? Discuss.

7. What is criterion of good language test? Discuss.

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