

The background of the slide is a photograph of a mangrove forest. The upper portion shows dense green foliage, including various types of trees and plants. The lower portion shows a calm body of water reflecting the greenery. The text is overlaid on a white rectangular background.

# **PEDAGOGY OF ENGLISH**

**SIKSHYA SATYAM, BHUBANESWAR**

**INDEX**

- |           |   |                |
|-----------|---|----------------|
| <b>1)</b> | <b>Introduction to ELT</b>  | <b>6 - 11</b>  |
| <b>2)</b> | <b>Methods and Approaches in ELT</b>  | <b>12 - 23</b> |
| <b>3)</b> | <b>Listening and Speaking Skills</b>  | <b>24 - 28</b> |
| <b>4)</b> | <b>Reading and Writing Skills</b>   | <b>29 - 41</b> |
| <b>5)</b> | <b>Developing integrated skills<br/>and use of ICT in English<br/>Language Teaching</b> | <b>42 - 46</b> |
|           | <b>MODEL PAPER</b>  | <b>47 - 48</b> |

## COURSE - V

# PEDAGOGY OF ENGLISH

## SYLLABUS

### **Unit 1: Introduction to ELT**

- 1.1 Meaning, nature and scope of ELT.
- 1.2 Status of English Language in the global and Indian contexts
- 1.3 Aims and Objectives of Teaching English in India
- 1.4 Language and Education Policy in India
- 1.5 Teaching English in Bilingual/Multi-lingual contexts

### **Unit 2: Methods and Approaches in ELT**

- 2.1 Method, Approach and Technique
- 2.2 Grammar Translation Method, Direct Method, Bilingual Method and Dr. West's Method
- 2.3 Oral, Situational and Structural Approaches
- 2.4 Communicative Language Teaching
- 2.5 Micro Skills in ELT

### **Unit 3 - Listening and Speaking Skills**

- 3.1 Types and sub-skills of Listening
- 3.2 Techniques of and materials for teaching Listening
- 3.3 Sub-skills of Speaking
- 3.4 Techniques of and materials for teaching speaking
- 3.5 Activities to develop Listening and Speaking skills

**Unit 4- Reading and Writing Skills**

- 4.1 Types and Sub-skills of Reading; Methods of Teaching Reading
- 4.2 Reading and Reflecting on text
- 4.3 Mechanics of Writing
- 4.4 Sub-skills and techniques of Writing
- 4.5 Activities to develop Reading and Writing skills

**Unit 5- Developing Integrated Skills and Use of ICT in English Language Teaching**

- 5.1 Teaching of Prose
- 5.2 Teaching of Poetry
- 5.3 Use of Multi-media in ELT
- 5.4 Online Resources for ELT
- 5.5 ELT and Social Networking

## UNIT - I

### INTRODUCTION TO ELT

**Q.1. State the aims and objectives of teaching English in India ?**

**Ans: Aims of Teaching English :**

1. The four - fold aim of teaching English is-to enable the pupils acquire the four basic language skills-LSRW, i.e. listening, speaking, Reading and Writing.
2. To enable the pupils to acquire the necessary linguistic competence required in various life situations.
3. To develop pupils positive attitude towards learning English.

**Objectives of teaching English :**

- " To enable the pupil understand English spoken at the normal conversational speed.
- " To enable the pupil speak English correctly.
- " To enable the pupil read aloud English Pieces correctly.
- " To enable the pupil write English correctly.
- " To enable the pupil acquire the knowledge of the elements of English language,
- " To enable the pupil acquire the knowledge of subject matter.
- " To enable the pupil appreciate pieces of good English.
- " To develop interest towards English language.

**Q.2. Discuss the Nature of ELT ? (English Language Teaching)**

The word 'language' has been derived from the Latin word, "lingua" which means tongue. Tongue is the French term which means a special form of speech. Man alone is endowed with the power of speech. Man is able to generate various elements of the Language.

## Nature of English Language :

### a) **Uniqueness :**

Every Language is unique in its own way. That is, it is different from other languages in so many ways. No two languages are alike. They differ in sounds, spelling and syntax, For example let us compare English with our own mother tongue Telugu.

For example the word order in English is subject + Verb + Object. But in our mother tongue, Telugu the word order is subject + Object + Verb. For example when the sentence in English like

*Subject + Verb + Object*

Rama Killed Ravana when rendered in Telugu becomes

*Subject + Object + Verb*

Rama Ravanuni Champenu

### b) **Flexibility :**

Flexibility refers to the ease with which English language adjusts itself to change. The ease with which the vernacular is mixed with the English language is amazing.

### c) **Heterogeneity :**

Heterogeneity means consisting of many kinds of words ancient, medieval and modern in the language at the same time on account of the receptivity of the English language we find a lot of heterogeneity in the English language today. Words of different periods in the history of English language still exist, and they are widely used.

### d) **Receptivity :**

Another unique nature of the English language which keeps it much higher than other languages is its receptivity. It has accepted and is still ready to accept words from almost all the languages of the World without any reservations otherwise the English vocabulary would not have been so rich as it is today.

### e) **Fluidity :**

Fluidity refers to the ability to get changed easily and smoothly. English language, in no period had been static. It

has been in the process of continuous change. Change is the soul of English. A language that doesn't change becomes a dead language in course of time. Changes will occur in a language in accordance with the needs of the times. We find that Chaucerian English is different from Shakespearian English.

**Q.3. What is the scope of ELT ? (Or) Discuss the scope of ELT ?**

**Ans : Scope of Language :** Learning English comes to our help in drafting technically correct letters, reports or minutes of a meeting. Many companies encourage their employees to sharpen their language skills as part of on the job training. There has been considerable thought on cross-cultural training to fulfill business needs. English is one such connecting link. It still runs a head in its race to acquire global supremacy.

We are often taught English in schools and institutes, over the web, via interactive television and the like. Often, learners of English language are made to memorise grammatical rules and nuances. This approach is nothing but rote learning, as a consequence of which a learner might score high grades but is likely to get tight-lipped in uncanny situations. There is a growing need to emerge with more creative methodologies that would empower a learner. Exemplifying grammatical usage with audio-visual aids, conducting interactive games and activities can go a long way towards comfortable understanding and inclination to learn a language.

**Q.4. English as a global language ? Discuss.**

**Ans :** English as one of the world's leading languages of scientific research and international scholarship, is making available a wealth of latest information in science and technology.

- \* The modern knowledge we have so far acquired and still need to acquire is interwoven with the English language.
- \* English is the language of opportunities. It takes one outside one's own state, country or community to places where more opportunities for education, vocation and business are available.

3)

9

## Pedagogy of English

- \* English is the language of court and law. In our District courts, High Courts and Supreme court, the court directions will be presented in English.
- \* It is the convenient medium for interstate relation and communication.
- \* In the field of Sports and Politics English is acting as a unifying force.
- \* English is the gateway for higher education and for jobs to many Indians' today for it has become an international commodity.
- \* English is described as a language of modernization and not westernisation.
- \* The present day students of our country realised that all modern information in any discipline like Science, Computers, Technology, Agriculture, Economics, Political Science, Space Technology, Law etc. is readily available in English and if they had good knowledge of English.

### **Q.5. Language and Education Policy in India -Discuss.**

**Ans : English at School stage :**

The Kunzru Committee felt that secondary and higher education should not aim at preparing students for university education alone but to prepare them for various occupations and life in general.

The Secondary Education Commission observed that English brought us political awakening and national unity. The commission recommended that "Our youth" should acquire knowledge from all sources and contribute their share to expansion and development in the attainment of this objective the study of English is bound to play an important part".

The official language Act of 1963 and Amendment Bill of 1967 insisted upon compulsory replacement of English by regional language or mother tongue at the school stage. This has given

rise to three language formula where there was a shift in the emphasis.

### **English at higher or University stage :**

The University Education Commission felt that void will be created if we abandoned English. Considering its multiple utility to us, the commission was of the opinion that English must continue to be studied at Higher Education. It is a language which is rich in literature humanistic, scientific and technical. If we give up English under Sentimental urges.

The Kothari Commission recommended that the medium of instruction at school and higher education should be the same and the regional language should be adopted at the higher stage. The University Grants Commission felt that change over to Indian Languages should be slow the committee said that the change over should be completed with in 10 years. It desired that the university should produce books and literature in regional languages particularly in scientific and technical fields. Regarding all India. Institutes, the Commission said that they should continue to use English as the medium of Instruction.

In the year 1986, the National policy of Education recommended the strengthening of Hindi as a link language and English as a language of science and Technology. The Acharya Ramamurthy Committee also emphasised the hours of study and levels of attainment in Hindi and English irrespective of the duration of the study.

### **Q.6. What is multilingualism ? Write its advantages and disadvantages.**

**Ans :** Multilingualism is traditionally used as an umbrella term that includes bilingualism. Firstly, we can conclude that bilingualism refers to two languages and multilingualism to many. In fact, the dictionary includes an entry that leads the reader to "Compare bilingual, monolingual" and the word compare implies that the terms bilingual and multilingual are not used as synonyms.

**Advantages of multilingualism :**

- a) More options to communicate more opportunities to get to know another culture.
- b) Multilingualism opens you up as a person.
- c) Children get more flexible because of trilingual education.
- d) It gives you the opportunity to get in touch with others.
- e) It is good for the brain because you are able to read two books.

**Disadvantages of multilingualism :**

- a) It is not bad but it requires a lot of effort.
- b) It is not realistic our pupils do not learn well either of the languages.
- c) It is difficult to achieve the highest level in all languages.
- d) Not all methods are aimed at multilingual education.
- e) To learn a language requires taking time off another language.

## UNIT - II

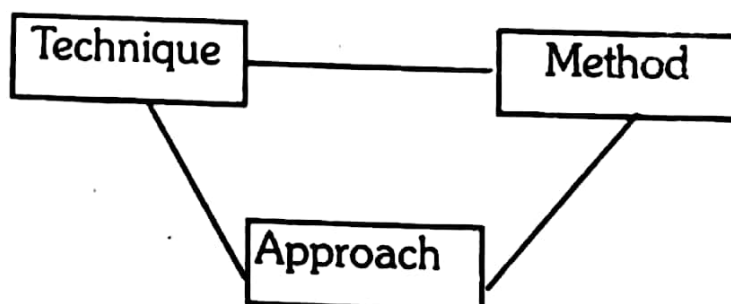
# METHODS AND APPROACHES IN ELT

**Q1. Write briefly about approach, method and technique?**

**Ans : An Approach :** An approach is set of correlative assumptions dealing with the nature of language teaching learning and these give rise to;

**Method :** A method is an overall plan for the orderly presentation of language material, no part of which contradicts and all of which is based upon, the selected approach which gives rise to. It is procedural, within one approach, there can be many methods.

**Techniques :** A technique is implementation, that which actually takes place in a class room, designed to carry the method. The relationship among these three concepts may be stated as three



This is explained by Richard and Rodgers

**Q2. What is Grammar translation method? Mention its principle advantages and disadvantages?**

**Ans :** The Grammar translation method is an oldest method. It was the product of German scholarship. The originator of this method was J.V. Meidinger. The other leading exponents of this method are J.Seidentstucker, Karlploz, Ollendort. In this method, every word, phrase and sentence in English will be translated into mother tongue.

**Principles of translation method:-**

1. Mother tongue dominates the teaching of English
2. The unit of teaching is a word not a sentence.
3. The foreign phraseology is best assimilated in the process of interpretation and translation.

**Advantages:-**

1. **The child's comprehension is easily tested:-** This method plays a major role for the translation. Every word, phrase and every sentence in the lesson is translated into the child's own language.
2. **Teacher and the pupil both uses the mother tongue:-** In this method there is scope for active participation among the pupil and the teacher.
3. **Easy to explain abstract words:-** abstract word and phrases can be explained in the language of pupil's mother tongue.
4. **Teacher's labour is saved:-** This method is very easy for the teacher. Instead of using aids, teacher translates English language into the mother tongue. So, teacher's labour is saved.

**Disadvantages :**

1. **It is unnatural Method :** The natural order of learning a language is listening, speaking, reading and writing. This is the way how a child learns his mother tongue. But translation method the teaching of language starts with the teaching of reading.
  2. **Speech is neglected :** The grammar translation method lays stress on reading alone and the speech is neglected.
  3. Translation method does not create direct bond between thought and expression.
  4. This method is not suitable for all types of schools.
  5. It teaches English by rules not by use of the language.
- Q.3. Write about the principles, advantages and disadvantages of Direct Method ?**

**Ans:** Direct method is reaction of translation method. Direct method of teaching English means teaching English directly through English medium. In this method, mother tongue is not used at all. According to Webster's New International Dictionary "Direct method, is a method of teaching a foreign language especially a modern language through conversation, discussion and reading, in the language itself, without the use of pupils' language, without the translation and without the study of formal grammar. The words are being taught by pointing out the objectives or pictures or by performing actions".

### **Principles of Direct Method :**

1. **Mother tongue is completely avoided in it :** The pupil gets an exposure to objects through the Direct method.
2. **Drill and Practice :** The exercises of this type encourage the pupil to develop confidence and develop skills of speaking in English.
3. **Sentence as a unit of speech:** In the class the sentence is used and practiced and not a word. A complete thought can only be conveyed in a sentence in the best possible way.
4. Functional grammar in inductive form is taught.
5. Vocabulary is enlarged in Direct method of teaching English.

### **Advantages of Direct Method :**

- \* **It is natural and Interesting :** The students are never dull in this method of teaching. They have to see, listen, smell, taste, notice, feel all the various objects in the class. They can not thus lose their interest in the lesson.
- \* **Speech Training :** This method gives best practice in speech and oral drill is conducted again and again in Direct method.
- \* **It aids written work :** Fluency of speech leads to ease in writing. If a student can express himself clearly in speaking he can express himself in writing as well.
- \* **It makes use of Audio Visual Aids :** The use of objects, pictures and models, other illustrations activities,

demonstrations, T.V., Radio, Computer etc., makes the lesson more interesting and real.

### **Disadvantages of Direct Method :**

- \* Direct method lays too much emphasis on speaking. It neglects reading and writing.
- \* This method demands specially qualified teachers. Every teacher cannot make a success of the Direct Method.
- " This method reduces the importance of love for mother tongue in the heart of the Indian Pupils
- " It is difficult and expensive method.
- " It requires the use of Audio-visual Aids but these are not available in majority of the schools.

### **Q.4. What is Bilingual Method ? Mention its advantages and disadvantages?**

**Ans :** The Bilingual method, as the term 'bilingual' suggests, is a method of teaching in which two languages are used. 'Bi' means 'two', lingual implies 'languages'. This method implies the first the use of mother tongue or regional language and secondary the use of English. The Bilingual method is a recent method. It is proposed by C.J. Doelson.

### **Principles of the Bilingual Method :**

- \* In this method the sentence is the unit of teaching.
- \* The use of mother tongue is restricted to clarify the meaning of English sentences and words.
- \* In this method enough practice is done while teaching sentence patterns.
- \* The pupils are given sufficient practice in the use of the target language.

### **Advantages of the Bilingual Method :**

- \* **Promotes Accuracy :** This method promotes fluency and accuracy fluency by means of pattern practice in English and accuracy through practicing the meanings of English words and sentences in the mother tongue

- method helps to develop one aspect i.e. reading skill alone.
- \* It develops reading comprehension based on oral reading and silent reading so that it helps the pupil for self activity.
  - \* The habit of reading books helps to read not only English books but also books of other languages.

#### **Disadvantages of this method :**

- \* Reading without any fund of vocabulary is meaningless.
- \* Dr West over emphasized the value of passive work.
- \* It may create monotony and dullness in the class room.
- \* Reading alone is not an interesting and attractive method for boys and adolescents.

#### **Q.6. What is situational Approach ?**

**Ans :** Situational Approach Plays a vital role in teaching a foreign language. It consists in presenting a language item in direct association with appropriate situations, either natural or created. According to Derrick, Situational presentation means teaching both structural and vocabulary items by presenting them as parts of whole utterances of sentences used in meaningful situations.

1. **Principles of Attention and Interest :** Situational approach plays a vital role while teaching a foreign language in the class room. Situational approach creates attention and interest in the class.
2. **Principles of Action Chains :** Action Chains are essential procedures for the formation of direct association between the situation and the relation of the activity. The words, phrases and constructions are needed to express them.
3. **Principle of Role play :** Role play is a real class rooms situation which creates attention and interest among the pupils.
4. **Principle of hearing :** English teacher's voice should be sweet and clear. Repeatedly the pupil must hear the voice

4. **It plays a vital role on functional expression** : It helps the learners to discover the rules underlying the functional expression or structure and it is also useful to form speech and writing.

**Disadvantages :**

1. **Lack of trained teachers** : Communicative language teaching demands teachers languages proficiency. These types of teachers are lacking in our country.
2. **Not suitable for all types of students** : Communication approach is not suitable for all types of students like below average students. Only talented students can learn and practice this communication approach.
3. It is more difficult to evaluate student's performance in the English language teaching class. So continuous comprehensive evaluation is needed to develop communicative language teaching.
4. This approach is not suitable for over crowded classes. Only small groups can understand and follow this approach.

**Q.8. What do you understand by structural approach ?**

**Write its advantages and disadvantages.**

**Ans : Meaning of structural Approach** : Approaching English on the basis of selected structures is called structural approach. It is called structural approach because the main emphasis is laid on the mastery of structures a patterns of sentences and phrases and also on the special features of the languages which help in the construction of a sentence, such as word and structural words. According to C.S. Bhandari. "The different arrangements or patterns of words are called structures". In structural approach structures are taught by creating situations.

**Its principles :**

- The principles given below form the basis for the structural approach.
- a) Speech is very important to fix these structure patterns, or ground work in the minds of the Learner.
  - b) The activities of the learner are of more significance, rather than those of the teacher.

- c) The student has to fix up the habits of the language patterns in English. He has to forget for the time being the patterns of his own language - the mother tongue.

**Advantages :**

**a) Students Activity is encouraged :**

In a traditional class, it is the teacher who is active, as the students are simply the passive listeners. But in a class, taught with structural patterns, students are activity taking part in the drilling and other language learning activities. They speak and practise structures.

- b) **Situational Teaching :** The situation is fully utilised by the teacher of the structural approach, as he selects the vocabulary and structures to be used in a preparatory process. A situation thus becomes a meaningful tool in the learning process.

- c) **Habit Formation :** The habit of speaking the language, right from the very beginning is cultivated and encouraged in this system. Drilling further removes the hesitation of the students.

**Disadvantages :**

**a) Suitable Teachers are Lacking :**

There is an acute shortage of such teachers. The structural approach could not be popular with most of the states as these draw backs of a shortage of teachers text books etc., could not be overcome.

- b) **Text books not available :** It is so very time consuming and difficult to write books with suitable structures for this approach.

**c) Drilling was monotonous and Mechanical :**

Students were finding drilling, too living boring and taxing and did not like it.

- d) **Mother Tongue not used :** As the mother tongue was not used, so also pupils found the system rather not very helpful.

**Q.9. What is Micro Teaching ? Mention its principles and Advantages ?**

**Ans : Micro Teaching :** Micro-teaching technique was adopted at Stanford University, U.S.A. in 1961 by Dwight W. Allen and his co-workers and is now followed in many countries with modified improved techniques. Micro teaching is a training procedure aimed at simplifying the complexities of the regular teaching process. In a micro teaching procedure, the trainee is engaged in scaled down teaching situation i.e.

It is scaled down in terms of class size, since the trainee is teaching a small group of four to six pupils.

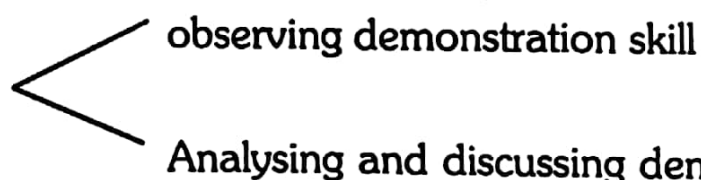
The lesson is scaled down in length of class time and is reduced to five to ten minutes. It is scaled down in terms of teaching tasks.

### **Principles of Micro teaching :**

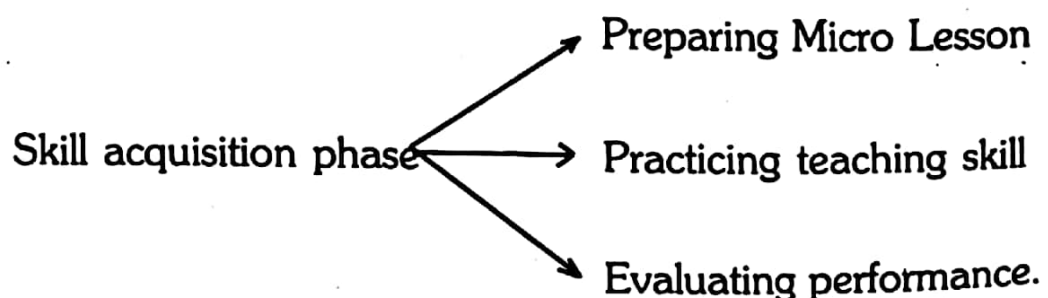
- 1) **Principle of reinforcement :** Feed back and reteaching makes teaching perfect.
- 2) **Principle of practice and drill :** Teaching is a complex skill which needs constant drill and practice.
- 3) **Principle of continuity :** Micro teaching is a continuous process teaching - feed back reteaching - Fed back till perfection is attained.
- 4) **Principle of Microscopic supervision :** The supervisor has an observation schedule which he fills up while supervising and makes assessment on rating scale.

### **Three Phases of Micro Teaching :**

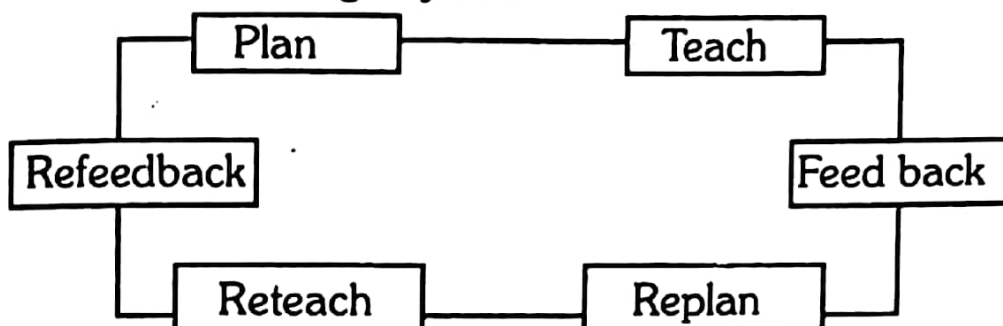
#### **1. Knowledge acquisition phase :**



#### **2.**



3. **Transfer Phase :** After acquiring skills in the second phase, the trainees are provided an opportunity to use the skills in normal class room teaching.

**Micro Teaching Cycle::****Advantages of Micro Teaching :**

1. Micro-Teaching is real teaching
2. Micro-Teaching lessons the complexities of normal class room teaching.
3. Micro teaching allows for the increased control of practice.
4. Micro teaching greatly expands the normal knowledge of results of feedback dimensions in teaching.

**Micro-teaching skills :**

Teaching is a complex task. This complex task is a combination of several skills which may be termed as teaching skills. The different micro teaching skills are as follows.

- \* Skill of introducing
- \* Skill of explanation
- \* Skill of using the chalkboard
- \* Skill of reinforcement
- \* Skill of reading etc.

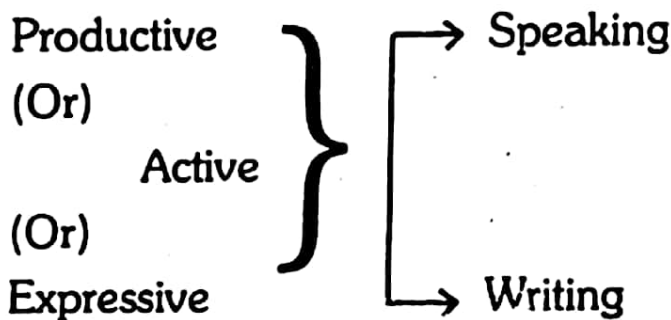
## UNIT - III

# LISTENING AND SPEAKING SKILLS

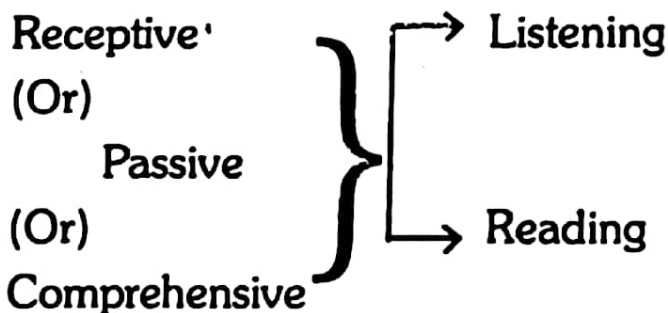
**Q.1. Point out the main skills in English ?**

**Ans:** The four basic (or) Main skills in learning English. They are 1) Listening 2) speaking 3) Reading 4) Writing

H.E. palmer arranged these skills in this order. These skills may be depicted in two forms.

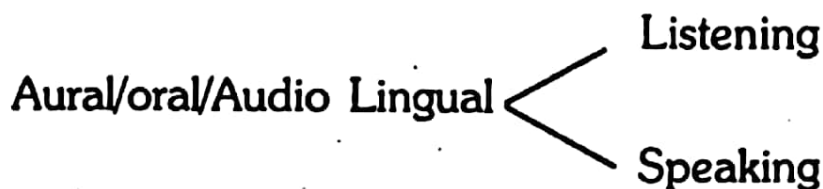


Speaking and writing skills are called productive (or) Active (or) Expressive skills

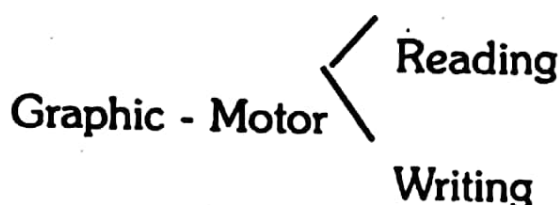


Listening and Reading skills are called receptive (or) passive (or) comprehensive skills.

The skills may also be grouped in the following manner.



Listening and speaking which demand the exercise of the auditory and speech organs may called Audio-lingual (or) oral skills



Reading and writing skills are involve visual and psychomotor organs. So they are called graphic motor skills.

**Q.2. What is listening ? Write its sub-skills ?**

**Ans :** We may call listening an activity of paying attention to and trying to get meaning from something we hear. Hearing is a physical process of receiving sounds, whereas listening is a conscious mental process. Mary Underwood (1989) says that "merely to hear what the speaker says is insufficient for communication to occur. When nobody listens to a speaker or when a listener fails to understand the message, we say that communication has broken down. This does not mean that the message has not been heard, i.e. that the sounds have not been received. It means that the listener has either not been paying sufficient attention or, while paying attention and trying to grasp the message, has not managed to understand it.

### **Sub skills in Listening :**

Listening may be further divided into

- 1) Gist listening
- 2) Focussed listening and
- 3) Casual listening

#### **1. Gist listening :**

In Gist listening we listen to general lectures speeches, seminars etc, as a whole and come out with the information in a gist.

#### **2. Listening for specific details or focused listening :**

When we listen to specific details we listen with a purpose and we listen carefully and attentively. For example any important news, interviews, dialogues class lecturers, and come with the details of the important facts and events.

#### **3. Casual Listening :**

When we listen without any particular purpose in mind it is called casual listening. For example listening to the radio while chatting to a friend or doing some house work.

**Q.3. Suggest some techniques to develop listening among your pupils ?**

**Ans : Techniques to Develop Listening Activities :**

a) The teacher speaks out a number of words and asks the students to point out whether these are the same or different.

Column one	Column Two
Ice	Eyes
Week	Weak
Sit	seat
Sell	Sale

b) **A passage for comprehension :**

From the text book a passage is selected. The teacher reads a paragraph and after that he asks a few questions. If the students have been able to follow the passage by listening to the teacher's reading or questions he would get answers to his questions. Later on he can ask the students to read the selected passage for their own comprehension.

c) **TV In the Teaching of English :**

The British council has done splendid job, in introducing teaching of English with the help of the directorate of Education in Delhi and this has now become a regular feature for other subjects also.

d) **Stories and asking questions :**

The teacher can use well known stories and after say, every important stage ask a few searching questions about the future or the past actions to test comprehension.

e) **Dialogues :**

Two students may have a small dialogue. The teacher may

ask questions about the dialogues. Thus also comprehension can be tested and a practice in listening given.

#### Q.4. What are the sub-skills of speaking ?

**Ans :** We learn to speak almost automatically. It is natural. The child as it grows, listens to people tries to imitate, picks up words and small sentences to express his needs or to get attention, thus, learns to speak and develop his speech habits. In one sense, speaking is the real language and is natural.

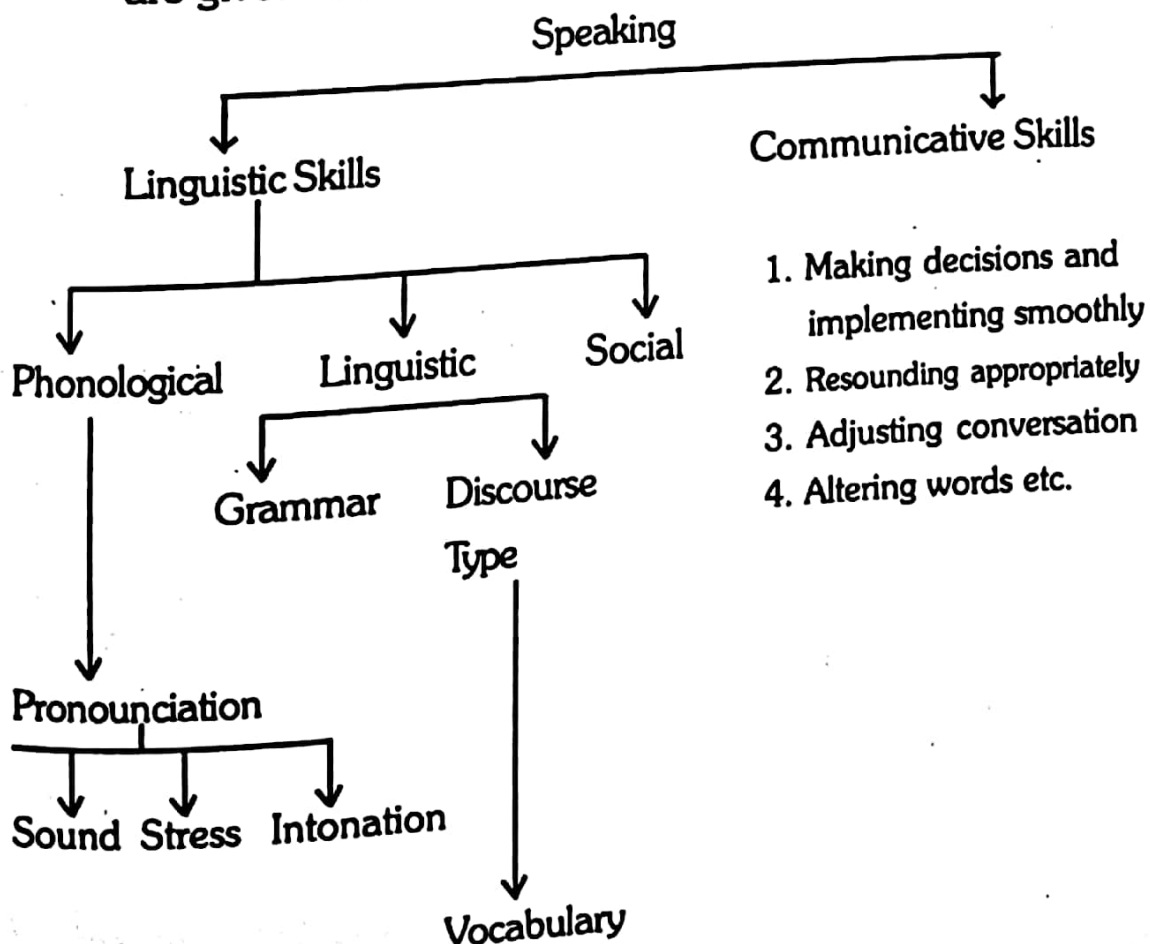
Language is primarily a spoken form. We can learn a language mainly through speech. To know a language means to understand and speak the language.

#### Sub-skill of speaking

Spoken English consists of two skills. They are

1. Linguistic skills
2. Communicative skills

These skills are further divided into different sub skills. They are given in the following diagram.



**Q.5. Write any three tasks to develop speaking skills among your pupils ?**

- \* Oral practice in composition can also be an all time help. Picture composition, teacher's discussion, student's practice all are varying steps in speech practice.
- \* Role playing can also be used by the students. They assume different roles and talk as if they are actually performing those roles in real life.
- " Dialogues are the most economical ways to teach about various situation, their details, problems, solutions etc. Students can form a pair and offer to play the roles before the class.
- " Story telling may also be tried. Who would not like to take a chance in good story telling, while in a class and a teacher ready to correct the speech if a mistake is found out.

## UNIT - IV

# READING AND WRITING SKILLS

### Q.1. What is reading? Mention its sub-skills?

Reading is a very important skill in learning English language effectively. The word reading implies 'reading' with comprehension. Reading comprehension involves understanding the meaning of content of various books in the world.

The main aim of reading skill is to obtain information. Information from various books modifies the behaviour of the reader. Reading skill is a thoughtful process. Reading is considered as visual and mental phenomenon. Reading is one of the most complex operation of the human mind.

#### **Reading and its subskills:**

Reading involves two types of activities

a) Mechanical activity. b) mental activity

#### **a) Mechanical activity:**

Mechanical activity lays emphasis on subject matter which consists of letters, words, sentences, paragraphs, pages and chapters.

- i) **Selecting and presenting reading material:-** Each English teacher is expected to acquire the skill of selection and presentation of reading material.
- ii) **Preparing Reading material:-** The English teacher should also develop the skill of preparing the reading material.
- iii) **Asking questions:-** This is an important factor for developing reading skills in the students. It involves

structuring and putting questions. Which are grammatically correct, precise and thought provoking.

- iv) **Sustained and constant practice:-** This skill is needed reading aloud as well as in silent reading. Sustained and constant practice is needed to develop loud and silent reading.
- b) **Mental activity:** Mental activity is very important in developing reading skill among the children.
- i) **Reading for word perception:-** Teacher has to teach the pupils to recognise the letters, words, phrases and sentences. This is called patterned perception.
- ii) **Reading for comprehension:-** Reading for comprehension is an important aspect of learning a language. Yoakam describes comprehension as follows "comprehending reading matter involves the correct association of meanings with word symbols".

### Q.2. Briefly explain different types of reading?

**Ans :** There are mainly six types of reading. They are

1. Loud reading
2. Silent reading
3. intensive reading
4. extensive reading
5. supplementary reading
6. library reading

- \* **Loud reading:** This type of reading is also known as oral reading. It is mostly taught and developed in the early stages. It gives practice to the pupils in pronunciation, stress and intonation.

### Objectives of Loud Reading :

1. To enable the pupils to read with correct pronunciation, articulation, intonation, stress and Rhythm.
2. To enable the pupils to read with expression.
3. To test students knowledge of speaking words, phrases and sentences.

4. To give practice in speed and accuracy.
5. To understand the meaning.
6. To prepare the pupils for effective silent reading.

### **Precautions :**

1. It should be done after the teacher has given model reading.
2. The passage for reading should be within the comprehensive power of the pupils.
3. In the beginning speed should never be emphasized.
4. The teacher should check their postures, while they read.
5. Mistakes in reading should be checked and corrected by the teacher.
6. Special attention has to be given to weak students.
7. Before loud reading, pronunciation drill is essential.

### **Advantages :**

1. Good reading aloud is an asset in actual context like reading before an assembly, in a conference, in a meeting, for radio talk etc.
2. It gives the pupils pleasure, confidence and satisfaction.
3. Loud reading is a great art. All the people can't read loud effectively.
4. It trains various sensory organs such as eyes, ears and mouth etc.
5. Mistakes related to pronunciation can be corrected.

### **Limitations:**

1. It often promotes word by word reading and pattern reading which may not help in any long-term way.
2. In later life it is silent reading which is preferred.
3. In most of the public places such as library and reading room only silent reading is allowed.

- \* **Silent reading:** Silent reading means reading completely in silence without even moving the lips. It helps in improving the eye-span. It enlarges pupil's knowledge. It improves their technical achievement and provide recreation and formation of correct reading habits. It also helps the pupils to develop speed and comprehension.

#### **Advantages :**

1. It is time saving and quick.
2. It develops the ability to read with interest.
3. It initiates self education and deep study.
4. It is quite useful in later life.

#### **Limitations :**

1. It is not advantageous for the beginners.
2. It does not teach correct pronunciation.
3. It can't be checked if the student is actually reading.
4. The mistakes of the students cant be corrected.
5. It is uninteresting.

- \* **Intensive Reading:** Intensive reading means a detailed study of the text book. Its chief aim is to provide practice with sentences of a newly introduced pattern. In this type of study, the pupils master at the productive level all the new vocabulary items and grammatical structures. It is like chewing the book. The pupil also understands in detail the ideas expressed in the lesson.

#### **Advantages of Intensive Reading**

1. It increases the active vocabulary.
2. It helps learning functional grammar.
3. It explains meaning.
4. It improves power of expression.

## Limitations

1. It has only a limited utility informing an active vocabular.
2. It rarely gives joy and pleasure to students.
3. Its procedure is long and difficult.
4. It gives too much emphasis on language study.

\* **Extensive reading:** Extensive reading means a non-detailed study of the book. It is the type of reading that an adult does in life. It is also known as rapid reading or independent silent reading. It reinforce the vocabulary and structural already learnt. It enables him to read for pleasure. It enables the student to get information from his reading. It develops excessive concentration.

## Advantages :

1. It reinforce the vocabulary and structural already learnt.
2. It enables him to read for pleasure.
3. It enables the student to get information from his reading.
4. it develops excessive concentration.
5. It creats love for extra reading and feeling for language.

<b>Good habits of Reading</b>	<b>Bad habits of Reading</b>
1. Good reading habit promotes self education.	1. The pupils reads putting his finger on the line. This must be avoided.
2. Good reader reads with accuracy of promotion.	2. He can't read with ease. He can't grasp well.

- |    |  |    |  |
|----|--|----|--|
| 3. | The boy reads smoothly and fluently.                     | 3. | So far hard reading must be avoided. Dull and jerking reading is bad.                |
| 4. | The pupils must read with expression.                    | 4. | Some children read this and that side. This is bad.                                  |
| 5. | Pupils read with good understanding.                     | 5. | Some children make peculiar sounds while reading silently. It must be avoided.       |
| 6. | Reads with good comprehension.                           | 6. | Reads meaninglessly and aimlessly.   |
| 7. | Good eye span for reading is a good habit.               | 7. | The child shouldn't keep his eyes too near or far from the material must be avoided. |
| 8. | Good reader reads with good stress intonation and pause. | 8. | Some pupils read without using proper stress, intonation and pause.                  |
- 

**Library skills:** One has to make constant, conscious effort in retaining reading readiness that is he/she forms a habit of reading and develops knack of locating information in the material read when he consults library. Library skills involve the art of indexing note taking, summarizing and outlining.

**Supplementary reading:** Supplementary reading bears a very close resemblance of extensive reading. It is generally introduced in the middle and high stages of the school with one to three supplementary readers along with the detailed text book.

**Q.3. What are the sub skills in writing?**

**Ans :** Importance of writing: Among four skills, writing plays a vital role in English language learning. Through writing, a person is able to convey his thoughts or ideas to others who are not present in front of the writer. Writing is of immense importance. According to Bacon, "Reading maketh a full man conference a ready man and writing an exact man".

**Sub skills in writing:** The following are the sub-skills in writing.

1. Mechanics - Hand writing spelling, punctuation.
2. Formation of words- Vocabulary, idioms, voice.
3. Organization - Paragraphs, topic and support cohesion and unity.
4. Syntax - Sentence structure, sentence boundaries, stylistic choices.
5. Grammar - Rules of English language related to parts of speech.
6. Content - Relevance, clarity, originality and logic.
7. Way of writing - Getting ideas, getting started writing.
8. Purpose - The reason for writing, justification.

**Q.4. Write about methods of teaching reading?**

**Ans:** There are two types of reading methods. .

1. Analytic method
2. Synthetic method.

**Analytic method:** It attaches importance to individual letters, alphabets and sounds. It includes alphabetic methods, phonic method.

**Analytic Method :-**

- a) **Alphabetic or spelling method:** In this Method names of letters of alphabet are given first, syllables combining those letters come next and lastly comes the word, with the its pronunciation. This method is good for learning spellings. But the sounds of letters remain obscure.
- b) **Phonic Method :** The Sounds of the letters in the alphabet are the basis of this method. Sounds indicate letters in the alphabet or language . Sounds when combined give words. This method gives good pronunciation. But one sound for one letters is the rule for this method, which does not go with English.

- 2) **Synthetic method:** It cares for the whole word, phrase sentence. In synthetic method we have
1. Word method, 2. Look and say method, 3. Phrase method and sentence method.

**Synthetic Method :** It cares for the whole word, phrase sentence. In Synthetic Method we have (1) word Method, (2) Look and say Method. (3) Phrase Method and Sentence Method.

**Synthetic Method :**

- a) **Word Method :** The teacher first writes words on the black - board. Then he reads these words. The students learn the sounds of the words and then they repeat the words with ease, after the teacher. Students follow the teacher and the teacher makes them repeat in his presence.
- b) **Look and Say Method :** Here also the teacher writes words from the tent, which have been orally learnt earlier. He points to them while writing and repeats them. The students observe them first and repeat them only after the teacher.

- c) **Palmer's Phrase Method:** The supporters of this method rightly argue that the eye neither reads words nor sentences, in one attempt on the other hand an eye finds to move in jerks more comfortable and thus is able to scan a phrase at a time.
- d) **Ryburn's Sentence Method :** One reads and Picks up a language neither by words, nor by phrases, according to Ryburn. The Most comfortable and easy to learn method of learning English, in his scheme is a sentence, conversation and practice are very important in this sentence learning method.

### Q.5. What are the mechanics of writing ?

#### Ans : Mechanics in Writing :

In the beginning the child is made to learn the art of hand writing. He is taught to handle a slate pencil, or a pencil. The mechanics of writing can be used for teaching alphabet in written form. In order to achieve better results children are motivated towards different types of strokes.

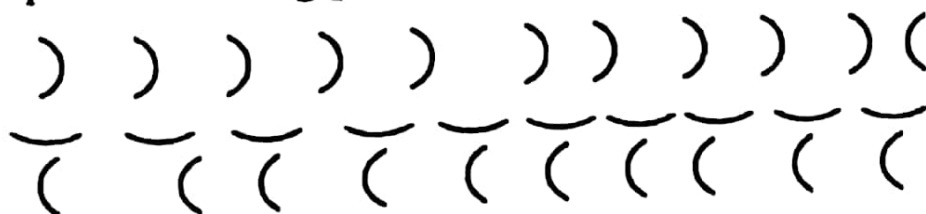
#### Writing Patterns at Early Stage :

1. The first step in teaching handwriting is to get the children to practice the writing patterns. These are the stroke and curves required to produce the English letters.

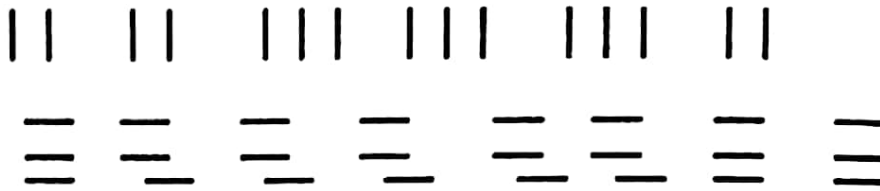
Prof. A.W. Frisby suggested some strokes just like the drawing lines of free hand.



2. The second step in teaching handwriting is to get the children to practice writing patterns in curves.



3. The third step in teaching handwriting is to get the children to practice the writing patterns and lines.



With the help of these strokes, curves, circles, the letters in alphabet can be learnt in the mode - small letters and capital letters.

In English alphabet 26 letters can be taught through oral and written forms. We may begin with the small letters. One stroke may be taught first and the two stroke letter next.

I Stroke Letters : i, l, w, m, n, r, u, v, b, h, c, e, o, a, s - 15 letters

II Stroke Letters : f, k, d, t, y, p, x - 7 letters

In the capital letters :

One stroke letters : I, L, J, V, W, Z, U, C, G, S

Two stroke letters : T, M, N, P, R, x, Y

Three stroke letters : H, F, E, A

First children are taught to produce the right shapes of letters.

### Teaching of Writing to the Beginners :

Freeman in his book 'Teaching of Handwriting' recommends the following six groups :

- |            |               |                           |
|------------|---------------|---------------------------|
| 1. i, u, w | 2. n, m, v, z | 3. a, e, o, c             |
| 4. r, s    | 5. d, p, q, t | 6. l, b, h, j, g, y, z, f |

Alice E Stephans has suggested the following groups.

First group involves the stroke from top to bottom.

i, n, t, p, w, v, m, n, r.

Second group involves a round stroke

o, x, d, c, e, q

The third group includes loops as

b, f, , j, k, l, z

Fourth group is as under

s, æ

Teacher has to create interest among the pupil.

### **Scripts :**

In writing English language there are two major types of scripts

1) Print Script    2) Cursive Script

1. **Print Script :** In print script each letter stands distinct as if in print form. In the books writing is done by using print script in their own writing it will be more convenient for them because they will look at the written symbols of the books exactly in the same fashion. By using print script, writing stands clear and distinct.

### **Advantages of Print Script :**

1. No strokes are needed to join the letters.
  2. It needs practically no supervision.
  3. Children can compare their letters and find their mistakes.
2. **Cursive Script :** In cursive script all the letters of a word are joined. It is also called running writing in which letters of a word are together by curves etc. In the next stage letters are joined or linked.

It is uniform, rhythmic, nature and speedy. It is used by most of the English knowing people all over the world. A pamphlet of British Board of Education says, "The end is to equip the individual with a final cursive handwriting which is facile and legible".

Ex : ***Smarty is writing a letter.***

***They are singing a song.***

In this type of writing, pupils can learn to write at the maximum possible speed. English speaking people know cursive script very well.

**Q.6. How can you develop reading among your Pupils?**

**Ans : Predictions :** The teacher gives the Pupils a part of a story or a text and asks them to predict what comes next. Sometimes the title can be given and pupils have to predict what the text contains.

**Interpret on different Versions :** Two or more versions of the same story or incidents are given to the pupils. They have to read and interpret the writer's point of view. News Papers editorials, reports, magazine articles on the same topic will be the source which can be used for interpretation

**Jumbled Sentences :** Jumbled reading is another exercise, which helps in developing reading skills sentences of the text are jumbled up and learners are asked to organize the sentences in Proper order with the help of discourse markers like however, although, furthermore, namely and so on. A variation could be to jumble up sentences of two stories and ask the learners to separate the two stories.

The teacher can use a cloze passage, i.e. passages where words at regular intervals are erased and has to supply the correct word.

**Q.7. What are the techniques to developing writing skill?**

**Ans :** Specific product Goals, which assigns students students specific reachable goals for the writing they are to complete.

Word processing, which uses computers and word processors as instructional supports for writing assignments.

Sentence combining, this involves teaching students to construct more complex, sophisticated sentences.

Inquiry Activities, which engages students in analyzing immediate, concrete data to help they develop ideas and content for a particular writing task.

Process writing Approach, which interweaves a number of writing instructional activities in a workshop environment that stresses extended writing opportunities, writing for authentic audiences, personalized instruction and cycles of written.

Study of Models, which provides students with opportunities to read analyze and emulate models of good writing.

Writing for content learning, which uses writing as a tool for learning content material.

**Q.8. What is the concept of reading and reflection on texts ?**

**Ans :** Reflection offers you the opportunity to consider how your personal experiences and observations shape your thinking and your acceptance of new ideas. To encourage thoughtful and balanced assessment of readings, many interdisciplinary courses may ask you to submit a reading reflection, often instructors will indicate to students what they expect of a reflection, but the general purpose is to elicit your informed opinions about ideas presented in the text and to consider how they affect your interpretation. Reading reflections offer an opportunity to recognize and perhaps break down- your assumptions which may be challenged by the text.

**Some strategies when teaching reading :**

\* Reflect on extensive reading. \* Reflect on developing effective reading lessons \* Reflect on the nature of reading \* Reflect on phonemic awareness and Phonics \* Reflect on reading fluency. \* Reflect on reading comprehension \* Reflect on reading strategies \* Reflect on text structures.

## **UNIT - V**

### **DEVELOPING INTEGRATED SKILLS AND USE OF ICT IN ENGLISH LANGUAGE TEACHING**

#### **Q.1. What are the objectives of teaching prose ?**

**Prose** : Teaching of prose involves the intensive study of language, structures and vocabulary. Its main objective is to develop the language ability of the students.

#### **Objectives of Teaching Prose :**

- \* To enable the students understand English spoken at normal conversational speed.
- \* To enable the students speak correct English in the right context.
- \* To enable the students understand the reading material and grasp its meaning.
- \* To enrich their active and passive vocabulary.
- \* To enable them enjoy reading and writing.
- \* To enable the students get knowledge of the subject matter contained in the prose lesson.
- \* To develop their imaginative power.
- \* To develop interest towards English language.

#### **Q.2. What are the objectives of teaching poetry ?**

**Poetry** : Wordsworth defines poetry as - "The spontaneous overflow of powerful feeling". The value of teaching poetry at school level is immense. It leads to an all round development of the whole personality of the pupils particularly the emotional, imaginative intellectual, aesthetic and intuitive sides.

**Objectives of Teaching Poetry:**

- \* To enable the pupils appreciate the beauty, rhyme and style of the poem.
- \* To enable the pupils enjoy the music of the poem.
- \* To enable the pupils read the poem aloud with proper rhythm and intonation.
- \* To enable the pupils enjoy reciting the poem individually or in chorus.
- \* To make the students understand the thought and imagination contained in the poem.
- \* To create love for English literature in them.
- \* To develop their aesthetic sense.
- \* To get at the mood of the poet and the style of the poet.
- \* To understand the central idea of the poem.
- \* Prepare a lesson plan for teaching a prose lesson for the students of class VIII on any topic of your interest.

**Note:** Write a prose lesson plan according to your teacher Educator instructions.

**Q.3. What is "Twitter", mention its advantages?**

**Ans :** Twitter is an online social net working and micro blogging service that enables us to sent and receive 'tweets' which are text messages limited to 140 characters. It was created in 2006 March by Jock Dorsey and by July 2006, the site was launched. It is now one of the ten most visited websites, and has been described as the SMS of the internet.

**Advantages of twitter :**

1. We can write about anything by using our right of speech.
2. We can learn about new products.
3. With the help of this blogging website we can share any kind of information,
4. We can updated with current and breaking news.

5. We can send messages to the whole world via twitter where millions of people can hear your message.

**Q.4 What is Face book ? How to learn English on face book and write its advantages.**

**Ans :** Face book is an online social networking service. It was founded in February 2004 by Mark Zuckerberg with his roommates and fellow Harvard university students. Now face book has reached one million users. It is actually one big forum where one can leave comments and chat not-only in his/her language but also in English.

**How can you learn English on Face book :**

- \* **Babbel :** It is a fantastic programmed Learning words by it is so easy and funny. It provide opportunities to practice words which are already learnt.
- \* **Wordox :** That is scrabble on face book. It's a great way to practice the words already learnt and learn some new words.
- \* English vocabularly in use - advanced deal with new words and new words.
- \* A face book page a sofia and nattan where they give their travel experience.

**Advantages of face book :**

- \* The Face book allows us to share information with others users. One can share one's information, interests and experiences with others and vice versa.
- \* One can chat with friends or relatives who are registered users of the face book.
- \* It saves the retired people from boredom for using the face book is such as entertainment.

**Q.5. What is live Mocha?**

**Ans :** Live Mocha is the World's largest online language learning network. It fuses the traditional teaching- learning methods with online practices. It is committed to creating a world

in which every human being is fluent in multiple language.

Live Mocha calls it self as the largest language learning community in the world. It currently supports 38 languages and provides instructional materials in 38 languages. It is a platform for speakers to interact with and help each other learn new languages.

Live Mocha offers active learning courses in English. These courses designed to help the learners communicate effectively with ease in a new language like English. It develops real conversational skills on the part of the learners.

#### **Q.6. What are the advantages of using multimedia in teaching English?**

The word multimedia is a combination of two different words multi and media. The core of multimedia teaching is, using the computer based on the current information to create a plot form of exchanges and communication between teachers and students through sound and text.

#### **Use of multimedia in teaching English :**

Language teachers have been avid users of technology for a long time. Gramophone records, were among the first technological aids to be used by language teachers in order to present students of native speakers voices and broadcasts from foreign radio stations were used to make recordings on reel to - reel tape recorders.

With the rapid development of science and technology today, as well as the theme of globalization and economic integration, multimedia teaching has gradually entered the day-to-day classroom and has been especially well promoted and popular in many well established schools and educational institutions.

#### **Advantages of use of multimedia in teaching English :**

- a) Multimedia teaching stresses the role of students and enhances the importance of interaction between teachers and students.

5. (a) What is the use of social networking in ELT ?

Or

(b) Explain any two online resources for ELT ?

**PART B- (1 x 15 = 15 marks)**

**Answer the following question which carries 15 marks.**

**The candidate is expected to answer the question in about 4 pages or 80 lines.**

6 (a) Describe different methods of teaching reading.

Or

(b) How do you teach prose lesson ? Illustrate your answer.