

BEDD216DST

Pedagogy of English

**Bachelor of Education (B. Ed.)
Second Year**

**Directorate of Translation & Publications
Maulana Azad National Urdu University**

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M e s s a g e:

The Vice Chancellor

The basic mandate of the Act whereby Maulana Azad National Urdu University (MANUU) was established by the Parliament of our beloved country is the promotion of higher education through Urdu language. This is the point that distinguishes MANUU from all other central universities and gives it a unique feature, an honour which is not granted to any other institutions of higher learning. The very objective of promotion of knowledge through Urdu is meant to facilitate the accessibility of contemporary knowledge and disciplines to Urdu knowing community. For a long time, Urdu has remained devoid of scientific and scholarly materials. A cursory glance over a library or shelves of a book seller substantiates the fact that Urdu language is diminished to only a few “literary” genres. The same is true vis-à-vis most of the Urdu papers and magazines. It is a reality that our writings sometimes make us to cruise through the sinuous ways of love and passion and sometimes involve us in the political issues imbued with emotionalism. Sometimes they interpret the religions in the backdrops of different schools of thoughts and sometimes make the mind burdened and tensed with complaints and grievances. However, the Urdu reader/ community is unaware of the today’s most important areas of knowledge whether it is related to his own health and life or related to the financial and commercial systems, whether it is related to machines and gadgets around him or the issues related to his environment or vicinity. The unavailability of these genres to general public has created an atmosphere of apathy towards attaining knowledge that exhibits the lack of intellectual abilities in Urdu community. These are the challenges that Urdu University is confronted with. The scenario of course material is also not very different. The unavailability of Urdu course books at school level comes under discussion at the commencement of every academic year. Since the medium of instruction of Urdu University is only Urdu and it offers almost all the courses of important discipline, the preparation of books of all these subjects in Urdu is the most important responsibility of the University. This very objective has led to the establishment of Directorate of Translation and Publications. My humble self feels very happy that it bore fruits only in a short span of a year. As a result of the hard work of the concerned officials and full cooperation of the writers, the process of publications of books has begun well. I believe that after completing the job of publishing course books and co-curricular books in a minimum possible time, the officials will initiate publishing knowledge enhancing materials in easy to understand language in the form of books and magazines so that we may justify the existence of this University and our presence herein.

Dr. Mohammad Aslam Parvaiz

First Servant,
MANUU, Hyderabad.

Foreword

One of the important reasons that hampered the desirable progress of Urdu medium of instruction in India is the scarcity of text books in Urdu. Although there may be various factors responsible for this yet it is a reality that the issue could never be addressed in proper manner and the complaints regarding unavailability of text books and co-curricular books continued unabated. In 1998, when Maulana Azad National Urdu University was established by the Central Government, it intensified the feeling of insufficiency of text and reference books in Urdu at higher levels.

When the present Vice Chancellor, Dr. Mohd. Aslam Parvaiz, assumed office, while keeping in view the necessities of books for different disciplines in Urdu, established the Directorate of Translation and Publications. Now, the Directorate has already started the preparation of text books/ materials and a range of other books related to different streams. Efforts are being made to get all the course books written directly by the experts of the concerned subjects. Directorate is also endeavoring to get the important and famous books of other languages translated into Urdu. Hope that the said Directorate will prove to be a significant hub in the area of publishing at national level given its plans to publish a large number of books. The Directorate has already started its activities with the publication of its first book “The Glossary of Zoology and Entomology” in February 2018.

The book under reference is one of the 34 books which have been prepared and being published for the students of B. Ed. These books are basically for the students of distance mode of Education. However, the students of on-campus mode might also consult these books. Moreover, these books are available for general students, teachers and readers.

It is also reasonable to acknowledge that we have received direct guidance and supervision of the Hon’ble Vice Chancellor in preparation of these books. Without his special attention, the publication of the said books couldn’t have been made possible. In this regard, teachers and officials of DDE and SE&T also extended their cooperation for which they are too entitled for thanks.

Constructive comments and suggestions of the experts and readers in relation to the book shall be highly appreciated.

Prof. Mohd. Zafaruddin

Director

Directorate of Translation and Publications
Maulana Azad National Urdu University

Course Introduction

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

This Part Comprises Five Units.

The Course is designed to make you understand the concept of School Curriculum, gradation & types of English Grammar, techniques of teaching Grammar and Composition, the role of Language Laboratory in Teaching and Learning of a Language.

It will also enable you to develop the skills of Presentation of Vocabulary, Study skills, reference skills and will also enable you to critically evaluate English text books.

Pedagogy of English

UNIT 6: School Curriculum in English

Structure:

- 6.1 Introduction
- 6.2 Objectives
- 6.3 Curriculum: Concept and Meaning, Principles of Curriculum Construction
 - 6.3.1 Concept and Meaning of Curriculum
 - 6.3.2 Principles of Curriculum Construction
- 6.4 Different Approaches to Curriculum Organization
- 6.5 Characteristics of Good English Textbook
- 6.6 Authentic Materials for ELT and Language Laboratory
- 6.7 Points to remember
- 6.8 Key Words
- 6.9 Unit End Exercise
- 6.10 Suggested Books

6.1 Introduction: Curriculum is the most significant part of any programme which acts like the constitution of a particular course. Therefore, It is essential for any programme to emphasize optimally into making of its curriculum in order to get the desired outcome from education. This particular unit deals with school curriculum in English with focus on the following content areas:

6.2 Objectives: Following objectives are formulated for the adequate coverage of the unit:

- To enable students for conceptual and fundamental knowledge of curriculum and its construction process
- To know the different popular and useful approaches to curriculum organization
- To identify the characteristics of a good text book
- To know about the authentic materials in English
- To be able to use authentic materials in language laboratory

6.3 Curriculum: Concept and Meaning, Principles of Curriculum Construction

6.3.1 Concept and Meaning of Curriculum

Concept and Meaning of Curriculum: The curriculum has been understood differently by various scholars, but the core meaning lies within its broad coverage of activities through which larger aims are achieved. The word Curriculum has been derived from a Latin word “Curren” which means a pathway or a racecourse to be run on for achieving the goal/target.

The curriculum can also be defined and understood by a total sum of holistic experiences students receive during a particular course of time in the institution in order to complete a programme/certification.

Cuningham described curriculum as “ *Curriculum is a tool in the hands of the artist (here, teacher) to mould his/her material (here, students) in the studio (here, school).*”

Hilda Taba described curriculum as “*Curriculum usually consisting of a statement of aims and objectives indicate the selection and organisation of content, it either implies or manifests certain patterns of learning and teaching. Because the objective demands or because the content organisation requires it includes a program of evaluation of the outcomes.*”

Taking into consideration the above description and definition of curriculum, it can be understood that the subject matter (usually the Syllabus) required for a programme to be completed is core to the curriculum. Apart from this, the programming of total activities to be conducted in a particular course of time, along with the expected outcomes of the program, the variety of experiences in terms of cultural engagements and all other experiences include the holistic meaning of a curriculum in a broad sense.

Presently, National Curriculum Framework (NCF) 2005 is the guiding principle for school education in India, and similarly, National Curriculum Framework for Teacher Education 2009 is the guiding principle for teacher education in India. NCF (2005) has suggested five guiding principles for curriculum development for school education in India:

- 1) Connecting knowledge gained inside classrooms and through books/print or electronic materials to life outside the school,
- 2) Rote memory is required for limited purposes and time, instead of understanding the concept from own perspective is very much required,
- 3) Enriching the curriculum to provide for overall development of children rather than only textbook-centric,
- 4) Flexible examination system based on CCE assessment methodology along with evaluation based on classroom experiences
- 5) Nurturing an overall-rising identity informed by caring concerns within the democratic polity of the country which also means taking care of politico-economy and socio-cultural ethos of the country in mind while transacting curriculum.

It is important here to mention and inform the stakeholders of the curriculum developers and its translators to keep the sense of NCF 2005 in the delivery of the curriculum. Unless it is kept in mind, the background of curriculum construction is difficult to conceive.

6.3.2 Principles of Curriculum Construction: Curriculum construction is one of the most responsible and comprehensive activities in the field of education. During planning for curriculum construction, some important principles and theories are to be borne in mind. mostly, the logical sequence, difficulty level of the class/grade and interest of the learners and plurality

of experiences are essential guidelines for curriculum construction which are enumerated and described below.

1. **Variety of Experiences:** An adequate importance on the array of different experiences provided to the learners which should be given while preparing the curriculum. While placing a variety of experiences from content transfer to play, games, extra activities, etc. the sequence of presentation of contents and activities are important for curriculum constructor. At last, students at this level require getting out of monotony and releasing the best instruction in the classroom for which variation is required in the curriculum.
2. **Learner and learning centeredness:** There are several efforts of looking at curriculum from different perspectives. The teacher-centred approach dominated the school curriculum for a long time, further learner-centred approach came to centre stage and now learning centeredness is widespread in the curriculum construction as well as transaction. It is essential to understand here that every activity of a curriculum must have learning and learner as a sole target while framing curriculum.
3. **Flexibility:** Flexibility in the curriculum construction is required in order to get the desired changes according to the changing needs, time, demands,, etc. Many innovations, and novel ideas come up while transacting curriculum, in such condition, flexibility in curriculum allows to integrate new things accordingly. Besides, there is individual difference among the learning level of the children. Keeping it in mind, the curriculum should be framed so that individuality and elasticity can be taken care of.
4. **The utility of leisure:** The curriculum construction must be based on the principle of academic utility but, leisure time also plays an important role in creating an overall development of students. The principle of the utility of leisure is therefore the obligation for the curriculum framer in order to ensure proper and adequate utilisation of leisure time in a productive manner. Subjects like Socially Useful and Productive Work, Work Experience, Work and Education, etc. are the best examples of the principle of the utility of leisure in the larger framework of curriculum construction.

5. Inter-disciplinarily: The present time education is not just about knowledge of one subject but more about how one subject is related with other subjects and vice-versa. The more students grow in higher studies, the more dependence of inter disciplinarily begins for the quest of vast knowledge domain. Here it is essential for the curriculum framer to keep interdisciplinary approach in mind to make school curriculum relevant and futuristic towards higher education. In such curriculum, the main subject is core and allied/related subjects are in the periphery with different activities and subject-based instruction.
6. Contemporary: Curriculum framers are, in most cases, senior academicians from the concerned discipline. The possibility of old/classical perspective is more among such experts. It is important here to construct such a syllabus and curriculum which is of present-day use and contemporary in nature. For example, the grammar-translation method is still relevant in majority of Indian schools but, the contemporary needs and popular approach are from communicative and post/mixed methods in English largely because of its current usage.
7. Value-oriented: Value-erosion in the society, institutions, households, etc. is a commonly experienced cultural deprivation in present time. The blind faith on westernization, influence of modernity and moreover disrespect of past (including elders) are some of the thorny issues in the contemporary world including India. The prime responsibility to handle this issue is with the education sector, and further with the curricular planner. When values are no more an inbuilt mechanism among the young population, it has to be integrated as a supplement largely through the school curriculum. The curriculum framer should keep the value orientation in the core of the mind while preparing it.
8. Community and extension: The ultimate goal of education and the objective of a curriculum are to prepare a good citizen for the country, and individual with consciousness for the society and finally a professional/vocationally equipped population who can contribute to the economy. The curriculum planner should also keep in mind the benefit expected by the community and society at large. The generation of knowledge

and its dissemination till the last person of the society can be attached to the success of a curriculum.

Check your Progress:

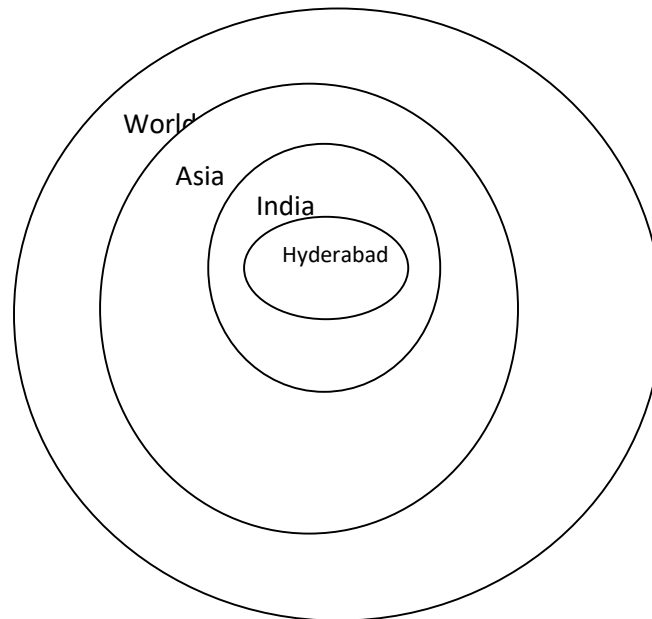
- (1) Explain the meaning of curriculum?
- (2) What are the Various Principles of Curriculum Construction?

6.3 Different Approaches to Curriculum Organization:

Curriculum construction is based on certain pedagogical philosophy; whereas organisation/placement of different activities in the curriculum is based on certain approaches keeping in mind the learners' needs, time management and suitability. The systematic arrangements of the topics and activities are essential for the curriculum organization. There are certain approaches based on which different contents and activities are placed and organised while describing curriculum construction as follows:

1. Concentric: This is one of the classical approaches to curriculum organisation in which the contents and activities are placed with the philosophy of simple to complex. Here it also means that as the content movements are from centre to periphery in the concentric approach keeping in view the cognitive understanding/level of the students. It also suggests that during the early period of the student, only simple generalization is required, and in the mature phase of educational life, students need complex and in-depth generalization. Therefore, placement of subject matter and activities also need a similar approach.
2. Based on psychological and learning approaches
3. Suitable for Indian students
4. Easy and permanent learning
5. Learning continuum and better understanding

Graphical presentation of Concentric Approach



6. Topical: This is an approach based on the thematic presentation of relevant contents and activities in the curriculum in order to provide complete knowledge about one particular topic. Although, this approach to curriculum organization has better coverage of the certain topic, it suggests to divide the topics and activities into the different parts and mental levels of students and graded accordingly before presenting it. But, many experts of English language have criticised it, largely due to the possibility of many unwanted knowledge/information and extra time consumption.

7. Psychological & Logical- Learner-Centered Curriculum: The child psychology, a sequential presentation based on logic and learner-learning centredness is required for a valid curriculum. Curriculum planners need to take care of these factors before presenting different contents and activities in the curriculum.

Check your Progress:

1. Give examples of Syllabus
2. Give examples of Curriculum
3. Identify the difference between syllabus and curriculum
4. Pick up any secondary school English text book and identify the pattern of curriculum organization

6.5 Characteristics of Good English Textbook:

- Language presentation: Structure and Vocabulary: It is important to have printed materials with adequate use of grammar and vocabulary to the age-specific learners.
- Culture-free/neutral language/free from prejudices: In a particular course/programme which is based on a defined curriculum, there are learners from multiple backgrounds. In order to keep the socio-cultural ethos in mind, it is essential to have culture free language in an excellent textbook.
- Relevant content: One area of studies can be put in multiple ways for a different level of learners. It is essential, therefore, to keep the relevance of particular book alive with contemporary and mental age-specific content in a good English textbook.
- Authentic materials: A good English textbook also requires to include authentic printed materials before the learners. Here authentic materials mostly mean, the printed materials used in day to day life and also for present communication purposes.
- Pictorial/Graphical illustration: It is important to have printed pictures and graphs in colour/black & white according to the requirement of a particular age. It is helpful in getting the attraction of the learners especially during the early period of schooling.
- Reading supplements: This is a standard practice to provide the supplementary reading materials to the learners along with the main subject book in order to facilitate better learning and understanding.
- Exercises and Activities: Exercises and activities are essential supplements for a book and its contents to ensure learning at the end of every chapter/unit.
- Attractive DTP: Finally, a book with good and attractive Desk-Top Publishing is core to the selling of the book as well as learning for students, especially during the early age of schooling.

Check your Progress:

- Pick up any English textbook, and Identify characteristics of a good textbook
- What do you think can be the characteristics of good textbook not mentioned above?

6.6 Authentic Materials for ELT and Language Laboratory:

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

Authentic materials can be identified in all language-skills especially in Listening, and Reading skills.

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

Authentic Reading Materials - All the written texts with original/primary sources for target language users can be considered as authentic reading materials. Besides, in daily life, what we experience as Menu of the Restaurant, Newspaper, Magazines, sign-boards, brochures, etc.

Authentic Materials for Language Laboratory: Audio-Video and ICT related materials are available with different sources such as;

Well reputed publication houses- Oxford University Press with Digital Dictionaries, Encyclopedias, etc

Well reputed Institutions: British Council, The EFLU electronic resource for English language-skills

Online resources are available by the well-reputed Universities/Institutions at global level such as MOOCs of MIT, open resources and many others.

Check your Progress:

➤ Choose authentic materials from your daily life and enlist below:

Listening

Writing

Visual Media

6.7 Points to be remember:

- Curriculum: As a complete and comprehensive experience at school in a particular class apart from a defined syllabus.
- Principles of Curriculum Construction: Variety of Experiences, Learner and learning centeredness, The utility of leisure, Flexibility, Inter-disciplinary, Contemporary, Value Oriented and community and extension.
- Different Approaches to Curriculum Organization: Concentric, Topical, Psychological-Learner-Centred Curriculum
- Characteristics of good English Textbook: Language presentation, Culture-free/neutral language/free from prejudices, Relevant content, Authentic materials, Pictorial/Graphical illustration, Reading supplements, Attractive DTP, Exercises and Activities
- Authentic Materials for English Language Teaching and Language Laboratory: Audio-visual and multimedia based resources along with Internet based ICT.

6.8 Key Words:

Curriculum: It is a tool in the hands of an artist (here, teacher) to mould his/her material (here, students) in the studio (here, school).

Syllabus: A set of related contents which are largely part of a subject curriculum to be completed in a specified timeframe.

Textbook: Printed text with adequate coverage of contents based on a particular subject-syllabus.

Authentic Materials: A valid and verified content based on a particular curriculum/syllabus which may be in printed, audio or video format.

6.9 Unit End Exercises:

- What do you understand by Curriculum? Define and provide examples in your own words.
- What are the different approaches to curriculum organization in English language? Describe with examples
- Examine secondary English textbook with reference to different principles of curriculum construction.
- List out the effectiveness of language laboratory in English language learning.

- What are the principles of curriculum construction? Define any two.

6.10 Suggested Readings:

- Agnihotri, R k & Khanna, A L (1995) English Language Teaching in India: Issues and Innovations. New Delhi: Sage
- Percy, R (2012) Teaching of English. Hyderabad: Neelkamal
- Krishnaswamy, N & Krishnaswamy, L (1998) Teaching English: Approaches, Methods and Techniques. New Delhi: Macmillan
- B.Ed. Study Material. Teaching of English. IGNOU
- Thomas S. C. Farrell, Brock University, Ontario, Canada. CAELA NETWORK BRIEF, OCTOBER 2008

Unit -7 Teaching of Vocabulary, Study and Reference Skills

Structure:

- 7.1 Introduction
- 7.2 Objectives
- 7.3 Teaching of Vocabulary
 - 7.3.1 Objectives of Teaching Vocabulary
 - 7.3.2 Types of Vocabulary
 - 7.3.3 Techniques of Teaching Vocabulary
 - 7.3.4 Selection and Gradation of Vocabulary
 - 7.3.5 Vocabulary Games and Activities
- 7.4 Techniques of Teaching Study Skills
 - 7.4.1 Note - making
 - 7.4.2 Note - taking
 - 7.4.3 Mind mapping
 - 7.4.4 Brain storming
- 7.5 Techniques of Teaching Reference Skills
 - 7.5.1 Dictionary
 - 7.5.2 Thesaurus
 - 7.5.3 Encyclopedia
 - 7.5.4 Bibliography
- 7.6 Exercises
- 7.7 Let's Sum Up
- 7.8 Key Words
- 7.9 Suggested Books

7.1 Introduction:

Teaching of Vocabulary, Grammar and Composition are very fundamental things in English language teaching because without vocabulary, grammar and composition we cannot teach English language in a formal setting of education. Without sufficient vocabulary", students cannot understand others or express their own ideas. Wilkins (1972) wrote that; *“Without grammar very little can be conveyed, without vocabulary nothing can be conveyed (Clouston, 2012).”*

Buckminster Fuller, An American futurist, in his book, ‘Critical Path (1982)’ created the ‘knowledge doubling curve’ and noticed that human knowledge doubled every century till 1900. After the Second World War, it doubled every 25 years. Today, human knowledge is doubling every 13 months (Schilling, 2013). The advancement of internet and social media may reduce the time of doubling of knowledge every 12 hours. Knowledge is rapidly increasing, doubling and exploding. Whatever we study at the beginning of a two year course, is likely to become irrelevant by the end of the course. If our students want to keep themselves relevant and updated in their fields, they have to continuously study and update their knowledge; otherwise they will become outdated, irrelevant, useless and jobless in the modern world. There is no end to studying in modern world (Hariprasad & Prakasam, 2009). Therefore, it is essential to impart study skills among students of schools, colleges and universities so as to make them lifelong learners.

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

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

7.2 Objectives:

This unit will enable student teachers to;

- a. Understand the importance of teaching vocabulary, study and reference skills
- b. Know different types of vocabulary
- c. Use different techniques of teaching vocabulary
- d. Select and grade English vocabulary
- e. Define study skills
- f. List various types of study skills
- g. Explain the importance of study skills
- h. Design tasks to develop study skills
- i. Understand the use of reference material like; dictionaries, thesaurus, encyclopedia and bibliography
- j. Develop reference skills

7.3 Teaching of Vocabulary

It is important to understand here that even without grammar we can manage to communicate with some useful words and expressions but without vocabulary it is very difficult to communicate verbally. Lewis (1993) says that *vocabulary is the core or heart of language* (Clouston, 2012).

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

Therefore, teaching vocabulary helps to students understand and communicate with others in English. To speak in a clearer and more effective manner we need English vocabulary. It is the active vocabulary of person that decides how effectively he can speak English language. The vocabulary helps to select proper words, phrases, idioms and frame sentences so that other people can understand what you exactly want to express either in written or oral form.

Vocabulary is the first and foremost important step in language acquisition. In a classroom where students do not find themselves comfortable with second language, language learning can be made interactive and interesting with the introduction of appropriate vocabulary exercises. John Drinkwater, a famous linguist says, “Words are the bricks on which poetry and literature of the world has been built.”

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

7.3.1 Objectives of Teaching Vocabulary:

Objectives of Teaching Vocabulary can be mentioned as under:

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

7.3.2 Types of Vocabulary:

Vocabulary is classified in different ways. According to command over vocabulary, there are two types; active vocabulary and passive vocabulary. According to the use of vocabulary in

different skills, there are four types; Listening vocabulary, Speaking vocabulary, Reading vocabulary and Writing vocabulary.

Let's try and understand what is active vocabulary? And what is passive vocabulary?

a. Active vocabulary:

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

b. Passive vocabulary:

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

Types of vocabulary according to different **skills** can be summarized as under;

(i) Listening vocabulary

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

(ii) Speaking vocabulary

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

(iii) Reading vocabulary

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

(iv) Writing vocabulary

A person's writing vocabulary is all the words used he or she uses in various forms of writing from formal essays to Face book or Twitter feeds.

7.3.3 Techniques of Teaching Vocabulary:

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

i. Mother tongue Association:

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

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

Figure 7.1: Mother Tongue Association (Courtesy to www.learnenglishlanguages.com)

ii. Action Association:

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



Figure 7.2: Action Association (Courtesy to www.kid-pages.com)

iii. Picture/Photo/Poster Association:

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



Figure 7.3: Picture/Photo/Poster Association (Courtesy to www.pinterest.com)

iv. Material Association:

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

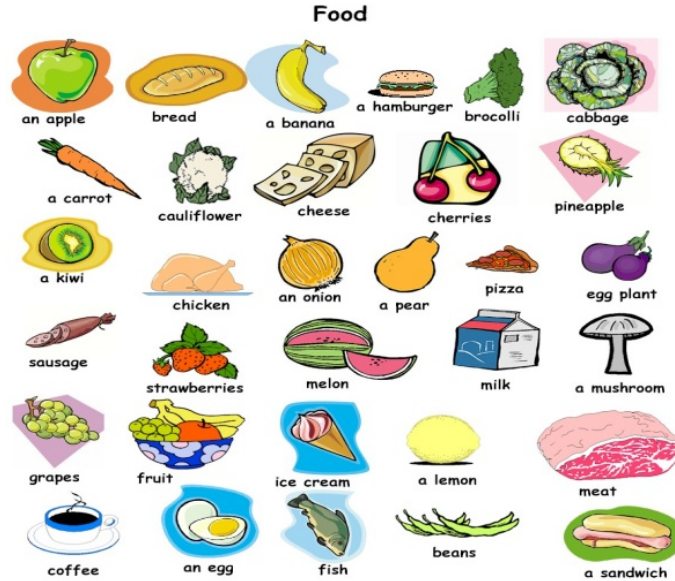


Figure 7.4: Material Association (Courtesy: www.colegionarval.org)

v. **Word Association:**

There are sub techniques of word association like synonym association, acronym association, homonym association, etc. Teacher can explain the meaning of words by associating it with synonym, antonym, homonym, etc.

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

Figure 7.5: Word Association (Courtesy: www.englishlearnsite.com)

vi. **Definition Association:**

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



Figure 7.6: Definition Association (Courtesy: www.slideshare.net)

vii. Use of Dictionary:

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

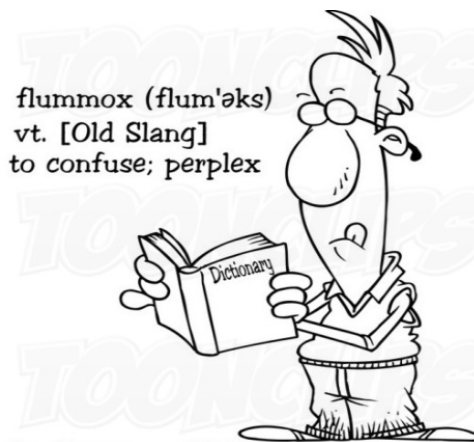


Figure 7.7: Use of Dictionary (Courtesy : www.vecto.rs)

viii. Blackboard sketches:

Teacher can also draw sketches on blackboard to introduce words. Students can also be involved in developing blackboard sketches of different words (Rao, 2011) .



Figure 7.8: Blackboard sketches (Courtesy: www.colourbox.com)

Topic of the Lesson:	
Words	Technique of Teaching Vocabulary

7.3.4 Selection and Gradation of Vocabulary:

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

- **Frequency:** The words which are most frequently used in speech and writing are the best words for the pupils to acquire first.
- **Structural words:** Structural words which help in forming sentences by linking content words should be taught early in the course.
- **Productivity:** If a word helps make more words out of it or related to it, it is said to be productive. For ex: strong, stronger, strongest
- **Teachability:** Words which are easily teachable, should be given priority.

- **Simplicity:** Words which are simple in their spelling, pronunciation and meaning should be given priority on difficult words.

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

Check your Progress

Make a critical note on selection and gradation of vocabulary in the English Textbooks of your state.

7.3.5 Vocabulary Games & Activities:

Check your Progress:

1. Open 'Google' in your smartphone, laptop or personal computer
2. Write the title of the following book in Google.
3. Type "Cambridge English vocabulary games and activities" in search box
Title of the book:- Vocabulary Games and Activities
published by University of Cambridge Press
(URL - <http://www.cambridgeenglish.org/images/vocabulary-games-and-activities.pdf>)
4. Download and read the above book on Vocabulary games and activities. It has mentioned ***83 games and activities*** on English vocabulary.
5. Try to download and read as many free books, materials, worksheets as you can from Google on vocabulary games and activities.

Check your Progress:

There are many slide hosting sites on the internet. www.slideshare.net is one of the famous site for hosting presentations in the form of PowerPoint, pdf or open document presentations. There are thousands of PowerPoint presentations on this site almost on every subject. Let's search the PowerPoint presentations and pdf material on Vocabulary Games and Activities on this site. Follow the steps mentioned as under:

- a. Open any internet browser (for ex; Internet Explorer, Google Chrome, Mozilla firefox, etc) in your Smartphone, laptop or personal computer.
- b. In URL type www.slideshare.net and visit the site.
- c. On Home Page you will find a search box.
- d. Type '***Vocabulary Games and Activities***' in the search box
- e. Site will show many presentations and pdf books on the screen, such as;
 - (i) ***Vocabulary 1 – Games and Activities***
 This book is written by Peter Watcyn-Jones and published by Pearson Education Limited. It describes **60 different types of vocabulary games and activities.**
- f. **Read, Download and Share** such open and free presentations and pdf books with your friends, classmates, colleagues and students with the help of social media sites and apps.

7.4 Techniques of Teaching Study Skill:

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

- (i) **Gathering Skills:** Gathering skills enable learner to gather relevant information in less time. There are two sub skills of gathering skill;
 - a. ***Locating information:*** Learner tries to locate the desired information through encyclopedias, thesaurus, dictionaries, search engines, websites, social networking sites, library catalogues, tables of content, index, , etc
 - b. ***Comprehending information:*** Learner tries to comprehend information through mastering the skills of reading, skimming, scanning, etc.

- (ii) **Storage Skills:** Storage skills enable learners to store information for ready retrieval and use. As students cannot remember or memorize any lecture or prose as it is, they try to store information in their notebooks to use them later. Storing skills have two sub skills;
- a. **Note-making:** It involves reading books, journals, letters or any other written material and making notes.
 - b. **Note-taking:** It involves listening to lectures, speeches, commentaries and taking down notes.
- (iii) **Retrieval Skills:** In the limited time of examinations students try and write all the answers in a systematic, brief and comprehensive manner. Here retrieval skills come in to help students. Retrieval skills such as reading, writing, comprehension, analysis, synthesis, judgment, critical thinking and observations, clarity and brevity, etc are necessary for writing summaries of articles, chapters, books, reports, speeches, research studies, theses or any other written document.

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

7.4.1 Note -making:

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

- To save a large content in a brief and comprehensive form

- To organize the ideas in a systematic and logical order
- To provide a quick overlook of the content before one goes to face the examination or deliver a lecture on the given topic
- To have an essence of thoughts presented in the content
- To revise the given content
- To facilitate easy recapitulation of the content
- To reconstruct the content in different modes of presentation
- To develop the skills of comprehension, analysis, synthesis and presentation

Ways or Types of making notes;

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

(i) Annotation:

Annotation means an act of adding notes on a printed material, such as; books, modules, textbook, article, etc. While annotating, learner makes note by writing in the margins, underlining facts, highlighting the main points, etc. It helps remember the main points. But it is advisable only when the printed material or book is your own. Annotation should not be practiced with books of school or college libraries or any other printed material which is a public property or others property.

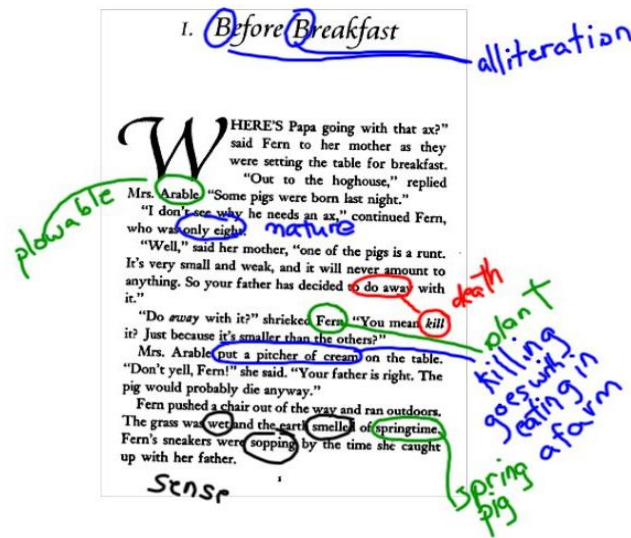


Figure 7.9: Annotation (Courtesy: www.medinger.wordpress.com)

(ii) Outline notes:

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

Outline Format

Green Energy

3 sources: solar, wind, geothermal

- Solar
 - Pros: renewable source of energy
 - Cons: high cost of solar panels
- Wind
 - Pros: lessens dependency on fossil fuels
 - Cons: noise complaints
- Geothermal
 - Pros: clean, no emissions
 - Cons: need large piece of land for underground pipes

Figure 7.10: Outline notes (Bought, 2013)

(iii) Column notes or Cornell Method notes:

In Column notes, learner develops a column where key words are written in one column and their brief description is written in front of the keywords in another column. Cornell Method notes are similar to column notes. In Cornell Method, student makes two columns; one is recall column and second is notes column. Notes are written in notes column whereas their keywords are written in recall column. Look at the following picture;

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

Figure 7.11: Outline notes (Bought, 2013)

(iv) **Summary notes:**

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

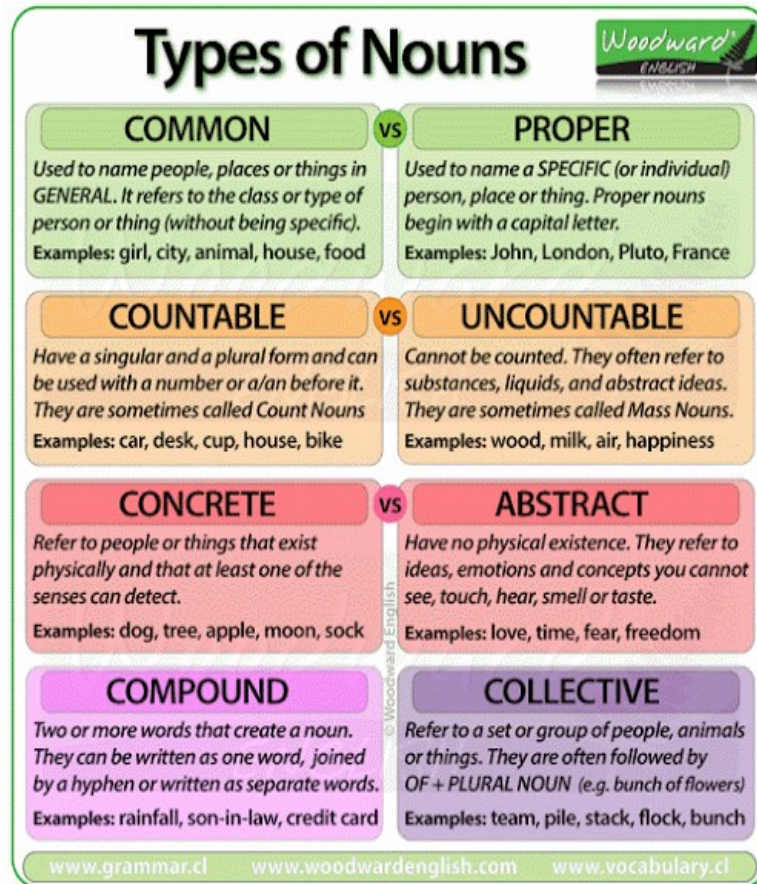


Figure 7.12: Summary notes (Courtesy to www.woodwardenglish.com)

Process of Note-making:

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

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

- f. Maintain logical sequence of ideas given in the text

Characteristics:

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

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

7.4.2 Note – taking:

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

We can read the text as many times as we want, but we cannot listen to the lecture or speech again and again unless it is recorded. Therefore, note-taking needs carefully listening and actively noting down the important points. All good study techniques start with good note taking habits. Knowing how to take good notes will improve your ability to study more effectively.

Remember the following points while taking down notes;

- a. Listen to the lecture carefully.
- b. Listen carefully the introduction of the lecture. It generally deals with the topic, purpose and theme of the lecture.

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

The types or ways of note-taking and note-making are the same. Please refer to the previous sub-unit that is 7.4.1 on note-making.

7.4.3 Mind mapping:

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

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

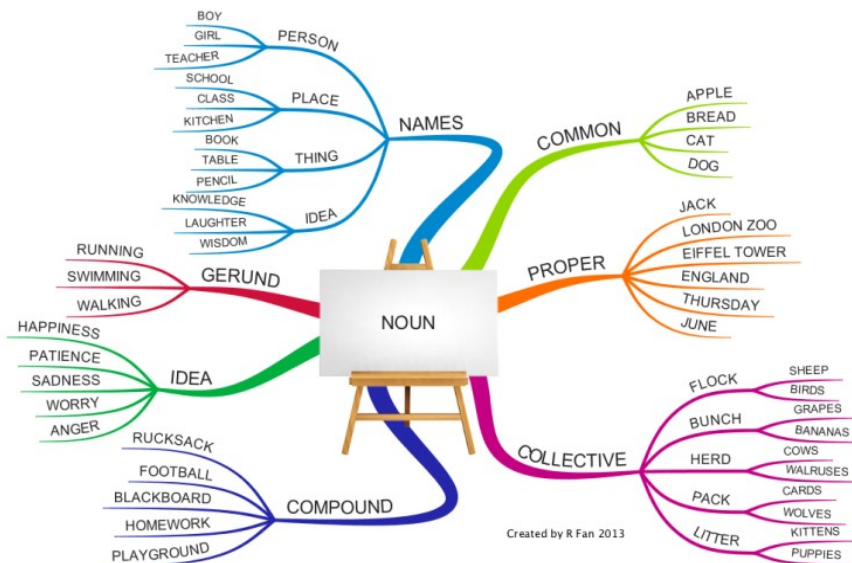


Figure 7.12: Mind Map (Courtesy: www.web2.fp.utm)

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

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

Table No: 7.1: Seven steps of developing a Mind Map (www.tonybuzan.com)

<p>Check your Progress:</p> <ol style="list-style-type: none"> 1. Open ‘Youtube’ app in your Smartphone or visit www.youtube.com through any internet browser on your laptop or personal computer. 2. Type ‘Tony Buzan’s Mind Mapping Technique’ in search box 3. Watch video lectures delivered by Tony Buzan on Mind mapping and make a note in your own words. 	
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7.4.4 Brainstorming:

The technique of brainstorming was introduced by Alex Osborn, an American writer and creativity theorist. Brainstorming is a group creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members (Wikipedia). According to Alex Osborn, 'Brainstorming is a conference technique by which a group attempts to find a solution for a specific problem by amassing all the ideas spontaneously by its members (www.brainstorming.co.uk).' As storm clears the pollution for air, brain storm clears mental confusion and chaos and helps a group of people find out solutions to a problem. Brain storming activity can be arranged in small or large group of students.

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

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

Table No: 7.2: Steps of Brainstorming session

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

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

Check your Progress:

Visit <https://eslflow.com> on internet and read and download and all brainstorming related articles, activities, worksheets, etc. and use them in your day to day teaching.

Techniques of Teaching Reference Skill:

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

Reference skills are noting but skills needed to refer to any reference material. How to use dictionary? How to read a map? How to use a Thesaurus or an Encyclopedia? How to find out telephone number of someone from a telephone directory? How to use a handbook or textbook while teaching or learning? How to search information? Where to search information? Reference skills answer the aforesaid questions and facilitate teachers and students acquire authentic information in easiest ways and use it whenever necessary.

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

7.4.5 Dictionary:

Dictionary is one of the foremost important reference materials for a language teacher and learner. Dictionary is a book of words where words of a language are listed out in an

alphabetical order. A dictionary gives information about word, its spelling, types (noun, verb, adjective or adverb), different pronunciation (British or American) and usages in different contexts. There are different types of dictionaries classified according to different criteria. See the classification of dictionaries in the following table:

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

Table No: 7.3: Classification of Dictionaries

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

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

Table No: 7.4: Techniques of referring dictionaries

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

7.4.6 Thesaurus:

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

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

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

Figure 7.13: Thesaurus (Courtesy : www.angelfire.com)

A traditional thesaurus has two sections; index and body. Index lists the words with several meanings and body provides synonyms of a word, whereas a dictionary style thesaurus

has a headword along with several synonyms following the headword. It is arranged in alphabetical order. In this digital age, we also have online thesaurus for online and offline use and thesaurus apps for mobile use.

A thesaurus helps a person know synonym, antonym of a word instantly. It gives a glance of all related words. One can select a suitable word according to the context. It is helpful in writing essays, articles, research papers, drama, novel, short story, news, notice or any other written task.

7.4.7 Encyclopedia:

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

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

	Encyclopedias	efforts of many people. For example: Wikipedia
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Table No: 7.5: Types of Encyclopedia

7.4.8 Bibliography:

The word ‘Bibliography’ is derived for the Greek word ‘Bibliographia.’ ‘Bibli’ means book and ‘Graphia’ means writing. So Bibliography means book writing or copying of books. It is all about the etymological meaning of the word Bibliography. In general, Bibliography is a list of all print and electronic sources one has used in the process of writing a book, article or doctoral thesis. It is also known as reference list or work cited. It may include the reference cited as well as not cited in the work. It generally includes authors’ name, title of the work, publishers’ name, year of publication and page numbers of the source.

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

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

Table No: 7.6: Types of Bibliography

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

7.5 Unit End Exercises

Write down short notes on the following:

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

Write down the answers of the following questions in detail:

- (i) What is the importance of teaching vocabulary in English language teaching?
- (ii) How will you teach vocabulary to the students of primary school?
- (iii) Explain the need of study skills in the 21st century?
- (iv) Discuss the importance of dictionary, thesaurus, encyclopedia in teaching and learning of English language.

7.6 Let's Sum Up

Vocabulary facilitates learning of all language skills; listening, speaking, reading and writing. Without sufficient command over vocabulary no one can learn English language. So it is very necessary for an English teacher to know different aspects and techniques of teaching vocabulary. In this unit, we went through objectives of teaching vocabulary, different types and techniques of vocabulary, its selection and gradation and games and activities.

Study skills enable a learner to become a lifelong learner. They widens the horizons of thinking. It helps students become independent learners. Alvin Toffler, an American writer quotes, 'The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn.' Study skills help students to learn, unlearn and relearn. In this unit, we tried to learn different study skills like note-making, note-taking, brain storming and mind mapping.

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

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

7.7 Key Words

Active Vocabulary : Active vocabulary refers to the vocabulary that a person uses in his or her written or oral communication and has complete mastery over it

Passive Vocabulary : Passive vocabulary refers to the vocabulary that a person cannot use in his or her written or oral communication but he or she can draw meaning out of it.

Study Skills : Study skills help learner to study more efficiently.

Gathering Skills : Gathering skills help learner to gather information.

Retrieval Skills : Retrieval skills help learner to retrieve the stored information.

Note-making : It means reading or referring a written text and making notes.

Note-taking : It means listening to a lecture/speech or oral information and taking down notes.

Reference Skills : Reference skills help learners to refer different types of reference material like dictionaries, encyclopedias and thesaurus.

7.8 Suggested books :

Bough, Sara (2013) *What Type of Note Taker Am I?* Retrieved from <http://sarabaugh123.blogspot.in/2013/12/effective-note-taking.html>

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Clouston, M.L. (2012) *Vocabulary Learning and Teaching: Pedagogy, Research, and Resources*. Retrieved on 21st July, 2017 from http://www.academia.edu/1711441/Vocabulary_Learning_and_Teaching_Pedagogy_Research_and_Resources

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Unit-8 Teaching of Grammar and Composition

Structure

- 8.1 Introduction
- 8.2 Objectives
- 8.3 Teaching of Grammar
 - 8.3.1 Need and Importance of Grammar
 - 8.3.2 Objectives of Teaching Grammar
 - 8.3.3 Types of Grammar
 - 8.3.4 Methods of Teaching Grammar
 - 8.3.5 Games and Activities
- 8.4 Teaching of Composition
 - 8.4.1 Need and Importance of Composition
 - 8.4.2 Objectives of Teaching Composition
 - 8.4.3 Types of Composition
 - 8.4.4 Procedure of Guided Composition
 - 8.4.5 Techniques of Teaching Guided Composition
- 8.5 Remedial Teaching for Grammar and Composition
- 8.6 Unit End Exercise
- 8.7 Let Us Sum Up
- 8.8 Key Words
- 8.9 Suggested books

8.1 Introduction:

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

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

8.2 Objectives:

This unit will enable you to;

- k. Understand the importance of teaching grammar and composition.
- l. Know different types of grammar and composition.
- m. Use different techniques of teaching composition.
- n. Use different methods of teaching grammar.

8.3 Teaching of Grammar

Grammar is behind the logic of a language. It provides an insight into the structure of language. It is the systematized knowledge of the language. Its importance in writing is indubitable. It provides the criteria for judging the correctness of language. It helps develop various mental abilities such as reasoning, observation and concentration. So it is very necessary to acquire mastery over grammar for us whose mother-tongue is not English. Grammar is the study of words and the ways words work together. An invisible force guides us as we put words

together into sentences. Any person who communicates using a particular language is consciously or unconsciously aware of the grammar of that language.

We study grammar to speak in a clearer and more effective manner. A person who has unconscious knowledge of grammar may be sufficient for simple language use, but those who wish to communicate in an artful manner and well, will seek greater depth of understanding and proficiency that the study of grammar provides. Grammar helps to frame the sentences with proper knowledge so that other people can understand what you exactly want to express when they read the message or letter you send to them.

Business communication that utilizes proper grammar helps set a professional appearance between a company and its customers. Small details such as spelling, word use and writing style are an important part of marketing, and poor grammar may quickly send customers to a competing company. Proper grammar conveys a sense of authority from the writer to the reader. Law firms, public accountants and consulting services are great examples of strong written communication that creates authoritative messages.

8.3.1 Objectives of teaching Grammar:

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

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

8.3.2 Formal Grammar and Functional Grammar:

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

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

Formal Grammar	Functional Grammar
It is known as traditional, theoretical or prescriptive grammar.	It is known as descriptive or incidental grammar.
It is not based on its day to day functional ability.	It is based on its day to day functional ability.
It is taught with the help of a grammar book.	It is not taught as a separate subject but along with graded readers.
It lays emphasis on drilling of its rules and definitions.	It lays emphasis on drilling of use of grammar.
Rules of grammar are consciously drilled by the learners.	Rules of grammar are acquired unconsciously by the learners.
Formal Grammar is taught deductively. i.e. rules and definitions are told first then examples.	Functional grammar is taught inductively. i.e. Examples are given first and then rules are set.
The learner is required to learn everything.	Functional grammar is linked up with speech, reading and writing.

Table no 8.1: Difference between Formal and Functional Grammar

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

8.3.3 Methods of Teaching Grammar

Broadly there are two methods of teaching grammar; deductive method and inductive method. Let's try and understand these methods of teaching grammar;

➤ **Deductive Method:**

This is the traditional method of teaching grammar. Formal grammar is taught by this method. In this method, teacher explains the rules of grammar and then examples are given to fix that particular rule. The steps of this method can be easily grasped by following table;

Sr. No	Steps	Teachers activity
1	Introduction	The teacher introduces grammatical item to the students. (For ex: Today, we are going to study Articles)
2	Stating the Rule	Teacher explains all the rules in this step. (Rules of using 'A, An, The' are explained.
3	Providing Examples	After explaining the rules teacher provides different examples in support of the rules presented earlier and asks the students to write down the rules and their examples. (Examples are given on the appropriate use of article 'a', 'an', and 'the'.)
4	Application	Teacher gives sentences for practice considering students have understood all the rules. Students' answers are checked and corrections are done in the classroom. (Teacher gives exercise in the classroom to check students understanding of the topic)
5	Assignment	Teacher gives exercise for practice. (Teacher gives exercise for homework)

Table no 8.2: Procedure of Deductive Method

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

➤ **Inductive Method:**

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

Sr. No	Steps	Teachers activity
1	Introduction	The teacher introduces grammatical item to the students. (For ex: Today, we are going to study Articles)
2	Providing Examples	Teacher presents some examples before the students and asks the students to observe and try to generalize the common things in the given examples. (Teacher writes some examples of article 'a', 'an' and 'the')
3	Observation	Students observe the examples and try to generalize the common things presented in the examples. (Teacher asks the students to observe the examples of articles and try to generalize the common things about their uses)
4	Generalization	With the help of students response and generalizations about the examples teacher introduces rules of grammar. (Teacher explains the rules of using article 'a', 'an', 'the' with the help of students response and generalizations about the examples.)
5	Practice	Teacher provides more examples for oral and written practice.
6	Assignment	Teacher gives variety of exercises for assignment.

Table no 8.3: Procedure of Inductive Method

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

➤ **Informal Method:**

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

➤ **Incidental Method:**

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

Check your Progress:

1. Explain the procedure of deductive method of teaching grammar with suitable examples.
2. Explain the procedure of inductive method of teaching grammar with suitable examples.

8.3.4 Grammar Games and Activities:

Check your Progress:

6. Open '**Google**' in your Smartphone, laptop or personal computer
7. Write the titles of the following books in Google or type the given URL link in Google. Download and read the books on Grammar games and activities. Titles of the book with their writers and publishers are given as under;
 - a) **Games for Grammar and Practice** written by Maria Lucia Zaorab & Elizabeth Chin, Published by Cambridge University Press

(URL - http://elibrary.bsu.az/books_250/N_7.pdf)
 - b) **Fun with Grammar** written by Suzanne W. Woodward, Published by Prentice Hall Regents (URL - http://elibrary.bsu.az/books_250/N_211.pdf)
 - c) **Elementary Grammar Games** written by Jill Hadfield, Published by Longman

(URL-<https://sydslearningcorner.files.wordpress.com/2010/10/elementary-grammar-games.pdf>)

d) **Grammar Alive! A Guide for Teachers** written by Brock Haussamen with Amy Benjamin, Martha Kolln, Rebecca S. Wheeler, and members of NCTE's Assembly for the Teaching of English Grammar, Published by National Council of Teachers of English, Urbana, Illinois.

(URL-<https://wac.colostate.edu/books/grammar/alive.pdf>)

(Try to download and read as many free books, materials, worksheets, powerpoint presentations as you can from Google)

8.4 Teaching of Composition

Composition is the expression of child's thought. The power of expression is a matter of skill rather than of knowledge. Therefore, teaching of composition has a great value in developing the skill of expression. Composition is defined as an art of putting together items of language to express one's thoughts and feelings.

The word 'composition' is derived from the Latin word 'componere' which means to put together. So 'to compose' means to bring together words or sentences or to put together. Thus composition means putting together words or sentences. The essential feature of composition is to sequence the proper word at the proper place in a sentence and proper sentence at proper place in writing.

Thus composition is one of the important aspects of language learning. It is an integral part of teaching of English.

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Thus composition is one of the important aspects of language learning. It is an integral part of teaching of English.

8.5.1 Objectives of Teaching Composition:

Composition is taught to enable students to acquire mastery over language. We should remember that composition is to be taught orally first and then it should be taken up in written form. The objectives of teaching composition can be mentioned as under:

- To enable the students to write legibly and correctly.
- To develop the habit of clear and logical presentation.
- To stimulate students to think about a situation provided.
- To teach students how to organize thoughts and ideas in accordance with the accepted usage.
- To develop their vocabulary
- To develop imagination of students.
- To help students think freely.
- To develop students power of expression in writing as well as in speaking.

8.5.2 Types of Composition

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

- Guided Composition:

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

- Free Composition:

Free composition means doing composition work freely and independently. Hence, learner is free to use any thoughts, structures, vocabulary, etc. No guidance is provided. Free composition may also be called unguided or uncontrolled composition.

At the early stages of language learning guided composition is of great help because students are beginners and they cannot write without proper guidance. At the initial stage hundred percent guidance is provided by the teacher but later it is reduced to minimum. A stage comes when students do not need any guidance of the teacher, thus free composition stage is reached. It is the ultimate goal of teaching composition to enable students to express themselves freely in oral and written communication (Khalique, 2007).

8.5.3 Procedure of guided composition:

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

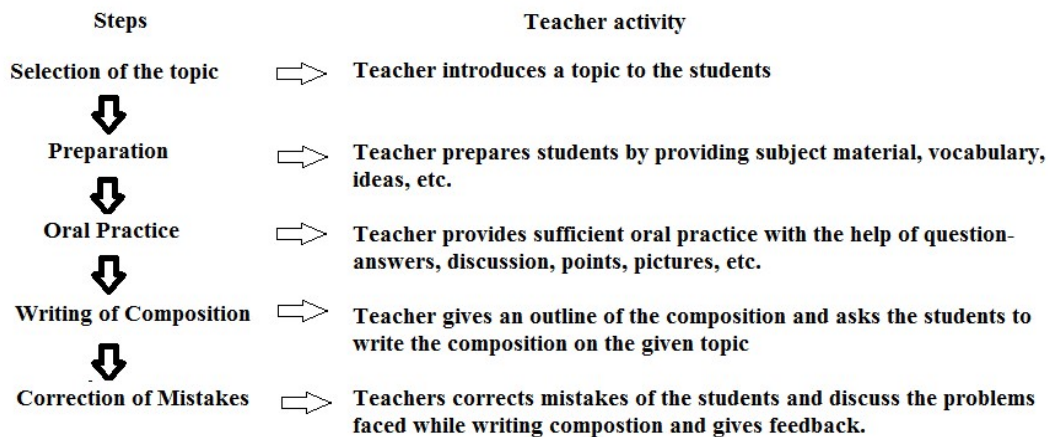


Figure no 8.1: Procedure of Guided Composition

8.5.4 Techniques of teaching guided composition:

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

- **By Points:**

Teacher guides students with the help of some points. He discusses points orally and encourages students to frame sentences orally on each point. After discussion students write composition.

- For example: My House
- Name of the area/colony
- Building
- Rooms
- Garden
- Playground
- Parking, etc

- **By Substitution tables:**

Teacher asks students to prepare sentences with the help of substitution tables and then put them together to make a composition.

For instance: Topic- My Pet animal:

This	Is	My	Cat Dog Horse
It	Has	two four	Legs Eyes Ears
It's	Name	is	Tommy Cuty Tiger

Table no 8.4: Substitution table

- **By Questions:**

Teacher asks a number of inter connected questions to students. They answer the questions. These answers form a composition.

For example; Topic – My Self

Sr. No	Questions	Answers
1	What is your name?	My name is _____
2	What is your father's name?	My father's name is _____
3	Where do you live?	I live at _____
4	In which school do you study?	I study in _____
5	Who is your class teacher?	_____ is my class teacher.

Table no 8.5: Guided Composition by Questions

- **By Pictures:**

Composition is also developed with the help of pictures. It is called as picture composition. Teacher shows a picture to students and asks them to observe the picture. Teacher asks a number of questions on the picture and initiates discussion in the class. The answers are written on blackboard which ultimately forms composition.

Look at the picture below. Which festival does it remind you of? Paint the picture with colours.
Write 4 lines about this festival.



Figure no 8.2: Picture Composition (Courtesy: www.magicpathshala.com)

8.6 Remedial Teaching for Grammar and Composition

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

The word 'remedial' means to rectify, to improve or remedy something. According to Collins Online Dictionary, 'Remedial Education is intended to improve a person's ability to read, write or do Mathematics, especially when they find these things difficult.' Teachers can take Remedial teaching during the regular lessons or he/she can separately arrange the same. The general principles of remedial teaching which the teacher should follow are:

- Identify the students
- Diagnosis of students' problems and needs
- Identify the mistakes and their reasons
- Paying individual attention and instruction
- Presenting material in sequence and small units
- Use of various methods, materials, activities and techniques of teaching
- Multi-sensory teaching
- Involving of all students
- Remove emotional barriers through praise and sympathy

- Provide consistent guidance and help
- Sustain interest and motivation
- Creating flexible and friendly atmosphere in the class
- Promote collaborative and co-operative learning

Teachers should apply all these principles of remedial teaching while teaching English grammar and composition.

Check your Progress:

There are many teaching and learning portals on internet. One of them is www.grsmaths.in. It is a teachers' portal. They have uploaded 'Remedial Teaching SCERT Work Books' on their portal. These Remedial teaching work books are designed for Class I to Class IX. It has many remedial activities they can improve students' English grammar and composition.

Download, read, learn and apply the strategies and techniques mentioned in the book as per the needs of your students, syllabus and scenario. Follow the steps mentioned as under;

- a. Open any internet browser (for ex; Internet Explorer, Google Chrome, Mozilla firefox, etc) in your Smartphone, laptop or personal computer.
- b. In URL type www.grsmaths.in and visit the portal.
- c. On Home Page you will find the following link:

**“Remedial Teaching SCERT Work Books Compiled (30 pages) by P.
Manohar Naidu, SGT, K.V.Palli [Mdl], Chittoor
[Download 6th to 9th](#) [Download Primary Level 1](#) [Download Primary
Level 2”](#)**

- d. Click on all the three links to download the books.

(Search and follow the web portals developed for teachers and learners of English language)

8.7 Unit end Exercise

Write down short notes on the following:

- Difference between formal and functional grammar
- Types of Composition

Write down the answers of the following questions in detail:

- What is the importance of teaching grammar and composition in English language teaching?

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

8.8 Let's Sum Up

The grammar of English language is important because acceptability and intelligibility of both in writing and in speech depend on currently followed basic notions and norms of grammar. Teachers should apply functional grammar of teaching rather than formal grammar, because this age, is the age of practical application of language skills for communication.

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

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

8.9 Key Words

Formal Grammar : Formal Grammar is used to describe the structure of individual sentence. This type sets language as a set of rules which allow or disallow certain sentence structure (Nysha, 2012).

Functional Grammar : Functional Grammar is used to describe language in actual use and so focus on texts and their contexts. This type sets a language as a resource for making meaning (Nysha, 2012).

- Guided Composition** : Guided composition refers to the composition in which guidance is provided to learners i.e. guidance of vocabulary, structure or ideas.
- Free Composition** : Free composition refers to the composition where students work freely and independently without the help or guidance by the teacher.
- Picture Composition** : Picture composition refers to the composition that is developed with the help of any picture.
- Remedial Education** : Remedial Education is intended to improve a person's ability to read, write or do mathematics, especially when he/she find these things difficult (Collins dictionary)

8.10 Suggested books:

- Jesa, M. (2005). *Efficient English Teaching*. New Delhi: APH Publishing Corporation.
- Khalique, M.A (2007). *English Course Book of D.Ed*. Saifee Book Agency: Mumbai.
- Kumari, A.V (2014). *Methods of Teaching English*. Guntur: New Era Publications.
- Mowla, Rao & Sarojini (2012). *Methods of Teaching English*. Neelkamal Publications Pvt. Ltd.: Hyderabad.
- Nysha (2012). *The Difference of Functional Grammar and other Grammars*. Retrieved on 21th July, 2017 from <https://dhegenalexandermalelak.wordpress.com/2012/04/02/the-difference-of-functional-grammar-and-other-grammars/>
- Paliwal, A.K. (2002). *Perspectives on English Language Teaching*. Jaipur: Surabhi Publications.
- Percy, R. (2012). *Teaching of English*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Rao, K.V (2011). *Techniques of Teaching English*. Neelkamal Publications Pvt Ltd: Hyderabad.
- Remedial Education Retrieved from <https://www.collinsdictionary.com/dictionary/english/remedial> on 31-12-2017

Unit-9: Language Assessment and Evaluation (8 Hours)

STRUCTURE

- 9.1 Introduction
- 9.2 Objectives
- 9.3. Assessment and Evaluation in the English language
 - 9.3.1 Purpose of evaluation
 - 9.3.2 Process of evaluation
- 9.4 CCE
 - 9.4.1 Types of evaluation
- 9.5. Techniques of Evaluation
 - 9.5.1 Self-evaluation
 - 9.5.2 Peer evaluation
 - 9.5.3 Group evaluation
- 9.6 characteristics of a good test
- 9.7 Tools of evaluation
- 9.8 Preparation of tests for different skills of language
 - 9.8.1 Listening
 - 9.8.2 Speaking
 - 9.8.3 Reading
 - 9.8.4 Writing
 - 9.8.5 Study skills
 - 9.8.6 Reference skills
- 9.9 Preparation of SAT record
 - 9.9.1 Principles of SAT
 - 9.9.2 Construction of SAT
 - 9.9.3 Preparation of Test paper
- 9.9.4 Scoring key
- 9.9.5 Analysis of test scores
- Check your progress
- Let's sum up
- Keywords
- References

9.1 INTRODUCTION

In teaching learning process assessment is an integral part. It is the means of quality assurance in teaching-learning process. It determines whether set goals of education have been achieved or not after the instructional programme. It decides the marks, grades, placements, promotions, instructional need, training, curriculum, and funding given to the students.

Evaluation is a systematic through and careful application of scientific methods to assess and improve an educational programme. It is a continuous process and a fundamental part of the total system of education, which is closely related to the educational objectives. It takes into its purview the educational objectives, learning experiences and the feedback in the teaching-learning process. It is quantitative as well as qualitative in nature. It gives us evidence to judge

the student's performance in relation to some standard and thereby estimate the level of attainment of the individual in realizing the objectives in the process of teaching-learning.

9.2 OBJECTIVES

This Unit will enable you to

1. Learn the difference between test, evaluation, measurement, and assessment
2. Acquaint with the characteristics of a good test
3. Know various types of evaluation
4. Understand the difference between summative and formative evaluation
5. Know various techniques of evaluation
6. Learn methods of preparing Scholastic achievement record

9.3 ASSESSMENT AND EVALUATION IN ENGLISH LANGUAGE

Activity:

Can you give the synonymous terms used for examinations?

Why do we conduct tests?

Difference between Assessment, Evaluation, Test & Measurement

In our educational system the words assessment, evaluation, test, and measurement are used interchangeably. But there is a clear distinction between these terms.

Assessment:-It is defined as a process of gauging or appraising the quality, value and the level of performance of an individual in academics. It involves collecting the data, reviewing and using data related to the students, for the purpose of improvement in existing knowledge.

Example: Assessment of skill attainment

Evaluation:- it is the process of making the judgment about someone or something and assigning value, grades, marks to the performance. Evaluation is done to determine the degree to which set goals have been achieved. it is done based on the laid standards.

Example: Evaluating the answer scripts

Assessment	Evaluation
It is Diagnostic in Nature	It is judgemental in nature
It provides feedback on performance and areas of improvement	It determines the extent to which objectives have been achieved
The purpose is for formative	The purpose is for summative
It is process oriented	It is product oriented
Feedback is based on the observation of positive and negative points	Feed back is based on the level of quality as per the standards
It is reflective	It is Prescriptive

Measurement standards are absolute	Measurement standards are comparative
------------------------------------	---------------------------------------

Measurement:- It is the process of expressing of measuring the ability of student in performing the task and assigning a numerical to him. It is quantitative in nature. It is associated with the achievement of a student in a subject or a specific skill. It determines the attributes or dimensions, attitudes, and preferences.

Example: Measurement of Intelligence.

Test:-It is a tool to understand the level of achievement of a student in performing a particular task assigned to him. It is a device to elicit behavioral change in the process of learning. It also helps us to make some inferences and draw conclusions about certain characteristics of the students. A test is a part of an assessment.

Example: Testing the level of comprehension

EVALUATION

Evaluation is a continuous process of teaching and learning activity. It anticipates objectives of education and seeks to realize them in the behavior of the people s. For example in the teaching of English, unless the objectives are framed and the teacher has a clear idea of these objectives, the teacher cannot organize an effective programme of English.

This organization of an effective programme of teaching has been termed as learning experiences which consist of an appropriate atmosphere. Going through those experiences the teacher's tasks remains to evaluate in order to find out whether the desired behavioral changes have been brought in the pupils. In this way, evaluation creates a link between teaching and testing. So we can say that a. Teaching and evaluation are inseparable

- a. Objectives guide both teaching and learning
- b. The feedback determine the effectiveness of teaching

9.3.1 PURPOSE OF EVALUATION

1. Understand the existing policies and practices in academics
2. Modify the existing classroom procedures for better results
3. Assess the suitability of learning experiences provided to the students from time to time
4. Examine the factors that continue to effective learning
5. Assess the realization of educational objectives
6. Suggest ways and means improve the policies and practices in the existing system

9.3.2 PROCESS OF EVALUATION

Evaluation is said to be a tripolar process which includes educational objectives, learning experiences and evaluation. Evaluation involves

1. Formation of educational objectives
2. Stating the objectives in terms of behavioral changes expected from the pupils
3. Providing learning experiences as per the set objectives
4. Devising tools of evaluation in tune with the objectives and learning experiences
5. Arriving at a result using the tool
6. Interpreting the results
7. Suggesting modifications in the teaching-learning process, if necessary

9.4 CONTINUOUS COMPREHENSIVE EVALUATION (CCE)

In India, Continuous Comprehensive Evaluation was introduced by the Central Board of Secondary Education (CBSE) to assess the performance of the students in all perspectives for the holistic development of the students. With the enactment of the Right to Education, Act CCE was introduced in the year 2009.

It is the type of assessment wherein the students are assessed in all the aspects like academics, games and sports, creativity, curricular and co-curricular activities along with developing academic skills. The main purpose of this system is to make the students stress free.

CCE stands for the school-based evaluation of students that covers all aspects of student's development. Continuous stands for the assessment of students throughout the year but not just at the end of the year. It may be done formally or informally. Continuous means giving regular assignments to the students, frequently testing the students, analyzing learning gaps, applying corrective measures, re-testing analyzing learning gaps once again, giving feedback to the teachers and students for their self-evaluation.

Comprehensive means taking care of all round development of child's personality. A child will be assessed not only in terms of knowledge about a subject but also participate in other activities. This assessment is done in the scholastic and co-scholastic areas.

Scholastic area refers to intellect or brain. It is related to the assessment of learners in curricular subjects. It includes assignments, projects, practical work etc

The term co-scholastic refers to those aspects which are related to hand and heart. They are health awareness, neatness, regularity, punctuality, cooperation, sympathy, obedience, work discipline. It also includes participation and interests in creative writing, drama, debates, recitation, drawing, painting, traveling and teamwork.co scholastic includes attitude towards teachers, classmate, and environment and outdoor activities.

Scholastic and co-scholastic activities can be assessed through various types of evaluation like formative and summative assessments.

9.4.1 TYPES OF EVALUATION

Formative evaluation:-It is an integral part of teaching and learning. It is conducted during the process of teaching-learning through observation of student's responses, engagement, notebooks, assignments, and other written works. It is conducted by the teacher during the instructions. It helps the teacher to find out the learning gaps of the students. Formative evaluation involves assessment of class work, homework, oral questions, quizzes etc. it uses mostly teacher-made tests. It is used for assessing student learning progress during instruction. It is done to monitor learning and modifying the programme if needed before its completion. Formative assessment

1. Focuses on diagnostic and remedial based oral and written performances.
2. Makes provision for effective feedback
3. Enables teacher to adjust teaching by taking into account the result of the assessment.
4. Helps the students for self-assessment and learn to improve
5. Assists students to understand the criteria used to judge their work
6. Helps students to support their peers

Summative evaluation:

Summative evaluation is conducted at the end of a course or a programme of study. It is conducted to determine if learning is sufficiently completed to move the learner to the next segment of instruction. Hence we can say that making an overall assessment or decision with the

instructional programme is a summative evaluation. It may focus on a single aspect of the subject matter, achievement or skills. Its main function is the collection of evidence to determine the present position of a pupil in a particular area. The interaction between the teacher and the taught is very limited and the feedback that the pupils get is very less when compared to formative evaluation.

Summative evaluation tends to use well-defined evaluation design. It emphasizes analysis. Its instruments are reliable and valid. For this evaluation, there are external examinations, the teacher made tests and rating sales etc. besides grading this type of evaluation provides information for judging the appropriateness of the course objectives and the effectiveness of the instruction.

Formative evaluation	Summative evaluation
Aim is to improve upon what is learnt	The aim is to prove the amount of learning that has taken place
It is Qualitative in nature	It is quantitative in nature
Purpose of formative evaluation is to monitor the learning process	Purpose of summative evaluation is to assign grades.
It is meant for improving students learning	It is meant for evaluating students achievements
Content area is less	Content area is more
Process is evaluated	Product is evaluated
It is continuous process of evaluation	It is done at the end of the instructional unit
It is informal Ex: home works	It is formal Ex. written tests

9.5 TECHNIQUES OF EVALUATION

9.5.1 SELF EVALUATION:-

It is looking at one own progress, development and learning to determine what has improved and what areas still need improvement. It involves comparing the performance of the individual before and after the learning takes place in before and the current situation.

Self-evaluation is procedures of systematic observation, analysis and value one's own learning and its results in order to stabilize or improve it. This can take place on an individual or on an institutional level. To self-evaluate means to explore and evaluate one's own performance.

Self-assessment aims to help a person to recognize one's own strengths and weakness to for implementing change sequentially step by step. It can address specific skills, such as communication, leadership, listening and social abilities, but can also focus on more real abilities related to a profession. Hence the use of self-assessment is a starting point for personal and professional growth.

9.5.2 GROUP EVALUATION:-

It is the process of assessing the team or group performances and group process for the given assignments or projects based on set objectives. In a group evaluation, the design of the work, report presentation, the ability of the group to meet the deadline, contribution, effectiveness, and communication is observed and evaluated. It is done based on the following principles.

- a. Assessing the individual and group learning performance.
- b. Assessing the process as well as product
- c. Preparing assessment criteria and grading scheme clear

9.5.3 PEER EVALUATION

Peer evaluation is a process where peer group members grade assignments or tests based on a teacher's point of reference. The practice saves the time of the teachers and improves students' understanding of course content as well as improve their metacognitive skills.

It gives the peer group an opportunity to assess the performance of their peer, from different perspectives which cannot be assessed by the teacher. This is more effective as the peer group members get an opportunity to introspect. Students will be more honest in peer assessment of their team as it is related to their interpersonal relationships with other members of the team.

Peer assessment is an important aspect of 'assessment for learning' practice. Assessing one's own performance or the performance of peer develops understanding among the students and they come to know the expected learning outcomes and the method of the assessment. No doubt that it consumes a lot of time and effort.

9.6 CHARACTERISTICS OF A GOOD TEST IN ENGLISH

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

Validity: -A test is considered to be valid if it measures what it is intended to measure and nothing else than that. There are different types of validation like face validity, content validity, and empirical validity.

Face validity:-Sometimes the test paper gives the impression that there is a flaw in it. This type of validity is known as face validity.

Content validity:- It depends on the careful analysis of the skill being tested and on the course objectives. Proper Weight must be given to the course objectives and the skill.

Empirical validity:- It is obtained by comparing the results with the independent criterion.

Reliability:- By reliability, it means stability of the test scores. It should rate the same candidate at the same scores if he is examined by the same or different examiners at the same or different times. The difference in score should be negligible.

Practicability:- Practicability means the test which is constructed should finish in the given time. It should keep the student busy all the time which is sound from the disciplinary and administrative point of view. It should take into consideration the scoring procedures and manageable with the funds available.

Objectivity:-It means whoever evaluate the content the score should be the same.

Clarity:- The instructions given should be brief and definite so that the students should not give wrong answers misunderstanding the instructions. The language of the question should be simple, comprehensive, definite, and unambiguous.

Comprehensive:-It should cover the entire syllabus. Due importance should be given to each topic and choice should be minimum.

Graded:- It should be according to the age and intelligence of the students.

Interesting:-It should create interest to put forth their efforts. It should encourage reflective thinking, not a reproduction.

Variety:- Different forms of question should be given to cover a wide range of syllabus.

9.7. TOOLS OF EVALUATION

There are various types of tools for evaluation purpose. At the school level, we use different types of questions for evaluating pupil's performances. These tools of evaluation are,

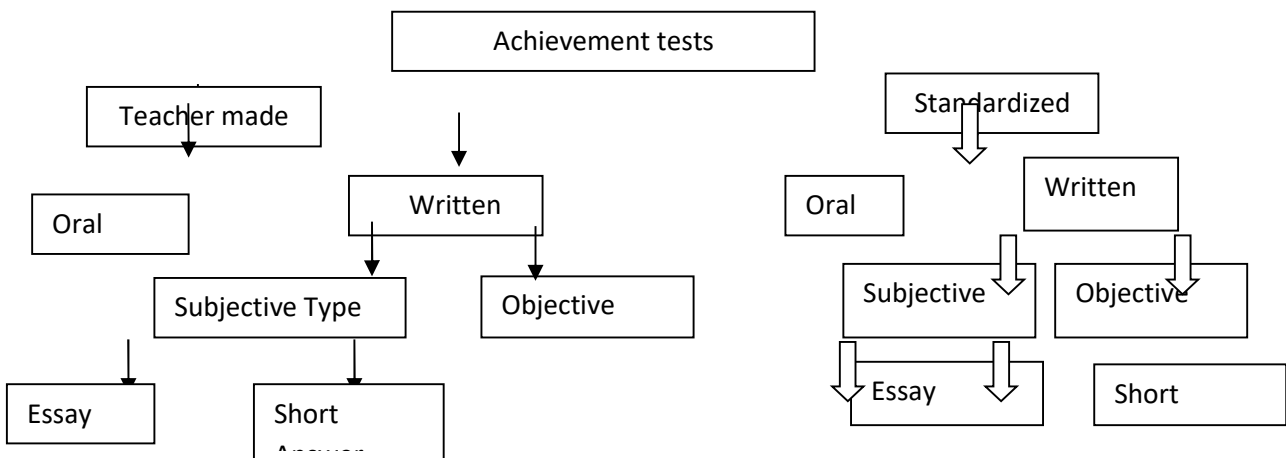
Achievement tests: - These tests measure the skills, knowledge learned at a particular grade or class. Achievement tests are conducted after completion of the instruction.

Aptitude tests:-It is a test which assesses the ability or potential of the students in performing a certain task without any training.

Proficiency tests:- It tests the proficiency of a student in a particular language or field of study at any level

Diagnostic tests:-These tests are conducted to know the previous knowledge of the students before starting the instruction. The purpose of these diagnostic tests is to assess the level of the students for instruction.

.Achievement measures the student's attainments, accomplishments or proficiencies in doing a given work or task. Achievement is directly related to the growth and developments of pupils in schools where teaching and learning go hand in hand. The concept of achievement involves three factors. Aptitude for learning, readiness for learning and opportunity for learning. Achievement in education implies one's knowledge, understanding or skills in a subject or group of subjects. Achievement tests are of different types.



Teacher Made tests:- They are the tests prepared by the teacher to test the performance of the students in the classroom. These tests can be in oral or written form.

Standardized tests: the Standardized test is administered and scored in a standard manner and it is designed in such a way that the questions, conditions for administering, scoring procedures, interpretations are consistent and they are administered and scored in a predetermined and standard manner.

That means it has a selection of question from a common bank of questions and the test takers have to answer the same questions in the similar way which is scored in standard and consistent manner and makes it possible to compare the relative performance of individual students or group of students.

Oral Tests:-It is a test where the examiner poses questions to the students in spoken form to test the communicative skills of the students. The advantages of these oral test are, they assess the students in the direct communication mode and their vast knowledge.

Written tests:- They are designed to test the abilities of students in knowledge, comprehension, and writing. Depending upon nature and purpose of written tests they are divided into two categories, namely subjective written tests and objective written tests.

The Subjective tests:- They are meant for testing the productive skills of the students. They demand free responses from the individuals. The pupils may be asked to describe an event, discuss a given topic. These tests consist of long answers. Essay type and short type of answers come under this category.

Essay Type tests:-They demand long answers. They are popular tests to measure the achievement of the pupils. They give relative freedom to respond in detail. They emphasize memory rather than comprehension.

Short answer type tests:-They are more useful than the essay tests. They are thought to provoke related to educational objectives. These questions demand the answer in short sentences precisely and accurately.

The Objective type tests:-They have fixed responses and the scoring is objective. They are more objective, take less time to score.

9.8. PREPARING TESTS FOR DIFFERENT SKILLS

The objectives of teaching English at the school level are as follows.

1. To help the pupils to listen to English and understand it
2. To help them to speak English
3. To help them to read English and understand it
4. To help them to write English

Let us see how we are going to test our pupils whether they have acquired the skills mentioned above.

9.8.1 TESTS FOR LISTENING COMPREHENSION:

Although hearing is a natural process listening involves attention. Listening comprehension means the ability to recognize and understand what others are saying that is their accent, pronunciation, grammar, vocabulary and the meaning of their speech. The following tests help the teacher to test the listening comprehension of the students.

1. Dictations, Jigsaw listening, listening to instructions, following route
2. Formal lectures, Face-to-face interactions, Telephone messages
3. listening to Radio and TV presentations
4. listening to Native Speakers' speech in all kinds of situations
5. listening loudspeaker announcements, telephone conversations, radio news, interview, lesson, lecture, story-telling, shopping conversation, gossip, instructions, meetings, watching television, negotiations, watching movies
6. Theatre show is the situations through which we can test the listening comprehension of the students.

7. The teacher pronounces a word or sentence or a phrase, students listen to it and respond by writing in their own answer sheet
8. Students are given an opportunity to listen to Varieties of native speakers voices and students have to answer the questions after listening.
9. Language laboratory also assists in teaching listening comprehension to the students. The teacher can instruct the students to listen to and act accordingly.

9.8.2 TESTS FOR SPEAKING:

The basic function of language is to interact and communicate. Speech is mainly for developing social contacts. The one who is able to produce the sounds correctly, use the appropriate stress, and intonation, the apt words, and structures to express him can be said to have mastered the skill of speaking. There are a few ways to test spoken ability.

1. Topic-based discussions
2. Debates for and against a topic
3. Extempore speech:- A competition to test the speaking skill of the individual.
4. short dialogues imagining real-life situations
5. Roleplay: assuming the role of a person
6. Question and answers
7. Characterization
8. Interview
9. viva voce

9.8.3 TESTS FOR READING COMPREHENSION

Reading comprehension is the ability to read the text, process the text, understand the meaning of the text, and integrate with what the reader already knows. It requires the ability to understand the meanings of the words, from the discourse context, the ability to follow the organization of the paragraph and identify the references from the passage. To test the reading comprehension the following tests are used.

1. Summarizing each paragraph after completion of the lesson
2. Instructional conversations or comprehension through discussions(classroom discussions, asking questions, testing understanding, applications, invite synthesis, evaluate and judge)
3. Testing non-verbal imagery Ex emojis
4. Testing visualizing ability
5. Partner reading and questioning each other
6. Graphic organizers
7. Asking the students to make connections between two concepts
8. Determine important elements of the paragraph

9.8.4 TESTING WRITING

Writing is the base through which the intellect is judged.It fosters the ability to refine the idea explains and presents it. It makes our thinking visible. Hence developing good writing skills is essential.The following tests are used to test writing ability.

1. Testing the notebooks (home works, question and answer books) of the children
2. Encouraging children to write daily activities in their dairies and checking them

3. Instructing the children to prepare puzzles, word games
4. Encouraging copywriting and checking it
5. Encouraging children to write letters, emails to the relatives and friends
6. Dictation tests
7. Writing picture composition
8. Describing objects, events etc.
9. Assigning any written work (Essay writing, paraphrasing, subjective and objective tests)

9.8.5. STUDY SKILLS

Note taking and note making are referred to as the study skills. Study skills can be examined through testing their comprehension and expression of a topic. Checking their notes, observing their presentation skills, by giving assignments, extempore speech etc.

Note taking is a systematic process where the pupils make a note of certain events in an orderly manner. It improves comprehension and expression.

Note making is the process wherein individual makes the notes refereeing to books, newspapers, reports etc. and then prepares a brief summary of it.

9.8.6 REFERENCE SKILLS

Language learning is basically a skill in order to retain interest among the students in learning a language like English the teacher has to combine a variety of skills and present the information in an effective manner. To achieve this objective the teacher has to help the students to find out the resources for getting the needed information.

These supplementary skills are known as Reference skills. It includes referring to Encyclopaedias, Yearbooks, thesaurus, Telephone Directories, maps charts, schedules, of various kinds. The main purpose of these materials is usefulness.

References skills can be evaluated by assigning written work to the students asking them to refer to the mentioned book and assess the performance.

9.9 PREPARATION OF SCHOLASTIC ACHIEVEMENT TEST RECORD

Scholastic achievement record is the record maintained by the teachers related to the performance of the students in the classroom. It shows educational growth and development of the students in academics. It reveals the strengths and weaknesses of the students in a particular subject after the analysis of scores. It helps the students to focus on their weaknesses and improve in the next performance. It assists the teacher to compare the performance of students in the whole class. It enables the teacher to check and verify the content taught, objectives laid, methods of teaching, skills learnt by the students, knowledge acquired by the students, level of difficulty of the questions, objectivity of the questions etc. It develops insight into the teacher to guide the students according to their abilities for further improvement.

Advantages of SAT tests

- These tests help to evaluate the learners on the basis of their performance
- It helps to plan remedial teaching to make the learners overcome their difficulties in learning.

9.9.1 PRINCIPLES INVOLVED IN THE PREPARATION OF THE TEST

1. Selection of the content from the syllabus
2. Equal importance to all the objectives

3. Due weightage to different elements of the content like prose and poetry vocabulary, structures etc.
4. Variety in the questions
5. Level of difficulty (easy, average and difficult questions)
6. Marking scheme for the question paper
7. Proper Weight to the distribution of the marks
8. Testing the originality of the learner.

9.9.2 CONSTRUCTION OF SAT

Construction of the SAT records involves various steps. These steps are as follows.

1. Selecting the content for teaching
2. Preparing the objectives of keeping in view the language skills
3. Providing the instructions to the students using proper methods of teaching
4. Following the lesson plan
5. Revising the content taught
6. Conducting the test

Conducting the achievement test involves preparing question paper. While preparing the test items for an achievement test; the teacher must give proper weightage to various types of test items, the objectives, areas of the content and forms of questions. the teacher must also prepare a comprehensive Weightage table known as Blueprint for preparing the question paper. The teacher should follow the blueprint scrupulously while writing test items. He must also prepare the scoring key and mark scheme to help the examiner to evaluate the answer script objectively. The test may carry maximum marks of 25 with a duration of 45 minutes for completing the test.

Weightage to Objectives

While writing test items for achievement test the teacher should give weightage to all the objectives- knowledge, comprehension, appreciation, and any other aspects. For example

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

Weightage to content

The teacher must give Weightage to different areas or the elements of language, vocabulary, subject matter in prose and poetry. For example

Sl.no	Content	No o f questions	Number of marks	Percentage
1	Elements of language	2	9	36
	a) Vocabulary	2		
	b) Structures	2		
	c) Pronunciation	4		

	d) spelling			
2	Subject matter (content)	11	13	52
	a) Prose	3	3	12
	b) Poetry			
	Total	24	25	100

Weightage to the type of questions

While writing the test items, the teacher should remember to have different types of questions. The test should include both subjective and objective type questions as shown below and write the questions carrying marks according

Sl.no	Type of questions	No of questions	No. of marks	Percentage
1	Essay	1	4	16
2	Short answers	9	11	44
3	Objectives	14	10	40
	Total	24	25	100

Weightage to the level of difficulty

The question paper prepared should satisfy all the students'. All the items in the question paper shouldn't be very easy or very difficult

Sl.no	Level of difficulty	No of questions	No. of marks	percentage
1	Difficult	4	4	16
2	Average	16	16	64
3	Easy	4	5	20
	Total	24	25	100

Blue Print

It is a document which gives the complete picture of the test. It shows the distribution of the questions to the different objectives, areas of content and forms of questions, besides the distribution of marks to various questions. It is a comprehensive table giving the total information about the content selected for achievement test, set objectives, type of questions and the level of difficulty along with the marks scheme. For example

Sl.no	Objectives	Knowledge			Comprehension			Expression			Appreciation			Total
		E	SA	O	E	SA	O	E	SA	O	E	SA	O	
I	Contents Structure								(2)3					
	Vocabulary					(2)2								
	Spelling			(2)1			(2)1							

	Pronunciation					(1)1			(1)1				(10)9
II	Subject matter												
	Prose		(2)3			(4)4	(1)4		(4)2				(11)13
	Poetry										(3)3		(3)3
	Total		(4)4		(9)8		(8)10		(3)3				(24)25

Note:

1. The number in the bracket shows the number of questions.
2. The number outside the brackets shows the number of marks.

9.9.3 PREPARATION OF A TEST PAPER

The test items for the test should be prepared by the teacher keeping in view the Weightage to different aspects indicated in the Blueprint. No deviation is allowed from the Blueprint. Further, the teacher should be aware of the characteristics of a good test while preparing the items for the test.

9.9.4 SCORING KEY AND MARKING PROCEDURE

The Teacher should prepare the scoring key for multiple choices and objective type questions along with the test paper. This carries answers to the questions and helps the examiner value the answer script objectively. Further, the teacher should prepare the answer script objectively. The teacher has to prepare to mark scheme for an essay and short answers type questions, providing the division of marks for different questions.

9.9.5 ANALYSIS AND INTERPRETATION OF SCORES

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

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

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

1. To know how far the objectives are realized
2. To improve his/her own instructional strategies
3. To understand the learning abilities as well as the difficulties of the students
4. To assess the validity of the test.

CHECK YOUR PROGRESS

1. What is the purpose of evaluation of the students in the class room?
2. What does CCE stands for?
3. Differentiate between formative and summative assessment?
4. How does self evaluation help the students?
5. Differentiate between group evaluation and peer evaluation?
6. What are the qualities of a good English test paper?
7. Differentiate between teacher made tests and standardized tests?
8. How do you prepare Scholastic Achievement record?
9. What is the importance of analyzing the scores of the students?
10. what measures do you take to improve the performance of the students?
11. what are the various tools of assessment? Which one is best Why?

LETS SUM UP

o Assessment:-. It is defined as a process of gauging or appraising the quality, value and the level of performance of an individual. It is process oriented which involves collecting, reviewing and using data for the purpose of improvement in the current performance.

□ Evaluation:-It is concerned with the total process of teaching and learning-educational objectives, curriculum, teaching-learning material, methods of instruction and learning environment.

□ Test:-It is a tool to understand the level of achievement of a student in performing a particular task assigned to him. It is a device to elicit his behavioral change in the process of learning. It also helps us to make some inferences and draw conclusions about certain characteristics of the students.

□ Measurement:-It is the process of quantifying the ability of the student in performing the task and assigning a numerical to him. It is quantitative in nature. It is associated with the achievement of a student in a subject or a specific skill.

□ CCE Comprehensive means taking care of all round development of child's personality. a child will be assessed not only in terms of knowledge about a subject but also participate in other activities. This assessment is done in the scholastic and co-scholastic area.

□ Formative evaluation involves assessment of class work, homework, oral questions, quizzes etc It is used for assessing student learning progress during instruction.

□ Summative evaluation is conducted after completion of a programme or a course of study and for the benefit of some external audience

□ Self-evaluation is procedures to systematically observe, analyze and value one's own learning.

□ Peer assessment is a process whereby students or their peer's grade, assignments or tests based on a teacher's benchmarks.

□ Educational diagnostic testing is a form of assessment that occurs before instruction begins

□ An achievement test is a test of developed skill or knowledge.

□ Blueprint is a document which gives a complete picture of the test.

KEYWORD:

- CCE: continuous comprehensive evaluation
- SAT: Scholastic achievement test

- Language laboratory: Place of learning English Phonetics

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Unit 10: Professional Growth and Development

Structure:

10.1 Introduction

10.2 Objectives

10.3 Characteristics of a good teacher

10.4 Professional Development

10.5 Article and Research Paper Publication

10.6 Professional Development Bodies

10.7 Conclusion

10.8 Activities

10.9 Points to remember

10.10 Key words

10.11 Unit End Exercise

10.12 Suggested books

10.1 Introduction:

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

10.2 Objectives: This unit enables learners:

1. To characterize the qualities of good and effective teachers
2. To familiarize with the avenues of professional development of teachers
3. To familiarise with the national and international levels professional development bodies
4. To know different models of English language teaching.

10.3 Characteristics of a good teacher

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

Check your Progress:

(1) Write any two Characteristics of a good teacher

10.4 Professional Development: Participation in Seminar, Conference, Workshop, in-service training programme, etc.

Seminar: Seminar is a professional activity in which subject experts of particular topic deliver their opinion and justification. This is a less formal activity.

Conference: Conference is also a professional activity in which experts are gathered in order to resolve some issues or come to a common agreement through discussion and debate. This is a more formal activity.

Workshop: Workshop is another professional activity in which experts are called for debate and discussion. It is followed by work and activities based on the theme of the workshop. This professional activity is conclusive in nature.

In-service training: In-service training activity is a long term/duration education-cum-training activity which is conducted, usually, by the institution itself or by authorities. This activity is subject-specific and directly linked with the professional growth of the teachers in terms of vertical promotion.

10.5 Article and Research Paper Publication

One of the strongest ways to reach the audience/student of English language is through writing research papers and contemporary articles in related area. Every teacher must begin writing in related areas, which can be supplemented with the content knowledge of the teachers experiences gained through teaching and by combining it with difficulties/solutions in classroom teaching learning. The previous units have described in detail about the writing skill in English language. It can be adopted by the teachers while writing papers for publication. The next sub unit and the suggested reading list at the end of this unit will adequately supplement the teachers and students for developing strategies for paper publication for professional development.

10.6 Professional Development Bodies:

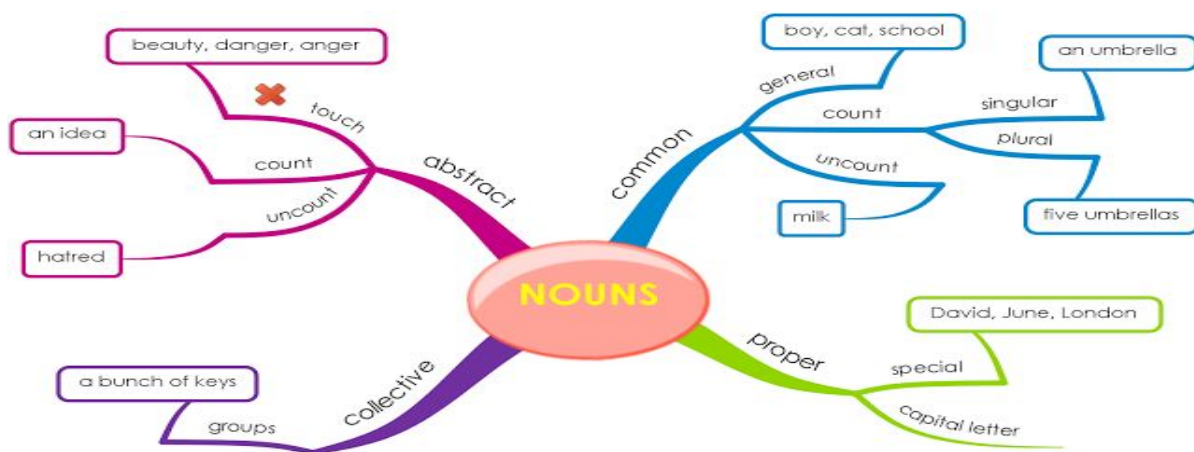
- English Language Teachers, Association of India
- British Council of India
- TESOL International Association
- The International Research Foundation for English Language Education
- British Council: English Agenda
- **National Council of Teachers of English**
- **International Association of Teachers of English as a Foreign Language**
- **National Association for the Teaching of English**

10.7 Different Models of Teaching ELT: Models of teaching is an integral part of English language teaching which paves a structured pathway for teaching-learning English. *Bruce Joyce and Marsha Weil (1980)* defined model as: “*A model of teaching is a set of inter-related components arranged in a sequence which provides guidelines to realize a specific goal. It helps*

the designing instructional activities and provides an environment carrying out these activities in order to realize the stipulated objectives”.

- **Synecitic model of teaching:** The importance of creativity in any activity of teaching-learning is prime to this model. William. J. Gordon developed Synectic model in 1961. Increasing involvement in problem solving techniques, creative expressions, social relations by the learners lead to better understanding of the issues. Therefore, young learners are exposed to imaginary and illogical world to get the fresh ideas to solve the issues from their own perspective. The expected classroom activities in this model are; to begin with description of the topic, create a direct analogy between the given text and the real world, expressing personal feelings about the relationship between the world/object and the given language text, identification of opposite feelings, repetition of similar activity with self created examples and, compare and evaluate both the analogies with examples.
- **Content and Language Integrated Learning (CLIL):** This is an approach of learning of subject knowledge through other language i.e. English and Learning English with the help of the contents of other language subject. It also means to integrate language and subject content learner in an integrated manner. The term CLIL was created in 1994 by David Marsh. The main purpose of this model was to re-look the language learning not as an exclusive pedagogy rather in an integrated manner with other subjects and vice versa, and to improve students’ proficiency in both their mother tongue and the target language along with integration of other subjects.
- **Mobile Assisted Language Learning:** The present revolutions of telecommunication across the globe and more specifically in India have brought Mobile assisted language learning into limelight. Here, Mobile and Computer assisted learning are used in similar context. Ever expanding social media, lowering the cost of mobile operations and vast availability of resources through the use of internet have benefited the population at large and as a consequence, Mobile assisted language learning has gained popularity in educational world.
- **Reflective Practice in Language Learning:** Reflective practice means an ability of self-introspection from constructive and critical perspective of one's own action. It also paves way of moving ahead. A reflective teacher in a language classroom always tries to question him/herself whether teaching-learning is moving in the right direction, if not then what more and how to improve using which method, technique or language intervention is required, etc. Continuous professional development of teachers also make them a good reflective practitioner in language or any other subject classroom.

- **Project based Learning:** Project based learning is based on the pragmatic branch of philosophy. Very often, it is also equated with experiential learning which also involves learning based on some real life experience for long lasting in one's memory. This method was evolving basically for problem solving strategies in language teaching/learning. Project based learning involves experience through manual activity in which more senses are engaged for long lasting learning. The benefits of this method are also reflected through the long lasting learning with equal opportunity of learning for all irrespective of socioeconomic status of the learner, besides it promote individual learning aptitude. Moreover, this method is more useful to the foreign language learners or learners of English as second/third language.
- **Spaced Learning:** Spaced learning was developed by Paul Kelley it is a method in which multiple efforts are made for learning by repetitive exercises of condensed subject matter. The process of spaced learning requires repetition for three times and a temporal interval in order to get the learning item into the permanent memory. It can also be said that, spaced learning works at cause of forgetfulness therefore, permanent memories are strengthened with this approach.
- **Concept Mapping:** Concept mapping is a brainstorming activity generally practiced in order to get conceptual clarity of certain difficult/new ideas. It involves identifying every possible ideas related to a target concept in a random fashion. Further, it also tries to get relationship among all the identified ideas to understand the broader concept. The following picture represents the concept mapping.



Source: <https://www.pinterest.com/pin/567805465504393846/>

10.7 Conclusion

Professional development of teachers is very important not only from the growth and development from the point of view of teacher, but also from the overall institutional quality as well. In of humanities and social sciences, the avenues are comparatively less for professional

development compared to science and technology. But, the recent advancements of Information and Communication Technologies have opened up greater scope for online publishing, scopes and avenues for online seminars, academic writing skills, information dissemination of different sources, etc. The ultimate beneficiaries of professional development of teachers are the students and the education system at large. There are various financial supports available for professional development of teachers through central, state and private agencies. Professional development of teachers can therefore be considered as the most vital factor for quality education as well. At last, adoption and practice of different suitable models of teaching in English language is core to learning of students as well as success of education at large.

10.8 Activities:

1. Listen to any of the lectures carefully and take note of it and find the difference between these two. Explain how note taking is beneficial for students.
2. Identify any of your ideal orator/ favorite public speaker and list out the specialties of his/her speaking style you like most.
3. Create an invitation card for the function to be held at your school, make sure it should be attractive enough for the higher presence of the guests.
4. Communicate with any of the above given professional agencies requesting to accept your research paper for the upcoming seminar and further publication.
- 5 Pick out any of the secondary school English textbook and identify which of the above described models of ELT is used and elaborate it.

10.9 Points to be remembered:

- Characteristics of a good teacher for an English language classroom
- Professional Development: Participation in Seminar, Conference, Workshop, in-service training programme, etc.
- Membership of professional bodies in India and also at global level.
- Models of Teaching English Language: Synaptic model of teaching, Content and Language Integrated Learning, Mobile Assisted Language Learning

10.10 Key words:

Good Teacher: An effective teacher who transacts knowledge to students from all possible resources.

Professional Development: In-service educational activities by teachers in a formal or non-formal mode

Professional Bodies: The regulatory bodies for different professional education and other agencies responsible for the professional development of teachers.

Models of Teaching: Different teaching styles based on a particular approach/ perspectives used in English language classrooms.

10.11 Unit End Exercises:

1. What are the characteristics of an effective teacher?
2. What do you understand by professional development of teacher? Explain with suitable examples.
3. What are the ways for professional development of teachers of English Language?
4. What are the different models of English Language Teaching? Describe in detail with examples.

10.10 Suggested books:

- <https://www.teachingenglish.org.uk/article/continuing-professional-development-lessons-india>
- <https://www.teflindia.com/>
- <https://www.teachingenglish.org.uk/sites/teacheng/files/CPD%20Lessons%20book.pdf>
- <http://www.fortell.org/content/teacher-professional-development-support-english-language-learning-needs-vernacular-medium>
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