

# **TEACHING OF ENGLISH**

(Master of Education)

Course Code: 6508

Unit: 1-9



Department of Secondary Teacher Education

**ALLAMA IQBAL OPEN UNIVERSITY  
ISLAMABAD**

**(All Rights reserved with the Publisher)**

**1st Print** ..... **2005**

**9th Print** ..... **2014**

**Quantity** ..... **5000**

**Price** ..... **Rs. 155/-**

**Printing Coordinator** ..... **Khalil Ahmed Rana**

**Printer** ..... **New United Printers, Islamabad**

**Publisher** ..... **Allama Iqbal Open University**  
**Islamabad**

## **COURSE TEAM**

Chairperson Course Team

Prof. Dr. Rehana Masrur

Course Development Coordinator:

S.M. SHAHID

### **AUTHORS**

1. UMAR FAROOQ
2. NIGHAT RAZA
3. ARBAB KHAN AFRIDI
4. FARZANA URSANI
5. SHAGUFTA SIRAJ
6. RAAZIA WASEEM
7. ISHAQ S. AMIN
8. DR. AISHA AKBAR

### **REVIEWER:**

PROF. DR. M. ZAFAR IQBAL

---

### **COURSE COORDINATOR**

Dr. Muhammad Tanveer Afzal

## CONTENTS OF THE COURSE

FOREWORD

PREFACE

UNIT: 1	Teaching of English Language and its problems	
UNIT: 2	English as a Second Language	42
UNIT: 3	Teaching Methods	68
UNIT: 4	Skills in Teaching English	108
UNIT: 5	Teaching Composition and Grammar	140
UNIT: 6	Teaching Literature	181
UNIT: 7	Lesson Planning	214
UNIT: 8	Preparation and use of instructional material	269
UNIT: 9	Testing and Evaluation in English Teaching	301



## FOREWORD

English is an important international language. In Pakistan also it is used in trade industry commerce and education. It is in fact a compulsory subject from class one to B.A. However, contrary to the importance given to this language by the national curriculum, the public examination results, show a decline in the learning of English language. We realise that if English language teaching is neglected, then this decline in the students out-put is inevitable.

In view of the above situation the Allama Iqbal Open University is offering the Teaching of English as one of the elective courses in its M.A. (Education) programme. This course aims at improving the standard of English language teaching by introducing to the teachers the modern and effective language teaching methodology and at the same time we hope that the course will help them improve their own language skills and give them greater insight into the workings of English language.

In the end I would like to thank all my colleagues who helped the Department in writing this course. I look forward to their help and support for future courses as well.

The University expects that the students opting for this course will find the contents very useful and meaningful when they are in position to hold any post in the organisation of their interest. The University will welcome all your suggestions in make this course more productive and charming.

Dr. Syed Altaf Hussain  
Vice Chancellor

September, 2005

## PREFACE

Language is essential for communication in the form of a system of conventional spoken or written symbols by means of which human beings communicate with each other. World is squeezing in global village and barriers of cultures, language, race etc. are diminishing. In this computer age almost every human being has to interact with other human beings in the different parts of the world preferably in a common language, which is usually English. There is treasury of knowledge particularly in those of scientific and technical domains in English language. Government of Pakistan is emphasizing the teaching of English from grade-I from 2005 onward. All this needs to prepare the teaching of English from grade-I from 2005 onward. All this needs to prepare the teachers in English Teaching in effective manner.

The present course has been developed, keeping in view with this major objective in mind. The course is expected to equip the prospective teachers with the skills & competencies like how to teach speaking, reading, writing & listening English to the secondary school students. This course book for M.A (Education) students of AIOU also contains units on teaching literature, lesson planning, problems of teaching English in Pakistan. Teaching Methods and Evaluation in English Teaching. All this may facilitate the teachers to provide quality input particularly in teaching English as a second language.

I am highly indebted to all the unit writers and Mr. S. M. Shahid for their dedicated contributions, painstaking and timely cooperation without which the task might not have been completed. I am optimistic to hope that students will find this book useful.

Surely, nothing is final especially in academic work like present one. Suggestions for improvements from teachers, students, parents and other stakeholders will always be welcomed.

**Prof. Dr. Rehana Masrur**

Chairperson

Department of Secondary Teachers Education

September, 2005

UNIT- 1

**TEACHING OF ENGLISH LANGUAGE  
AND  
ITS PROBLEMS**

*By:*

UMAR FAROOQ

## CONTENTS

Introduction	3
Objectives	3
1.1- Definition of Language	4
1.2- Perception of Language	10
1.3- Problems of Teaching English in Pakistan	13
1.3.1- Psychological Problems	14
1.3.2- Study Material/ Textbook	17
1.3.3- Relating teaching materials to aims and objectives	19
1.3.4- Consider the relationship between the learning Process and the learner.	20
1.3.5 Bilingualism	22
1.4- Presumed objectives of Teaching Language	28
1.4.1- General aims and objectives (I-V)	28
1.4.2- General aims and objectives (VI-VIII)	30
1.4.3- General aims and objectives (IX-X)	31
1.4.4- General aims and objectives (XI-XII)	32
1.5- Role of Teacher and Student	32
1.6- Self Assessment Questions	40
1.7- Suggested Readings	41

## INTRODUCTION

This is the first unit of your course 'Teaching of English'. In this unit we shall talk about English language and the problems relating to its teaching in Pakistan.

English has become a lingua franca in the 21<sup>st</sup> century. It is read, spoken and taught almost all over the world. It is the language of communication, research, business, politics, etc in addition to online world of internet. In Pakistan, English is considered as an official language. It is taught as a compulsory subject at elementary to college level. Higher education is imparted in English in all disciplines.

Though English is considered important in our educational system, certain problems are evident in its teaching at various levels. These problems include bilingualism, inadequate study material, social and cultural differences, conventional methodology of teaching, etc. Also most of the teachers are themselves unaware of the essentials of language and language structure, i.e., phonology, grammar and semantics of English language.

## OBJECTIVES

After studying this unit, you will be able to:

- a) define language and the basic structure of English language
- b) highlight the problems of teaching of English in Pakistan
- c) discuss the objective of teaching of English in Pakistan
- d) define the role of teacher and students in teaching learning process.

## 1.1 Definition of language

Language is defined as '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. Let's have a look at some of other definitions. Henry Sweet, an English phonetician and language scholar, stated:

"language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts."

Now let us analyse the above statement. This definition of language actually refers to all the significant components of language (semantic, phonetics and syntax).

We all use language when ever we want to express an idea, a thought, a command, a request etc. Though there are other means of expressing our ideas such as paintings and music etc. yet without language, it would be very difficult for humanity in general to express their thoughts and communicate and communicate as rapidly as we do with the help of language.

The U.S. linguists Bernard Bloch and George L. Trager formulated the following definition: "A language is a system of arbitrary vocal symbols by means of which a social group cooperates."

It is important to note that a language is used in almost every other aspect of human life in society, and it can be understood only if it is considered in relation to society.



In this section we will consider its various functions and the purposes it serves.

Because each language is:

- A working system of communication in the period and the community wherein it is used and also
- The product of its past history and
- The source of its future development,

What do you think about the origin of language? If you ask this question to different people, you will get different answers. The answers may range from cavemen's sign language to religious points of view. Several traditions ascribe a divine origin to language. The Quranic account of Adam's naming various things under Allah's guidance is well known:

The earliest records of written language go back no more than about 4,000 or 5,000 years. Many people have tried to discover or to reconstruct something like the actual forms and structure of man's first language. However these attempts lie beyond the reach of science. Attempts to derive human speech from imitations of the cries of animals and birds or from mere ejaculations of joy and grief, as if onomatopoeia were the essence of language, were ridiculed for their inadequacy by the Oxford philologist F. Max Muller in the 19<sup>th</sup> century and have been dubbed the bow-wow and pooh-pooh theories.

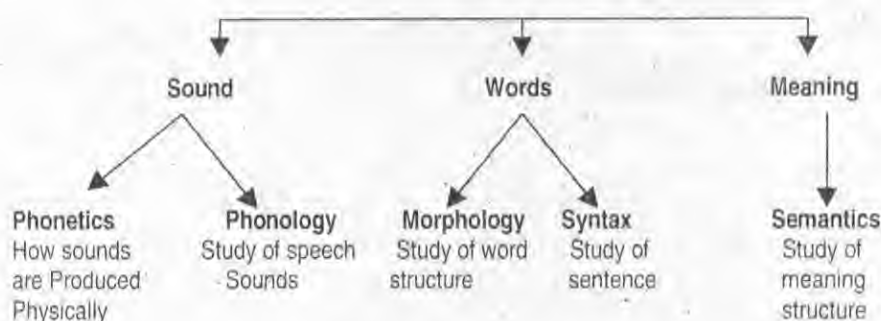
Languages have immensely complicated structures. One soon realizes how complicated any language is when trying to learn it as a second language. If one tries to frame an exhaustive description of all the rules embodied in one's language-the rules by means of which a native

speaker is able to produce and understand an infinite number of correct, well-formed sentences----one can easily appreciate the complexity of the knowledge acquired by a child in mastering his mother tongue. The descriptions of languages written so far are in most cases excellent as far as they go, but they still omit more than they contain of an explicit account of a native speaker's competence in his language, by virtue of which one calls him a speaker of English, French, Swedish, or Swahili. The most recent developments in the study of language have served to reveal just how much more there is to do to bring palpable fact within systematic statement.

Here is a brief outline of the way language or languages can be considered and described from different points of view, or at different levels, each contributing something essential and unique to a full understanding of the subject.

### Aspects of language study

#### Language





## Phonetics and phonology

The most obvious of language is speech or the spoken form. Speech is not essential to the definition of an infinitely productive communication system, such as is constituted by a language. But in fact, speech is the universal material of human language, and the conditions of speaking and hearing have, throughout human history, shaped and determined its development.

The study of speech sounds and of the physiology of speaking is called **phonetics**; What is distinctive in one language may not be distinctive in another or may be used in a different way; this is an additional difficulty to be overcome in learning to speak and understand a foreign language. In Chinese and in several other languages loosely called tone languages, the pitch or tone, on which a syllable is said helps to distinguish one word from another: *ma* in northern Chinese on a level tone means "mother" on a rising tone means "hemp", and on a falling tone means "to curse." In Phonology studies English and in most of the languages of Europe (though not all--Swedish and Norwegian are exceptions) pitch differences do not distinguish one word from another, but form part of the intonation tunes that contribute to the structure and structural meaning of spoken sentences.

Languages differ in the ways in which consonant and vowel sounds can be grouped into syllables in words. For example, English and German tolerate several consonants before and after a single vowel sound (*ng* and *th* stand for one sound each). Italian does not have such complex syllables, and in Japanese and Swahili, for example the ratio of consonant and vowel sounds in syllables and in words is much more even. Speakers

of such languages find English words of the sort just mentioned very hard to pronounce though to an Englishman they are perfectly "natural" in this context meaning "within the sounds and sound sequences whose mastery is acquired in early childhood as part of one's mother tongue." All these considerations relating to the use of speech sounds in particular languages fall under the general heading of phonology; phonology is often regarded as one component of language structure.

## Grammar

The other component is grammar. There is more to language than sounds, and words, are not to be regarded as merely sequences of syllables. The concept of the word is a grammatical concept; in speech, words are not separated by pause, but they are recognized as recurrent units that make up sentences. Classes of words, or parts of speech, as they are often called, are distinguished because they occupy different places in sentence structure, and in most languages some of them appear in different forms according to their function (English "man," "men"; "walk," "walked", "I," "me"; and so on). Languages differ in the extent to which word-form variation is used in their grammar; Classical Chinese has almost none, English does not have much, and Latin and Greek had quite a lot. Conversely, English makes much more use of word order in grammar than did Latin or Greek.

Traditionally, grammar has been divided into syntax and morphology syntax dealing with the relations between words in sentence structure, morphology with the internal grammatical structure of words. The relation between "boy" and "boys" and the relationship (irregular)

between "man" and "men" would be part of morphology; the relation of concord between "the boy [or "man"] is here" and "the boys [or "men"] are here" would be part of syntax. It must, however, be emphasized that the distinction between the two is not as clear-cut as this brief illustration might suggest. This is a matter for debate among linguists of different persuasions; some would deny the relevance of distinguishing morphology from syntax at all, referring to grammatical structure as a whole under the term syntax.

Grammatical forms and grammatical structures are part of the communicative apparatus of language, and along with vocabulary or lexicon (the stock of individual words in a language), they serve to express all the meanings required. Spoken language has in addition, resources such as emphatic stressing and intonation. This is not to say, however, that grammatical categories can be everywhere directly related to specific meanings. Plural and past tense are fairly clear as regards meaning in English, but even here there are difficulties; in "if I knew his address I would tell you," the past-tense form "knew" refers not to the past but to an unfulfilled condition in the present. In some other languages greater problems arise. The gender distinctions of French, German, and Latin are very much part of the grammar of these languages, but only in a small number of words do masculine, feminine, and neuter genders correspond with differences of sex, or with any other category of meaning in relation to the external world (see also linguistics).

### ***Semantics***

Language exists to be meaningful; the study of meaning, both in general theoretical terms and in reference to a specific language, is known

as semantics. It embraces the meaningful functions of phonological features, such as intonation, and of grammatical structures and the meanings of individual words. Once again, it must be stressed that questions arising from the relations between grammar and meaning and between grammar and phonology are the subjects of continuing controversy today.

## **1.2- Perception of Language**

Following are some considerations of proper understanding of language as a subject;

- i. A physiologically and mentally normal person acquires in childhood the ability to make use, as both speaker and hearer of a system of vocal communication. This system comprises a circumscribed set of noises resulting from movements of certain organs within his throat and mouth. By means of these he is able to impart information to express feelings and emotions to influence the activities of others and to comfort himself with varying degrees of friendliness or hostility toward persons who make use of substantially the same set of noises.
- ii. Different systems of vocal communication different languages; the degree of difference needed to establish a different language cannot be stated exactly. No two people speak exactly alike; hence, one is able to recognize the voices of friends over the telephone and to keep distinct a number of unseen speakers in a radio broadcast. Yet, clearly, no one would say that they speak different languages. Generally systems of vocal communication

are recognized as different languages if they cannot be understood without specific learning by both parties, though the precise limits of mutual intelligibility are hard to draw and belong on a scale rather than on either side of a definite dividing line. Substantially different systems of communication that may impede but do not prevent mutual comprehension are called dialects of a language. In order to describe in detail the actual different speech patterns of individuals, the term *idiolect*, meaning the speech habits of a single person, has been coined.

- iii. Normal people acquire a single language initially their first language or mother tongue, the language spoken by their parents or by those with whom they are brought up from infancy. Subsequent "second" languages are learned to different degrees of competence under various conditions, but the majority of the world's population remains largely monolingual. Special cases, such as upbringing by parents speaking different languages at home, speakers grow up as bilinguals. But ordinarily the learning, to any extent, of a second or other language is an activity superimposed on the prior mastery of one's first language and is a different process intellectually.
- iv. Language, as described above, is species-specific to man. Other members of the animal kingdom have the ability to communicate, through vocal noises or by other means, but the most important single feature characterizing human language (that is, every individual language), against every known mode of animal



communication, is its infinite productivity and creativity. Human beings are unrestricted in what they can talk about; no area of experience is accepted as necessarily incommunicable, though it may be necessary to adapt one's language in order to cope with new discoveries or new modes of thought.

- v. Animal communication systems are by contrast very tightly circumscribed in what may be communicated. Indeed, displaced reference, the ability to communicate about things outside immediate temporal and spatial contiguity, which is fundamental to speech, is found elsewhere only in the so-called language of bees. Bees are able, by carrying out various conventionalized movements (referred to as bee dances) in or near the hive, to indicate to others the locations and strengths of nectar sources. But nectar sources are the only known theme of this communication system. Surprisingly, however, this system, nearest to human language in function, belongs to a species remote from man in the animal kingdom and is achieved by very different physiological activities from those involved in speech. On the other hand, the animal performances superficially most like human speech. The mimicry of parrots and of some other birds that have been kept in the company of humans is wholly derivative and serves no independent communicative function. Man's nearest relatives among the primates, though possessing a vocal physiology very similar to that of human, have not developed anything like a spoken language.

### 1.3- Problems of Teaching English in Pakistan

English occupies a very important place in today's society because of its international value. Any nation who wants to make progress and achieve high goals, must keep a link with the rest of the world and to do so it has to learn the language of communication that is English. The British Raj left a useful legacy of learning English in the subcontinent. Unfortunately, instead of building on that heritage, the Pakistanis seem to have lost the interest and will to learn English well. Pakistani schools, the curriculum and the teachers, all seem to be clueless as far as the objectives of learning English are concerned. Furthermore, teaching of English in Pakistan faces various hurdles. Some are genuine and beyond the control of individual teacher but other problems can be overcome with commitment and hard work.

In Pakistan, though it is considered the English is taught as L2 but this is not the case actually. An average Pakistani student learns his mother tongue first which may not be Urdu always, it may be Punjabi, Sindhi, Pushto, Balochi, Saraiki, etc. when a child enters the school, he/she has to learn Urdu as it is the national language. Before it he also learns Arabic for religious studies. So after learning these languages, he starts learning English.

#### Activity:

As a teacher, name the greatest problem that teaching of English entails. Then compare it with what your classmates have written in your tutorial.

1.....

### 1.3.1- Psychological Problems

Psychological problems are those which are related to the psyche of the learner. The term psychology is formation of two words psyche and logos meaning the soul and study of talk respectively. This implies the original definition of psychology as the study of soul, which was later, stated as that of mind and consciousness too. It is said, "Psychology attempts to find relationship between stimuli and responses with reference to the organism" and "it is the scientific study of behaviour and mental process of organism".

Psychology deals with humans from different perspectives that range from mental, environmental to socio-cultural context. So psychological factors, which are linked to mind and thought increase or slow down the learning efficiency. There are certain conditions, thoughts and reasons that are linked with the mental processes directly or indirectly whose absence or presence is found to be significant or disastrous for the learning ability and especially for the English language learning ability. We shall now look at some of the factors that cause psychological barrier to learning of English. Dreadful concepts of English language deprive learners of any interest in its learning. It is often considered as the language of the heretics of the enemies of Islam hence the negative feelings that the learner may have for the speaker of English is then easily transferred to the language itself. Such learners put their bags on their shoulders go to schools and attend their language class without any interest. The learners from linguistically poor domestic environment are unable to utter the words and sentences, which seem to be very easy in



the English class room. As they do not get any opportunity to listen to English words in their home environment, they themselves are unable to utter such words like "water" and "miik". Though one may argue the TV could be a good source of learning English for those whose home environment does not provide any help in learning English, yet this source is not exploited for the purpose of learning. Some children face another psychological barrier against self-expression. In some homes temperamentally strict parents do not allow them to talk freely before them so they are used to either keep quiet when asked a question or to utter broken words and incomplete sentences. So when they come to the class and the teacher asks them a question, they think that it is best to keep quiet otherwise they think they may be penalized for giving a wrong answer.

Poverty of the family, low social and economic status of the father creates inferiority complex in the children. Such learners do not get any opportunity of taking tea or dining with the whole family, which is a source of interaction and creates confidence of speech in the children. They utter "apple" and other English words for the first time in the class, which becomes a problem for them. Such learners also possess poor vocabulary. Due to the unavailability of toys and modern games they remain detach from certain devices and words. Many learners do not know that TV is the abbreviation of Television. Deprivation of money, food, love of parents, lack of confidence are directly linked with the mental process of the learner. Directly they do not seem to have any link with the learning process but gradually they make the learners back benchers at school.

**Physical ailment** seems to be affecting language learning process in various ways. Accidentally or by birth some learners possess high or low pitch, voice of some children is audibly not soothing or suitable. By birth they are unable to utter some alphabets or words. Their physical disabilities cause psychological barriers. Observation shows that when they speak in class other children laugh at them. Ignorance of parents and teachers add to their problems. They develop inferiority complex, which spoils their ability of learning.

**Intelligence** of the learners also affects their learning abilities in different ways. Slow learners require more time and attention of the teacher. Usually the teacher neither has time nor patience to guide slow learners. As a result such learners hide their inability to follow quickly by keeping quiet and pretending to follow what is going on in that classroom. On the other hand very bright students some times diversely affect the slow learners.

Similarly just like poverty, richness is one of the main factors, which psychologically affects the language learning process. It has been observed that some rich learners consider learning nothing but waste of time. They enjoy telling a lie, robbing their class fellows just for the sake of fun. No doubt such rich students are intelligent but they are found copying their parents who themselves believe in the exhibition of wealth. This type of atmosphere and thinking takes them away from the learning process.

**Classroom environment** is also a significant factor in learning. Ideally the teaching environment should provide an opportunity of self-expression

to the learners and discussing their difficulties. On the other hand short temperament and strictness of the teacher and punishment given on certain occasions causes fear for teacher, subject and school. Sometimes harsh words or even a hateful look of the teacher, learn wrong accent and pronunciation from the teacher who possesses poor knowledge and vocal deficiency. They are aware of the subjects, which they teach but mostly they are unaware of the physical and especially the mental disturbances of the learners. So they keep on teaching without having any concept of the psyche of the learners. This results in a classroom where teaching goes on without any learning taking place.

### **1.3.2- Study Material/Textbook**

In Pakistan, the majority of teachers have neither the freedom nor the ability to choose their own materials for language teaching. In private sector the situation is a bit better. In private institutions, each school system selects its own books and the teaching materials are sometimes reviewed for change, or reading schemes are alternated. But in the government institutions. Textbook Boards are the sole authority for prescribing what material is going to be taught in a classroom. There are no options or alternatives, and changes are infrequent. For example, the English compulsory textbooks have not been changed for over three decades. Not only do the topics in these books become outdated and far removed from the current situation, teachers also find it boring to go through the same texts again and again.

Discussing course books and language learning, it is said that course books are good servants, but poor masters' and that is why 'no

teacher should permit the course book to set the objectives' let alone allow 'teaching the course book' to be the objective. Teachers who express their teaching objectives in terms such as 'finishing unit 16', 'doing the first eight chapters' or 'reaching page 81', are acting as servants of the course book rather than its master's.

Course books should be treated only as a help for teaching language, but they are only one kind of input that is used for language learning. Since learners' interests, proficiency level and needs vary from year to year, teachers have to devise activities and materials to supplement the shortcomings in the textbooks, secondly, the lessons or units in the book should not be looked upon as sole ends in themselves, but as a means of training learners to use language independently. Thirdly, the teachers themselves need to escape from the tyranny of the textbooks by introducing a variety in their teaching mode through evaluation and adaptation of the prescribed materials.

There are four principles for evaluating course books, which are given are given below:

1. Relate teaching materials to your aims and objectives;
2. Be aware of what language is for and select materials for students' effective use of language for their purpose;
3. Keep your students learning needs in mind;
4. Consider the relationship between language, the learning process and the learner.

### **1.3.3- *Relation Teaching materials to aims and objectives***

The importance of setting up objectives cannot be overemphasized. Teaching without specific objectives is like going on a road without knowing where it leads to. If the overall objectives of teaching English are not clearly outlined, specific objectives at each stage of learning become extremely vague. Nevertheless, while evaluating the prescribed texts, teachers can set up their own objectives for which these materials are to be used. This can be done by grading and categorizing 'text types' building up a skill-based programme with realistic, attainable objectives. Since no objectives are stated in the textbooks, the teachers' at least have the freedom to set up their own objectives.

### ***Meaningful use of the language***

The real aim of a language programme should be to bring learners to the point where they can use the language effectively and meaningfully. While evaluating a course book, teachers need to see what varieties of texts have been given and how useful these varieties are in the present context for the learner. Again, the text-types will indicate whether these equip the learners by familiarizing them with kinds of texts they are likely to encounter in their real life. In the Pakistani context of learning, with its literature-based courses, the teacher will need to bridge the gap by supplementing these materials, or devising activities to 'unpack' the texts for comprehension to suit the ability of the students.



### ***Keep students learning needs in mind***

When we talk of learning needs, we look at the level of learners, to see if the grading and selection of units of language to be learnt are within their capability. The learning units should relate to each other in a way that learners can build upon their already existing knowledge base. The teachers can 're-grade' the lessons to match this knowledge base and their own overall language programme.

Learners' academic and emotional needs also have to be taken into consideration. Passing the exams, for instance, is of prime importance for learners and teaching them strategies to cope successfully with the examination should also be part of the teachers' agenda. Evaluating the materials to identify blockages and difficult units would be the first step to deal with it.

Above all, the materials have to be evaluated to find out if learners can relate to it. If not – as is often the case – the teacher will need to find lead – in activities which might help learners in this respect.

#### ***1.3.4- Consider the relationship between the language, the learning process and the learner***

Teachers' understanding of the relationship between these three crucial elements forms the basic of their pedagogical presumptions. When language was considered a rule-governed 'behaviour', constant drilling of language units was adopted as effective pedagogy. But as recent researches show, language is a dynamic and complex phenomenon, which cannot be reduced to grammatical structures only. The socio-

linguistic aspects of discourse with issue of appropriateness, formality and informality are just as important— if not more — than grammatical accuracy.

Similarly, insights into language processes have led educationists to believe that there is no one "best" way of learning. Moreover, Logan (1980) says that people learn even the same material in different ways. This implies accepting different learning styles. Logan goes on to add the direct teaching by the teacher is not essential for learning, it is ONE of the many experiences.

Contrary to the behaviorists view, the learners are not empty vessels to be filled with knowledge. They are positioned at the center of the stage. They are the active agents for their learning attitudes and expectations play a significant role in shaping the success of a language programme.

In short, if we look at the principles which need to be followed in practice for effective language learning, we can say that:

1. Given the communicative nature/function of language, its structure and lexicon should be presented in context. Further, special attention should be paid to the discourse features of the language. Teachers will have to take special note of how language items have been selected, presented and recycled to suit learner need.
2. Accepting that learners use different strategies, and that direct teaching does not have a one-to-one relationship with learners, they should be shown how to use different learning strategies for effective learning. Teaching materials should be graded so as to cater to learner differences.

3. Accepting that learners are at the center of the stage of the educational scene, their active participation should be sought, challenging and developing their cognitive and interpersonal skills and training them for independent learning.
4. Accepting that the input given through the course book is only one source of learning, the teacher should make an effort to expose learners to more varieties of language which correspond to their daily needs.

#### **1.3.5- Bilingualism**

Bilingualism means mastery of two languages. A person is bilingual if he or she knows two languages; a document or message is bilingual if it is presented in two languages. Bilingual education is teaching students in both their native language and the primary language of the culture.

The initiation of bilingual method into the teaching of foreign language has opened up new vistas of knowledge and possibilities regard to the use of L1 in foreign language teaching. It is the answer to a far-reaching cry to restore the dignity and potentiality of the learner's mother tongue, which is totally ignored and neglected in direct method and in the structural approach. The first language is the child's basic asset; for the child the first language is the behaviour, communication, achievement and fulfillment. The first language is intimately linked with the child's biological, psychological and social fulfillment. These were the purpose for which the language is acquired primarily. Unlike a foreign language, which the child



learns later the development of L1 is linked directly to every phase of child's psycho-sociological development.

L1 is part of the child's built in personality but almost all foreign language-teaching trends of the structuralist school have been keeping out of the classroom. In keeping out the first language we have deprived the L2 learner of a large bulk of his dynamism and made him artificially silent when his very personality surges with enthusiasm to know and speak in a language which is all part of him. Yet we cannot go so far as the grammar-translation method in permitting the L2 learner employ the L1 with all the methodological precautions permits the teacher bring the harnessed horse of the mother-tongue into the classroom with a view to utilizing this powerful resource in the teaching of the foreign language.

This would mean that the mother tongue is used in the classroom not as the medium of teaching as happens in grammar-translation method, but as a teaching technique or if we are allowed to say, as a teaching aid. Once let loose the mother tongue pervades the whole of classroom teaching; instead it is used only of well-defined steps of teaching and in clearly defined manner. In using the mother tongue the teacher in the grammar translation method has all the freedom of expressing himself in it, and bilingual method strikes the middle and permits judicious freedom in the use of the first language.

One of the on-going debates among language teachers is that of whether or not to use the students' first language (L1) in foreign language (L2) classroom or learning environments. Generally, few instructors feel that the primary language of instruction should be the L1. However, there seems to be a wide range of opinions on the degree of L1 use. One end of

this spectrum favors banning the L1 from the classroom totally; the remainder (a fairly large remainder) proposes various types of L1 use or limitation. Factors which affect these decisions include such things as social and cultural norms, student motivation and goals, whether or not English is a primary means of communication in the environment external to the classroom (ESL) or not (EFL), age and proficiency of the students, and the linguistic makeup of the class (monolingual or multilingual as relates to L1), among others. One interesting point is that the same factors may lead to different conclusions and methodologies for different teachers, and even when different policies and practices are implemented in the classroom, all of them may well lead to successful results.

When children continue to develop their abilities in two or more languages throughout their primary school years, they gain a deeper understanding of language and how to use it effectively. They have more practice in processing language, especially when they develop literacy in both, and they are able to compare and contrast the ways in which their two languages organize reality. More than 150 research studies conducted during the past 35 years strongly support what Goethe, the German philosopher, once said: The person who knows only one language does not truly know that language. The research suggests that bilingual children may also develop more flexibility in their thinking as a result of processing information through two different languages.

Children who come to school with a solid foundation in their mother tongue develop stronger literacy abilities in the school language. When parents and other caregivers (e.g. grandparents) are able to spend time with their children and tell stories or discuss issues with them in a way that

develops their mother tongue vocabulary and concepts, children come to school well prepared to learn the school language and succeed educationally. Children's knowledge and skills transfer across language from the point of view of children's development of concepts and thinking skills, the two languages are interdependent. Transfer across languages can be two-way: when the mother tongue is promoted in school (e.g. in a bilingual education program), the concepts, languages, and literacy skills that children are learning in the majority language can transfer to the home language. In short, both languages nurture each other when the educational environment permits children access to both languages.

Code switching may be viewed as an extension to language for bilingual speakers rather than interference and from other perspectives it may be viewed as interference, depending on the situation and context in which it occurs. This conclusion is drawn from the notions that switching occurs when a speaker needs to compensate for some difficulty, express solidarity, convey an attitude or show social respect. The switching also occurs within postulated universal constraints such that it may be integrated into conversations in a particular manner. On this basis, given that it occurs within a particular pattern, potential for code switching to interfere into a language exists. It has also been outlined above that code switching may facilitate language development as a mechanism for providing language samples and may also be utilized as a mechanism for providing language. Again, scope for code switching to cause interference in a language exists if it is not utilized carefully as a teaching method. It may be concluded then, that when code switching is to compensate for a

language difficulty it may be viewed as interference and when it is used a socio-linguistic tool it should not.

To reject a child's first language in the school is to reject the child. When the message, implicit or explicit, communicated to children in the school is "Leave your language and culture at the schoolhouse door", children also leave a central part of who they are, there at the schoolhouse door. When they feel this rejection, they are much less likely to participate actively and confidently in classroom instruction. It is not enough for teachers to passively accept children's linguistic and cultural diversity in the school. They must be proactive and take the initiative to affirm children's linguistic identity by having posters in the various languages of the community around the school, encouraging children to write in their mother tongues in addition to the majority school language (e.g. write and publish pupil-authored bilingual books), and generally create an instructional climate where the linguistic and cultural experience of the whole child is actively accepted and validated.

Expertise in translation exists in all bilingual children, demonstrating considerable ability to transfer regardless of content. Striking evidence for the permeability of information across languages can be found in the skills of translation and interpretation, activities that many bilingual children find themselves performing for family members, schoolmates and others on a daily basis. The psycholinguistic properties of this ability have been documented among elementary school children. In controlled experimental settings, the children proved to be very skilled at avoiding pitfalls of literal translation (e.g., transferring word order or providing literal translation of idiomatic expressions). There was no evidence of confusion

between the two languages, even though in normal conversations with their bilingual friends, they engaged actively in switching between their two languages (code switching). Furthermore, there was evidence to suggest that translation ability is related to language proficiency in the two languages. In addition, it seems to be related to a meta-linguistic ability that is unrelated to proficiency in the specific languages. This research has led to a number of attempts to use translation as a way of enhancing meta-linguistic ability and amplifying bilingual skills.

Thus, it could be concluded that teachers although used communicative techniques and not the usual Grammar Translation Method, resorted to the use of L1 for better communication and consolidation of the language skills. Especially in the situations when abstract or ultimately specific words or explanations would ask for these. All of the above teachers first attempted to explain the words, grammatical points and meanings of complex ideas in English, but resorted to Urdu, when they felt and thought the students did not or could not understand their English explanation. At two or three occasions, it was the demand of the students' themselves from the teachers to explain the difficult and complex points in Urdu. As referred earlier that teacher used Urdu most frequently to give instructions. In the first five or six instances, the teacher used Urdu only after first giving instructions in English, apparently to ensure that every student was clear about what was said. Because it was quite noisy outside the classroom at the time, the teacher used Urdu instructions to hold the students' attention and make them follow him. This way, he was able to control class and maintain the disciplined teaching learning process.



#### 1.4- Presumed Objectives of Teaching English Language

Objectives are the sign-light of every programme or activity. The whole process revolves around the achievement of objectives. The basic purpose of any language-learning programme is to be able to use that language effectively in various situations. Merely accumulating knowledge about a language and memorizing the rules does not constitute learning a language. The knowledge of the language one is helpful in understanding the other language. However, such an objective of learning a language comes at a higher level. Usually languages are learnt for the purpose of communication.

The Curriculum Wing, Ministry of Education, Government of Pakistan sets general aims and objectives of language courses at various stages. Let us take a look at these objectives.

##### 1.4.1- General Aims and Objectives (I-V)

After completion of the course students should be able to:

- i. **recognize alphabet**, vowel sounds and words
- ii. **exchange social courtesies**
- iii. **follow and respond to instructions**/directions both verbal and non-verbal
- iv. use of **social courtesy expression** in observance of social-cultural norms
- v. **ask for things** to meet his immediate needs
- vi. **talk about feelings**/physical conditions
- vii **report** about on-going activities in the classroom/immediate environment

- viii. talk about preferences/**likes and dislikes**, giving reasons  
**talk about possessions**/belongings and introduce family members
- x. **ask questions** and give answers related to the present and past
- xi. **make simple statements** about numbers, weather, time, dates and colours
- xii. **describe** objects in terms of physical features
- xiii. count money
- xiv. seek or give **personal information**
- xv. **describe people** and their traits of personality
- xvi. talk about **future** action
- xvii. talk about height and length
- xviii. talk about age
- xix. talk about hobbies
- xx. include matter, where possible, pertaining to Islamic civilization
- xxi. inculcate the sense of gratitude to Allah Almighty for His blessings
- xxii. inculcate the sense of national cohesion and integration

What is interesting to note about these objectives is that there is very little grading here and almost all the communicative functions are just lumped together. Some of the functions are repeated as well.

- Only the first objective is related to look and read.
- There are too many (21) objectives. For class 1 to 1V

- No 2 and 4
- No X1V should be high on the scale etc.

What is obvious is that the objectives are not set with care and thought the should go into it.

#### 1.4.2- General Aims and Objectives (VI-VIII)

After completion of the course the students should be able to:

- i. listen and speak with understanding
- ii. speak clearly with correct pronunciation, proper stress and intonation
- iii. read with understanding
- iv. recognize and use new vocabulary effectively
- v. read effectively with speed
- vi. use basic dictionary skills
- vii. write simple two clause sentences
- viii. take dictation accurately
- ix. express simple ideas in writing, in short paragraphs and short stories
- x. communication and write effectively
- xi. read to promote unity and observance of Islamic moral standards, where possible
- xii. read to form ethical and social values and precepts (humanism, tolerance, patience, etc.)

Again we notice the no 1 says it all. In other words the objective is all comprehensive as the end of knowing any language is to listen and



Speak it with understanding. Objectives should be bite size pieces that the student can cover one at a time. These objectives become meaningless because each step involves knowing much more before it. We can say the objectives are not as well graded as they should be.

#### 1.4.3- General Aims and Objectives (IX-X)

After completion of the courses for these classes the students should be able to:

- i. learn and practice English pronunciation, stress and intonation
- ii. learn and understand different **social expressions**
- iii. communicate fluently in English the simple authentic situations
- iv. read text, descriptive/narrative/instructional with reasonable speed and comprehension.
- v. summarize the prose passage from the text
- vi. recite simple poems
- vii. give ample opportunity to learn to listen and speak in the class
- viii. translate a simple unseen prose from English into Urdu and vice versa
- ix. promote the use of library books to inculcate reading habits
- x. read to form ethical and social values and precepts (humanism, tolerance, patience/patriotism)
- xi. behave in the social medium as a responsible, reconstructor and perfect humanity.

- xii. inculcate a sense of gratitude to Allah Almighty for His blessings bestowed upon us.
- xiii. promote the feelings of national integrity and self-reliance and the behaviour pattern as a national character

No X ii and X iii has nothing to do with learning a language. No 2 is more or less the same as mentioned earlier for class i-iv

#### **1.4.4- General Aims and Objectives (XI-XII)**

- i. Introduce English literature to the students and develop a literary taste
- ii. Analyze critically the literary text including dramas, poetry, novel, etc.
- iii. Read literature for enjoyment
- iv. Prepare for higher studies in literature

To sum up, we can say that the objectives set by the board for different classes needs to be critically analysed and the teachers should be acquainted with these objectives. At present the teachers of English only know a prescribed book that they are to finish within one academic year. They are not familiar with the concept of objectives. For better teaching and learning situation, the partners in the learning situation (teachers and students) need to be well aware of goals and objectives of each lesson. Achieving these objectives one by one gives a feeling of satisfaction and achievement to both the parties.

### 1.5- Role of Teacher and Student

The primary goals of teaching and definitions of an effective teacher are central to the process of learning to teach. The goals of teaching in a complex society are diverse, and trying to define an effective teacher has long occupies the thoughts of many.

Within the educational community there has been a remarkable diversity in the definition of effective teaching. Some have argued that an effective teacher is one who can establish rapport with students and a nurturing, caring environment for personal development. Others have defined an effective teacher as a person who has a love for learning and a superior command of a particular academic subject. Still others argue that an effective teacher is one who can activate student energy to work toward a more just and humane social order.

Effective teaching required at its baseline individuals who are academically able, who have command of the subjects they are required to teach, and who care about the well being of children and youth. It also requires individuals who can produce results, mainly those of student academic achievement and social learning. These characteristics are prerequisites for teaching, but they are insufficient without four higher-level attributes.

- i. Effective teachers have **personal qualities** that allow them to develop authentic human relationships with their students, parents, and colleagues and to create democratic classrooms for children and adolescents.

- ii. Effective teachers have **positive dispositions** towards knowledge. They have command of at least three broad knowledge bases that deal with subject matter, human development and learning and pedagogy. They use this knowledge to guide the science and art of their teaching practice.
- iii. Effective teachers command a **repertoire of teaching practices** known to stimulate student motivation, to enhance student achievement of basic skills, to develop higher-level thinking, and to produce self-regulated learners.
- iv. Effective teachers are **personally disposed towards reflection** and problem solving. They consider learning to teach a lifelong process, and they can diagnose situations and adapt and use their professional knowledge appropriately to enhance student learning and to improve school's environment.

### ***Personal Qualities for Developing Authentic Relationships***

For many years, people believed that a teacher's personal qualities were the most important attributes for effective teaching. In general, teachers who were warm and loving were thought to be more effective than those who were perceived to be cold and aloof. Like most beliefs, this one had a measure of truth to it. It also left an incomplete picture, because effective teaching requires much more than being warm and loving toward children.

## ***Knowledge Base to Guide the Art of Practice***

The knowledge and beliefs that teachers, as well as other professional practitioners, hold are important not only for their own sake but also because they prompt and guide actions. Actions taken by practitioners are guided by a number of beliefs held to be just and true and linked together in some logical format. Sometimes these premises and the underlying logic have been made explicit by the practitioner; many times, however, they are not consciously aware of their practical arguments.

## ***Effective Practice***

Effective teachers have diverse repertoires and are not restricted to a few pet practices. This is in contrast to some arguments from earlier eras intended to prove the superiority of one approach to another – for example, inductive versus deductive teaching of the lecture versus discussion method. The result of all this debate was futile and misdirected, because no single approach was found to be consistently superior to any other. Instead, many teaching approaches were found to be appropriate, and the selection of a particular model depended on a teacher's goals and the characteristics of a specific group of learners.

Teachers, regardless of their grade levels, their subject areas, or the types of schools in which they teach, are asked to perform three important functions. They provide leadership to a group of students, the leadership functions of teaching; they provide direct, face-to-face instruction to students, the interactive functions of teaching; and they work with colleagues, parents, and others to perform the organizational functions of teaching.



### ***The Leadership Functions of Teaching***

In many ways, a contemporary teacher's role is similar to that of a leader who works in other type of organization. Leaders are expected to plan, to motivate others, to coordinate work so individuals can work interdependently, and to help formulate and assess important organizational goals.

Over the years many different teaching approaches have been formulated. Some approaches were developed by educational researchers investigating how children learn and how teaching behavior affects student learning. Other methods were developed by classroom problems. Still others were invented by psychologists and even philosophers such as Socrates. In the process of recording and describing each approach, they developed taxonomy, or classification system, to analyze the basic characteristics purposes, and the teacher and student behaviours required to successfully execute the approach.

Teachers need many approaches to meet their goals with a diverse population of students. A single approach or method is not longer adequate. With sufficient choice, teachers can select the model that best achieves a particular objective, the model that best suits a particular class of students, or the models that can be used in tandem to promote student motivation, involvement, and achievement.

### ***The organizational Functions of Teaching***

The common view of teaching focuses mostly on classroom interactions between teachers and students, and as such it is insufficient for understanding the reality of teaching in contemporary schools. Teachers



not only plan and deliver instruction to their students; they also serve as organizational members and leaders in a complex work environment. Tasks associated with this aspect of teaching are called the *organizational functions of teaching*.

Building a repertoire of organizational skills is important for two main reasons. First, the ability to perform organizational functions and to provide leadership within the school as well as the classroom will greatly influence a teacher's career. It is through performing organizational functions well that the teachers become known to other teachers, to their principals, and to parents. It is also how they become influential professionally with their colleagues and beyond the confines of their schools.

A second reason for learning organizational skills is that researchers and educators are starting to understand that student learning is related not only to what a particular teacher does but also to what teachers within a school do in concert. To work toward school wide effectiveness requires such organizational skills as developing good relationships with colleagues, engaging in cooperative planning, and agreeing on common goals and common means for achieving goals. The effective teacher is one who has a repertoire for entering into school wide dialogue about important educational issues.

### ***Relation, Problem Solving, and Lifelong Learning***

A firm grasp of educational research alone will not make someone a skilled and reflective teacher. This is true for two reasons, first, the knowledge produced by educational researchers relates to the way things

work in general, not to specific cases, whereas the problems faced by teachers in real classrooms are situational and characterized by their uniqueness.

## **ACTIVITY:**

### **ASSESSING MY TEACHING CONCERNS**

#### **Purpose:**

Learning to teach is a developmental process – people progress through stages – and awareness of the stage you are in can facilitate this process. This aid will help you develop awareness of your level of concern about teaching.

#### **Directions:**

Read each statement, and then ask yourself: When I think about my teaching, how much am I concerned about this? Being concerned about something is not the same as thinking it is important. Being concerned means you think about it frequently and would like to do something about it personally. Thus you can be concerned about problems or opportunities, correct or anticipated issues, and so on. For each statement mark the number that best corresponds to your level of concern.

1. Not concerned
2. A little concerned
3. Moderately concerned
4. Very concerned
5. Extremely concerned

1.	Feel under pressure too much of the time	1	2	3	4	5
2.	Do well when a supervisor is present	1	2	3	4	5
3.	Meet the needs of different kinds of students	1	2	3	4	5
4.	Have too many non-instructional duties	1	2	3	4	5
5.	Diagnose student learning problems	1	2	3	4	5
6.	Feel more adequate as a teacher	1	2	3	4	5
7.	Challenge unmotivated students	1	2	3	4	5
8.	Am accepted and respected by professional persons	1	2	3	4	5
9.	Work with too many students each day	1	2	3	4	5
10.	Guide students toward intellectual and emotional growth	1	2	3	4	5
11.	Give each students what he or she needs	1	2	3	4	5
12.	Get a favorable evaluation of my teaching	1	2	3	4	5
13.	Accept the routine and inflexibility of the teaching situation	1	2	3	4	5
14.	Maintain the appropriate degree of class control	1	2	3	4	5

**Analysis and Reflection:** One way to reflect is to arrange your concerns in order of importance and compare them those of others. You may think of other ways to help you reflect on your teaching concern. In addition, you may want to keep a log for 5 days, each day writing a brief paragraph about the concerns you have experiences about teaching or your anticipation of teaching.

### 1.6- Self – Assessment Questions

1. Define language and discuss important aspects of language.
2. What problems do you perceive that hinder the teaching of English in Pakistan other than discussed in the unit?
3. How far phonology is important to be taught at elementary level?
4. Enlist five characteristics of a useful and good study material/textbook.
5. Why is psychology important in teaching English as a foreign language?
6. Realizing your own situation, discuss whether your regional language is a hindrance or support in teaching of English.
7. How far, in your opinion, the objectives of teaching of English in Pakistan at certain level are achieved?
8. The paradigm has been shifted from teaching to learning in recent years. What do you think about your classroom, is it a teacher – centred or student centred classroom?
9. Enlist five characteristics of a good language teacher.
10. Enlist five characteristics of a good language learner.

### 1.7- Suggested Readings

1. Cummingsworth, A. (1984) Evaluating and Selecting EFL Teaching Materials, Heinemann.
2. Dobbuyn M. & Hill L.A. (1998) The Teaching Training Course, Cassell
3. Malik, F.J. (1966) The Teaching of English in Pakistan. Vanguard
4. McDonough J & C Shaw (1993) Materials and Methods in ELT: A Teachers Guide. Oxford
6. Vincent, M. (1983) Motivation and its Importance in ELT, in olden (ed) 1983. Focus on Learner. Modern English Publication.
7. Aitchison, J. (1983) The Articulate Mammal (second edition) Hutchinson
8. Cummings J. & Swain, M. (1986) Bilingualism in Education, London, Long man.
9. Fasold, R. (1984) The Sociolinguistics of Society. Oxford. Blackwell.

## ENGLISH AS A SECOND LANGUAGE

*By:*

NIGHAT RAZA



## CONTENTS

Introduction	44
Objectives	44
2.1 Language Learning Process	45
2.2 Language Learning Behavior	45
2.3 Mentalism	48
2.4 Language Learning and Communication	51
2.4.1 What is Communication?	51
2.4.2 Types of Communication	51
2.4.3 Essentials of Communications	53
2.4.4 Uses of Linguistic Communication	53
2.4.5 Form and Function of Linguistic Communication	54
2.4.6 Linguistic and Context	55
2.5 Motivation	56
2.5.1 Humanists and Behaviorists Views	58
2.6 Training of Teachers to Teach English as Second Language	59
2.6.1 Curriculum Focus for Teacher Training	62
2.7 Self Assessment Questions	67
2.8 For Further Studies	67

## **INTRODUCTION**

There are different theories of learning language ranging from imitation to positive reinforcement for language development as innate and cognitive process. Mentalist communication and motivation are the main instruments of language teaching.

Training of teacher and right type of teachers play an important role in English language teaching. This unit discusses different focuses, approaches, syllabus, methodology, materials, student evaluation and effect of variety in teaching of English.

The main purpose of the unit is to equip the prospective teachers with the operant conditions i.e. stimulus, response, reinforcement and repetition in order as to inculcate the conditioned behaviors in students regarding the learning of English as Second Language. For this purpose the unit contains baselines provided by famous educationists like Chomsky, Skinner, Lenneberg etc. particularly relating to linguistic and non-linguistic communication in language teaching. Thus as a whole the unit attempts to achieve the following main objectives.

### **OBJECTIVES**

1. To analyse the theories of language teaching particularly theories relevant to English as a Second Language.
2. To link the English teaching with theory of behaviors and operant conditioning.
3. To discuss the various mechanisms particularly motivation as a reinforcement for English teaching.
4. To apprise prospective English Teachers about the different approaches of Teaching English as a Second Language.

## **2.1- Language Learning Process**

Talking comes naturally to most children around the age of 1 ½ -2 years, makes common man take it as a natural and uncomplicated phenomena. However the works of linguists reveal that learning a language is a complex issue. There are different theories of language learning according to different thoughts groups of psychologists.

One theory suggests that people learn language through imitation and positive reinforcement. This means that any familiar language sound produced, if reinforced positively (by a smile or a pleasant gesture by the parent), it makes the child repeat the same sound. Repetition forms a habit and a new behavior is learnt.

Another theory suggests that language learning is innate. This means that children are programmed to talk and language comes as naturally to a child as other biological processes at a particular time and stage of their development.

A third theory explains the development of language as a cognitive process. This theory holds that children are born with a capacity for language, and the brain works out the rules of the language for the child after forming a hypothesis and testing it.

It would be useful to study the main theories in greater detail to see how language learning takes place.

## **2.2- Language Learning Behavior**

In 1957 a Harvard Psychologist B.F skinner wrote a book titled "Verbal Behavior" in which he explained language as a set of habits and that language learning was like learning any thing else e.g. driving a car. He, however, claimed that 2 things were necessary for this:

- (i) The task be broken into systematic steps.
- (ii) Repeated reward on successful performance of the task.

Skinner's claim was based on experiment done on rats and pigeons. In the experiment, the rat was put in a box containing the bar. Every time the rat pressed the bar he rewarded it with some food. Eventually the rat learnt to demand food by pressing the bar, when hungry. Skinner termed this kind of learning as operant conditioning. The term 'operant' means 'voluntary' rather automatic responses. It meant that it is learner's own will and not forced from outside. Conditioned behavior is behavior which is the result of repeated training. Skinner suggested that all learning including language learning takes place in this way.

Operant Condition can thus be summarized as:-

**Stimulus → Response → Re-enforcement → Repetition**

Related to language, it can then be said that the presence of any stimulus will call for a response. For example a beautiful picture may act as a stimulus for a person to say, 'How beautiful'. The response can be expressed in words or only internally. The response may be re-enforced by parents or teachers by way of approval or praise. This response will be learnt fully, if repeated. This can be seen by the following example:-

A parent gives his child a candy. When the child takes it the parent asks the child to say 'Thank you'. When child says 'Thank you' parents approve his utterance by saying 'Very Good'. Thus when the act is repeated several times the child gets into the habit of saying 'thank-you', not only for the candy but for any thing that he is given to him. In fact psychologists say that the greater the number of repetitions the better the learning will be. Thus the element of repetition is extremely important.

Behaviorists also believe that the re-enforcement and repetition shall take place only if the response is there. Hence response is learning and no response means no learning. They believe that only hearing the language and watching others use language will not make a learner learn. Similarly explanation of language rules will not produce the learning, but according to them only 'practicing' will make the learner learn.

One more aspect of behaviorism is that they are concerned with the accuracy of the response. They eschew the word 'meaning' because this will involve mental storehouse and mental structure of some kind or the other. Therefore, they only concern themselves with accurate/inaccurate responses.

Behaviorists also believe and claim that learning takes place with imitation and association. It means that if a child hears the name of an object every time he is shown one, he will soon form an association and will start relating the word and the project. In the next stage the child will imitate the sound (i.e. word naming the object). Parents are happy to see the child repeat the word and thus the child's behavior is re-enforced. Continued repetition and re-enforcement make the learning of all words and phrases, possible and believe that the production of these word/phrases is in response to a stimulus.

Although it is true that in many areas habit formation is helpful for effective teaching, some questions are still left unexplained e.g.

- (i) What controls the utterance is unpredictable and not known until the utterance actually take place. (This is in contrast to the predictable behavior of rats).
- (ii) The utterance may not be reinforced by others.



- (iii) The re-inforcement will usually take place when the response is correct in meaning rather than one that is grammatically accurate.

### 2.3- Mentalism

The unanswered questions were the basis of the criticism made by Chomsky. Noam Chomsky in his review of B.F. Skinner's "Verbal Behavior" criticized that:-

- (i) The behavior of rats in the box does not apply to human language learning.
- (ii) Skinner misunderstands the nature of language learning.
- (iii) Contradicting Skinner's views. Chomsky presented another view, which can best be termed as "Mentalism".

Chomsky maintained that everybody learns language not because they are subjected to the process of conditioning but because they possess a capacity to learn language as a normal process of maturation.

The mentalist theory is mainly rooted in Chomsky's belief that language is much more complex and less predictable than Skinner's theory. He stressed that language makes use of independent operations, which was not dependent on any number of words. He argued that since all children learning language can automatically understand and use these structures, humans must have an innate knowledge of properties of language.

He called this innate mechanism Language Acquisition Device (LAD) which operates in the following way:-

LAD has the capacity to formulate hypotheses about the structure of language to which it is exposed. These hypotheses are treated and checked in the child's brain and are even modified to form/construct an



internal grammar of the language. While constructing this grammar the child may also form incorrect or incomplete rules. Hence we see that children utter sentences as, 'He goed' to school. He bringed the toy. I breaked my toy which could it have been possibly uttered by adults around him.

According to Chomsky this happens because the child has learnt that the past tense verb is formed by adding-ed to the verbs like:-

Stop - stopped

Look - looked

When uttering words like 'goed', 'breaked', 'bringed' the child actually over generalizes the rule and thus makes a mistake. To the mentalists such mistakes are a part of language development and language learning process.

Lenneberg (1967) suggested that the reason why language emerges in children at the same age all over the world may be that it may be an act controlled by a "biological time-clock". This is just like kittens open their eyes on the 5<sup>th</sup> day of the birth, birds growing feathers after some weeks and animals experiencing maturation at a certain age. He argues that language emerges at the age of 18 months all over the world, not because all mother start speech training at this time, but because of the biological time clock.

Lunenburg lists some hallmarks of the biologically controlled behavior:-

- (i) The behavior emerges before it is necessary. At the age of 18 months the child has no need to express his wants. His

needs are fulfilled by the parents before he asks for them. Even so, language emerges at a set time

- (ii) Its appearance is not a result of conscious decision. He does not suddenly decide to learn to talk.
- (iii) The emergence of language takes place even if the surroundings remain the same.
- (iv) There is a likelihood of a critical period for language learning. (Adults learn language slower than children).

Direct teaching has little or no effect on language learning. This is proved by studies that have been made on children where their parents/elders tried to correct their inaccurate sentences, but to no practical effect.

There is a regular pattern of stages in language learning. i.e. cooing, babbling intonation patterns, 1 word and the 2 word utterances, inflections, negations, questions, rare or complex constructions and making speech between the birth time and 10 years of age.

However, it would be wrong to think of language as something governed only by internal mechanism. Rich environment or input of language during the critical period is essentially important. We could summarize that both mentalism and behaviorism form an important part in language learning. Language is triggered by nature at a set-time and the mind works creatively to construct language. However, careful input is needed to reach an optimum potential.

## **2.4 Language Learning and Communication**

So far we have delved into what language learning is. Language and communication are related very closely. Two strangers sitting in a waiting room, a train compartment or a bus soon get to talking about some general topic. This happens because of the social need of people to communication with one another and not because one is particularly interested in getting that information. Let us take a deeper look into what communication is.

### **2.4.1 What is Communication?**

Communication is basically transmission of message from one person to another. This communication whether verbal or non verbal, entails the following procedures: The message is formulated and encoded by a person for transmission to another. It goes to the receiver who decodes it. If at any stage either the sender or the receiver do not encode or decode the message, a gap in communication will occur. In every day conversation we hear people saying a phrase like, 'I am sorry', 'Pardon me' to ask the speaker to repeat what he has said. This happens when the receiver of the message is unable to understand what the speaker has said. The speaker on the other hand (realising that his message has remained unclear) either repeats or re-words his speech to carry on the communication.

### **2.4.2 Types of Communication**

**Linguistic and Non Linguistic Communication:** Whereas communication most commonly is linguistic, there are non-linguistic ways of communication also e.g. there is a full fledged sign-language for deaf

and dumb, through which they not only communicate among themselves but with other people having hearing and speech. Moreover, we see that there are some other signals that communicate the world. A teacher suddenly stops talking to students and stands quietly, sends the message to the class that something is wrong some where. Similarly only staring at the class by the teacher communicates to them what the teacher wants. The policeman standing at cross road controls the traffic merely by the motion of his hands, communicating to the public whether they should stop or go. There are other candid signs in all societies to deliver the message to the receivers non-verbally. Can you think of some examples?

Apart from these, the way a person stands, sits or walks sends a message to people. For example during a conversation a person's face gets red. Without saying anything, he communicates that he is angry or embarrassed. The way a person stands communicates some thing about his personality. A person sitting and constantly shaking his legs sends the message of his nervousness.

We must also remember that many times linguistic & non linguistic communication takes place simultaneously. It is not usual for a person to talk without moving his hands, or without a certain expression on the face. Similarly no one will use only non-linguistic ways of communication unless there is a certain constraint. Therefore for a full understanding of message we look at the facial expression and movement of the parts of the body to help us understand not only the message but also the attitude and mood of the speaker, besides listening to his words.

**Activity:** Eg. Message from signs/pictures

- (a) Man moving his hands with fists closed.

- (b) .....
- (c) .....
- (d) .....

### 2.4.3 Essentials of Communications

- (i) **Participants:** For any communication to take place there must be at least 2 participants: a sender and a receiver. Children talking to themselves in their play activities is not uncommon. However, involved in this activity they are talking to themselves and not to anyone to communicate a message. Similarly any person involved in a monologue may be thinking aloud but not communicating.
- (ii) **Channel or Medium:** The sender or receiver may be face to face, or at a distance. If face to face the medium is air that is carrying the sound waves to the receiver's auditory system. In other cases the medium could be telephone link, television etc.
- (iii) Setting/Situation:
- (iv) Form of the message: Letter, note, application etc.
- (v) Voice level.
- (vi) Time factor
- (vii) Status of participants.
- (viii) Code: (language used).

### 2.4.4 Uses of Linguistic Communication

1. Express thoughts (perceptions, belief judgment, opinion).
2. Express feeling; "what a beautiful painting!"



3. Socializing with others! Hello how are you;
4. Directing others:
5. Requesting others.
6. Others.

**Performing a Linguistic Act:** An utterance in a set order for a certain occasion e.g., Marriage ceremony, law court pronouncement, naming of a ship convocation, declaring the games open etc. At an ordinary level, "I promise that....." are some examples of the linguistic act.

#### **2.4.5 Form and function of linguistic communication: utterance and meaning.**

1. The Principal is angry can be a statement as well as a warning.
2. Isn't it somewhat cold?.
3. Please shut the window. The window may be closed.
4. Could you please shut the window?
5. Isn't it rather cold today?
6. Aren't you feeling cold sitting with the window open?
7. Oh! Open the window!
8. The above seven utterances are different forms for saying that it is so cold that the window should be shut.
9. What ever is the structure of the sentence is called its form, while what it means is the function of that sentence.
10. The learner should be able to understand the functions of the form. This understanding or proficiency in language comes with familiarity with cultural norms learnt unconsciously or consciously.



#### 2.4.6 Linguistic & Context

How does the receiver understand the message, What does the sender mean? In fact we also hear utterance and their responses which if seen in isolation are completely unrelated.

E.g. A: Look at the time

B: Only 2 more Pages

A: I'm feeling very hungry.

B: Only 2 more pages.

Related to one another the 1<sup>st</sup> utterance response may be asked as an explanation for taking such a long time & the receiver is telling the sender that the exercise is about to finish.

It may also be taken as a request to give some more time to do the rest of the two pages.

The question is how does the receiver understand the meaning of these seemingly unrelated sentences. The answer lies in referring to the context. This context gives the unrelated utterances a certain meaning which is understood by the receiver because of the knowledge that they share.

This sense in meaning is called coherence in language.

Apart from coherence, the language has to have a cohesive order for successful communication. Cohesion means use of certain words to avoid repetition of words & phrases.

E.g. Tahir is in Lahore. Tahir is ill.

The above statements can be put down more cohesively by saying.  
Tahir is in Lahore. He is ill.

Or

As Tahir is ill, he is in Lahore.

Or

Tahir is ill, so he is in Lahore.

**Implications of language teaching:** The aim of a teacher is to prepare students for effective communicative competence, to analyze and draw students' attention to all the elements of that communication.

## 2.5 MOTIVATION

Motivation is an inner force that stimulates interest and consequently causes an action. A child is motivated to use language because he wants to convey to other people what he needs, or to express his feelings.

In second language learning, a person is more motivated to learn if he needs the language to survive in a certain language community, or country. The level of motivation also differs with gender and job requirements. Can you think how? (Discuss in your group).

**Psychologists divide motivation into 2 categories:-**

1. **Instrumental Motivation** is motivation to pass an exam, to go on a holiday, or for a job etc. This kind of motivation is a measure to an end.
2. **Integrative Motivation** is when a learner is interested in other culture groups, wants to make contact with other language groups or wants to live in other countries. It has been found that learners who are integratively motivated learn faster & more effectively than those who are instrumentally motivated.

Whether a learner is motivated instrumentally or integratively will be determined by his needs. Hence we understand that the satisfaction of needs leads to higher motivation and consequently better learning outcomes.

Consider the following chart of needs and discuss how fulfillment of each need can affect the learning:-



**Physiological needs:** Non-fulfillment of these needs will keep the learners non-motivated to learning. Consider a child who comes to school without his breakfast. He will not be able to concentrate on what is being done in the class. Similarly a classroom which is comfortable shall yield better learning outcomes of a class than any classroom that is stuffy and uncomfortable. In the same way physical well being will count towards a better motivated learner.

The emotional needs of competency, achievement and self esteem are inherent in each individual. Children derive a sense of pleasure by

exploring the world around them and mastering their environment. This drive continues throughout life, which motivates individual to continue learning. This means that children are self motivated and only need materials to meet their natural interest in learning. Similarly children have an urge to achieve, though and with varying levels. Therefore, children should be provided with tasks challenging enough for their needs of achievement. Too complex or too easy tasks, not suited to the students needs may make may make them frustrated or bored respectively.

It is also a recognized fact that a child with a high self-esteem will be highly motivated than the one with a low self esteem. Therefore, building up the esteem is the task of the teacher and it can be done most aptly by respecting each student as a person.

The cognitive needs such as anticipation of achievement and cognitive dissonance are also power motivational factor. Personal fulfillment and self actualization result from accomplishment. If the student is made aware of what all he shall be able to do after he has learnt something new, he gets stimulated as he can anticipate his achievement.

Whenever a new learning takes place, it has to accommodate and add to the previous schemata. If any new learning is contrary to the pre-formatted information/learning, the learner has to change his opinion or behavior. This is cognitive dissonance and is a motivational device.

### **2.5.1 Humanists & Behaviorists Views**

Humanists & Behaviorists have their own views about motivation.

Humanists as Carl Rogers believe that all individuals have a natural eagerness to learn, and that they receive encouragement from teacher.

Humanists also advocate that personal fulfillment and self actualization derive from accomplishment.

Behaviorists believe that the classroom environment must be structured carefully to reinforce behavior that motivates the individual. They also believe that behavior is influenced by consequences. Hence reward and punishment reinforce the desirable behavior.

## **2.6 Training of Teacher to Teach English as Second Language**

It is commonly believed that good teachers are born not made. It is the attributes and the charisma in the teacher that makes him/her an excellent, good or bad teacher. However this philosophy should be discarded. Whereas it brings a sense of complacency in teacher with the above-mentioned attributes, it brings hopelessness in those who do not possess qualities mentioned above. We must remember that teaching is a skill and like any other skill it can be improved with effort. Nevertheless we cannot completely ignore the attributes that make a teacher 'good' or 'bad'.

What do you think are the attributes of a good teacher? Discuss in your group and list the attributes in order of priority.

After the discussion we may find that though many of us may have listed common attributes for good teachers, it is difficult to put them in an order of priority. We will also find that if we consider all the good attributes as essentials for a good teacher there would hardly be any good teachers. It is for this reason that we should realize the strengths of our colleagues.

While considering a teacher it would be useful to consider the following elements given by Strevens in Nature of Language Teaching:-



### **1. The Teacher:**

- Main qualities of a teacher.
- Upkeep of command of the foreign language and upgrading of professionalism.

### **2. The Training:**

- Components of skill, information, theory pre-service training, in-service training, mentioning training in pedagogy and teaching methods.

### **3. The Teaching:**

- Approach: various philosophies, ideologies of myths regarding language-training/learning.
- Methodology: An optimum range of techniques for promoting effective learning.
- Syllabus Design: Principles for deciding what to teach the progression in teaching and how it is to be organized.
- Materials Production: Principles for creating suitable ancillaries.
- Testing.

### **4. Constraints on teaching / learning effectiveness:** Physical impediments fatigues, overcrowding, distraction etc.

Organizational Impediments: Insufficient time, too much time, lack of promises material, staff absenteeism etc.

Psychological Impediments: Negative Social attitudes, examination neuroses intimidating teacher-pupil relationship.



The above mentioned factors are complex areas that need a very detailed account. However, we shall try to look into this complex situation by confining ourselves to a brief explanation.

A teacher can be discriminated as 'good' or 'bad' by virtue of the following desirable qualities as listed by McGraw:-

THE "GOOD" TEACHER	THE "BAD" TEACHER
knows his subject;	has poor subject knowledge;
can illustrate and apply his knowledge;	has a limited repertoire of illustration and application;
expresses himself clearly;	Expresses himself in a confused manner;
has good organizing;	is slack in organization;
can control his pupils;	has poor control of his pupils;
is fair and impartial;	is inconsistent and often biased;
is patient;	is intolerant;
is cheerful;	is inclined to be irritable;
is adaptable;	is unwilling to adapt;
is imaginative and stimulating;	is dull and boring;
is sympathetic and a good listener;	is unsympathetic and bossy;
recognizes and praises achievement of his pupils;	focuses on mistakes and failures;
is committed to intellectual achievement of his pupils;	puts administrative convenience and tidiness before the intellectual;
is economical and relevant in verbal instructions and explanations;	is garrulous;

The absolute minimum statement of the requirements of an adequate language teacher could be as follows:-

- i. An encouraging or at least a non-discouraging personality.
- ii. Command of language.
- iii. Adequate presentational skills as a teacher.
- iv. Dedication to learning especially to language learning.

Displayed by:-

- (a) Higher degree of awareness of the learners as individuals, their difficulties, their program and of the best means of promoting their learning.
- (b) Higher degree of self awareness as a teacher, indirectly inducing a conscious effort to improve his/her command of the foreign language and seeking ways to extend and improve the grasp and understanding of the profession by keeping in touch with changing ideas and techniques.

#### **2.6.1 Curriculum Focus for teacher training**

The training of teacher includes attention to at least two aspects:

- (i) Personal Education
- (ii) Professional Training

The professional aspects again need attention at two levels:-

- (i) Initial Training
- (ii) Further Training

The initial training consists of:-

- (i) General Training as a teacher irrespective of any particular subject specialty.
- (ii) Special training as a language teacher.

The initial training of teachers should ideally be a capsule of three components:-

- (i) Practical Skills
- (ii) Relevant Information
- (iii) Principles and Theory

It is generally a difficult task to strike a good balance of skill and theory. If too much stress is laid on skills then the product is a teaching force who can perform well in the class but lacks the understanding to change with time and cope with new conditions. At the same time too much stress in theory begets a teaching force who is divorced of the practical demands of the learners.

The solution to the above mentioned problems lies to a certain extent in the principle of further training. This may be possible as in-service training, or by withdrawing teacher from classes/institutions to be given additional full time training at suitable intervals in their careers.

It is encouraging to see that teachers with some years of experience are taking higher degree courses at MA TEFL, MA Applied Linguistics or MA in English and Linguistics constituting the upper echelon of the profession. These courses are useful because they are offered to personnel with sound initial training and solid teaching experience. These courses offer a range of subjects including work in methodology, linguistics, psycholinguistics, sociolinguistics, educational theory and other related areas of the profession of teaching. This further training has been useful in developing the skills of the teacher as a learner of the language as well as a teacher of the language both in theory and practice.

## Teaching

To be able to perform her/his task to the best ability, the teacher must be aware of and take into consideration the following aspects:-

1. **Approach:** Approach may be called an ideological set of concepts regarding language teaching upon which the method of the teacher is based. The teachers approach is basically embedded in theories of language learning, thus affecting the teacher's method. For example if a teacher believes in behaviourist theory of learning, he/she would rather follow the structural approach followed by audio lingual method. Similarly a communicative approach would be followed by notional syllabus and communicative method. It is important to remember that language learning/teaching is not dependent on adherence to one single approach, rather it is a set of inter-related and integrated ideas, philosophies and techniques. It is also important to realize that the main effect of an approach is to create enthusiasm and energy, and is concerned with polemics and politics.

2. **Syllabus:** The second factor affecting teaching is the syllabus. The syllabus is closer to the student than the approach. It deals with the content or the matter to be taught as well as the sequence in which these items can/should be taught. Content and the sequence affect the language learning significantly. Syllabuses have shown a sophisticated development in their change from linguistic to situational and functional to communicative. With the passage of time syllabuses became more learner-oriented and specific to the learners' needs. Teachers must

familiarize themselves with the syllabus and the principles on which it has been based to be able to teach it effectively.

**3. Methodology:** Methodology is an umbrella term for the whole range of presentational techniques, learning/teaching tactics and instructional procedures. For this the teacher must be aware of the strengths and weaknesses of each of the methods related to teaching and be able to choose the one that is best suited to the demand of the syllabus item; she must be adept in using the same for effective learning/teaching of English. He/she should be able to lecture, explain, instruct, demonstrate, question, elicit information as per demand of the topic he/she has to teach, remaining conscious of the advantages and the pitfalls of the technique being used. Another important aspect in method is the relationship between the learner and teacher. The adaptation of teaching methods, which concentrate on up establishment of helpful learning attitudes is important. The effectiveness of learning outcomes in an amicable learning environment and in a hostile environment can be well imagined.

**4. Materials:** The teaching materials i.e. books, readers, workbooks, reference books, charts, films and cassettes of difference varieties form an important component of teaching. As these materials contribute towards the quality of teaching as with the presentational techniques, teachers have to be extremely careful about the materials available and choices to be made.



5. **Testing:** The process of teaching requires a continued feedback on how effectively the teaching/learning has been, what difficulties are there and how far the teaching has progressed. In order to get this information teachers have to assess and evaluate the learning/teaching – whether formally or informally. However, teachers have to be careful that they do not confuse teaching and testing with each other. Testing must take place after sufficient amount of teaching has been done. On the other hand, teachers have to be careful that they do not go on from one item to another without gauging that what was being taught has been understood and assimilated by the students.

6. **Variety in Teaching:** Last but not the least is the fact that teachers must realize that they will have to bring changes in their teaching – changes regarding methodology, pace, intensity, or may be even the sequence or the item of the syllabus. This will happen with the difference in age of pupils – their proficiency (beginners, or advance level student, educational framework – general or specified) learner volition (volunteer or non-volunteer) language of instruction (1<sup>st</sup> Language or target language) & the status of the target language, (1<sup>st</sup>, 2<sup>nd</sup> or foreign language).

A wise teacher looks into all these aspects of teaching before actually getting into the process.

All the above mentioned areas are not just the concern of the teacher as an individual, but of the whole system of education and the community and society in which the teaching is taking place. The preparation of a teacher to teach English is therefore the responsibility of



the teacher him/herself, as well as that of every one who is concerned with the process of teaching.

## **2.7 Self Assessment Questions**

## **2.8 For Further Study**

UNIT - 3

## TEACHING METHODS

BY:  
ARBAB KHAN AFRIDI

## CONTENTS

Introduction	70
Objectives	72
3.1- Difference between method and Approach	73
3.1.1- What is method	73
3.1.2- The concept of Approach and its Background	77
3.2- Principles of Teaching English as a second Language	76
3.3- Methods of Teaching	79
3.4- Natural Approach / communication Approach	105
3.5- Self-Assessment Questions	107

## INTRODUCTION

One of the basic aim of educational reforms is to raise the academic standard so that output of our education system may compete on equal terms with their counterparts in the advanced countries of the world. An academic standard, infact, depends upon the volume of knowledge, on the ability to transmit it and on the capacity to apply it appropriately to the solution of the problems and the situation as they arise. A spirit of inquisitiveness and command over the language, are the main source for the acquisition of knowledge. Unfortunately the main effort in our educational system has so far been directed to shift the minds of our pupils with discrete and disjointed facts and information and not to provide them with basic tools of knowledge. This phenomenon surely applies to the teaching of language particularly to the teaching of English in our schools which has not so far received the attention it deserved. Students passing from matric to graduation level are unable to speak correct English or write a correct sentence. Proper emphasis is not laid on the idiomatic and phonetic aspect of the language. The common phenomenon is that the products of our educational institutions do not normally have a good command over English language. This is due to cursory rather defective language teaching, which is one of the main weaknesses of our institutions. The so called private "English Medium Schools" have not given due emphasis to the basic skills of teaching English. Even children are unable to differentiate parts of speech. Ironically, on one hand we have accorded compulsory status to the teaching of English at elementary and secondary levels and have labeled

all private schools as English medium institutions but the linguistic proficiency, which is being suffered at these levels, cannot be described.

The main reason for our weakness in language teaching is that it is not undertaken on scientific lines. The textbooks are not well graded in aspect of vocabulary and thought content. The content as produces pays little need to the mind and the emotional need of the students. No systematic inquiry has been conducted on the state of teaching of English in our schools.

Both pre-service and in-service training programmes for teachers, teaching English are deficient in many respects. Teachers teach English usually through their mother tongue or regional language or Urdu with the same accent. Sometimes it becomes difficult to differentiate what type of method the teacher is using in the classroom. Is English taught as a functional language? Are the textbooks well graded? Which particular method would be most appropriate for achievement of proficiency in teaching of English as a foreign language or a second compulsory language in our schools.

For the achievement of these objectives, variety of methods and approaches, modern and traditional have been discussed in this unit. Every method/approach is unique in its own characteristic, it has its own characteristics, it has its own merits and limitations.

Not a single method is complete, it depends upon the teacher to make an effective use of a certain method and enable the students to get both knowledge and linguistic skills of the language and make it a living language. English is not only an international language but it is a language of science, technology, business, commerce and of the global village.

## OBJECTIVES

After studying this unit, you will be able:

1. To differentiate between method and approach of teaching language.
2. To be aware of the principles of teaching English as a second language.
3. To be familiar with variety of methods of teaching English as indicated in the table of content of the unit.
4. To develop taste, interest and appreciation in themselves as well as in students for English language while teaching at various stages of school education.



### **3.1 DIFFERENCE BETWEEN METHOD AND APPROACH**

#### **3.1.1 What is Method?**

The aim of teaching is effective and meaningful teaching. It may confidently produce desirable result and would create understanding if it is carefully planned and systematically followed. This indicates the application of a 'method' and 'approach', the suitability of which depends upon the nature of subject or topic and upon the interest and preparation of the teacher.

The work 'method' in general terms is used to indicate a series of directed activities that result in learning by pupils. The method may be regarded as a process or procedure results in learning which when completed. Methods is one of the most fundamental aspect of education, the central problem of teaching and the central concern for the teacher.

The choice of best method depends upon the preparation, interest and imagination of the teacher who intends to use it in particular situation for a particular subject and topic.

In most specific term, a method is a general process of creating interaction between the subject matter offered by the school and the students. It has an established sequence of doing something. It possesses such characteristics as:

- a. It is planned effort.
- b. It has an established sequence.
- c. It has established relationship among different parts.
- d. It is a way of inducing interaction between the subject matter and the students.

The following methods are traditional in nature but are popular in teaching learning situation.

- a. Lecture method
- b. Discussion method.
- c. Demonstration method.
- d. Heuristic method.
- e. Project method.
- f. Activity method and
- g. Laboratory method.

However, all these methods are relevant and applicable to the teaching of English but these depend upon time, space, availability of teachers and resources and the preparation of English, the following methods are commonly and popularly used by working teachers in schools and by teacher educators in training institutions.

- a. Translation Method.
- b. Direct Method.
- c. Audio Lingual Method.
- d. Bilingual Method.
- e. Dr. West's New Method.
- f. Substitute Method.

These methods will be discussed in detail in their respective sections of this unit.

Moreover, there are various "Techniques", the concept of which is different from the concept of method, which are used in teaching of English. These are simply listed here but as they are not in the purview of

the discussion in this unit, they are just mentioned and not treated in detail:

- a. Achievement test.
- b. Using exercise book.
- c. Using bulletin based.
- d. Using questions.
- e. Homework / assignment
- f. Use of A.V aids.
- g. Using individual and group competition.

### **3.1.2 The Concept of Approach and its Background**

Towards the middle of the 19<sup>th</sup> century, the linguistic and the language teachers in British and America felt dissatisfied with the result of the "perennial method" of translation and were in search of a better method of teaching foreign language. This was commonly known as the reformed or the natural approach towards the teaching of language. The objective of this was to evolve a method of teaching the foreign language (for example, in our case English) which should approach in principle and practice as far as possible with in the limitations of the class room, the manner in which a child learns its mother tongue. Various kinds of experiments were made with the objective in view. All these new reforms / approaches had two things in common.

- a. To think in the language and
- b. To speak it with correct pronunciation.

If English is not taught effectively in our schools it is due to the fact that the above basic considerations are not taken into view in teaching of

English. These are thought ideal objectives by the teacher. Consequently, the learning of English language is not based on sound lines, expression does not come automatic and pronunciation is terribly deteriorated day by day.

The 'approach concept' was translated first into "Natural Approach" and then into Direct Approach or Method (sometimes both terms are designated as method). These terms are although overlapping but in concept, spirit method and approach, they are different and which have been explained in case of defining methods). The Natural Approach (which has been explained in some detail in the last action, infact is a forerunner to the direct method. The direct method and natural approach / method with respect to the teaching of English will be discussed in detail separately in the succeeding sections of this unit.

### **3.2 PRINCIPLES OF TEACHING (ENGLISH) AS A SECONG LANGUAGE**

#### **(1) Some Basic Considerations**

As we are aware of the fact, that English is taught as a compulsory subject from elementary level to higher level in the country. Now, the government has initiated teaching of English as a compulsory subject, in our ordinary primary schools. Private schools have already adopted it as compulsory subject as well as medium of instruction in their institution. This is why it has gained greater importance in the field of education. As a medium of instruction technology and more particularly of information technology, it is gaining more significance in our national lire. So far as the basic policy of the government is concerned, English is taught as a

functional language and stress is being made on to make it a living language. The underlying considerations of teaching of English as a second language in our school system are to enable the child to understand, to listen, to speak, to read and to write simple English. The teaching of the subject also aims at the comprehension and correct use of English. Both the curriculum planners and the working teachers are required to maintain and promote the functional character against its literacy rates at school level. The methodology adopted for the teaching of English is further expected to the achievement of these objectives and excluding the possibility of successively mere cramming or rote memorization. Reading work be stressed to be preceded by adequate and oral work and new and innovative techniques be used in order to teach the subject in effective manners but in schools the situation classrooms is different, rather quite opposite. Students are showing poor performance in examination. Teachers are not well equipped and qualified. They also lack appropriate teaching methods for imparting the basic linguistic skills.

Therefore, certain "guiding principles" need to be devised to improve and correct the situation. The "guiding principles" which are forwarded here have been frequently recommended in various curriculums. These are, however, "ideal" in nature and scope but through sustained efforts and interest of the teacher, these "ideals" can be realized in the fitting manners.

**(2) Guiding Principles of Teaching (ENGLISH) as a Second Language**

- a. one can easily observe that the teaching of English at school level, consists of course and activities designed to develop the skills of reading, writing and speaking, which are of value to all students in their personal social and occupational life.
- b. In ideal term, the programme stresses accuracy and comprehension in reading, clarity and fluency in speaking and fluency in speaking and correction and logical arrangement in writing.
- c. Attention is also directed to the development of various vocabulary and pleasant speaking voice.
- d. In more ideal situation, English courses also emphasize the language process of democracy, such as group thinking, group work and discussion etc.
- e. More importantly effort is made to relate English to a wide range of experience, curricular as well as personal in the total school programme.
- f. English being very important language is expected to enrich life of the individual in developing personal satisfaction in reading, creative expression and in the enjoyment of the product of the stage screen, radio and television designed for entertainment and promotion of English language.
- g. An organized programme, equipped with material facilities, training programme for teachers as well as for students particularly of high.



- h. Through the experiences provided by such instructional materials as books and mass media, desirable understanding, appreciation, attitude and habits are developed.
- i. The "computer" assisted programs" (CAP) have been introduced in various subjects in all special institutions both government and private. Therefore, in the teaching of English of English computer may play most effective role at school level.

### **3.3 METHODS OF TEACHING**

#### **i. Translation Method**

##### **a. *The Need to Learn Basics of Translation***

As observed in the introduction, most of the teaching of English in our classrooms both in elementary and secondary schools is based on translation method with the exception of certain superior types of English medium schools. Our teachers in fact themselves are the product of this method. It is therefore, desirable that our teachers must have developed the skill in thinking and translating of English content into national or regional language. Translating words, phrases, sentences, or paragraphs words without keeping in view its "spirit, concept, ideas, and thought system" and seeking appropriate equivalents for them infact, is not a good method which is commonly used in our classrooms. Such method lacks appeal, interest and appreciation for students for the language.

Infact, translation is practiced in our classrooms more indirectly than in a direct manner. Therefore, the working teachers and the prospective teacher's need to learn the "basic" or fundamental of translator and the various techniques which should be applied in

translation work. The prerequisites are the teachers competence in the knowledge of vocabulary, grammar and usage of the language. As already noted, it merely replace the words in our language with words in other language. Infact, words can be interpreted by means of their context, word for word translation is unrealistic. In a language like English word order determines meaning and sequence. It has its own grammatical rule. It has its own meaning of concepts. Translation is infact, the transfer of meaning. Therefore, the understanding of these prerequisites are essential for teachers who are intending to use the Translation Method in Teaching of English. In short, for using the Translation Method in teaching of English, the teacher must possess the following qualities.

- a. He must know the knowledge of the sources of language, such as recognition of words, their meaning and characteristics and the grammatical structure.
- b. He must know the knowledge of the target language such as the proper choice of the word order, recognition of the difference in emphasis, tone and meaning, proper choice of punctuation, adequate fluency and correctness of expression.
- c. He must know the knowledge of the subject, such as he knows the skill of consulting dictionaries, encyclopedia, text books, and other materials.
- d. He is competent to apply his knowledge in different situations such as in correct choice of technical terms and taking care of avoiding accidental omissions, meaningless vocations, and

noticing ambiguities and possible errors in the text of the source language.

- e. Other expected capacities of an English teacher are his possession of a good memory, concentration to prevent oversights and most importantly his ability to think of equivalent proverbs, words, phrases and terms.

#### **b. Characteristics of Translation Method**

Some important characteristics or features covering both merits and limitations) of Translation Method are described in this section. These feature clearly differentiate its nature and character from other methods, used in the teaching of English at school levels.

- a. Translation Method is the method of teaching foreign language by given equivalent words, phrases and sentences of the language in the native language. For teaching of English by Translation Method, just equivalents or meanings of English words, phrases at sentences in Urdu or regional language are given. As at time, there are several equivalents or an English words, therefore, one is free to select the appropriate word in Urdu or-regional language.
- b. Translation method has a long history. The method was used by teachers in Indian schools since English was introduces in government and private schools. European countries have also used this method for teaching of their

classical languages such as Greek and Latin to their children.

- c. The translation method lays more emphasis on teaching grammar. It is not through the grammar that the child understands the nature of the message in respect of time if it is translated in the native language. Conveying the concept of time through any other method is not possible.
- d. In effective translation method, beginning is made with meaningful words of daily use. In contrast to direct method, here instead of the object, its Urdu/Original language equivalent is given. Continuous drill, which is important, is another factor of this method. It helps in developing correct pronunciation of the words.
- e. Other requirements related to this method are that the teacher will have to spend lot of time on developing vocabulary and correct pronunciation. Reading follows after sufficient oral exercises. The ineffectiveness of the method lies in the fact that these considerations are not taken into view in the teaching of language.
- f. As indicated earlier, the emphasis in translation method is on the acquisition of grammar. Teaching of grammar goes a long with teaching of structures when the structure has been mastered, it is broken into constituents parts such as noun, pronoun, adjective verb, object and subject etc. These are

explained by giving ample examples, from the native language. For understanding the position or each part of speech in a sentence, more and more sentences are constructed to be analyzed. Tenses are taught by comparing them with tenses in the native language.

- g. For achieving mastery in spoken language, emphasis is laid on reading ability of the students. Translation Method would be ineffective if due attention is not paid to the development of the ability of fluency in reading. So it is desirable that sufficient time be devoted for loud reading both in elementary and secondary classes. During loud reading by children, attention be given to their correct pronunciations and fluency in reading.
- h. Such is the case of the developing writing skill in English in students. Practice in writing is usually developed simultaneously with reading as a child learns a few meaningful words, he is given practice in writing of these words. Ability in writing and using punctuation marks be improved by given sufficient exercise in copying and dedication. Calligraphic exercises are also done by students, which help them to write neatly and clearly. But unfortunately due to the slackness and indifferent attitude of teachers, these activities are seldom carried out in teaching of English in schools.



- i. The translation method starts with the translation of simple words. The teacher needs to take special care that he is proceeding from simple to complex and students are not embarrassed by difficult words and complex sentences in the language. However, large and complex sentences may be broken into parts but care should be taken that the idea or the meaning of sentences is not disturbed. Translation Method is not one way method. Translation from English into Urdu and from Urdu into English should be taken up simultaneously. Such exercises ensure the mastery of the language. The same principle should be taken into view that retranslation (from Urdu into English) starts from simple sentence, starting from one clause. After sufficient practice, the teacher may proceed to the exercises of more than one clause.
- j. As noted earlier translation method is of historical importance. The emphasis in this method is on understanding. Translation and retranslation both come with understanding.

Reading with understanding and retranslation provide ample opportunity for speaking which need sufficient practice. But the translation method is also criticized on the grounds that it kills the spontaneity and makes the language learning a science, which is infact, an art, and depends upon practice. In the lesson sufficient time is not provided to students to practice. Its basic skills i.e. reading speaking and writing of



English language and never the objective of mastery over the language skills could not be achieved. In short, mastering over the equivalent vocabulary of other language, devoting sufficient time for practicing the basic skills and laying emphasis on understanding of the content, are providing straight road towards the achievement of goals of Translation Method for Teaching of English in our schools.

## **ii. Audio Lingual Method**

For effective teaching of language with special reference to the teaching of English, teachers interest, ability and resourcefulness are the prerequisites. The teacher will have to take the support of audio visual aids such as charts, pictures, flash cards, slides films, tape recorders and photographs. Here some related audio-lingual aids are briefly stated. These aids or equipment have been prepared for the purpose of perfecting listening and reading skills.

### **a. Tape Recorder**

The tape recorder is extensively used in teaching of English. Model readings are recorded and students listen the recorded lessons. The students read a paragraph from a text or other reading material, which is recorded by the instruments. It is turned to produce the recorded sound. The student checks/listen to his voice, tone, pronunciation and intonation of the words and points out defects, deficiency and correct them while recording the same material second time. The situation becomes a sort of microteaching. The student and his teacher make comments on his reading and identify his weakness demonstrated by him on the tape recorder. Thus tap recorder provides best opportunity for students for the

practice of the reading skill and to correct it with repeated attempts. The tape recorder is also used by researchers to record sounds of persons belonging to certain groups or areas and analyzing the defect in pronunciation and introduction. In short, tape recorders are also most useful instruments for remedial instruction in teaching of English for these children who have or have developed speech difficulty. The cassetted records play the same role as stated above.

#### **b. Language Laboratory**

In advanced countries English is taught in most effective and organized manner. They have established separate language laboratory, well equipped with related material instrument, equipment and furniture specially designed and arranged in the lab. There are separate calling for students to use headphone and listen language lessons from a central instrument. Such lessons are specially prepared for development of linguistic skills with special emphasis on correcting pronunciation, intonation, tone and voice. Words, phrases, are also explained to be better understood by children in various contexts.

#### **c. Language Master**

Now a days, very sophisticated audio equipment are available in the market which have been specially prepared for learning English especially with regard to correct pronunciation and meaning. There is one such instrument known as Franklin's language Master. It is an electronic instrument. It contains 11000 words dictionary. It consists of synonym list, complete dictionary definition, speech, phonetic; spelling correction, grammar guide, pronunciation and phonetic purpose, the instruments is

very useful to be used by students for the above purpose. The instrument is handy, can be purchased in the open market and any prove a valuable asset forever.

### **III. DIRECT METHOD**

#### ***Background***

As already observed, Direct Method was the reaction of Translation Method which was followed in extreme form for the teaching of foreign language in British and American schools. The object of this departure was to evolve a method teaching for a foreign language, which should approach in principles and practice and which could enable the child to think in the language and to speak it with correct pronunciation.

The Direct Method was evolved out of these principles enunciated by the "reformed method". The term 'Direct Method' was used for the first time in 1901.

Fundamental principles of Direct Method.

#### **a. *Direct Bond***

The basic principles of the Direct Method is that the foreign words and its idea should be associated directly with each other without the intermediary link of the mother tongue when the pupil desires to express an idea in the foreign language, he would automatically find the appropriate word for it first without thinking in the mother tongue and then translating it into English, conversely when he hears English spoken.

#### **b. *Oral Practice Essential in the Beginning***

The importance of oral work in learning of a language has been duly stressed by the modern linguists. Oral method of learning a language

in the beginning is the most natural method for Direct Method. Therefore, in Direct Method oral practice is essential in the beginning, which gives a much better command over the language than reading and writing do.

**c. *Acquiring New Vocabulary***

According to the Direct Method, a limited vocabulary should be taught in the initial stage. The method lays emphasis on quality in the early stage rather on quantity of the language. Words, phrases are learnt through spoken English and it is mainly through articulation that pupils memorize words and phrases, articulation with correct pronunciation and intonation is stressed in the method. In Direct Method, new words are introduced. They are linked with a direct bond with objects and actions for which they stand. They are practiced through the spoken medium. The early vocabulary is confirmed to the concrete objects.

**d. *Inhibition of the Mother Tongue***

In direct method, the aim is to secure direct bond between the experience and the expression in English. So it is necessary to employ the mother tongue to the minimum. The extremes position such as the use of free mother tongue in Translation Method and absolute avoiding the mother tongue in the Direct Method creates confusion of thought. Therefore, such extreme position should not be adopted in either case. The teacher should create an environment in which he uses English as much as possible during the period and may use Urdu/regional language (when need arises) to the minimum extent.

**e. *Sentence as the Unit of Speech***

We see that in our life, the single and isolated words have no meaning. We speak and think of complete sentences. The words have meaning only in the context. Complete sentences can express complete thought. Therefore, this is the quality of Direct Method to teach a short and complete simple sentence and gradually it is enlarged with addition of nouns and other parts of speech. Learning words in a meaningful sentence, is easier for immediate recall than learning of isolated words through mechanical fashion as is done in Translation Method.

**f. *The place of Grammar in Direct Method***

According to old method grammar was taught deductively i.e. definitions and rules of grammar were learnt by pupils on which was totally discarded by the advocates of Direct Method. Later on, it was realized that in Direct Method too, teaching of Grammar should not be completely ignored. It should be taught inductively and the rules, definitions etc are to be derived from giving a large number of concrete examples. It depends upon the ability of teacher how can be grade his lesson and plan his teaching work.

**g. *Advantage of Direct Method***

In actual practice, the Direct method has achieved better results than other method, such as by recurring a direct bond between the idea and expression. It gives fluency to speech, which indicates an amount of command over the language. It is the quickest way of getting started and creates maximum interest of students and the instruction is full of life and activity. The method promotes not only the ability to speak but also the



ability to understand English. The direct method promotes the power of the pupil of writing as well. A pupil who has fluency of speech and a language sense, will be able to write more freely and express his thought more clearly than the one who is thinking out part of sentences and is struggling in insistence on correct pronunciation and intonation to be achieved through loud reading.

#### ***h. Limitations of the Direct Method***

The method in spite of the fact producing encouraging results, has some serious limitations. Children at the age of five entering schools, have already formed the direct bond between the object and the words in the mother tongue that stand for them. When they are learning the names of the same objects in a foreign language, they cannot completely keep up at bay the words of the mother tongue for those objects. There are quite a number of abstract words, which have to be explained through definitions or by concept such as good, bad, truth and honesty etc. According to some linguists, the Direct Method while over emphasizing the actual side of the language, undermines the importance of reading. Infact, balance is not maintained between the four fold aims/skills of the language. Teaching through Direct Method requires a lot of instructional materials and audio-visual aids, which an ordinary school cannot afford. The effectiveness of the method in overcrowded classes (as in our schools) becomes dubious. Moreover, it is not a complete method itself. At the early stage, it is the best method but at the later stage, other methods are to be used to teach reading and writing more effectively.



#### **IV. DR. WEST'S NEW METHODS**

##### **a. *Background***

Dr. West was the Principal of Teachers Training College Dacca. He analyzed the needs of Bengali children and conducted a series of experiments with regarding the linguistic attainment of these lingual children. He carried on experiments on reading and speech with Bengal. He came to know that the needs of the schools children in Indo-Pak sub-continent were much the same.

##### **b. *Justification of Studying a Foreign Language***

Dr. West justified that the study of a foreign language on the grounds that it was a means of international understanding and cooperation. The nations which had emphasized the study of their language, alone become self-centred and isolated. In the course of time their vision was narrowed down and their interests were limited to the field and their own economic social and political problems. The policy of isolation also created gulf between them and their neighboring countries. According to him second argument in favour of English, was that it should be taught to Pakistani children from a utilization point of view. Most of Pakistani Language were not so developed for the purpose of gaining scientific and technical knowledge. According to him the mother tongue of children was inadequate both as means of expression and in the content of literature and in respect of the world of index and knowledge.

##### **c. *The Surrender Value of a Subject***

Dr. West further emphasized that it was reading ability that the child needed and not speaking or writing ability. He justified that on other

grounds as well. According to him majority of subject required a passive knowledge of the language. Very few of them would get a chance of going to English and speaking the English language with the Englishmen. But all of them would stand in need of gathering information from books written in English and therefore, the ability to read English was more important than the ability to speak, understand or write it. Dr. West has pointed out that large number of students dropout at elementary and secondary stage and learning their English courses remained incomplete. Therefore, he strongly suggested that the curriculum of English be in such framed a way that the attainment of a certain standard in English could be endured. In framing the curriculum, the dropout factor must be taken into consideration. From such a course, the child should desire maximum advantage at whatever stage he was dropped out. This was what he called the "surrender value of the object". By surrendering value of a subject means that the proportionate amount of benefit which will be desired by any pupil from an incomplete course of instruction in that subject. Dr. West insisted that reading has given the higher surrender value because reading was far more valuable and easier to learn than speaking and writing.

**d. *The Anomaly of English Readers,***

Dr. West examined the problem of vocabulary. He tried to find out as to what the minimum vocabulary that Pakistani pupils must have in order to read English books with reasonable ease and enjoyment. He made comparison between the vocabulary of English possessed by an English child and that of a Pakistan child at the various stages of his life.

He came to know that a Pakistani child at the age of 16 (matriculation) had vocabulary equal to an English child of 2 years. Thus the books written by English writers for the children of 2 years in England were suitable for children of 9 ½ years in Pakistan from the point of view of their suitability of vocabulary. Similarly, the books written by English authors for English children of 9 years were suitable for Pakistani children of 16 years. But apart from the vocabulary the growing child needed alternative which should have a suitable subject matter consistent with his mental age, his developing interest at his psychological conditions.

Dr. West attempted himself intended to write new readers to remedy this defect. In doing this, he kept in view the following two things, First, one should select those words of vocabulary at the early stage which were most commonly used, and secondly, books should be written keeping in view the age and interest of children within the scope of that vocabulary.

#### **e. *Controlled Vocabulary***

In order that the child may be able to derive the maximum benefit from his reading with a small vocabulary at his command, it was necessary to select a vocabulary of the most useful words for him. This was called the controlled vocabulary. Words were counted as they occurred in the most common type of readable material and "frequency lists" were prepared, such lists had already been prepared by various psychologists. These "frequency lists" had a special significance for foreign children.

Dr. West found that an Indian child at the age of 16 knew 5045 words which were almost equal to the vocabulary of the English child at the age of 9 ½ (5000 words). Similarly, the vocabulary of Indian child at the age of 9 was 153 words which was almost equal to the vocabulary of English child at the age of 2 (215 words). The vocabulary of the English was large because it did not contain all the words of highest frequency. So, Dr. West came to the conclusion that practically any non-technical matter could be brought within a vocabulary of 5000 words, merely by the alteration of a phrase here and there. A Pakistani Child who passed his matriculation at the age of 16 possessed a vocabulary of a little above 5000 words. Therefore, if one intended to write books on the basis of controlled vocabulary and teach them the same words in schools, he would enable the matriculates to read a great deal more than they did at that time.

**f. *The Criteria of a Reading Book:***

Dr. West forwarded the following criteria for formulating a set of ideal rules which a book criteria must observe in order to be of maximum value. The main features of such criteria are;

- The child at the earliest stage desire pleasure and a sense of achievement from his study.
- Words should be learned by practice in reading situation, both memorized vocabularies.
- The smaller the vocabulary, the greater should be its usefulness.
- The reading books must be suitable to the age of the child in respect of its subject matter.

- New words should appear at regular intervals. According to him a book of 50 pages (10,000 words) should contain a vocabulary of 200 new words. He maintained that the reading of meaningful sentences, announcing and illustrated exercise and stories should be done first before the beginning of alphabets.

#### ***g. Advantages of Dr. West Method***

Dr. West has emphasized the importance of reading as against oral practice and writing. According to him, reading was the most important aspect of language learning and learning to read was the shortest way to learning a language.

- Reading is the simplest of all aspects of learning language.
- A great majority of people (foreigners) desire to have a reading ability alone.
- A person when acquires speed and facility in reading to develop "a teaching for the language".
- Reading inculcates love, appreciation and taste for the literature.
- Reading is the shortest and the safest road to success.
- In reading, the work is more scientifically graded than in speaking.

#### ***h. Criticism of the Method***

Although Dr. West has made a valuable contribution in emphasizing the importance of reading in learning a foreign language. He observe its value as an aid to learning a language. It does not provide as great as an incentive to learn a language as speaking oral work is a source of great joy to the child and provide a lot of activity in the



classroom. It can be suggested that reading pave the way for speech but the later makes it easier for a child to attempt reading and writing.

Speaking of English has great value. Its use had been a source of success in life in the days of the British rule. It still holds importance as a medium of instruction at higher level in Pakistan.

English in fact, is a living language and ought to be studied as all living languages are learned. Both speaking and reading be also given due attention. The "spontaneity" of the children for learning a language be also looked into view.

## **V. THE SUBSTITUTION METHOD**

### **a. Background**

As already observed during discussion on Direct Method it was found that it was an incomplete Method and the need was felt for supplementing it by some other method. The direct method had laid emphasis on oral practice and inhibition of first language and learning to speak by making a sentence a unit. But there is limit to learning by this process. Language cannot be assimilated merely through speech which is in fact certainly the most powerful mode of forming speech habits but the number of sentences that can be learnt through a spoken form alone are very limited. Side by side with the formation of speech habits an attempt must also be made to impress the pupils the correct forms of structure. In teaching of Direct Method there is no proper check on the formation of wrong habits of speech and formation of correct, speech habits is entirely dependent on limitation and practice. The substitute method is therefore, adopted for correcting the deficiencies of the Direct Method. It not only



provides an unlimited scope for practice of correct speech but ensures a check on the formation of wrong speech habits as well.

**b. *The Nature and Concept of Substitute Method***

If we want to teach a certain construction of sentence to our students, we can make a model sentence and by changing its various terms but keeping one particular part of it unchanged, we can construct a large number of sentences on such a model. Thus we can substitute an unlimited number of words in place of those given in the model sentence.

Substitution may be described as the process by which any authentic sentence may be multiplied infinitely for any of its words or words groups. Suppose we want to teach the use of "have" to our students. We take up a model sentence "have a pencil". In the model sentence, we can keep one term constant i.e. the verb "have" and we can make all other variables. In place of the pronoun "I", "We" can substitute other pronoun as "you" and "they" (except he/she which do not agree with the verb "have") or we can substitute any noun in "boys", "girls", "women", "teacher" etc. in place of the infinite article "a" we can substitute "two" three etc in place of 'pencil' we substitute any noun as book, pen, knife etc. we can easily make the substitution table in the following manner.

- I have a pencil
- You have a pencil
- We have three pens
- They have nice pens
- Boys have many books
- Girls have fine toys

For the purpose of individual or chorus drill and for the use of several pronouns, the teacher can build up the following sentences.

- I have a book
- We have a book
- Your have a book
- They have a book

The teacher may ask to change 'a' into "two, three" many "few" etc and to suggest names of any other things in place of book.

If a teacher wants to teach to construction "have got", he can construct a model sentence.

"I have got a small chair".

On the model sentence the following tables can be constructed.

- I have got a big table.
- We have got a good home.
- You have got a nice pen.
- You have got five gardens.

**c. *Types of Substitution Tables:***

There are three types of substitution table.

1. Simple
2. Compound
3. Grammatical

They are briefly explained through examples.

**1. *Simple Substitution Table:***

in this table the terms are bound by some relationship which is unalterable. We cannot substitute any term for any other such as;

- Books are made of paper
- Tables are made of wood.
- Nails are made of iron.
- Boots are made of leather
- Clothes are made of cotton.

## 2. **Compound Substitution Table:**

The compound substitution and tables are those in which the variables can be interchanged without any loss of sense, such as;

- I have a pen, I can write.
- I have a book, I can read.
- I have a match, I can make fire.
- We have a cake, we can eat.
- They have a key, they can open the door.

## 3. **Grammatical Substitution Table:**

There are certain aspects of grammar, which can be conveniently taught with the help of substitution table. The success of such lessons depend upon the amount of practice given to the pupils for examples;

- This is a nice picture.
- This is a fine building.
- Here is an interesting story.
- There is a big elephant

The "comparative" degree of objective can be taught through the following

### Exercise.

- This pen is cheaper than that one.
- This boy is taller than that one.

The "Superlative" degree of adjective can be taught in the following manner.

- This is the finest pen in the book stall.
- Lahore is the biggest Railway Station in Pakistan.

Certain idiomatic comparison can be practiced through such substitution tables.

- It is as black as cola.
- It is as white as snow.
- It is as dry as dust.
- It is as sweet as honey.
- It is as loud as thunder.

#### **d. *Advantages of the Substitute Tables:***

A number of advantages have been forwarded of the substitution tables. Some of them are briefly stated.

- Through such tables large number of useful sentences of general application can be easily constructed.
- They provide practical ear/listening training exercises and students are able to understand the most rapid speech.
- They serve a series of pronunciation exercise and students can acquire fluency and rapidity of expression with appropriate stress and intonation.

- Through substitution tables students are encouraged to learn words not on isolate elements but as component parts of living sentences.
- The substitute tables presents a simple scheme of analysis in which the function of the various parts of speech are clearly shown.
- They provide extensive choice of model sentences to be memorized and practice in other forms by students.
- They enable the teacher to react against the vicious tendencies (such as artificial separation of words over reliance on visual memory) to which most of the language students are subjected.

**e. *Limitations:***

Substitution method is not a complete method. It does not help reading and writing except directly through a command over the spoken form of language. It is just a method for oral practice and grammar exercises and may be usefully employed as a supplementary device to the direct method. Its scope does not extend beyond their limits.

**vi. *Bilingual Method:***

It is an admitted fact that a child learns mother tongue without any conscious efforts or without any course or use of a method. The first is that there is a natural capacity every child learns the language spoken around him. The second most important factor is the environment in which the child finds himself in it and in which a language is listened and spoken all the time and the work activities around him are associated with it. As

already noted, the child is busy in various activities like initiating, speaking practicing, lipsing etc. and gets proficiency in his mother tongue. Before joining the school, he gets full command for his mother tongue.

Now the question arises whether the "natured capacity" for language learning enables the child to learn his mother tongue alone by this process or whether it is available for learning another or second language also. It has been found that bilingual children who come from homes where the languages are spoken learn both the language simultaneously. For example, a child from Wales speaks English and Welsh. A child from Scotland studying in English school speaks English and Scottish. A Mohajir child studying in Sind can freely speak Urdu and Sindi. A Baluchi child studying in a school in Pashto speaking area speaks Pashtu and Baluchi even in a Peshawar in a local school, a child speaks Pashtu and Hindco. Similarly, most of the children of Afghan refugees are bilingual, they speak Pashtu and Dari freely. Urdu in medium at school level in NWFP. The use of Urdu in the form of speaking, reading and writing has become so common that every child has become automatically bilingual and they are using Urdu along with Pashtu without any difficulty.

Adopting bilingual method for teaching of a language is not difficult as compared to teaching of English. Children have already developed familiarity with it for example a Sindi child can speak Urdu and a Punjabi Muhajir child can speak Sindi. The problem lies with the teaching of a language is to teach it effectively and in proper way.

Even in bilingual case, any language which is taught at school level, should be taught with due linguistic skills, appreciation and understanding. Efforts be made by the teacher to enable the children to



listen, to speak to read and to write correctly the language intended to be taught to children in formal fashion and situation. Literary taste, interest and appreciation should also be developed among the children for the target language. Student should also be encouraged to opt special courses in such language in future. Development of bilingual language would be in fact the development of national/community integration and cultured harmony in the country.

#### **vii. Choice of Method:**

What should be an ideal method for teaching of English, What appropriate method should be adopted for the teaching of English by the teacher? What method should be adopted by the teacher in teaching of English as a second language? What best choice should be made for among multifarious methods for the teaching of English at school level? How to adopt an integrated method in the presence of various methods. These are such questions, which agitate the mind of any person concerned with the teaching of English. These questions are relevant but there can be no ready-made answer to such intriguing and thorny questions. The answer of such questions lies in fact, in the realistic approach towards this issue. The concept is understandable. The solution of such intricate question lies in the "binding harmoniously all the good features of various methods" as discussed earlier. In technical term this approach is called "a blended approach" where the teacher communicate more than one method in teaching of a particular topic/lesson of a language. A narrow or extreme position is erroneous. A complete or best method makes a multiple approach to the subject. Select what is best in

all the relevant methods and make a judicious use of it. It depend upon the ability and competence of teacher to adopt such flexible approach for the teaching of English. In further depends upon his resourcefulness his understanding of the psychological need of the children linguistic skills, the socio cultural background of children, and the teaching-learning situation of the classroom.

The specific objectives of a teaching of a language are that students should be able to understand to listen, to speak to read and to write simple and correct English. The cardinal principles before the teacher are to proceed from "Known to unknown" "from concrete to abstract", proper gradation of vocabulary of the language. These consideration would confidently enable the teacher teaching English as a second language, interesting and living. It would be more effective if the knowledge of vocabulary be used and the experience of the language are linked with the real life situation of the children.

What appropriate approach should be adopted, is further elaborated. First we should take the case of Translation Method. It is most desirable that the Translation Method in the present extreme manner, should not be used in teaching of English. However, the experiences gained in the mother tongue cannot be avoided but can be capitalized as and when the situation arises. It can be but should be used in the case of "abstract things" words and complex concepts, which cannot be explained easily through Direct Method. The over emphasis on oral work in the Direct Method be relaxed in favor of reading and writing. Oral practice of course be given attention in the early stage. Grammars should not be taught through "deductive method" but should be taught through inductive

method and preferably through "substitution method" or substitution tables.

Dr. West Method is helpful in learning to read selected vocabulary of daily use. It essential to be devised for appropriate stages of children school. Textbooks should also be written on such uses to facilitate teachers and children to learn English in more systematical and sequential manner.

### **3.4 Natural Approach / Communication Approach**

The Natural Method or approach is the forevermore of the direct method which was adopted as a protest against the originate of the traditional method of teaching language. The Natural Method / approach in its extreme form advocates that a foreign language should be learnt in exactly the same manner as the native children learn that language as their mother tongue. For us it means that our pupils should learn English as the English child learns it in its infancy. The first language is learnt through imitation repetition, conversation, and communication at practice. The child learn words spoken by his parents and tries to initiate them. Then he goes on lipsing and repeating them endlessly by way of childish prattle. In due course he carries on conversation with the people around him, which consists mostly of repetition of the words he had heard. Firstly though a good deal of practice, he becomes perfect in the use of the language. This practice is extended over the years in infancy.

The natural method was evolved exactly on these lines. The linguistic development of the child was kept in mind and the definite stages were analyzed. The method, which was constructed on this model

consists chiefly of the repetition of words and phrases i.e. initiated and practiced through monologues and dialogues.

As a matter of fact, such method cannot be considered as an ideal method for learning a foreign language. The fact in that the great advantages possessed by the infant is learning his first language over the schoolboy learning English as a second language. In fact, while learning, his mother tongue the English child has endless and unlimited opportunities and he is able to make use of them.

The Nature Approach though is an "idea approach" for learning of the mother tongue by the child in his home environment, but it does not suit a Pakistani child who has formed well deep his speech habits in mother tongue before joining the school at the age of the 5 for learning English as a foreign language. Moreover, a Pakistani child has already formed strong association between the objective action and qualities even a child knows the grammatical intricacies of his mother tongue.

However, a Pakistan child will have to take some support from his mother tongue in learning a new language. English will not come as automatically as it comes to an English child who has a clean state of mind to receive it. Moreover, he has not so much time at his disposal as the child learning his mother tongue has got it. For example, in our schools a few periods in a week are quite insufficient as compared to the unlimited time the native child spends on learning mother tongue.

However, in spite of these limitations, the underlying principles of natural approach are most important to be taken in view by the teacher while teaching English to children in the class room, even he has limited time at his disposal. These are;

- a) The teacher should try his best to create such an environment in the class in which English is used as much as much possible.
- b) Imitation, repetition and practice of words are desirable to be done by the teacher.
- c) Words be associated with objects. For this purpose, "flash cards" be extensively used in lower classes.
- d) The mental level of the children be taken into view while introducing new words phrases or experiences.
- e) Mother tongue of the child must come to rescue where the teacher feels helpless to explain difficult, abstract words, phrases or situations.

### **3.6 Self-Assessment Questions**

- 1. What is the difference between method and approach?
- 2. What are the principles of teaching as a second language?
- 3. What are the merits and limitations of Translation Method?
- 4. What are the merits and limitations of Direct Method?
- 5. What are the characteristics of Dr. West New Method?
- 6. How is substitute Method most suitable for teaching of grammar?
- 7. How would you suggest the best method for the teaching of English at school level?
- 8. What is Natural Approach/Method? Is it feasible for the teaching of English as a second language at school level?



UNIT- 4

## **SKILLS IN TEACHING ENGLISH**

*By:*

**FARZANA URSANI**



## CONTENTS

Introduction	110
Objectives	115
4.1- Listening	116
4.2- Speaking	119
4.3- Reading	125
4.4- Writing	131

## INTRODUCTION

The Communicative Language Teaching approaches promote integration of the four language skills. In order to be proficient in communicating in any language, mastering the following four language skills is very crucial. These four language skills are:

- Listening
- Speaking
- Reading
- Writing

We use listening and speaking in face to face interaction and reading and writing in written communication. The four skills support one another and we cannot teach one without the support of another. One language activity based on one particular skill triggers off a whole chain of related activities involving other remaining skills and therefore we can confidently say that all the skills are interdependent and we cannot teach one particular skill in isolation. The language philosophers or linguists have categorized these four skills in two categories:

1. The Active or Productive skills
2. The Passive or Receptive skills

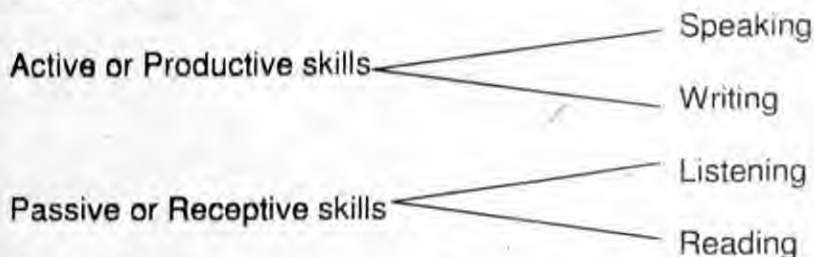
### Question 1:

What do you think will be the simplest definition of the above two terms that is how would you define the "Productive skills" and the "Receptive skills"?

## Question 2:

Which skill or skills will you place in each category?

Well let us help you answer the above two questions. The traditional categorization is:



## Question 3:

In your opinion what could be the reasons that these language skills are categorized in this particular way?

Well, the division is based on the philosophy that while speaking and writing some of our vital body organs such as vocal chords and hands are involved and that we are constantly using verbal and non verbal (body language), and written communication to send out message, therefore both speaking and writing are termed as the **Productive Skills**. While listening and reading, we do not have to actively participate and are merely passive receivers, the interaction is not as active as in the other two skills and therefore listening and reading are categorized as **Passive Skills**. However this division is being challenged and there are linguists, language experts and philosophers who believe that all the four skills are productive as they all involve interactive processes and that passivity in listening and reading is another kind of active communication or participation in which a listener plays a very interactive role in decoding messages from the speaker and is constantly formulating responses.

Similarly a reader interacts with a text in order to understand it and constantly uses prediction techniques to extract meaning from the text.



**Question 4: Which skill/s are generally given more importance in the Pakistani education system and why?**

In the Pakistani educational system a lot of emphasis is given to teaching the two skills of reading and writing whereas the two skills of speaking and listening are often neglected. The reasons for this neglect are that the textbooks offer very little room to practice these two skills; the teachers do not know what these two skills involve, and how to teach them in a class with a large number of students. Teachers also believe that teaching speaking and listening skills will be difficult in large classes as it may lead to classroom management problems. There are others who think that there are hardly any AV aids or electronic gadgets such as tape recorders, etc. available to teachers that are essential to initiate the teaching of listening and speaking in a class. Last and not the least, students are also not adequately motivated to learn and practice these two skills, as they know that these will not be tested. The situation is however, changing towards a more positive direction and the education ministries, policy makers, syllabus designers, and teachers have realized the usefulness of communicative approach to language and teaching behavior

and as a result new English language textbooks are being introduced in schools that give equal opportunities for practicing all the four skills.

One of the basic problems of Pakistani students is to communicate or speak competently in a foreign language i.e. English. What can one do to help them overcome this deficiency? How can we as teachers help them learn the art of communicating efficiently in English and prepare them to be able to use the language in all circumstances? How we teach English successfully depends on how much we know about what is involved.

**Question 5: Communication means spoken and written communication. Think about the basic tools that we need in order to speak a foreign language?**

Language experts believe that it is necessary to know a certain amount of grammar and vocabulary to be able to speak and write in any language coherently. But there are other things that are involved in communication, both written and spoken and it is important to know what these might be. Linguists and language experts believe that in order to be able to understand (listen), speak, write and read a language competently both the knowledge and the skill are necessary and that there has to be a balance between the two. Before going any further can you answer the question given below?

**Question 6: How would you describe knowledge and skill? How would you differentiate between the two?**

Knowing a language means knowing the rules. Let us put it this way. Knowledge means the rules governing a language and skill is the

way we use these rules. It is important that both knowledge and skill are given equal emphasis. Unfortunately in the Pakistani education system knowledge is given more priority than skill and therefore students learn all the rules but are given little practice to use these rules. Experts have given a very imaginative analogy, that is that knowledge is like a person who knows all about how a car operates, the names of the controls, where is one placed etc. but if the person does not know to use that knowledge, is unable to apply these rules, does not have the skill to use these controls to drive a car then all the knowledge one has stands unproductive and useless. The point therefore is that we teach students all the rules but do not give them ample opportunities to use these rules.

So what should we do to help students strike an equal balance between knowledge (rules) and their application (skills) and acquire a reasonable proficiency in both? We need to give opportunities to students to practice speaking and listening and to do so we the teachers should have a careful and systematic knowledge of grammar, phonology, and lexicon. As teachers we need to impart sufficient knowledge and appropriate skill to students and guide them to use their acquired knowledge to express themselves in simple ways. Our textbooks should provide enough opportunities to students to express themselves freely and spontaneously in the language. Teachers must also have the essential skills and training to create a productive learning.



## OBJECTIVES

After completing this unit, you will be able to:

1. Be acquainted with all four-language skills
2. Make a distinction between active and passive skills
3. Figure out what skills and knowledge speakers require to be better speakers of a foreign language.
4. Make a distinction between hearing and understanding
5. Study tips for successful listening
6. Gain information about the reading skill and its sub skills
7. Find out writing skill and what it involves

## 4.1 SPEAKING

Speaking is described as 'an interactive process of constructing meaning that involves producing and receiving and processing information'. Speaking depends on the context or the situation; Context includes the physical environment, the purposes for speaking is more often spontaneous, open-ended, and evolving. Speaking requires learners to not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence) but also that they understand when, where, why, and in what ways to produce language (sociolinguistic competence). Finally, speech has its own skills, structures, and conventions different from written language. A good speaker synthesizes this array of skills and knowledge to succeed in a given situation or context.

The success of any communication or exchange depends on the speaker's knowledge and skills. Good listeners and speakers must be able to anticipate the message and then produce the expected patterns of specific response. They must also manage elements that experts have named as 'discrete elements' such as turn taking, rephrasing, providing feedback, or redirecting. Therefore to summarize, speakers require skills and knowledge that include the following:

- The sounds, stress patterns, rhythmic structures, and intonations of the language;
- Using grammar structures accurately;
- Shared knowledge or shared points of reference of the participants in a face-to-face interaction, status and power

relations of participants, interest levels, or differences in perspectives;

- Selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs;
- Applying strategies to enhance understanding, such as emphasizing key words, rephrasing, or checking for listener comprehension;
- Using gestures or body language; and
- Paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar and structures to maximize listener comprehension and involvement

Inside the classroom, speaking and listening are the most often used skills, but reading and writing skills are actually being taught, learned and consciously practiced. We should realize that speaking and listening are critical for functioning in any English language context; both inside and outside the class room and that teacher should consciously monitor students' speech production to determine what skills and knowledge they already have and what areas need development. Both areas listening and speaking require serious attention and each needs to be recognized as a separate achievement and given equal importance.

Students should be given opportunities to practice real communication early in their education training that would develop confidence and self-reliance in them. In other words students will prefer

the safety of the structures exercises in the early years and move on to the unstructured ones in later years until they gain more confidence and fluency. The more daring they are in linguistic innovation the more rapidly they will progress. How can we develop this necessary confidence and self-reliance? We must create and allow to develop naturally, opportunities of our students to use the second or foreign language for the normal purposes. Students need situations with which they can relate and those closer to their everyday needs. Thus students will be motivated to practice speaking either supported by the teacher or structured exercises or guided practiced with peers based on communication tasks that are of real interest to them. Their motivation to communication must be aroused and we must propose or encourage teachers to develop activities that have an intrinsic interest for their students'....activities in such natural interactional contexts as

- Establishing and maintaining social relations
- Expressing ones reactions
- Seeking and giving information
- Giving instructions or directions
- Conversing on the phone
- Discussing ideas and agreeing and disagreeing on them

These types of interactional activities and many more would basically help students relate their classroom lives with outside the classroom lives and provide them a room for realistic communication that they would feel at ease with. An imaginative teacher will think of many such absorbing and interactional activities to engage students in and

sustain their interest and motivation levels at the same time should be conscious of students' possible errors and how to help them get over them and yet gain an acceptable, functional value of the speaking activity or assignment. Nothing dampens students' enthusiasm and experimentation with the new language with the teacher's interruptive and constant correction. The teacher should rather note consistent, systematic errors that may be discussed collectively later in the class or individually with the student after the session and give attention to recurrent errors through instruction and practice.

#### **4.2- LISTENING**

Listening means 'hearing' and 'understanding'. It means hearing all the words a speaker says and making sense of the information a speaker is giving. Listening is about 'deducing' or 'decoding' the meaning of known words and phrases by using the context. It is about understanding what is implied. It is about recognizing the speaker's mood or attitude and the degree of informality with which the speaker is talking.

Listening is not a passive but an active process of constructing a message from a stream of phonological (sound), semantic (meaning) and syntactic (structure) signals. Most of our students have problems mastering the art of good listening due to many factors. Listeners construct a message from what they hear according to certain expectations but their problem arises when they encounter the following uncertainties or problems:

- Unfamiliar speech sounds, accents, tones, styles
- Complex or informal sentences construction, vocabularies



- Environment disturbances such as background noise etc.
- Little background information about the topic or speaker or knowledge of language, subject matter, speech habits or the cultural context etc.

Essential to all interaction is the ability to understand what others are saying. Even in the native language, be it Urdu, Sindhi, Punjabi or English, many people are poor listeners, some suffering from poor concentration or short auditory memory. Yet enjoyment in language comes from listening activities- watching films, listening to radio broadcasts, songs or talks which experts has named as extensive listening. Extensive listening plays a very beneficial role in developing the listening skills of a student and does not have to be about listening or watching English language programmes, songs etc but even in a classroom students learn a great deal from listening to their teacher or to each other, which can also be termed as extensive listening.

**Activity:** Here is chart, which illustrates the different listening situations. Look at it carefully and then suppose that you are in these situations, what possible difficulties do you think you or the learners will have in each of these situations?

Situations	Difficulties
1. Listening to announcements at the airport	
2. Listening to English programmes or news bulletins on radio or TV	



3. Participating in a face to face conversation	
4. Watching a film, or play on TV or in theatre	
5. Attending a meeting, seminar or conference	
6. Taking part in a lesson or a discussion	
7. Listening to a talk or lecture	

Situations	Difficulties
1. Listening to announcements at the airport	No possibility of asking speaker to repeat or ask for clarification
2. Listening to English programmes or news bulletins on radio or TV	No visual clues to help understand
3. Participating in a face to face conversation	The need to listen at the same time plan your next response
4. Watching a film, or play on TV or in theatre	The need to understand the cultural and sociological nuances and no possibility for clarifying
5. Attending a meeting, seminar or conference	The need to participate and plan your contribution while listening
6. Taking part in a lesson or a discussion	The possibility to be called on to answer unexpectedly
7. Listening to a talk or lecture	Take notes at the same time listen attentively

For a learner of English, picking out sounds, stress patterns, pronunciation within the stream of connected speech, volume, pitch, difference between high notes and the low notes, speed etc can cause understanding problems. Language experts list four main sources of listening difficulty or the way in which it is spoken. These are:

1. **The weak relationship between English sounds and the way they are spelt in the written form.** This means that for a learner of English language it is easier to understand the written words than words in spoken form. Why? Because the pronunciation of the words create misunderstanding in a learners mind especially when a native English speaker is speaking.
2. **Changes in sound when they occur in rapid, connected speech.** This means that many learners of English are taught and trained to listen to clear and careful pronunciation of words, the problem arises when a native English speaker speaks in rapid connected speech and a learner of English will find it difficult to understand and follow this rapid flow of language. Let us take a couple of examples, when a native speaker says 'will you come' it might sound like 'wilya cum' or 'I've got to go' as 'gatte geu'.
3. **The rhythm pattern to English speech means the pattern and timing of stresses.** English is regarded as a 'stressed timed' language meaning that stresses are given in equal and regular intervals to create a rhythm. And to create a rhythm, we need to distinguish heavy stresses or beats from weak stresses or beats.

For a learner of English some words that are not stressed are lost and may cause problems in understanding. Try saying these sentences, stresses are given in bold and capital letters and notice that how English language is stressed timed;

- **The MAN SMILED**
- **WE** have **BOUGHT** you another **BOOK**
- 4. **Different ways of pronouncing the "same sound"**. This means that certain letters or sounds sound differently when used in different words. For example try saying these words and notice how the letter or sound 't' is pronounced differently in each word:
  - Table (aspirated and heavy)
  - But (not as aspirated and heavy as in table)
  - Respiratory (not aspirated or heavy at all and rather eaten away)

We can train students in the following components of a successful listening:

- Distinguish and recognize sounds
- Recognize the words used by the speaker
- Understand the grammatical structures
- Understand the over all message the speaker is giving
- Understand the meaning of individual pieces of information
- Making guesses or inferences

Teachers have to follow a fixed syllabus and teach from a main course book. Here lies a real challenge for the teacher who wants to train

students in developing their listening skills. The problem is where can we get the listening material and how relate that "supplementary" material to the main course and how to teach it in a classroom? What kind of exercises one can design that will give some kind of listening practice to students? How are we supposed to fit in the listening practice in the time constraint? Questions abound but there are solutions too. Let's see if we can adopt some the following measures:

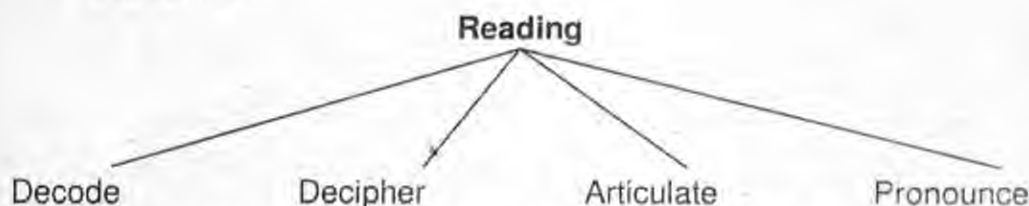
- In order to plan ahead write out the important teaching points of each lesson of the main course. This will help you search for the potential listening material and also how you can integrate this listening task with the content of the course.
- You can identify a clunk from any text or lesson from the main course book and try and search for material whose subject matter reflects topics covered in the main course textbook.
- It is important to remember that you need not occupy a whole teaching period for that task. Twenty minutes of a well prepared and well directed listening task can be fitted in and integrated with the particular content of the course book.
- Unusual and exciting subjects can be and brought in, may be an English film or play, etc.
- Suppose the lesson deals with "Description", it can either be about describing a place or a person. Search for a listening extract from a documentary or a film that describes a landscape. Devise listening exercises on that particular extract in form of questions, filling in missing information in a chart and many

more such listening exercises.....its here when the creative abilities of you as a teacher will be demonstrated.

### 4.3 READING

Most students learning English expect that they are able to read the language efficiently. Each student has different desires and expectations that may vary from wanting to be able to read Shakespeare or a scientific journal. Reading is a completely individual activity and people read at very different levels and speed. Reading is all about asking question, making guesses, it is interactive and reactive, it is a continuous guessing game, and is essentially a silent activity. Reading is receiving communication, extracting information from the text, is about asking questions of printed text, getting your questions answered. Therefore we can say that Reading is:

- **Recognition** of letters, sounds, sentences, paragraphs
- **Understanding** of what is written and what is communicated (message), knowledge of the language and culture, knowledge of the world, shared domain, background information.
- **Interpretation** of meaning, perception, personal interaction, guessing, followed by confirmation and sometimes confusion and frustration.



Readers do not read everything, in the same way, manner, and speed. Different reading texts require varied reading strategies.



**Question:**

**What do you read? List some of the regular types of reading materials that you read?**

We encounter hundreds of reading materials in our lives. There are textbooks and technical words that we read for academic and professional reasons. We read certain printed materials to get some specific information but would never dream of reading them from cover to cover, these are, dictionaries, directories, encyclopedias, timetables, catalogues, registers, bibliographies, etc... Most of us read newspapers, some may just skim through it, read the headlines, picture captions, some love to read it in detail, each report, article, sports scores, weather forecasts, market summaries, entertainment guides and advertisements. We also read mail, forms, bills, credits on TV or films, labels, menus, signs in stores, posters, traffic signs, directions, knitting patterns, recipes, chemical formulae, etc. We read maps, diagrams, etc. A lot of people are avid readers and read all kinds of literature i.e. poems, novels short stories plays etc. But every body reads basically for the two main purposes and these are:

- Reading for pleasure
- Reading for information

**Question:**

Now think about the types of reading materials that you have listed in the preceding question. Why do you read one? What kind of reading text will you read for pleasure and for information? Here is the chart, first write the type of reading text and then the purpose of reading.



Types of Reading	Purpose for Reading
Newspaper	For information

There are many ways of teaching and learning reading skills. We can help students gain a deep and thorough reading capability through various reading techniques. Some of the most useful reading sub skills are as follows:

- **Extensive reading:** reading longer texts, usually for one's own pleasure. This is the kind of reading activity that helps gain fluency and mainly involves global understanding.
- **Intensive reading:** reading shorted or longer texts basically for study purposes and to extract specific information. This is the kind of a detailed reading activity that focuses on achieving accuracy.
- **Skimming:** quickly running one's eyes over a text to get the gist of it or able to form an over all impression about the book.
- **Scanning:** quickly going through a text to find a particular piece of information.
- **Guessing word meaning through the context:** its about deducing the meaning of unfamiliar words, concepts etc.
- **Understanding explicitly stated information:** able to understand whatever is directly or literally written.

- **Understanding implied meaning:** it is about interpreting meaning or given information that is not explicitly stated.
- **Understanding conceptual meaning:** means going beyond the text that is keep interpreting and challenging the concepts or beliefs or hypothesis that are presented in the text. Reading is not solely comprehension but it is about concept building too.
- **Understanding the communicative or functional value of sentences and utterances:** it is about realizing and assessing what an individual sentence represents, what is it communicating and once the reader has analyzed at the sentence level, a reader is more attuned to analyzing the entire text. What is the communicative or functional value of the reading text? Is the text an argument or presenting a fact or expressing an opinion or is a satire or a social comment? Each text has its own functional value.
- **Understanding relations between the parts of a text through cohesion devices:** means the logical connections between the sentences and paragraphs, which give cohesion or unity to text. Its here that a reader needs to understand how connectors, markers or conjunctions are added to link sentences and paragraphs to give it a logical format.
- **Distinguishing the main idea from supporting details:** is about how each paragraph has its main idea that is given out in a topic sentences and then relevant details are added to support the main idea which give a form and structure to a paragraph.
- **Extracting salient points to summarize the text:** is about sifting through what is important and what is not from the text which

enables a reader to pick out relevant information and discard redundant details

- **Basic reference skills:** is about understanding how to interpret data given in charts, tables or graphs and know to make the best use of index, bibliography, references etc.

What should be the teachers' aims or objectives while teaching skills to students? What do they want their students to achieve? The primary aim should be:

- To enable students to read without help unfamiliar authentic texts, at appropriate speed, silently and with adequate understanding.

Now let us try and understand this aim closely. It means that to enable students to comprehend the text without help. This means equip students in a way that he/she is able to read any thing and every thing without any unnecessary help. Introduce them to authentic texts, which means reading beyond the prescribed text, or give extensive reading exposure so that they are able to read at appropriate speed, training them to apply different reading rates for different reading purpose with adequate understanding. Students should also know what needs to be read intensively and what has to be ignored.

What should we do as teachers to help students master the art of good reading and become efficient readers? How can we teach the reading skills? Well here are some useful ideas that will help you train your student become proficient readers:

- Choose and provide suitable supplementary authentic reading texts

- Devise exercises, activities that can catch students' attention and interest in the text
- Allow students to read for multiple purposes, i.e. reading for intensive purposes, reading for pleasure, etc.
- Make sure that everyone in the class works productively and extracting maximum effort and best results
- Make sure that everyone in the class improves steadily according to his/her own capabilities
- Find out that students can do and what they cannot, and work out a programme aimed at giving them the skills they need

If you are selecting supplementary reading materials from authentic sources be sure to keep the following considerations in mind while selecting a text:

- **Readability** a text should be at the right level of difficulty for the students
- **Suitability** of texts and topic that can appeal to students as there are varied students' reading tastes
- **Exploitability** is the most important consideration. If you have chosen the right text but if you are unable to exploit it to its maximum then the entire hassle of searching the text becomes unproductive and a waste of time. Use the text to develop your students' competence as readers.

#### **4.4 WRITING**

**Question: Write a brief definition of writing?**

Writing is a means of communicating ideas that involves letters or alphabets, words, sentences, paragraphs and various ways of combining and arranging them. Writing involves encoding a message and since we always write for a reader who is not present, a writer has to employ various devices that make the written piece a coherent whole.

**Question: We have already talked about certain basic needs devices that every writer needs for writing. These are the alphabets, the words, etc. can you think and list some more essential devices that a writer needs for writing?**

Every writer writes within a context, that is we need to know what we are writing about, what is the topic about which we have to write. Then we need to know why we are writing what is the reason or purpose for writing and who is going to read what we are writing, who is our reader or the audience?

**Question:** Here is a chart. Provide relevant information.

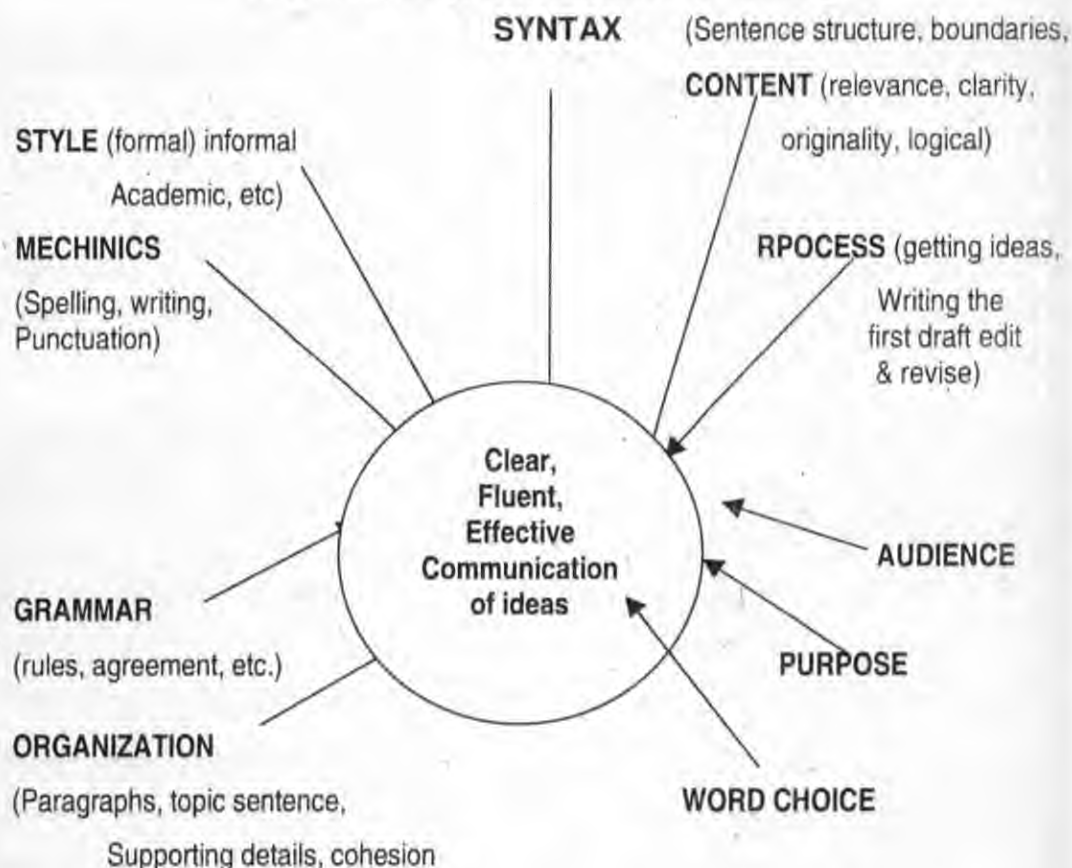
<b>Students</b>	<b>Write what</b>	<b>For whom</b>	<b>Why</b>
Researchers			
Media persons			
Doctors			
Advertisers			
Housewives			
People of literature			

The following diagram summarizes what writing is all about.

- |                                      |                               |
|--------------------------------------|-------------------------------|
| • What is writing                    | <b>Definition</b>             |
| • What makes writing                 |                               |
| • Or what do we need to write?       | <b>Mechanics</b>              |
| • What do we write about?            | <b>Kinds</b>                  |
| • Why do we need to write?           | <b>Reasons</b>                |
| • Who do we write for?               | <b>Readers</b>                |
| • How do we write?                   | <b>Organization / Process</b> |
| • What are the functions of writing? | <b>Uses</b>                   |



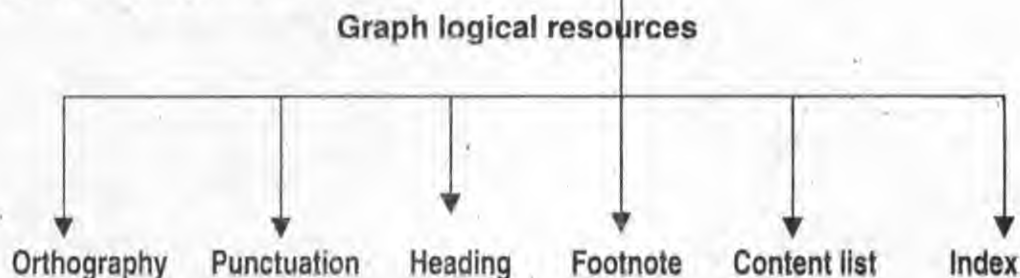
## The what, why, who and How of writing



Let us now try and understand the two most important linguistic elements that we need to organize our writing.

- **Graphological resources** that include orthography, punctuation and other devices. **Orthography** means the ability to spell. Spelling is a problem for many users of the language because of the complex relationship between sound and the symbol. **Punctuation** has never been taken seriously and most writers use punctuation's on there free will. Therefore, in punctuation variation is tolerated.

Other important graph logical devices are headings, footnotes, content lists, indexes etc.



- **Rhetorical** resources refer to those devices, which are needed in writing in order to produce a coherent, well-knitted and meaningful text. Rhetorical devices are also of many types and all have a common purpose of linking sentences in a way that makes the text a coherent whole. One of the types of rhetorical devices is the logical device that indicates how sentences are linked with each other to communicate a meaningful thought. Some of these logical devices are expressed through addition, comparison, contrast, result, and exemplification so on so forth. Read these sentences that demonstrate the use of various forms of addition as a logical device:

- At the meeting, members of the Board of Governors adopted various measures to improve the University's performance. The Vice Chancellor and the faculty member supported the decisions of the board.

- At the meeting, members of the Board of Governors adopted various measures to improve the University's performance. **Additionally** the vice chancellor and faculty members supported the decisions of the board.
- At the meeting, members of the Board of Governors adopted various measures to improve the University's performance. Besides, the Vice Chancellor and the faculty members supported the decisions of the board.
- At the meeting, members of the Board of Governors adopted various measures to improve the University's performance. Furthermore, the Vice Chancellor and the faculty members supported the decisions of the board.

Most of us might not find anything special about the above sentences because we read such sentences so very often but if we pay close attention to each of the above sentence, we will conclude that the appropriate use of these rhetorical (logical) devices have helped organize the text effectively.

- **The Grammatical devices** are also one of the many rhetorical resources that **signal important relationship and links between sentences**. Read the following examples and notice the use of various grammatical devices:

- Computers have become essential possessions for all office workers.
- They are very convenient to use.

In this sentence the word 'that' is a grammatical device that refers back to the word 'computer'.

- The library has a very huge reference section. You will literally find any kind of book in this section.

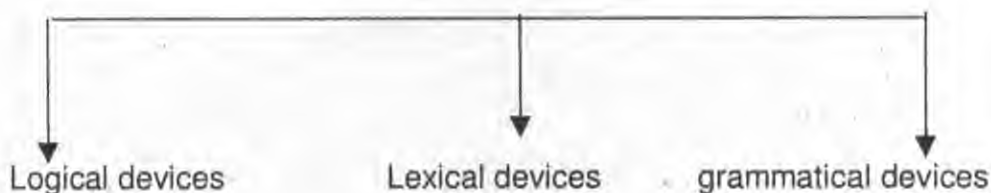
In this sentence the word 'this' is a **demonstrative pronoun** that signals towards the word 'reference section'.

Lexical devices are also one of the kinds of **rhetorical devices that adds to the unity and understanding of the text**. For example repeating a word in different ways adds a certain kind of flavour to the text. Read this sentences:

- The causes of **eating disorders** are sometimes related to mental stress and depression. These kind of **chaotic eating habits** therefore need proper treatment and people suffering from this **irregular meal patterns** need counseling.

In this sentence three different yet similar words or synonyms or lexical terms explain one particular concept of poor eating behavior.

#### Rhetorical resources



Experts have developed and proposed various approaches to teaching writing. Writing like all other language skills, need to be learned and mastered through appropriate techniques and practice. Students have to be exposed to various varieties of writing. The wider their exposure to the models of writing, the more will be their proficiency in writing. Therefore, do not restrict writing practice to only writing paragraphs, essays, and letters but engage your students to write purposeful and objective oriented writing assignments that should expose them to a whole new and interesting world of writing, at the same time familiarize them with the idea that writing can never be done in a vacuum. Not knowing what to write about, why and how, in other words writing without a definite to and clear purpose and style will fall short of a good writing. Therefore, if asking student to compose a paragraph or an essay give clear guidelines as whether you want them to write a descriptive paragraph or a narrative or an argument or a critique.

Some of the most widely used and helpful writing tasks that you can give to your students are:

- Descriptive writing
- Narrative writing
- Expository writing
- Creative writing
- Personal writing
- Technical business writing
- Political, issue oriented, social comments
- Proposal writing

- Report writing
- News reporting
- Research writing
- Writing Reviews and Criticisms

As Teachers we need to know and so do our students that each writing has a different communicative purpose or function. A letter to a friend has a different purpose than a letter to the editor of a newspaper and when the purposes are different, the style and choice of words will also be varied. Teachers can use different kinds of writing to emphasize different kinds of learning. Students need a systematic and organized writing programme beginning early in their student years. In early years they need to get the hang of the basics of writing a paragraphs or an essay on topics that are relatively easy and informal and those that can encourage students to express and reflect on issues related to their daily. Lives. We commonly ask students to write a paragraph on 'their first day in school', 'a memorable experience in life' or 'a recent trip' etc. but do we give them the basic guidelines as what to write about, how to write a topic sentence, what details they need to add and how link sentences together that can give an organization pattern to the paragraph or essay.

Once students gain enough confidence, a systematic and regular writing training, they should now be exposed to more formal, rigorous and polished writing tasks that would give them freedom to express on issues related to their lives. As teacher we should avoid giving mediocre and run of the mill writing topics that may insult the intelligence of a student rather introduce topics that have a contemporary flavour and allow them room for



individualized expression and those, which should stir the creative writing juices in students.

Such expressive assignments and think pieces compel students to develop a habit of reflecting and make them shoulder more responsibility of their learning, pushing them towards a more active role of a writer, thinker and a communicator. Use writing not just as a way to assess what students has learned, but a way to enhance and deepen learning itself.

**UNIT- 5**

**TEACHING COMPOSITION  
AND  
GRAMMAR**

*By:*  
**SHAGUFTA SIRAJ**

## CONTENTS

Introduction	142
Objectives	142
5.1- Guidelines for writing compositions	143
5.2- The writing skill: its definition	144
5.3- Letter writing	152
5.4- Story writing	156
5.5- Teaching of Grammar	160
5.5.1- Parts of speech	161
5.5.2- Punctuation (Mechanics of Grammar)	174

## **INTRODUCTION**

In this unit, effort has been made to acquaint the teachers and the students with the fundamental aspects of grammar such as the parts of speech and the punctuation marks, which serve as a milestone in composing a good piece of writing.

Writing, as all of us are aware, is one of the most important language skills used for several routine functions in day to day life, as well as academic purposes, such as essay writing, letter writing, story writing etc. this unit also provides guidelines for the above mentioned forms of writing.

Linguists are of the view that writing is not merely a product but a process. The academic writers go through several stages namely pre-writing, writing and post writing in order to produce good writing. They have to think and plan, jot down points, make an outline etc, before they actually write something. They, then revise and edit their work for any changes or amendments. In this unit these stages, have been discussed with examples. After finishing this unit you will hopefully be able to:

## **OBJECTIVES**

- i. Explain the basic of grammar
- ii. Use the parts of speech and punctuation marks appropriately to produce an impressive piece of writing.
- iii. Explain the nature and kinds of writing.
- iv. Explain the stages involved in composing a piece of writing.
- v. Teach letter writing.
- vi. Teach story writing

## 5.1- GUIDELINES FOR WRITING COMPOSITIONS

Writing is a communicative act carried out in series of phases namely pre-writing, writing and post writing. Good writers appear to go through these phases since these lead to successful pieces of written work. Linguists divide composition writing into three distinct stages.

Pre- Writing

Writing

Post- Writing

### **Pre-Writing**

Is the preliminary, preparatory stage of composition, which involves thinking, reflecting and planning about what can go on.

### **Writing**

It is the real act of putting ideas to pen, translating images into meaning. It is a process of discovering and exploring ideas and putting these on paper.

### **Post Writing**

Once the text is written, it needs reading, reviewing and editing to be modified and polished.

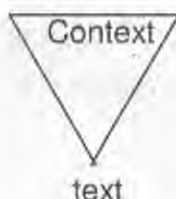
The three stages seem to be going on simultaneously.

Translated this into the classroom context, the approach calls for providing an environment within which students, with ample time and minimal interference, can work through their composing processes. The teacher's role is to help students develop viable strategies for getting started (finding topics, generation ideas and information, focusing and planning structure and procedure), for revising (adding, deleting, modifying and rearranging ideas) and for editing (attending to vocabulary, sentence structure, Grammar and mechanics)

## 5.2- THE WRITING SKILL: ITS DEFINITION

Since writing is a means of communication like listening, it involves a writer (producer) and a reader (receiver). Communication through writing involves negotiation or interaction between the writer (encoder) and the reader (decoder) the text, context and task. In any piece of writing, all the above factors are present and all have significant parts to play, with not necessarily the same importance.

Encoder  
(writer)



Decoder  
(reader)

Kinds of Writing Descriptive, Narrative, Argumentative and Expository

Before you begin to write you should have your purpose clear in mind. Do you want to explain, to describe, or to narrate? Once you determine your purpose, it becomes easier to choose the mode of writing i.e.

### (1) Descriptive, Narrative, Argumentative, Expository Writing.

Writing descriptions is one of the most commonly used writing sub-skills. Among the things that we describe are people we know, places we visit and things we buy or possess. Descriptions are sometimes subjective and sometimes objective. In descriptions an object we talk about its qualities, its physical features and those feature which support the theme of the paragraph which we are writing. To write a good description it is important to mention specific details.



- Appearance
- Physique
- Personality

Describing an object involves telling what it looks like, how big it is, what colour, shape of texture it is, and so on. For vivid and interesting description, the writer should choose words carefully. Specific nouns, strong verbs and use of suitable similes and metaphors create a clear mental image of the subject.

Descriptions of places occur in travel books, brochures, or in special geographical articles. But very commonly, brief descriptions of places occur in letters we write to friends and relatives.

Descriptive writing draws a picture in words. It may be of two kinds. Informational and technical or imaginative and fictional. The former resembles a snapshot. The latter resembles a painting.

Informational and technical description can be found in catalogues, textbooks, court records and news account; imaginative description can be found in creative writing of all kinds. Personal essays, novels, short stories and plays. Both kinds of description have their place.

## **(2) Narrative Writing**

When something happens we use narration to tell about it. Narration is the reporting of incidents and experiences as in story telling. Narrative paragraphs tend to be shorter than expository or descriptive paragraphs. Since narrative paragraphs are usually links in a longer story, they often do not have topic sentences. The writer begins a new paragraph when there is a change in the time. Place, action or speaker.

Narration can be of an event, series of linked events or a story. It is, therefore, generally written in the simple past tense.

### **(3) Expository Writing**

This kind of writing concerns facts and ideas and is commonly used in academic work. It involves things such as justify, explain, compare and contrast, give reason, define, classify, give cause and effect etc.

### **(4) Argumentative Writing**

Argumentation seeks to persuade and to convince by presenting the writer's opinions. It usually relies on facts, evidence, examples and reasons.

### **Multipurpose Writing:**

The four forms of writing frequently overlap. Often you will be writing a paragraph that may include description, narration, argumentation and exposition in different ratios. Here we shall discuss in detail how the teacher can be helpful during the different stages.

### **Activity**

Suppose there was a roadside accident of which you were an eyewitness. Write an account of the accident for the daily English newspaper.

### **Activity**

You are interested in buying a new car. You have two choices, Santro or Mehran. Compare the two cars on the basis of the following and make up your mind.

- Colour and shape
- Price
- Space
- Mileage (fuel consumption)
- Availability of spare parts.

### **(5) Pre-Writing**

As mentioned before this is the period of planning, the period of invention the period when learners acquire and organize ideas. It is during this phase of writing that the teacher is most effective in helping them to acquire ideas, in stimulating them to ask appropriate questions about whom why and what they are writing for. Since, for any kind of communicative writing task, some context that clarifies what kind of text is required, the reader (s) for whom it is intended, and the relationship between writer and reader is necessary. Without this information, the task becomes artificial and difficult.

Helping students as writers to become aware of their readers and to develop a sense of audience is one of the tasks for a teacher of writing. Students need encouragement from the teacher to think about the following questions.

- Who is my reader?
- What do I need to say?
- How can I make it unambiguous and accessible to my reader?

The teacher can actually become an audience in a writer-reader relationship involving response rather than assessment.

The traditional model of teaching composition ignores the fact that students need the opportunity to talk about, to expand and to relearn or re-examine their experiences..... prior to writing.

In fact, the teacher cannot just say 'write' but must discuss with the students the occasion and setting of each piece of writing. This will add interest to the writing task and effectiveness to the product. A shared classroom experience gives everyone something to respond to. A written exercise without oral preparation tends to be more of a test than a training exercise. Oral discussion is, therefore, helpful in the sense that when the writer begins to write he has a clear idea of the format and content and a ready flow of suitable 'inner speech', which s/he can transcribe with suitable editing into the written text he wants to produce. During the oral discussions the students may observe, describe, ask questions and react. The importance of discussions at the pre-writing stage cannot be underestimated, in order to clarify interests and objectives and to give a sense of purpose to the task, 'getting started with a little or an opening sentence has been perceived as a great barrier.

Instruction in writing must begin with the more fundamental processes whereby writers get their thoughts in the first place and then get them underway.

Regarding the developing of pre-writing activities in order to enhance the generation of ideas, it has been found that these activities result in greater improvement in composition than do lengthy teacher comments on the completed composition.

Here we shall take into account some of the pre-writing techniques. These are:

- Brainstorming
- Nut shelling- quick writing-loop writing
- Examining other people's ideas
- Cubing
- Mind maps
- Organizing or outlining.

Here we shall discuss brainstorming in detail.

### **Brainstorming**

One of the most difficult tasks for many writers especially when dealing with some of the imaginative topics set by teachers is trying to think of things to write about. This difficulty can be overcome by talking about the topic with the other students before writing begins, in pairs or groups. Brainstorming activity helps in the generation of as many ideas as possible around the topic. This strategy is especially useful in creative writing, where a 'spontaneous and understructured flow of thoughts' is a good way to get ideas together. It brings to the surface of the mind all the information one knows about a certain topic.

The idea here is to brainstorm all information in groups or as a whole class as a way of generating as many ideas as possible on a topic. With these ideas on the blackboard the students can write their own lists of ideas from those suggested by the class.

**(6) Composing / Drafting or writing stage.** This is the stage where one really begins to write. At this stage the writer should not worry about spelling, grammar, punctuation or the other conventions of writing. Their concerns with correctness and form could inhibit their writing so first they



should concentrate on producing a reasonable quantity of material rather than being over-concerned with the quality of the writing. It's classroom implication.

Is that teacher should realize that writing is a recursive, creative and generative process. It may not always be based on a clear sense of direction or explicit plan. Thus, teachers cannot expect writing to be a controlled and well-ordered activity and therefore there is little sense to pinpoint errors in first drafts, since these first papers may undergo substantial changes once they have been read and responded to.

Teachers must provide students with ample time to write and rewrite several drafts. The composing phase to the greatest extent possible should occur during the classroom period when the teacher can identify the problems and provide assistance at the time when they will most need it. Teachers can encourage the drafting process by creating a workshop atmosphere in their classrooms, by monitoring writing in progress. They can intervene quietly, questioning and advising, in order to help writers get their ideas down on paper. They can encourage students to read each others work and suggest restructurings and revisions.

Giving help during writing may prove more effective than giving it afterwards, since a teacher who assesses the writing of his pupils only though final papers is working with product, not process.

The following checklist may be useful for evaluating the first draft.

- Am I sharing my impressions clearly enough with my reader?
- Have I missed out any important points or information?



- Are there any points in the writing where my reader has to make a 'jump' because I've omitted a line of argument or I've forgotten to explain something?
- Does the vocabulary need to be made stronger at any point?
- Are there some sentences, which don't say much, or which are too repetitive and can be missed out?
- Can I rearrange any sets of sentences to make the writing clearer or more interesting?
- Do I need to rearrange any paragraphs?
- Are the links between sections clear? Do they guide my reader through the writing?

## **(7) Reviewing**

Writing of composition has been compared with the shaping of a clay pot. We don't start by putting the glaze on a lump of clay and firing it; rather we start with a, sometimes foggy notion of what we wish to create and continuously assess out initial vision in terms of what turns out. Sometimes we may destroy what we have started and begin anew, but it is not until we have a shape with which we are happy that we glaze and fire it. So, too, with composition. Several drafts are written before the final draft. These drafts are ideas and information incorporated, certain points deleted. Paragraphs and sentences reorganized etc. reviewing may also include editing. Editing may be for i) accuracy of meaning i.e. see if the message is clear understanding i.e. whether the message is clear to the readers. iii) Reader's understanding i.e. whether the message is acceptable to the readers. this involves tone, consistency and appropriate

density of information iv) and standard language conventions i.e., layout is appropriated to the particular subject.

For a good revision, peer and teacher feedback as well as self-critical awareness are very important parts of the process. For self-critical awareness students need to develop the ability to read their own writing and to examine it critically, to learn how to improve it, to learn how to express their meaning fluently, logically and accurately. They need to be able to find and correct their own mistakes.

### **Activity**

Write an essay on, "the college life is the golden period of one's life" for your college magazine. Write the essay in steps.

- a) Discuss the topic with your friend students and jot down the points.
- b) Put those points in order.
- c) Now make a brief outline of the topic.
- d) Finally, write the essay.

## **5.3- LETTER WRITING**

### **(1) Friendly letters**

Friendly letters have 5 main sections. These sections are called:

**Heading:** The heading is written in the upper right-hand corner of a friendly letter. It includes your address and the date. Although you should always include the date in your heading, you may omit your address if you prefer.

**Salutation:** This is sometimes called the Greeting. It begins with the word Dear, followed by the name of the person who will receive the letter. The salutation in a friendly letter is followed by a comma(.) Skip.

Two lines after the heading and then write the salutation (or greeting) at the left hand margin of your paper.

**Body:** The body is the main part of your letter. This is the place where you will share information and ideas with the person to whom you are writing. Think about the person you are writing. What interesting, fun, and exciting experiences have you had, recently? Which would they enjoy hearing about? Be sure to start your letter with a sentence that really makes your friend interested in seeing what the rest of your letter has to say. Remember to answer any questions you may have been asked when your friend last wrote to you show a genuine interest in them, by asking one or two questions about what is happening in their life.

Remember to start a new paragraph each time you begin to write about a new idea or subject. Indent the first line of each new paragraph. Leave a one line space between paragraphs. Proofread your letter and make any corrections or changes you need and then you are ready for the Closing. Skip two lines after the body of your letter, and in the middle of your paper, begin writing your

Closing. It will be written in two lines. In the first line, choose a phrase like: your friend, or Sincerely, or

Love. Be sure to capitalize the first word. On the next line, and again starting in the middle, add your signature. In most cases, the person you are writing will know you well, so you will only write your first name,

## (2) **Business Letters.**

Business letters have 6 main sections. These sections are called.

- **Heading:** The heading is written in the upper right hand corner of a business letter unless you chose the Block-Format in which case, each section lines up against the letter margin. It includes your address and the date.
- **Inside Address:** The inside address is written against the left margin, and includes the name of the business, their street address, and their city, state and zip code. Do not skip any lines between the Heading and the Inside Address, unless you are using the Block Format, Skip two lines after the heading and then write the salutation (or greeting) at the left hand margin of your paper.
- **Salutation:** This is sometimes called the Greeting. It begins with the word Dear followed by the name of the person who will receive the letter, or if you do not know the name, you may use sir or Madam. The salutation in a business letter is followed by a colon.
- **Body:** The body is the main part of your letter. This is the place where you will share information and ideas with the person to whom you are writing. Think about the person you are writing. What interesting fun and exciting experiences have you had recently, which would they enjoy hearing about? Be sure to start your letter with a sentence that really makes your friend interested in seeing what the rest of your letter has to say. Remember to answer any questions you may have been asked when your friend last wrote to

you and show a genuine interest in them, by asking one or two question about what is happening in their life.

- Remember to start a new paragraph each time you begin to write about a new idea or subject. Each paragraph should be indented, unless you are using the Block-Format. In the Block-Format your paragraphs will not be indented but will be against the left margin. Leave a one line space between paragraphs. Proofread your letter and make any corrections or changes you need and then you are ready for the?
- **Closing:** Skip two lines after the body of your letter, and in the middle of your paper begin writing your closing. It will be written in two lines. In the first line, choose a phrase line. Your friend, or sincerely, or love. Be sure to capitalize the first word. On the next line and again starting in the middle, add your signature. In most cases, the person you are writing will know you well, so you will only write your first name.

### Activity

- Write an informal letter to your friend. Tell him/her about your routine engagements due to which you could not write a letter earlier.

### Activity

- You recently bought a washing machine of a well known brand and company but you are not satisfied with its function. Write a letter to the head office, telling about the fault/problem and requesting for the replacement.



#### 5.4- STORY WRITING

Narration or story writing is part of our daily lives. We tell people what happened yesterday or in the past. We talk about what we did during our summer vacation. Some of us tell stories to children. Narration can thus be:

- narration of an event
- narration of a series of linked events
- narration of a story

Descriptions in the past form can be used for teaching narration.

#### Activity

- Teacher explains to the students that they are going to create a story from the short passages, which will be provided to them.
- Teacher gives one envelope to each pair of students which contains strips of the story and ask them to set out the passages on the table.

'I did not mean to take him then.' She replied. 'I raised my hand in a movement of surprise. I was surprised to see your servant in Baghdad today, because I arranged long ago to meet him in Samara tonight.'

Then the merchant walked to the market and looked about until he at last saw a woman who was a stranger to him.

And once, only a month ago, she looked me in the face when a madman threw his knife at me and it scratched my skin an inch above my heart. Please lend me your fastest horse and I will ride like the wind to Samara,



where I shall be safe.'

The merchant lent the poor man a horse, and watched him disappear among the road to the north in a cloud of dust.

But how do you know that this woman was Death? Asked the merchant. 'I knew her perfectly.' Replied the man, and his voice dropped to a whisper as he remembered the frightful minute when he looked into her face and knew her.

'Master' he cried. 'As I was walking through the crowded market a woman struck against me and nearly fell. When I turned to help her, I saw that it was Death. And she raised her hand and was about to lay it on me. I ran from that evil place and did not look back. Now I must escape from this town at once.

One day, a rich merchant of Baghdad sent his servant to the market to buy food. The servant returned very quickly and rushed into his master's room, his eyes wide and glassy, his whole body shaking with fear.

'I have good reason to know her' Continued the servant. 'I was alone with her face to face for six days and nights, two years ago, when I had fever.

He greeted her and told her who he was.

'Why did you lift your hand in order to take my servant? He asked.

- Each pair of students tries to put the passages in the correct order.
- When they have finished, they try to explain to each other how the underlined words and phrases helped them.
- Teacher briefly defines the underlined words as cohesive devices.

- Teacher writes all the cohesive devices as mentioned by the students or, the blackboard under the relevant categories.
- Teacher asks them to make up a heading for the article.
- Two or three pairs read the stories aloud in the class.
- The rest of the class checks for the right order of the story.

### **Activity**

Objective : Teaching narrative writing

Task : Writing a story from opening paragraphs for a story book.

Form : Story

- Teacher chooses an opening paragraph from a story taken from a magazine or a newspaper and discusses it with the class. (3 or 4 opening sentences from different stories can also be chosen)
- Teacher asks students how they think the story should continue. Teacher encourages student to elicit as many ideas as they can about characters, setting in time and place, and possible events.
- Teacher gives students some questions to direct their discussion and work in pairs. S/he sets a time limit to concentrate the discussion.

### **Possible opening paragraphs**

One night Mr. Rashid met an old friend and took from him a monkey's paw. It had a spell cast on it. Three different people could each have three wishes from it. According to his friend's story, two men had already used it, and in each case, it brought nothing but misfortune. Mr. Rashid was in fact warned that it might bring evil, but he did not believe a word of the story.

That same night, just before going to bed, Mr. Rashid play-fully made his first wish in front of his wife and son. He wished for a large amount of money he needed to complete the payments for the house.

- Students continue the story.

Following questions can be helpful in initiating discussion of the above story.

- i. Was Rashid's first wish fulfilled or did it bring a misfortune to him.
  - ii. What were the other two wishes of Rashid? If any.
  - iii. What misfortunes did Rashid face? Did he learn a lesson from that?
  - iv. How do you think the story might continue?
- Teacher holds a feedback session with the class and elicit their opinions. The whole class is involved in the discussion.
  - Teacher arranges students in small groups.
  - Teacher students in groups make up a plan for their story, which develops from the opening.
  - Students write stories in small groups. They use the out-line in a flexible way, elaborating their own ideas or developing new ideas which come to their mind later on.
  - After finishing the stories, each group reads it story to the other groups.
  - Groups provide feedback in the form of class discussion.
  - Teacher collects one story from each group and provides written feedback on, the over all expression.

Another version of this activity can be as follows:

- Students work in groups and write an opening sentence, provided by the teacher, on a piece of paper. e.g. Once upon a time there was a cruel king who ruled a large kingdom.
- The students then continue the story by writing the next sentence.
- The students then give their piece of paper to the student on their left. They should now continue the (new) story they have in front of them by writing the next sentence.
- The procedure is repeated until the papers have gone round the whole group.
- The teacher then tells the student to write the concluding sentence.
- The stories are returned to their originators (by passing the papers to the student on the left.) students can read their stories to the rest of the class.
- The students revise their stories in the light of peer discussion.

**Note:** The students may be allowed to think of and write their own opening sentences.

## **5.5- TEACHING OF GRAMMAR**

### **What is Grammar**

Grammar is the art of organizing words in meaningful whole. The Oxford Advanced Learners Dictionary defines grammar as the "study, or science, of rules for the words and combining them into sentences. The changes in the structure of words and sentences lead to obvious changes of meaning.

Grammar relates semantics (system of meaning) to phonology (system of speech sounds) as shown by the following diagram.

Semantics	Grammar	Phonology
-----------	---------	-----------

In other words, the meaning of a message conveyed by language has to be converted into words put together accurately to grammatical rules. These words are then conveyed through sound / patterns. Language should not be evaluated according to the type of grammatical rules it follows. It should be examined, whether it conveys its message effectively. Similarly, proficiency in language does not always mean that one can explain its grammatical rules e.g. Native speakers usually know the grammar of their own language but they cannot explain it to the speaker of another language. To sum up, grammar can be briefly described as a set of rules for constructing and for analyzing meaningful sentences. In the following section, we shall analyze the parts of speech forming a sentence.

#### **5.5.1- PARTS OF SPEECH**

It is believed that a correct word in the correct place leads to the formation of a correct sentence, and only a correct sentence makes comprehension possible. Moreover, it is the choice of words that makes a piece of writing easy or difficult. Thus, the importance of the parts of speech cannot be over-emphasized. Parts of speech form the basic skeleton of a sentence.

There are eight important parts of speech.



## 1. Noun

A noun is a word that names a person, a place, a thing, or an idea. A noun can also be defined as a word, which functions as a subject or an object.

Look at the following sentence:-

"A monkey eats a banana"

The word "monkey" acts as a subject and "banana" acts as an object. Both words are nouns.

There are following kinds of nouns.

- a) A common noun refers to a class of peoples, places and things e.g. boy, table, city, country
- b) A proper noun is used to name a particular person or a place. It always begins with a capital letter e.g., Quaid-I-Azam, Karachi.
- c) Concrete and Abstract Nouns: A concrete noun refers to a material object that can be felt by the senses e.g., breeze, smell etc. A concrete noun also names things that can be measured or perceived with the aid of technical devices e.g. oxygen and other gases. Through we cannot see, smell or taste them but they can be measured.

Abstract nouns denote states of mind, emotions, attitudes, ideas, qualities, feelings e.g, depression, happiness, democracy, intellect, pursuit.

- d) Compound Nouns: A compound noun consists of two or more words used together to form a single noun e.g, blackboard, newspaper, ant eater, milk shake, bedroom, pickpocket, wallpaper etc.



- e) Collective nouns: A collective noun refers to a group of people, places, things or ideas e.g. crowd, family, herd, public, class, government, nation, team, press, crew.

Every writer has his own style or characteristics of using words e.g.

Ernest Hemingway's style is concise and concrete whereas Nathaniel Hawthorne's style is more complex and abstract. Style more often depends on the writer's choice of nouns. Good writers try to use nouns that are specific since specific nouns create specific images and help you express your meaning most specifically. For instance, Shakespeare uses several specific synonyms for the general word dog. In his famous play Macbeth such as hounds, greyhounds, mongrels, spaniels, curs etc.

## **2 Pronouns**

A pronoun is used in place of a noun. Thus, a pronoun refers to persons, place, things or ideas without renaming them. There are seven important kinds of pronouns: personal, demonstrative, reflexive, intensive, interrogative, relative and indefinite.

- a) A personal pronoun refers to one of the three possible ways of making statements. The person speaking can talk about himself using the first person pronouns i.e. I, me, we, us. He / She can talk about the person to whom he/she speaks using the second person pronouns i.e. you. He / She can even talk about any one or anything else using the third person pronouns e.g. he, him, she, her, it, they them.

### 3 Verbs

The verb is the most complex part of speech. Its varying arrangements with nouns determine various kinds of sentences- statements, questions, commands, and exclamations. The verb expresses an action or a state of mind. There are three kinds of verbs.

- a) Action verbs
- b) Linking verbs and
- c) Auxiliary verbs.

#### a) Action verbs:

These describe the behavior or action of someone or something. Action verbs may represent physical actions or mental activities.

- i. Nasir ran all the way home with the news.
- ii. They studied until late last night.
- iii. His work was admired by his colleagues ("studied" and admired refer to mental activities).

#### b) Linking verbs:

A linking verb connects a noun / pronoun with words that identify/ describe that noun / pronoun. Many linking verbs are verbs of being which are formed from the infinitive "to be"  
Lucy Gray was an innocent girl.

The sofa was in a poor condition.

There are several "linking verbs" in addition to "be" To tell whether a word is a 'linking verb' you can substitute a from be

- b) Demonstrative pronouns point out the individual or the group that is being referred to. There are four demonstrative pronouns: this, that, these and those.
- c) Reflexive pronouns are formed with the suffixes-self or-selves. The most common use of the reflexive pronoun is as an object that reflects back to the subject e.g.  
 "He hurt himself". "I myself invited trouble".
- d) Intensive pronouns are the same words as the reflexive pronouns, but they draw special attention to a person or a thing mentioned in the sentence.
  - i. Shakespeare himself could not have said it better.  
 (Draws special attention to the subject).
  - ii. The crowd expected the senator himself to show up at the rally.
- e) Interrogative pronouns introduce questions e.g. who, whom, which, what and whose.
- f) Relative pronouns introduce objective clauses which modify nouns and pronouns e.g. that, who, whom, whose, which.  
 The man who attended the phone was rude.
- g) Indefinite Pronouns refer to people, places or things in general. All, another, any, both, each, either, little, enough, neither, none, plenty. Some, much, less, more, most, a few, Many, nothing, several. For example, Is there any person left?

for it. Other linking verbs are" Look, smell, taste, feel, sound, seem, appear.

**Action:** She appeared from behind.

c) Auxillary or Lexical verbs.

Two or more words may be joined together into a single verb phrase that functions as the full verb. / The first part of the verb phrase is the auxiliary (or auxiliaries), and the second part is the lexical verb. The lexical verb carries the chief burden of semantic content. The auxiliary verb acts as a helping verb to the lexical verb or main verb.

The train will be arriving at the station.

Auxiliary Lexical

d) Transitive and Intransitive verbs.

A verb is 'transitive' when its action is directed toward someone or something, which is the object of the verb, e.g. The attendant filled the tank with gasoline. A verb is 'intransitive' when the performer of the action does not direct that action toward someone or something. In other words, an 'intransitive' verb does not have receiver of the action e.g. she laughed. Some action verbs, such as lie, are "intransitive". All "linking verbs" are 'intransitive'. Many verbs can be either 'transitive' or 'intransitive' depending on whether there is a receiver of the action.

Transitive: The wind slammed the door shut.

Intransitive: The door slammed shut.

#### 4. Adjective

An adjective is a word that modifies a noun or a pronoun. An adjective usually answers one of the three questions. Which? What kind? Or How many?

Which colour?

Yellow colour

What kind of loan/ advances?

G. P. Fund. advance.

How many

More than a  
hundred

Adjectives usually appear directly before the nouns or pronouns that they modify. Sometimes a comma separates adjectives from the words that they modify:-

- Lightweight and flexible, aluminium is very useful metal.
- The bold wrestler was encouraged by the appreciative audience.

Sometimes adjectives follow the words that they modify and are separated from them by a comma:-

##### 1. Determiner Adjectives

Articles-the, A, an.

##### 2. Demonstrative Adjectives

this/these, that/ those.

##### 3. Possessive Adjectives

a) from pronouns-my, your, one's etc

b) from nouns john's, the girl's etc.

##### 4. Numeral Adjectives

a) cardinal - four, twenty- five, one hundred,

b) ordinal - fourth, twenty-fifth, one hundredth

##### 5. Adjectives of indefinite quantity

He seemed      Somewhat      Puzzled

He is a truly      exceptional swimmer

Adverbs used to modify adverbs

Too much

More rapidly

In stories and novels, writers use adverbs to tell how a character performs an action. The adverbs are clues to the character's mood and personality.

## 6 Preposition

A preposition is a word that expresses a relationship between a noun or a pronoun and another word in a sentence.

The following list contains the prepositions that are used most frequently:

Along	between	off	to
Among	beyond	on	toward
Around	despite	into	under
At	down	out	underneath
Before	during	outside	until
Behind	except	over	up
Below	for	past	upon
Beneath	form	since	with
Beside	in	through	within
Besides	near	till	without

A compound preposition is preposition that consists of more than one word. Frequently used compound prepositions are



- some, a few, More, all
6. relative and interrogative adjectives  
whose, what, which

## Adverb

An adverb is a word used to modify a verb an adjective or another adverb. An adverb answers one of the five questions about the word or phrase that it modifies.

How.....Talks fluently

When.....Very late / early

Where.....Children ran ahead

How often.....Usually read the newspaper.

To what extent.....was actually expecting.

Adverbs such as really 'certainly' indeed' and 'truly' are adverbs of extent. They are used for emphasis.

### Adverb used to modify verbs

Beginning: Quickly The hostel was vacated.

Middle: The police quickly vacated the hostel.

### Adverb used to modify adjectives.

The adverb usually comes directly before the adjective that it modifies.

**ADV**

**ADJ**

He kept quite for almost

Three minutes

**ADV**

**ADJ**



A prepositional phrase functions as an adjective if it modifies a noun or a pronoun. A prepositional phrase functions as an adverb if it modifies a verb, an adjective, or another adverb.

#### USED AS AN ADVERB

The first street **past the traffic light** is where you should turn. (past the traffic light tells which street.)

#### USED AS AN ADVERB

Ali sprained his ankle **during yesterday's** football practice (During yesterday's football practice tells when Ali sprained his ankle)

The same word can be a preposition or an adverb, depending on its use in the sentence.

**Obj**

**PREPOSITION** Did you find your pen **behind** the sofa?

**Verb**

**Adverb** Saad fell **behind** in the race.

### 7. **Conjunctions**

A conjunction is a word that connects words or groups of words. The word conjunction literally means the act of joining or "Combination". There are three kinds of conjunction: coordinating conjunctions, correlative conjunctions, and subordinating conjunctions.

## Coordinating Conjunctions

A coordinating conjunction connects individual words or groups of words that perform the same function in a sentence. The coordinating conjunctions are:

And, but, for, nor, or. Yet.

A coordinating conjunction can connect individual nouns, pronouns, verbs, adjectives, adverbs, prepositions or interjections.

Cool, crisp and pleasant.

A coordinating conjunction can also connect phrases or clauses.

- a) He plans to take a bicycle tour and to visit her uncle.
- b) Wake me up or take a message.

## Correlative Conjunctions

A correlative conjunction is a conjunction that consists of two or more words that function together. Like coordinating conjunction. Correlative conjunction connect word that perform equal function in a sentence.

Both.....and	not only .....but (also)
Either.....or	whether.....or
Neither.....nor,	

## Subordinating Conjunctions

A subordinating conjunction introduces a subordinate clause. Which is a clause that cannot stand by itself as a complete sentence. A subordinating conjunction connects a subordinate clause to an independent clause, which can stand by itself as a complete sentence.

Because the flight had to be cancelled on account of heavy rain fall.  
Mr. Ishaq re-scheduled his trip for next day.

Subordinating conjunctions usually express relationships of time, manner, cause, condition, comparison or purpose.

Time: after, as long as, as soon as,

Before, since, until, when,

Whenever, while.

Manner: as, as if, as thought.

Cause: because

Condition: Although, as long as, even if.

Even though, provided that

Unless, while.

Comparison as, than,

Purpose: In order that, so that, that.

## 8. Interjections

An Interjection is an exclamatory word or phrase that can stand by itself, although it may also appear in a sentence. Many interjections express strong emotions. They are followed by exclamation marks.

(To show anger, surprise or sudden emotion)

My goodness

Stop

Hurrah

Alas, opps, ah, oh, no.

### Activity

Discuss the following parts of speech with relevant examples.

- Verb and its kinds
- Conjunctions
- Adverb
- Prepositions

### Activity

Write an essay on the beauty of Islamabad. Use as many adjectives as possible. Underline these adjectives. Do not write more than two-three paragraphs.

#### 5.5.2- PUNCTUATION (Mechanics of Grammar)

- A. Start punctuation (Capitalization)
- B. End Punctuation
  - Full-stop (period) question Marks and exclamation points.
  - Signal the end of a sentence.
  - a) Use a period after plain statements or commands, and abbreviations that serve as names of organizations or Government agencies e.g. UNICEF, WHO, FAO, etc)
  - b) Use a question mark after questions. Do not use a question mark after an indirect question.
  - c) Use an exclamation point after strong emotional expressions.
- C. Internal Punctuation
  - Commas, semicolons, colons, dashes.
  - Parentheses, question marks, apostrophes, italics.
  - Ellipsis points, brackets.



## **CAPITALIZATION**

Generally, it is used to mark the beginning a sentence or to indicate that a word is a proper noun.

Capitalize personal or official titles or their abbreviations when you use them as names in direct address or when you use them before people's names. Capitalize the names and abbreviations of academic degrees or honours that follow a person's name.

Ph. D

Dr.

Ms.

Capitalize the names of particular places such as continents, cities, parks, rivers and compass points south, north, east, and west etc)

- Capitalize the names of nationalities, people and languages.  
Pakistani, English, Asian.
- The names of days, months, holidays and special events.
- The historical events, periods, documents and awards.
- Title of books, newspapers, poems, television shows, movies etc.
- Names of academic disciplines
- Names of trains. Ships, aero planes, rockets, spacecraft, airlines.

**PIA**

**SHAHEEN**

## COMMAS

Rules for the use of commas.

- Use commas to separate items in a series, phrases in a series etc.
- Use a comma after each item except the last.
- Do not use commas to separate pairs of nouns that are thought of as a unit.
- Use commas to separate two or more adjectives preceding a noun that they both modify. e.g:- she left on a clear, sunny day.
- Use commas to separate three or more short independent clauses in a series.  
I picked up the receiver, I listened for the tone, and then I dialed the number.
- Use commas to separate three or more subordinate clauses in a series, e.g.  
How the fire began, when it was put out and how much damage was done.
- Use commas to separate items in a date or an address.
- Use commas after the greeting, or salutation of a social letter and after the closing of any letter.  
My dear salma, Best wishes.

## SEMI COLONS

A semi-colon is used to connect independent clauses that are not joined by a coordinating conjunction:-

### Example:

- (i) I caught up with him on the ski-trail; he is a fast and skilful skier.
- (ii) It was below freezing; we remained indoors. Semi colons are used to separate items in a series if those items have internal commas. The semi-colons make clear how many items are in the series.

The birds that the biologist had studied were the great blue heron, a wading bird; the bird of paradise, a bird from New Guinea; the ring-necked pheasant, a game bird; and the brightly coloured quetzal, a bird from Central America (four birds.)

### COLLON

Whereas the semi-colon always indicates a full stop. The colon indicates an addition or expectation. It indicates that what follows will explain, clarify, illustrate, and specify detail.

- a) Use a colon to introduce an introduce an explanatory phrase, a statement, or the following.
- e.g. (i) For the most part we are an intemperate people: we eat too much when we can, drink too much, indulge our senses too much.
- (ii) Anything is possible on a train: a great meal, a good night's sleep, an intrigue etc.
- b) A colon is used to introduce a formal quotation. The executive council decided: "....."
- c) A colon is used to separate items in subtitles, titles and divisions of time.

Time 9:20 am,

10.10 p.m

Subtitles: Evaluating Writing: describing, measuring, judging.

## THE DASH AND PARENTHESES

Both dashes and parentheses are used to set off interrupting comments, explanation, examples and other parenthetical elements from the main thought of the sentence. Dashes emphasize more commonly used when the element enclosed is an incidental explanatory comment, as aside, or a non-essential bit of information.

Use dash or a pair of dashes to mark abrupt shifts in sentence structure or thought.

e.g. Could he should he even try to borrow money from his father.?

Use the dash for clarity to set off internally punctuated appositives. To prevent confusion, use dashes rather than commas to set off compound appositives.

e.g. Three men-Zia Arif, and Naseer, were sitting in the office with feet on the desk/

Three men

e.g. " Why don't you....." He stopped abruptly and looked away.

"Well, I uh-we-some of us, really want to drop your plan."

Avoid using dashes in formal writing.

## ELLIPSIS POINTS

Use parentheses to enclose material that is not basic to the meaning of the sentence,

The survey included some of the Middle, Atlantic states (Delaware, New Jersey and Pennsylvania) and Virginia.

## BRACKETS

Put brackets around any explanatory words or other information that you are adding to a quotation.

Tolstoi wrote, "The most powerful weapon of ignorance (Is) the diffusion of

Printed mater'. ( In the original, a dash is used, The writer here inserted is to make a grammatically complete clear sentence.

## ITALICS

- Italicise the titles of books, newspapers, magazines and all publications issued separately.
- Italicise the names of ships and air-craft and the titles of works of art, movies, television and radio.
- Italicise letters, words and numbers used as words.
- Italicise foreign words and phrases that have not yet been accepted into the English language.
- Use italics to give a word special stress.
- Avoid the overuse of italics.

## Activity

### Punctuate the following paragraph

Neil Armstrong was the first man to leave the landing vehicle he climbed slowly, down the nine rungs of the 'Eagle's ladder paused and then jumped on to the powdery. Surface of the moon about fifteen minutes later he was joined by Edwin. Aldrin like Armstrong aldrin first tested the ability to more and work in lunar gravity one-sixth that of the earth.



# **TEACHING LITERATURE**

*BY:*

**RAAZIA WASEEM**

## CONTENTS

Introduction	183
Objectives of the unit.	190
6.1 Teaching prose	191
6.2 Teaching short story	197
6.3 Drama in the classroom	204
6.4 Teaching of poetry	207
6.5 Self-Assessment Questions	212
6.6 Bibliography	213

## INTRODUCTION

We are familiar with the content material in our school textbooks for teaching languages, especially English language. We can recall our school days and the English language classes. Our books comprised boring and difficult essays written by the native speakers about topics, places and people we knew nothing about. Our teachers did their best to teach us English language through the selected pieces of literature, which formed the bulk of our English language textbooks. The assumption was that exposure to the best products in English should result in a 'rub off' effect on the performance of learners' language. Unfortunately in most cases the results did not bear out this assumption to be true. Most of the time the learners found the texts too difficult, hence resorted to translating verbatim, so most of the class time was spent in struggling with the textual meaning. There was no question of enjoying literary pieces, as the teacher had no time to ask the learners if they liked/disliked the piece that they read. Furthermore, it was believed that by translating literary texts into simple English, the learners will learn the language which means they will comprehend the written English whenever they will come across it. Learning the language did not require production skills.

Should literature be used for language teaching? In the West there has been a long debate on this issue in the 80s and 90s. There are writers who are against using literature for language teaching. On the other hand, there are critics who justify such use. Michael N. Long justifies the use of literature in the language class. (Article in *Literature and Language Teaching* edited by C. Brumfit and R. Carter 1986). He says what is needed is a consistent methodology of presentation of literature to non-

native speakers. According to them the important point is the learners' 'response' to the text. Unfortunately, in Pakistan the learner has to struggle with the basic understanding of the vocabulary of the text. He thinks of English texts only as material to be crammed for the examination. He has never been sensitized to literature as a means of enjoyment. So he hardly thinks about his 'response' to the text. Secondly the teachers are not trained to treat literature as different form that language, which is specifically produced to illustrate a certain, structure of function. We can certainly say that in the hands of a clever teacher the text from literature is as good (of rather better) as especially created text for language work. Unfortunately that is a rare commodity! Another problem in using literature in the language classrooms are examinations: The learners of literary texts are unnecessarily tested on the contents of the texts. In this way they have to learn the language as well as the contents of the lesson.

If we look at the English textbooks in use at present, the situation is more or less the same with slight variations. The texts however are not always written by Native speakers. Take for example, the English Textbook for class 9<sup>th</sup> Punjab Text Book Board Lahore. Firstly the book contains prose pieces that are written by non-native writers, some of them are not known for literary works. As such we cannot call the texts in the books, 'Pieces of Literature'. These texts are 'surrogate literature (Brumfit and Carter 1986). The poems however are selected from the works of English poets. Kachru B. supports the use of texts by non-native writers in the schools because according to him the learners share the cultural contexts with the writers and thus it is easier for them to understand the English prose written by native writers. The prose and poems are both

used for teaching of English language. However the questions at the end of each lesson are more or less the same as they were decades ago. These questions are basically geared to learning the content and the grammar. These exercises are justified by the examination pattern where the emphasis is on the contents of the lessons and grammar exercises.

If we compare our textbooks with the world outside, there is a lot of difference. The developed world is able to incorporate the latest research in the language learning area and produce books accordingly. Since the basic tilt is towards learning a language to use it in the daily life, the content of these books is related with the real world and their daily life. Hence the text is not taken from literature, such books tend to be attractive and student friendly. The texts are supported by supplementary materials such as cassette and workbooks. In Pakistan, the teachers and material writers are aware of this shift in language teaching objectives. However, the ensuring changes in the content of the texts for teaching who wishes to learn Urdu to be able to communicate with us. Will you ever ask him to start reading Ghalib the poet in order to learn Urdu language? So, we should not be teaching literature in the English language class. However, under the present circumstances, we must do our best to exploit the literature to teach the language.

Jennifer Hill makes a case for and against the use of literature in the language classroom (Using literature in Language Teaching 1986). The points in favour of using literature are all based on the view that by extensive reading of literature of the desired language, the learners gain insight into the cultural, moral and social values of the concerned society.

- Study of literature provides insight into varieties of English. Reading literature of the target language will provide what Krashen calls the comprehensive input.
- More over literature provides an opportunity to learn language in context. Learning isolated sentences without context hinders the learners from using the context to guess the meaning of a sentence or a word.
- Another strong point in favour of literature teaching in the language classroom is its motivational intentional incentive. However, this may not be very true in our country. Since English culture and literature is so far removed from our life and culture that the learners are not very curious about the totally unknown world.

J. Hill also acknowledges that there are problems attached with using literature.

- The very important question is of grading. The books specially produced for language learners are graded in the use of vocabulary and are simple. Literature on the other hand is not graded it can be very difficult and when the gap between the present knowledge and the desired end is too wide the learner is discouraged and leaves learning.
- Secondly, literature sometimes uses linguistic models, which are unsuitable and sometimes inappropriate for the students to use in their communication.



- Thirdly, literary English is (like other languages) not relevant for every day communication, J. Hill mentions that the students must have a reasonable good command of the language before they are plunged into a study of literary texts. This is the crux of the matter. In schools, up to matric level, our students specially in the average Pakistani Government Schools do not have even a basic command of language. This is the reason why it is very anarchic to teach literature in the language class, we will concentrate on making the best use of the present situation.

#### Activity

Do not read any further, First do the activity and then follow the instructions.

Imagine that you are going to teach a poem in your class. Write about the 3 steps of activities that you would do in you class.

Picture

Having done the above activity, keep your points on one side and then compare you ideas with what J. Collie and s. Slater have to say about teaching of literature in the language classroom (Literature in the language Classroom by Joanne Collie and Stephen Slater, 1988) Here is a summary of their views.

The teachers can make literature come to life in the language classroom by:

- Making classes enjoyable by using variety of student centered activities. Reading and translating can be very boring for the learners, we must try to capture the learners interest by variety of activities and active participation of the learners.
- Stimulating all the senses of the learners to make the reading of literature a personal experience. Unfortunately our books are printed cheaply. No attempt is made to make them interesting by including proper art work.
- Supplement the written page by exploiting the visuals as well as all possible for hearing touching or smelling.
- Tapping the learners previous experiences and knowledge of the students. With large classes it is not always easy to do pair and group work, however, we can ask individual students to talk about the places they have visited or personal emotions they may like to share with the whole class.
- Attaching value to the individual learner's understanding and feelings about a poem the teacher has to make the learners believe that a poem is not a list of difficult words and sentences only. Poetry may invoke very different emotions in different readers. So the students must believe that there are no simple right or wrong explanation in literature.

- Following the above points a teacher can integrate the communicative purpose of learning a language with the sense of enjoyment which should be the primary aim of reading literature. So literature should not be totally killed for the purpose of learning the language through it, nor should the teacher forget that language work is to be based on the piece of literature that she is teaching.

In this unit we shall cover the teaching of the following genre of literature. But the exercises mentioned under each section can be used with other forms of literature as well. For example listening skills may be developed using a prose as easily as using a poem.

A-Prose

B-Short story

C-Drama

D-Poetry

## OBJECTIVES:

After studying this unit you will be able to:

- Exploit literature for purposes of developing vocabulary of the learners.
- Use literature for developing critical thinking
- Use literary texts for practicing listening and writing skills in the class
- Develop creativity by making the learners write short stories
- Write grammar exercises based on literary texts
- Use drama for practicing oral communication and Dialogue for ordinary situation.
- Develop exercises for transfer of information based on literary genres
- Make the learners respond to concepts put forward in poetry

## 6.1 TEACHING PROSE

Our English language textbooks comprise prose 'units' or 'lessons' as well as some poems. As we said earlier, the prose 'lessons' are a mixed bag. Some are written by Pakistan writers and others by native speakers. In this unit we shall take one lesson from the English textbook for class IX and suggest various ways of exploiting it for teaching English. We have picked up lesson no 9 our Weather, before you read any further, we would like you to stop and think here if you were to teach lesson, how would you lesson. Try to write thus plan in the space provided.

1. What do I teach first
2. How do I explain the language?
3. Is it a very boring lesson?
4. Who should read the whole lesson?
5. Should I translate in Urdu?
6. Is there any grammar point in the lesson?

We hope the exercise did not take much time as you must be teaching similar lessons in your classes. However, we are going to give you some tips about a fuller exploitation of the same lesson and in a way which should make it more interesting for the learners. Keeping in mind all the weak points of our English Language textbooks.

### (1) The title

Picture

Remember if you are going to start using a text, be it prose, story or a drama, the first thing the learners read is the title of that piece. When you have an interesting title like the weather you can first bring four pictures of winter summer Spring and Autumn. Let the class describe what they see without knowing the title of the lesson. They can ask for the words, which they do not know. In this way they will be learning the vocabulary on advance. You will be creating an interest in the learners and as they will 'talk' about the weather. It becomes learner-cantered activity. You can also ask them to guess if the lesson is going to be about any one particular weather type or a general one. The teacher can also do the reverse activity: Just show the title of the prose lesson and ask the students either to draw a picture appropriate for the title or talk about the weather.

Do not consider it a waste of time because as the class draws. The picture for the title they are focusing on the topic and in this way they are getting in the appropriate frame of mind to learn the subject of the essay.

### Activity

- Select a lesson based on prose text. If there is no art work accompanying the text find an appropriate one and take it to the class.
- Do not tell the title of the text to the students only show the picture to the students and encourage them to think what the lesson may be about.



- Write a paragraph commenting on the difference the picture and the guessing game made to your teaching and students response.
- Share your experiment with other in the tutorial

## **(2) Personalizing learning**

After working around the title allow the learners to think what the different weathers mean of them individually. Again the teacher keeps silent and let the students think about (a) what they feel about the weather (2) what they see about the weather in their minds eye and (3) what they want to say about this weather. This activity allows a lot of language use and the learners forget about being correct. As it is about personal feelings, there is no one correct answer. It gives them confidence that their clues can be heard.

## **(3) Using the theme**

The teacher can explore the weather theme by checking with the geography if they have covered the weather changes. The teacher can also bring in the topic of global warming. Etc. Such initiatives are painstaking and time consuming so we suggest you select the lesson in which you will like to do supplementary work and this has to be prepared in the summer vacations.

## **(4) Key words in the prose text.**

The teacher goes over the text and selects the words that convey the main message in the article before hand and writes these words on the board and ask the students to make the story around these words. If need

be, he/she explains the meaning in the mother tongue. Let us find out the key words in this essay.

Summer, heat wave, snow fall, sunny, affect, crops, mild, wet rainy season, unusual changes, hurricane, melting ice, glaciers.

We think you can do a lot of interesting activities around this list. To start with you can ask your class which word/s describe the weather the day you teach this lesson. We will give you some suggestions later but it is better if you do not look at that section till you complete the activity given below.

#### **Activity:**

Think about the kind of activities you can develop around these vocabulary items.

Discuss it in your tutorial with your colleagues or execute it in your class and write about the outcome.

#### **Here is our suggestion.**

Ask the class to put the related words together and then put them on a continuum (explain what the word means.) showing the degree of intensity.

Less ----- More

Mild, sunny, summer heat wave

Let the students select the weather individually and then write 5 to 6 lines only using at least 2 words from given the list.

### (5) Improving listening skills

Learning English language means improving all the four skills. Prose can be easily exploited for developing listening skills. The teacher can develop exercises for intensive listening or listening for specific information. We suggest that instead of reading the text yourself, get it tapped and if your teaching situation allows it let the cassette do your job of speaking. Tell the class to pay attention. Before playing it the second time, give the class work sheets, go over the sheet with them and then play the cassette another time.

Let us take an example from the same lesson 'our weather'. Record the following passage and let the students hear it twice. First, without the worksheet then distribute the sheets and let them look at the task and then play the text the second time for them to fill in the information given in the text. You may stop and start several times. In the beginning there may be some confusion. However when your class will understand what are they required to do then there will be no problem.

The truth is that the earth's climate is influenced by thousands of agents. Carbon dioxide is one, oceans are another and clouds still another. The Sun plays perhaps the most important part. Not very long ago scientists thought that our Sun always shone with the same brilliance. Now it has been proved at least for the present, that its brightness varies. This affects the earth's temperature. Then volcanoes also influence the weather by disturbing the directions of the earth temperature.

Once you play the tape write the important words on the board. Ask the meaning of the words and if not clear explain the meaning to the class. You may ask them to use the words in sentences to observe that everybody understand the meaning clearly. Now they are ready to listen to the passage the second time and fill the exercise simply because you have to prepare it before hand.

### Worksheet

Listen to the passage and fill this sheet.

1. C \_\_\_\_\_ is influenced by thousands of agents.
2. \_\_\_\_\_ is one
3. \_\_\_\_\_ are another
4. Sun's brightness \_\_\_\_\_
5. Volcanoes also \_\_\_\_\_ the weather
6. They also block the \_\_\_\_\_

These were just the few examples we gave you to tackle a somber prose text in the language classroom. You practiced listening, reading and writing. Above all the would enjoy the lesson more if you make an effort to introduce a bit of change and innovation.

### (6) Transfer of information

Students need to learn facts and reasons given in a lesson for their exams. The easiest way to learn such information is through transfer of information in a cart from. It helps them concentrate and get the information in a concise from.

### Example from our weather

The teacher writes the following questions, about the lesson on the board then she draws the tree diagram



Or it can be chart form

The reasons for the rise in Earth's Temperature

		Group one	Another Group
1	Carbon dioxide		
2.	Temperature of the Earth		

Such charts will help the learners to do self study as they have to look for the relevant information. The exercise becomes student centered and the teacher gets time to relax.

It sharpens the learner's ability to find information for himself

### Teaching short story

Story is one of age old genre of literature and enjoyed by people of all ages. In short stories as well as novels, there is a lot that a teacher may exploit for the purposes of language teaching. There are a few points that we would like you as a teacher to remember. However, you do not pass this information to your students. But this information will help you develop exercises around the lesson.

### **(1) Parts of story**

Plot, character, events, setting, and theme are the elements or parts of a story. The writer creates interest for the reader by creating new combinations of these elements. We can compare a story with a cake. The baker creates variety of cakes by varying the same ingredients. Similarly the writer varies the significance of basic elements in his work and creates totally different effect on the readers. The teacher has the opportunity to exploit whichever element of the story she wants in the class.

### **(2) Kinds of stores / novels**

- = Science fiction,
- = Romance,
- = Crime,
- = War,
- = Adventure etc.

These are just a few of the popular kinds of stores. Unfortunately the teacher has no choice over the selection of stories; otherwise the selection of literary pieces should be according to the age and interests of the reader.

The teacher can exploit the knowledge about the kinds of stories by asking the class what kind of stories they like to read in their mother tongue and then if they could tell what kind of story is in their text book. It can lead to oral practice of the language without the painful reminder to the class that they have to speak English now.



### (3) Structure

Stories follow certain sequence of development. One of the structures of a story/novel that you may have noticed has the following parts:

- **Situation.** The story is always set somewhere; the author explains the situation so that the reader has the background in his mind's eye. In a way it helps us to visualize the whole situation. The opening sentence in the last leaf sets the scene by telling us who are the character and where do they live. Since the position of the plot is important for the events in the story so it is described here.
- **Problem.** Every story has a problem at the center that needs to be resolved. We can also look at it from the point of view of a turn on event. The story of the last leaf starts with a problem; Joanna is sick and not only that, she has lost the will to get well. The doctor comes but it is no good. If you start noticing, you will be surprised to find that stories usually follow this pattern. That is why we read them with interest.
- **Resolution.** When there is a problem, there has to be a solution of this problem as well. So once the problem is developed the rest of the story follows a resolution or the solution of that problem. At this point the situation takes a turn; this turning of the situation always creates unexpected events. Let us look at the last leaf again. First Joanna is described as very sick. Even the doctor cannot do anything. But the painter Behrman hits upon a brilliant plan and gets well.
- **Evaluation.** This part usually deals with judgement. It evaluates whether the solution is "good", appropriate or not. In this story too there

is an evaluation but it is very muted, in other words you have to dig it out in the last paragraph. If the teacher is conscious of the structure of the story then she can exploit it for the teaching purposes.

#### **(4) Prediction**

In the unit on language skills, you have read about the four basic skills of listening, speaking, reading and writing and their sub-skill. You know one of the sub skills of reading is predicting or guessing what is going to happen next. It is one of the essential skills of reading. We all predict in everyday situations, however as a teacher you have to make the learners use prediction for learning the lesson. The teacher can ask the class to predict what the plot is going to be; what the character/s are going to do; or what turn the events in the story will take. Let us take the story the last leaf. The first few paragraphs describe the situation of a sick painter to the reader. Then there come a turn in the events. One character, Sue, goes to the sick woman's room whistling a cheerful tune' now the students will be curious as to why was the friend sounding so cheerful. Ask your class to talk about the reason. Ask them to use imagination as to why Sue was so happy? Such attempt to predict not only creates interest in the way we think about a certain issue and how different cultures may react differently to the same event. They are at the same time practicing speaking skill. Student's responses sentences can be written on the board. Ask the class to copy them in their exercise books as well. Later it can lead to a writing assignment. Prediction can also be used at word level, for example the words funeral procession may be difficult for the class. Ask them how a

very sick person feels and what are the fears and what does he think is going to happen to him:

Sick-sad-hopeless-death fear-so funeral is,...

Prediction is also used for guessing the meaning of unknown words. Let us take the word broth. Let the class read the sentence on P 84 and ask them to guess the meaning. The purpose of guessing is to make the minds of the learners alert and interact with the text and with the other members of the class. Do not worry about the content of the story. Try these gimmicks with one story and you will be surprised how well they will remember this story as compared to the other lessons taught in the traditional method. T.

We think it will be a good idea to check the usefulness of these techniques by practicing a little in the class and discuss the outcome in your tutorial.

If you do these exercises your class will not be teacher centered. Instead your students will be doing various activities and will be participating in the on going process. Remember to read a lesson aloud and translating it is the most boring kind of teaching technique.

#### **(5) Making your own story.**

Once you know that after the situation, the story will present a problem, then you could take a story read just the situation and ask the class what do they think is the problem and you can go a step further and read the problem and ask the students for the solution, in this way you will

practice, thinking skill, creative skill, group discussion hence speaking skill and finally ask you class to write the part they have predicted .

#### **(6) Sequencing the event.**

The story always flowing a plot and the events in plot flowing a sequence. This structure that a narrative follows for example in the leaf, first Joanna has to be sick be four she could be sad and wish to die. So the painter painted the leaf only because Joanne's depended on the last leaf. So the teacher could pick up the appropriate sentences and put then in the wrong order asking learners in the order supplying the connecting word. So they will be practicing writing and learning the connectors. Let take this example:

Joanna caught the infection

The doctor came

The teacher asks the students to join the sentences. Give them an example in the mother tongue if need be or you can pre-reach the connectors. Let the class struggle before the specific connector is supplied. We suggest that you must at least deal with one story in this fashion that is without reading and translating it in the class and notice the difference!

#### **Activity**

Chose a story from outside the textbook for your class. Use any one exercise mentioned above. Write the outcome in a paragraph.

## **(7) Vocabulary Building**

We looked at the meaning related words in the last section and how you could develop graded vocabulary items. You could ask your class to maintain an exercise book for graded vocabulary items. Specially they will enjoy grading the words of praise and dislike in this section as well we shall find some other ways to help students remember new words. As you know we remember better if the new information is how linked to something known previously. So new vocabulary item are learnt better your develop 'semantic fields' for them. Here is some of the health related vocabulary in this lesson

Pneumonia, catch infection, lay in Bed, Doctor, get well, make a fight, Patient, funeral procession, Recovery, die

You can also ask them to look for the opposites of these words as well. This lesson provides good example of opposites such as: die/live, sad/cheerful, climbed/fall, came/go etc. if the opposite word is not found in the text then they can pool their general knowledge; as someone in the class may know the words. This task can also be divided into group work and you can give 3 to 4 words to each group. Finally the result may be written on the board for the benefit of weaker students.

## **Activity**

### **Drama in the classroom**

Most probably you will not teach any play in the school classes but if you teach in a college then surely it will be part of the language course. A lot will depend of the selection of the play in your textbook. Sometimes the language of the play may not be suitable for everyday use. It may be dated too poetic or simply difficult. Further more our students are natural shy of using another language freely even when they can. So the teachers have a tough time using and exploiting drama successfully in the classroom. However, the play offers the use of its setting, characters and plot for language teaching.

#### **(1) Making a summary**

To start with the teacher need to make a summary of each act and a summary of the whole play for them selves. The summary could be a few points about what happens and in what sequence.



## **(2) The plot and the sequences of events**

Before teaching the language of the play, let the students get familiar with the plot and the characters. The easiest to exploit is the plot in which events take place. What happens next? Is the most interesting question, which excites the interest and imagination of the learners. The teacher can start with the events in the first act and ask the class to think what will happen next. In this way the students will practice oral fluency without paying attention to it. Another variation could be mixing up the sequence of events and asking the class to suggest the correct sequence. Once the events are put in a sequence, the class can transfer this information in a chart form.

## **(3) Role play**

Next significant aspect is the role play. If there are short interesting parts in a play that can be acted out in the class the teacher can ask for volunteers. However, something the language of the play may be difficult which inhibits the students from mouthing the words. In such cases it will be additional practice to give group of learners to learners to rewrite the script in very simple English and then role-play the scene.

## **(4) Vocabulary**

The vocabulary of the play can be taught using the same strategies as mentioned in the sections above.

## Teaching story through dramatization

### Dramatization

Short story is a source of dramatization. The class can take the characters and then act out their parts which they can write themselves. For example we are told very little about the two friends Sue and Joanna. Ask the class to discuss them in groups and write very short paragraph about their character. Each group can produce a very short dialogue between the two friends. Here are a few suggestion.

- a. The scene can be after the sickness, when Joanna gets well what does she say about the painting on the wall. (the class will practice descriptive vocabulary)
  - b. Or it could be the scene between the doctor and Sue describing the illness and the doctor giving advice about the patient. (the use of should will be practiced)
  - c. Another dialogue could be between the painter and the friend Joanna Etc.
- The students will be practicing speaking when they discuss in groups and afterwards they will role-play the skits. This exercise will enable them to reuse the vocabulary from the story learnt earlier and they will learn the dialogues, which they will deliver. They will also write the characters in note form. So this activity may take 2 class hours but it is worth trying at least to see whether it is successful or not. If they do not feel comfortable writing about foreign characters they can write about someone they know very well like their family members.

Look back to section and decide how you would like to start your presentation of this story. Select any one activity mentioned in the prose section and carry it out in the class and then observe any changes in the mood of your class.

## Teaching of poetry

Poetry is perhaps one of the most enjoyable forms of literature. It provides one of the best channels for the expression of human emotions. Though the poets write on a vast variety of subjects, some of the most memorable poems written are about feelings. We can safely assume that at least in our youth we all read and empathized with the poetic expressions of emotions, especially of love.

Unfortunately, with the low literacy rate and low income of the Pakistanis, buying and reading books is almost non-existent. As a result, we have lost the tradition of enjoying poetry the classroom environment. The burden of introducing the beginners to poetry in such a way that they begin to enjoy it lies on the teachers' shoulders. The students needs to be told that the poet like the prose writer may write a poem on any subject or idea and he expresses his feelings about that topic in the poem. So the teachers can tell the students that poetry is the expression of a poet's feelings about a subject.

The teacher needs to introduce their class to the general range of subject matter the poets write about; and every time they read a new poem in the class, the students should try to categorize it. These categories may be made at the back of their exercise books so that the students cannot say they have left the work at home! Secondly the teacher has to introduce the students to a range of emotions appropriate for their level. We discuss these ideas below.

### (1) Categories of the poetic subjects

It would be very presumptuous to think all poetic subjects could be neatly categorized. However, from teaching point of view, we can talk about general categories in poetry. Teachers can change, add or delete according to the poems they are going to teach to one class in one year. The students need to be explained:

1. What is meant by for example, "nature" or people etc?
2. What is meant by the range of feelings about a topic. In this way the learners need to approach poetry from two angles: first understand the topic and then find out the poet's feelings towards the topic.

### Kinds of topics in poetry

	People	Non-living objects	Everyday Life	Stories/ events	Emotions Or feelings	Intellectual abstract through
--	--------	-----------------------	------------------	--------------------	----------------------------	-------------------------------------

Each time the class reads a poem they can categorize the poem subject wise. This exercise helps sensitize the learners about the choice of topics of the poet and tells them something about the poet as well. For example, if they read three poems of W. Wordsworth and the poems are about nature then they can be told that this poet writes about nature than other topics.

## **(2) Feeling and emotions**

- We just said that poetry is about feelings. So a good way to start introducing your student's poetry is to give them a list of different feelings. The teacher can start by writing the basic feelings such as:

Love	fear	power,
Hate	happy	etc.
Fear	sad	

And ask the class to add more feelings to the list. We suggest if you think your learners are too weak to name feelings in English then ask them in the regional languages and then write the translation in English. In this way they will be able to name a wider range of feelings.

- Now ask each student to select one feeling from the list and ask them to write answers to the following questions. Let us take the example of student a who chooses the feeling of being happy. Now he has to say.
- When do I feel happy
- Next the class is asked to write very short answers to these questions. This will sensitize them to poetry and emotions.

## **(3) Vocabulary in the poems**

We have suggested way of vocabulary teaching earlier which apply to the difficult words in poetry as well. First it is important that you select the words which you wish to teach in advance knowing the level of students. Let us now turn to the example of a poem below. The difficult words are underlined. This poem is about the effects of a storm on nature. The visual can help the students a lot in nature poems. If you show them a stormy scene, the students will be able to understand the

poem better. Also ask the class to close their eyes and for a second try to remember the kind of noises they hear when wind blows outside. They should be aware of the element of noise and movement in storm. The teachers can pick up words expressing these elements. In this poems the words that suggest some kind of movement also suggest noise:

Lash

Rolling

Push down

Fly open

Flowing sea

Leap

Crack and strain

All these words and phrases are action based. The wind is doing something and the action produces noises. You can ask the class to mime the actions of they are young, if they are reluctant to do so then ask them to imagine the noise related with fox example lashing, or the flowing water of the sea etc.

### **A Windy Day**

This wind brings all dead things to life,  
Branches that lash the air like whips  
And dead leaves rolling, in a hurry  
Or peering in a rabbits bury  
Or trying to push down a tree;  
Gates that fly open to the wind  
And close again behind,  
And fields that are a flowing sea



Straws glistening and stiff  
Lying on air as on a shelf  
And pond that leaps to leave itself;  
And feathers too that rise and float each  
Feather changed into a bird,  
And line hung sheets that crack and strain;  
Even the sun greened coat,  
That through so many winds has served,  
The scarecrow struggle; put on again.

#### **(4) Comparison**

It will be a good idea to compare the regional poetry with the poem being taught in the class. For example if the class is reading a poem about nature, the teacher can ask the students to come back the next day with some verses in their languages in the same or similar topic. It will not only make them feel proud of their language. But also make them realize that poetry expresses universal feelings and ideas.

#### **Conclusion**

In this unit we have been highlighting the teaching of different genres in English literature for the purpose of teaching language and the contents of the lessons. We also emphasized that fact that the teachers should try to bring in the elements of joy in the classroom. The teachers' task is certainly not easy. They have to juggle between teaching content, language and also bring in some enjoyment in the classroom. Learning a language means knowing the words (vocabulary), the structure in which

words are arranged (grammar), and finally organizing the structure in coherent text. So throughout the unit we tried to suggest exercises that will help the learners with the language work and at the same time learn the content of the lesson. They can at the same time enjoy their English lessons if the teachers make an effort.

### **6.5 Self Assessment Questions**

1. Write an exercise that will be based on literature but which will develop the thinking ability in your students.
2. Can you repeat what transfer of information means and how it can be achieved in language classroom.
3. Discuss with your colleagues what kinds of stories are more popular among your students and which other kinds of reading world you like to introduce them to?

### **6.6 Bibliography:**

- John F. Povey. Literature for discussion, Orlando, Florida the Dryden press 1984
- Norton, D.E. through the eyes of a child-an introduction to teacher's literature (3<sup>rd</sup> ed.) New York: Macmillan publishing company. 1991
- Jennifer hill. Using literature in language teaching. Essential language teaching series, London, Macmillan 1986
- Joanne collie and Stephen Slater. Literature in the language classroom. New York Melbourne Sydney CUP 1988.
- Paul Simpson, language through literature London and new York, routledge 2001
- John Morgan and Mario Rinvolutri, once upon a time using stories the language classroom. Great Briton, CUP, 1994

**Unit: 7**

## **LESSON PLANNING**

*By:*

**ISHAQ S. AMIN**

## CONTENTS

Introduction	217
Objectives	218
7.1 Meaning and Nature of Planning	219
7.1.1 Robert Yinger's Study On What Teachers do?	220
7.1.2 Daily Planning	223
7.2 Unit Planning	223
7.2.1 Allocation of Time	225
7.3 Lesson Planning	226
7.3.1 Importance of Lesson Planning	228
7.3.2 Fundamentals of Lesson Planning	229
7.3.3 Features of lesson Planning	231
7.3.4 Assessment Requirements of Lesson Planning	231
7.3.5 Advantages of Lesson Planning	232
7.4 Principles of Lesson Planning	232
7.5 Steps involved in Lesson Planning	234
7.5.1 Merits	240
7.5.2 Limitations	241
7.5.3 Alternative Schemes	245
7.5.4 The Skill Lesson	246
7.5.5 Steps for Skill Lesson	247
7.5.6 The Appreciation Lesson	249
7.5.7 Steps of an Appreciation Lesson	250
7.5.8 Suggestions for Delivering A Lesson	252
7.6 Summary	256

7.7	Examples of Lesson Planning in English	256
7.7.1	Example No 1	256
7.7.2	Example No 2	258
7.7.3	Hazrat Muhammad (SAW) The Great Reformer	263
7.7.4	Bock Nestling	265
7.8	Self Assessment Questions	266
7.9	Suggested Readings	268

## INTRODUCTION

Teaching offers a bright and rewarding career for those who can combine the **scientific and artistic aspects** of the job and can meet the **intellectual and social challenges** of the assignment. The task of teaching the young is simply too important to be handled by novices through informal practices. In fact, the rôle of the teacher is a complex one that has been shaped by historical and contemporary circumstances.

Earlier societies emphasized teachers' moral character and conduct, whereas twentieth century civilizations stressed upon use of **appropriate pedagogical practices**. Today, teachers are characterized by their ability to deliver quality education.

Effective teaching is characteristic of teachers who have control of the knowledge base of teaching, can execute a repertoire of best practices, have attitudes and skills necessary for reflection and problems solving, and consider '**learning to teach**' a lifelong process. They consider it as something that departs from recipes, formulas, or algorithms. They understand that it requires improvisation, spontaneity, the handling of hosts of considerations of forms, style, pace, rhythm and appropriateness in ways that even computer, must in principle, fall behind.

This unit is organized around how best to explore the art of teaching and plan an effective lesson. How best to present and develop a teaching period? When to introduce teaching aids? How to consolidate and conclude a lesson so that requisite knowledge is considered to have been imparted to the students and which brings about the desired change.



## OBJECTIVES

After going through the unit you will be able:-

1. To discuss the **role** of planning in teaching.
2. To learn precisely what **kind** of planning teachers do?
3. To recollect how can plans and process of planning **contribute** to a teacher's **effectiveness** in the classroom?
4. To elaborate what **unit planning** is?
5. To elucidate **Lesson planning**.
6. To explain **Principles** of lesson planning.
7. To clarify **Steps** in lesson planning.
8. To give **examples** of some lesson plans in English.

## 7.1- MEANING AND NATURE PLANNING

Teachers have been panning on how best to teach since the time they started teaching formally. Their planning may have taken the form of a simple **mental exercise involving** arrangement of thought process, or th subject matter. Today, we say that the former type of planning **psychological**, and the latter practical.

Psychologically, planning is a process by which an individual visualizes the future and creates a framework to guide his or her actions into that future. Practically, teachers plan by making lesson plans valid for a specified period of time or make according to the contents and sequences involved in a subject.

Inexperienced and experienced teachers plan differently. **Novices** usually make lengthy plans and doggedly stay with them. **Experienced** teachers are more adept their planning and are ready to depart from the plan if it appears not to be working or if a worthwhile digression seems appropriate.

There are various reasons why teachers resort to planning. Experience show that it reduces uneasiness, worry & ambiguity. It provides an opportunity to develop their learning experiences. It allows teachers to accommodate individual differences amongst students. It gives structure / direction to teaching and lastly it is a requirement of teaching.

**Subject matter** being thought and methodology of delivery influences the ways in which teachers plan. But teachers must plan in

writhing, adopt an approach that best works for them and finally, they should periodically ask themselves, "How is every thing going? If not, teachers should be willing to alter; to remain flexible and responsive to the reactions of their students.

Teachers may plan for different time spans ranging from the next minute or hour to the next minute or hour to the next week, month, or year. If school-wide planning is involved, time periods may even cover several years. Obviously, planning what to do tomorrow is much different from planning for a whole year. However, both are important. Also, plans carried out on a particular day are influenced by what has happened before and will in turn influence plans for the days and weeks ahead. Therefore, Anderson (1989) identified planning as having two **styles**; incremental and comprehensive. **Incremental** planners plan for small portions of time; they try out the plan and make modifications as necessary. **Comprehensive** planners on the contrary, plan for entire units providing them with a sense of the "mega or big picture". The subsequent paragraphs give an in-depth resume of all that matters while planning for a lesson.

#### 7.1.1- Robert Yinger's Study

Robert Yinger (1980) of the University of Cincinnati conducted an interesting and important study that can provide beginning teachers with a model for thinking about the **time dimensions** of teacher planning. Yinger made a detailed study of an elementary school teacher in Michigan. Using **participant-observation** methods, he spent 40 full days over a five-month period observing and recording teacher's activities. From this work, Yinger

was able to identify the following time spans that characterized teacher's planning: daily planning, week planning, unit planning, term planning and yearly planning.

Yinger also found that for each level of planning the teacher attended to the following four items: goals of planning, source of information, form of the plan, and criteria of judging the effectiveness of planning. The Table below summarizes these four aspects of planning for each of the five levels.

**Table 1.1 Planning at Each Level of the Model**

	PLANNING GOALS	INFORMATION SOURCES	FORM OF PLAN	CRITERIA FOR EFFECTIVENESS
Yearly Planning	Establishing National curriculum Objectives	Students Resources available	General <b>outlines</b> / contents/ideas in each subject matter.	Comprehensiveness of plans
	Establishing Basic Curriculum sequence	Curriculum guidelines Ordering and reserving materials	Experience with specific curricula and materials	Fits with goals / Objectives.
Term Planning	Selecting of contents to be covered in term.	Direct contact with students.	Elaboration of outlines constructed for Yearly planning.	Comprehensiveness completeness, and specificity of Elaborations
	Establishing a weekly schedule for term that conforms to goals Of the term.	Time constraints set by school schedule Resources available.	A weekly schedule outlining specific activities.	Fits with goals for term / balanced.

Weekly Planning	Laying out the week's activities. Adjusting schedule for interruptions/special need,  Maintaining continuity and regularity of activities.	Students' performance in preceding weeks.  Schedule of school interruptions eg games, holidays etc. AV aids and other resources. Instruction in AV aids to be used	Day divided into four instructional blocks punctuated by A.M. recess, lunch, and P.M. recess	Completeness of plans. Degree to which weekly schedule has been followed Flexibility of plans to allow for special time constraints or interruptions Fits with goals.
Daily Planning	Arranging classrooms.  Specifying activities not yet decided upon.  Fitting daily schedule to any changes.  Preparing Students for day's activities	Calculate time required for activities.  Assessment of class "disposition" at start of day.  Continued interest, involvement, And enthusiasm.	Schedule for day written on Chalkboard and discussed with students.  Preparation and arrangements of AV aids.	Completion of minute preparations & decisions about contents, materials, Etc. Involvement, enthusiasm, and interest Communicated by students.
Unit Planning	Developing a sequence of well-organized learning experiences.  Presenting comprehensive, Integrated and  Meaningful content.	students' interests etc Material, length of lessons.  Format of Curriculum objectives facilities.  available	Lists of activities and content.  Lists of sequenced activities.  Notes in plan Book.	Sequenced/balanced, flow of outlines.  Fits with yearly/term Goals.  Fits with anticipated students' interest.

### 7.1.2- Daily Planning

In order to understand unit planning a few lines of Daily Planning will help. The teacher's daily plan is the one that receives most attention. In some schools it is mandatory and even the format for daily plans is prescribed: By and large, **daily plans delineate** what contents are to be taught. What **motivational techniques** are to be used what **specific steps** and activities for students are required. What **Audio Visual** aids are relevant, and what **evaluation** processes will serve the purpose. The amount of details to be inserted will depend upon the individual teacher and can vary.

### 7.2- UNIT PLANNING

It seems convenient to some people, at certain times, to arrange instructions around units. A unit is essentially a chunk of content and associated skills that are perceived as fitting together in a logically acceptable way. According to Shahid (2000) a unit is a related **learning segment** made up of few lessons along with an outline of its actual execution in the class-room. Thus a unit **consists of both the subject matter and methodology** of its delivery to students. It is quite possible that more than one lesson period is required to complete a set of unit. The contents for instructional units can be derived from books or from major sections of curriculum guides. Examples of units, include such topics as: sentences, paragraph writing, the Civil War, fractions, thermodynamics, the seed, or the short stories of Hemingway.

Arends (1989) says that unit planning is, in many ways, **more critical than daily planning**. The unit plan links together a variety of goals, contents, and activities the teacher has in mind. It determines the



overall flow for a series of lessons over several days, weeks, or perhaps even months, and often reflects the teacher's understanding of both the content and processes of instruction. Unit planning normally varies from 3-6 weeks.

**Short term plans** can be memorized by teachers if they are valid for an hour or a day, but the logistics and sequencing of activities spread over several days or weeks cannot be recollected. For this reason teachers' plan in units; it is generally written in a fair amount of detail. When **unit plans** are put into writing they also serve as a reminder later that some lessons require supporting material, equipment, motivational techniques / devices, or evaluation tools that cannot normally be obtained on a moment's notice. If teachers are working together **in teams**, unit planning and assignment of responsibilities for various unit activities are most important.

If considered appropriate unit plans may be shared **with the taught**, because it will enable the students to see the overall plan of action or the **road map** of the teacher or of a particular lesson. Through the communication of unit goals and activities, students can recognize what they are expected to learn. Knowledge of unit plans can help older students allocate their study time and monitor their own progress.

**Experienced** teachers develop **unit plans** and supporting materials that can be reused. However, most beginning teachers will have to rely on textbooks and curriculum guides. There is nothing wrong with doing this, and the beginning teacher should not feel guilty about it. Most curriculum guides have been developed by experienced teachers and, even though their approach to subjects cannot be expected to fit the

preferences of a individual teacher, they do provide a helpful overall design to follow. Few precautions need to be kept in mind viz.

1. Some beginning teachers, particularly in middle schools and high school, rely heavily on their college textbooks of the course and **unit plans** of their college instructors. These plans and materials are always inappropriate for younger learners. Who are not ready for younger learners, who are not ready for the advanced content found in college courses.
2. There are teachers who, after several years of experience, still rely on textbooks for planning and sequencing their instruction. Teaching and learning are creative, evolutionary processes that should be keyed to a particular group of students at a particular point in time. Only when this is done can lessons rise above the humdrum and provide intellectual excitement to students. Thus we can say that a unit is a section made up of a few lessons along with a chart or outline of the actual execution in the class room. It is a cluster of interrelated concepts from which a given set of instructional and educational experience is desired.

#### **7.2.1- Allocation of time**

Prof Shahid (2000) has however highlighted another point in this context. He says that after having divided the prescribed syllabus into a number of teaching units, the teachers should decide the time that could be allotted to each unit. After that he can break each unit, in a number of lessons & each lesson would then be complete in itself. Later, the teacher

can enter in his diary the scheme of work under the heading as listed below.

**Table 1.2**

**Unit No:-**

Date	Course Contents	Demonstration	Equipment/ Material	Students activities	Remarks/ reference

### **7.3 Lesson Plan**

After having gone through the sequence of Daily and Unit planning lets get down to understanding, what a lesson plan is? It is nothing more than a plan of action. Kochhar (1992) includes in it, the working philosophy of the teacher, his/her knowledge of teaching in it, the information about and understanding of pupils, his/her comprehension of the objectives of education, teacher's knowledge of the material to be taught and ability to utilize effective methods for deliverance. A lesson plan points out what has already been done, in what direction the pupils should next be guided and helped and what work is to be taken up immediately. It is the teachers' mental and emotional visualization of the classroom experience as the teacher plans it to put into action. It is in many ways the core, the heart of effective teaching.

An overview of the lesson plan will reveal that it is actually a story, a tale of how the teacher intends to engage and employ the children for a given period of time; and what activities will be undertaken by both the teacher and the taught. This written narration is only complete if it shows

sincerity and a plan of how to proceed in the next 45 minutes. The plan if it is a flexible and an informal one will have all the more chances of success. This plan of action should therefore, look more like a programme. It should have bold headings to guide different activities, that are to go on at different times; who are to do those things (teacher or children or both), the AV aids to be used, and a certain amount of, not every word, of what is to be said. A lesson plan points out what has already been done, in what direction the pupils should next be guided and helped, and the immediate work to be taken up. It begins with goals of instruction and ends with a well conceived means of arriving at those goals.

Prof Shahid (2000) explains that it must be understood that a proper planning of the lessons is the key to effective teaching. The teacher must know in advance the subject matter and the mode of its deliver. This helps the teacher on how to develop the key concepts and how to correlate them to real life situations, and how to conclude the lesson. Lesson planning is essential because it facilitates the subject matter to be presented in an integrated and correlated manner and is related to the pupil's environment. Though lesson planning requires hard work; but it is rewarding too. The teacher who plans his/her lesson wisely without any anxiety, is ready to embark upon with confidence and prepared to carry it to a workable conclusion. He/she has foreseen the difficulties that are likely to arise, and is prepared to deal with them. He knows the objectives that his lesson is intended to fulfill, and he/she has marshalled his/her own resources for the purpose. And because he/she is free of anxiety, he/she will be able to estimate the value of his/her work as the lesson proceeds, gradually aware of failure and success and prepared to learn from both.

### 7.3.1 Importance of Lesson Planning

Good teaching cannot be carried out without careful planning. It is the foundation on which the building of effective teaching is built right from the first day of teaching to the last day. The nature of the lesson plan may change as the years go by, but planning never stops. Lesson planning caters to certain specific functions (Kochhar, 1992) as mentioned in the following paragraphs:-

1. It **forces contemplation of goals** and objectives, the selection of subject matter, the choice of procedure, the planning of activities and the preparation of tests of progress.
2. It helps the teacher to **remain focused**; it ensures steady progress and a definite outcome of teaching and learning process.
3. It is essential for **effective teaching**. It requires the teacher to look ahead and plan a series of such activities; and progressively modifies children's attitudes, habits, knowledge and abilities in desirable directions.
4. It helps the teachers to be **systematic** and **orderly**. It encourages good organization of subject matter / activities and prevents haphazard teaching.
5. It helps the teacher to **delimit** the teaching field. It gives her an immediate impetus to realize the aims and objectives.
6. It encourages **proper consideration** of the learning process and the choice of appropriate learning procedures. She employs the best technique to judge the outcome of instructions.



7. It serves as check on **un-planned curriculum**. It provides sensible framework to help the work, directing along the lines of the syllabus at a suitable rate. The hierarchy of lesson becomes well knit and inter connected. Continuity is assured in the educative process. Needless repetition is avoided.
8. It gives the teacher **greater confidence** and, therefore, greater freedom in teaching. It can remind him of the telling phrase, the apt quotation or the effective simile or illustration at the moment in the lesson. The teacher can enter the classroom without nervousness, ready to embark with self-assurance, upon a job she understands and equipped to carry it to conclusion.

The **task** of teaching must be taken seriously as it tantamount to upbringing a whole generation, it is rewarding in both the worlds, but requires hard work and effort in the right direction. It entails struggle but pays both professionally and academically. Lesson planning provides the teacher with the opportunity to use every bit of her / his skill, intelligence, ability and potentialities. In short, the teacher should use every occasion to improve and become a **real teacher**. Regardless of how long he has served the profession, no teacher should enter a classroom without a lesson plan developed for that specific class. A teacher may teach a subject for 25 year, but each for class is new group of pupils with new hopes, aspirations, knowledge, peculiarities and background.

### 7.3.2 Fundamentals of Lesson Plan

It is rather difficult to specify the rudiments of a lesson plan. An outline that serves one teacher best may not serve another at all. In fact,



**successful teaching depends mainly upon two factors** a careful but flexible plan and a teacher so secure in the plan that he/she feels free to change it as a guide rather than as a rule of the thumb. The pre requisites for good lesson planning are:

1. The teacher must have **mastery** of and adequate **training** in the topic from which the subject matter has been selected for a certain lesson. No teacher can map out a proposed unit or write even a single daily plan without knowing thoroughly the field in which it is working. When the teacher knows what of the lesson he/she can concentrate on how of it.
2. The teacher must **know his/her children** thoroughly. He/she must not only know the fact of History but also what part of the subject will be meaningful to the pupils and how to organize the material in a physiological rather than merely a logical fashion. He/she must understand his/her children's traits and interests to know how to plan for them.
3. The teacher must be fully **conversant** with new methods and techniques of teaching the subject.
4. The teacher must have a good **awareness** in the psychological processes involved in learning as well as a sound philosophy of education, and an adequate knowledge of sociology.
5. The teacher must have a basic **understanding** of the aims of education.
6. Since **monotony** is defective and hinders learning, therefore a lesson development should be varied as per moods of children.

This variety of work may be marked at different stages of the lesson planning.

### 7.3.3 Feature

Prof Shahid (2000) outlines the following points as important features of a good lesson plan:-

1. **Objectives:** All the cognitive objectives that are intended to be fulfilled should be listed in the lesson plan.
2. **Contents:** The subject-matter that is intended to be covered should be limited to 'prescribed time'. The matter must be interesting and it should be related to pupil's previous knowledge. It should also be related to daily life situations.
3. **Method(s):** The most appropriate method be chosen by the teacher. The method chosen should be suitable to the subject-matter to be taught. Suitable teaching aids must also be identified by the teacher. Supplementary aids may also be used to make the lesson more interesting.
4. **Evaluation:** Teachers must evaluate lessons to find the extent to which objectives have been achieved. Evaluation can be done even by recapitulation of subject matter through suitable questions.

### 7.3.4 Assessment Requirements

It is worthwhile to assess the background knowledge of the students, as well as the subject matter before planning lesson. This may take the form of the following questions:-

1. Who are the students and what are their ages?
2. What is their proficiency level in English?

3. How motivated are they to study?
4. What is the professional reputation of the class-teacher?
5. What is the syllabus and which textbook is used?

This information is useful to select AV aids, subject matter and teaching strategy.

### 7.3.5 Advantages of Lesson Planning

There are tremendous advantages of a good lesson plan; in fact no teacher should endeavor to venture into a teaching profession without having the basic knowledge of preparing a good lesson plan. Prof Shahis (2000) outlines the following:-

- (a) Lesson planning makes the work **regular, organized** and more **systematic**
- (b) It induces **confidence** in the teacher.
- (c) It make the teacher **conscious** of the objectives and of the attitudes he desires to develop in students.
- (d) It **saves time** and helps in making correlation between the basic course concepts and the pupils' learning experiences.
- (e) It **stimulates** the teacher to ask questions and provides freedom in teaching to keep a balance between various dimensions of the course.

### 7.4 PRINCIPLES OF LESSON PLANNING

It is difficult to prepare a good quality lesson plan without following the necessary **principle of planning**. These are as follows:-

- (a) A clear statement of general and specific aims must be given.
- (b) Requisite training material needed in the course of the lesson is to be outlined in the plan.
- (c) A precise account of the teacher's activities, procedures and methodology to be adopted in handling the language material must be written. This includes; motivational techniques, AV aids, introduction, recapitulation etc.
- (d) Students' activities and desirable learning outcomes must be accounted for in the plan.
- (e) Main points must be written on the white board along with all important sketches, substitution, tables, etc.
- (f) Home assignments must be clearly told to the children.
- (g) Reference books if consulted by the teacher during the course of planning the lesson are to be noted in the plan.

If you desire to have a first-rate lesson, then it should have the ingredients of ensuring a balanced approach to teaching and learning experiences. There is always room for adding interesting training material in the lesson plan. Provision for reviving the lesson must be made. Tahir (1995) says that the lesson plan in use should conduct a two-way communication between the teacher and the taught and it should enable the teacher to toss aside of change as the situation and environments demands.

## 7.5 STEPS IN LESSON PLANNING

The Herbartian approach to lesson planning outlines the following formal steps:-

### (a) Introduction / Preparation

- (1) A lesson should have an interesting beginning, a properly arranged body and an effective conclusion. The purpose is to intrinsically motivate the pupils and to attract the attention of the trainees; to prepare their minds to receive new learning experience / knowledge. Introduction should be short and relevant and should covertly reveal the aim. Its types can be many, but a few in vogue are the **reversionary** (recalling the previous lesson); **topical** type referring to relevant current events and then building up the lesson upon it; **anecdote / analogy** (emphasizing the need of a lesson); and finally the **shock** type which is considered to be one of the most effective but difficult to link-up.
- (2) **Revision** brings back to consciousness old knowledge with which the new is to be related. In order to make the new knowledge acceptable; the teacher must try to co-relate some component of the child's past experience to act as the host of the new knowledge. Ideas, sensations, and impressions can be perceived or assimilated. When familiar they fit into the relevant mass of new information. So an effort has to be made to remind the pupils of what they already know. **Old knowledge** serves as a hook on which to hang the new. According to Kochhar (1992), the mind of the child must be prepared to receive new knowledge. Nothing is to be imparted in vacuum. Introduction is



designed to suggest a suitable solution and to recall a proper set of ideas in the child's mind. The **Harbartians** called this process preparing "the appreciative masses". To explain **apperception** we can say it is the assimilation and identification of a new idea by the mass of ideas already in the mind. The term "idea" can include sense impressions as well as intellectual and emotional impressions. Progress in knowledge is a process of apperception, the nature of new perception being determined by those, which have gone before. No knowledge results from the first sensation experienced by a human being and its "per-sensation" to the mind or soul merely sinks below the surface of consciousness until it is raised and recalled into the conscious mind by the next sensation presented. Thus, apperception directs our attention to the nature of the learner's mind, and the mode of its approach to new ideas. What the pupil learns is interpreted in terms of what he already knows, and no two pupils derive identical ideas from even the same concrete objects. Hence the general principle of apperception-that the learner's knowledge about the attitude towards the new idea will condition his interests in it.

- (3) Apperception embraces a wider range than simple interest in the subjective condition of a child. Apperception also takes into account the subject element, the nature of the new ideas and the whole intellectual process by which the mind advances to new fields.
- (4) Searching the mind of the trainees to find out which of their experiences would have the desired effects is an art acquired through experience. Teachers should endeavor to look for such



things which when recalled ensures a ready welcome for the new knowledge. A uninterested child. The step of introduction / preparation is essential since the teachers and children are half hourly jumping from one subject to another. **Remember we interpret the new by means of the old.** Questioning can also stimulate curiosity, it is an attempt to reproduce in the classroom what the child naturally possesses, that is, the tendency to ask questions.

- (5) Introduction / preparation helps the teacher to ascertain what background knowledge on a particular topic his/her pupils have; and what further knowledge is required to satisfy their thirst, before he/she takes the next step in the teaching process. Through it the teacher explores the pupil's mind to help lead the class to the aim; and explore new fields to conquer. But keep in mind never to give a lengthy introduction. At the end of introduction do not forget to announce the purpose / aim of the lesson.

**(b) Presentation/Development**

The teaching of new knowledge / skill should have smooth continuity and should proceed from known to unknown. In this step, the teacher develops the lesson in parts to reveal faces, illustrate the new procedure or demonstrate the fresh experiment. Presentation is controlled by the, which is best expressed in the form of a problem to be solved by suggesting promising routes and by ruling out those which offer no help. The problem must be kept clearly in view and not lost sight of; the pupils themselves should be given full opportunity for suggesting how and where a solution may

be found. Relevant facts must be arranged in order and correlated with the previous knowledge. For clear exposition, various devices can be used e.g. questions, diagrams, illustrations, explanations, demonstrations, black board summary (BBS) and audio visual aids. New knowledge may be explained, revealed or suggested. The teacher has to put himself into the shoes of the child to explain things so that the child 'assimilates' and after each section, check the comprehension of the students. The teacher should understand the capabilities of his class (Kochhar, 1992). He/she foresee how much time will be spent in discussion, revision and practical work or in disciplinary interruptions and gauge the amount of his/her material and rate of exposition accordingly. Herbart emphasized that the presentation should be so vivid that the pupil will imagine its perception. Analysis should proceed by taking apart experiences or events, making them clearer by separating them into elements and finding essential relations. **Herbart** stresses upon teaching to be non-stereo type and having some element of surprise.

**(c) Association / comparison**

An important step in the assimilation of knowledge is the one in which the teacher helps the class to analyze the new experience and to compare it with the old one. It is a deliberate attempt to form bonds between old and new knowledge, and of making links within the new knowledge. The teachers' task is to ensure that psychological apperception is achieved. Association is Herbart's real contribution to educational theory. He pointed out that facts are

only learnt in their connections. A new disconnected fact is gone almost as soon as it is learnt. To assure retention a fact must be associated with others to form part of a system. The teacher facilitates by arousing interest, affording children with the opportunity for gaining experience and associating new facts with the old ones. The step of comparison and association is significant when we are dealing with a purely inductive lesson, such as establishing generalizing rules in grammar etc.

(d) **Generalization**

Kochhar (1992) is of the opinion that the whole lesson is drawn together in this portion of lesson planning and is summarized. A general rule is formulated and specifics are integrated / arranged into a pattern to get a generalization. We must reconstruct concrete experiences in some ways; for it is essential for **pupils to arrive at formulae, generalization and rules**. The goal of mental activity is **systematization, orderliness and unification** and the means thereto are comparison and abstraction. Hence opportunity should be given for **reflection** on the new facts that have been collected, the pupils being encouraged to state their conclusions in general terms. Generalization is best understood by the children if they are not made to realize that it is the product of their own thinking or experience. The step of generalization completes the process of inquiry by providing the answer to the problem with which it began. The aim is now achieved and the pupil stands on fresh ground. The new knowledge is for use. It is desirable that the children should

take part in class activities, at this stage of the lesson, and show something to make the rule or summary permanent in their minds. They write in their notebook or learn by heart or apply what they have learnt to new or different situations.

(e) **Application**

Please bear in mind that the **employment of information** is the surest way of retention, and making it lasting. Understanding that is not used fades away from consciousness. So the teacher should seek an application both in the setting of problems and in the acquisition of further knowledge. Children should apply what we teach and use discovered facts to solve problems. Inductive process for establishing generalization must be followed by deductive application. Consolidation of knowledge takes place only when the knowledge learnt is applied in similar situations. Generalization gets fully and securely established when put to use.

(f) **Recapitulation**

The lesson should finish with a "bang". This requires careful and effective recapitulation / consolidation and satisfying conclusion. By systematization or recapitulation is meant **final summing up** of the lesson. It is a **revision / repetition** of the main points covered in the lesson. It helps the pupil to come to some conclusion with reference to the wider significance of the lesson. **Recapitulation may be done in two ways:-**

- (1) The whole lesson is divided into a number of sections and each is revised during the period time. This is called **Sectional** revision.
- (2) **Recapitulation** is done at the end of the lesson, by asking the children reversionary questions. The pupils reproduce what they have learnt. This gives them the confidence to express themselves and to reproduce the material learnt. Another way of consolidation is to invite questions, (thought provoking) and giving problems / assignments.

**7.5.4 Merits of Harbartian Method:** The system has several merits but a few are enumerated as follow:-

- (a) The method conceives of lesson as **a plan of campaign and emphasizes orderly procedure** (Kochhar, 1990). Though ideally the steps should be covered in one lesson, but this is not essential for lengthy topics. The steps are only to be adhered to for better results.
- (b) It is **an analysis of the learning process** and is a great contribution among the various methodologies of teaching. It divides the instruction material into 'method units' not lessons, each unit containing general truth to which the aim would point. The statement of aim is useful both for the teacher and the pupils. It helps the teacher to select the contents of the lesson; it arouses in the pupil a sense of expectation, it facilitates to recall relevant ideas and because the teacher knows the goal, it enables him/her to apply



his/her own mental energy to its achievement. Thus the pupil's interest, understanding and preferences are engaged. The steps and names are not very important but the attempt to describe the working of the mind is significant. Starting from the introduction and presentation of orderly arranged particulars to the end of the lesson, the mind passes on from understanding of general ideas to expressing an answer to the aim.

- (c) The teacher gets **excellent guidance** from this method by following the steps; for instance, the starting point is found in the pupil's own experience and the remaining steps arrange the matter in an orderly fashion. The aim steers the activity to a satisfying end.

#### 7.5.4 Limitations of Herbartian Method

- (a) Despite having advantages, the method suffers from a few limitations, which all good teachers keep in mind, for offsetting the weaknesses and producing the best impact. The steps of the method **cannot be separated strictly**. Immediately after presentation, association and comparison that abstraction is on its way. The child's mind has to continually shuttle to and for in the warp of experience and the pattern that develops. If the child's mind realizes that there is a problem to be solved, a solution or partial solution or guess may arise in the child's mind and influence subsequent learning. The teacher usually understands this



but is tempted to shout-circuit the process. Thus, the steps cannot be treated exclusively. These may continue throughout the lesson, rather than be reserved for a particular stage.

- (b) The second limitation concerns the utility of the method, which is restricted to **gaining / acquisition of knowledge**.
- (c) The word '**presentation**' reveals a **passive approach** to the whole exercise. Instead, if we use '**development**' or '**stage of experimentation**' it would be more appropriate and would indicate an active approach. The **entire initiative of 21<sup>st</sup> century** teaching revolves around devising activities for the child that help in exploring new ideas and inculcating a spirit of search and research. A good teacher is always on the look out for devising creative methods for the class, which lead to the discovery of relevant knowledge. Therefore, presentation should be converted into a process of active inquiry. The use of maps, time charts and contemporary narratives in history, experiments in science etc, are among the familiar devices of method designed to promote the pupils activity and to make the step of presentation a process of active inquiry.
- (d) Association should not be made a **separate stage in a lesson**, as it involves a weary repetition of much of the

lesson and it destroys the lesson and it destroys the interest in each step of the plan.

- (e) Some people articulate that Herbart's system of following a **teaching sequence serves well for the training of disciplined children**, but may not give the required freedom to children. Herbart's method may change a highly motivated youth into a good computer operator, technician, accountant, personal assistant or minor executive, who carries out with skills and intelligence plans / instructions of bosses. But the approach may not be good enough to develop genuine scientists or top policy making executives or anyone that requires an open and inquiring mind. This last category has special value for Pakistan as we are yet trying to achieve self-sufficiency in many disciplines of science, technology and humanities.
- (f) There is too much **one way traffic** and too little active participation by the pupils. The emphasis is laid on what is taught rather than on what is learnt. Very little is done to support questions or encourage interactions on the topic to create interest.
- (g) Herbart's scheme **assumes that learners are interested**, are enthusiastic for knowledge and that they understand what the teacher is explaining. There are, of course, disinterested learners who are by nature, not prone to

acquiring knowledge, Herbart's method does not take them into consideration. Normally, majority of children seeks knowledge when they see its utility for a practical end. Pupils avoid involving themselves in a thinking process, unless they find themselves up against a difficulty, which makes them uncomfortable.

- (h) An assumption of Herbart's structure is that the **step of abstraction or formulation of a general truth can easily be done**, whereas it is not so. Herbart says that when the lesson is presented with clarity, is understandable in unambiguous terms, subject matter is adequate and comparisons / associations have been made, then abstraction follow naturally. But experience shows that concrete efforts have to be put in before generalization are down.
- (i) **A word of caution**, the teacher should endeavor to seek **only** guidance from the Herbart's steps and not reduce it into a stereotyped process. The teacher should meet the situation as it develops and fill in any voids that may come up. The procedure may at times have to be changed from the written lesson plan. The Herbart's arrangement of steps **should not** be treated as a Gospel's truth and should be made flexible to facility learning process.

### 7.5.5 Alternative Scheme

After going through the limitations of Herbart's method, you must be thinking, what other plan can be offered? Kochhar (1992) talks another scheme of lesson planning that is based on contemporary concepts of educative process. The **steps of teaching** are named as **questions, discussion and investigation** of pupil activity and expression. The details are as follows:-

- (a) **Questions** The lesson is introduced through questioning. The questions which the teacher asks may be of any type; introductory, interrogatory, developmental, etc.
- (b) **Discussion** The next step is discussion. The class may be divided into groups. The teacher's duty is to guide the discussion properly and to classify the main points raised and to systematize them. The teacher encourages the pupils to express themselves. Discussion focuses on inclusion of relevant points and elimination of irrelevant.
- (c) **Investigation** Discussion is followed by investigation, that may be individual based or group centred.
- (d) **Expression** Should be the last step of the lesson, it may take the form of written, oral, visual or concrete activities. Activities may be passive e.g observing listening etc. active e.g handwork, drawing, gardening, etc artistic or recreative e.g dancing, music, creative art work etc. organization e.g individual or group or committee organization.

The alternate method is quite useful, but it has to be seen whether it can work with very young children who may not be able to put questions and take an active part in discussions. With higher classes, the scheme may work provided there are no restrictions of the curriculum, time and the number of students is manageable. The alternate method, however can find its way in teaching of **English subjects as it has ample chances of improving language skills.** Off and on the teacher can resort to this method to minimize boredom of following the same method again and again.

#### **7.5.6 The Skill Lesson**

A third method which is also very **interesting to break monotony in the teaching process** is to introduce the **Skill Lesson**. this lesson planning technique is particularly good for English subjects. The art of **reading, writing, speaking and singing a poem** can be very effectively taught. The art of drawing, painting and modeling can be rehearsed. The crafts like wood-work, metal-work and needlework can also be taught successfully. A skill may be taught by any one of the following two techniques:-

1. **Demonstration:** In a skill lesson, the teacher has to demonstrate the use of processes, the demonstrations should be neat in execution. The teacher's own demonstration table (tape recorder, mike, speakers etc) should be orderly arranged as the pupils follow good examples. Throughout the demonstration the teacher should emphasize how to use



the processes / appliances relying on her/his action rather than on statement to drive home the point. For simple skills the teacher may demonstrate the best way and insist on a faithful imitation. For fine arts, the teacher must be tolerant of variations. For **English lessons** the teacher must have a good grasp of language, meanings of words, pronunciation and delivery style. All the significant ups and downs should be stressed during-demonstration.

2. **Verbal instruction** Although verbal instructions are no substitute for demonstration, yet it is a useful teaching method if the teacher has the clear mental imagery to describe the steps in detail and the learner has sufficient background knowledge to grasp them. The teacher may describe the process with the help of reference books, technical terms, illustrations and sketchings.

#### 7.5.7- Steps for Skill Lesson

1. The first step is called **Preparation**. The teacher can **Prepare / introduce** a skill lesson in a variety of ways, as indicated below:-
  - a. The teacher can create the interest of the pupils by showing them good article concerning the subject to be taught.
  - b. The teacher can take the pupils to places related to the topic to be taught eg language labs, museums, workshops, farms, radio/TV stations (for reciting poems, short stories in children hours, Quranic verses, audition tests etc) for developing interest.



- c. The pupils can be placed in such a situation that they find it necessary to acquire some kind of skill eg the execution of some project requires the performance of certain skills. Such devices may be used to make the pupils feel an inner urge to learn the skill.
- d. The teacher's preparation must be complete in every respect before the lesson begins. He should ensure that he has sufficient material ready for use and distribution and that arrangements have been made to facilitate an easy start to the lesson. The teacher should also be sure of the size of the class in order to cater for any inadequacy.

2.     **The second step is named as Aim** There must be a clear aim to every lesson, (Kochhar,1992) it may be, "To teach children comprehension of a paragraph" or "How to recite a poem of Allama Iqbal". The aim, actually carries more importance and consequences for the teacher, therefore the need for the teacher to be extra careful.

3.     **The third step is called Presentation** The teacher can present the skill form or lesson in two ways. He/she can demonstrate the process or he/she may verbally explain the process of course with the help of diagrams and blackboard summary. For simple skills the teacher may demonstrate the best way and demand a true simulation; for subjects requiring variations he/she has to be tolerant of the student's reproduction e.g in fine arts.

4. The fourth step is **Practice**. This stage has special significance for language classes. **Repetition** consolidates the activity. This step takes a much longer time than other steps, for skills are acquired slowly. Expertise in the skills acquired depend largely on the success of individual practice / guidance provided by the teacher. No amount of explanation by the teacher can replace the importance of practice.

5. The fifth and final step is identified as **Statement of rules**. Formulation of ideas taught in the lesson is the end product of the lesson effort. It is a kind of an answer to the problem set. This step is an aid in grouping together the various factors in a statement, form or a rule. Quite often it is the **bottom-line of the lesson**.

#### **7.5.8- The Appreciation Lesson**

The **fourth** category of lesson planning technique is known as **Appreciation Lesson**. This form aims at developing the aesthetic sense of the pupils or to help them appreciate things. Usually used in **literature/language classes**. It aims at facilitating the pupils to appreciate the beauty of the lesson as expressed in literary terms such as form, rhythm and style. The main objective of such type of such type of lesson is to develop good and healthy emotions as against the acquisition of skill or knowledge. Youth admires colour, life, passion, poetry, emotions etc. As such aesthetics should not be ignored in the schools. Thus, for inculcating finer and humanistic feelings, subjects of literature, art, music etc be taught in this format.

### 7.5.9- Steps of an Appreciation Lesson

A lesson in appreciation is meant for teaching the aesthetics and therefore, requires inspiring the students to enjoy **literature** and other related subjects. As teaching it with certain formal steps may not be required. No definite procedure for the conduct of such a lesson can be suggested. However, following steps may facilitate the process of teaching this lesson.

(a) **Preparation** The teacher's first task is to provide and repeat those experiences from which the pupil derives emotional delight. He/she has to motivate the pupils for accepting the contents of the lesson; provide suitable environment conditions and give the most suitable material available. There should not be any distraction. Difficulties of the students must be anticipated by the teacher. Lesson in appreciation is an invitation to look at / listen to something beautiful.

(b) The second step is **Presentation** The teacher should make use of every device, which will assist the vividness of appeal (Kochhar, 1992) and enable the pupils to enjoy the lesson to the maximum. The teacher should be enthusiastic about the topic to be taught. Knowledge is not enough; there must be sensitivity to the beauty it expresses, emotional warmth that breaks through without effort. For **literature** the ability to read well can prove advantageous. An appreciation lesson cannot be delivered unless the teacher can do justice to the lesson and makes it a part of her/himself. The first impression made by the teacher

must be safeguarded from all imperfections, and the teacher must take precautions against all possible sources of weakness. The **effectiveness of reading** depends upon the rare gift of a sincere feeling for **literature** and upon the equally rare possession of a musical voice and attractive delivery. It is literature, which is very difficult to teach with effects. The teacher who dissects a poem piece by piece or who paraphrases the contents and underlines the resonance gives knowledge at the expense of appreciation. Obviously, the first presentation should be uninterrupted and if possible, completed in one sitting. The pupils can be helped to appreciate through various techniques, proper atmosphere, good presentation / expression and own interest.

(c) **Contemplation** is the step next to presentation. It is, in fact, a brief pause allowed children to feel, think and contemplate on the material presented. As far as the critical appreciation or intellectual discussion is concerned, that should only be attempted at higher levels. The procedure from the whole to the parts, the relation of the whole to its background, the structure / meaning and the detailed excellencies offer endless possibilities; the task of the teacher is to decide how much of their analysis will be profitable for a particular class.

(d) The final stage involves **Application**. The lesson in appreciation should seek an immediate application in the stimulus it may provide for creative exercises. The child passes from enjoyment

to action, he tries an imitation of an author who has made a vivid appeal, he tries to write poetry. Such efforts have an important effect on appreciation; they show more clearly where difficulties lie and how they may be successfully mastered. They reveal excellencies of technique that may have been hidden. Appreciation of literature is the cheapest and satisfying of all leisure time pursuits.

#### 7.5.10- Suggestions For Delivering Lesson

(a) **Introduction** to the lesson should be interesting. It should not take more than 3-5 minutes for a period of 40 minutes. Introduce the topic with the help of picture, model, anecdote, question or some event so as to arouse curiosity of the pupils in the new topic. Do not forget to **announce the aim** and write the **topic** on the blackboard.

(b) See to it that the pupils are **well seated**. The ventilation of the classroom is proper, whiteboard clean and at proper place. There should be adequate space for keeping the AV aids / material to hang (charts etc).

(c) **Lesson-notes** should be well planned / prepared / written. Rehearse mentally if possible. If your lesson is divided into sections, have **sectional revision**.

(d) **Objectives** of lesson should be clear. Specifically relate learning activities to relevant objectives in the lesson plan.



(e) Have **mastery** over the subject matter. Gather appropriate facts for the development of the themes. Refer to suitable / adequate material to substantiate contents of the lesson.

(f) Use **AV aids** systematically, effectively and productively. They should be visible to class and should not obstruct your movements. Use of **whiteboard**, should be systematic / timely. Blackboard summary should be legible, clear and bold. Figures, charts, sketches etc., should be expressive and appropriate.

(g) In **presentation** adopt the method essential for the topic. **Involve** the classes and seek whole-hearted co-operation. Be sympathetic to the ones who make mistakes or are confused / withdrawn. Have clear expression. Give challenging situations to the pupils. The teacher-learning process should appear to be a mutually co-operative venture in which all are sincerely / actively engaged. Give the child the advantage of intellectual hunt, so as to stimulate imagination, stir interests, encourage curiosity and confidence.

(h) **Questions** should be definite, clear, stimulating, thought provoking and well-distributed.

(i) **Periodically check** whether the class is coming along. Give time to get their doubts cleared / mistakes corrected. Teaching activities should inspire self-learning. It should give the pupils time to think, reason, analyze, synthesize, apply and to draw conclusions. Pay individual attention to the lost pupils. Be careful



about the back-benchers. Attend to the pupils' work habits. Pay heed to defective reading, writing, sitting, and standing postures

(k) Try to **relate the lesson plan** to real life situations.

(l) **Divide your time** according to the steps of the lesson. Never, rush through the lesson. All steps of the lesson should be covered. Be natural, do not stand like a statue or move in mechanical manner in the class. Do not put your hands in pockets or lean on the chair or table. Avoid playing with chalk.

(m) Keep **neat and tidy work habits**, particularly in regard to blackboard work, correction of notebook etc.

(n) Have adequate **command over spoken** language for smooth and flawless expression. Be clear and concise in the use of language. Avoid verbalism. Be economical in the use of language.

(p) **Recapitulate** the lesson and enable pupils to apply it to new situations. Give assignments to the class. If it is a skill lesson allow pupils to perform under your supervision.

(q) **Maintain class discipline**, fuse different sections of the class into a homogeneous group. Provide competition and cooperation. Grant through your personality a model of creative and responsive leadership.

(r) Don not be **rigid and mechanical**. Allow departures from your original plan if the class situation so demands.

(s) If the lesson involves **generations or formulations**, let the students discover them. Do not tell them as that will defeat the purpose of lesson.

## 7.6- SUMMARY

In the preceding pages we have covered unit planning, lesson planning, principles and steps of lesson planning. We have also considered some variants of lesson plans. **The four types** of lesson plans discussed just before conclusion are actually four delivery patterns for making the best possible imprints of learning. They can all be used independently or collectively depending upon the topic, mood of class, grasp over subject and confidence of handling the lesson process. But care must be exercised that the integration of all components of lesson plans must be complete and focused towards achieving the grand objectives of learning process e.g. bringing a permanent change in behaviour of the children. The teacher is superior to the methods used; and the child is larger than the teacher, for the teacher has to serve the child and help it achieve an independent thinking mind. This aim transcends all; for the purpose of education is to enable the child to develop his natural abilities within the framework of society. No formal steps of teaching and no particular label of method can suffice for the situations that may emerge in the class, since teaching learning experiences are not subservient to the limitations imposed by a particular lesson plan. The teacher can learn from the various steps of lesson plans and develop own techniques to fashion the topic in ways and means that best help discover the potentialities of the students. Interests of the

students have to be maintained, for lack of interest in the contents of the topic are unproductive and may be lost into oblivion sooner or later. Consequently, planning a lesson without connecting it to the curiosity of the class is to court failure. Remember the **ultimate test of a teacher is to provide satisfaction** to the students, parents and the society with his/her teaching methodology, knowledge and character building traits.

## 7.7- EXAMPLES OF LESSON PLANNING IN ENGLISH

(Lecture-Cum-Demonstration Method)

### 7.7.1- Example:- No 1

Class-----9th      Date-----28 Jul 04

Subject-----English      Duration of period-----40 minutes

**Topic** -----Hazrat Muhammad (SAW), the Great Reformer.

**Instructional Material:** Textbook, flip charts, white board, flannel board, dictionary other teaching material.

**General Objectives:** To teach English language.

#### Specific Objectives:-

- ~ To make pupils comprehend Lesson No 1 of textbook.
- ~ To provide considerable listening, speaking and reading practice.
- ~ To furnish pronunciation drill of some words.
- ~ To practice descriptions mainly present, past and future tense
- ~ To highlight the Holy Prophet's (SAW) pristine personality.

**Previous Knowledge:** Students will be asked:-

- ~ What do you know about the life of the Holy Prophet (SAW)?

What were the social conditions of Arabs before the advent of the Prophet (SAW)

**Introduction:** Never, in the history of mankind was it ever possible to bring about a change in every walk of human life like the one that happened after 578 AD. Never, was it possible to do what one **Man** did. Today's story is about is about that MAN. The one and only one ever to come

**Announcement of purpose:** To read about that Man's miracle of bringing a revolution. The topic of Lesson is Hazrat Muhammad (SAW), the Great Reformer

#### Presentation

Matter	Method	BBS
Read out the lesson loudly to the class. Stress upon important sentences. Change your pitch when pronouncing difficult words.	Lesson method	Reading
Tell students to read silently for 5 minutes and note down difficult words	Lesson method	Silent reading by class
Ask meaning of difficult words	Lesson method	Difficult words
Consult dictionary	Lesson method	Dictionary
Make two groups, ask one group to pronounce some words, like judiciary, behaviour, civilization, religion, literacy, piety, usury, bury, etc. Ask other group to write its meaning.	Show charts	Pronunciation exercise

~ Make two groups, ask one group to convert the first paragraph into present tense and the other into future tense.	Show charts	Conversion of Tenses
~ Do exercise at the end of lesson.	Lesson method	Exercise

**Generalization:** The whole lesson is drawn together and summarized. The students are told what a reformer is and what he is capable of doing.

**Applications:** Students to be asked to identify the role of other reformers of society.

**Recapitulation:** Ask students to put questions concerning lesson, if none put questions to class to assess assimilation of knowledge. Put questions.

**Home Assignment:** The students will write a paragraph in their own words about the conduct, character and personality of the Holy Prophet (SAW).

#### 7.7.2 Lesson Plan Example:- No 2

**Class.....**9<sup>th</sup>

**Date.....**29 Jul 04

**Subject.....**English

**Duration of period.....**40 minutes

**Topic.....**Back Nestling

**Training Aids / Material.....**Text book, chalk board, flannel board, a few pictures of birds / mothers nesting their off-springs, tape recorder, and dictionary.

**General Objectives:-** To teacher text lesson for imparting English knowledge

**Specific Objectives**

- ~ To make students understand the meaning of nestling.
- ~ To generate a discussion on how babies are cared in villages / cities of Pakistan.
- ~ **To make students do the following:-**
  - Reading / Comprehension of the passage
  - Exercise and translation
  - Pronunciation exercise of silent sounds (Nestling)
  - Spelling game in groups

Paragraph writing on how babies are taken care of in Pakistan.

**Previous Knowledge:-**

**Questions**

1. What is nestling?
2. What is bird nestling? Please relate it to baby nestling which is the topic of present lesson?

**Introduction:-**

- ~ Show the picture of the African mother carrying the baby on its back and ask the class.
- ~ What do you think it is about? Which part of the world do you think this woman is from?
- ~ Alright, you know that the woman is from Africa and she is carrying a baby on her back.
- ~ Before we start reading, let's see how babies are carried in our country, in villages and in cities?



Before we open our books can anyone tell me what **nestling** means?

**Announcement of purpose / aim.....**Today, we shall read the story 'Back Nestling'

### Presentation

Matter	Method	BBS
Read the passage loudly to the class and explain. Ask the class to go through the passage silently for 5 minutes and in pairs to find out difficult words, which they cannot understand.	Lesson method  Lesson method	Read Passage
Ask the students to explain the meaning.	Lesson method	Explain meanings
Talking about the text in detail ask the following questions: In line 4 what does the author mean by: "Meanwhile the baby stays in close contact."  The line 10 from the top, what can be meant by: "Need freedom and the chance to use their limbs".	Lesson method	Explain sentences
The 2 <sup>nd</sup> line in second paragraph, what does the writer mean by? "Be able to observe and explore the environment" Near the bottom of the 2 <sup>nd</sup> part, why does he use the word		

<p>moreover'?</p> <p>The sentence beginning, "Many women", what does the word 'however' tell us?</p>		
<p>Ask a student to read aloud a paragraph. When the students have read the first paragraph, do the following exercises:</p> <p>1. Listen to the paragraph and pick out word 'that means that it is a practice of the people: the custom has advantages for both mother and child.</p> <p>2. Listen to this short piece and pick out a phrase which shows that security is broken: Meanwhile, the baby stays in close contact with his mother and feels warm and safe. This sense of security may suddenly be broken, when the child can no longer be carried.</p> <p>3. Listen to this short piece and <b>pick out</b> a word that shows that the child liked the sounds, a word that shows that the child made the place untidy: Immediately the child started examining them one by one. Then he stated banging the pots and boxes with the</p>	Lesson method	Exercises

spoons. The different sounds fascinate him. But mamma-nanee did not like the noise or the mess.		
Can anyone tell in his/her own words what the passage is all about?		Students to explain in their own words the gist of the passage.
Pronunciation Exercise:	Switch on tape recorder;	Pronunciation
Let's look at these two words and their spellings: Nestle Nestling 'T' is not stressed. T' is silent. Let's see other words with silent t' hustle bustle lesten lestening listened fasten fastening fastener	Show Transparencies	Silent alphabets
Lets us practice saying words, which start with 't' or end with 't' and that the 't' is not silent. Write words with 't' in the beginning/end on the blackboard: Trap, Trade, tremendous, travel, transmit, transmit Trot, float, boat, difficult, different, event, Consistent.	<b>Show Charts</b> Speak words Students repeat	Words with 'T' not silent

**Generation :** Summarize the whole lesson

**Association / Comparison :** Compare how working women in Pakistan do nestling of children .

**Applications :** If mothers do not do back nestling what other way can be adopted.

**Recapitulation :** Ask students to put questions concerning lesson, if none put questions, ask questions from class to assess assimilation of knowledge.

**Home Assignment :** Write a summary of the lesson.

### **7.7.3 Hazrat Muhammad (SAW) The Greatest Reformer**

A reformer is one who brings about reforms in a society. Hazrat Muhammad (SAW) was not only a preacher of religion but also the greatest of the world. Without him the world would not have been improved. He reformed faith, civilization, politics, judiciary and behaviour of the people of Arabia. When he started Preaching God's message, the idol worshippers of Arabia became civilized people.

Before the Advent of Islam, there were very few people who could read or write. He advised the Muslims to get themselves Educated and increase their knowledge. He made education compulsory not only for men but also for women. They set themselves to acquire knowledge as a religious obligation. He took steps to promote literacy and took steps to promote literacy and love for learning. In the battle of Badr, the Muslims caught some enemies as prisoners of war. Hazrat Muhammad (SAW) asked the educated non-Muslim prisoners to teach the children of Muslims to read and write. On this Condition they would get freedom. It shows his love for education and learning.

Hazrat Muhammad (SAW) disliked arrogance and pride. He said that as Arab was not superior to a non-Arab or a white to a black. He believed that all were the sons of Adam. No one was superior to another on the basis of caste, colour or creed. For him, the standard of superiority

was piety. He united the scattered Tribes and nations who felt pride in serving the humanity. Brotherhood became the way of their life.

It was due to his teaching that the slaves also attained equal rights. They flourished in every walk of life without any discrimination. A cousin of Hazrat Muhammad (SAW); whose name was Hazrat Zainab, (R.A.) was married to a free slave Zaid Bin Harris (A.A). Hazrat Salman Farsi (R.A) was a slave and Hazrat Imam Hassan Basri (R.A.) was the son of a slave. Both of them were men of dignity.

Hazrat Muhammad (SAW) was against the earning of money without efforts. He was against exploitation of the poor by the rich. Therefore, he took radical steps to eradicate usury. He was also strictly against Bribery. Hazrat Abdullah Bin Umer (R.A.) said that he was not allowed to boast of his wealth and status. It was because these things might create symbols of pride and arrogance.

Before the arrival of Islam, women were treated in a very inhumane manner. Most of the girls were burnt or buried alive in their childhood. Islam Emphasized the equality of rights of men and women. Hazrat Muhammad (SAW) gave women the right of inheritance in property and wealth.

Before Islam, the Arabs used force to settle their disputes. Hazrat Muhammad (SAW) introduced judicial procedure to check cruelty and injustice. Judges were appointed to settle individual or party matters. In short, laws were made for the promotions of an ideal family and social set up. For the First time in history, the savage Arabs were introduced to the rules of politeness and civilized manners.



It were these reforms, which brought an Islamic revolution in the life of the Arabs. These reforms laid the foundations of a new nation and a new Islamic society, which was tolerant in spirit and human by heart.

#### **7.7.4 Back Nestling**

Many African mothers carry or nestle, their babies on their backs. This custom has advantage for both mother and child. A working mother, who has nobody to look after the baby, knows he is safe on her back, while her hands are free for her work.

Meanwhile, the baby stays in close contact with his mother and feels warm and safe. This sense of security may be suddenly broken, however, when the child can no longer be carried. He may be put down and expected to behave like a grown up child. But he has been over-protected for so long through nestling that he now feels very insecure and may behave like a baby.

Children need freedom and chance to use their limbs. They need to be able to observe and explore their environment. They also need to learn how to make and do things on their own. Therefore even when mothers must carry their babies everywhere, they should try set them free when ever possible. More over in the hot months, back nestling is better.

Many women prefer to carry children all day long. They feel the children are safe, sleep longer, keep quieter and do not make a mess! I once visited a friend's home where the mam-nurse was nestling my friend's eleven months old child. Seeing he was restless, I asked the mam-nurse to put him down. At first she did not want to because she thought the child would make the room untidy. When she finally agreed,



asked for some kitchen pots, spoons, unopened tins and boxes since there were no toys to play with. Immediately the child started examining them one by one. Then he started banging the pots and boxes with the spoons. The different sounds fascinated him. But mam-nurse didn't like the noise or the mess. (Musarrat,1990)

## 7.8 SELF-ASSESSMENT QUESTIONS

1. Why is **lesson planning** necessary for a teacher? Does it contribute towards self-preparation?
2. What are the **advantages** of using a set format of a lesson plan?
3. Why are the **classroom conditions** more important than the text book or method of learning to be used? How does it affect the quality of teaching? What devices ensure good classroom conditions?
4. How can you minimize the **teacher talk time**?
5. How can increase **student's participation** in the learning process, are games helpful?
6. What are the advantages of **consolidation / recapitulation** and how are they conducted?
7. If you were a teacher trainer, what advice would you give to a student teacher having the following problems?
  - (i) She/he speaks too softly to class. Does not making use of tone / Pitch of voice.
  - (ii) She/he avoids eye contact with the students or keep staring to set of pupils
  - (iii) She / he writes illegibly with or without black board summary.

8. What **motivational** techniques can you suggest for creating a conducive learning environment?
9. Is **conclusion** important for lesson planning, how does it help the teaching –learning process?
10. How can Mastery over **teaching Strategy** coupled with subject matter help in explaining a topic thoroughly?
11. What are the Points to be kept in mind while **framing a question**?  
What Type of Questions is most suited to class of adults as compared to young ones?
12. Why are **Audio Visual aids** so important to teaching-learning process, what points should be kept in mind while exhibiting an AV aid?
13. What are its various types can think of innovating a few **AV aids** for a typical English lesson such like back nesting?
14. What are the points to be kept in mind while **demonstrating** a lesson?

## 7.9. SUGGESTED READINGS

1. Anderson, L.W. (1989) *The Effective Teacher*, McGraw Hill Book Co, Singapore.
2. Arends, R.I. (1989), *Learning to teach*, McGraw Hill Book Co, Singapore.
3. Kochhar, S.K.(1992), *Methods and Techniques of Teaching*, Sterling Publishers, New Delhi.
4. Mussarrat, A.S.(1990) *Teaching of English (Unit 10 – 18) Code 519,AIOU, Islamabad*
5. Shahid S.M. (2000), *Teaching of English*, Green line Publisher, Islamabad.
6. Tahir, M.S. (1995) *Modern Approaches to Teaching of English as a Second Language*. Majeed Book Depot, Lahore.
7. Yinger, R.J. (1980) *A story of Teacher's Planning, the elementary School Journal*, 80, 114 – 115, The university of Chicago Press.

**UNIT: 8**

**PREPARATION AND USE  
OF  
INSTRUCTIONAL MATERIAL**

*By:*

**DR. AISHA AKBAR**

## CONTENTS

Introduction	271
Objectives	271
8.1- Meaning of Audio-visual aids	282
8.2- Importance of Audio-visual aids in teaching English	273
8.3- Types of Audio-visual aids	274
8.3.1- Pictures, Drawings and charts	275
8.3.2- Read objects and models	278
8.3.3- Picture-Stories	279
8.3.4- Slides and Film strip	280
8.3.5- Overhead Projectors	281
8.3.6- Records and Sound recordings	283
8.3.7- Radio	284
8.3.8- Motion Pictures	284
8.3.9- Television	287
8.3.10- Flash cards	288
8.3.11- Response analyzers	291
8.3.12- Language Laboratories	292
8.3.13- Self- Assessment Questions	299
8.3.14- Bibliography	300

## **INTRODUCTION**

The new and growing interest in improving education through the application of instructional aids leads directly to the need to prepare teachers who are fully conversant with both the traditional and new instructional aids. Modern teaching requires integrated and highly organized use of instructional resources. Making systematic use of various instructional aids is now an essential ingredient of effective teaching learning process.

There is a need to recognize the role, advantages and limitations of different aids, size of student group and classroom needs of the teacher. All these factors are necessary for qualitative as well as quantitative improvement of instruction.

The pressure for excellence demands that teachers should be better trained in respect of modern technology of instruction to lend optimum force to the efforts to improve instruction.

## **OBJECTIVES**

After going through this unit you should be able to:

1. Describe different types of learning experiences.
2. Highlight the importance of audio-visual aids in teaching English.
3. Classify teaching aids into different categories.
4. State the characteristics of different teaching aids, which can be used in teaching English.
5. State the limitations of different teaching aids.
6. Develop lesson plans based on different teaching aids.



## 8.1- MEANING OF AUDIO-VISUAL AIDS

Student learning takes place through different kinds of experiences, which can be classified into three categories. The first category includes experiences gained by facing the environment. Such experiences are characterized by a direct approach to things through the senses. The second category includes indirect experiences gained through words and print or experience of acquiring new knowledge by listening to lectures and explanations. The third category includes semi-abstract experiences, which are intermediate in character between the first two types. It can be said that these are experiences, which are abstract in the sense that they are separated from real facts but more specific than words. We can also say that experiences in this category function to supplement what is beyond direct experience and experience gained through words. To make up for the drawbacks of such experiences and for teaching learning process to be effective it is important that all three types of experiences are used.

Among the various types of teaching materials, the media, which provide experiences of the third category, are called audio-Visual aids. The term audio-visual implies that one should be enabled to grasp directly the meaning and content of what is seen and heard through the visual and auditory senses. Audio-visual materials specifically and sensitively express the real world and that is the essential characteristics of audio-visual teaching aids. There is a wide variation among the teaching materials over how specific and sensitive their expression might be. While charts and graphs merely illustrate the relations and changes of things, movies and television present moving images, sounds and voice in a

highly realistic way. Both are similar in that the sensory linkage between media and the objects presented is such that what is presented can be understood through the visual and auditory senses. All such materials are audio-visual materials.

## **8.2 IMPORTANCE OF AUDIO-VISUAL AIDS IN TEACHING ENGLISH**

It is clear that audio-visual materials are not particular to any particular subject or content area but can be actively utilized in all areas and can be widely employed in various teaching methods. The act of communication desires, thoughts and other information to others is generally called communication. The function of teaching or instruction may be considered as a process of communication between the teacher and the taught. English being a language requires even better communication than other subjects. Therefore in order to improve the effect of instruction in English, it is necessary to ensure effective communication and the effectiveness of the communication depends to a great extent on the effective use of audio-visual materials.

These aids are helpful in teaching English because these help in focusing students' attention and stimulate their interest. Sometimes learner's imagination is not developed enough to make correct material pictures of concepts. Oral presentation may form vague, blurred or even faulty images. Audio-visual aids help to relate the general concept to actual reality. Words are often inadequate in communicating information or images of things of which the students has no direct experience. A model, a picture or a sketch can make the concept clear and understandable.

## Activity

List the different categories of experience through, which Learning takes place

According to Kikuo Nishida audio-visual materials are effective because of the following characteristics:

### 8.2- TYPES OF AUDIO – VISUAL AIDS

The audio-visual materials generally used in schools have been described in the following order:

1. Pictures, drawings and charts
2. Real objects and models
3. Picture stories
4. Slides and film strips
5. Overhead projectors
6. Records and sound recordings
7. Radio
8. Motion pictures
9. Television
10. Flash cards
11. Purpose analysis
12. Language laboratories

### **8.3.1- Pictures, Drawings and Charts**

This type of teaching material recorded and presented on film, paper, or walls, appeals to the visual sense.

#### **i. Pictures**

Photography was first invented in the 19<sup>th</sup> century and remarkable progress has been made since then both quantitatively and qualitatively. At present pictures are competing equally with printed matter as a major source of information and data

##### **a. Characteristics**

Pictures may be called one of the fundamental audio-visual materials, since they present visual materials, and present a visual portrayal of things and phenomena. But extent of description by pictures is limited, as they can be used only at a specified time and place. Although the factor of movement is lacking. Picture give the feeling of movement. These characteristics can be strong points of pictures in certain cases. That is, when pictures dealing with certain events intensively express at a certain moment the implied historical and social conditions, they have stronger appeal than moving images and prove helpful in understanding the events. If students' ability for "reading" pictures increases, they will be able to understand much just by looking at them. But generally speaking, students tend to grasp just the superficial aspects of pictures, so that it is necessary to give supplementary explanations in order to make

students firmly understand that the pictures signify. In spite of these handicaps, pictures play a significant role in having students understand the static state of event, and therefore are as useful as drawings.

## **ii. Drawings**

Since early days drawings have been regarded as an important means of recording expression and communicating and are actively used in various aspects of life and education at present as well. Due to progress in printing techniques and quantitative growth in printed matter, the use of drawings as well as pictures has become wider.

### **a) Types**

Like pictures, drawings as teaching materials are used in various ways: by incorporating them in textbooks and other printed matter as supplementary material, by drawing on blackboards, etc., and by using them as clippings. Methods of expression are so varied that various drawing techniques can be chosen according to the need, including the exact reproduction of objects, outlining putting emphasis on features, concrete illustration of ideas, etc. It is also easy for teachers and students to make drawings themselves.



### **b) Characteristics**

Drawing present objects sensitively through human eyes and hands. The main advantage of drawings lies in their being able to describe things in whatever way one prefers. Therefore a wide range of material can be handled through drawings, and one can draw objects with ease without complicated tools and implements.

### **iii) Charts**

Charts function to simplify and present the basis, logic and quantities relationships of things. There are various types of charts, such as arrangement charts, system charts, organization charts, etc. All of these are aimed at showing information in a simple and understandable manner and by presenting whole perspectives, make it possible for students to understand the respective portions in proper context. Charts, which perform the function of arranging and classifying matters systematically, may be considered the audio-visual materials most similar to language in function.

Charts are also characterized by their ease of production and can be utilized as one of the significant media at the stages of introduction, and summation in the study of each subject.

Take a topic of your choice and prepare a chart.



### 8.3.2- Real Objects and Models

Real objects, specimens, and models are the specific presentation from which students can obtain direct contact. Real objects and specimens in particular are realistic in nature, whereas models are somewhat different from real objects and being made specifically for a topic or subject.

#### *i. Real Objects*

Real objects are chosen from the actual environment for presentation when specifically needed in the course of teaching. It is because of their realistic nature that real objects are superior to any other type of teaching material. Use of real articles is valuable in helping students to learn directly from reality.

#### *ii. Models*

Unlike real objects models are materials artificially manufactured with more educational consideration for the purpose of facilitating student understanding.

Compared with having students imagine or think about objects on the basis of verbal and printed explanations, models can present the key points more specifically, and can deep student understanding. In this sense, a high degree of instructional efficiency can be obtained through the use of models.

It is always necessary to clarify how models are related to real objects, in view of their smaller appeal in terms of reality as compared with real objects and specimens.

### 8.3.3- Picture-Stories

Picture-stories are a common audio-visual material used in language teaching and great instructional efficiency can be gained through their effective use.

#### i. Characteristics

Picture-stories are designed to present audio-visual descriptions with dramatic emotional impact through the display of a large number of pictures in a serial order with narration and effective picture handling. Picture-stories in which pictures drawn by artists and handled by teaching in union with the spoken story create friendly feelings among the audience. Small children naturally show warm feelings towards such picture-stories and thus study with greater interest.

Another feature of picture-stories is that everybody can make use of them at any time and place. There are also significant because students can easily produce and give picture-stories by themselves, there by promoting the growth of their ability to understand and express what they are studying.

Take a picture and construct a story.

### **8.3.4- Slides and Film Strips**

Various types of slides are used as instructional material. These can be scene by Scene slides in which each slide is put into a separate frame or a filmstrip in which a number of pictures are arranged on one strip in serial order with or without sound.

#### **i. Characteristics**

Slides, allow students to view visual data projected on a screen, and are effective in improving understanding. These motivate students to focus their attention on the projected information, thereby leading them to more accurate understanding.

#### **ii) Scene-by-Scene Slides**

Slides are pictures and drawings mounted for each scene. They cannot show movement, but can display static states vividly. Their ease of projection and use at any time are additional features of slides, which set them apart from motion pictures.

Scene-by-scene slides can be used by combining a number of scenes, and such combined sequences can be as effective as filmstrips.

#### **iii. Film Strips**

Film strips are not merely scene-by-scene slide sequences, but are composed of a variety of pictures and drawings so as to present a coherent whole. They are thus materials, which are intermediate between scene-by-scene slides and movies, with something in common with both.

Each frame of a film strip forms a unit in the sequence as a whole, but is independent from the other frames to a certain extent. Partly because of limitations in the scope of expression of a picture, mental activity plays a key role in understanding the relations between scenes and in the flow of scenes. Accordingly, it is not possible to watch filmstrips passively.

In addition, film strips are easier to use than movies and enable teachers and students to interact while they are being projected. On the other hand, it is necessary to take into consideration the deficiencies of film strips-the fact they cannot show the dynamic aspect of things or do not always give a perfect visual description of things due to the limited number of frames.

#### **iv. Narrated Film strips**

Narrated film strips are materials in which sound and picture are systematically unified. Thus they are similar to movies.

Unlike ordinary film strips, narrated film strips are not accompanied by free narration and comment given by the teacher, but include a pre-arranged narration. They can provide coherent visual sequences, but free activities are not possible during their showing.

#### **8.3.5- Overhead Projectors**

Since overhead projectors are used to project information from transparent plastic sheets onto a screen, they have a different educational function from conventional slides in spite of their similarities.

### **i. Characteristics**

Overhead projection is superior in term of project ional effects to slides with similar optical structure and real object projection because it is possible to obtain a bright and precise image without darkening the room. Accordingly, various problems in darkening the room can be eliminated. Secondly, the projector can be placed a short distance from the screen so that it can be handled with ease and the teacher and students can sit facing each other. The teacher can therefore take into consideration student reactions.

At the same time, however, overhead projection cannot show the dynamic aspect of things as well as movies and television, although it is possible to achieve dynamic effects to some extent by overlaying sheets or using transparencies. Also, it cannot give highly coherent visual descriptions, not is it suited for the presentation of opaque objects. Therefore, it is important to devise the effective method of use adapted to the characteristics of overhead projection.

Develop a plan for using overhead projector for a topic of your choice

### **8.3.6- Records and Sound Recordings**

Both records and sound recording are widely used in teaching a language. In a broad sense, records come under the category of auditory teaching materials as a part of sound recording.

#### **i. Records**

Record can be played repeatedly and important audio material can be permanently preserved on them. They are subject to the limitation of dealing only with sound, so the feature of records may be said to consist in having their function limited to reproduction of sound.

#### **ii. Magnetic Sound Recordings**

Sound recording has the function not only of reproducing sound like records but also of recording any sound. With sound recording, teachers and students can record and play back things by themselves whenever necessary. With sound recording it is also possible to listen to one's own voice. That is, it is not only possible to record and preserve their own speech but also to analyze them objectively through immediate and repeated playback. Another feature of tapes is the fact that they can be used over and over again by erasing the previous recording.

When pre-recorded taped are used, it is also possible to stop the tape and add to it by overlapping the recorded sound. This increases the scope of their use in study activities.



Take tape recorder and record a paragraph. Then play it and evaluate your own performance.

### **8.3.7- RADIO**

Radio, with its long history and high value in education, can play a constant and important role in schools. However, since the appearance of television, there has developed a tendency to ignore radio in favor of television. In view of the characteristics and functions of radio, it is desirable to use it along with television according to the instructional objectives and to further coordinate its use with other types of audio-visual materials.

### **8.3.8- Motion Pictures**

The use of motion pictures in education also has a long history dating back to their first appearance. Before the Second World War 16mm. Silent movies were mainly used while in the postwar years sound and color films, as well as 8m.m. movies became commonplace.

#### **i. Movies can play the following roles in the classroom.**

- Movies enable students, in spite of limitations of time and space, to experience specific things and phenomena which are difficult to experience directly under various

circumstances, events that took place in distant place, past events, etc. As a result, the knowledge and understanding of students can be increased in amount, with accuracy, and certainty.

- Due to their audio-visual nature, movies enable students to understand the structure, process, and significance of things, as well as the relationship between phenomena and their overall nature. That is, because of their ability to describe specific events on one hand and to enable students to clearly understand abstract event on the other, movies can be used to promote the development of logical thinking and to increase the ability to think, judge, and create.
- Movies, which have a strong effect on emotions, can contribute to the development of positive feelings and attitudes. The artistic aspect of movies can play an important role in developing appreciation, expressive ability, and creative ability.
- Since movies are usually shown on the large screen in a dark room, students can acquire the ability to concentrate on one thing, while the stimulus of movies arouses their interest in the objects of study.
- Since they can provide experience to a large number of students simultaneously, movies can increase instructional

efficiency and encourage student interaction. At the same time, movies can be viewed by small groups, and can therefore be used to promote the individualization of study.

- The necessary types of movies can be used at any time, the same movie can be viewed at many times as necessary, and an entire movie or any part of it can be shown easily. Therefore, movies can be used as teaching materials in a more colorful and effective way than radio programmes.
- Movies can provide students with learning materials that will enable them to understand and learn effective methods of study. They also provide teachers with suggestions and examples for teaching and supplement direct instruction.
- Through the experience of viewing movies, students can learn how to select and evaluate good movies. It should be kept in mind, however, that there are various limitations to movies, even though they contribute to the improvement of educational efficiency in the ways mentioned.

Individual pictures are not reproduce realities but merely reflections of reality. Moreover, expansion and contraction occur in terms of both time and space, and they tend to create a distorted sense of time and space at times. Even when the world described in movies is created by one writer, it gives such a strong impression to viewers that it is sometimes taken for real. Furthermore, that script of movies unfolds so

smoothly that they may be viewed in a too easy-going or passive way, and the viewers may fail to understand certain portions or be strongly attracted to minor things.

Accordingly, in order to achieve successful results, teachers must determine the role that can played by each movie and endeavor to select appropriate movies. It is also important to consider the development of positive attitudes and the ability to view movies constructively.

List the advantages and limitations of movies

#### **8.3.9- Television**

Television can integrate and freely utilize all types of teaching materials and methods. The following may be mentioned as its characteristics:

- i. Television has characteristics similar to those of movies and radio in that it features promptness, simultaneity and distance neutralization.
- ii. TV programs can be watched in a very comfortable atmosphere in the flow of daily life.

- iii. Television can show on-going events with both sound and picture. Consequently, it appeals to viewers with its strong realism and naturalness.
- iv. Television can provide colorful expressional effects through the full use of various audio-visual techniques. It can be used to present theatrical performances and movies, to synthesize a number of pictures in order to show complex statistical tables, etc, and to analyze movements.

How Movies are different from Television.

#### **8.3.10- Flash Cards**

- i. Flash cards are used mainly to teach the pupils the meaning and content of words by showing them the words on cards to give them a strong impression of the shape of the words. Such cards may be useful in translating sound into letters and are also effective in drilling sentence patterns, since it is easy to combine the words shown on cards.
- ii. Flash cards are very easy to prepare and use, and can produce changes in the rate of learning. The pace of lessons

can also be increased considerably if such cards are prepared in advance. Accordingly, such cards will make learning more pleasant and efficient than lessons centering on the blackboard, especially if various methods of card presentation are used.

- iii. In order to have the students learn the forms of speech, cards on which "come" and "came", for example, are written are then shown to the students so that they will learn the present and past forms of the verbs, or cards arranged to show the various changes, as indicated in charts 6 and 7, are shown to the students one after another so that they can compare the words and learn how they are different.

#### (Use of Flash Cards)

##### Chart.6

Give

Cards are folded up first

Gave

And then are show in the  
Order of the present form,  
Past form, and past  
Participle forms.

Given

##### Chart. 7

Give

A letter, written in each

Give

one of three sides, is  
turned around for showing  
to students.

Given

#### ➤ Use in Pronunciation Drills

Showing two cards, e.g, "light" and "right", alternately, the teacher should have the students listen to the difference between "l" and "r".

#### ➤ Use in Sentence Drills

After teaching the students to say one of the important sentence pattern through repeated drilling, the teacher



should change words in it one after another by using flash cards, and have the students practice the sentence patterns at a fast pace.

(Example)

Teacher: He wants to swim. Repeat.

Students: He wants to swim.

Teacher: (shows a card on which "play" is written.)

Students: He wants to play.

Teacher: (shows a card on which "?" is written.)

Students: He wants to sleep.

Teacher: (Shows a card on which "?" is written.)

Students: Does he want to sleep?

Teacher: (shows a card on which "no" is written.)

Students: No, he doesn't.

By making use of these teaching tools as necessary during teaching, the teacher's activities become more effective and the students can learn in a pleasant and efficient way.

Prepare flash cards to show degrees of objectives

### **8.3.11- Response Analyzers**

#### **i. Mechanical Structure**

A response analyzer records the responses of each student as well as the overall response trend of all students during group study. It also informs students of correct answers to questions and, according to their responses, indicates how they should proceed. A response analyzer is composed of a central unit handled by the teacher and individual units handled by the students.

Except for minor differences in the details of various types, the central unit is composed of an indicator for the responses of all students, an indication meter and adjustment knob for the number of persons and percentage, a button for the designation of correct answers, an indication buzzer, and an individual and group response recorder. In addition, there are types, which allow teacher-student communication, as well as those in which such audio-visual devices as TV cameras, VTR's, projectors, tape recorders, etc., are provided, along with a controller for the presentation of the material.

Individual units range from those with three alternative buttons to those with five, with feedback indicators for the correct response.

#### **ii. Characteristics**

Learning proceeds through repeated responses to stimuli, with each following stimulus determined by the previous response. There are various types of stimuli, such as the demonstration of

materials, etc. In order to make the students think, information is necessary, including previous experience and knowledge, data, etc.

### **8.3.12- Language Laboratories**

Language laboratories ("LL") have been designed to promote learning through efficient and repeated practice in listening and speaking, and play an important role in language education.

LL equipment varies according to whether two-way communication between student and teacher is possible or not.

No role can be given concerning the arrangement of booths, since it depends on the goals of instruction, the size of the budget, etc., whether it should be arranged so that the teacher faces the students or looks over the students from the back, and whether a coordination room, recording room, and preparation room should be setup. However, as a minimum requirement the arrangement should allow students to speak without disturbing each other. Recently, LL equipment also includes small TV cameras and response analyzers to increase teaching and learning efficiency, through closer student-teacher interaction. With response analyzer equipment, LL-administered tests can be carried out not only in language education but also in other subjects. In many cases, however, more simple equipment can be used to make possible the individualization of study, which cannot be achieved in the regular classroom. As a result, it is believed that the language ability of individual can be greatly improved. In general, it is more desirable to achieve consistent progress by paying adequate attention to the maintenance of all equipment than to attempt to introduce high-level equipment that cannot be fully maintained and used.

**i. Characteristics**

The first characteristic is that students can study independently, without disturbing others. This greatly promotes educational efficiency by making it possible for students to study at their own rate and level of ability.

The second characteristic is that easy use can be made of materials recorded by native speakers, and repeated drilling can be done with such materials. Even, in such cases, however, such drilling will be effective, only if the teacher gives appropriate guidance while paying constant attention to their responses.

The third characteristic is that it provides an effective, efficient means for the quantitative expansion of language learning activities and the improvement of course content. Along with the modernization of education, there is a growing tendency for course content to increase both in quantity and quality, and language education is not an exception. Therefore, it is important to increase the usage of L. L. in the future, since it provides any effective means of increasing study efficiency.

Following is a lesson plan for secondary classes in Japan using Language Laboratory:

## **ii. Aims of the Use of Audio-Visual Aids in the Language Laboratory**

In LL study, particular emphasis is placed on having the students learn to hear and speak, which is not possible to a very great extent in conventional methods of instruction.

- a. In regard to oral teaching materials, use should not be made of those on public sale but those produced from textbooks and particularly from the teaching materials in each section of the English readers.
- b. All teaching materials should be recorded at a natural speed for native English speakers so that the students can develop the ability to hear at that speed.
- c. The teacher should not depend on oral-aural teaching materials alone, but should also use visual teaching materials so as to have the students acquire firm language habits.
- d. Immediate feedback should be obtained through the use of a response analyzer.

## **iii. Actual LL Lesson Given with Audio-Visual Materials**

### **Allocation of Lesson Time (6 hours for English)**

Reader: 3 – hour lesson in the classroom

1- hour lesson in the LL

Composition and Grammar: 2 – hour lesson in the classroom.

### **Part of the Teaching Plan (Use of Audio-Visual Materials)**

Guidance in pronunciation through TV and VTR, and the processing of test results with a repose analyzer.

Comparative drill should be given on the pronunciation of the "l" and "r" sounds which do not occur in Japanese.

"This is the pronunciation drill of consonant "l"; and "r" sounds which are not found in Japanese first listen and then repeat."

1. light – right
2. lead – read
3. long – wring
4. fly – fry
5. glass – grass
6. alive – arrive

After the pronunciation drill, the students are tested. The students listen through headphones to the recorded pronunciation of a native speaker and try to distinguish "l" from "r". They push the response buttons indicating their response, and the response analyzer records the group response, totals and the responses of each student. (It takes 35 seconds for individual and group analysis and recording for one item.) The test may be as follows:

"Now, it's time for the test. This is a test on the "l" and "r" sounds. Push button 1 when you hear an "l" sound and push button 2 when you hear an "r" sound."

1. light
2. grass



3. arrive
4. rice
5. lake
6. rain

**iv. Pronunciation Drills**

Pronunciation drills are given with a tape, and the students should make corrections by themselves while listening to the recorded tape. The teacher should give the Japanese word for the new English word and have the students give the English, immediately listen to a native speaker's pronunciation, and then repeat it.

**v. Reading Drills**

Students should listen to the model reading of key paragraphs from the textbook and then drill by dividing the paragraphs into breath-groups.

**vi. Questions-and-Answer Drills with OHP**

When the classroom activities for a particular section have been completed, the students should fully understand the material. Questions should be asked, centering on the paragraphs for model reading. The important thing in this case is that if the students are shown drawings related to the content of the questions, they would find it easier to answer them than if they only hear the questions. It is necessary to set up and present certain situations, even if it is difficult to do so. Drawings can be easily made and shown if an OHP is used.

"Answer the following questions about the paragraph that you have just heard and read with the help of the OHP. Each question will be given twice. First give a short answer and then a long one."

Question 1: Where does the Statue of Liberty stand? Where does the Statue of Liberty stand?

Answer: At the entrance of New York Harbor. It stands at the entrance of New York Harbor.

Question 2: How tall is the Statue? How tall is the Statue?

Answer: 151 feet tall. It is 151 feet tall.

Question 3: What is on the head of the Statue? What is on the head of the Statue?

Answer: A crown. There is a crown on the head of the Statue.

#### **vii. Conversion Drills**

In regard to conversion drills with the present participle and relative pronouns, three examples are given in order to deepen the understanding of the students and to prepare for the oral drilling. The more the students practice, the more they will understand. Therefore, eight items are presented.

Drill 4: Conversion Drill:

"Change the following Simple Sentences into Complex Sentences with the Relative Pronoun 'which' or 'who,' as in the examples."

1. It is a statue representing a goddess.
2. It is a statue, which represents a goddess.
3. She holds a huge torch sending a light.
4. She holds a huge torch, which sends a light.

5. She carries a tablet bearing the date.
6. She carries a tablet, which bears the date.

**viii. Consolidation Test**

As the last activity, a test is given with the response analyzer. This is a test to determine if the students have fully learned what was drilled, but it will make little sense if only the results of the test are analyzed and no further educational consideration is given to the results. While guidance of low ability students is usually given after LL study, a program is now under development, which will automatically give supplementary drills with a response analyzer for those who failed to learn the material. Part of an example test is given on the following page.

**ix. Sentence Structures:**

No. 1. Select the sentence, which means almost the same as this one:

It is a statue representing a goddess.

1. It is a statue that represents a goddess.
2. It is a statue, which represents a goddess.
3. It is a statue, which represented a goddess.
4. (Correct Answer: 1. It is a state representing a goddess.

No. 2. Select the sentence, which means almost the same as this one:

The man sitting opposite shouted in excitement.

1. The man who sat opposite shouted in excitement.
2. The man, which sat opposite, shouted in excitement.
3. The man who sits opposite shouted in excitement.

4. (Correct Answer: 1. The man who sat opposite shouted in excitement.)

The above English lesson for LL study, requires about 25 minutes, and the rest of the hours can be spent in further drilling with the same tape or in teacher-guided activities, depending on the results of the test. Since in LL study individual guidance is possible, the teacher should monitor the students from the master control center.

#### **8.4- SELF-ASSESSMENT QUESTIONS**

1. Write a note on the type of experiences a learner can have
2. How are pictures, charts and models different from slides, film strips?
3. What are the advantages of using audio-visual aids?
4. Discuss the limitations of television and radio as instructional aids?
5. Discuss the characteristics of language laboratory?

## 8.5- BIBLIOGRAPHY

- AECT. Instructional Technology: the Definition and domains of the Field. Washington, D. C: 1994
- Andrade, S. C. "Interactive Video: Television with a Teaching touch," Journal of College Placement, 1982, 42 (4), 15-16.
- Bhat, B. D. and Sharma, S. R. Educational Technology Concept and Technique. Delhi: Kanishka Publishing House, 1992.
- Chand, Tara. Educational Technology. New Delhi: Anmol Publications, 1990.
- Das, R. C. Educational Technology: A basic Text. New Delhi: Sterling Publishers Private Limited, 1993.
- Ely, Donald P. (Ed.). Eric Digest. Syracuse: Syracuse University, December 1993.
- Heermann, B. Teaching and Learning with Computers. San Francisco: Jossey-Bass 1988.
- Ki Kue, Nishida. The Use of Audio-visual Teaching Materials in Secondary Schools of Japan. Japanese National Commission for UNESCO 1971.

**UNIT - 9**

**TESTING AND EVALUATION  
IN  
ENGLISH TEACHING**

*BY:*  
**UMAR FAROOQ**



## CONTENTS

Introduction	303
Objectives	305
9.1- Evaluation	306
9.2- Testing	308
9.3- Characteristics of a good test	309
9.3.1- Validity	309
9.3.2- Reliability	311
9.3.3- Language Testing	312
9.3.4- Self Assessment Questions	314
9.4- Types of Tests	314
9.4.1- Aptitude tests	315
9.4.2- Personality tests	315
9.4.3- Intelligence tests	315
9.4.4- Criterion referenced test	315
9.4.5- Norm-reference test	316
9.4.6- Standardized test	316
9.4.7- Achievement tests	316
9.4.8- Computer-Based and web-Based tests	317
9.4.9- Self-Assessment Questions	317
9.5- Developing Tests in English	318
9.5.1- Testing Listening and speaking skills	322
9.5.2- Testing Reading and writing skills	335
9.5.3- Testing Grammar	339
9.5.4- Self Assessment questions	

## INTRODUCTION

Within teaching system, it is thought appropriate for individuals to be given a statement of what they have achieved in a second or foreign language, then a test of some kind or other will be needed in order to provide information about the achievement of an individual or a group of learners. We have to recognize the need of a common yardstick, which tests provide, in order to make meaningful comparisons. Evaluation is a critical element of effective educational programs. Evaluation can help investigators improve their teaching programmes and operations, and will provide information on the extent to which they are achieving their objectives.

In Pakistan, testing is basically intuitive or subjective and dependent on the personal impressions or examiners. The format of the questions is same for decades and so the criteria of evaluation. Let's see what kind of questions do we have at intermediate level:

- *Write an essay on.....*
- *Write a story/letter.....*
- *Write the summary of the lesson or poem.....*
- *Discuss the character or incident in the play.....*

What do you think, what are we testing? Are we testing grammar, listening, speaking, reading writing creativity, organization or memory? The most important aspect of these is abundant writing in various forms including essays, stories, letters/requests, summaries of lessons and translation. A student is expected to understand and remember factual information provided by a text. It's not an English language test but we are testing facts. We do not test the language skills of a student but his/her

memory. The remaining grammar based questions require the correct answer-the traditional approach-as the end.

As a teacher, have we ever observed what are the objectives of teaching English at certain levels? Let's have a look, for example, at the objectives of teaching English at Intermediate level.

### **Objectives of Teaching English at Intermediate Level**

*Approved by*

Curriculum Wing, Ministry of Education, Government of Pakistan

- = To provide the students opportunities of listening to good English and acquiring pronunciation.
- = To give equal emphasis to reading and writing simultaneously with a view to inculcate in them a habit of reading with interest and comprehension.
- = To enable them to converse correctly and fluently and to express themselves on given subject for a limited duration.
- = To enable them to think for themselves, to organize their ideas on a given subject to write them in correct English through regular correction work by the teacher.
- = To enable them to read critically and also pleasure.

On the other hand, in order to carry out assessment that can meet minimum standards of validity and reliability, teachers need a wide range of skills. These include.

- Observing, interpreting and, documenting learner's use of language.
- Designing classroom tests and assessment tasks.
- Analysing test results.
- Providing diagnostic feedback to learners
- Evaluating the quality of tests and assessment tasks
- Evaluating the quality of learner's language performance according to rating scales
- Writing evaluative reports for program administrators

In this unit, we will discuss evaluation, testing different kinds of tests, characteristics of a good test and how to develop tests to assess the language skills of the students. Keeping in view various constraints, we will try to reconstruct the traditional questions as functional that would enable the students to use the language in real life situation.

### **OBJECTIVES**

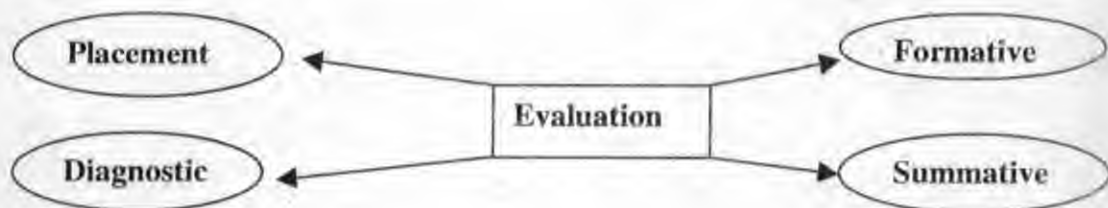
After studying this unit, you should be able to:

1. Define evaluation and testing
2. Identify characteristics of a good test
3. Define various types of tests
4. Develop test items to assess the language skills; listening, speaking, reading writing.

## 9.1 EVALUATION

Evaluation provides information that is used for a variety of educational decisions. The main emphasis in classroom evaluation is, however, on the pupil and his or her learning process. Evaluation may be explained as a systematic process of collection, analyzing and interpreting the extent to which pupils are achieving instructional objectives. The evaluations process includes both measurement and non-measurement techniques for describing changes in pupil performance as well as judgment concerning the desirability of the change. Evaluation also plays an important role in curriculum development, making and reporting, guidance and counseling, school administration, and school research.

There are four kinds of evaluation:



**Placement Evaluation** is concerned with the pupil's entry performance and typically focuses on questions such as:

- Does the pupil possess the knowledge and skills needed to begin the planned instruction?
- To what extent has the pupil already mastered the objectives of the planned instruction?

To what extent do the pupil's interests, work habits and personal characteristics indicate that one mode of instruction might be better than the other?

Answer to the questions like these require the use of a variety of techniques, such as, readiness tests, aptitude tests, pre-tests on course objectives, self-report inventories and observational techniques. The goal of placement evaluation is to determine the position in the instructional sequence and the mode of instruction that is most likely to benefit the pupil.

**Formative Evaluation** is to monitor learning process during instruction and to provide continuous feedback to both pupil and teacher concerning learning successes and failures. Formative evaluation depends heavily on specially prepared tests for each segment of instruction and are usually mastery tests that directly measure the segment's intended learning outcomes. Tests used for formative evaluation are frequently prepared by the teacher, but customized tests are also available.

**Diagnostic Evaluation** is concerned with the persistent or recurring learning difficulties that are left unresolved by the standard corrective prescription of formative evaluation. To use a medical analogy, formative evaluation provides first aid treatment for the simple learning problems, and diagnostic evaluation searches for the underlying causes of those problems that do not respond to that treatment, and thus, is much more comprehensive in detail. It involves the use of specially prepared diagnostic



evaluation is to determine the causes of learning problems and to formulate a plan for remedial action.

**Summative Evaluation** typically comes at the end of a course instruction. It is designed to determine the extent of which the instructional objectives have been achieved and is used primarily for assigning course and certifying pupil's mastery of the intended learning outcomes. The techniques used in this kind of evaluation are determined by the instructional objectives but they generally include teacher-made achievement tests, ratings on various types of performance and evaluation of products. Although the main purpose of summative evaluation is grading or the certification of pupil's achievement, it also provides information of judging the appropriateness of course objectives and the effectiveness of the instruction.

## 9.2 TESTING

Test may be defined as:

**An instrument or systematic procedure for measuring a sample of behavior.**

Thus, a test answers the question: "How well the individual perform, either in comparison with others or in comparison with a domain of performance tasks. We can classify the types of tests on the bases of their interpretation and evaluation. Basically, test falls into the following three categories. These include:

- **Norm-referenced Tests**

It is test, which is designed to provide a measure of performance that is interpretable in terms of an individual's relative standing in some known group.

- **Criterion-referenced Test**

It is a test, which is designed to provide a measure of performance that is interpretable in terms of a clearly defined and delimited domain of learning tasks.

- **Objective-referenced Tests**

It is a test designed to provide a measure of performance that is interpretable in terms of a specific instructional objective.

• We will discuss various types of tests later.

### **9.3 CHARACTERISTICS OF A GOOD TEST**

Good assessment information provides us accurate estimates of students' performance and enables teacher or other decision makers to make appropriate decisions. While writing a test, a teacher must consider the two basic qualities of a good test, which are validity and reliability.

#### **9.3.1 Validity**

Validity can be defined as the degree to which a test actually tests what it is intended to test. If the purpose of test is to test ability to communicate in English, then it is valid if it does actually test ability to communicate. If what it is testing is actually knowledge of grammar, then it is not a valid test for testing ability to communicate.

*Now go back to introduction of the unit and have a look at the questions and objectives? Are these questions valid to assess a student's language skills?*

Validity has two very important aspects. The first is that validity is a matter of degree. Tests are not either valid or not valid. There are degrees of validity, and some tests are more valid than others. A second important aspect of this definition is that tests are only valid or invalid in terms of their intended use. If a test is intended to test reading ability, but it also tests writing, then it may be valid for testing reading but it may test reading and writing together.

Validity is divided into different types. Broadly it is divided into internal and external validity.

**Internal validity** is validity in terms of the test itself – whether the content of the test and the way the test is carried out allows it to test what it is intended to test. There are two types of internal validity – face validity and content validity. Face validity is the extent of which a test looks like it will test what it is intended to test whereas content validity means that the test is representative of the skills you are trying to test. This involves looking at the syllabus, in the case of an achievement test, and the test specifications and deciding what the test was intended to test and whether it accomplishes what it is intended to.

**External Validity** has to do with the relationship between the test and other measures. There are two types of external validity – concurrent validity and predictive validity. Concurrent validity is the degree to which a test correlates with other tests testing the same thing. In other words, if

a test is valid, it should give a similar result to other measures that are valid for the same purpose. Predictive validity is the extent to which the test in question can be used to make predictions about future performance. For example, does a test of English ability accurately predict how well students will get along in a university in an English-speaking country?

### **9.3.2 Reliability**

There are two types of reliability – Test-retest reliability and Inter-item consistency. Test-retest reliability is the extent to which the test achieves the same result time after time. For example, if a ruler is used to measure a piece of paper, it should get the same result every time. Determining test-retest reliability is not a simple matter. There are various ways of trying to measure it, but each of them has potential problems. One way of measuring reliability is to give the students the same test twice to the same group of students. However, if a test is given twice, particularly if there is not much time between the two tests, the students might do better the second time due to a practice effect. On the other hand, if there is a longer time between the two tests, the practice effect is not as likely to be important, but it may be that with the passage of time, students' English proficiency has improved. Another way to be determining reliability is to have two parallel groups take the same test. The problem is determining whether the two groups are truly parallel. Reliability can also be measured by giving parallel test that is, two similar tests with the same type and number of items, the same instructions, etc. The problem with this approach is determining whether the two tests are actually parallel.

The other type of reliability is inter-item consistency is the extent to which all the items on the test are measuring the same thing. Inter-item consistency is usually determined using statistical test. A statistic measures reliability in terms of whether all of the items in a test are measuring the same thing. He takes all possible divisions of the test in order to determine the reliability. Another way measuring inter-item consistency is to randomly assign test items to two groups and compare the results of the two groups. Of course, it is still possible that the tests will not be parallel. In addition, because the individual tests are shorter, they will be less reliable, which needs to be compensated for statistically, that is by calculating how reliable the test would have been with twice the number of items.

### ***The Relationship-Between Validity and Reliability***

Validity and reliability have a complicated relationship. If a test is valid, it must also be reliable. A test that gives different results at different times cannot be valid. However, it is possible for a test to be reliable without being valid. That is, a test can give the same result time after time but not be measuring what it was intended to measure.

### **9.3.3- Language testing**

The Evaluative Aspect includes measurement, discrimination, and comparability. A good test is supposed to measure accurately and consistently whatever has (or has not) been learnt, provide us scores on the basis of which we can discriminate between good and bad students fairly objectively and to place them in a reliable rank order, and results should be comparable with test results obtained from any other similar



test. The Practical Aspect includes administer ability, economy, testing environment and acceptability. A good test is not problematic with respect to ease of administration and practicability of performance required of the learner, expected to 'provide as much information as is required with the minimum expenditure of time, effort and resources', testing environment must be pleasant and congenial, and is acceptable to learners in most respects. The Instructional Aspect is basically concerned with the relationship of the test to the course or the course or the language programme. An important feature of this relationship is how testing influences the mode of teaching by providing insights into the learning process. Feedback is the term used for this kind of test-to-course flow of information. Assessment is the major, perhaps the only, source of objective feedback available to the teacher with regard to (a) the effectiveness of teaching and (b) both individual and collective progress that has taken place in the course. The Theoretical Aspect discusses the form of a test that is also significantly controlled by the theory, or theories, of language, language learning, and language teaching espoused by the teacher or reflected in the textbooks or the syllabus in use. The test-theory compatibility is named by testing experts construct validity. A structural-behavioural view of language, for example, lays greater emphasis on linguistic form, an aspect of language that lends itself more readily to discrete-point testing. A communicative, use-based view, on the other hand, is heavily biased towards the testing of authentic language behaviour, which is difficult to translate into effective assessment procedures. Perhaps it would be appropriate to point out that these two approaches are by no means mutually exclusive. Here we are speaking of



tendencies and biases, more absolute characteristics. Most of these polarized concepts are likely to prove to be complementary rather than incompatible. Thus it is possible to have an integrative test, or for that matter a communicative one, that contains discrete-point items.

#### **9.3.4 Self Assessment Questions**

1. Are the tasks selected to measure a given content area worth the time and effort of students?
2. Do the assessments enable adequate content coverage?
3. Are the assessment tasks meaningful to students and do they motivate them to perform their best?

### **9.4 TYPES OF TESTS**

There is a variety of tests but we will discuss some important types of tests.

#### **9.4.1 Aptitude Tests**

An aptitude test is a test designed to discover what potentiality a given person has of learning some particular vocation or acquiring some particular skill. It is the function of the school to identify aptitudes to encourage the development of talents and abilities and to provide educational and vocational guidance so that educational opportunities may be adapted to individual abilities and needs. Aptitude should be evaluated by means of tests, supplemented by such other methods as interview, questionnaire, observational and anecdotal record.

#### **9.4.2 Personality Tests**

The assessment of personality has been one of the most controversial topics among psychologists. Personality tests are universally administered almost all over the world in various field, vacations, institutions and for the selection of recruits. In Pakistan too personality tests are used for job selection and for the selection of army recruits like ISSB examination.

#### **9.4.3 Intelligence Tests**

An intelligence test is a measure of one's native capacity. It is an attempt to measure intellectual and base guidance prediction and control of human behaviour on such measurements.

#### **9.4.4 Criterion Referenced Test (CRT)**

The criterion-referenced test is one that is deliberately constructed to yield measurement that is directly interpretable in terms of special performance standards. A CRT is designed to provide a measure of performance that is interpretable in terms of a clearly defined and delimited domain of learning tasks.

#### **9.4.5 Norm-Referenced Test (NRT)**

This test is used primarily for comparing achievement of an examinee to that of a large. The representative group is known as the "Norm Group". Norm group may be made up of examinees at the local level, district level or national level. Since the development of norm-referenced tests is expensive and time consuming, they are produced by commercial test publishers.

#### **9.4.6 Standardized Test**

Standardization refers to the degree to which the observational procedures, administrative procedures, equipment and material and scoring rules have been fixed so that exactly the same testing procedure occurs at different times and places.

#### **9.4.7 Achievement Tests**

Such instruments are designed to appraise the outcomes of classroom instruction. Generally, commercial standardized tests are too general in scope and meet the especial requirements of each classroom context. This requires prior specification objectives and decisions regarding the sequence and method of continual classroom planning.

#### **9.4.8 Computer-Based and Web-Based Tests**

The precursor to Web-based language tests (WBTs) are computer-based tests (CBTs) delivered on an individual computer or a closed network. CBTs have been used in second language testing since the early 80s. Based on the test taker's responses, the computer selects items of appropriate difficulty thereby avoiding delivering items that are too difficult or too easy for a test taker, but instead selects more items at the test taker's level of ability than a non-adaptive test could include. CBTs can be offered at any time unlike mass paper-and-pencil administrations, which are constrained by logistical considerations. In addition, CBTs consisting of dichotomously scored items can provide feedback on the test results immediately upon completion of the test. They can also provide immediate feedback on each test taker's response that is very useful for pedagogical purposes.

#### **9.4.9 Self Assessment Questions**

1. What kind of tests, do we have in Pakistan?
2. How do you develop your class tests?
3. Do your students feel satisfied after having a test in the class?

#### **9.5 DEVELOPING TESTS IN ENGLISH**

As already mentioned in the introduction to this unit, Pakistan tests are mostly intuitional and subjective, and are based on reading and writing only. Therefore, there is a need to bring a conceptual change towards development of tests. We have studied various types of tests in the previous section but here our focus would be development of test items through various techniques and the format of questions of classroom tests and annual examinations to assess the language skills of the students at a certain level. Though all the language skills, which are listening, speaking, reading and writing, are integrated and cannot be tested in isolation but for the convenience of our teachers we have classified them as:

- testing listening & speaking skills
- testing reading & writing skills
- testing grammar

Government of Pakistan has introduced some changes in the assessment system in Punjab. According to that, there is no examination at the end of the academic year but the student will be promoted to next grade on the recommendations of the classroom teacher up to 8<sup>th</sup> grade. The teacher will keep record of the classroom tests of all the students and will arrange tests after a period of six weeks regularly. These classroom tests are mostly based on objective type questions. Therefore, from grade

1 to 8, all the language skills may be assessed through a series of classroom activities. From grade 9 onwards, the format of question should be changed from conventional to functional. Instead of just asking them to write essays, stories or to summaries a lesson or poem which they usually memorize to learn and use the language.

### **9.5.1 Testing Listening & Speaking Skills**

Listening and speaking skills are totally ignored in Pakistani tests. Testing these skills involves a variety of sub-skills. It involves discrimination among sounds, discrimination among intonation and stress patterns, comprehension of short and long listening texts, conversations, oral interviews and role play, etc. We shall talk about these sub-skills in the following paragraphs.

#### **At Primary & Middle Level**

**Testing Phoneme Discrimination:** Sound are sometimes difficult to discriminate in a language other than one's native language, especially if the sounds are not distinguished in the native language. For example, w & v sound in English create problems for Pakistan speakers and usually they cannot distinguish between where and very. Likewise, some sounds in Urdu are problem sounds for the foreigners. There are several ways to test phoneme (the smallest unit of sound) discrimination, that is, ability to tell the difference between different sounds. One way to test phoneme discrimination is to have the learners look at a picture and listen to four words and decide which word is the object in the picture. Another possibility is to give students three words and ask them to indicate which one of four similar words was used in the sentence.



**Discriminating stress and intonation:** The ability to recognize stress can be tested by having learners to a sentence that they also have in front of them. Students are instructed to indicate the word that carries the main stress of sentence, e.g. present and present. While recognizing stress patterns is useful in English, the problem with this type of test is that it lacks a context. Students need to show that they can recognize the difference between. "Rafiq is going today"

But they do not need to show that they understand that there is a difference in the meaning of the two sentences or what the different is.

**Using Visual Material:** picture, maps, diagrams, and other types of visual material can be used to test listening and speaking skills. Through care full selection of the material, the teacher can control the vocabulary and, to some extent, the grammatical structures required. The simplest form of this task is to present the students with a picture or other visual information (for example, a chart, graph, etc.) along with spoken true/false statements. Students look at the visual and decide if the statements are true or false. Here we can also assess their comprehension skills besides assessing listening and speaking. Various types of material are appropriate for this type of test, depending on the language that the teacher wants to elicit. One common type of stimulus material is a series of pictures that tell a story, often with a few sentences of introduction to get the students started. This requires the student to put together a coherent narrative. A variation on this is to give the pictures in random order of the narrative to a group of students. The students describe their pictures and decide on their sequence without showing them to each



other, and then put them down in the order that they have decided on. They then have an opportunity to recorder the pictures if they feel it is necessary.

**Conversational Exchanges:** Another simple type of test is a test in which students are given a particular situation and instructed to respond in a certain way. These tests are usually highly structured and require only a limited response, not connected discourse. Here's how it works.

1. Students may be asked to construct a sentence following a certain pattern using the information that they are given. They are usually given two or three examples first. For example:

*Asia has been working at the same job for ten years. She is tired of her job. She wants to change her job and would like to do something more interesting. (She wishes she could find a more interesting job.)*

2. In another type of conversational exchange test, a situation is given but no guidance is given as to how to respond, and the student can respond freely. For example:

*A friend of yours has been tired a lot recently. What do you say to her? (Maybe you should be getting more rest.)*

3. In another type of text, the student is given a stimulus sentence and can respond in any appropriate way. This type of test usually depends on conventional responses, such as responses to requests, invitations, etc.

*Could I borrow your dictionary? (Sure, go ahead./ Sorry, I'm using it.)*

**Oral Interviews:** Oral interviews are testing situations in which the teacher and the student carry on a conversation. The teacher generally has a list of questions to ask the student, and someone- either the interviewer or another person but preferably another person – assesses the language proficiency of the student. The advantage of an interview is that it attempts to approximate a conversation situation, but the knowledge that it is a test and the constraints of the roles in the interview make it difficult to have a real, natural conversation. The interview protocol needs to be carefully considered. It might be best to start with yes/no questions or factual questions that are easily answered to put the interviewee at ease, but these can be inhibiting so this stage should not last too long. The questions should be interesting, easy to respond to, and give the student some range in answering.

**Role Play Test:** Another type of test is a role – play. In a role – play the student and a confederate are given information on which to base a role – play, and the students are evaluated on their ability to carry out the task in the role – play. For example, the role – play might be getting information about course requirements. Role – plays require the student to use various functions that he/she might need in real communication.

### **At Secondary Level**

From 9<sup>th</sup> grade onward most of the contents of our English textbooks are literature based whereas the assessment is reading/writing based. However, as you have already studied using literature for teaching English

language, it is difficult but no impossible to develop activities/questions that intend testing of language even if they are based on literary texts.

**Dialogues:** Dialogue is the best tool to assess listening and speaking skills of the students in our environment where the assessment is carried out through writing. We can develop a variety of dialogues by creating various real life situations. For example:

You have just shifted to another city and are looking for a suitable house. Look at the ads 'Accommodation Available' and talk to the house owner. You should also keep in mind how much rent you can afford and what are your requirements:

2 beds upper portion furnished separate gate near park, ideal for small family. Call: 0444-1234567	Ground portion, 3 bedrooms. D/D, TV lounge, separate gate. Call: 0444-1234567
--	---

*Students may be asked & Develop such kind of questions using the newspaper ads 'automobile for sale, computers, equipment gift items, matrimonial, etc?'*

### 9.5.2 Testing Reading and Writing Skills

Reading and writing are the most common and easiest skills to be tested. However, testing reading and writing does have difficulties, and there are issues that anyone testing reading and writing should be aware of.

## Testing Reading Skills

Traditional reading tests tend to make use of short prose passages and ask general comprehension questions like:

- *Summarize the lesson/story/poem-----*
- *Discuss the character/incident in the play-----*

Do such questions deal with the variety of skills involved in reading or the variety of texts that students may encounter? Perhaps not. Let's see what skills are involved in reading. Some of them are:

- understanding relationships between pieces of information in a sentence, including elements of sentence structure, negation, and embedding.
- deducing meanings of words from their roots and affixes
- deducing meaning of words from the context
- understanding relationships among parts of the text, signaled by such devices as lexical devices (synonyms, repetition, etc.), anaphoric reference (pronouns) and connectives (e.g., because, therefore)
- understanding temporal and spatial relationships
- understand relationships such as cause and effect; generalization and example, comparison, contrast, and opinion and support.
- anticipating what will come next
- identify the main idea and supporting details
- understanding figurative language and allegories
- understanding inferences
- skimming (getting an overall idea of the passage)

- scanning (looking specific information)

While various lists have been made of the skills involved in reading, these are never clear-cut, however, from the point of view of making a test, lists of skills can be useful, since it encourages test maker to broaden their approach from just asking students to find facts in the text.

### **At Primary & Middle Level**

There are some tasks that can be used to test very low-level skills such as word recognition, sentence recognition, and word and sentence comprehension. These types of tasks have a place when testing students who are just beginning to read English, but they should not be used to test students beyond that basic level. It is useful to have students do these tasks under time pressure, since they are intended to test skills that much be performed automatically in higher levels of reading.

**True/False Questions:** They are particularly useful for progress tests, since they can be constructed relatively quickly and easily, and they are also easy to mark. These questions may be based on a reading text. The drawback of true/false tests is that students have a fifty/fifty chance of getting the correct answer but there are at least two ways of dealing with this problem. One is to introduce a penalty for guessing. For example, two points could be awarded for each correct answer and one point deducted for each incorrect answer. Another way is to make a third alternative – the information is not in the reading. This type of question is sometimes difficult to write, though, because it may be difficult to make statements



that appear close to the content of the reading passage without actually being correct.

**Multiple-choice questions:** Multiple-choice tasks, like true/false questions, are easy to mark. They have the advantage over true false questions that there are more than two (or three) alternatives. Multiple-choice questions can be made with four or possibly five alternatives. The problem is that it is often difficult to write incorrect alternatives. The alternatives must all be reasonable but clearly incorrect. Writing three or four such statements is often difficult. This type of question can be used with students of various levels. If testing vocabulary is the goal, then the context sentences should be easy, and the level of difficulty of the alternative words should be varied, depending on the presumed level of proficiency of the students.

**Short answer/completion questions:** Various types of short answer questions can be used to test reading comprehension. These have the advantage that they require production rather than recognition. Teachers will be presented with a range of answers, some correct, some incorrect, and some partially correct, and he or she has to decide how to deal with these.

**Ordering tasks:** Students may read a text and be given a series of statements covering the information in the text to put in order. This is particularly useful for tests with a built-in sequencing, such as instructions or a narrative, but it can also be used to emphasize the development of ideas in the text. An additional feature might be to include some



statements with information, which is not in the text and instruct students to indicate any such statements.

### **At Secondary Level**

Keeping in view out teaching and testing environment that is totally based on reading and writing skills, format of the question can be modified to make it more reliable and authentic. Instead of giving a students to write a summary of a story, poem or easy, it is better to give short questions based on the lesson. For example:

**Traditional Format:** *Enumerate the advantages a man is enjoying in the various fields of life by making use of the scientific method.* (20)

**Suggested Format:** *Answer the following question based on the lesson 'Using the Scientific Methods; Your answer should be brief, comprehensive and not more than 100 words.* (10+10)

- i. *How has the scientific method helped us in the production and preservation of foods? Express your personal experiences.*
- ii. *What are the sanitary conditions in your surroundings and how would these be improved.*

**Traditional format:** *Give a summary of the play 'The Princesses on the Road'. (15)*

**Suggested format:** Answer the following questions: (7.5 + 7.5)

- i. 'Oh! I wanted an adventure. I left then all and borrowed a peasant girl's clothes. I came along the road, picking flowers...all alone.... So free ..Then these set upon me and said I had stolen their things. I only took a little milk and bread and flowers. And they won't know who I am;  
*These lines have been taken from the play 'The Princess on the Road'; Do you know who is the speaker and what has happened?*
- ii. *Why do you think 'The Princesses on the Road' is called a dream-play? What do you think can't it happen in real life?*

**Traditional format:** a. Write a summary of any one of the following poems: (9+6)

- i. We are Seven      ii. The Echoing Green
- b. Explain with reference to the context any one of the following stanzas:
  - i. Dewdrops are the gems of morning  
But the tears of mournful eve!  
Where no hope is, life's warming  
That only serves to make us grieve,  
When we are old:

- ii. *Though babbling only to the vale  
Of sunshine and of flowers  
Thou bringest unto me a late  
Of visionary hours.*

**Suggested format:** Read the following lines and answer the question given below: (6+4+5)

When I was young?...Ah, woful When!  
Ah! for the change 'twixt Now and Then!  
This breathing house not built with hands,  
This body that does me grievous wrong,  
O'er aery cliffs and glittering sands,  
How lightly then it flashed along:  
Like those trim skiffs, unknown of yore,  
On winding lakes and rivers wide,  
That ask no aid of sail or oar,  
That fear no spite of wind or tide  
Nought cared this body for wind or weather  
When Youth and I live in't together.

- i. Explain the following terms
- |                 |                     |
|-----------------|---------------------|
| a. now and then | b. breathing house  |
| c. aery cliffs  | d. glittering sands |
| e. trim skiffs  | f. winding lakes    |
- ii. *What is it that the poet wants to say in these lines?*
- iii. *Write ten nouns from these lines.*

## ***Testing Writing Skills***

The ability to write involves at least six component skills. They are.

- grammatical ability. This is the ability to write English in grammatically correct sentences.
- lexical ability. The ability to choose words that are correct and used appropriately.
- mechanical ability. The ability to correctly use punctuation, spelling, capitalization, etc.
- stylistic skills. The ability to use sentences and paragraph appropriately.
- Organizational skills. The ability to organize written work according to the conventions of English, including the order and selection of material.
- judgments of appropriacy. The ability to make judgements about what appropriate depending on the task, the purpose of the writing, and the audience.

Now let's have a look at the questions that we usually have in our traditional tests.

- Write an essay on-----
- Write a story on-----
- Write a letter to-----

And what answers do we have in response to such questions. A ditto copy of essays, stories, letters memorized by the students from the helping books with all the mistakes, which they have got. And so we award them the marks. What do we really assess? We don't assess the language skills of the students but their memory.

### **At Primary & Middle Level**

**Fill-in Blank:** One of the most controlled ways of testing is gap filling. Students are presented with a passage with blanks, and they fill in the blanks. This is a mixture of both reading and writing skills, which is sometimes a problems, because it makes it difficult to decide what the scores really mean. However, with lower level students, it might be the only reasonable test of productive ability.

**Form Completion:** Another controlled way of testing writing is to have the students fill out a form, for example, an application. The advantage of such a task is that it is at least somewhat communicative, but the disadvantage is that it does not require any connected discourse or any use of language greater than lexical knowledge and a small amount of grammar.

**Making Corrections:** In some situations, students are presented with a short piece of writing that has deliberate grammar, punctuation and spelling errors, and they are asked to correct the errors.

### **At Secondary Level**

**Letter & Applications:** Letter writing is a common task for writing tests. The stimulus for the letter may be a situation that is explained in the instructions, a letter to which the students are instructed to respond, information given in chart or graph form that is to be summarized in the students' letter, pictures or drawings that give information about a situation the students are expected to write a letter about, etc. In all of these

possibilities, the teacher must keep in mind that the situation must be as clear as possible for the students, unless there is an intention to test reading and writing together. If the student does not understand, for example, a letter that he/she is expected to respond to, it will be impossible to get a sample of writing to evaluate. For example:

1. *Your pen friend is going to visit your country for a few weeks with his/her two brothers. Your house is big enough for him/her to stay with you but there is not enough room for his/her brother. There are hotels near your house but they are very expensive. The third hotel is cheaper, but is at least five miles away. Write a letter to your pen friend. Explaining the situation.*
2. *You have just been on a school excursion to a nearby seaside town. However, you were not taken to the beach and you have no free time at all to wander round the town. You are very keen on swimming and you also enjoy going to the cinema. Your teacher often tells you that you should study more and not waste your time. On the excursion you visited the law courts, an art gallery and a big museum containing old-fashioned armour and scenes of battles. You found this room far more interesting than you thought it would be but you didn't talk to your friends or teacher about it. In fact, you were so interested in it that you left a small camera there. Your teacher told you because you have a reputation for forgetting things. Only your cousin seems to understand you. Write a letter to him, telling him about the excursion.*



During and after the studies, the students are required to write different kinds of applications. At school/college, they may be required to write applications to the Principal for various issues and after completing their studies, they are required to find out a good job. The students can be given a real advertisement and may be asked to write a job application according to the requirements.

*Questions: Here are two ads for the posts as mentioned. Write an application supposing yourself the most suitable candidate for the post you are applying for:*

A multinational organization immediately requires the following staff for their office in Karachi. 1) Manager 2) Sales Person 3) Receptionist cum Secretary 4) Accountant. Mail your CV with two passport size Photographs to Box 110, Karachi	Professional teachers and female receptionist (good in English) required for an English language institute. Contact: 0555-1234567
--	---

**Essays:** Essay writing is probably one of the more common writing tasks, but it should be used carefully. But in Pakistan tests, the items and the language produced in response to such questions lack context. So, when the students are asked to write 200 words about a day at a hill station, they don't know why they are writing 200 words, they don't know whom they are writing for, and they don't know how they are supposed to write. And because it lacks a context, they do not have the necessary information to write language that is appropriate to that context. Language that is more or less a continuous text draws on a wide range of language abilities. So, 200 words about a day at a hill station tests knowledge of

grammar, vocabulary, spelling, discourse structure, clarity and topic relevance and, perhaps, handwriting, i.e. both accuracy and fluency. In practice, the most important criterion is usually accuracy, so that 120 words about a traffic jam might elicit a sample by a student who did not know the meaning of 'traffic' but who produced 120 grammatically correct words about strawberry jam, raspberry jam and traffic jam, which are all made from stewed fruit and can be eaten in sandwiches! Because the language is integrative, the scoring is subjective, i.e. it requires the examiner to make a judgment based on knowledge, experience and opinion.

Composition allows the students to demonstrate their ability to organize their thoughts, to choose appropriate vocabulary and to formulate paragraphs. While giving such tasks, the instructions should be given in a few words as possible, consistent with making the writing task and situation clear. The test should establish a clear purpose of communicating, especially by indicating the intended reader and giving a realistic context for the reader.

Choosing the topic is a very important part of the writing task though it raises the question of reliability of grading. The ideal topic is one that students have no trouble handling, for the students' efforts during the test should be directed toward how to express themselves rather than what to write about. If the students find that the topic is something that they cannot respond to, they will not be able to show their writing ability. Also the teacher must consider the background knowledge that the students have about the topic. The topic should be one that the students have an approximately equal familiarity with. The teacher should consider

the issue of motivation as well. Will the topic motivate students of the age, sex, field of study, background, etc., of the students to write? It is often difficult to find a topic that will motivate all students equally.

As a teacher, we should know what we are supposed to test in a composition. In a vocabulary oriented composition, the main objective is to evaluate the richness and appropriateness of the student's recall or active vocabulary. To assess the use of nouns, the students may be asked to describe a room, a street scene, a menu or the like. To assess the adjectives and adverbs, the students may be asked to compare and contrast two similar pictures. To assess the verbs, the students may be asked to narrate an imaginary experience: a day at schools, a typical Sunday, a trip. In a grammar-oriented composition, the students are led to use specific structures. The 'point of view' composition challenges the students' imagination and tests their consistency of style. The target language becomes a vehicle of individual expression. The possibilities are endless and can be adapted to all levels.

### **Marking Tests of Writing**

The making of writing tests will always be at least somewhat subjective, but the use of descriptor for each level of the making scheme can at least help make the marking consistent. One possibility is to make a marking scheme for the overall quality of the writing, but the problem is that, for example, the grammar can be good but the organization poor. It is perhaps more useful to have different sets of descriptors for each aspect of writing that you want to consider. You might want to have descriptors for grammatical correctness, use of vocabulary, content, organization, and

mechanics. These categories might be weighted differently, depending on what you want to emphasize.

### 9.5.3- Testing Grammar

The testing of grammar is one of the mainstays of language testing. While such tests test the ability to either recognize or produce correct grammar and usage, they do not test the ability to use the language to express meaning. However, it can be argued that a basic knowledge of grammar underlies the ability to use language to express meaning, and so grammar tests do have an important part to play in language programs.

**Multiple Choice Tests:** Probably the most common way of testing grammatical knowledge is the multiple-choice test. These tests have the advantage of being easy to grade and being able to cover a lot of grammatical points quickly. The most common type of multiple choice grammatical item is one in which the test maker gives the student a sentence with a blank and four or five choices of a word or phrase which completes the sentence correctly. For example,

*Because my mother was sick, I -----to go home last week.*

a) had      b) have      c) has      d) hadn't

To give slightly more context, this type of question sometimes makes use of a short dialogue, with one person saying something and the other person responding. A way of testing short answers and responses is to give the students an utterance, and have them decide which of four or five utterances is an appropriate response. This can be either a test of comprehension or a test of grammar. For example,

*"I think that tuition is much too high here."*

- a) I do so.      b) Do I so      c) I so do.      d) So do I.

Another way to test grammatical knowledge using multiple choice items is to give students a sentence and task to choose which of four or five alternatives has the same meaning.

*"The school should have expelled him"*

- a) *The school didn't expel him, which was wrong.*  
b) *The school expelled him, because it was necessary.*  
c) *The school might have expelled him, if it had known.*  
d) *The school will probably expel him in the near future.*

The test maker must find a balance between giving enough contexts and giving too much. One way to give more contexts and make the language more natural is to give the items in the form of a short reading passage rather than individual sentences. This gives the students more context and, if the passage is chosen carefully, is also much more interesting than reading individual, uncontextualized sentences. However, it may be more difficult to test a range of grammatical points, since the grammatical points are restricted by the content of the passage.

**Error Correction:** Error correction items are also useful for testing grammar. An error correction item is one in which the student is given a sentence with an error. Four words or phrases in the sentence marked with letters, and the student needs to decide which of the words or phrases has the error. For example,

- (a) Most of students      (b) believe that they  
(c) should be getting better grades      (d) than they are.



The teacher may also mix in some sentences that have no errors, and students are required to indicate that there is no error. In addition, the students might be required to correct the error. Errors from student's actual writing are a good source of ideas for this type of exercise.

**Items to Test Knowledge of Word/ Sentence Order:** The traditional way is to present the student with four alternative word order. For example,

I wonder how she knows-----

- |                       |                       |
|-----------------------|-----------------------|
| a) how it costs much. | b) how much it costs. |
| c) it costs how much. | d) it how much costs. |

Another possibility is to give students the four words and ask them to put the words in order. For example,

I wonder how she knows \_\_\_\_\_

- |        |       |         |          |
|--------|-------|---------|----------|
| a. how | b. it | c. much | d. costs |
|--------|-------|---------|----------|

This can also in a way that actually requires the writer to do some writing. For example,

I wonder how she knows \_\_\_\_\_

how / it / much / cost

Understanding of appropriate sentence order can also be tested in a similar way by giving students several sentences and asking them to put them in order. This type of test tests knowledge of references, cohesive devices, etc.

**Completion Items:** Completion items are items in which the students are asked to fill in blanks in sentences. For example,

Give the book to \_\_\_\_\_ woman in the blue dress.



For the purpose of a grammar test, the words that fit in the blanks should be function words, such as articles and prepositions (Completion items intended to test reading ability or vocabulary knowledge, in contrast, use content words.) The advantage of completion items is that they test production, not just recognition.

**Transformation Items:** In this type of item, students are given a sentence and the first few words of another sentence to change the original sentence without changing the meaning. For example,

1. Ahmed hasn't been home in a long time.  
It's been a long time \_\_\_\_\_.
2. I don't need to go to the grocery store this week.  
It isn't \_\_\_\_\_.
3. It is difficult to study when it is so noisy.  
Studying \_\_\_\_\_.

There are variations on this type of item in which the word which starts the transformed sentence is underlined, or the student is given one word to use in the new sentence. For example,

I don't need to go to the grocery store this week. (Necessary)

Again, this type of test is difficult to grade because the teacher has to be aware of the variety of possible answers. Another problem is that it does not in any way test the student's knowledge of when each of the possible transformations would be most appropriate.

**Word Changing Items:** Another type of item is one in which the students are given a sentence and a word which they need to fit into the sentence

by changing the form of the word. For example,

1. I have never \_\_\_\_\_ to Australia (be)
2. I will be with you \_\_\_\_\_. (moment)

This type of grammar test item tests students knowledge of different word forms and how they are used in sentences.

**Sentence Combining Exercise:** Sentence combining exercises can play a part in testing grammar as well as its more traditional use as part of composition testing and training. For example, students might be instructed to combine the following sentences using a relative pronoun.

*I met a man*

*The man went to the same high school I did.*

*I met a man who went to the same high school I did.*

#### 9.5.4- Self Assessment Questions

1. Do you agree with the format of questions asked by students at the annual examination to assess their abilities to use English as a foreign language?
2. Are the students capable of using the language they have learnt during the academic year, after their annual examinations?
3. Are the objectives of teaching English set by the Government achieved through the present system of assessment?