



**Farook Training College Innovative Academia (FTCIA)**  
**Online Collaborative Learning Project (OCLP)**

**Pre-Edited Version of Study Materials.**

**(Chance for minor errors)**

# Farook Training College Innovative Academia (FTCIA)

## **Online Collaborative Learning Project (OCLP)**

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B Ed. II. Sem. EDU 09.2 PEDAGOGIC PRACTICES OF ENGLISH

## Unit 1

Methods, approaches, techniques of teaching English

AREEBA

# METHODS OF TEACHING

- ★ Grammar- translation method.
- ★ Direct method.
- ★ Bi-lingual method.
- ★ Dr . West's method.

# 1. Grammar- translation method

- ❖ Also called classical method.
- ❖ Two basics for teaching foreign language.
- ❖ 1 – grammar
- ❖ 2- translation
- ❖ Grammar is the soul of language.
- ❖ Translation is easiest way to acquire foreign language.

# PRINCIPLES

- ★ A second language can be easily learnt thorough translation.
- ★ Translation interprets foreign language.
- ★ The process of interpretation the foreign phraseology is assimilated.
- ★ The structure of the foreign language is the best learnt when compared and contrasted with that of the mother tongue.

# **CHARACTERISTICS**

- ❑ Less active use of target language.
- ❑ Practice is provided through translation.
- ❑ Much vocabulary is introduced.

# Advantages

- ❑ It saves time and effort.
- ❑ It enriches the learner's vocabulary.
- ❑ Word meaning can be learnt clearly.
- ❑ Correct knowledge of the grammar insisted.
- ❑ Will get clear ideas about grammar.
- ❑ Applicable to all levels.

## 2. DIRECT METHOD

### FEATURES

- ❑ Second language learning should be more like first language learning.
- ❑ Oral interaction.
- ❑ Spontaneous use of language.
- ❑ No translation between first and second language.
- ❑ No analysis of grammar rules.
- ❑ Teaching language directly.
- ❑ Developed as a response to grammar translation method.

# **Principles**

- ★ Inhibition of vernacular.
- ★ Enhancing the communication skill.
- ★ Inductive approach to grammar practice.
- ★ Emphasis is laid on pronunciation.
- ★ Practice.

## Technique

- ★ Reading aloud
- ★ Question answer exercise.
- ★ Students self correction.
- ★ Paragraph writing
- ★ Dictation.

## Merits

- Understanding of English becomes easier.
- Direct association with word and meaning.
- Psychologically sound method.
- Natural method.
- More use of audio visual aids.
- Emphasis on listening and speaking aspects.
- Improve the fluency of English speech.
- Enable pupil to think in English.
- Develop active vocabulary.
- Cramming of words and their meaning is discouraged
- Emphasise on pronunciation of language.
- Helps in self expression.

## Demerits

- Our schools do not have requisite audio visual materials .
- The native like pronunciation is too difficult to be achieved.
- Teacher has to spend a lot of time for preparation of lesson.
- Grammar is not taught systematically.
- Much time is consumed in creating situation.
- Insufficient attention is paid to the skills of reading and writing.

### 3.BI – LINGUAL METHOD

- ❖ Proposed by professor. CI Dodson.
- ❖ Stands for the use of two languages.
- ❖ Judicious use of mother tongue .
- ❖ No focus on creating situation.

## **Objectives**

- ❖ To make the learners of second language or foreign language fluent and accurate in spoken word.
- ❖ To make learner accurate in written word.

# **Principles**

- Restricted use of vernacular.
- Save the time of teacher.
- More pattern practice.
- Only teacher uses vernacular.

# Advantages

- ❖ Ensure accuracy.
- ❖ Ensure fluency.
- ❖ It suits the majority of average teachers.
- ❖ Reduce teacher workload for creating situations.
- ❖ A meaningful programme.

## **Disadvantages**

- Create confusion among students.
- Mastery in both languages is necessary.
- No use in higher education /higher studies.
- It affects the fluency of target language.
- There will be tendency for mixing up of languages.
- Teacher should be fluent in both.
- It spoils the continuity and fluency of communication.

## 4. Dr West's Method

### Features

- ❖ Reaction against the direct method.
- ❖ Social needs of Indian people.
- ❖ Learning to read a language is by for the shortest road to learning to speak and write it.
- ❖ Also known as reading method/ textbook method.
- ❖ Reading develops language.

## **Important tenants**

- ❖ Easier to acquire reading.
- ❖ Loud reading practice.
- ❖ Purposeful silent reading.
- ❖ Reading comprehension tests are used for evaluation.

## **Important elements**

1 reading

2 readers

3 judicious use of mother tongue.

## **Other features**

- Reading.
- Supplementary readers are provided.
- Oral practice.
- Training in speech.
- Drill in vocabulary.
- Theoretical grammar is not taught.
- One language skill at a time.

## **Merits**

- ❑ Careful selection of vocabulary.
- ❑ Promote silent readers.
- ❑ Useful in Indian context.
- ❑ Enhance interest in learners.
- ❑ Enhance vocabulary.

## Demerits

- ❑ No emphasis on grammar /composition.
- ❑ Emphasis only on language skill and neglect three other skills.
- ❑ Does not follow psychological principles.

## 4 MARK QUESTIONS

1. Write a note on Dr . West's method
2. What are the merits and demerits of Grammar-translation method?
3. Write a comparative note on Direct method and Bi-lingual method?
4. What are the merits and demerits of direct method ?
5. What are advantages of bilingual method?
6. Critically evaluate bilingual method .

NAZER

## APPROACH

- **An approach is a set of correlative assumptions dealing with the nature of language teaching and learning.**
- **It is concerned with “how languages are learnt”**
- **It is axiomatic.**

# 1.STRUCTURAL APPROACH

## HISTORY

- ❖ During the second war, the American government needed personnel who had fluency in English and other languages like German and French.
- ❖ So special language training programmes were set up and maximum possible numbers of American universities were involved in the programme.
- ❖ Charles Fries and Robert Lado suggested Structural Approach in the 1950s.
- ❖ This approach believed in pattern practice and oral drills which preceded the literary skills.
- ❖ It is also known as New Approach, or Aural Oral Approach or S-O-S Approach.
- ❖ In India this approach was ushered by Jean Forrester who was the part of the massive Madras ELT campaign (MELT).

## DEFINITIONS

- “Structural Approach is a scientific study of the fundamental structures of the English language, their analysis and logical arrangements”.**Brewington**
- “The structural approach to English is teaching the learner certain selected structures in a certain order”.-**CS Bandari**

# Meaning

- Teaching of English by helping the students to learn certain structures of English as called the structural approach.
- It is... “arrangement of words in such a way as to form a suitable pattern.”
- That it's main objective is to increase the students command over the pattern of English and enabling them to use the language more effectively.
- It also known as ‘ aural-oral approach ’ as it stress teaching language by giving opportunities to the students to hear and speak the language.
- For this structures are carefully selected and suitably graded.

## *Structural Approach*

- “The approach involve selection and gradation of material to be taught”.
- Selection is there because the students are not supposed to learn all the structure but they learn only those structures which frequently comes.
- Thus based on Usefulness & teachability.

# Procedure Grammatical structures

I) Selection (Based on Principles of Selection)

II) Gradation (Based on Principles of Gradation)

III) Presentation of Structures/Vocabulary (Orally & Situationally)

IV) Practice through Oral Drills (Learning as a habit formation process)

V) Used in effective and meaningful situations

## *Principles of Selection*

Usefulness

Simplicity

Teachability

Productivity/ Surrender Value

Area of difference

## Types of Structures

- In the structural approach, there may be four kinds of structures:

### 1. Sentence Patterns:

- The word pattern means a model from which many things of the same kind and shape can be made.
- Kranthi is a student. model sentence
- Other sentences - Ramu is a teacher.
- Gopi is a doctor.

### 2. Phrase Patterns:

- Phrase is a word or a group of words which express an idea without its being a sentence or clause. Example - in the school, on the desk, with a knife, into the basket etc.

### 3. Formulas:

- Formulas are those words which are used on certain occasions;
  - How are you?
  - Good morning.
  - Thank you.

### 4. Idioms:

- Idioms like born with a silver spoon, at the eleventh hour etc. come into this category. These should be taught as a whole.

## Gradation

- Gradation means Grading- here Grading Structures – means putting them in a suitable order.
- Here the purpose is to arrange according to their usability & difficulty.
- Grading easier and most usable structure before difficult & less usable ones.

## **MERITS:**

- Students acquire good pronunciation and fluency.
- It stresses habit formation - the habit of speaking English.
- The initial drilling minimizes the mistakes of students.
- More emphasis on speech or oral aspects of learning
- Difficult areas of the language are identified and dealt with accordingly.
- Language is presented and practiced systematically. (because of Selection and Gradation)
- Meaningful and situational learning helps the learners perform better in the outside world.

## **DEMERITS:**

- Suitable for only lower classes.
- Possible to teach only well selected sentence patterns.
- Teachers needed a lot of guidance to teach structures. So it is difficult to teach for an average teacher.
- Situational learning of vocabulary results in a very slow rate of vocabulary building.
- Too much mechanical drilling.
- Unsuitable for overcrowded classrooms.
- Lot of teaching aids are needed.

-It's a teacher centered classroom.

-Meaning is not given importance while teaching language.

-It's form focused and laid emphasis on grammar.

-However the S-O-S Approach with its strong emphasis on oral practice of grammar and sentence patterns still continues to be widely used in many parts of the world, though it was questioned in the 1960s.

## **2.THE SITUATIONAL APPROACH:**

- It was introduced as a reaction to the structural approach, which is form focused and emphasized grammar.
- A new approach was thought of to overcome this problem and that was the situational approach.
- Harold Palmer and AS Hornsby are the two most important advocates of this approach.
- The primary principle of this approach is that in life we use language to negotiate through a variety of situations. We move from one situation to another everyday and all these situations demand using language for negotiation. It is this language that the students need to learn.

- The key feature of this approach is to introduce and practice the new language items situationally and contextually.
- Structures are viewed as being at the heart of speaking ability.
- According to AS Hornsby the word order of structural words, content words, and the few inflections of English would form the material for the teaching.

## **Features of this approach:**

- It involves an inductive approach to the teaching of grammar.
- Its primary feature of this approach is that in real life we use language to negotiate through a variety of situations. We need to speak in these different situations. It is this language that our learners need to learn.
- The syllabus in this approach is based on a set of situations the learners are likely to be in such as at a shopping mall, in the school, at a coffee shop, in the theatre, with a friend, etc.
- Learners participate in those situations and use language.

-Teacher provides necessary corrections in terms of grammar and vocabulary to be used and learned.

-It uses the structural model except that while negotiating a situation, no items of grammar are isolated.

-Grammatical items are used in clusters.

## **Procedure of the Approach:**

-For presenting new vocabulary and syntax, teachers can make use of objects available in the classroom.

That is a black board.

It is a table.

I am sitting in the chair.

-the classroom objects can also be used by the teacher for presenting opportunities of recognizing affirmative, negative and interrogative forms of speech.

Teacher may ask what is this?

Is this a table?

-repetition of these sentences.

-using imperatives and asking them to perform some activity.

-Putting questions to the class.

## **Merits:**

- It follows the principle of interest.
- Action-Chain makes the class lively.
- It follows the principle of variety and simplicity.
- It lays emphasis on learning by play.
- it lays stress on learning through hearing.
- it makes use of teaching aids.

## **Demerits:**

- this approach can be used to teach only well selected words and sentence patterns.
- it suits for teaching only lower classes.
- Due to over-drill the class becomes monotonous.
- it is not possible to teach prose, poetry, composition by this approach.
- We need trained teachers to teach this approach.

### **3. Humanistic approach**

- Humanistic language teaching is an approach based on the principle that the whole being, emotional and social, needs to be engaged in learning, not just the mind.
- The Humanistic movement in language teaching emerged, as did some of the other approaches, from developments which occurred in education and psychology.
- The ideational basis of humanistic education was developed by authors such as Maslow (1970) and Rogers(1961).

- In terms of acquisition of L2, this approach argued even more strongly against the authoritarian teacher-centred classroom and emphasized the importance of creating environments which minimized anxiety, enhanced personal security and promoted genuine interest through a deeper engagement of the learner's whole self (Roberts, 1975).

Unlike the Communicative approach which to a large extent remained syllabus –centred, the Humanistic approach permitted students to diagnose their own needs and create their syllabus.

The key concerns of this paradigm shift included factors such as the following:

- Respect for learners as people, being sensitive to their feelings and encouraging respect for each other.
- The affective nature of the learning experience was emphasized. Respect for the learners own knowledge and independence, and faith that learners know best how and when to learn.
- The classroom activities focused on what the learners wished to engage in.
- This contributed to learner autonomy and critical thinking skills as well as encouraged self-discovery.

According to Earl Stevic the humanistic approaches is the

- The development of human values.
- Growth of self awareness and the understanding of others.
- Sensitivity to human feelings and emotions.
- Active student involvement in learning and in the way learning taking place.

The major constituents of humanistic approaches are

- 1) Suggestopedia
- 2) The silent way method
- 3) Total physical response



# CONSTITUENTS OF HUMANISTIC APPROACH

## 1. Suggestopedia

- This method is based on the idea that the mind has great potential and can retain information by the power of suggestion. This teaching method uses relaxation as a means of retaining new knowledge.
- In their initial lessons learners receive large quantities of information in the new language. The text is translated and then read aloud with classical music in the background.
- The scope is to supply an atmosphere of total relaxation where **understanding is purely accidental** and subliminal. Using large quantities of linguistic material introduces the idea that language understanding is easy and natural.
- In the following lesson, learners use the material in a variety of communication activities. The original learning techniques and theory developed by Georgi Lozanov have since developed into the Accelerated Learning movement.

## Suggestopedia

- It was developed by georgi lazamov.
- Suggestopedia also known as suggestology.
- Suggestopedia is the pedagogical application of suggestions to create pleasant willingness of the students to study.

## Main principles

1. It is helpful to get access to the hidden powers of the mind.
2. Students will use their hidden potentials if they are relaxed.
3. It requires harmonious blending of the conscious to the unconscious.
4. Sufficient listening of the students should be ensured.
5. Active participation of students helps learn the new material easier.
6. The functional aspects of language are emphasised.

## Procedure

- The students listen to music for relaxation.
- Some relaxation exercises are given.
- Students are given role plays in which they are delegates attending seminars, or clients consulting a doctor.
- Some introductory work is done by the teacher through mimes or rhymes.
- Start dialogues.
- The students follow dialogues.
- Creative language work is given.

## **Summary**

When – 1970s to 1980s

Focus – Meaningful texts and vocabulary

Characteristics – Relaxed atmosphere, with music; encourage subliminal learning of English

Supporters – Georgi Lozanov

## 2) Total Physical Response (TPR)

*Allow students to produce when they are 'ready'. Improvement comes from supplying communicative input, not from forcing production – Dr Stephen Krashen*

- This method draws on the basic principles of how young children learn their first language. Developed by James Asher, this teaching method involves a wide range of physical activities and a lot of listening and comprehension, as well as an emphasis on **learning as fun** and stimulating.
- Total Physical Response has limitations, especially when teaching abstract language and tasks, but is widely considered to be effective for beginners and is still the standard approach for young learners.

## Procedure

1. Make a list of commands and plan the lesson for the classroom.

For example,

- 'How to bind a book?',
- 'how to operate washing machine?

## Total physical response(TPR)

- This method attempts to teach english through physical activity by accompanying appropriate action with speech.
- It was developed by james asher.

## Principles of of TPR

- Meaning in the second language can be best taught through actions.
- Students learn best by doing.
- Listening should precede other skills.
- First absorb language and then speak.
- High degree of success can be seen in TPR classes.

## **Summary**

When – 1970s, widely used today for young learners

Focus – Listening comprehension

Characteristics – English speaking delayed until students are ready; meaning clarified through actions and visuals

Supporters – James Asher

### **3)Community Language Learning**

Also sharing many of the same principles as the Silent Way, this technique was relatively short-lived. Seeing the student as a ‘whole’ person, the method involved students sitting in a circle and encouraging them to use their feelings, intellect, relationships and reactions.

#### **Summary**

When – 1970s

Focus – Student interaction

Characteristics – Understanding of English through active student interaction

Supporters – Charles Arthur Curran

## Community language learning.

- Charles A Curran, who was the originator of community language learning (CLL).
- His approach to teaching L2 is heavily influenced by the methods of counseling therapy.

## Five stages in the CLL are

- The embryonic stage - with total dependence on teacher.
- The self assertion stage - when the student takes a little freedom in learning language.
- The Birth stage - when the student speaks independently though not perfectly
- The reversal stage - when the student is secure enough to take correction.
- The independent stage-the student works on his own with little encouragement from the teacher.

## Procedure

- In a CLL class, learners typically sit in a circle and talk naturally about the subject which is of personal relevance to them.
- A tape recorder is placed at the centre
- The learners may speak either in the first language L1 or in the L2.
- The teacher stands behind the learner who is speaking and either gives the L2 translation of what the learner has said in L1, or reformulates the learner's L2 utterance correctly and appropriately.
- The learner then repeats what the teacher says and so that class moves on from one learner to the other in a similar fashion.
- The conversations are recorded and replayed at the end of the class.
- The whole purpose being to help the children analyse the contents and learn from the experience.

- A CLL class thus had no preset syllabus; the language content was derived directly from the interests and concerns of the learners themselves.
- The teacher had two roles: first was that of the resource person who helps the learner to formulate the L2 message that they wish to convey.
- The second was to create a supportive and nonjudgmental, anxiety free atmosphere in the classroom. Most institutional settings such as schools and colleges find such an approach much too democratic to follow.
- However, many language programmes have drawn upon its principles such as the emphasis on learner-centeredness, group work, learner autonomy and the facilitative role of the teacher.

## Principles of CLL

- ★ Students should feel secure ie.free from anxieties for effective learning.
- ★ The teacher stays out of the learning circle.
- ★ To make the learner more secure in understanding the teacher uses mother tongue when necessary.
- ★ The fear of new learning items is removed by fostering community feeling.
- ★ A tape recorder should be in use.
- ★ Gradually the focus from grammar and phonetics could be shifted to actual sharing of ideas,beliefs,opinions,needs and desires.
- ★ A sense of belonging to each other between the teacher and the student is developed.

## 4. The silent way

- ❖ The silent way method was developed by Caleb Gattegno.
- ❖ The central point of this way is that teaching should be subordinated to learning.
- ❖ The teacher has very little to speak.
- ❖ Students having to produce as much as possible in the class.
- ❖ Students' errors are not condemned, but tolerated and treated as valuable indicators of discrepancy between 'what is and what should be'.
- ❖ Gattegno frequently says “**throw the learner on himself**”. Thus the student is left to himself, admitting his capacity to learn by himself.

- ❖ “Let them make errors and let them develop their inner criteria to correct their own errors” is the principles of this method.
- ❖ The teacher constructs knowledge from known to unknown.
- ❖ The learning atmosphere is peaceful and the students’ errors are dealt with, without spoiling their self image.

## 5. Competency – Based Language Teaching

- Competency – Based Language Teaching Tasks that lead to a demonstrated mastery of language associated with specific skills that are necessary for individuals to function proficiently in the society
- Competencies consist of description of essential skills, attitudes, and behaviors required for effective performance of a real- world tasks or activities( they may be related to any domain in life, or linked to the field of work or to social survival in a new environment )

## Characteristics of CBLT

- It is focused on competence.
- It is performance oriented.
- It is student centred.
- Individual attention is possible.
- Children's competence should be applied well in situations.
- Continuous assessment of performance can be done.
- Children become aware of what behaviours and skills are expected from them.

- It establishes graded objectives: the definition of short – term goals, each building upon the one before, so that learners advance in knowledge and skill.
- It is used for language teaching in situations where learners have specific needs and where language skills they need can be predicted or determined.
  - It is built around communicative competence and seeks to develop functional communication skills in learners. ( through specific real – world tasks).
- Language mastery is necessary as well as interpersonal relationships. It allows judgment and appropriation on one hand and motivation on the other hand.
- It is more concerned with the product rather than the process of training.

## Merits of CBLT

- ❖ Increase learners motivation
- ❖ Keeps the trainees task oriented and active
- ❖ the learner learns appropriate behaviors while doing a specific action

## Demerits of CBLT :

- ❑ There are no valid procedures available to develop competency lists for more programs.
- ❑ Prone to discrimination and stereotyping

## 6.Task based language teaching(TBLT)

- Task Based Language Teaching (TBLT) is an approach which offers students opportunities to actively engage in communication in order to achieve a goal or complete a task.
- TBLT seeks to develop students' interlanguage through providing a task and then using language to solve it.
- It was first developed by N. Prabhu in Bangalore, Southern India.
- Prabhu believed that students may learn more effectively when their minds are focused on the task, rather than on the language they are using.
- TBLT makes the performance of meaningful tasks central to the learning process.
- Instead of a language structure or function to be learnt, students are presented with a task they have to perform or a problem they have to solve.

## NEED(WHY WE USE TBLT)

- ❑ Tasks can be easily related to students' real-life language needs.
- ❑ They create contexts that facilitate second language acquisition.
- ❑ Tasks create opportunities for focusing on form.
- ❑ Students are more likely to develop intrinsic motivation in a task-based approach.
- ❑ A task-based approach enables teachers to see if students are developing the ability to communicate in an L2.

## CHARACTERISTICS OF TBLT

- ❖ Tasks ultimately point learners to the application of language in real-life situations.
- ❖ Tasks are not heavily guided by the need for correct grammatical and structural aspects of the language.
- ❖ Tasks specifically contribute to communicative goals.
- ❖ Their objectives are well specified so that you can at some later point accurately determine the success of a task over another.
- ❖ Tasks engage learners, at some level, in genuine problem-solving activity.

## PRINCIPLES OF TBLT

- 1) Scaffolding: Lessons should provide a supporting framework within which the learning takes place.
- 2) Task dependency: Within a lesson, one task should grow out of, and build upon, the ones that have gone before.
- 3) Recycling: Recycling language maximizes opportunities for learning and activates 'organic' learning principle.

4) Active learning

5) Integration: Learners should be taught in a way that makes clear the relationship between linguistic form, communicative function and semantic meaning.

6) Reproduction to creation

7) Reflection: Learners should be given opportunities to reflect on what they have learned and how well they are doing.

## 5.COMMUNICATIVE APPROACH:

- By the mid 1960s, the British applied linguists questioned the structural approach and tried to make a closer study of language learning.
- Chomsky criticized the structural theories of language that were incapable of accounting for the fundamental characteristics of language.
- The work of the Council of Europe, the writing of Wilkins, Widow son, Candlin, Brumfit, Keith Johnson and other British applied linguists on the theoretical basis for a Communicative or Functional approach to language teaching.

-These linguists saw the need for the communicative proficiency in language teaching rather than on the mastery of structures.

-It believes in providing opportunities to the learners to communicate with each other.

## Assumptions:

- This approach to language teaching starts from a theory to language as communication.( Language teaching begins with the spoken language.)
- The primary function of language is interaction and communicative uses.
- Importance is given to communication aspects of language.
- Interest is shown in meaningful learning.
- Prominence is given more to functional aspects of language

## **Principles of the approach**

- language learning is a natural process.
- language learning needs tolerance on the part of the teacher.
- language learning happens best when the atmosphere is relaxed and the learner receives encouragement.
- language learning happens best when language is used with a purpose.
- Errors are a natural part of learning and over a period of time they take care of themselves.

## **The beliefs of CLT Practitioners:**

-Communication is a two way process. So in every class, every child has a right to speak.

-It's a child learner centered classroom.

-All communication has a purpose. A teacher's job is to create opportunities to communicate in the class., like information gap, opinion gap, cognitive gap etc.

-Teacher is not the only source of information in the class. A learner can also be a source.

-A teacher is not a giver of information. He or She can show the way to access the information.

-Communication between one to many is unusual in the world outside. We communicate in small groups of 3-4 people. Such communication is more effective, because it prepares the learner for life in the real world.

-In real world, questions are asked by a person who knows less, and the answers are given by someone who knows more. In the classroom, the reverse of this is true. A good classroom should provide as many opportunities to the learners as possible to ask questions.

-A classroom where a learner attempts to use language and makes errors need not be corrected immediately. Teachers should develop tolerance to errors. In other words, our focus should shift from accuracy to fluency to fluency to accuracy.

-Use of mother tongue is not a hindrance but can be used as a resource in the second language classroom when really necessary.

## Techniques

- Language games
- Thinking tasks
- Role play
- Group work and pair work
- Retrieving scrambled sentences or pictures

## MERITS OF COMMUNICATIVE APPROACH

- I. Learning will be a self generating exercise
- II. Working in pairs or groups confidence is increases
- III. As there s no inhibition by grammatical rules or structures,student are free to speak
- IV. Fluency ,appropriateness and accuracy accrued
- V. Co-operation in language acquisition is gained

## DEMERITS OF COMMUNICATIVE APPROACH

- Communicative competence cannot be realized in overcrowded classes
- An average teacher cannot succeed to help students in attaining communicative competence
- Students may not take initiative to speak in English
- Due to over enthusiasm, it is likely that other approaches and methods are neglected
- Detailed syllabus and textbooks are yet to be designed
- Selection and grading of language items are not favoured in communicative approach

## 6. Whole Language approach.

- The "whole" language has its origin in a "holism".
- Holism is a response against behaviourism, which emphasizes that learning takes place with stimuli and responses.
- Holists regarded it as a reductionist perspective, which does not recognize that "the whole is greater than the sum of its parts."
- Further, holists argue, analysis of individual behaviour

cannot help us determine how the human mind works and learning is impossible by analyzing chunks of the learning system.

- This is the theory behind the whole language.
- The activities used for Whole Language instruction are: dialogue journals, portfolio-writing, learner-made books, story writing, writing conferences (Richards and Rodgers, 2001)

- The whole language rose to popularity in the late 1980s and the 1990s and it became an alternative educational paradigm to many methods and approaches.
- Though it was admired during this period, educators who believed that skill instruction was essential for learning and some researchers in language education were doubtful about the claims made by the approach.

## Objectives in Whole Language approach

- Integration of reading, writing, and other skills (listening and speaking).
- The use of authentic literature rather than “artificial.”
- A focus on real and natural events rather than on specially designed written stories which do not relate to the students’ experience.
- Reading is conducted for the purpose of comprehension.
- Use of student-produced texts rather than teacher generated or other-generated texts (esp. in ESL classes).

## Learner & Teacher Roles

- ❑ The teacher is seen as a facilitator.
- ❑ The teacher is an active participant in the learning community, and not an expert passing on knowledge to the Ss.
- ❑ The teacher teaches Ss, and not the subject matter.
- ❑ The teachers create a climate that enables collaborative learning.
- ❑ The learner collaborates with his classmates, and with the teacher (pair work and whole group activities).
- ❑ Students are evaluators of their learning process with the help of the teacher.
- ❑ The learner is self-directed, his experiences are used as resources to enrich the learning process

## Procedures

- The use of literature.
- The use of process writing (pre-writing, drafting, revising, editing, publishing).
- Encouragement of cooperative learning among Ss (pair work and whole group activities). Concern for Ss' attitude.
- Individual and small group reading and writing.
- Ungraded (with no grade in class) dialogue journals.
- Writing portfolios. Student-made books. Story writing.

# Principles of the Whole Language

1. Stress is laid on comprehension in reading and express meaning in writing;
2. knowledge is created using constructivist approaches  
-learners interpret the text and freely express their ideas in writing;
3. Importance is given to high-quality culturally diverse literature;
4. Integrate literacy into other domains of the school curriculum

5. Frequent reading in the form of guided reading, reading aloud and independent reading
6. Reading and writing for real purposes;
7. Emphasis is on understanding the meaning-making role of phonics, grammar, spelling, capitalization and punctuation in diverse social contexts;
8. Concern for learner's attitude; and
9. Supporting cooperative learning among learners.

This approach is primarily dependent on the learners' cognitive skills of reading.

They are as follows:

- a. Sub-lexical reading: It is a type of reading which associates character/s or with sounds.
- b. Lexical reading: It is a type of reading which acquires words or phrases without giving attention to the characters or groups of characters that form them.

Ken Goodman, in 1967, wrote a widely cited article in which he stated that reading is a "psycholinguistic guessing game". He proposed four "cueing systems".

These cueing systems help learners to guess which one comes next:

1. graphophonemic: refers to the shapes of the letters, sounds and what would come next.
2. semantic: refers to the word expected next based on the meaning of the sentence.

3. syntactic: refers to word class which would make sense based on the grammar.

4. pragmatic: refers to how the text works, the purpose for reading and predicting

## **Merits of Whole Language approach**

1. Learner gets enough freedom to construct his own meaning of what he reads
2. As language is associated with culture, learners are exposed to English culture through native English literature to learn it quickly
3. Language exists in every discipline. Hence, language integration across the curriculum helps learners to learn English fast

4. Cooperative learning among learners helps learners to learn collaboratively.

### **Demerits of Whole Language**

1. Too many reading activities are used. .

## **4 MARK QUESTIONS**

1. Write a note on structural approach ?
2. What are the constituent parts of humanistic approach?
3. What is whole language approach ?
4. Exemplify the communicative approach ?
5. What is situational approach ?

## **10 MARK QUESTIONS**

1. What is humanistic language? What are the constituent parts of it ?
2. What are different approaches in english teaching ?

B Ed. II. Sem. EDU 09.2 PEDAGOGIC PRACTICES OF ENGLISH

Unit 2  
Audio visual aids

ASWATHY

# Audio - Visual Aids

- Audio- visual aids are instructional devices which are used to communicate messages more effectively through sound and visuals.
- Audio-visual aids help in stimulating the sensory organs like ears and eyes and facilitate quick comprehension of the message by the audience.
- Audio Aids are the instructional devices through which the message can only be heard.
- Visual Aids are the instructional devices which help to visualize the message.

- Audio-visual aids are learning aids that help the teacher to clarify, establish, co-relate and co-ordinate accurate concepts, interpretations and appreciations.
- Audio visual aids enable the learner to make learning more concrete, effective, interesting, inspirational, meaningful and vivid.
- The audio-visual aids help in completing the triangular process of learning, motivation, clarification-stimulation.
- The aim of teaching with technological media is clearing the channel between the learner and the things that are worth learning.

- The basic assumption underlying Audio-Visual Aids is that learning and clear understanding stems from sense of experience.

# Definitions of Audio-Visual

- Audio-Visual aids are those aids which help in completing the triangular process of learning i.e., motivation, classification and stimulation.

- Burton

- Audio-Visual are those devices by the use of which communication of ideas between persons and groups in various teaching and training situations is helped.

-Edgar Dale

# Advantages and Disadvantages of Audio- Visual Aids

## Advantages

- It develops interest among students and captures their attention.
- It makes learning and teaching effective.
- Provide a realistic approach and experience to the students.
- It is convenient for group teaching.
- The possibility of misinterpreting concept is reduced.

- It is easy to prepare, portable, inexpensive and it can be used over and over again.
- Conveys messages quickly.
- It is dynamic and flexible, maintains continuity.
- Highlights main points of the message clearly.

## **Disadvantages**

- Time consuming for teachers during preparation.
- Cannot be used for large group.
- Prone to get spoiled soon.
- Learning may be affected by technical problems.

- Not always appropriate for the age.
  - It makes the student to heavily depend on teacher.
  - Need space.
  - Improper selection/usage.
  - Financial hurdles.
- Students distraction.

## Types of audio-visual aids

### Audio aids

- Cassette/ Record Player/Tape recorder
- Radio
- Language laboratory.

- a. Headphones
- b. Microphones.
- c. Tapes recorders.
- d. Computers.

### Projected and non projected visual aids

- A- Projected visual aids:**
- Over head projector
  - Slides and transparencies.
  - Film strips

- B- Non projected visual aids:**
- Pictures & images
  - Graphics.
  - Realia
  - Model.
  - Cuisenaire Rods.
  - Boards display.

### Audio visual aids

- Computer / Internet.
- Videos.
- Television.
- Movies

## **1. Pictures**

- It provides an environment of reality from learners points of view which is the main criterion in the selection of pictures.
- The visual sense of the learners get stimulated by showing pictures.
- It is used to introduce the author, difficult words or an abstract ideas

## **1. Audio CDs**

- Listening to Audio CD s will help the students to improve their speaking skills.
- Large number of students can be addressed at a time

- Check the listening skills of the students after playing an audio CD.
- Available for repeated listening.

### **3. Realia**

- Realia refers to any real objects that use in the classroom to bring the class to life.
- The main advantage of using real objects in the classroom is to make the learning experience more memorable for the learner.

### **4. Flash Cards**

Flash Cards are small cards which are shown for a few moments before the class to send across a message or

impart an idea.

- It can be used to introduce and present the topics.
- Flash Cards can be used to review the topic.
- Flash Cards can be used to develop the cognitive abilities of recognition and recall of students.

## **5. Flip Charts**

- Flip Charts are individual charts that are fixed to some support and as the lesson progresses it is presented before the students.
- It is used to introduce the grammar lessons, words and meanings, profile of the author etc.

## 6. Language Lab

- Room which is equipped with technological and electronic devices.
- It is specially designed to aid acquisition and practice any foreign language.
- It gives exposure to native speakers.
- Improves language skills.
- Individualized instructions is possible.
- Learner can learn at his own pace.
- Self motivated learning.

## **7. Models**

- Models are three dimensional recognizable limitations of an object with increase, decrease or exact size.
- It is used to introduce a new topic.
- Used in the entry activity.
- To introduce grammar working models are used.

## **8. Video Clipping**

- It can be introduced in the entry activity.
- Abstract concepts can be effectively presented.
- Summary of the chapter can visually be presented.
- Students will never forget the theme.

Vocabulary can be enriched.

## 4 MARK QUESTIONS

1. What are the advantages of audio visual aids ?
2. What changes can be brought into the classroom by enabling audio visual aids?
3. What is language lab ?
4. What are the advantages and disadvantages of language lab ?

ARYA

# Film

- It is a sequence of pictures
- A picture creates huge impact and a film has cumulative effect.
- Has the capacity to draw attention
- Heightens interest
- Motivates the students
- It is an aesthetic experience

- Provides emotional experience
- Transcend the barrier of time and classroom
- Sense of reality
- Conveys a message
- Improves language skills(LSRW)

# **Cartoon**

It is a metaphorical, humorous and exaggerated caricature of a person or a situation in the form of a picture or sketch.

- It attracts attention
- It is universal
- Conveys one idea at a time.
- Can be used to improve vocabulary by explanation and presentation
- It reinforces analytical skills.

## **Documentaries**

A film or television or radio programme that provides a factual report on a particular subject.

- Builds social and emotional awareness
- Connects students to current events
- Incorporates reflective writing assignment
- Enriches language and vocabulary

# **Advertisements**

A notice or announcement in a public medium promoting a product/ service/ event or publicizing a job vacancy

- Helps to identify all forms of advertising message
- Builds media-literacy skills
- Conceptualize advertisements as texts that must be critically read.

- Develop explicit strategies for reading and interpreting ads.
- Recognizes advertisements as constructed messages

# Newspaper Cuttings

- Provides latest information
- Reconstructs events
- It is like a living textbook
- Enhances reading and writing skills
- Helps to improve critical thinking

## 1 MARK QUESTION

?- Suggest any two IT Resources that helps to acquire a foreign language?

## **2 MARK QUESTION**

? -How can newspaper cuttings be used as a teaching aid?

## **4 MARK QUESTION**

? -What are the benefits of using film as an audio-visual aid?

## Unit 3

# Pedagogical Analysis and Content analysis

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# PEDAGOGICAL ANALYSIS

- The term 'pedagogue' is derived from Greek words *pais paidos* (child) and *agogos* (lead the child) which together connotes a teacher.
- Pedagogy implies the science of teaching.
- Analysis is a process of breaking or separating a thing into its smaller
- Pedagogic Analysis means the logical and systematic breaking up of the curriculum from the point of view of a pedagogue for the purpose of its effective transaction.

# Objectives of Pedagogic Analysis

- To analyze the curricular content into meaningful components
- To anticipate comprehensive instructional objectives for each component
- To identify the pre-requisites in the curricular area
- To design appropriate objective based learning experiences for different stages and contents.
- To anticipate strategies for continuous and comprehensive evaluation
- To anticipate difficulties and find remedies.

# Scope of Pedagogic Analysis

- It forms an integral part of curriculum in teacher education programs.
- It helps the teacher to set educational goals in accordance with the need of the learner.
- It gives the teacher a deeper insight into the curriculum which will result in creating plans for the maximum output.
- It enables the teacher to search for effective tools and techniques for continuous evaluation and to use the result of this evaluation for monitoring the instructional process.

# Pedagogical Analysis- How?

It is a complex process. As far as objective based instruction is concerned it should give more emphasis on realization of objectives. The suggested scheme of analysis is as follows:

1. A comprehensive and scientific content analysis
2. Selection of objectives
3. Listing of the pre-requisites
4. Developing a pre-diagnostic test
5. Preparing the list of inputs
6. Guidelines for processing the inputs

7. Suggestion for gathering immediate feedback and remediation.
8. Planning of assignments and activities.
9. Developing a post diagnostic test.

# Advantages of Pedagogic Analysis

- Teacher can take steps to motivate students.
- It helps the teacher to adopt learner centered instruction.
- It makes the instructional programme more systematic and content appropriate.
- It helps the teacher to design a plan of action to for immediate feedback, diagnosis and remediation.
- It helps the teacher to implement proper evaluation procedure.

# Intrinsic readers

- ☐ Intrinsic motivation: Engaging in an activity because of personal interest.
- Curiosity and involvement
- Challenge for reading
- Positive behaviour of reading
- Desire to learn
- Enjoyment of experiencing a literary text or aesthetic involvement

# Extrinsic readers

- ❑ Extrinsic motivation: Reading because you want to achieve certain outcomes or to avoid punishment.
  - Attitude towards recognition
  - Reward driven behaviour - money or good grades

# CONTENT ANALYSIS

## CONTENT

# It is the subject matter of a lesson/unit.

# Serves as the basis for the development of the curricular experience

# 2 types of content: Processed contents (textbooks, encyclopedia...) and unprocessed content (photographs, dairies...)

# **CONTENT ANALYSIS**

# It is the process of breaking up the subject matter into terms, facts, concepts, principles, rules, processes.

# Important step in pedagogic analysis

# For this, subject matter should be analysed and arranged in logical sequence.

# **CONTENT ANALYSIS**

# This type analysis is purely an intellectual activity that depends on cognitive insight of a teacher.

# According to I K Davies, Content analysis is the analysis of the topic/content to be taught into its consequent/elements and then arranging in a logical sequence.

## **Sources of content analysis:**

#The teacher has to perform a no. of tasks and use a no. of sources to make a thorough and comprehensive content analysis. Some are given below:

1- Analysis of prescribed curriculum

2-Thorough study of prescribed textbook

## **Sources of content analysis**

3- Analysis of the needs of the learner concerned

4- Pre-determining the objectives of instructions

5- Studying the existing cognitive structure of the students concerned

6- Understanding the characteristics of the developmental stages of the pupil concerned

# **Principles of content analysis**

## 1- Principle of inclusion:

# All the terms, facts, concepts... must be identified from the content.

# While analysing the content the teacher should make sure that no items have been omitted.

## **Principles of content analysis:**

### 2- Principle of summarization:

# The whole topic dealt with is made brief and presented as a meaningful statement

### 3- Principle of objectivity:

# There should not be any room for subjectivity that might mislead the teacher

# **Principles of content analysis**

4- Principle of sequential arrangements:

# contents have to be structured well

5- Principle of clarity:

# the teacher should examine minutely the terms, facts, concepts...of each topic and express them lucidly.

## **How to analyse content?**

# For analysing the content in detail, first of all the teacher should go through the content well

# Task is to break the whole content into topics, sub topics and elements and to categorize them into terms, facts, concepts, rules...

## **Advantages of content analysis**

# It helps the teacher to organize and systematize the teaching process

# Helps the teacher to have a clear insight into the nature of learning materials

# Enables the teacher to identify terms, facts, ideas and concepts that are to be covered.

## **Advantages of content analysis**

# It makes the teacher to search for pre requisites and ensure these before teaching new items

# It dispenses with the probability of omission of any point.

## **Main components of the content**

# Jerome S Brunner has pointed out 5 aspects of content. They are:

1- A name, by which it could be referred to.

2- Examples and non examples, that would helps to understand the basis of categorization leading to various concepts

## **Components of the content**

3- Attributes- essential and non essential.

4- Attribute value- The essential attribute that leads to categorization will have certain values within the given ranges.

5- Definition- A definition drawn from the essential attributes will make a concept precise, brief and meaningful.

# TEACHING OF PROSE

## AIMS OF TEACHING PROSE

Teaching of prose is entirely different from teaching of poetry.

1. The skills of listening, speaking, reading and writing in learners.
2. The skill of listening with comprehension, correct pronunciation, stress and pause at reasonable speed.
3. The skill of reading silently with comprehension at reasonable speed.
4. The skill of writing accurately and creatively at reasonable speed.

5. A favourable attitude towards English language learning
6. The skill of using English language in daily life situations

Teaching of prose is mainly meant to develop the four language skills listening, speaking, reading, writing

# As the first step, the activities for **introducing the lesson** must be effective and motivating

# In a good appealing voice the teacher must **read the passage aloud** with correct pronunciation, stress, pause and intonation

# The students while **reading silently** must be given instruction to read with their eyes without lip movement and to locate difficult words

- # After silent reading the teacher can ask a few **comprehension questions** to check the understanding of the learner
- # During **word study** the learner must be encouraged to find out the word meaning from dictionary
- # A **detailed study** of the passage can be given after having the students **read** the passage **silently a second time.**
- # **The grammar** has to be taught inductively.
- # The **review questions** help not only the teacher to generalize, but also the students to get an overall idea.
- # The **assignments** given to the students must not be a burden to them. the teacher must make sure that.

# **1. ENGLISH LITERATURE THROUGH DRAMA**

- Drama is a valuable and valid means of mastering a language.
- It creates a non threatening situation in the classroom.
- Vicarious experience can be shared.
- Inhibitions can be reduced.
- Drama is an effective medium for social and political formation.

## **ENGLISH LITERATURE THROUGH POETRY**

# poetry has rhythm.it functions in a way different from

## Prose

#In teaching poetry our objective should not be the development of language skills.

#poetry will help development of literary skills but language skills need not help develop literariness.



# TEACHING OF POETRY

## Aims of Teaching Poetry

- The students understand poetry as a form of literature .
- Develop in pupil a favourable attitude towards English Language.
- Develop literary appreciation.
- Develop a sense of beauty.
- Enable him to enjoy the music and rhythm of a poem.
- Develop the power of imagination, aesthetic sensibility, literary taste, and other human values.
- Develop mastery over language.

## **Teaching of poetry :central idea**

- Teaching poetry is an art.
- A good teacher must know the aim of teaching poetry.
- She must have good content knowledge, mastery of language, poetic sense to bring out soul of the poem.
- Must help her students to imagine and appreciate the mood of the poem along with the theme.
- She must be able to inculcate human values in her students.

- Create proper atmosphere.
- Discussions about general theme of the poem, the poet, etc.
- Audio visual aids and activities supporting the atmosphere.
- Teacher can either recite the poem in an audible voice with adequate pause, correct intonation, etc. Or may play the audio of the poem.
- Ensure whether the students are listening or not.
- A poetic word want to be spoken out loud as a personal utterance, as a confession, a cry of joy or sorrow.

- It is the absolute way of expressing poetry and bringing alive the poet's feelings.
- Advise the students to read the poem and to mark the difficult words.
- Teacher must provide atleast three contexts to help the students understand difficult words.
- Scaffolding questions must be asked to help them understand the meaning of the poem.
- Paraphrasing must be avoided.

- The figure of speech, rhyme, meter, title, and every other aspect of a poem must be dealt with.
- Appreciation of the poem: teacher can ask questions to check whether they have comprehended the poem or not.
- Comparing the theme of the poem with similar poetic creations can help the learner appreciate the poem.
- A poem has its own spirit and substance.
- Giving morals on a poem must be avoided. Let the students themselves find them out.

## Poetic Techniques

- Rhyming

It helps to make a poem flow

- Repetition

Repeating a line or word several times in a poem

- Onomatopoeia

- Use of a word that imitate sound
- E.g., buzz, click

- Assonance
  - Repetition of vowel sounds in one or more words found close together
- Alliteration
  - Repetition of sound or words at the beginning of multiple words in a series
- Metaphor
  - Implicit comparisons of two things
- Simile
  - Explicit comparison of two things
  - Use of like or as

## **Literary Appreciation**

It means reading, understand and making a critical judgment nt of the theme, style, use of figurative and non figurative language as well as other elements of a literary work.

# TEACHING OF COMPOSITION

## Composition

- To compose means “put or arrange things in a certain order”.
- Composition consists of thoughts and ideas.
- Through a composition one is expressing himself in a best way.
- Before starting to write a composition the learner must be familiar with the topic, structure and vocabulary used in it.
- Teacher must help them to organize their ideas well.
- She must motivate them to express their creative product in a good manner.

## **Aims of Teaching Composition**

- To give listening, speaking, reading and writing practice to the student.
- To enable the student think freely.
- To enable the student to express himself freely, naturally and systematically.
- To enable the student to organize his ideas precisely and logically.
- To develop the imagination of the student.

# **Types of composition**

- Guided or controlled composition
- Free composition

## Guided composition

- Here the teacher guides the students in selecting the topic, the vocabulary and structure to be used.
- Also known as controlled composition.

### Steps

- Decide the topic which suit the standard if the students
- Make an outline of the passage using appropriate structure and vocabulary.

- Arouse learner's interest through different activities
- Make the students answer certain questions prepared before.
- New vocabulary items and structure must be used in the answers.
- Teacher writes these answers on the board.
- Make students repeat each sentence
- Through these activities he must guide the students to the topic

- Spent maximum time for this.
- This will reduce student mistakes while writing.
- Teacher must give directions to add, omit unnecessary words and combine sentences.
- Do correction in front of students.
- Give feedback

## **Free Composition**

Its a stage where, student has mastered language skills and organization to be able to handle the writing of a chosen topic when a given only a specific amount of time and definite length.

# PEDAGOGY AND ANDRAGOGY

## Pedagogy

- The term is derived from two Greek words *pais paidos* meaning *boy* and *agogos* meaning *guide*.
- It is the art, science or profession of teaching.
- It is the method and practice of teaching, especially as an academic subject or theoretical concepts.
- Pedagogy as an academic principle is the study of how knowledge and skills are imparted in an educational context.

- It considers the interactions that take place during learning.
- It is an approach to teaching, refers to the theory of learning, and how this process influences and is influenced by the social, political and psychological development of learners.
- The pedagogy adopted by teachers shapes their actions, judgements and other teaching strategies by taking into consideration theories of

learning, understanding of students and their needs, and the background and interests of individual students.

## Andragogy:

- Derived from Greek words *andr* meaning *man* and *agogos* meaning *leader of*, which literally means 'leading man'.
- It is the method and practice of teaching adult learners.
- It is the science of understanding (theory) and supporting (practice) lifelong education of adults.

## Pedagogy vs Andragogy:

- Learner is dependent of instructor.
- Teacher is responsible for what is taught and how is taught.
- Teacher evaluates the learning.
- Learner is self-directed.
- Learner is responsible for learning.
- Self evaluation is seen.

- Motivation is extrinsic.
- Little experience is gained.
- Standardized curriculum is set based on societal needs.

- Motivation is intrinsic.
- Large quantity of experience gained.
- Curriculum is more application based and it resolves around life.

## 2 Mark Questions & Answer key words

1. What is pedagogy?

2. What is andragogy?

## 4 Mark Short Essays & Value Points

1. Difference between pedagogy and andragogy.

## Unit 4

# Planning of instruction

# PLANNING

- It can be defined as the process of setting out in advance, strategies, policies, procedures, programmes and standards through which a set of objectives can be achieved.
- It is defined by Adesina (1990) as 'a way of projecting our intentions, that is, a method of deciding what we want to accomplish' .
- It is an anticipatory decision making about what

needs to be done, how it has to be done and with what resources.

## **Need and Importance:**

The main advantages of planning are

- Planning increases the efficiency of an organisation.
- It facilitates proper coordination.
- Helps to realise the instructional objectives effectively.
- Helps in decision making.
- Helps in obtaining adequate coverage of content.

- Helps to impart quality instructions.
- We can ensure economy of time, material and effort.
- Helps to motivate a person.
- It aids in organising all available resources.
- We can maintain orderliness and system in the instructional process.
- We get opportunities to experiment with our own ideas.

# Types of Planning:

## 1. Year Plan:

- It is a long term planning of the instructional process.
- Year plan in a subject should indicate the course purpose and objectives, course units, number of lessons, the time schedule for dealing with each unit, general suggestions regarding methods of

- teaching, details of equipment and aids, their resources.
- It is a planning for the whole year.
- It helps the teacher to inculcate the aims with the help of certain activities throughout the year.
- It is a systematic procedure for finding out to the extent to which the pupils have realised the objectives and specifications.
- Year planning indicates the total weightage to be given for various instructional objectives and learning material.

## 2. Unit Plan:

- It consists of concepts and learning goals that are taught over a period of time and are woven together, often across subject areas.
- It is a comprehensive planning for the instruction of a unit of study.
- Its position is in between the year plan and a lesson plan.
- A unit plan lasts for two to three weeks or longer and

- includes several standards, skills and desired outcomes for interconnected learning.

### **Characteristics:**

- The content should have close relationship that makes the unit a compact whole.
- Aims should be clear and well defined.
- It should cater the needs, interest and capabilities of learner.
- It has to be complete integrated whole in its organisation.

- It should allow flexibility to provide for individual differences.
- There should be provision for evaluation and follow up activities.
- The plan should be completed within the time limit.
- It should suggest specific teaching aids to be used for transacting the curriculum area.

## **Types of Unit Plan:**

### **1. Learning Unit:**

It is a coherent plan of instruction designed for the study of the unit concerned. In constructing a learning unit, the teacher selects and organizes ideas, materials and activities for the purpose of producing daily lesson plans.

### **2. Resource Unit:**

It is a pool of materials and ideas related to the theme or problem posed in the unit concerned.

## Steps in Unit Planning:

- Content analysis and content over view.
- Objectives and specifications.
- Learning activities.
- Evaluation procedures.

### 3. Lesson Plan:

- It can be defined as a compact portion of the curriculum, to be transacted within the duration of a period.
- Lesson planning is done with a view to anticipate pupil's reaction, to visualise possible learning situations and to avoid foreseeable difficulties.
- Carter V Good defines a lesson plan as “an outline of the important points of a lesson arranged in the order in which they are to be presented”.

## Characteristics:

A good lesson plan should focus on the following attributes.

- Objectives, particularly specific objectives.
- Thorough analysis of content.
- Strategies for creating strong motivation.
- Selection of appropriate teaching aids.
- Suggestive list of activities for learners.
- Well thought out items for evaluating learning.
- Indication regarding final review.

## Functions of Lesson plan:

It helps the teacher to organise and systematise the learning process in terms meaningful activities.

It helps the teacher to stick to the points.

It helps in avoiding needless repetitions.

It prevents teacher from going off the track.

Since the goal is fixed the teacher gets an impetus to achieve the goal.

# HERBERTIAN PLANNING AND GLOVER PLAN

## Herbertian steps in lesson planning

# Lesson planning is associated with the name of John F. Herbert

# His theory of education is based on the assimilative function of mind

# This assimilative power of mind to him is the

# The Principle of appreciation suggests two important processes in learning

1- Absorption-stands for clearness & association

2- Reflection-involves system & methods

# Thus Herbert suggested 4 steps in educative process. They are:

1- Clearness

2- Association

3- System

4- Methods

# Later his followers modified it into 6 steps:

1- Preparation/Introduction

2- Presentation

3- Association/ Comparison

4- Generalisation/ Systematization

5- Application

## **Merits**

# Systematize teaching

# Facilitate achieving cognitive objectives

# Connect new learning to the previous learning

# Avoid unnecessary repetitions in teaching

# Make use of pupils previous knowledge

# Make teaching effective altogether

## **Limitations**

# Emphasis teaching rather than learning

# Employ rigid method

# Do not provide learners sufficient time and opportunity for thinking

# **GLOVER PLAN**

# The Glover plan is another method of lesson planning.

# The plan has 4 steps:

1- Questioning

2- Discussion

3- Investigation

# PREPARATION OF LESSON PLANS

## Behaviourist lesson plan

### Behaviorism

- Behaviourism is a learning theory that only focuses on objectively observable behaviours and discounts any independent activities of the mind.
- Behaviour theorists define learning as nothing more than the acquisition of new behaviour based on environmental conditions.

### Behaviourist teaching

- Behaviourist teaching methods tend to rely on so called “skill and drill” exercises and also the use of positive reinforcements such as verbal praise, good grades and prizes.

- Other methods include question (stimulus) and answer (response) frameworks.
- Behaviourists assess the degree of learning using methods that measure observable behaviour such as exam performance.

### **Behaviourist lesson planning**

- When preparing behaviourist lesson plans, identify what kind of knowledge and skills you want your students to master.
- Determine how you will objectively evaluate the performance.
- Develop a system for tracking student progress, and intervene if problems arise.
- Communicate to your students about the academic and behavioural expectations.
- Use exams and grades to encourage students to do their best work.

## **Student Preparation**

- Preparing a student for learning by stating an objective for the lesson is the first step of the behaviorist's ideal lesson plan.
- It is also essential to motivate students by explaining the relevance of the material through exploring the benefits of learning that information and stating the expected outcome of the lesson.
- Handouts or other visual aids to prepare the student as soon as he enters the classroom are considered effective ways to immediately gain the student's attention.
- Using a "hook" to capture the imagination and interest of a student is considered part of preparing a student to learn, as a required prerequisite to beginning the lesson.

## **Instruction**

- Once the teacher has stated clear objectives for the lesson, and the students understand what is expected of them, she proceeds with teaching the material to the class.
- Using graphics or other visual and auditory aids, the instructor explains the material.
- Students are encouraged to actively participate in the lesson for a better understanding of the material.
- During this part of the lesson, the teacher guides the students through exercises intended to reinforce information through repetition and practice.

## **Constructivist lesson plan**

### **Constructivism**

- It is a theory in education that recognizes the learners' understanding and knowledge based on their own experiences prior to entering school.
- It is associated with various philosophical positions, particularly in epistemology as well as ontology, politics, and ethics.
- It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences.

## **Constructivist teaching**

- Constructivist teaching is based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information.
- The constructivist method is composed of at least five stages: inviting ideas, exploration, proposition, explanation and solution, and taking action.
- The constructivist classroom also focuses on daily activities when it comes to student work.
- Teaching methods also emphasize communication and social skills, as well as intellectual collaboration.
- This is different from a traditional classroom where students primarily work alone, learning through repetition and lecture.

## Constructivist lesson planning

- In the constructivist method, teachers provide learning experiences for students and give students the opportunities to think through problems and find solutions.
- They see student mistakes as opportunities to tailor learning and allow students to work with others.
- Prompt students to formulate their own questions (inquiry)
- Allow multiple interpretations and expressions of learning (multiple intelligences)
- Encourage group work and the use of peers as resources (collaborative learning)
- Constructivist learning is about students being actively involved in the process of constructing knowledge and creating meaning from the world.
- It's the exact opposite of lecture-based learning, where students receive information as passive bystanders.

- The result shows that constructivism contribute positive impact on educational progress as to improve students ability because constructivism opens the learner's curiosity about something new.
- Students can also build their knowledge to create, and design something related to their needs.
- A constructivist lesson is rooted in an authentic context that draws upon the students' real-world experience.
- The constructivist classroom also seeks to examine a problem or phenomenon through multiple perspectives.

## 2 Mark Questions & Answer key words

1. What is planning?
2. What is a unit plan?
3. What are the two types of unit plan?
  4. What is a year plan?
  5. What is a lesson plan?

## 4 Mark Short Essays & Value Points

1. Need and Importance of planning.
2. Steps involved in unit Planning.
3. What are the characteristics of lesson plan?
4. What are the characteristics of unit plan?

## Unit 5

### Evaluation in language

- ★ RASHA
- ★ ZUHDHA
- ★ LIZA
- ★ ATHIRA
- ★ NAJMATHUL HUDA

## **TYPES OF EVALUATION**

- Oral Test
- Written Test

### **ORAL TEST**

The oral exam is a practice in many schools and disciplines in which an examiner poses questions to the student in spoken form. Because of command of spoken language is important, and no one can become proficient in English without it, children must be examined in audio - lingual skills. In many countries the ability to speak is neither taught nor tested. The non-objective type of oral examination often consists of a passage to be read aloud.

## **MERITS**

- It tests pronunciation.
- The receptive and productive differentiation of distinct sound.
- It test fluency in language.
- It also helps to understand the written skill.

## **DEMERITS**

- Time consuming.
- They are evaluated and marked impressionistically.
- The examiner is expected to access too many different aspects simultaneously : stress, sounds, rhythm, intonation, fluency etc.
- It is difficult to standardized oral presentation of examination

## WRITTEN TEST

- Written examination can test not only graphic ( written) skills but also to some extent audio - lingual skills.
- Non - objective examination are easy to set but difficult to evaluate and mark. The objective test has the advantage of pinpointing problems of learning and weakness of teaching.

## ▪ FORMATIVE AND SUMMATIVE EVALUATION

- Formative evaluation is done by the teacher during instruction. It can assess the student's performance at every step of teaching - learning process. It helps the teacher identify the learning problems of the learners.
- Summative evaluation is the one that the teacher does at the end of an instructional program. It covers a wide area of portion and consider student's attainment of the intended instructional objectives.

# PROCESS EVALUATION AND PRODUCT EVALUATION

- The process evaluation refers to the evaluation of the learners involvement and performance in the procedures and tasks involved in a learning programme. It focuses on the process as well as the product.
- Product evaluation is concerned with the final learning outcome of learners.

## TYPES OF QUESTIONS

### 1. OBJECTIVE TYPE QUESTIONS

An objective question is a question which has only one possible answer. It can be scored in the same way, Irrespective of the scorer. Objective type questions may be of a matching type, true or false type, fill the blank type, multiple choice, etc.

## **MERITS**

- Easy to score.
- Time saving.
- Can cover a large area of portion.
- There is objectivity in marking.
- More reliable.
- More diagnostic value.

## **DEMERITS**

- Students ability to organize ideas cannot be tested
- It is comparatively difficult to frame questions.
- It encourages guess work.

## **2. SHORT ANSWER TYPE QUESTIONS**

There are questions that are to be answered in a word, a phrase or a sentence or two.

### **MERITS**

- It can cover large areas.
- It is more objective than subjective.
- Framing questions is easy.
- Scoring is comparatively easier.

### **LIMITATIONS**

- It is not fully free of subjectivity and marking becomes slightly difficult.
- It cannot test higher order skills.

### **3. ESSAY TYPE QUESTIONS**

To answer essay type questions special skills are needed. Several points have to be discussed. These points have to be arranged in a logical manner. To develop each point students have to think logically. They have to pay attention to the language part and also the content part.

#### **MERITS**

- It develops the ability to organize the ideas logically.
- It develops the creative ability of students.
- Questions - framing is easy.
- It examines student's power of expression.
- It increases thinking capacity.
- It helps improve the linguistic ability of students.
- It cannot be copied by others.

# LIMITATIONS

- Scoring can be highly subjective.
- Scoring will take more time.
- It has low validity.
- It lacks reliability
- It cannot cover a large area of portion.

# **IMPORTANCE OF ESSAY TYPE ITEMS**

This is the age old, traditional type of questioning, so well know and frequently used in our country. An essay type test item is free response test item. The examinee is free to give his opinion. This is the type which can help in evaluating complex skills and other similar behavioural patterns.

## **MERITS**

- Essay type questions are easy to prepare.
- The method of administering this type of test is simple.
- It permits the examinee to express his idea.
- They promote originality and creative thinking.
- The possibility of guess work can be eliminated.
- They are helpful for appraisal of skills.
- Comprehension of the subject matter as a whole is encouraged.

# **LIMITATIONS**

- As they are subjective in nature, the evaluation process is difficult.
- The essay type examinations do not possess sufficient validity or reliability.
- There may be some problems regarding the evaluation and the scores among the students may vary even if the answers are the same.
- Time consuming.

# 2 Mark Questions & Answer key words

- What is an oral test?
- What is a written test?
- Write two points about essay type examination?
- What is Formative evaluation?
- What is summative evaluation?
- What is product evaluation?
- What is process evaluation?
- Write the limitations of short answer type questions?

# **4 Mark Questions & Answer key words**

- What are the differences between objective type questions and short answer type?
- Write the merits and demerits of essay type questions?
- What are the types of evaluations?
- Explain process and product evaluation?
- Comment on formative and summative evaluation?

# 10 Mark Essays & Value Points

- Compare and explain oral test and written test?
- Explain the 'Types of questions' including the merits and limitations?
- Explain the importance of 'Essay Type items'? including the suggestions for constructing essay type items?

**ZUHDHA P MARYAM**

# **CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE) AND GRADING**

## **a) Continuous and Comprehensive Evaluation (CCE)**

- it is a concept of evaluation based on the curricular and co-curricular activities of education as a whole, spread over the total span of instructional time in school.
- it is comprehensive in the sense that includes all the curricular and cocurricular activities. It is continuous in that it starts from the very beginning of the course and continuous till the end of course.
- It can give an overall profile of the learner through the assessment of curricular and co-curricular aspects, students achievements in arts, sports, work experience are taken in to account for evaluation.
- Students performance in tests, seminars, assignment, projects etc are closely evaluated.
- The learners full potential is evaluated to the maximum extent.

## **b) Grading**

Grading refers to the awarding of marks in the form of number, letter (eg. A+, A, B+,B)etc based on the performance of the learners after a test or an examination. This is done according to predetermined standard.

▪each grade has value attached to it. The values of all the questions are added together and the total value divided by the number of questions. The grade that is equal to the net value is the grade obtained by the learner.

Mainly two kinds of grading :-

### **A-Direct Grading**

the process of initial grading without any conversion is called direct grading. In this method the answer to each question graded systematically.

### **B-indirect grading system**

In this marks are awarded to each question, and then the marks are converted in to grades

## **4 Mark Questions & Answer key words**

1. Write about cce (continuous and comprehensive evaluation)

**Liza p**

# **PREPARATION OF TEST DESIGN**

Every teacher wants to find out the progress made by his pupils in the subject he teaches. Any test designed to assess the achievement in any subject with regard to a set of predetermined objectives is called an achievement test.

# MAJOR STEPS IN THE CONSTRUCTION OF AN ACHIEVEMENT TEST

1. PLANNING OF THE TEST
2. PREPARATION OF A DESIGN FOR THE TEST
3. PREPARATION OF THE BLUE PRINT
4. WRITING OF ITEMS
5. PREPARATION OF THE SCORING KEY AND MARKING SCHEME
6. PREPARATION OF QUESTION-WISE ANALYSIS

# **BLUEPRINT FOR LANGUAGE EVALUATION**

A blueprint of examination is also known as the test specification. It provides examination strategy of an institution at a glance.

## A Blueprint;

- is the matrix or chart reporting the number and type of test questions representing across the topics in content area, consistent with learning objective and relative weight on test given to each topic.
- is also identifies the percentage weightage of cognitive dimensions as the level of competence tested in each knowledge domain.

# PURPOSE OF BLUEPRINT

- 1.It is a measurement tool, shows the proportion of each question format in assessment shown in respective columns.
- 2.Topics and the level of training for each topic and the relevant learning objectives.
- 3.Topics and the relative weightage given to each topic in content area.

## 4 MARK QUESTIONS

1. What is an achievement test?
2. List out the steps in the construction of an achievement test?
3. What are the uses of a blueprint in language evaluation?  
Explain.

## Remedial Teaching in English

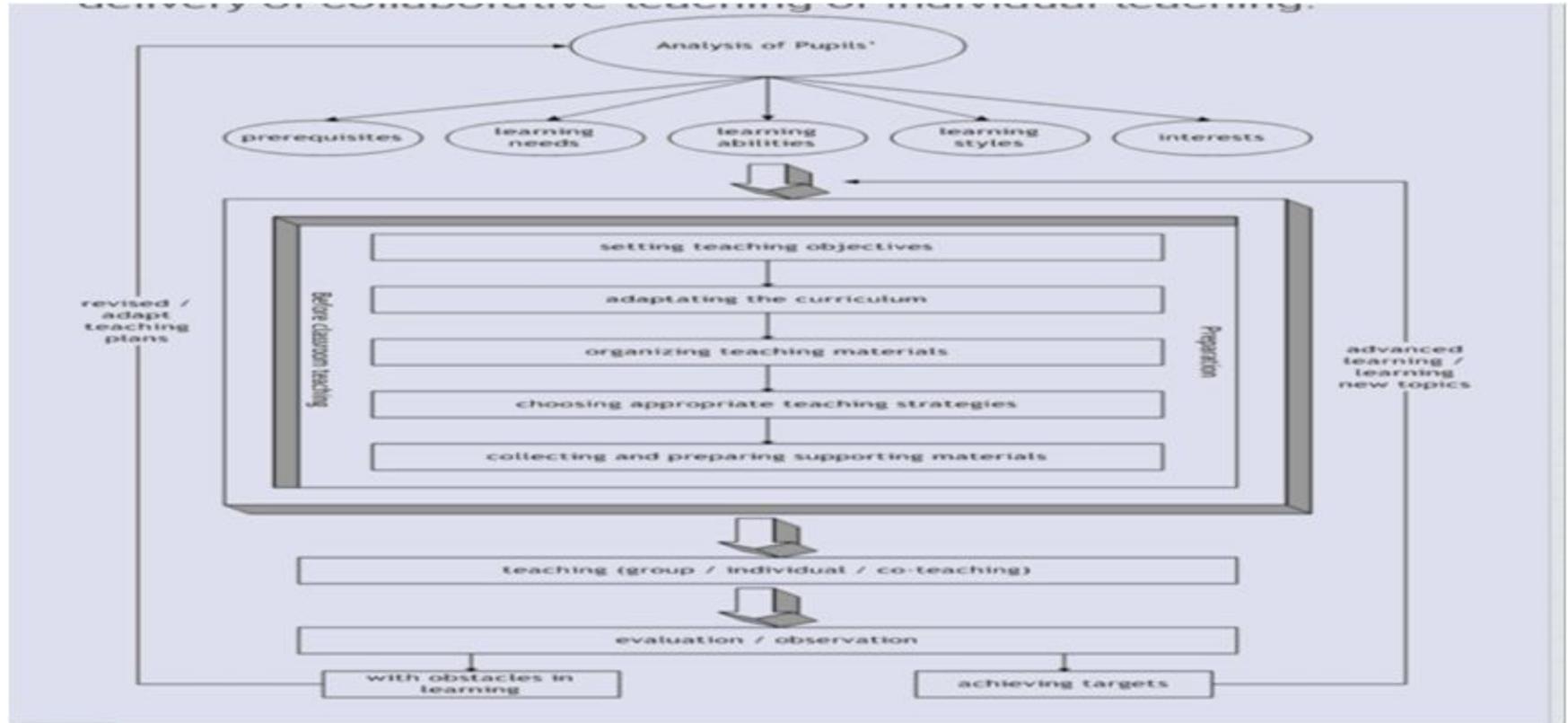
- Remedial teaching is identifying slow learners and providing them with the necessary help and guidance to help them overcome their problems, after identifying their areas of difficulty.
- A remedial teaching class is one that is meant to improve a learning skill or rectify a particular problem area in a student. Remedial instruction involves using individualized teaching of students who are experiencing difficulties in specific subject areas. It may be taught individually or in groups.

- Though computers have become a common device used by every individual and it helps in spelling, it is important to teach spelling to students in schools.
- Students who have trouble in spelling may need remedial teaching in English.
- There are many reasons why children may have difficulty in spelling such as memory problems resulting in letter reversals, lack of understanding letter-sound relationships, not reading or writing enough or trouble remembering sight words.
- If proper guidance and help is given to such children, they can overcome their difficulty with time and practice.

# **SOME METHODS FOR REMEDIAL TEACHING**

- correcting reversals,
- making individualized spelling lists,
- auditory and visual activities,
- proofreading,

# THE PROCESS OF REMEDIAL TEACHING



## 4 MARKS QUESTIONS

1. What are the objectives of remedial teaching?
2. Suggest some methods for remedial teaching?
3. What is the importance of remedial teaching in an English classroom?

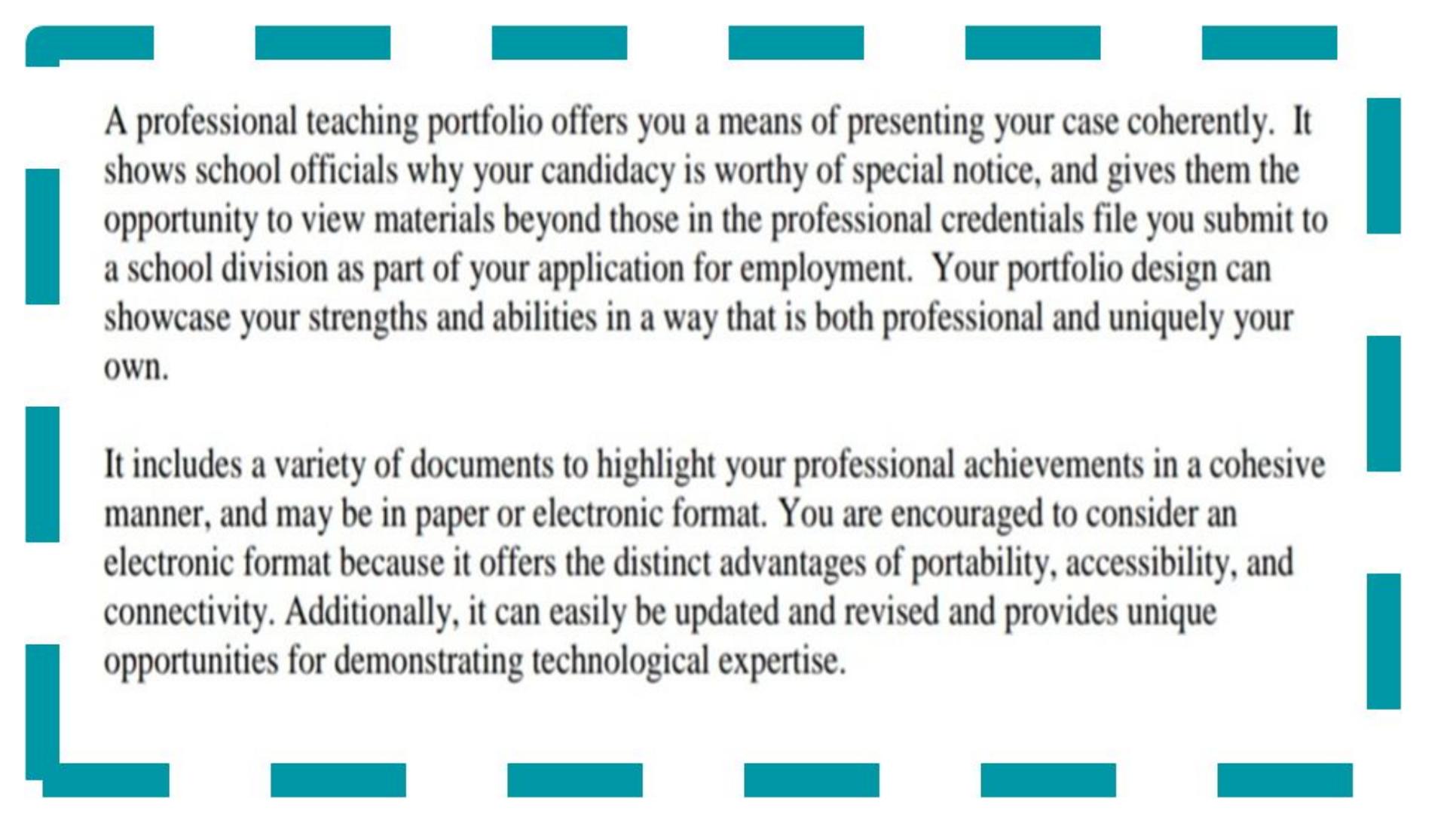


# WHAT IS A PORTFOLIO?

- A portfolio is a tool judiciously and carefully crafted to appropriately showcase the work of a professional while providing evidence of career growth
- It is an organised goal-driven exhibit providing evidence of understanding and performance

# A PORTFOLIO:

- Is an evolving structure that will help to document growth overtime.
- Promotes self analysis and critical reflection .
- Serving as a thread that weaves all parts of the teacher preparation programme together
- Helps you integrate knowledge and basic skills from across diverse course and experience during your years of study
- Allows you as well as your instructor to visualize entire conceptual framework of teacher as professional educator with all the diverse theoretical and practical activities



A professional teaching portfolio offers you a means of presenting your case coherently. It shows school officials why your candidacy is worthy of special notice, and gives them the opportunity to view materials beyond those in the professional credentials file you submit to a school division as part of your application for employment. Your portfolio design can showcase your strengths and abilities in a way that is both professional and uniquely your own.

It includes a variety of documents to highlight your professional achievements in a cohesive manner, and may be in paper or electronic format. You are encouraged to consider an electronic format because it offers the distinct advantages of portability, accessibility, and connectivity. Additionally, it can easily be updated and revised and provides unique opportunities for demonstrating technological expertise.

# PORTFOLIO PROCESSES

## 1.COLLECTION

The first step in portfolio preparation is collection. You may well want to become a “pack rat”, collecting everything related to your work as a teacher. Other activities to collect include:

- Lesson plans
- Unit plans
- Journal reflections
- Curriculum materials
- Samples of peer, student, teacher, and supervisor feedback
- Field experience evaluation forms

- Samples of student work stemming from lessons you have taught
- Video & audio tapes
- Curriculum maps
- Photographs
- Papers &/or reviews of professional readings
- Administrator feedback
- Web addresses or links to sites you have developed
- Letters of commendation and appreciation
- Activities in professional organizations
- Attendance and presentations at conferences
- Certificates
- Newspaper articles
- Newsletter items
- Honors and awards
- Inspirational or general learning experiences
- Evidence of being a life-long learner
- Written reflections on the meaning of teaching

## **2.SELECTION**

- **Guide the reader**
- **Explain the artifacts**
- **consider variety and flexibility when selecting artifacts**
- **Include the minimum requirements for the portfolio**

## **Final Note**

Please note that since your portfolio is an evolving document, it is beneficial to select items that give evidence of growth and change in your philosophy and understanding of the interrelationships of the coursework and classroom experiences as you progress through the program. Since portfolio assessment for teachers as professionals is being endorsed at state and national levels in the United States, you will want to continue to develop your portfolio as you move through your teaching career.

## **4 MARK QUESTIONS**

- What is a portfolio?
- What are the benefits of preparing a portfolio?
- What are the steps of preparing a portfolio?

ATHIRA

# **Editing**

Editing is a process of preparing a piece of writing for publication, by selection, correction, arrangement and annotation. In other words, it is a kind of revision of manuscripts making them ready for publication.

## **Content editing**

Content editing does not typically involve the use of handbook, guide, or manual and focuses instead on what will make the substance of the text more comprehensible based on the subjective assessment of the editor.

## **Thematic editing**

Thematic editing also known as montage editing is different to most types of editing, in that it is trying to convey an experience or feelings, rather than narrate the story or develop an idea.

## **Grammatical editing**

It is a stage of the writing process in which a writer or editor strives to improve a draft by correcting errors and making words and sentences clearer , more precise and as effective as possible with the special attention given to the grammar of a written text.

There are several aspects that one should stick on to when editing a text.

Ø Spelling

Ø Use of capital letter

Ø Punctuation marks

Ø Selection of appropriate words

Ø Use of simple constructions

Ø Use of correct tense forms

Ø Auxiliaries and regular verbs

Ø Articles

Ø Prepositions

Ø Precision

Ø Knowledge of the subject

## **Transcreation**

- ★ It is the process of adapting something already created in one language into another language.
- ★ Care is taken not to lose its original meaning or tone.
- ★ Transcreation involves both translation and creation.
- ★ A good knowledge in both the language is essential to transcreate works successfully.
- ★ The main aim of transcreation is to transfer the same feeling, emotion, and spirit of a work of literature to readers of another language.
- ★ Only persons with creative ability can do transcreations.

## **4 MARK QUESTIONS**

1. What is transcreation ?
2. What is the difference between content editing and grammatical editing ?
3. What is thematic editing ?

B Ed. II. Sem. EDU 09.2 PEDAGOGIC PRACTICES OF ENGLISH

Unit 6  
Library

# Library

- Library is a collection of sources of information and similar resources made accessible to a detailed community for reference or borrowing

# Importance of Library

- Provide physical or digital access to material
- Provide healthy environment for learning
- Promoting the progress of knowledge
- Important for the progress and development of a society
- Storehouse of knowledge
- Supporting education
- Reading available source of comprehensive information
- Dissemination and distribution of information
- Building good reading habits
- Supporting informal self education and learning
- Information literacy

# Importance of Library

- Giving underprivileged sections of the society awareness about opportunities available in the society for their social and economic development
- Community information resources
- Supporting the civic and cultural activities of groups and organizations
- Capturing and preserving traditional knowledge
- Take the knowledge of the past, present and lay it down for the future
- Storehouse of books
- Source of knowledge
- Give chance for reference
- Update information

# Importance of Library

- Improves reading habit
- Physical interaction with books
- Linguistic enhancement
- Mingling with different cultures
- Positive reinforcement for learning
- Develop ideas in different perspective
- Long lasting material
- Vast and true knowledge
- Collecting,preserving and disseminating knowledge
- Structural or systematic arrangement

# **e-library**

- ❖ An electronic or online library where one can have access to books ,journals,articles or any other information over internet

# Advantages of e-library

- ❖ Easily and rapidly accessing books
- ❖ Potential to share much more information
- ❖ Multiple access
- ❖ No physical boundary
- ❖ Cost of maintaining a digital library can be much lower
- ❖ Round the clock availability
- ❖ Information retrieval
- ❖ Preservation and conservation
- ❖ Minimal space

# INFLIBNET

- Information and Library Network Centre
- Inter-university Centre of UGC
- Headquarters - Gujarat University Campus - Ahmedabad
- Established - March 1991

# Objectives of Inplibnet

- ★ To promote and establish communication facilities to improve capability in information transfer and access
- ★ To provide support to scholarship, learning, research and academic pursuit through co-operation
- ★ To collaborate libraries, information centre and their organisations in India and abroad
- ★ To establish a communication network for linking libraries and information centre in universities, colleges, UGC information centre, institutions of national importance etc.

# Activities of Inflibnet

- Financial support for the automation of university libraries
- Development of a comprehensive database of the resources in various libraries
- Development of an integrated library management software called **SOUL** (**software of university libraries**)
- UGC - infonet internet connectivity programs
- Several open access initiatives

## ★ **OJAS (Open Journal access system)**

Platform to faculty and researchers in universities to host their open access journal

## ★ **Shodhganga**

Digital repository of research theses submitted to universities in India

- Maintenance of database of scientists, researchers and other faculty members working at leading academic institutions.

## ★ **e-PG Pathshala (*gateway to all PG courses*)**

- Training in various aspects related to library and ICT are frequently organized.
- Bibliographic standards.

# e-library with ELT

- E-dictionary
- Skill promotion (LSRW)
- Authors and work collaboration
- On time reference

# ELT Journals

- ❖ Journal of English Language Teachers Association of India
- ❖ ELT Research Journal
- ❖ Journal of Technology for ELT
- ❖

## 2 Mark Questions & Answer Key

➤ **What is Inlibnet?**

Answer : **Information and Library Network Centre**

➤ **Name one ELT journal**

Answer : **Journals of English Language Teachers Association of India**

# 4 Mark Short Essays & Value Points

- ❖ **What is the importance of library ?**

Answer : write any 8 points on library

- ❖ **Mention some activities and objectives of Inflibnet**

Answer : Write any 4 objectives of Inflibnet

Write any 4 activities of Inflibnet

# 10 Mark Essays & Value Points

- **What is the role of libraries? How e-libraries made the present scenario more advanced ?**

Answer: Role of libraries

e- libraries

Connection with present scenario