TEACHING OF ENGLISH

Course Code 6493

Department of Early Childhood Education and Elementary Teacher Education

ALLAMA IQBAL OPEN UNIVERSITY
TEACHING OF ENGLISH

CODE No: 6493

UNITs: 1–9

Department of Early Childhood Education and
Elementary Teacher Education

Allama Iqbal Open University
Islamabad
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First Printing .................................. 2018
Quantity........................................
Printer........................................... Allama Iqbal Open University
Publisher ....................................... Allama Iqbal Open University, Islamabad

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ACKNOWLEDGEMENT

The significance of English as a language is undeniable in this age. English enjoys a pivotal position and standard among the languages of the world. The teaching of English to the non-native speakers is a challenging task. In teaching a language there are certain skills that linguists have observed to be applicable in smooth teaching of a language. The Department of Early Childhood Education and Elementary Teacher Education stresses upon the need of teaching such essential skills to the prospective teachers of English language. In this regard the book titled English-II contains such updated information and techniques regarding skills that can be utilized by the teachers in teachings the students. This book reflects the efforts of many people. The Department of Early Childhood Education and Elementary Teacher Education is thankful to all the members of the course team for writing units and giving comments and feedback to improve the materials.

It is significant in stating that course coordinator, Dr. Rahmat Ullah Bhatti, has very competently facilitated the whole process of course development. He engaged and updated the course team according to the demands and objective of the course. All the communication is done effectively and timely. He personally assisted the team in many concerning areas. Mr. Zahid Bajwa has very professionally completed the task of composing the contents of this book in short time.

Special gratitude to our Vice-Chancellor Prof. Dr. Shahid Siddiqui for his visionary insight, professional support, mentorship and inspirational work environment for all of us to achieve academic excellence at university.

Prof. Dr. Nasir Mahmood
Chairman/Dean Faculty of Education
INTRODUCTION

English is an important language in Pakistani context. It has great significance in all fields of life in Pakistan. English in our country enjoys the high valued status in official correspondence, medium of instruction in academia, communication in business and commerce industry. It has also assumed the title of global language now a day. This book contributes in the development of English as a language to teachers of non-native origin. As aspiring teachers of English language, you must be equipped with certain abilities and skills that may prove fruitful in classroom.

A very considerable debate nowadays is that whether teaching is a science or art. As it possesses the qualities of both of the genre, it has the qualities of skillfulness, creativity and artistic approach to attract the attention of students at the same time it requires the scientific approach for solving some classroom problems as motivating students, ensure learning and presentation of a systematic set of information to the students. For this purpose it makes use of theories of learning, motivation and learning and also the element of research inclusion also includes the qualities of scientific inquiry in this profession.

In the beginning, you will be introduced to language learning process. After that, we have tried to familiarize you with necessary skills and techniques required to teach English in classroom. The book focuses on various commonly used instruction materials and their effective use in lesson planning. Different teaching methods along with merits and demerits have also been described in this book so that you may choose the best method according to classroom situation. No task is complete without proper evaluation and feedback from the teacher, a separate unit has been dedicated to this purpose. This book will help to create critical thinking and analysis among the students towards the creative writing.
OBJECTIVES

After completion of the course, the students will be able to:

1. Describe the nature of language; how it began and how it reached the present stage
2. Understand and describe the process of the language learning
3. Understand and use the various principles of teaching English as a second language
4. Know and describe various methods of teaching English
5. Use traditional and modern instructional material effectively in classroom
6. Make classroom environment interesting and friendly for students
7. Understand different steps of lesson planning and use it in classroom
8. Familiarize with poetry and different poetic devices
9. Identify the meaning of evaluation and Explain the objectives served by evaluation.
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Introduction

You have been a student of English language from the very beginning of your educational career. Like most of the students, you may have developed a view that the English language is a difficult subject. Indeed, the teaching of English language to Pakistani students has become a serious problem in the field of education. This is evident from the poor results in English at three levels of our public examinations i.e. Secondary, Inter and Degree. There are number of personal and impersonal reasons for this state of affairs. They must be attended to if the objectives of teaching English as a second language have to be achieved. While improvements are needed in the domains of planning, organizations, curriculum and the teacher’s competency, we cannot ignore the significance of the proper methodology adopted by our teachers of the English language.

As a student of this course, you will have an opportunity to make a comparative study of the various methods and techniques suited to the different aspects of English language teaching in the following units. This unit will however, acquaint you with some fundamental information about the English language in general, and its position as a second language in our particular situation in Pakistan.

Objectives

After going through this unit, you should be able to:
1. describe the nature of language; how it began and as to how it reached the present stage;
2. list the functions of language in human beings;
3. recognise the role of psychology in the teaching, learning process of a second language;
4. realise the necessity of including a modern language in the education of our children;
5. list the reasons for the importance of learning English language in Pakistan;
6. explain the objectives of teaching the four basic skills of English language in secondary classes.
7. identify the role of a good English teacher.
1.1 The Nature of Language – How it Began and Reached the Present Stage

1.1.1 What Language Really is?
Language is a complex phenomenon. Different people will have different answers to the question that ‘What is language?’ Some think it as a skill (something we do), some as knowledge (something we know), some as a possession (something we have or possess), some as a tool (something we use), some as an event (something which happens), some as a group identity (something which transmit culture), some as an object (something which we can describe), some as a living organism (something which is born, lives and dies). These answers or ways of thinking show the complexity of language.

Language has been defined by many linguists around the world. Let’s have a look at some of the definitions:

1. Language is the most frequently used and most highly developed form of human communication.
2. An act of communication is basically the transmission of information of some kind – a message – from a source to a receiver. In the case of language, both source and receiver are human, and the message is transmitted vocally, through the air, or graphically, by marks on a surface, usually paper.
3. Language is series of sounds, usually string together in groups, which convey meaning to listeners.

Let us examine a more formal definition:

Language, according to Finocchiaro is “a system of arbitrary vocal or written symbols that allow all people in a given culture, or other people who have learnt the system of that culture, to communicate or to interact.”

The various components of this definition of language need explanation:–

System: Every language operates within its own system i.e., its own recurring patterns or arrangements which are meaningful to the speakers of that language. The sounds which are used to form words, which in turn, are used in speech utterances, are always arranged in particular ways or designs which convey the same meaning to all speakers of the language.

When you say the words “the man”, I know you are talking of one man and of a man previously mentioned. “The men”, on the other hand, conveys the meaning of more than one man. The difference was made by the middle sound of the word. Similarly, when you hear the word “speak”, you know it would fit into the place used for verb in a sentence. “Speech”, on the other hand, would fit into the place used for what we generally call a noun.

In language, word order is an important part of the system, and in linguistics it is known as syntax. For example, compare the two sentences:
“The dog bit the boy.”
“The boy bit the dog”

The change in meaning has resulted only from the difference in word-order. Now let’s have a look at another sentence:
“Bag with went a he”

We can see that this sentence does not make any sense, although we know the meaning of each word. So this shows how much significant the word order is, for successful communication.

Now, referring back to our definition of language, vocal means that we make sounds in our mouth using the tongue, the teeth and lips. We also use other organs such as the vocal cords and the lungs simply produce air for the subsequent production of sounds.

Every language has its own arbitrary symbols or words to express the meaning of an object or an idea. Arbitrary means that something that is based on random choice or personal whim, rather than any reason or system. Why does “table” mean what it does in English? Why is “dog” the name for the animal it represents? Why cannot we refer to a cat as a dog? No one knows why words convey certain meanings, and there is no scientific principle behind this attribution of meanings. But all the speakers of the language do know and can use the general terms associated with the common objects or concepts in their environment. This is why we say that language is arbitrary.

The words “communicate” and “interact” as used in the definition signify to understand and to speak; to be able to hear and to respond or react to the spoken word. They also imply the ability to talk about something that happened in the past, that is happening at the present time, or that may happen at some time in the future.

1.1.2 Characteristics of Language
A language has the following characteristics:
(a) It is a set of verbal symbols (words) which stand for real objects, or actions, or concepts.
(b) These words are chosen arbitrarily by speaker of any particular language.
(c) Language is culturally transmitted.
(d) Language is spontaneous.
(e) In using language, people usually take turns to speak.
(f) Language is structure-dependent.
(g) We can combine words and structures in any number of different ways.

1.1.3 Function of Language
The communication through the use of the spoken language means understanding and reacting to what someone says. Communication would also include understanding and conveying messages through the printed word. The writing, as we have said, is considered a secondary system derived from the spoken language. We write symbols (the
letters of alphabet and punctuation marks) to convey the words and ideas which are
themselves symbols of objects or ideas. For example:

<table>
<thead>
<tr>
<th>Visual Symbol</th>
<th>Sound</th>
<th>Written Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Bat Image]</td>
<td>/Bxt/</td>
<td>Bat</td>
</tr>
</tbody>
</table>

Since the language is the medium through which people express their ideas of the world
wherein they live, it carries within it what can be called “cultural meanings”. Native
speakers, who have been brought up in the culture, are aware of differences or shades in
meaning which gestures, words or expressions may convey. For instance, the expression
“I am having breakfast” has an equivalent in all languages, but the sentence may evoke
different thoughts and images in speakers of different native languages, depending upon
the time they usually eat, what they eat, where they eat, etc.

To conclude, we may think of language as serving two major functions. First, language
serves as a system of responses through which individuals communicate with each other
(inter-individual communication). Secondly, language functions as a system of responses
that facilitates thinking and actions for the individual (intra-individual communication).

1.1.4 Sign Language

The function of language is communication or transfer of meaning. Usually we think of
language as something spoken or written, but there are many other forms or devices
which man has been using for communication. For instance, there are various signs of
Highway Code which convey diverse information to the motorists. Similarly, there are
the red, green and yellow lights and blinkers at the city road crossings. They depend upon
a visual symbolism of colours, in which red stands for “stop” or “danger”, green for
“safety” or “go”, yellow for “slow” or a transitional signal, and a blinking light for
cautions.

In none of these cases, exists an interchange of language, spoken or written. There has,
however, been an interchange of meaning, a transfer of significant concepts. If we accept
only the narrower definition of the language, as that which is produced by the human
vocal organs and received by the hearing apparatus, we shall have to deny the name of
“language” to these transfers. If we accept the broader definition of language as a transfer
of meaning, there are forms of language differing in degree but not in kind from a spoken
or written message. In fact, the sound symbols of the spoken tongue are as symbolical of
human thought and human meaning as the various forms of activity like gestural,
pictorial, artistic, etc. by which men have conveyed significant messages to one another since the dawn of history.

1.1.5 Origin and Evolution of Language

All linguists fully agree to the fact that the problem of the origin of human speech is still unsolved. Many kinds of theories have been put forward, some are traditional and mystical, and like the legends prevailing among many primitive groups that language was a gift from the gods. Other theories may be described as quasi-scientific. One hypothesis, originally sponsored by Darwin, is to the effect that speech was in origin nothing but mouth pantomime, in which the vocal organs unconsciously attempted to mimic gestures by the hands.

The ancient Greek philosophers, who gave some attention to the problem of the origin of the language, were led by their speculation. Some of them held that language had come into being out of “inherent necessity” or “nature”, while others believed it had arisen by “convention” or “agreement”. How this agreement had been reached by people who had no previous means of mutual understanding, they did not explain.

In the past, a number of attempts were made to isolate children before they began talking to see whether they would evolve a language of their own. In recent cases of children who had reportedly grown among wolves, dogs or monkeys have shown that the human child, though ignorant of human language when found, takes to it readily and with seeming pleasure, something that his animal playmates are incapable of doing. Animal cries, whether we choose to describe them as language or not, are characterised by invariability and monotony. Dogs have been barking, cats mewing, lions roaring and donkeys braying in the same fashion since time immemorial. Human language, in contrast with animal cries, displays infinite variability, both in time and space. Activity and change may be described as the essence of all living languages.

The language is an expression of human activity, and as human activity is forever changing, the language even changes with it. It seems that the language changes least rapidly when its speakers are isolated from other communities, and most rapidly when they come across foreign people at the crossroads of the world. Whether much or little, all languages change in due course of time. Two different modes of change in language are recognised. The change may arise very gradually, almost imperceptibly, and be as gradually and unconsciously adopted by the speakers; or it may arise suddenly, as the result of an innovation made by one speaker who has prestige in the community and is, therefore, widely imitated.

It is estimated by scientists that some ten thousands of years elapsed between its beginning of society and art (and probably speech) and the first appearance of the writing. During these long centuries, the language continued to evolve, but we have no record of that evolution. The oldest languages of Indo-European family of which we have records are Sanskrit, Greek and Latin, in the order given. The approximate dates for each are 2000, 1400 and 500 B.C. respectively.
As for the speech of infants, observers are still unable to agree in their views. However, no view helps us in solving the problem of the origin of speech, save for what concerns the baby's obvious limitation of the language sounds. It is very difficult to explain the process of association of sounds and sound sequences with ideas and concepts which seems basic to the human language. If all that is needed for language is the process of imitation, why do cats and dogs, who have been living with us and observing us for many centuries, fail to imitate our language when we imitate theirs so well?

Activity

(A) **Pick out the correct answers:**-

1. In Pakistan, study of English language is compulsory up to:-
   (a) Secondary level  (b) Inter level  (c) Degree level
2. Language is used by:-
   (a) Civilized Nations  (b) Illiterate People  (c) All Normal Human Beings
3. Writing System came into being:-
   (a) After the spoken language  (b) Along with the spoken language  (c) Before the spoken language
4. Language is basically a series of:-
   (a) Words  (b) Phrases  (c) Sounds
5. The main function of language is:-
   (a) Education  (b) Communication  (c) Comprehension
6. Language also carries:-
   (a) Cultural meaning  (b) Literal meaning  (c) Little meaning
7. The communicative function of language may be carried out by:-
   (a) Wind  (b) Colour  (c) Trees
8. Some Greek philosophers believed that language originated from:-
   (a) Natural sounds  (b) Speech of gods  (c) Inherent necessity
9. The essence of all living language is:-
   (a) Loudness  (b) Melody  (c) Activity and Change
10. The oldest of Indo-European language is:-
    (a) Greek  (b) Sanskrit  (c) Latin
(B) **Write Short Answers to the Following Questions:**

1. Give some important features of language as found by the language scientist.
2. Give a definition of language.
3. Describe the function of language.
4. Give an example of non-linguistic form of communication.
5. Compare and contrast the language used by animals and human beings.

**1.2 Some Psychological Problems Faced by Students and Teachers during the Teaching–Learning Process in Second/Foreign Language Learning**

To become an effective instructor of a foreign language is not so simple as it involves having a good knowledge of the laws of the psychology of thought and speech together with the ability to apply these laws in practice. In order to learn a foreign language it is important to practice that language without using the native language or translation. However, the learning of speech should be preceded by a conscious analysis of various linguistic facts. The teacher should make every effort to develop in his pupils the ability to think in the foreign language and a feeling for the language studied. The language learning should start with oral speech and then pass on to the written speech, and it is necessary to teach not so much the receptive and reproductive as the productive use of language.

For the teaching of foreign languages in schools, a particularly important role belongs to the psychology of teaching a foreign language. It tells us, for example:

i. The learning takes place when it is related to the needs and experiences of the learner.

ii. The gradation and sequence of the language items are important. The material should go from the known to the unknown and from the simple to the more difficult.

iii. Many repetitions are needed to develop habits. The learning of any skill takes place in proportion to practice in that skill.

iv. The repetitions should be spaced at increasingly longer intervals.

v. The immediate correction of an error is important. Knowledge that a response is correct leads to the learning of that response.

vi. The learning is favoured when meaningful association is established between sounds and concepts, and cultural or social situation.

vii. The understanding of the place and function of separate elements promotes learning. The learners should, therefore, be given insight into the place and function of various language items in skills involved in broad communication activities.

**1.2.1 Mastery of Language**

Wherever a person works and whatever he does, his activity can be productive or effective only if it has a scientific basis. The language teacher must rely in his a scientific
basis. The language teacher must rely in his activities also on pedagogical sciences, including the psychology of teaching foreign languages. Learning of the foreign language is a phenomenon most closely linked with the reasoning activity of man. But the mastery of the language forms an organic unity with reasoning and is closely linked with it. The foreign language teacher must know and thoroughly understand the psychological properties both of language itself and of speech as a way of using language in practice. When mastering a language, students master its phonetics, vocabulary and grammar. So it is absolutely necessary for a teacher to know what psychological laws affect these three basic aspects of a language.

1.2.2 Phonetics
The mastery of the phonetics of a foreign language requires from students acute aural and functional sensitivity, which is the basic for distinguishing the characteristic sounds (phonemes) of a foreign language. The students must learn to recognize accurately the sounds of a foreign language by ear and to reproduce them correctly. Psychology says that both aural and functional sensitivity are perfected by long training. The teacher of a foreign language must skillfully recognize the difficulties which pupils meet and which are connected with the assimilation of phonetic peculiarities.

Some students are distinguished from the outset by poor aural sensitivity, and are, therefore, unable to catch the subtle differences between the sounds of the native language and of the foreign language, and also between similar sounds in the foreign language itself. It is quite wrong to consider such students incapable of assimilating the phonetic system of the language studied. On the contrary, they should be specially trained in the perception of sounds, since training is always accompanied by an increase of sensitivity. Other students, well able to catch phonetic distinctions by ear, have extraordinary difficulty in reproducing sounds correctly, i.e. they have a bad and incorrect pronunciation. In such a case, too, one must not consider the pupils incapable of assimilating phonetics. Knowing that functional sensitivity also requires training and the teacher must more frequently encourage such students to practice the pronunciation of individual sounds and the whole words and sentences.

1.2.3 Vocabulary
The direct link between the vocabulary of a foreign language and the thought-process of students is most important. Usually the teachers of a foreign language reduce the semantic aspect of a word to what is called its “contextual meaning”, confining themselves to its translation. Psychology helps the teacher to understand that the meaning of a word is not the same thing as the category of reasoning with which the word is connected. What corresponds to a word in a person’s reasoning is a concept which is expressed by the word. The concept and meaning of a word are closely linked but they are not the same thing. So to bring to the students’ attention only the contextual meaning of words is to leave them in almost total ignorance of the concept which is actually expressed by a word in a foreign language.
In order to successfully reveal to the students the semantics of foreign words, the teacher must have a good knowledge of the psychological characteristics of the process of forming concepts, of the different kinds of inter-relations between concepts etc. For instance, when stating that the English word “clash” has four meanings (to make loud noise by striking to meet and fight, to occur at same time, to be in disagreement) the teacher must try to convey a concept corresponding to this word which can be explained as “striking of one thing against another”. If he does not get students to understand the concepts expressed by the words of a foreign language, the teacher will find his pupils confusing the meaning of individual words and using them wrongly, e.g. “sink” instead of “drown”, “see” instead of “look” “season” instead of “weather”, etc.

1.2.4 Grammar
The teaching of grammar also requires the use of psychology. From a psychological point of view, it is important to distinguish between (i) knowledge of grammatical rules, and (ii) the practical skills involved in using appropriate grammatical constructions in speech or writing. The first will always be conscious, while the second requires an automatic reaction accompanied by the formation of a feeling for language.

The teacher of a foreign language must have a clear impression of the inter-relations between knowledge, acquired abilities and habits. Despite the psychological fact that habits are only formed by repeatedly carrying out the appropriate action, some language teachers in school wrongly suppose that a direct transition from knowledge to habits is possible. This is not the case. So the students with a good knowledge of grammar are sometimes incapable of applying it in speech and writing. In order to obtain from pupils the necessary automatic approach to using and building grammatical constructions, the teacher must have a clear impression of the habit-forming process and the psychological nature of feeling for language.

1.2.5 The Psychology of Thinking in a Foreign Language
The peculiarity of a foreign language as the object of teaching in schools is that pupils have to obtain a practical grasp of it as a means of communication, i.e. they must learn to think in it. The basic defect of our present method of English language more than they are taught knowledge about the English language more than they are taught to think in it, as a result of which the main aim of teaching English language is often not attained. In other words, pupils are principally taught the forms of a foreign language without attention being paid to the fact that practical mastery of these forms is only possible if they are directly linked with the students' thought process.

The problem of thinking in a foreign language has not been fully worked out by psychologists, for which reason the technique of language teaching lags behind in this respect. Moreover, and on the associated principles of techniques is hampered by the incorrect view of some of our educationists and psychologists that only a person’s native language is directly linked with thought. This point of view is refuted both by experience and research.
In investigating the psychology of thinking in a foreign language, we take it as a principle that language and thought are closely linked with each other. This gives rise to an interesting question whether a person’s thinking has the same character when he uses a foreign language as when he uses his own, or whether it is somehow modified. In fact, the structure of the foreign language is more or less sharply differentiated from that of the native language in its phonetical, lexical, grammatical and stylistic means of expression, so that this difference must also be accompanied by differences in the sphere of thought.

Activity
(A) Some of the statements given below are true and others are false. Choose the false statements and tell why they are incorrect.
1. A foreign language is best learnt by using the native language or translation.
2. The language learning should start with oral speech, and then pass on to the written speech.
3. The learning takes place when it is related to the material in the text-book.
4. When mastering a language, students should master its translation, essays and letters.
5. The students must learn to recognize accurately the sounds of a foreign language by ear to reproduce them correctly.
6. The direct link between the vocabulary of a foreign language and the thought-process of students is most important.
7. The concept and meaning of a word are closely linked and similar.
8. The teaching of grammar does not require much use of psychology.
9. The students with a good knowledge of grammar are, sometimes, incapable of applying it in speech and writing.
10. The main principle in the psychology of thinking in a foreign language is that language and thought are not related to each other.

(B) What is your understanding about the following remarks? Give brief answers.
1. What does psychology tell us about the teaching-learning process of a foreign language?
2. How can students learn best the phonetics of English language?
3. How does psychology help in learning the grammar of a foreign language?
4. Write a brief note on the psychology of thinking in a foreign language.

1.3 Teaching of Foreign/Second Language at the Secondary Level in East & West

1.3.1 Introduction
The teaching of a second language holds an important position in the educational curricula of each country. The educationists in all times have advocated the study of more than one language for multi-purposes. In the past classical languages like Persian, Arabic and Sanskrit in the east, and Latin and Greek in the West were held in high esteem. The study of one or more of these languages was considered essential for the complete
education of the young people. In present times, the study of only modern and living languages is considered important because of the mass communication at the international level. A modern language is taught as a second language to the students at the secondary-level in the East and the West. It is almost given the position of a compulsory subject of study at the secondary level.

1.3.2 Teaching of a Second Language in the West
In the West, modern languages, especially French, Italian, German and Spanish were frequently a part of the Englishman’s education, but they were for the most part pursued for practical ends and purposes of travel. However, now it has been established that their study has both practical and educative value. It is recognized that they serve the purpose of commerce and industry; they are needed for scientific instruction and information and for the civil, diplomatic and armed services. Besides, they alone can give us an intimate knowledge of foreign countries and of the best thought of their citizens. But foreign language, like most other subjects, are not learned at school simply as an end in themselves. If properly taught, they will serve to train the pupils in habits of accuracy, and of clarity of thought and expression.

1.3.3 Teaching of a Second Language in the East
In the East, English has been the language of the rulers for more than a century. Hence the study of English was considered the special privilege of those who aspired to join the ranks of bureaucracy. While the children of the upper classes of society studied English Language in English-medium schools right from the first year of their education, the majority of the native children were taught English language after the completion of the primary level. Although it was rightly decided to change the medium of instruction in various subjects from English to the native language, yet the change has adversely affected the general proficiency of the students in English language. English is taught to our students as a compulsory subject upto degree level, but most of them fail to gain the reasonable command of the language.

1.3.4 The Difference
The difference in the achievement of the learners of a second language in the East and the West is the result of the differences not only in the quality of their foreign language teachers, but also in the methods and the techniques they use in their teaching. In the West, teachers of the second language have sound command of that language and they are well aware of the latest and most effective teaching methodology with the help of the modern language teaching aids, which are easily available to them due to their ample resources. In the East, comprising mostly developing countries with meagre resources, the results of the second language teaching are not satisfactory because they lack all the above requirements of effective foreign language teaching.
Activity
Complete the following statements with the words/ phrases:-
1. The educationists advocate the study of more than one language for
   ...........................................................................
2. In present times, the study of ......................... language is considered
   important.
3. In the West, it has been established that the learning of modern languages have
   both practical and .........................
4. Only the knowledge of a foreign language can give us an intimate knowledge of
   that foreign country and of the ......................... of its citizens.
5. The proper learning of a foreign language also helps as in developing the
   ......................... of thought and expression.
6. The change of the medium of instruction has .................. affected the
   proficiency of students in English language.
7. The efficiency in the learning of a foreign language depends upon not only the
   quality of teachers but also on the ....................... they use in their teaching.
8. ................................................... for the teaching of English are mostly not
   available in our school.

1.4 The Place and Importance of English as a Second Language in Pakistan

1.4.1 The National and Foreign Languages
The languages may be divided into two categories – national and foreign. Every civilized
nation has got a language, which is the expression of its thought and culture, its national
life, its customs and manners, and the whole range of its social pattern. It is the vehicle of
thought in official, administrative and educational spheres, and helps the nation in
carrying out its manifold activities. This is known as the national language of the country.
In some countries, there arises the need of a foreign language for establishing
communication with the other nations of the world, and for making access to the
advancement of knowledge in physical and social sciences. This foreign language is
incorporated in the educational curricula of the country as a second language.

1.4.2 Complex Position in Pakistan
In Pakistan, Urdu has been officially declared as the national language of the country.
English is taught as a second language in our schools and colleges. However, the position
assigned to English language in our curricula is not true for most of our students whose
mother tongue is not Urdu. In Pakistan, there are a number of regional languages such as
Pashto, Punjabi, Seraiki, Baluchi and Sindhi, etc. which are quite different from the
national language, Urdu. A child learns to speak the mother tongue at home, but he has to
learn Urdu at the primary stage. Then, he is also expected to learn Arabic which is the
language of the Holy Quran. It is the source of his religious knowledge, and fulfils his
spiritual needs. Among this pattern of language learning enters English which is entirely
a different kind of language. Therefore, it is obvious that the learning and teaching of
English presents a number of difficulties for the pupils as well as for the teachers. This is so because English differs not only in syntax, structure and idiom from all the Pakistani languages, but it has also a different mode of thought and expression.

1.4.3 The Privileged Position of English
The English language occupies a very important place in our educational curricula. During the British rule in the Indo-Pak subcontinent, it was the language of the rulers, the chief medium of instruction and language of the offices and courts. When the British left this country, a reaction took us to the other extreme and we started getting rid of English language in many aspects of educational and social fields. Although it still remains a compulsory subject in the public examinations up to degree level, yet a very high percentage of failure in this subject has led to a frequent protest from the public against the teaching of English as a compulsory subject. A part from sentimental considerations, either in favour or against English, the fact remains that the study of English is indispensable for any enlightened Pakistani young man who wants to reap the full benefits of practical life. In fact, English still retains a privileged position in Pakistan for the following reasons:–

Colonial Background
British rulers ruled the Indo-Pak Sub-continent for almost 2 centuries. English administrators replaced English as a language of official matters from Persian language used by the natives. In doing so English language attained the higher status as compared to the other languages. The elites and the educated people accepted English as a standard language and began using it in all affairs. Pakistan attained most of the legacy from the British people at the time of her creation, therefore, English was accepted and used as language of important matters.

English as a Language Communication
English has accomplished the status of the language of understanding among the people of the world. People use this language for International communication. It is the only spoken language understood world widely. It enjoys a special place among the languages of the globe. More than 1800 million people of the world use this language for communication whereas in Pakistan about 16 million people use English. International trade and commerce are conducted viz a viz English. It also serves the language of diplomacy among diplomats of various nations. It is among language used in the UNO and also other languages are translated in English for people to understand at the forum of UNO. People including the travellers, tourists, travel guides and advertising agencies use English for communication. It is also the language of International air traffic control for correspondence among of pilots with the airport authorities. A large body of world literature is produced in English. The literature created in native languages in translated into English language in order to reach the larger readership.
Official Language
In today’s Pakistan English language serves as an official language. Be it official letters or office memorandum, it is the English that is preferred for correspondence. Communication via Emails within organization is done through English preferably. Similarly the call for meeting or letters to individuals is performed in English letters. Most of the job applications are filled in English. English as an official language is used both in public and private sector.

Academic Language
Urdu is Pakistan’s national language. It is spoken and understood all over the country. Despite Urdu as a first language English is also taught in our educational institutes including schools and colleges from class one to graduate level as a compulsory subject. Now the questions arise why should we study English? The answer can be found that in Pakistan up to intermediate level, the medium of instruction is Urdu, whereas in the higher education the students face, the changed medium to English. Such examples can be seen in medical colleges, engineering college, banking training institutes where the English is the only medium of instruction. If students have no or weak command then it becomes very difficult for the students to cope up with the challenges of English. Because of the requirements at the higher levels, most of the institutes prefer to teach English at the primary level so that the students may attain the required results later in life. The importance of English in educational sector can be witnessed from the fact that Examinations of higher levels in Pakistan are conducted through the medium of English. Such examinations where English as a medium is utilized include CSS, PCS, Federal and Provincial Public Service Commission tests, Banking Diploma, Army, Air force and Navy enrolment test.

Language of Information Technology
Modern age is the age of information technology and computer. Scientists and technicians prefer to install English language for the usage of these gadgets with intentions to attract maximum number of users. About 80% of all the information stored in computers is in English. Even if you run an Urdu program, you will have to give command in English. The technology is designed on English friendly patterns. The facility of internet and online sources of knowledge are available in English language mostly. Local languages so far have very minimum amount of utility of online resources and data basis. Similarly the application of emails and social networking websites like Facebook, Twitter and Whats App etc. use English preferably as a medium of utility. In such conditions English as a language remains at usage to a large extent when compared to other regional languages.

Store of Standard Terminology
The standard terminology in all sciences and technology is available in English. If we translate them into the national language, new words will have to be coined which are not in actual use in the language and do not serve the purpose in the scientific world. The great scientific advance in the modern age is the result of a joint effort by all nations of
the world. We cannot effectively participate in this team-work unless we learn and use the standard terminology of physical and social sciences.

**A Language of Commerce and Industry**
The international commerce and trade is vital for the survival of a nation. The industrialist countries import raw materials for their factories and export their finished products to other countries. In both cases, exchange of commercial information is essential. Industry in Pakistan can also benefit from the use of the latest methods of production and sale which are available in English language. Without the knowledge of English language, it is almost impossible to take an effective part in the international commercial market.

**Language of Diplomacy**
English is used by our diplomats in the foreign countries. Our delegates to various international conferences, conventions and seminars express themselves in English language. English is one of the official languages of the United Nations and its various organs and bodies. Without sound command of English language, we cannot effectively represent our country at international forums.

**Means of Keeping Pace with Modern Developments**
The knowledge of English is necessary for keeping pace with the latest developments in technical professions. Members of these professions must acquaint themselves with the modern developments in their respective fields in order to increase their professional abilities, for instance, doctors, engineers and teachers have to remain in constant touch with the findings of the latest research carried out in their professions all over the world. They also contribute to the world knowledge by getting the results of their study and research published in the English language.

**Important Means of Promoting International Understanding**
The learning of foreign languages is one of the most important means of promoting international understanding and cooperation. One of the observations made at a UNESCO seminar was “The study of one or more modern languages, in addition to that of the mother tongue, must find a place in any educational system, aiming to preserve and develop the highest power of human mind and spirit.” Dr. West also puts forth a similar idea. “Many subjects are taught in the school, not merely because they are useful to the individual but because they are desirable for the well-being of mankind. Foreign languages are such a subject …… International literacy promotes international understanding and goodwill. To understand a nation, we must appreciate their ideals, and these are best expressed by the nation’s greatest man: these great men, living and dead, are met at their best in the nation’s literature. International good understanding can best be promoted by teaching the children of the world to reach each other’s language.”

**Market Value of English**
A sound knowledge of English still opens up prospects of employment at home and abroad. It has thus market value. Young people proficient in English language, fare well
in various competitive examinations for prestigious services of the country like the District Management, Foreign Service, Police, Customs, Magistracy, etc. Those who wish to proceed abroad for employment or education have first to qualify certain English language proficiency tests conducted by some foreign countries. For those reasons, English medium schools are more popular than ordinary schools. This is evident from the numbers of English medium private schools that have sprung up like mushrooms in the country in recent years, and a great rush for admission to them.

1.4.4 Conclusion
When a language becomes the vehicle of so much thought and activity in a country, it does not remain entirely a foreign language and it assumes a great importance in the educational curricula. As a subject of study, it is taught as a compulsory language from Class I to BA/B.Sc. level. However, emphasis should be on its functional aspect rather than on literature, except for those who wish to pursue postgraduate studies in English language and literature. As a medium of instruction, English should be gradually replaced by the national language. It should be done after careful planning and preparation in order to prevent the decline in academic standard, particularly at the University level where the students need to study wide range of material in their respective subjects.
Activity
(A) Pick Out the Correct Answers:
1. For communication with the nations of the world, a country has to make use of:
   (a) The National Language
   (b) A Regional language
   (c) A Foreign language
2. For most Pakistani children, English may be:
   (a) The first language
   (b) The second language
   (c) The third language
3. In Pakistan, Urdu is the national language and mostly used as the medium of instruction, yet English language:
   (a) Is taught as an elective subject
   (b) Holds a privileged position
   (c) Is a favourite subject of the students?
4. English serves well the purpose of:
   (a) International communication
   (b) Official administration
   (c) Public examinations
5. We come to know about the research work of the scholars and scientists of the world through their publications in:
   (a) The American language
   (b) The English language
   (c) The National language
6. Pakistani students studying in Western countries acquire education in:
   (a) Arabic
   (b) Urdu
   (c) English
7. Importers and exporters in Pakistan will suffer loss if they:
   (a) Do not have knowledge of the English language
   (b) Take much care of the quality of goods
   (c) Have knowledge of the latest methods of production & sale
8. If you are a delegate at a UNESCO conference being held in Karachi, you will be required to speak in:
   (a) Urdu
   (b) Sindhi
   (c) English
9. In order to keep abreast of the fresh teaching techniques, a teacher should:
   (a) Consult his senior teachers
   (b) Read latest books on the subject
   (c) Devise his own teaching methods
10. One of the requirements of seeking employment in Great Britain and America is:
    (a) To have a relative there
    (b) To deposit a certain amount
    (c) To qualify English Proficiency Test
(B) Give Short Answers to The Following Questions
1. What is the difference between the national language and the second language of country?
2. What is the position of the English language in Pakistan?
3. What is the greatest use of the English language for the Pakistani students studying at the post-graduate level?
4. Why is knowledge of the English language essential for international communication?
5. How can high proficiency in the English language help a young Pakistani graduate?

1.5 The Objectives of Teaching English in Pakistan

We should agree that our first and foremost task is to teach the English language to our students. The teaching of English to our schools is designed to fulfil a number of demands, some of which conflict with others. Among these demands are the needs to pass the examination, the necessity for achieving a minimum degree of competence in the use of English language, the need to teach a fairly large number of students in a limited time, the demand to stay within the limits of the resources available in the schools. Because of the external examination system, the teacher is not entirely free to select his own books, his own syllabus and his own consideration of what is important. In spite of all limitations and difficulties, a teacher of English must try to achieve the objective of teaching English to our students at school. We are expected to develop in our students a reasonable degree of competence in understanding spoken English, in speaking English, in reading English and in writing English.

1.5.1 Listening Comprehension

Every language is a series of sounds, arranged in groups which convey meaning to the listeners. We receive sounds through our ears. In order to learn a language, ear-training is very essential. Unless we hear the correct sounds and pay close attention to them, we shall not be able to produce the same sounds ourselves. There can be no learning of a language without exposing the learner to that language. We must take into account the kinds of English to which our students are normally exposed and what opportunity, therefore, they have to learn the English language.

There is little opportunity for our students to listen to the spoken English outside the classroom. They would naturally copy the model set before them by the teacher. Therefore, it is important that the teacher of the English language must acquire a fairly good standard of speech. The teacher should provide to his students a variety of situations and experiences of listening to the spoken language. A language learner experiences difficulties with the sounds of a foreign language, both when listening and speaking. Trying to help students with their pronunciation can also be annoying for the teacher. The teacher should tackle this problem by considering first what the learner as listener has to deal with, i.e. the nature of spoken English. Then to help the learner to cope with the
stream of sound as input, and finally how to help the learner to develop satisfactory pronunciation.

At the initial stage, the teacher has to carry out the hard and boring task of repeating himself many times in order to convey the correct sounds to the children’s ears. He has also to ensure their interest and attention. The teacher has to cultivate in them the habit of attentive listening. Therefore the first experiences in listening should be made pleasant. For this, the teacher should be as soft and sweet as possible. He should also make the students actively participate in the lesson.

1.5.2 Reading Comprehension
The ability to read English with understanding is the skill which will be needed most by our students in their future life—while acquiring education as well as in practical life. However, asking the students to read aloud is of little value in helping them to develop into efficient reader because normally, reading is a silent and individual activity. Of course, a teacher of English needs a high level of skill in reading aloud since he has to provide a good model of the written language (Textbook) for his listeners to listen to. Most of the exposures to English language in our schools take place through the reading of texts. Nearly all new learning takes place while the pupil is reading. Therefore, the quantity and quality of reading are of the first importance. The textbooks of English must provide the situations and the contexts in which learning takes place.

The learner should make a beginning with the common place English and gradually move to the difficult and literary aspect of the language, first, those words and sentences should be introduced in the reading materials which he has been listening and which relate to his experience and knowledge. This should be followed by simple stories and descriptions of familiar objects. The general principle for the reading text should be, “very simple English at the early stage, simple English at the middle stage and full English at the high stage”.

The use of reading aloud for pronunciation practice has no relation to silent reading. If the teacher really wants to do pronunciation work, it is spoken and not the written material that is needed. In our English class, reading aloud is often done simply because the teacher wants a change of activity or a rest. Although variety of activity for both teacher and learner is essential, yet such an ineffective activity as reading aloud should not be used so often for this purpose.

The reading comprehension has two broad aspects or levels. First, there is basically a visual task in which the brain receives signals from eye and identifies the marks on the page. This mechanical level includes eye movement, from left to right for English. This is also to be learnt by our student who uses right to left script in all local languages. Secondly, there is a cognitive task, that of interpreting the visual information. This involves thinking skills by which the reader tries to build up in his mind the meaning of the written material. Efficient reading depends first of all on having a purpose for reading, i.e. knowing why you are reading a text. The purpose could be a very general
one like reading a novel for pleasure, or on the other hand, it could be very specific like looking up a word in a dictionary. The purpose will usually determine the appropriate type of reading and the relevant skills to be used.

1.5.3 Ability to Speak English
We learn to speak our mother tongue by imitating those who speak around us. In a similar manner, a foreign language is learnt by imitation and reproduction. In the earlier stages, parrot-like repetition is more important than understanding the various parts of a sentence, or formulating ideas in a desired pattern. It is just like learning some skill as driving or knitting. The rule followed is, “Practice makes man perfect”. When certain forms of language have become automatic with the learner, he will be able to reproduce them at his will. The teacher should, therefore, give drill and ample practice in the basic patterns of language so that they become automatic with the pupils. The questions and answers also help in developing the power of expression.

In order to acquire the ability to speak English, the student must possess:

(a) Sufficient vocabulary;
(b) A reasonable command of English idiom;
(c) Reasonably correct pronunciation and intonation;
(d) A proper sense of sentence structure.

The skillful use of language requires endless repetition and practice. It is due to the absence of this mode of learning a skill that most of our students can hardly speak a sentence of English even after graduation which means at least nine years of study of the English language. The teaching of English must be done by the skillful teachers for four reasons. First, children can learn correct pronunciation only from a teacher whose own pronunciation is reasonably correct, and who knows how to teach the sounds of English that differ from those of the mother tongue. Secondly, because it needs special skill, liveliness and energy to give a lot of young children in a large class enough practice in speaking a new language. Thirdly, because it needs great patience and persistence to keep a repeating correct sentences and correcting pupils’ mistakes with good humor. Finally, needs the skill of a good teacher to vary the ways of repetitions and corrections so that they turn into enjoyable games.

1.5.4 Ability to Write English
On leaving the high school, a student is expected to be able to write in simple stories, letters, applications and descriptions of objects, places, process and events. The communication rather than mere practice of linguistic forms should be the main concern of the written exercises. A sentence is the basic unit of a written text, so the students must know the sentence grammar as well as the way of putting sentences together for communicative purposes.

Before a student starts writing, and from time to time as he writes, he should be asked, and encouraged to ask himself: “What is the purpose of his writing? To tell a sequence of events? To explain how something is made up? How something works? The reasons for
something? To compare? To advise? To seek advice?" etc., etc. If the student knows sufficient language, this highlighting of the function of what he is writing will help call to mind the appropriate grammar and vocabulary learned and used in relation to that function.

The teacher of English language should not ignore the two mechanical aspects of the ability to write in which our students are usually weak. First, English spellings are the common hurdle in the learning of writing. Incorrect spellings are also a sign of lack of command over the language. There being no regular system of spelling English words, it causes great difficulty and confusion to our students. However, often the cause of bad spelling in pupils is the habit of carelessness in observation and the hurried looks over the material read. Extensive reading with concentration is a good handwriting. The first and foremost characteristic of a good handwriting is that it should be legible. A number of candidates score poor marks in the examinations due to this defective habit, otherwise on the score of their material they could have obtained higher marks. Legibility depends upon the proper shape, uniformity and proportion of different letters.

1.5.5 Inter-Relations of Language Skills
Among the four fundamental skills of language discussed above, the first two, i.e. listening and reading, are the passive or receptive skills, and the last two, i.e. speaking and writing, are the active or productive skills. If we analyse these activities in learning English, we find a large overlap among the component skills involved in them. There are some differences, but there are many elements in common. They should be taught in close association right from the early stages. This will bring economy in learning.

Although the basic skills of the language are closely inter-related, yet it is advisable that the teacher should keep a specific aim in view in a particular lesson. A lesson for training in speech should be exclusively devoted to the elements of speech, i.e. pronunciation, intonation, tone and pitch of voice, etc. Similarly, a lesson for written work should be devoted to the teaching of spellings, sentence construction, punctuation or other related elements. In short, the teacher should ensure harmonious development of all the basic skills. He should pay equal attention to all of them and devote proportionate time to the development of each of them.

1.5.6 Role of an English Teacher.
a) Good language teachers constantly seek PROFESSIONAL UPGRADING and improvement of skills by attending courses, workshops, seminars and talks. He is AWARE OF CURRENT TRENDS AND DEVELOPMENTS in English language teaching He reads professional journals, and also reads extensively on non-ELT topics.
b) They have a GOOD COMMAND OF ENGLISH.
c) They are FRIENDLY and SYMPATHETIC to their pupils, and sincere in their attitudes. They have a close rapport with their pupils and are respected by them.
d) They are INNOVATIVE and CREATIVE willing to experiment in their classes. They are flexible in their approach, enthusiastic and lively in their work.
c) They adopt a STUDENT-CENTRED APPROACH by adapting their materials and activities to meet the needs, interests and capabilities of their individual pupils.

f) They create an atmosphere that PROMOTES LEARNING by their pupils, and encourages self-directed and peer learning. They use a variety of learning materials and techniques. They evaluate their work and constantly seek to improve the effectiveness of their lessons. They have a mastery of questioning techniques.

g) They plan their lessons well, in a careful and methodical way. They have clear goals to achieve in each lesson.

h) They cooperate with colleagues by sharing ideas and pooling resources. They are receptive to constructive criticism and suggestions. They relate well with colleagues, superiors and parents, and are tactful in their dealings.

i) They test what they have taught, and set effective tests and exams.

j) They have good communication skills, and express themselves clearly and effectively.

k) They are dedicated people who take pride in their jobs.

l) Their judgments and decisions are sound and full of common sense. They are self-confident.

m) They have an appropriate (preferably graduate) educational background.

Activity

(A) Complete the Following Statements with the Word/Phrases.

2. The teaching of English to secondary classes is designed to fulfil ……………………………

3. Every language is series of …………………………………………………

4. A language learner experiences difficulties with the sounds of a foreign language, both when ………………………

5. Pupil’s first experiences in listening should be made ……………………………

6. Most of the exposure to the English language in our schools takes place through ………………………………………

7. The Reading comprehension requires visual task and ………………………

8. We learn to speak our mother tongue by ……………………………

9. The skillful use of the language requires ……………………………

10. The incorrect spellings are a sign of ……………………………

11. The teaching of four language skills in close association brings ……………………………

(B) Write Short Answers to the Following Questions:

1. What kind of teacher would be most suitable to teach English to our children at the initial stage?

2. What is the difference between the purposes of loud and silent reading?

3. How does reading comprehension take place?

4. What should be the main purpose of written composition in our schools?
5. Suggest some measures to develop the ability of speaking English in our students?

(C) Activity

Give your opinion of a good teacher by putting √ marks in the “Yes” or “No” column against the following activities carried out by the teachers of English in our schools.

<table>
<thead>
<tr>
<th>Activities of a Good Teacher</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does a loud reading of the textbook.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Translates the text in the class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Teaches grammar rules to the students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Explains difficult words to the students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Checks the comprehension of the text by asking suitable questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Always speaks English in the class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Encourages the students to practice spoken English.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Makes the students write a lot of English.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Uses interesting language activities in the classroom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Shows no reaction to the answers of the students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Uses only the exercises given in the textbook.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Gives a lot of home-task to the students.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1.6 Bibliography


Unit–2

LANGUAGE LEARNING PROCESS

Written by: Khuram Dad
Reviewed by: Dr. Zafar Iqbal
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Introduction

The Purpose of this unit is to make you aware of the new trends of teaching as a foreign language. Since World War II, the need for learning quickly the language of the invaders or countries invaded has become more evident. Keeping this very fact in view, the linguists paid more attention to methods which helped in acquiring a new language more rapidly. In USA, such methods were developed through which it was made possible to acquire proficiency in a foreign language within three months. The result of these activities led to the study of language linguistic which resulted in developing new methods of teaching.

This unit is written to introduce to you some relevant findings of linguistics. It is a fact that speech is a learnt behaviour and the sound producing equipment of human being is capable of producing all sounds that are found in any language of the world. The linguists have analysed languages and thus came to the conclusion that language is not a haphazard confusion of sounds, which are assembled in a jumbled whimsical order. Every language has a system of arranging words, making sentences and expressing ideas through signs and gestures.

The recent developments in linguistics and the psychology of learning have produced a methodology of teaching a second language which is also discussed in this unit.

Objectives

After studying this unit thoroughly, you are expected to be able to:
1. Understand and describe the process of the language learning:
2. Know and discuss that the language learning is not a theoretical process rather it is a habit formation:
3. Describe and act according to the basic principles of the language and teaching:
4. Improve your teaching capabilities;
5. Appreciate and create love for learning language;
6. Make your methods of teaching English interesting and meaningful.
2.1 The Nature of Language

To be able to teach a second language effectively and in a minimum period, you have to understand the nature of the language:

The characteristics of human speech have been described in the following ways:

(a) Displacement
(b) Duality
(c) Cultural transmission

2.1.1 Displacement

It is the ability to communicate in the absence of original stimulus. For example; the words like big, small, cup, spoon, rivers, and mountains when uttered, immediately bring to the mind of the learner the qualities of things with which these words are associated. This is an important characteristic of speech. It eliminates the use of real objects or things or extensive use of signs in expressing ideas. You can imagine how hard it would have been to communicate if the speech did not provide this facility.

2.1.2 Duality

It means the use of vast number of words with the help of small number of sounds. The number of sounds used in any language is relatively small. Similarly, the number of sounds that distinguish one language from the other is still smaller. If you go through the alphabets of English, you would notice that the sounds represented by them are also present in your language. The alphabets of a language are in reality symbols for sounds of a language. Therefore the shape of alphabets differs in many languages, but they represent the same sound. Take the example of \( \text{A, B, P} \); they represent the same sounds as A, B and P in English. But the difference in the language lies in the combination of these sounds, which are known as sound clusters. The formation of sound clusters is very systematic and standardized for speakers in a community.

2.1.3 Cultural Transmission

All words in the language are symbols of something human beings use. A language is a system of arbitrary vocal sounds which allow all people in a given community to communicate and interact. A language is a series of sounds which acquire meaning when grouped together in certain arranged patterns. Take the word ‘cat’. It is made up of the sound c a t. It stands for a small animal, furry animal. The combination of these sounds for a speaker of Urdu, means nothing because he/she has not learnt to associate the combination of these sounds with an animal. The association of certain combination of sounds with certain objects or qualities or activities is a learned behaviour depending upon the culture of the people.

The language is thus a learned behaviour. The words are used by ways as ‘Signs’ and as ‘Symbols’. The ‘Sign’ refers to things in the environment and are accompanied by gestures. The special human characteristic is the use of words for things not in the environment and for concept. Example: Sputnik, eskimo, whale, truth, honesty, etc.
The human being can also retain auditory images in the mind. Other features of the human speech are ability to create new messages readily. The ability to communicate thought, feelings and values, are other features of the human speech.

The sounds of a particular language are not difficult or easy. It is the familiarity or unfamiliarity of the learner that makes them easy or difficult. A child can produce an indefinite variety of sounds which an adult may find difficult to imitate. In the process of learning his own language, a child learns to eliminate many sounds that are not found in his own language.

**Activities**
1. Note the total number of alphabets of Urdu and English.
2. Note some of the sounds common in English and Urdu.
3. Describe the sounds which are different in both the languages.

**Self Assessment Questions**
1. What are the characteristics of human speech?
2. How does one language differ from the other?

### 2.2 The Influence of Linguistics on Language Learning

As the field of linguistics has progressed, the approach towards teaching English has also undergone considerable change. Earlier, it was considered that study of language means study of history and development of language. Language was studied diachronically rather synchronically i.e. how it is spoken, read and written in present time. The most famous approach in teaching English was translation approach. Bloomfield is one of the pioneer linguists who has raised his voice against this method. He focused on the significance of spoken language and also recommended the use of spoken forms in teaching languages. Bloomfield had pointed out that each language consists of certain sounds. These sounds are produced by human organs. The organs of speech are lungs, bronchial tubes, throat including larynx, uvula, hard and soft palate, tongue, teeth and lips. The following diagram gives an idea of these organs.
The basic unit of sound of a language is known as Phoneme. The phonemes may have various forms. The language is nothing but combination of sounds produced by these organs. The speech sounds are therefore “organized noises”. The sounds produced by these organs are named according to the method of production and point of articulation. In each language, the phonemes – the basic unit of sound with its variant forms allophones and its combinations are limited. For the practical purpose, it is necessary that phonemes be easily distinguishable and for this reason the number of phonemes in any language is limited.

The other feature of the language is structure. The simplest unit of structure is morpheme. A morpheme is any word or part of word used as an affix or combining form that conveys meaning and cannot be further subdivided into smaller elements conveying meaning. Each linguistic sound has a meaning. It stands for something, but the meaning change with the way words are used.

Other features of the language are intonation, pause and stress. These are called supra segmental phoneme. The meaning of linguistic forms depends upon the arrangement of these forms.

As pointed out earlier, the learning of a language does not look as confusing and frightening if you understand that any language has only a limited number of sounds and a definite structure which may be different from your own language. Understanding this very characteristic well makes learning easier.

The teachers are advised to learn what organs are used in producing English sounds. How the various sounds are combined to convey some sense and the basic structure of sentences. The practice of these makes both learning and teaching easy. If you want to develop the ability to use English language to convey thoughts, intentions, wishes and information, you would need mastery of various elements. These are individual sounds which are related to one another in utterances by structure (the grammar of the language) in respect of the written language. The written symbols that represent the spoken word are also involved.

You must not forget that there are various skills involved in the mastery of a language. These may be classified as receptive skills: listening (spoken language) and reading (understanding of written language) and productive skills: (speaking and writing). These skills involve a further element of selection of relevant language for the situation concerned.

As a teacher of English, you will need to exercise your judgment to decide what skills should be taught to your pupils. The choice of skills would naturally depend upon the purpose for which you are teaching English. That is why you must have a clear understanding of the purpose for which you are teaching this language.
Again, for mastery of English, the patterns of this language must be mastered. Just teaching rules of grammar does not help in mastering structure. Rules of grammar are like scaffolding a new building. The scaffoldings are removed as soon as the building is complete. The best way to master patterns is continuous and systematic practice.

It is better to teach phrases, idioms and colloquial usage in context without analysing their structure. The examples of these are given for your help, very good, very bad, repeat, altogether, see you, etc. If you use these continuously, they are learnt without much effort.

**Activities**

1. Try sounding alphabets of English and note what organs of speech are helping in producing these sounds.
2. Look into the mirror while pronouncing these words. You can look at the organs of speech in action.
3. Pronounce some Urdu sounds like یہ ہے and note the difference in the working of organs.
4. Write down from where these sounds are being produced.
5. Try to classify different English phonemes according to the organs that are helping in producing them.

**Self Assessment Questions**

1. What is Bloomfield’s contribution to teaching language? How has it changed the concept of teaching a second language?
2. Previously attention was given to only past development of language, i.e. history of language, literary criticism or study of folklore. Bloomfield pointed out the importance of spoken language, how it is currently spoken, read and written.

**2.3 The Goals of Language Learning Process**

The chief goal of target language learning is that the students should be able to understand and speak the language fluently to a reasonable extent. The students should also be able to read and write the language which they have learnt to speak. The goal is to develop confidence among students to speak, read and write the language with their own ability.

Many educators have recommended the idea that growth in understanding of spoken language must come first before the teaching of reading starts.

The process of language learning is a habit formation. It is not a problem solving process like learning of mathematics or sciences or other forms of knowledge. The process of problem solving may come much later when the students have mastered the language.
2.3.1 The Objectives of Teaching Language in the Beginning Stages are:

1. To give training in listening and comprehension of what is spoken.
2. To reproduce sounds that ear has learnt to recognize. The sounds are not to be recognized as isolated individual sounds but as they are found in normal pattern of utterances, i.e. in morphemes or words.
3. To recognize speech symbols in printed words. In order to be able to understand the sounds represented by alphabets or their combination for example what does A or B etc. stand for or what sound ‘Th, ‘Sh, represent.
4. To be able to reproduce those graphic symbols (written alphabets) in writing.

Those objectives are followed by three more objectives, which are an outcome of the above objectives. These are as follows:

a. Controls of structure, sound, forms and order of new language.
b. Acquaintance with vocabulary items that will involve content and structure.
c. Meanings to indicate the significance of these oral or verbal items have for the native speaker.

If one recognizes and understands these objectives then the methods of accomplishing them can be developed. Before it is considered how to teach a language, it becomes necessary to know how a person learns a language in normal circumstances. In other words, what is the process of language learning?

Language learning refers to a number of processes which are difficult to analyses, but some of the processes analysed are:

1. Interpretation or getting the idea from the utterance of a person.
2. Ability to understand larger units of utterances, i.e. ability to hear part of an utterance and supplement the rest. Thus it is possible to get ideas quickly on hearing less. In our everyday conversation in our own language, we seldom hear the whole sentence to understand, what the speaker is saying. Thus our speed of understanding increases and conversation goes on smoothly. This process is known as aural comprehension.
3. Ability to retain an image of the noises until the auditor (nearer) interprets them. This is aural language span which is important in language learning, especially in second language learning. Besides other factors, this will be conditioned by the speed of the speech heard, the difficulty and continuity of its content, understanding of words or expressions in the content. A symbol or an alphabet in a word may be familiar, but learner may not know what it means if he has no clear idea of what it refers to.
4. Ability to think in the language in which he is speaking or listening the native speaker. For example, if the native speaker says ‘cat’, the native listener does not analyse or concentrate on the sounds of ‘c’ ‘a’ ‘t’, he pays attention to the meaning of the word and immediately understands that these combinations of sounds refer to the small furry animal. Similarly in speaking, the native speaker gives attention to thinking what he says without paying attention to process of making noises or
thinking of words. That is why if a student of second language thinks in his native language while talking in a foreign language his speech lacks fluency.

5. Ability to develop linguistic set. These sets make us respond in certain associations and inhibit others. It is directional and discriminative, i.e. it makes us to do certain things with certain material and not others.

Activities
Experiment with yourself, try to copy correct word sounds of English. Use radio or TV broadcasts in English as model. Study the objectives of teaching a second language; think of some methods which would be helpful in fulfilling these objectives.

Self Assessment Questions
1. What are the goals of learning a language?
2. What should be the final outcomes of teaching a language?

2.4 Principles of Second Language Teaching

First language acquisition of a child is the simultaneous development of the faculty of language as well as structure of a particular language. As you must have noticed, it is the natural and automatic product of the process of socialization with adult human beings. The child is more or less proficient in the use of his native language depending upon his language environment and socialization with adults surrounding him. It is a common experience that the only child living in an adult environment picks up adults language more quickly. It is also true that we as adults continuously go on modifying language as we grow.

The process of acquisition of a second language is complex at all levels. However, linguists, psychologists and anthropologists are becoming increasingly aware of operation of a second language in a social setting. You will read in the following passages the principles of second language learning, but you must not forget that language learning is a social phenomenon and appropriate social environment is a basic requirement for any language learning. It is, therefore, recommended that games, paired conversation and group learning must form an important part of second language learning.

Psychological laws of learning and findings of linguistics have been utilized to evolve the principles of second language teaching. Following are some of these broad principles. They are not the last word in teaching a foreign language. They may change or be modified, if future knowledge and research open new doors.

1. Speech and writing should come before reading and writing. That means the approach to teaching should be audio lingual. It is argued that the language finds more complex expression in speech as intonations, stress, and rhythm cannot be adequately expressed in writing. The students who have oral mastery of language can learn to read more readily whereas the students who have learnt to read cannot
learn to read as readily. That is why deciphering written material without knowing
language patterns is an imperfect and wasteful technique.

2. The memorization of basic language conversational sentences, as accurately as
possible, is supported by linguistics. These sentences provide students models for
further learning. These sentences can also be dialogues in authentic speech
situation. Such as greetings, welcoming, inquiring, giving information, asking
questions, etc.

3. Learning individual words, sentences and rules of grammar do not help in knowing
a language. To know a language requires the use of patterns of construction with
approximate vocabulary at normal speed of communication. The pattern should be
practiced through analogy, variation and transformation to become habitual. In
English, like other languages, sentences are based on a very limited number of
types of words groups. The subject predicate sentence is the most common and
popular sentence form, but other sentences-type are:

**Question Sentences:**
Did she say that?
She said that’

**Equational Sentences:**
The more the merrier
Like father like son
Fine young man, that’

**Completion Sentences:**
(Are you coming along?)
Whenever you are ready
(When shall we leave?) This afternoon.

**Exclamatory Sentences:**
Go away
How sad

**Reporting Sentences:**
Age fifty
Beautiful girl, Fair skin.

The practice of these sentence forms in a realistic situation would make the use of
language more realistic.

4. The sound system should be taught in expression and sentence with intonation and
rhythm of a native speaker. The learner should acquire the system through
demonstration, imitation, contrast and practice. Attention to phonic differences and
articulation should be given along with pattern practice.
5. Minimum vocabulary should be used while students are learning the sound system. The vocabulary should be taught and practiced in real situations to clarify and remember meaning.

6. Massive practice in problem units be given, i.e. in those units and patterns that are structurally different between the first and second language.

7. Reading and writing should be taught as graphic representation of units and patterns already learnt.

8. The sentence patterns should be introduced in graded steps. The patterns may be graded, questions and answers, request, greeting as well as statements. The parts of speech, structure, words and modification should be introduced in full sentences. The presentation should be adopted to the capacity of the learner.

9. The translation should not be used for language practice. However, the full meaning of a sentence in the first language to give meaning for patterns and memorization is an acceptable practice.

10. Continuous practice is an important feature of language learning. When new patterns are introduced, they should be practiced with already familiar vocabulary.

11. Interesting media for practice may be provided and each student’s successful attempt be continuously appreciated.

12. The teacher should teach primarily to produce learning and provide sufficient opportunity to listen, hear, carry out instructions, make statements, answer questions, and make rejoinders.

To facilitate goals of language acquisition, attention must also be given to the selection of content for teaching. Here are some recommendations which might help you to choose the content:

1. Choose the subject matter which is of immediate importance to the learner.

2. Choose something which appeals to feeling. Balance cognition and effect. Something distasteful is hard to learn.

3. Try to choose something which leads to emotional response. Stories of adventure, bravery, etc. are topics which appeal to emotions.

4. Look for content of greater significance. Choose content related with learners external world. Try to integrate knowledge, facts and behaviour.

5. Invent an inventory of instructional procedures that make it possible for learners of different interest and abilities to achieve the same educational gains.

6. Make the environment to be more rewarding.

7. Be aware of changes continuously taking place in the society and anticipate what knowledge would be worthwhile in society.

**Activities**

Choose a sentence pattern that you wish to teach. Devise a plan to teach this pattern to a class as beginners, with details of the type of activities and methods of drill you would use.

**Self Assessment Questions**
1. How would you start teaching a class of beginners? Write the initial steps you would take.

2. How would you judge whether your students have become proficient in the language?

### 2.5 Learning Environment and the Role of the Teacher

The age of student, linguistic and cultural background, mental capacity, and educational background are important factors in language learning. Special techniques will be needed with different ages, such as play method, memorization, mimicry, role playing, dramatization, recitation, etc.

In cases where learner needs the language for his social and personal use, the speed of learning is faster.

Social prestige is attached to language if it is required for business or professional or recreational use. The interest in language is an important factor in learning. The interest would be guaranteed if the learner becomes aware of its value for future use. Good linguistic habits in the first influence second language learning. A person using the first language skillfully will be inclined to do the same in the second language.

Motivation is another important factor in learning. Learning by rote, memorization, and mimicry may become a little boring, and extrinsic motivation may be needed. For linguistic setting, a proper atmosphere should be created. The students will differ in the kind of material, they find easy to learn and remember. Some may remember and learn by seeing the written word for mental images; others may have vivid aural perception or memory, for others muscular movement in speaking and writing would be important. These differences must be kept in mind for preparing and presenting language material.

Teachers’ influence is another important factor in language learning. The knowledge of the subject matter, enthusiasm, interest, and the attitude of teacher will affect learning. The teacher’s role is that of a catalyst. The behaviour pattern of language will depend upon modelling by the teacher. To teach language is to demonstrate. This needs a teacher who is thoroughly at home in the language he is teaching.

A confident and well-prepared teacher can easily devise ways of creating interest in language. Corner library pamphlets, advertisements, posters, add interest to learning. Films, film-strips, poetry, songs, and dramas are added incentives. The teacher should have to be actively aware and involved in all these to create enthusiasm in learning the language.

All educationists tend to agree that all that is necessary for first class teaching is a good teacher and responsible pupils, but they don’t grow on trees. Without teacher’s preparation and special training in teaching a second language, little improvement is expected.
A good understanding teacher is God's greatest gift to the learner. Some of the qualities that make good teacher are

- Continuous professional development.
- Desire to help pupils by individual attention.
- Good at communication
- A voice that has tone modulation and carrying power.
- Interest in the profession
- Friendly and cooperative.
- Creative & innovative.

The following are some guidelines for developing a programme for the learners. Additions and subtractions can be made according to needs:

**Guidelines for the learner:** The language must be related to the culture. Without cultural background the language carries incorrect meanings. The following topics are suggested by Brooks and other linguists in teaching language:

- Greetings, friendly exchanges, farewell, personal exchange, show respect to age, status, sex, patterns of politeness and their common formulas.
- Knowledge about personalities and themes of the past and present which are sincerely respected. This can be done by easy books, radio-listening, films, TV magazines, etc.
- Speech development through pitch, intonation patterns.
- Learning contractions and omissions. Abbreviating phrases.
- Expletives, devices used to enliven speech by commenting on one’s feelings and actions, or on those people addressed.
- Likely errors in new language and their importance.
- Verbal taboos; what common words or expressions or their words or expressions or their equivalent are not tolerated in the language.
- Numbers: How are numbers pronounced, spelled and presented in arithmetic notations.
- Folklores, myths, legends, stories, traditions and customs universally found among common people.
- Childhood literature, lyrics, rhymes, songs, and jingles of authentic merit.
- Discipline - in home, school, public places, military, past time and ceremonies.
- Festivals - holidays, games, music, which a person is likely to do.
- Practicing saying a series of sentences describing an action he was doing.
- Pattern practice.
- Re-statement.
- Completing sentences.
- Learning songs.
- Dramatisation - a story, a poem, an activity, an experience or discovery, (doll play, house, postman, doctor, etc.).
- Choral speech - good for teaching pronunciation.
- Repetitions and rhymes.
- Reading out stories to children.
- Listening to records, music, radio, seeing movies.
- Parents may be involved in some activities.
- Reading book in other fields in second language.
- Learning through sensory experiences. For example: Pupils look at different shapes, touch them, handle and talk about them. Other topics similarly treated, may be colour, texture, sounds, temperature, solids, liquids, directions, distances, length, time, etc.
- Reading dialogues dictated by children themselves.
- Stories with pictures.
- Choral Reading.
- Abridged editions of classics.
- Children books, magazines, comics.
- Cartoons.
- Use of dictionary, encyclopedias, reference books. The teacher can develop a programme of his own based on these ideas suitable to the need of his or her pupils.

You must keep in mind the following other suggestions for improving learning.
- The learner must be active in his approach to learning and practice.
- The learner must come to grip with language as a system.
- The learner must use language in real communication.
- The learner must monitor his own language.
- The learner must come to with effective demands of language.

**Activities**

1. Develop some simple dialogues teaching vocabulary and structure practice in the classroom and record the outcome.

**Self Assessment Questions**

1. How can you motivate students to learn English?
2. What habits of native language learning can help the learner of English?
2.6 Guidelines for Teachers

You as teacher of English must work on improving your own mastery of the language. As you have been told repeatedly, language is a learnt behaviour and it goes on improving with practice. It is necessary that you go on improving your language. I am giving you some suggestions for doing this, though I am sure many of you are doing these things yourself:

- Keep a good dictionary at hand like Oxford dictionary or Webster’s’ dictionary.
- A good reference grammar is absolutely essential. Keep it with you always.
- Keep a diary of vocabulary of words you have learnt recently or which have recently been introduced in newspapers, books or radio or TV broadcasts. Organize your vocabulary diary either alphabetically, topic wise or like a diary of daily additions.
- Try to practice English with friends and colleagues. If you have learnt new words or sentence structures, practice them, with your friends, your family and your students.
- Read materials in English outside the school text. If you feel insecure, start with easy reading-material even starting with picture stories, children cartoon, children story books which would help you to improve English and build your confidence.
- Evaluate yourself: What do you find most difficult to do in English listening, speaking, reading or writing. Concentrate on improving that aspect by a planned programme.
- Use radio and TV programmes for improving English. Listen to BBC programmes for learning English. If you have a TV, watch all English programmes from Cartoons to films. You may not understand at all in the beginning but if you regularly watch these programmes you would improve your vocabulary and get a feel for the language.
- Try to read English newspapers, start with headlines, if you feel difficulty in reading the whole news item.
- If you can get hold of tapes, cassettes prepared by national and international agencies for language laboratories, take help of them in improving English.
- In this age of computers, there are various computer programmes that are being advertised in our newspapers. Keep your eyes and ears open and grab any of these programmes if you can, and then use it.
- Form an English language club where you and your colleagues can practice English poetry reading, dramatisation, dialogues, and courtesies can be consciously practiced.
- See English classic-feature films. These provide entertainment and learning, as well.
- Learn some skills of simple black board illustrations like stick drawings, etc.

Activities
1. Start your vocabulary diary in your class.
2. Start collecting saying, favourite couplets, poems you like and share it with your students
3. Practice sticks drawings or other types of B.B. drawing in your lesson plans.
2.7 Language learning Process

According to behaviourists, children learn their first language by imitating what they hear. The situation would be more complicated when it comes to learning the second language since a set of responses already exists in the first language. The process of second language learning is about setting new habits in response to stimuli in a habitual environment. The first language is believed to help learning if the structures in the native language and in the target language were similar. If the structures in the two languages differ, as of Urdu and English, then learning the new target language would be difficult. It is suggested that a teacher should make sure that students are developing a new habit by means of imitation and repetition of the same structures of the target language over and over again. Moreover, a teacher is supposed to focus on teaching structures which are believed to be difficult, i.e. structures differing in the target and native languages. Linguists practicing the strategy of Contrastive Analysis, focused on comparing languages, revealing differences between them and providing clues for successful teaching. However, practical experiences show that the difficulties the learners have with L2 (second language) are not always predicted by Contrastive Analysis. It has changed to the analysis of learners’ speech, revealing that their language is systematic i.e. it obeys certain rules, which are not necessarily similar to target-language rules. Errors could be partially explained by regularities found in the language they learn. An interlanguage is formed that has characteristics of previously learned languages as well as characteristics of L2. The L2 learners acquire grammatical morphemes, negation, questions, reference to the past show that language learners with different language backgrounds go through similar developmental stages in acquiring these linguistic features and the stages resemble those which children learning their L1(mother tongue) go through. The significant difference between the L1 acquisition and L2 acquisition process is that the developmental stages of L2 learners are not strictly separated from each other.

An L2 learner may concurrently use sentences characteristic of different developmental stages. Advanced L2 learners when under stress or in complex communicative situations may use language of earlier stages. A child achieves a perfect mastery of the native language but perfect mastery is not likely to happen in L2 acquisition since at some point of development some features in the learner’s inter language stop changing. This phenomenon is referred to as fossilization. Another crucial factor in the L2 learning process is the influence of L1. If learners feel similarities between their native and target languages, they transfer rules from their L1 to their L2. L1 influence prevents learners from seeing that the utterance they make is not based on the L2 features (White 1991). Sometimes the learners know the L2 rule but do not apply it because it is perceived as awkward due to the influence of their L1 (Schachter 1974). The similarities reveal in L1 and L2 acquisition processes encourage using the Chomskian model of L1 acquisition as a model for L2 acquisition.

There are several psychological features underlying second language acquisition which are believed to explain why some learners succeed more than others. There are different sets of characteristics necessary for successful learning such as motivation, aptitude,
learning strategies, age, cognitive style and personality. This list can be extended with anxiety, willingness to communicate and learner beliefs about the effectiveness of teaching instructions. Identity and ethnic group affiliation are some social factors also affecting language learning process. The latest acquisition model is suggested by cognitive and developmental psychologists who explain both L1 and L2 acquisition processes in terms of the same cognitive learning mechanisms, i.e. associative learning, analysis and categorization. Just like children, L2 learners store multi-word units in their memory and extract regularities from them. For learners to acquire multi-word units, they should encounter them many times in meaningful communication. The main teaching principle that can be drawn from this acquisition model is to teach phrases or lexico-grammatical units, rather than words and rules of grammar in isolation. Presenting lexico-grammatical units and analyzing them would supposedly contribute to grammar acquisition. This model of L2 acquisition is based on the L1 acquisition model and on the principle that as soon as L2 learners create their database of multi-word units, like children learning L1, they should implicitly extract grammar regularities and also, like native-speakers, pull out ready-made phrases and sentences from their memory and produce native-like utterances fluently. The question is whether L2 learners have the time and necessary input to accumulate all these multi-word units.

Apart from the amount of practice and frequency of exposure to language which is available to native and nonnative speakers, different social conditions and the cognitive maturity of L2 learners also make the two processes quite different. Whereas children have to engage in verbal communication and use language to satisfy their needs, adult L2 learners may have other problem solving strategies, which allow them to omit practicing language. Because adults already know where to look for dependable clues, they rely on the context of communication and content words (nouns, verbs, and adverbs, adjectives) to figure out or convey the meaning, and overlook or underuse grammatical morphemes, which are often redundant for expressing the meaning. Unlike children, who have a chance to receive a lot of input before they start speaking, adult learners have to start using L2 before they know enough of it. Obviously adults rely on their previous linguistic knowledge to figure out a new language. At this point the teacher’s form-focused instructions and corrective feedback are important to draw the learners’ attention to the linguistic features that are not salient and to minimize the influence of the learners’ L1.
2.8 Bibliography


Unit–3

TECHNIQUES OF
THE TEACHING ENGLISH

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Introduction

English Language Teaching has a significant place in the curriculum of our schools and colleges. This language has been around in sub-continent for more two centuries. In Pakistan English is taught as compulsory subject from class one to Graduation level as a compulsory. Its international, diplomatic and academic place is conspicuous and goes without saying. You have already studied in detail the importance of teaching English in Unit One. In this Unit we shall study and discuss some of the useful techniques, and methods of teaching English.

It is very important for the teacher and the learners to have clear vision about what they intend to achieve after completion of teaching learning process. In teaching a foreign language, it is well known that there are four general aims that teachers have in mind and they are: to teach reading comprehension, to teach speaking, to teach writing and to teach listening with comprehension. Teaching grammar, pronunciation, and vocabulary remain integral in each. It should always be the teacher's general concern to get the pupils language abilities into action. To teach effectively and achieve the objectives in maximum, the first and foremost concern of the teacher should be to select and adopt the most suitable method. Some very useful principles of language teaching are discusses in this unit.

Objectives

After reading this unit intensively, you are expected to be able to:
1. Understand and use the various principles of teaching English as a second language.
2. Comprehend and make use of various techniques of teaching English.
3. Make your teaching more effective.
4. Involve the students more effectively in teaching learning situation.
5. Know and appreciate the techniques of programmed learning and language laboratory.
6. Appreciate and enjoy the teaching of English.
3.1 General Principles of Teaching English as a Second Language

As a language teacher you often find yourself thinking that what methods and techniques can be useful in the classroom. The choice of any specific teaching technique depends on certain factors such as nature of the language, preparation and experience of the teacher and background and environment of the learners. We are going to discuss some principles of teaching English as a foreign language are discusses in the following pages.

The teaching of English as a foreign language is not an easy task as it involves certain crucial activities, like imitation of the forms of the foreign language as uttered by the teacher, spoken and written, drills and tests which will evaluate and determine the progress of the students in acquiring the new idioms of English. The objectives of teachers at early childhood level are to inspire the students to replicate the sounds and forms of English both spoken and written in the way they are guided to. The teaching techniques involve language drill, discussion of the relationship between forms and constructions in the foreign language with those of the native language and the presentation of models of spoken and written English which are to be imitated, repeated, learned, memorized or followed by the students in their efforts to acquire knowledge.

Lado has enumerated 17 principles of teaching a foreign language. The summary is as follows:

1. *Speech before writing*: Teach listening and speaking first, reading and writing next.
2. *Basic sentence*: Have the students’ memorized basic conversational sentences as accurately as possible.
3. *Pattern as habits*: Establish the patterns as habits through pattern practice. (Only words, sentences and rules of grammar; do not constitute knowing the language.)
4. *Sound system for use*: Teach the sound system structurally for use by demonstration, imitation, props, contrasts and practice.
5. *Vocabulary control*: Keep the vocabulary load minimum while the students are mastering the sound system and the grammatical patterns.
6. *Teaching the problem*: Problems are those units and patterns that show structural differences between the first language and the second.
7. *Writing as representation of speech*: Teach reading and writing as manipulation of graphic representation language units and patterns that the students already know.
8. *Graded patterns*: Teach the patterns in cumulatively graded steps:
   a. Begin with sentences, not words, and order the sequence of materials on the basis of sentence pattern.
   b. Introduce the sub-sentence, such as parts of speech, structure words and modification structures, in connection with full sentence patterns.
   c. Add each new element or pattern to previous ones.
   d. Adapt the learning difficulty to the capacity of the students.
   e. Keep to a minimum the patterns that are introduced in the dialogues before they appear in graded steps.
10. **Authentic language standards:** Teach the language as it is, not as it ought to be.

11. **Practice:** The student must be engaged in practice most of the learning time.

12. **Shaping the responses:** When a response is not in the repertory of the student, shape it through partial experience and props.

13. **Speed and style:** Practice should end in linguistically acceptable and psychologically full experience.

14. **Immediate reinforcement:** Let the student know immediately when his response has been successful.

15. **Attitude towards target Culture:** Except in case of enmity or war, impart an attitude of identification with or sympathetic understanding of the people who seek and learn the second language, rather than merely a utilitarian attitude towards the language or a disinterested or negative attitude towards the people or the language.

16. **Content:** Teach the meaning of the content of the second language as it has developed in the culture where the language is spoken natively.

17. **Learning the crucial outcome:** Teach primarily to produce learning rather than to please or entertain. Lado believes that while these principles remain constant in all language teaching, specific conditions and variables must be considered when programming any teaching. According to him, the chief conditions and variables that must be considered are related to the; (1) student (2) the materials and equipment (3) the teacher and (4) the setting.

The teachers of foreign languages must be concerned primarily with building, in their students, an automatic control over the several sub-systems of the foreign language. This automatic control of the language without pre-mediation which is another way of saying that as teachers we seek to develop in our students a new set of linguistic habits which can be summoned at will in addition to the entire set of linguistic habits belonging to the native language. Learning the language is fundamentally an acquisition of skill and habit so that the process of utterances in the language becomes automatic.

It is further stressed that the basic methodology for teaching a foreign language is founded ultimately upon a few fundamental but immensely significant principles connecting the nature of the language itself and the language learning process.

Another expert, Anderson, has also pointed out some principles governing the natural learning of a foreign language. He believes that these are essential for effective teaching language situation. These are as follows:

1. The eye plays an important part in learning a foreign language. The student’s eyes are glued on the teacher as he speaks the new language. The teacher plays an important role before the eyes of the learners. In seeing the models, associating sound with objects, and in observing visual aids, eye is a good gate of knowledge and a good teacher makes full use of it.

2. The second principle of governing the learning of the language is the creation of what may be called the climate of sound. The best way to create the new climate for a teacher is to speak himself the foreign language.
3. The third principle according is to translate as much as possible, the new language into action. Love of action is universal with the learners.

According to R.A. Close, teachers and students of English should adhere to the following basic principles:
1. Both teacher and students should observe what is said and written by speakers and writers of authentic and acceptable English.
2. They should forget oversimplified rules of thumb as soon as these have served their early practical purpose.
3. They should seek the essential factors beneath the incidental ones.
4. The teachers should resist the temptation of explaining in the abstract too early.
5. The teachers should present their students with typical and vivid examples.
6. If the learner suggests some way, teacher must accommodate it.

3.2 Basic Classroom Techniques

The aim in any class is to involve all the students all the time. Here are a few simple techniques which are not difficult to remember, but which few teachers manage to observe all the time that can be helpful in classroom:

3.2.1 Maintain eye contact with all of the class
The nervous teacher, starting a class, tends to find an area of friendly faces and to concentrate on them for comfort. However, those whom he does not look at will feel excluded, and may think that he dislikes them or that they are so insignificant that he is not even aware of them. When you are teaching, switch your gaze evenly from one side to another, like a well-regulated lighthouse. You will also have the advantage of knowing what is going on in the class the whole time, so that you are aware of who is paying attention and who isn’t, and you can adapt your teaching accordingly.

3.2.2 Asking Question
Questions are a way of compelling the attention of your students. If someone is yawning in the back row, ask him a question. But instead of pointing somebody and then asking the question, you should raise question first. It will stimulate students, and they will all start thinking, after that you may name somebody from class to answer your question.

3.2.3 Include Everyone
Make sure that everyone is called on equally. Your own warmth and feeling for your students are a crucial basis for encouragement and motivation. It is only too easy, though, to ‘forget’ one’s own students, particularly those that sit at the back, or on the ‘wings’ of the class.

3.2.4 Give them Time to Participate
The more a teacher talks, the less will his students be given the opportunity of participating in classroom activity. A teacher, should, ideally, be a stimulator who gets
his students to talk. Of course, when training a class to listen and understand, you have to speak more, but try and strike a balance. It’s worth getting someone to come into your class with a stop watch, so that you can find out exactly how much talking you do.

3.2.5 Write Clearly
Clear whiteboard work is essential. If you can’t write clearly on the whiteboard, practice until you can. If you have got a lot to put on the board, try and arrange it in an orderly and logical fashion, so that the whole pattern is clear.

3.2.6 Deal with Problems of Individuals
It is often best to deal with individual problems after the class. The student concerned will feel that you really care about his progress if you spend additional time on him, and it is obviously much easier to get to the root of any problem in private than in a large class.

3.2.7 Correct your Students
Much depends here on the situation in class. However, even in the middle of a discussion in English it is possible to state the correct phrase or word, gently, while not interrupting the student. It is also helpful to note down mistakes and then to go over them at the end of the discussion. This is particularly useful with advanced classes, where students refuse to believe they need remedial work unless you show that they still make elementary mistakes.

3.2.8 Pair and Group Work
To give more practice in spoken English to your class, break them up into pairs or small groups. This encourages those who are shyer or reluctant to participate. With bigger classes, it can also stimulate conversation, although close supervision is necessary.

3.3 Specific Techniques of Teaching English

Some specific techniques are discussed in the following pages. The discussion includes programmed instruction, language laboratory, asking question, dramatization, dialogue and modular approach.

3.3.1 Programmed Learning
Under the influence of behaviorist psychology, the idea of programmed instruction has been steadily gaining ground. In developed countries especially, a number of institutions have conducted complete language courses using programmed material allowing students to proceed at their own speed. It is presumed that at least certain programmed courses permit the lower aptitude students to overcome their handicaps. The techniques of preparing program are highly scientific and sophisticated. The programmed instruction helps the learner to find out by himself where he has gone wrong and then tells how he should pick up the thread.
The programmed learning is learning by means of material that breaks the task into minimal steps, requiring an active response for each step and providing an immediate check on the correctness of the responses. The teaching machines are the part and parcel of this instruction. These machines are mechanical devices that present the frames of a learning program one at a time, require response and then show the correct answer. There are varieties of teaching machines ranging from simple boxes to computer-based devices.

It is pointed out that the appearance of programmed materials for foreign languages show the application of principles of immediate reinforcement and a breaking of the subject into graduated steps. The material for study is divided into tiny steps. The learner begins at the easiest step and moves through progressively more difficult materials.

There are two major criticisms that are directed to this programming. One is the limitation of the theory which cannot tell us very much about what is going on in the pupils mind and the other is that the programs do not allow different pupils to work through program in different ways according to the difficulty they experience. It is usually said that program for language are not as successful as in other areas of curriculum. The perfect synchronization of sound track and teaching machine which would permit the student to work at his own speed has not yet been devised. In spite of its shortcomings, this method of teaching has its merits. It can successfully be used partly in teaching vocabulary, structure and pattern practice of language.

3.3.2 Language Laboratory
The language laboratory is one of the new and very effective, but at the same time are expensive methods of teaching any language. The knowledge of its principles and basic philosophy may be helpful in the improvement and development of other methods of language teaching.

The language laboratory is an effective way of learning in terms of the repetition and over learning of the behavior patterns that are to become habitual. The essential components of a laboratory are these: tape recorders, ear phones, microphone and the positions at which the students are to listen to a master voice, to repeat what they hear and at times to record their responses for review and correction. The language laboratory, in all its technical variety, is an attempt to harness a term of tape-recorders for class use. The term is loosely used to cover a wide range of installations the simplest of which is the extension of a single tape recorder by means of a junction-box with which a number of stethoscope-heads are connected. Hilton categorizes the teaching materials into the tape recorders and other machines and mentions four of them:
1. Listening material in the tape recorder.
2. Audio-visual aids in the laboratory.
3. Audio-lingual exercises with the help of mechanical devices.

3.3.3 Audio–Textual Work
Lado defines language laboratory as a special room for practice with sound equipment. The tape recorder used does not constitute a laboratory but what constitute a laboratory is
a special room with necessary equipment set aside for practice by the students. It can provide good models of speech of the target language for imitation and manipulation by the students.

Oliva dilates upon this topic and mentions five basic types of language laboratories from the simplest to the most complex types:

1. A listening room in which the tape recorders play for groups of students. The students listen and respond as a group.
2. The listening laboratories. This type of installation consists of individual student booths. At each booth there is a head phone.
3. An audio active laboratory. It is sometimes called the listen-respond laboratory. It is divided into individual booths. At each booth, there is a set of head phones, a microphone and an amplifier plus the volume control and the channel selector.
4. The listen-respond record laboratory. It adds another dimension. It permits students to make recording of their responses.
5. The Deluxe Laboratory. It has all the features of listen-respond-record laboratory plus facilities for visual aids as well.

The language laboratory method is highly effective, but it is expensive; moreover it does not replace the teacher. The teacher is all the more important in it. In Pakistan, it is not still in vogue. Some very good institutions have, however, installed the language laboratories and made a very good use of the same.

3.3.4 Questioning and Answering

Asking questions is a very useful technique to involve the students in teaching learning process. This keeps the students active in the process and the pace of comprehension increases.

You can write on the board, the comprehension questions for the students to find answers, while they read the textbook or hear it read. This helps them to concentrate on finding an answer rather than centering their attention on vocabulary of structure. As a result, their rate of reading increases. This technique also discourages the word-by-word or translation approach that many students have been trained to use. You may sometimes wish to ask the comprehension questions after, instead of before, the students read the textbook. The gifted teacher will skillfully interweave both approaches. In addition to asking specific comprehension questions, you may wish to ask the students to close their books and tell you what the paragraph they have just read is about. Comprehension questions may be ranked from easy to difficult as follows:

1. Questions answerable by Yes or No, True or False. Example: Did Rubi eat a banana? (Yes, she did, or No, she didn't.)
3. Why or How questions requiring the student to pull together several ideas from the passage.
4. Inference questions. These require the student to understand what the test implies. Example: How do you think the parents of the bride felt?

5. Questions that require the student to make a value judgment or form an opinion. Example: Do you think she should have scolded him?

Choose the type of question to fit the level of both your class and the individual student. For example, if the level of the class is low but you have a few exceptional students, don't ask the quicker ones a question with an easy yes or no answer.

Make sure the students understand the questions you ask them; they may have particular difficulty with the first and second words. To help them with this problem, you may, after asking the question, ask them which question they have heard.

After you are sure that the students understand the question, have them answer it.

Note: Initial question words Is, Was, and Does are often confused; Wh-questions are more easily understood. Other questions (Did he go home, or did he go to the store?) often baffle the students. You may, to begin with, simplify the questions as follows--Did he go home or did he go to the store?

To give the students a more difficult task, you may ask them to make up a question beginning with a particular question word:

- The boy ate banana-ice cream.

Teacher: Make a question beginning with what kind.

Student: What kind of ice cream did the boy eat?

This exercise gives the student practice in the use of past tense did and present tense eat. This is a challenging task for the student because it makes him think. All too often the teacher does the thinking for the students.

Because forming questions is a particularly difficult task for the students, the following procedure is recommended: First, read the passage and check comprehension, use the question patterns already illustrated. Secondly, go over the passage phrase by phrase, and ask the students to make up questions, using the same questions that you previously asked them.

If a student has difficulty in formulating a question, you may want to use this forward build-up-method:

- The girl ate a banana.
- Who ate banana?
- What was eaten?

You can also make a diagram of the question on the board using arrows, deletion marks, etc. to show how it has been constructed from the original sentence.
Another procedure is to write a sentence on the board and have the students create as many questions as they can, think of, using the question words you give them. (Don’t forget tag questions: He ate a mango, didn’t he? and either… or questions: (Did he go home or to the mosque?) When the students have had practice with these responses, the final step is to release control and have them try to make up any questions they want. The teacher may call on students to answer these questions; or the student making up a question may call on someone to answer it; or the student form pairs and ask each other questions. Sometimes you may wish not to require answers at all.

You will find that this technique dramatically improves comprehension. The various techniques of asking comprehension questions require the students to think carefully about what the author or speaker is saying. It needs writing a series of questions on the board and asking the students to select the questions what may be answered.

3.3.5 Drama and Dialogue

Using drama as teaching device is creative activity and it fulfils the normal function of all creative activity; it provides a medium through which the individual can express his ideas, reacts to the impressions he receives and by expressing them, learns to evaluate them. By this process, vague impressions are brought into sharp focus, puzzling impressions are understood, fragmentary ones are completed and alarming ones are faced so that fear is overcome. This use of the creative arts makes us examine what we are thinking and feeling. Imaginative observation is stimulated and our understanding of ourselves and the world around us is extended and deepened.

So, because it is one of the creative arts, drama in teaching begins, not with somebody’s text, but with the student self-expression through the acting of his own experiences. Dramatisation is a cherished device in teaching language patterns and in increasing fluency. Many points regarding language structure and grammar can be made clear and become an experience of the child which he might never forget. For example, ask Aslam to give the book to Naz. Put the sentence on the board Aslam gave the book to Naz. Then ask “who gave the book”? Who received the book? What Naz received? etc.

Now, when we use the expression in relation to a direct object, “the receiver of the action,” it means much more than an empty group of words that some students have merely parroted.

A similar technique can be utilised in teaching indirect objects. Example: Riaz gave the pen. Has Riaz given a pen to Naz or any other student? Restructuring it, using the other words it can become a reinforcement that has real meaning.

Another use of dramatisation is having students take the parts of different characters in a story, with students assigned to read what the characters say and another student reading the narrative parts.
Since modern language teaching employs a series of dialogues as the core of the program, why not make maximum use of these in the classroom, especially when there is a lack in oral fluency which stifles many students from making real progress in the language arts. The main purpose is to allow enough practice in English language patterns using the vocabulary needed so as to increase the verbal and listening fluency as well as reading comprehension.

The first using dialogue as teaching technique is very useful in teaching foreign languages. The teacher uses a “Stop” position of the hands, somewhat like a traffic policeman, when the group is to listen during the aural stimulus. When he wished the class to respond orally, a “come on” gesture is used. Very little practice will produce excellent results. When “this technique” is used to build speech accuracy, it becomes a “solid” experience.

When a new student appears in the class, the use of a dialogue brings very good results. Each member of the class introduces himself to the new student, allowing him to introduce himself last. This way he is accepted and feels a part of the group at the same time he is learning the way for introducing himself properly. Sometimes the first student in each group will be asked to introduce the next student in his group or row. Appointing a student to act as host or hostess for the new student to see that he finds his way to his next class. It is always appreciated.

Dramatisation may be used to teach “the thing to do” in social situations, such as greeting callers at home. Dramatisation of social situations from a script or as role playing gives experience appreciated by most pre-adolescents who are struggling to establish easy social relationships in the correct way. An example of a dramatisation of this type follows:

Yesterday Rubi answered the door-bell. It was Mrs. Akram, a friend of family.
“Is your mother at home Rubi?” she asked.
“Yes, she is, Mother! Mrs. Akram’s here.”
Her mother came hurrying in and invited Mrs. Akram to come in. “And next, time, don’t yell, leading a guest outside the door”. Later Rubi answered the doorbell again. There stood a man whom she had never seen before.
“Is your mother at home, young girl?” he asked, smiling.
“Yes. Come in and sit down and I'll call her.”

After the man had left, Rubi’s mother scolded her: “Don’t ever invite a stranger to come into the house. Let him wait outside while you get your father or me.”

“But you didn't like it when I left Mrs. Akram standing at the door! How was I to know that to do?”

“Maybe we’d better make a clear cut rule about this,” her mother suggested.
In order to make perfectly clear the content of this role-playing sketch, the teacher must explain in depth what has been acted out. This, of course, is taught after fluency has reached a level whereby general understanding is not too difficult.

3.3.6 Communicative Language Teaching (CLT)
Communicative Language Teaching (CLT) focuses on the learner’s role, and the importance of meaning. Communicative competence is given prominent position in the process of language learning. CLT deals with most of the aspects of language learning compared to the conventional and modern language teaching methods. There is, in a sense, a ‘strong’ version of communicative approach and a ‘weak’ version. The weak version which has become more or less standard practice in the last ten years stresses the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities to wider programmes of language teaching... The ‘strong’ version of Communicative Language Teaching on the other hand, advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself. If the former could be described as ‘learning to use’ English the latter entails using English to learn it. The two basics of communication is giving a message and completing the information space. Successful communication depends on listener’s willingness and ability to understand.

3.3.7 Activity Based language Teaching
This type of teaching involves engaging students in activities that generate feelings of involvement, urgency and excitement, language students find themselves forgetting their inhibitions and expressing themselves more readily in the target language. Activities that allow students to enjoy and be entertained are very effective. Activity based language learning with games and other task is part of the communicative approach. If the games and tasks are selected and prepared carefully to suit the students, they are very much relevant. Further these games and fun not only reduce the inhibitions of the students but releases their tension and nervousness. Since they have to gain language proficiency in a short time, this is more relevant in the case of adult learners. Also students preparing for college education do not have much time and are much pressurized. Language teachers in schools find that highly energetic young boys can be streamlined by using activity based language teaching. Teachers can streamline this extra energy to language learning, which is very productive. Communicative games, role-playing, going around the classroom, to interact with others to complete the game, competitive activities where students can encourage their team mates, chanting, singing or giving dictations, making imaginary telephone conversations, students line up according to age and height, move to another location where there is more space and etc., are some of the contents of activity based education. There is a risk of confusing fun with learning. Several educationalists recognized it. According to Ormrod (2000) “Excitement and entertainment should not be thought of as goals in and of themselves. Rather, they are means to a more important goal: achieving instructional goals”. A feeling of lightness and fun will make language learners tension free and will create an atmosphere for better language learning.
3.3.8 Modular Approach
A new strategy for arranging learning experiences in education has been receiving much attention. This strategy, learning-modules-has become a part of almost all programmes at all levels “Learning activity packages” are among the large assortment of titles used for this strategy. No one title has gained universal acceptance; however, “learning module” often is considered the generic name for this strategy.

A learning module is a self-contained package dealing with one specific matter unit. It can be used in any setting convenient to the learners and may be completed at the learner’s own pace. It may be used individually or in small learning groups. It is structured so the learners can identify the objectives he wants to achieve, select the appropriate material, follow a learning sequence by selecting from a variety of methods of presentation and evaluate his own accomplishments.

The learning modules provide a strategy for the teachers and the learners to mutually share the responsibility for learning. The teacher becomes a facilitator of learning rather than the traditional dispenser of knowledge. He has more time to help the learner identify educational needs and select appropriate strategies for meting these needs. Thus the learner accepts responsibility for his share of the learning process.

Although learning modules will differ, each can be expected to have similar elements. The specific learners and/or the subject matter will dictate the elements and their sequence in the module. All learning modules should have the following elements.

i) A title or topic designation.
ii) A list of major concepts to be learned.
iii) The rationale for studying the module.
iv) A pre-assessment activity.
v) Objectives stated in behavioral terms.
 vii) A detailed learning sequence.
 viii) Suggested depth or quest activities.
 ix) A post-assessment activity.

The learning modules need to be subjected to critical appraisal in the following seven areas:
(i) Objectives
(ii) Subject matter
(iii) Design characteristics
(iv) Learning activities
(v) Adaptability
(vi) Validity
(vii) Evaluation
The following questions can serve as a guide for the appraisal of both structures and content of a learning module:

**Objectives**
The modules must have clearly stated objectives for the learner. The learner should know precisely what he will learn by completing the module:

i. Are Objectives stated for the learner in behavioral terms?
ii. For whom is the module developed - adults, sixth graders, slow learners, gifted students, etc.?
iii. Are the objectives reasonable and attainable?

**Subject Matter**
The selection and arrangement of the subject matter are critical if the learner is to achieve his objectives:

i) Is the subject matter consistent with the objectives?
ii) Is the subject matter divided into single units for the learner?
iii) Is the subject matter organised into a logical sequence?
iv) Is the subject matter suitable for the entry level and competency of the identified learner?
v) Is the subject matter objectively presented and representative of all sides of an issue?
vi) Is the source of the subject matter documented?
vii) Is the subject matter clear, concise and pertinent?

**Design Characteristics**
Although a module may take on a variety of forms, it should have certain general design characteristics:

i) Is the module self-contained? That is, are all the materials at hand or readily available to the learner?
ii) Are there instructions for the leader/teacher?
iii) Is the subject matter organised in small steps?
iv) Is the material appropriate for the time specifications indicated?
v) Are the concepts to be learned identified?
vi) Is the rationale for the learner to study the module presented clearly?
vii) Is the over-all design appropriate for the content?

**Learning Activities**
The main element of the module is the learning activities in which the learner engages:

i) Is the learner actively involved in the learning activities?
ii) Does the learner receive immediate feedback?
iii) Are alternative modes of learning available to the learner?
iv) Are supplemental or quest activities available or recommended?
Adaptability
The module should take into account individual differences in learners and facilitators:

i) Does the module take into account varying attitudes and capabilities of the learners?
ii) Is the module adaptable to differences in available time?
iii) Is the module adaptable to a variety of physical facilities?
iv) Is the module adaptable to variation in the size of the learning group?
v) Are differences in leader/teacher competencies considered?

Validity
The subject matter and process used should be able to accomplish what the module aims to do:

i) Is the subject matter accurate and based on research data?
ii) Has the module been field tested for effectiveness as a learning activity?

Evaluation
To be truly accountable, the module must provide a means of evaluation:

i) Are pre-assessment and post-assessment activities available to determine the learner’s achievement of his objectives?
ii) Is there an opportunity for the learner to provide feedback on the teaching/learning process?

Learning modules are potentially a vital strategy for helping learners meet their educational needs. The criteria proposed will aid teachers to more carefully select learning modules or to develop their own modules.

Example: Every study unit of distance learning system is an example of learning module.

3.4 Classroom Dynamics

In many classrooms students are not ready to engage in learning activities, or some or some aren’t. As teachers, we often find ourselves trying to figure out which students to teach to, how to get the uninvolved students more involved, and how to get the class as a whole interested in what we want them to do or learn.

There are some specific things we can do in classrooms to get them to be more active, to improve their dynamics. It is important to realise that the ingredients of classrooms are content, activity, and interaction.

The content refers to what we want the students to know or be able to do. The examples of content are not hard to come up with. They include everything that is the substance of learning: the alphabet, the comparison-contrast, essay, the answers to the reading comprehension questions etc. There are some teachers who believe that content “teaches itself,” that if the content is interesting, students who are exposed to it’ will learn it automatically.
The next important element, in language classrooms is activity, or what we do in the classroom to establish the knowledge or behaviour in or for our students. There are, of course, many kinds of classroom activities: lectures, group discussion, questions and answers, sentence completion exercises, small group problem solving, and writing journals and so on. Often we tend to think that the best way to improve our teaching is to find new and interesting activities for the students to do, and often it is true. The activities we choose or create for our classrooms can have a lot to do with what and how the students learn.

One of the reasons that classrooms work better or worse is because of the third element of classroom behaviour or dynamics. Dynamics refers to the way that interaction takes place between teachers and students and between individual students and groups of students. Many teachers are not quite aware of what some of the basic elements of classroom dynamics or interaction are. Even great teachers, who may already be using some of these elements well may not know what they are and may not be able to adjust them to fit differing classroom needs.

3.4.1 Some Techniques to Improve Classroom Dynamics
As stated by Karl Kahnke, the following techniques can be helpful in improving the classroom situation:

(a) **Space**
- Let the students sit at an equal distance from each other. It gives the teacher an equal access and helps him in communication.
- Let there be a minimum distance between the teacher and the taught. It helps in establishing the communication channel. Moving away or increasing the distance breaks and widens the communication channel.
- Some times when students are at work, remaining behind the students decreases the authoritative role of the teacher.

(b) **Eye Contact**
- Establishing eye contact opens a communication channel and helps to select the student for a turn.
- Breaking eye contact during student turn and seeing other sides can disturb the student’s communication throughout the class.
- Scanning the class regularly can keep the students engaged and provide important feedback to the teacher.

(c) **Voice**
- Changes in voice pitch and intonation can be used to indicate different functions such as giving directions, giving expansion examples and supplying feedback.

3.4.2 Inter Action Techniques
a) Directing questions to specific and distributing the turns around the room increases the level of attentions on the part of the students and increases the student’s participation.
b) Use names to direct the questions.
c) Ask other students to confirm or comment on students response, for example:
   i) Ahmad, do you agree what Anwar said?
   ii) Seema, what do you think about what Jamila said?

These kinds of activities broaden classroom interaction and increase the opportunities of individual efforts and opinions.
c) If there is a variety of an answer, ask the same questions to a number of students.

3.5 Summary

An efficient teacher chooses the effective technique of teaching according to the need and situation. The best method is that which is most helpful in achieving the goals set forth for teaching. While selecting a technique, it should be kept in view that language learning requires a great deal of practice. The learning rules and hearing about language is not learning a language. Learning a second language requires, imitating, practicing, memorising, listening, reading, writing and speaking. While teaching, the teachers must have favourable attitude towards the target language and the learners should continuously be encouraged to enhance their achievement. Every possible effort should be made to utilise the available indigenous resources.

In teaching foreign language, programmed instruction is a very useful method. The students can learn according to their own speed and immediate reinforcement is provided by mechanical devices. It can be uses partially according to the resources available. The language laboratory is no doubt a very effective method, but it is an expensive and not available in most of the schools in Pakistan.

Some modern techniques of teaching English include questioning and answering, dramatisation and dialogue, modular approach and student’s active involvement in teaching learning situation. These techniques are at the disposal of the teacher and the teacher is not bound to stick to only one of them. He should carefully select one where it is most effective. His approach may be combined and comprehensive.

Self-Assessment Questions
1) Why should a teacher involve the students in teaching learning process and which technique is most useful in this connection?
2) What are the main mechanical devices used in language laboratory and how the same are used?
3) What is programmed learning? What are its merits?
4) How a language teacher can use the technique of dramatisation in enhancing the pace of learning?
Activities
(1) Visit any institution which has set up language lab. Record your observation regarding the working of the lab.
(2) Write a dialogue between a teacher and a learner of English wherein the learner asks to explain the use of “a” and “an” and the teacher explains it with examples.
3.6 Bibliography


METHODOLOGY OF TEACHING ENGLISH

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Introduction

One of the vital questions for every teacher is how to become an effective teacher? So is the case with English teacher in Pakistan. As Pakistani English teacher has to face two challenges:

i. Enabling students in understanding the content of course
ii. Creating the ability of communication in target language that is English

Pakistani teachers are more than successful in facing challenge (i) but they are still not successful in defeating challenge (ii) In this pursuit the most important question that arises in the mind of English teachers is that, which method to be adopt to face the challenges.

Teaching method can be defined as general principles, method and strategies that teachers use in classroom. There are many methods of teaching English or any other language. Knowing about these methods is very important for future teachers.

Objectives

After completing this unit and solving activities, students will be able to:

1. Define terms as:
   a. Grammar translation method (GTM)
   b. Direct method (DM)
   c. Audio-Lingual method (ALM)
   d. Total physical response
   e. Communicative method
   f. The silent way
   g. Suggestopedia
   h. Eclecticism
   i. Blended learning
   j. Learning through computer
   k. Cooperative learning
   l. PPP (Presentation, practice and production) teaching method
   m. The ESA (engage, study and activate) teaching method
4.1 Grammar Translation Method (GTM)

This method is derived from classical method of teaching a foreign language. In this context the method itself is sometimes called as classical method as it is the oldest method of teaching a foreign language. It is most commonly used and accepted method of teaching any language in general and English language in special.

4.1.1 Process of Grammar Translation method
In this method following process is followed:
1. Reading of mostly literary text from target language
2. Teacher translates the text in mother language to explain the meaning and create an association of vocabulary of target language and local language (alternatives)
3. Grammatical rules applied in the text are explained and students have to memorize these rules.
4. They are asked to practice/ drill the same grammatical rules with different examples.

4.1.2 Goals of GTM
Grammar translation method targets two important goals.

i. Development of reading ability to understand literature of target language

ii. Development of mental discipline in students

4.1.3 Criticism

i. Grammar translation method is widely criticized for its lacking in two skills: listening and speaking.

ii. No authentic source to verify the starting of GTM in early times.

4.1.4 Advantages of using Grammar Translation Method

1. In Pakistani situation commonly used method as it allows teachers to cover large numbers of students in a classroom.

2. Students have to remember the meanings of words and grammatical structures of the target language only.

3. Teacher centred method allows more control on the part of teacher to handle their classes.

4.1.5 Disadvantages of Grammar Translation Method

1. This method ignores listening and speaking skills.

2. Students do not get the opportunity to discuss a unit.

3. Translation into mother tongue effects the originality of words.

4. It prevents students to think in English.

5. It focuses on rules not on use.
4.2 The Direct Method

This method is derived from natural approach so is called a natural method. It is opposite to grammar translation method as it refrains the use of learner’s mother tongue. This method was established in 1900 in response to grammar translation method. As this method is derived from natural approach of teaching, so this method follows the natural pattern of language learning as listening – speaking – reading – writing.

This method uses the approach that if children are exposed to any language where they can listen to the target language, they are in a better position to learn it. The direct method is a method of language learning through establishing a direct association of experience or objects with the expressions of target language.

4.2.1 Process of Direct Method

The direct method follows the following process to teach any language to the learner:
1. Creation of a direct linkage of the experience or object and the expression in target language
2. The method is more focused upon enabling students to communicate in the target language rather than creating their knowledge about technicalities or grammatical concerns.
3. The learner is exposed to the usage of target language where they listen to the usage and try to establish a link between words and objects.
4. Learner creates a mental grammar based on his experience of language. Afterwards the same grammar is used for communication in the target language.

4.2.2 Advantages of Direct Method

1. More focus on fluency resulting the improvement of writing expressions of thoughts in oral and written form.
2. Quick way of increase in vocabulary and language learning.
3. Uses inductive approach to development and usage of grammatical rules
4. Language skills are developed in natural pattern and all four skills listening, speaking, reading and writing are developed.

4.2.3 Disadvantages of Direct Method

1. Teachers cannot perform all actions or show object.
2. This method is not useful for overcrowded class.
3. It ignores reading and writing.
4. It requires any audio-visual aids.
5. More effort on part of student is required. As they have to listen and develop understanding of the situations.
6. Understanding of students depend upon their previous experiences.
7. More qualified and competent teachers are required to conduct classes in target language.
4.2.4 Principles of the Direct Method
1. Use of target language in conduction of classroom activities.
2. Oral communication skills are focused for which everyday sentences and vocabulary is used.
3. Inductive method is used to teach the grammatical structures of the target language.
4. More emphasis on pronunciation and vocabulary.

4.3 Audio Lingual Method

In the World War II armies required to become proficient in language usage of the allies as well as their enemies for communication purposes and understanding the strategy of enemies. So Audio Lingual method was introduced and initially it was called “the army method”

4.3.1 Definition
Audio Lingual method is a method of language teaching that makes use of direct learning approach. But unlike direct method teacher engages students in drill of the grammatical expressions. The method is derived from the learning theory of “Behaviourism” that makes use of extensive drills to ensure spontaneous usage of some expressions in target language.

4.3.2 Process of Audio-Lingual Method
1. Students are directly exposed to a structured set of rules and sentences.
2. No use of native language is allowed.
3. Students repeat the target language structures, carefully selected by teacher until they are able to use them spontaneously.
4. Students have a little, rather no control on their input and are required to memorize some grammatically correct expressions.
5. Each of four skills is taught and practiced separately.
6. More focus is on listening and speaking than reading and writing.
7. Language laboratory as an important aid in teaching.

4.3.3 Advantages of Audio-Lingual Method
1. Skills of listening and speaking are developed through rigorous practice.
2. Useful for large number of students as well as for individualized learning.
3. Accuracy of pronunciation is more focused.
4. Based on the solid learning theory of “Behaviourism”.
5. Use of audio and visual aids make this method more interesting for students.

4.3.4 Disadvantages of Audio-Lingual Method
1. Student is a passive follower of instructions provided by teachers.
2. Do not enable students in creative and free communication.
3. Meanings of words and expressions are not focused rather students repeat and learn only language structures.

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4. Teacher – centred and teacher dominant methodology.

4.4 **Total Physical Response Method (TPR)**

This method of teaching foreign language was developed by James Asher; a psychologist. The method is based on the principal of coordination of oral language and requires comprehension on part of students. As teacher gives a verbal instruction in target language accompanied by signals of body language and requires that students will produce whole-body responses through their actions.

4.4.1 **Definition**

Total physical Response (TPR) is a method of teaching foreign language learning with the use of physical responses to verbal instructions. The purpose of the method is creation of linkage between spoken signals and physical responses.

4.4.2 **Process of Total Physical Response Method**

1. Creating a connection between vocabulary and actions.
2. Teacher plays role of facilitator and instructor
3. Teacher gives some verbal signals and demonstrates the action accordingly.
4. Then teacher asks students to repeat the action as the command is given to them.
5. After some drills students are asked to pronounce the instructions and they perform the physical action by themselves.
6. Teacher can ask students to repeat the direction for each other and practice the physical action.

4.4.3 **Advantages of Using Total Physical Response**

1. Students are more active physically as well as mentally to perform the actions instructed by the teacher.
2. At the initial stage native language can be used for giving instructions to ensure better understanding.
3. Listening and comprehension is more focused.
4. A quick and efficient way for development of spoken language skills.
5. Meaning of verbal signals are also focused to give physical responses.

4.4.4 **Disadvantages of Using Total Physical Response**

1. More competent and trained teachers are required to create students comprehension and physical response of students.
2. Time consuming
3. Not suitable for large classes with mixed ability students.
4.5 Communicative Method

As the name indicates, communicative teaching is a method of teaching that emphasizes more communication or interaction of ideas. It is believed that as language is a source of communication so the most important skill that is required is the communication skill.

4.5.1 Definition
The communicative language teaching method is a method that focuses on the ability to communicate message and its meaning rather than the grammatical structures or phonetics of the message to be communicated from one person to another.

4.5.2 Advantages of using Communicative Method of Teaching
1. Active student participation in interactive activities is the key of language learning.
2. Students learn target language along with the message communication by the other person.
3. Learner’s personal experiences are involved as a valuable contribution to lesson understanding and communication on the basis of these experiences.
4. Practice of newly learnt language pattern outside the classroom situation.

4.5.3 Disadvantages of Communicative method of teaching
1. Some students with low mental ability can feel it difficult at the initial level.
2. Time consuming
3. Teacher need to have more personalized lesson planning to cop the level and needs of all the students
4. Not suitable for larger classes.

4.6 The Silent Way

This method of teaching language was introduced by Caleb Gattegno. He suggested that silence can also be used for teaching of language. But this silence needs a structured syllabus and a highly qualified and competent teacher to conduct the sessions. The origin of the method is from discovery learning. This method takes learning as a creative way of solving problems.

4.6.1 Definition
The method of silent way focuses on the fluency of the language that needs to be taught just as the fluency of native language. Use of target language is more focused for self-expression of thoughts, emotions and feelings. Self-reliance of students is the most important factor for their active exploration of target language structures.

4.6.2 Process of the Silent Way
1. Teacher focuses on fluency in the target language
2. Teacher uses self-expression of students to teach target language.
3. Teacher uses Self-reliance of the students as the most important factor for teaching students
4. Teacher plans activities and structured syllabus to ensure active exploration of language by students.
5. Teacher lets students to create their own inner grammar to learn acceptable linguistic structures.

4.6.3 Principals of Silent Way
1. Concentration of teacher is on how learning occurs on the part of student than how teaching method can be selected.
2. Trial and error method is more focused than training and drills for creation of learning.
3. Students are responsible for their own learning for which they make use of everything of their previous learning.
4. Teacher should only observe students and let them learn on their own pace.

4.6.4 Advantages of Using the Silent Way Method
1. Students learn language by their own effort and pace from the verbal clues by the teacher
2. Students learn pronunciation by their own way
3. While learning language students also learn to solve their other problems

4.6.5 Disadvantages of The Silent Way Method
1. If students are not competent they will become burdened
2. Pronouncing the words of target language at their own can sometimes be very tricky for the students
3. Teachers silence even on wrong response can also be disturbing factor for the students

4.7 Suggestopedia

This teaching method was developed by a Bulgarian scientist Georgi Lozanov. It is based on the theory about how human brain functions and how effective learning occurs in human beings. It is claimed that it is the fastest language teaching method.

4.7.1 Key Elements of Suggestopedia
1. A sensory rich, learning supportive environment is required with use of pictures, colours and music.
2. A wide variety of methods and positive expectations from students make it a good method of teaching language especially English.

4.7.2 Stages of Suggestopedia
There are four main stages of suggestopedia
1. Presentation
1. **Presentation**
   This stage of suggestopedia involves preparation and helping students feel relaxed and expect good about upcoming learning. Students are encouraged to create a positive frame of mind about the experience of learning foreign language.

2. **First Concert**
   In this stage, the teacher presents the actual material to be learnt in an active manner. This stage is also called active concert. In a lesson related to literary piece with dramatic presentation along with the suitable music can be an example of this method.

3. **Second Concert**
   This stage is also called passive concert. It involves the participation of students in relaxing and listening to music accompanied with silent reading of text. The selection of music is very important as it can ensure the optimum working of students' minds.

4. **Practice**
   This stage involves a range of activities as games, role play, puzzles for reviewing and consolidating the learning.

4.7.3 **Principles of Suggestipedia**
1. Authoritative learning is the concept that people learn that material better that is associated with some authoritative figure as teacher in the class.
2. Infantalization is the concept that if adults are asked to play child’s role it can help them in regaining the self confidence, spontaneous responding, and being receptive.
3. The concept of Double-Planedness is that student’s learning is ensured on two levels. (i) the effect of direct teaching of teacher. (ii) the effect of supportive environment also adds in the learning of students.
4. Pseudo passiveness is a technique in which apparently the learner is passive but in fact he is active mentally with the help of innovative teaching techniques and music.
5. Musical background helps in avoiding boredom, and creates an effect of relaxed environment that is very much important for maximizing the learning.
6. Information is transferred on very slow pace and in intervals. It helps learners in reflecting about the information learnt.

4.7.4 **Process**
1. Teacher uses background music and soft tone of language to ensure maximum absorption of information.
2. Teacher creates an environment of the sensation of controlled relaxation through music and colours etc.
3. Teacher ensures that learner must be physically and mentally attentive for optimum learning and recalling.

4.7.5 Advantages of Suggestopedia
2. Creates a positive image and expectation towards learning.
3. Focuses advanced conversational proficiency through high value to vocabulary, memorization and practice.

4.7.6 Disadvantages of Suggestopedia
1. More qualified and skill is required on the part of teacher as singing, acting and most important psychotherapeutic techniques.
2. Potentially authentic material is not available for conducting sessions of suggestopedia.

4.8 Eclecticism
Eclecticism or eclectic approach is a general approach. It believes in combining the qualities of various methods for improvement of the practices. When this approach is applied on language teaching it allows instructor/teacher to combine the strengths of many language teaching methods for the achievement of objectives of lessons and capabilities of students. Instructor creates an amalgamation of methods as and when required to fulfill the requirements of learners, nature of content, age and interests of students.

As we have already discussed many teaching methods for English language so eclectic approach gives instructors to select and combine different methods. But for this purpose it is important that instructor should have knowledge of available methods and training and skill to use and combine these methods simultaneously.

4.9 Blended Learning
Blended learning when used in educational context it is mostly considered as blending or combining the traditional methods mostly based upon face to face teaching and modern times methods that mostly involve use of computers, devices and gadgets. It involves the transformation of educational experiences for maximizing the learning experience. Blended Learning is the combination of instruction from two historically separate models of teaching and learning: traditional face-to-face learning systems and distributed learning systems. (Graham 2006)

4.9.1 Modes of Blended learning
Blended learning is used in different modes for creation of effective learning experiences for learners. These modes are:
i) Use of some technology to support face to face teaching and learning as Power Point Presentations, smart boards and interactive boards.

ii) Use of technology for creating virtual learning environment as Skype discussions, video conferencing and e mail.

iii) Use of social networking sites for teaching and learning processes as WhatsApp, Facebook and sharing of audio and video clips etc.

iv) Online learning (e-learning) with the combination of many other tools as online conferencing, use of mobiles for learning, laptops and tablet PCs.

4.10 Learning through Computers

In present era computer has become a commonly used device in almost everywhere. Computer is used in different capacities for teaching of language as through telecommunication, videos and speech analysis and synthesis device. As being a modern trend and method computer usage for teaching is becoming very popular in Pakistan nowadays.

A narrow concept of computer usage in language teaching can be taken as computer as a device that can perform many functions as playing audio and video clips, performing of drills for basic language skills. Examples can be use of computer for language games for development of vocabulary in students, or use of computer for demonstration through videos etc.

In a broader sense computers can be taken as flexible tool for individualized learning strategy. As students can use and learn the content at their own pace when and where they want or like.

4.11 Cooperative Learning

Cooperative learning or group learning in language class is also a comparatively new concept. It allows the learners to work in groups, with collaboration for provision of opportunities such as peer learning, peer reviewing resulting in more safe learning with the company of their friends.

Some of the techniques cooperative learning uses for teaching of English are:

- Group activities
- Numbered Heads Together
- Write around
- Tea Party

Cooperative learning method can be very effective in language learning situation specially where mixed ability groups of student are working together as learners can also provide very good experience of learning to each other. Sharp or advanced learners can
be helpful s well as inspirational for other learners. Working in groups can provide every student with the opportunity to practice their strong skills.

4.12 PPP (Presentation, Practice and Production) Teaching Method

The method commonly known as PPP can be taken as a common sense method of teaching. As the name indicate this method consists of three stages

- Presentation
- Practice
- Production

The presentation stage is the first stage of this method. In this stage just like demonstration method that aims at familiarizing the learners with the target language. In this stage instructor presents the content, grammatical structure or the piece of literary work that is meant to be taught to the learners by reading, acting, film clip, voice clip or by simply asking learners to read.

Practice is the second stage of this method. This stage deals with the active participation of learner for practicing the newly learnt content. It also enables the learner in becoming familiar with the content accompanied by the limited assistance from the instructor. Role of instructor in this stage is of facilitator and assistant in practice.

Production is the final stage of this method. In this stage instructor requires from the student to use the learnt structure in the proper context as giving practice for using it in real life situation. Instructor provides no or very minimal assistance.

4.12.1 Advantages of PPP method

PPP is a well-established method and also a favorite method of language teachers. Here are some advantages of using PPP for language teaching.

1. Instructor has very clear guidelines about the activities in all three stages.
2. Step by step language acquired.
3. Learner feels encouraged when performing well in first, second and third stage.
4. Easy to difficult approach for language learning and practice is applied.

4.13 The ESA (Engage, Study and Activate) Teaching Method

This also another growing methodology considered as effective for foreign language teaching. This method consists of three stages (engage, study and activate). The advocates of this methodology believed that these three stages can result in effective language teaching and learning.

4.13.1 The First Stage: Engage

This is the starting point of teaching in which language instructor uses different techniques to arouse interest by involving the emotions, needs or likings of the students.
The idea behind this stage is that if you involve learner emotionally then you will be able teach them effectively.

4.13.2 The Second Stage: Study
In this stage instructor asks learners to focus on language and also how this language is constructed. At this stage students are involved in the structural analysis of the language. Some of the activities done on this stage are study of grammar, analysis of grammar structure in a provided piece of text. Whatever the technique the main aim of this stage is the study of the structures of target language.

4.13.3 The Third Stage: Activate
This stage involves learners in exercises and activities aimed at usage of the target language structures. The purpose of this stage is to facilitate learners in active communication rather than focusing any grammatical structure of language pattern or vocabulary.

4.14 Conclusion
So far a number of methods have been discussed in this chapter but still many other methods were not included in the discussion. But for a teacher it is very important to know all these methods as these make their tool kit. The more methods are included in the tool kit the more competency is added to the teaching practice of the teacher.
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Unit–5

PREPARATION AND USE OF INSTRUCTIONAL MATERIAL (TRADITIONAL)

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Reviewed by: Dr. Ismail Abbassi
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Introduction

A very considerable debate nowadays is that whether teaching is a science or art. As it possesses the qualities of both of the genre, it has the qualities of skillfulness, creativity and artistic approach to attract the attention of students at the same time it requires the scientific approach for solving some classroom problems as motivating students, ensure learning and presentation of a systematic set of information to the students. For this purpose it makes use of theories of learning, motivation and learning and also the element of research inclusion also includes the qualities of scientific inquiry in this profession.

This unit has specially been written to help the teacher devise new methods and techniques for attracting student’s attention. Many useful as well as innovative ways of using different audio-visual material have also been given in detail.

Objectives

After going through this unit, you are expected to be able to:
1. plan more interesting and learning friendly lessons
2. use traditional teaching materials with proficiency
3. create learning conducive and learning friendly environment by using different audio-visual material
4. prepare some low-cost audio-visual materials for better understanding of students.
5.1 Instructional Materials

Instructional materials can be defined as all the illustrative materials which are used for facilitating the teaching-learning process. It includes teaching materials related to audio aids as audio tapes, audio clips, songs, poems and also visual materials such as pictures, video clips, drawings, models and real objects. Another term, more common in our society, for instructional aides is audio-visual aids (A.V aids) which though more commonly used, is old-fashioned.

Instructional materials are employed to provide the first-hand experience which cannot be provided in the classroom due to many reasons.

5.2 Historical Background

Comenious was the first educator who introduced and advocated the use of visual aids in teaching during sixteenth century. He was the exponent of “sense realism” which means, when all the senses are engaged in learning, learning becomes more clear and long-lasting. Comenious made rich contribution to educational theory. Many of his principles and practices are in common use even today. In his book “Great Didactic” published in 1632, he recommends attractive classrooms, maximum sense-appeal and illustrated textbooks. His principles of ‘sense-appeal’ and good textbooks led to the production of textbooks with pictures and diagrams. He introduced and recommended use of pictures, charts and models in teaching which is quite a significant contribution.

In his famous book “Orbic Pictus” he presented ideas which are still effective in teaching of foreign languages. “Orbic Pictus” was the first illustrated book. Its subject is the teaching of Latin to foreign learners. The pictures given in this book are not only interesting but they also employed three other important principles for effective language learning: (a) The foreign language should be taught as a living language. (b) The vocabulary should consist of every-day words and expressions to make the child acquainted with natural phenomena, daily life and occupations. (c) The text in the foreign language and its translation in the vernacular were placed side by side.

This old-age method has only recently come into vogue again.

In his book “Janva Linguarum Resarvata” “The Gate of Language Unlocked”, Comenious outlined the ideas and theories about teaching a foreign language. The important key principle of his procedures is that of environmental vocabulary, which means the learner must see the objects, persons, and activities immediately around him. He laid emphasis on the visual experiences. His theories pertaining to the teaching of foreign languages were rediscovered by the exponents of the direct method, nearly three hundred years after his death and were put into practice.
Some of his ideas that apply to audio-visual materials are the following:
1. Teaching should be adapted according to the age and capacity of the child.
2. A graded series of textbooks and illustrative material are absolute essentials for effective teaching.
3. Fatigue and boredom in the classroom should be avoided.
4. Classroom instruction is preferable to individualized teaching.
5. All subjects may be illustrated through audio and visual materials, if possible.
6. Models, Actual objects and things should be used as teaching material as teaching material for first-hand experience.
7. The minds of the pupils should be prepared for new subject matter.
8. A pleasant atmosphere should prevail in the classroom.

5.3 Instructional Materials and Learning

The use of instructional materials increases the effectiveness of learning by helping the students to understand the ideas more clearly and easier to assimilate them. They make learning more meaningful and interesting. Through the appeal to sensual aspect of pupils, these provide a systematic improvement of knowledge and skills, as well as exert favourable influence on attitudes and appreciations. These objectives can only be best achieved if the most appropriate materials for given learning situation are selected and the students are prepared in advance.

The foreign language learning in a classroom situation is very much different from learning the same language in a natural environment. In a classroom situation, a host of factors in language learning process are absent. We are forced to do without a good deal of stimuli which operate in the natural conditions. Therefore, any audio-visual aid is a substitute for a real experience. Although nothing can replace the first-hand experience of real objects and situations, the use of instructional materials is an attempt to reduce the gap between the verbalism of the classroom and the real life situations.

The effective learning is dependent upon accurate concept formation. For this purpose sensory experiences serve as the basis of all understandings which the learners acquire in classroom situations. First-hand sensory experiences form the sound foundation for all learning. The audio-visual materials are a good source for providing first-hand experience in the context of a foreign language learning process that is not otherwise possible.

Learning material also play an important role in creation of the association among the spoken or written words with some objects, or perceptual experience for a clear, concrete and long lasting learning. When the instructional material is presented in a manner which enables the learner to associate it with some-thing already in his experience, more rapid acquisition and longer retention in learning can be hoped.

Many studies have proved that the visual sense is very effective and plays an important role in the learning process. It provides the child with most of his sensory experiences. “Some psychologists estimate that at least 90 percent of one’s impressions are derived
through the eye. Meanings gained through other senses also are often thought of in visual terms.\textsuperscript{1}

The general objective of learning materials is to make learning more meaningful. All learning constitutes building fresh, vital and accurate concepts. The teacher should be able to involve as many senses of the child as possible. He should bring his students into complete involvement in the learning process so that a multidimensional learning process can be created.

5.4 The Specific Objectives of Learning Materials

5.4.1 Focusing pupil interest and attention
Whenever student is sitting in the class it is not always possible that his full attention and interests is focused on the information that is being transferred by the teacher. There can be many factors that can affect the attention and interest of the student. One factor can be the difference of learning and social background of the students. If teacher presents the ideas in oral form only every student can create a different picture in his/her mind but if teacher presents the concepts in the form of picture all of them will perceive it in the same form.

5.4.2 Relating Abstractions to Concreteness
In the case of young students the learner’s imagination is not developed enough to make correct mental pictures of the concepts which he has been learning about. It is not possible for them to imagine every concept that is being taught to them. Therefore, it is necessary for the teacher to relate the general concept to actual reality. This is possible through some kind of visual material. For example, the concept of a wind mill will be very vague in the mind of a Pakistani child. If a picture of a wind mill is shown, the concept would become very clear.

It is said that a picture is worth one thousand words explanation. Where word explanations are often inadequate or time-consuming, and still there is not sure that the concept is transferred in the same way, a model, a picture or a sketch would make the concept clear and quickly understandable. Therefore, teachers must make every effort to relate learning to real-life situations and to show the pupil that all learning is related to the whole experience of living. These objectives can be best achieved by bringing the instructional materials into the classrooms.

1. Glowing new meanings to the presentation
The use of audio-visual materials in teaching makes the oral presentation glow with new meanings and more universal understanding. Modern scientific advancement has placed a multitude of gadgets at the disposal of the teachers. These devices can be used as vehicles and methods of teaching. A good teacher who has the sense of his responsibility, must always ask himself the question: “How can I make my teaching more meaningful, interesting and enjoy so that its results are long-lasting.”

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2. **Summary**

Learning materials are a source of providing for first-hand and actual experience. With their help, the teacher tries to create an environment in the classroom which is closer to real-life situations. As the audio-visual aids enliven the learning atmosphere, they can accomplish most effectively, the objectives of foreign language learning.

The proper use of learning materials can bear such results:
1. Reduces the danger of verbalism.
2. Increases better understanding and helps in building up clearer and richer concepts.
3. Aroused interest and attention among the learners.
4. Helps to focus attention on the lesson and stimulates the learners thinking.
5. Encourages pupil participation.
6. Provides for thinking and planning.
7. Trains the learner in efficient work and study habits.
8. Inculcates favourable attitudes and appreciation of beauty.
9. Brings about variety in the lessons which may otherwise turn into dull and dry activity and become ineffective.

**Activities**

Prepare a list of objects which can be used as instructional aids for teaching of English to class nine.

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**Self-Assessment Questions**

I. Tick (✓) True and False

1. The other name of Instructional aids is aural-oral aids  True  False
2. Instructional aids were first introduced by Comenious.  True  False
3. Learning becomes clear and long-lasting when all the senses are engaged in the process.  True  False
4. It is estimate that about 75 percent of one’s impressions are derived through the eye.  True  False
5. Audio-visual aids cannot be a substitute for first hand experiences.  True  False

II. Give brief history of the use of instructional aids in classroom.

III. What are the uses of instructional aids in Education?
5.5 The Blackboard/White Board

The blackboard/white boards are the universal teaching materials to all teachers. It is so common that it is taken for granted and most often over looked as teaching material. But as being multifunctional these are of great importance. Generally the blackboard/whiteboard is used as a means of writing questions, new vocabulary and a few notes which the teacher wants the pupils to copy. It is only because most of the teachers work on the assumption that blackboard is a space for writing. In the early stages of teaching English, when the lessons were mainly oral, many teachers thought that there is no need to use blackboard/whiteboard do not use the blackboard because they want to stick to oral practice. The blackboard is there to be used in many ways as teacher can imagine, writing is only one way, drawing is another way, revision is another way, blackboard/whiteboard tests are another way. Let us take a few examples.

5.5.1 Vocabulary through Blackboard/whiteboard:

Sometimes it is not possible to bring the real objects into the classroom e.g. a horse, a motorcar or an aero plane. The object can be illustrated on the blackboard. It is a good practice for the pupils to draw on the blackboard, saying at the same time “This is a horse/cow/a motor car/an apple etc. “While one student is drawing an object, the teacher can ask questions: What is Ali drawing? What is this? The pupils can give answers as: This is a horse. That is the head, and this is the tail. It has four legs etc. For drill and practice in oral revision of vocabulary as well as for asking and answering questions, drawings on the blackboard provide a ready means and plenty of materials. For example the following simple drawings provide material for practice of such questions: What is this? What is that? What is Ali drawing? What are you doing Ali? How many chairs/trees/birds/people/houses etc are there?

The use of coloured chalks is a good method of teaching the names of colours. Draw a green line etc. Draw the sun, draw an apple, and draw a bird. What colour is it? Is it red? Yes it is No, it isn’t. it is green. It is orange colour etc. along with this the use of colours creates interest of the student as well.
5.5.2 Preposition
In the case of teaching prepositions, you can reinforce your teaching by means of simple drawing on the blackboard like the following examples.

![Preposition Diagram]

5.5.3 Comparative Forms of Adjectives
The meanings and the use of the degrees of adjectives can be taught most effectively through blackboard drawings. For example, by drawing lines that are longer and shorter, thicker and thinner, boxes, books, buckets, cups, those are bigger and smaller, roads, gates, and windows wider and narrower. From among the drawings the pupils can point out which is the longest, the shortest, the fattest, the most expensive, the most comfortable, etc.

5.5.3 Possessive
Some pupils draw on the blackboard simple objects such as: a watch, a house, a motor car, a book, etc. These drawings give the opportunity for practicing such sentences. This is my watch. That is his house. Is this your car? Which is your book? Is that Ali’s chair? No, it is Ahmad’s that one is Ali’s etc.

5.5.5 Tenses
Teaching tenses is considered as very important in teaching of English. While teaching a difficult tense as the Present Perfect, for example, the meaning can be made clear with the help of drawings, such as these:

What has he done?
He has broken the bottle.
He has robbed the bank

Note: Some teachers may object to the use of drawings. They would say that they cannot draw, they have never tried their hand on drawings and if they draw the ridiculous result of their drawing will make the class burst into laughter that will spoil the lesson. But this is only a lame excuse.

A little private practice or shifting to the basic forms of drawing can make it easier for the teacher to draw. Once you have learnt this useful skill you can draw many objects for oral practice and you can hold the attention and interest of your pupils. They will take delight in copying you daring out of school hours. Here are some useful drawings for you to learn.

Watch children in various positions in order to get the arms and legs right:

Practice these useful items:
A box:

A tent: A wheel:
A bird:

Another bird:

A line of boxes, or ‘houses’ or a ‘train’:

A book:

A line of men:

Birds:

5.5.6 Other uses of Blackboard/whiteboard
The main use of blackboard is for the production of written or graphics materials that can be seen by the entire class. The blackboard has the following advantages over any other visual device:
1. It is always available.
2. It is visible to the whole class.
3. Focus of attention as placed on such a place in the classroom.
4. New material can be presented immediately with the help of the blackboard.
5. The written material can be erased and new material can be written.
6. There is nothing to go wrong with it. It is always in proper order only it has to be polished again when the paint has become thin.
7. It can be used both by the teacher and the pupils.

5.5.7 The teacher’s uses the blackboard for three main purposes:
1. Teaching / explaining
2. Testing / drill
3. Assigning work
1. Some more activities that can be practised on the blackboard.

   ![Time lines representing past simple and past continuous](image)

   Time lines representing past simple and past continuous

2. Diagram showing use of some prepositions of place

   ![Diagram showing use of some prepositions of place](image)

   Diagram showing use of some prepositions of place

3. The fact that writing on the board can quickly be removed or changed is a great asset when teaching grammar. By rubbing out part of a word or sentence, you can demonstrate how he is becomes he’s, that is becomes that’s and how complete words may be omitted (see figure-A)

   ![Figure-A](image)

   Figure-A
Rubbing out letters and words (the x indicates parts to be erased)

4. Coloured chalks or pens can highlight significant aspects of grammar and may help students remember them, e.g. the use of “a” and “an”, sentence patterns etc. (figure B)

![Figure B](image)

5.6 Presenting and Practising Vocabulary

5.6.1 Explanation of New Words
Another most common use of the blackboard is explaining new vocabulary. It is for quick sketches of object nouns, e.g. animals, flowers, vegetables etc. Your sketches should be simple, clear and unambiguous. Usually you can predict which words will be unfamiliar to most of the class. Then you can select those you wish to present by sketches on the board. With experience, this technique can also be used for unexpected problems with vocabulary. Along with this students can also be given the opportunity to practice the writing and explaining meanings through written expression and drawing as well.

5.6.2 Representing Areas of Vocabulary
The board can be used to help the students to understand and remember families of words rather than odd, isolated words. Because it helps in memorizing and building new vocabulary words.

a) You may divide the board so that important words to be remembered (active vocabulary) are in one section and less important words (passive vocabulary) are in another section. (see Figure C)
The role of the teacher is to make sure the students copy down the active vocabulary list and try to include these words in future conversations and lessons. Remember, though, that the division into active and passive lists is your decision. There is no guarantee that the students will find the words in the active vocabulary section the most relevant to them—their individual interests and motivation will probably determine which words they remember. At last the students know which words they will be tested on.

8. Sometimes vocabulary can be presented on the board in series or sequences, e.g. alphabetic orders, days of the week, months of the year, names of festivals and national holidays etc. A tidy, logical presentation on the board should encourage students to copy a similar arrangement into their books. After presentation drills activity can also be presented on the board rather than always on copy. (see Figure F)
9. Sketches or diagram can also be used to group vocabulary items and so aid memory, e.g. a picture of a room (for furniture vocabulary), a drawing of a person (for parts of the body), a drawing of a person bicycle (for parts of a bike). With the drawing of person, you can teach words like leg, head, arm etc. at elementary level and, with the same drawing, teach words like elbow, wrist, nostril etc. at an advanced level. In Figure G the teacher is checking

Learning by asking students to come out to the board and draw a body, labelling the parts as they go along.

Abstract representations of an area of vocabulary can also be helpful for advanced classes, and can bring to light important differences in meaning and use of certain words in the student’s mother tongue and English. For example, using a tree diagram the class can build up an area of vocabulary in as much detail as they wish. Figure H shows an area of vocabulary connected with transport. Other areas which lend themselves to this kind of presentation include occupations, housing, types of communication, agriculture and industry.
9. **Figure (H)** Diagram of an area of vocabulary connected with transport (being completed in class)

10. **Figure (I)** Sketches drawn by students to build up a picture composition

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Other discussions can be problem-solving activities. Figure J sets the scene for this situation:

*Three people are lost in the jungle and one is hurt. They decide that one of them should go and try to get help. He can carry only four things with him. Decide which of the following he should take: a gun, a plastic bag, a tent, a compass, a*
piece of string, biscuits, chocolate, fresh water, matches, rope, a sleeping bag, a torch, a knife.

(Figure J) Stimulus for problem-solving discussion

5.6.3 Teaching

1. Blackboards can be very effectively used for such materials or explanation that cannot be found in the text book(s). The pupils can copy or can read and do the required exercise. Care must be taken not to duplicate the material by writing on the blackboard which is available to the students in printed form.

2. By Writing of new vocabulary, a phrase or a sentence for explaining can facilitate teaching of correct spellings, meanings and grammatical forms.

3. Meanings of new words and phrases form an important part of comprehension lesson. The blackboard is the most effective device for concentrating attention on the new vocabulary.

Each new word that occurs in the text given for comprehension and intensive reading should be written down by the teacher or by the pupils on the blackboard and then explained and illustrated. Each new word is pronounced after the teacher by the class and the individual pupils. After its meaning and correct pronunciation have been ensured, it is used in sentences.

Testing: Writing the test questions can help teacher in saving time and extra expenditure of copying test papers, before the pupils enter the classroom.

Assigning work: Assigning home tasks can be written on the blackboard. Then it will be read aloud and explained by the teacher. New items will be rapidly checked and it will be ensured whether the class has understood what is required. It will provide a visual presentation of the task to students that will ensure long lasting retention as well.

Involvement of pupils in the lesson: The blackboard is a good means for the teacher to involve the class in the lesson by asking them for several types of writing activities such
as: new vocabulary, questions, answers, sentences and drawings, etc. Care should be taken that each student in the class gets the chance for blackboard writing.

5.6.4 Summary
Summing up we may say that blackboard can be used effectively for:
1. Pictorial representation of lessons such as drawings, sketches, diagrams, etc. for better understanding and retention.
2. Presentation of objects, systems and diagrams for pupils to label them in English.
3. Vocabulary—presentation and explanation of new words, phrases, idioms, spellings and illustrative sentences.
4. Explanation of grammatical rules and practice.
5. Assigning home tasks.
7. Outlines of maps.
8. Test questions.

5.7 Optimum Use of the Blackboard
As already pointed out, since the blackboard is taken for granted, its potentialities are not fully understood and utilized as a visual aid. The importance of observation in learning has already been stated. To ensure the most effective use of blackboard, the following points should be taken care of:
1. The blackboard should never be over crowded. Important points should be written in points using phrases and in proper arrangement. It should be made interesting and attractive, not dull and confusing.
2. Blackboard writing should be of proper size, clear, neat and orderly. The Teacher should set an example for clear writing. It should be visible and readable to whole of the class.
3. Blackboard equipment, like chalk and duster, should be in their proper places before the class is started for avoiding wastage of time and hassle.
4. The use of coloured chalk can get the attention of the student on key words, unusual spelling and points of grammar.
5. No errors should be left uncorrected on the blackboard as the visual impressions are very strong.
6. The material on the board should be visible to all the pupils in the class. This requires not only neat and clear writing but bold script as well.
7. Pupils with weak eye-sight should be seated at a proper distance so that they are not hindered from seeing the blackboard written.
8. Professional ethics demands that you should rub off the blackboard writing before leaving the classroom so that your colleague may find it clean for his use.

5.7.1 Psychological Value of the Blackboard
Besides its usefulness as a teaching material, the use of blackboard also satisfies some psychological needs of the pupils. It offers several pleasure aspects to them. Among other things:
1. It provides a place where pupils can do present their writing abilities which is seen by their classmates hence a spirit of healthy competition is generated.
2. It provides the students an opportunity to show their skills in erective activities such as drawing, writing original sentences or pieces of composition and also solve test questions.
3. It affords the physical activity of going up to the blackboard and writing in front of the class which cures shyness and encourages the individual pupils to face the group. Moreover, going to the blackboard provides a feeling of pride as teachers.
4. The class evaluates the written work of individual students. Thus it provides the opportunity of professional training to the student and class training in critical judgment.

5.7.2 Summary
The blackboard is one of the most effective teaching materials, if used skillfully to obtain maximum benefits. Its importance is mainly due to the fact that the sense of vision is stronger than other senses and also the highest retention rate connected with visual teaching, in most children. It is universally available to the teachers.

Activity
Try to explain the following concepts by making simple drawings on the blackboard:
1. Sitting at the table
2. Besides
3. Flying over the tree

Self-Assessment Questions
I. Tick true and false statements:
   1. The teacher can use blackboard for teaching vocabulary. True False
   2. The main use of the blackboard is for displaying picture. True False
   3. Blackboard is the most universal teaching material. True False
II. Explain the use of blackboard for teaching vocabulary, tenses and prepositions.
III. What are the main uses of the blackboard for a teacher?
5.8 The Bulletin Board

A bulletin board is a space similar to the blackboard provided in the classroom. Most bulletin boards are placed near the black board. The teacher and the pupils put up pictures, drawings, charts, newspaper and magazine clippings (cuttings) etc. on the bulletin board. Current events board is a good example of a bulletin board.

Unfortunately in our schools, we don’t have the tradition of having the bulletin boards in the classrooms which may be specifically used for teaching of English. As a matter of fact, they are a wonderful device for motivation, for teaching and for maintaining interest. If you don’t have the bulletin boards in your classrooms, you must try to have by convincing your headmaster of its pedagogic value.

The bulletin board can be used for displaying a number of items related to the teaching of English. For Example, the following items can be put on display:

The announcements which you want to make to your class. For example, the dates of tests, reports to be presented by certain members of the class, etc.; diagrams, maps, news cuttings, pictures, notices, photographs, pieces of compositions and reports written by the pupils and a host of other instructional materials can be exhibited on the bulletin board. News items covering important events locally and internationally can also be included. Some items would be changed daily while others may remain there for a suitable period of time.

The space of the bulletin board should be used in a neat and orderly manner so that the material put on display should prove to be real teaching device. Everything should be arranged properly. It should not consist of a disconnected jumble of pictures, cuttings, news items, etc. The material displayed should be related to the day-to-day classwork, and should aim at specific purpose.

The arrangement of material is very important, pictures and clippings should be placed neatly. Proper spacing should be done between different items. Every item should be properly spaced and should not be confused with other items. If one theme is being treated, for example, “Eid Mila dun Nabi”, or ‘Spring in Pakistan’, a neatly lettered caption should be placed at the top of each theme.

Planning and arrangement of bulletin board is a useful activity and a teaching technique of immense value. It requires a careful thinking. The following points should be taken care of:

1. Material to be displayed will consist of many items including newspaper and magazine cuttings from Friday and Sunday editions of Weeklies and Monthlies, both national and foreign.
2. Each item should be neatly trimmed. If it is a picture it should be mounted on a piece of card board or a thick paper.
3. Properly lettered titles and brief descriptions should be displayed where necessary.
4. If captions are missing in clippings, should be supplied separately.
5. Colourful material should be used to make the bulletin board look attractive.
6. Materials should be arranged in a neat, orderly and attractive manner and the general tone of the bulletin board should be dignified.
7. The students should be encouraged to look at the bulletin board. This can be done by relating the material to class work.
8. Display should be changed at regular intervals.
9. A committee of students should be formed to take care of the bulletin board. This committee should be changed each month so that in turn other students may get the chance of this responsibility.

5.9 The Flannel Board

**Description:** The flannel board consists of a piece of flannel or velvet stretched over a piece of heavy cardboard or plywood. The advantage of the flannel material is that any picture, clipping, cut-out or light flat object will adhere to the surface with a slight pressure of the hand. The illustrative materials can easily be removed as they are attached.

The flannel board is especially useful in elementary classes for teaching alphabet-reading, word-recognition, spellings, vocabulary, etc.

Cut-outs can be used to represent animals, articles of clothing, and pieces of furniture, household articles etc. These objects can be attached and detached by the pupil who names the object and manipulates it.

The flannel board can also be used by the teacher to illustrate a story from the reader by putting up pictures as the story develops.

The magic of this visual aid enlivens interests and the children are soon able to illustrate their own stories in a unique way.

Flannel board has been found useful for the teaching of a foreign language on television because the idea is very similar to the metal boards with magnetized objects commonly used in TV teaching. You should prepare a flannel board and use it in your classes.

5.10 The Magnet Board

It is a comparatively new device which works on the same principles as the flannel board. It consists of a smooth metal-like plastic rectangle which can be suspended on the wall or stood up on a table. Flat figures and cut-outs representing various objects can be stepped in the board. The objects stick to the board as it has magnetic properties. As the surface is quite smooth the cut-outs can be moved around easily. The cut-outs may be of animals,
of different types of vehicles, buildings, etc. This device is very useful for teaching alphabet, vocabulary and spelling at the early stage of foreign language teaching.

Magnetic board can be used to demonstrate features of word order by moving the words on the board. (see figures C & D)

**5.11 Flat Pictures**

‘Pictures’ are used to provide pictorial presentation of lessons. The simplest kind consists of illustrations clipped from magazines and newspapers or made by the teacher and the students. Photographs, colour prints, line drawings, picture cards, etc can also be used to provide explanations. Pictures are a very good teaching device; moreover they provide an interesting activity for the students. They enjoy cutting from the newspapers and magazines and arranging them for displays in the classroom.

The posters may also be included in pictures. They are usually larger in size and more colourful. Because of its large size, a poster is difficult to handle. However, it can be pinned on the wall or on the blackboard. If it occupies a permanent place on the wall it can be referred to whenever the occasion arises.

During display, the size of the picture should be large enough for the whole class to see all the points clearly. If a picture is small in size, it may be mounted and passed round the class. If the picture is to be displayed on the wall or on the bulletin board it should be labelled in capital letters written neatly.

In this connection we are only dealing with still pictures. Another kind of pictures is the motion pictures which are displayed with the help of film projector. The still pictures are most effective to concentrate on the scene such as natural scenery, buildings, landscapes, objects, etc.

**5.11.1 How to Use Pictures**

Pictures can be very effective teaching material, if properly used. The following points should be kept in mind:

I. Pictures used in the classroom should be limited in number, well-selected and related. They should be related to the lessons and be prepared or selected with specific teaching aims in view.

II. **Preparation:** The class should be motivated to see the picture, the students should be put in a receptive mood before the picture is displayed, and it should have a clear cut aim.

III. **Presentation:** It is the teacher’s duty to point out the important features of the picture. He should clarify, stress, emphasise and explain the points that he wants to bring home to the students. This is important because children’s experiences are in adequate and they are likely to interpret the picture in the light of their past experiences.
IV. **Application**: The information obtained from the picture should be applied for some kind of activity. If the picture is used for a comprehension lesson, the new words and phrases should be used in original sentences, in dictation and in short composition.

V. **Size of the picture**: A picture shown to the class must be large enough so that it can be seen by everyone. Smaller pictures, illustrations, clippings and view cards should be used for individual inspection.

5.11.2 **Textbook Illustrations**

Nowadays the textbooks and other reading materials contain illustrations. These serve a useful purpose and help the students in understanding and appreciating the topic. Teacher should direct the attention of the pupils to the important points and meanings of these pictures and relate them to the text. Unless the teacher directs the attention of the learners to these pictures, the students fail to understand their full significance.

The illustrations in the textbook are generally small in size. They can be enlarged on a big piece of paper and can be displayed to the class. As a matter of fact the textbook illustrations can be used as a motivating device and before reading the text, the subject matter can be discussed by focusing on the picture.

5.11.3 **Summary**

The flat pictures are inexpensive and easily available teaching materials. These can be obtained from magazines, newspapers and many other sources. These may be either in colour or in black and white. Their unique value lies in the possibility for detailed analysis and discussion. They train the observation ability of the students. Their effectiveness depends on their wise selection, i.e. their relevance to the lesson and skilful teaching procedures.

5.12 **The Value of Wall-Pictures**

Wall-pictures are different from pictures in the book, view-cards, newspaper or magazine clippings which the teacher uses in his day-to-day lessons. The wall-pictures consist of pictures, painting, drawings, enlarged photographs of important persons, scenes of natural beauty, historical buildings etc. which remain unchanged on the wall of the classroom.

These are intended to give the pupils a detailed view of a scene or some object that is different from that of his immediate environment. Typical subject of wall-pictures may be an ideal home, street shop, a village, a farm, the seaside, a bus stop or a market place. Just as in the natural process of learning his mother tongue, the child fixes sound symbols in his mind through association with objects, actions and qualities, and so by looking at the picture he is enabled to associate the new words with the objects in the pictures. If the pictures are life-like and in bright colours, it would be easier for the child to get long-lasting associative impressions.
The wall-pictures should represent the background of the country whose language the children are learning. In your case, as you are teaching English, you must select pictures which represent scenes from English social life for instance a street in London, an English railway station, historical buildings in England, and English literary figures, etc. Pictures representing scenes of life in Pakistan or spots of scenic beauty may also be put up on the walls but the labels should be written in English.

One important point is the size and clarity of the wall-pictures. They should be large enough so that the students can clearly see all the points, moreover they should be hung at a reasonable height within the eyesight of the students.

The wall-pictures bring a new environment into the classroom which the teacher should utilise for the purpose of providing linguistic experience. The wall-pictures, like other pictures and as a matter of fact like all other contrived materials, are limited because of their absence of appeal to any other sense except that of sight. Therefore, imagination must be called into play and it is the teacher’s duty to draw attention to all those points which should be comprehended from the picture.

Wall pictures should be well-selected for effective use in teaching English. The main aim is to supply essential linguistic material and to make the language learning environment look like the real environment. Once this has been achieved. English may be learnt as children learn their native tongue. The picture must deal with the usual, everyday, familiar experiences.

The good wall-picture, in the hands of a skilful teacher who knows how to exploit the potentialities of this useful teaching material, can provide more variety, rich experience and interest. The wall-pictures are considered as classroom equipment and provide a congenial background for learning English. They provide opportunity for the absorption of language which is the only true means of learning a language native of foreign.

5.13 Flat Materials

There are a number of very simple and inexpensive but effective visual materials which you can be prepared by teacher for every day lessons. These include flash cards, spelling charts and a clock dial.

5.13.1 Flash Cards
The flash card is a piece of cardboard, about 18 x 6 inches, on which you may write a word, a sentence, a phrase or a simple outline drawing. These should be written in bold capital letters in neat and clear hand writing so that the students sitting at the back of the class may also see it clearly.

When teaching vocabulary, you can use both the sides of the flash card. Present the foreign word on one side and its meaning in the local language on the other. First the mother tongue word is displayed and its English equivalent is elicited from the students.
then the foreign word is shown. The grammatical structures can also be treated in the same manner.

5.13.2 Flash Card Exercises
A variety of exercises can be given by means of flash cards. For example:
1. Vocabulary. As has been explained above the Urdu word on one side and the English word on the other.
2. Verb forms. Completion of sentences (I am going to ____________)
3. Teaching prepositions. (We believe _________ one God).
4. Adjectives (Ali is ____________ than Ahmad.)
5. Adverbs. He was walking _____________.

Brevity is the essence of flash cards. A sentence of five words should be the limit. Pictures, with very simple outline sketches can be used. Some of the suggested subjects are the following.
1. Animals; 2. Fruits;
3. Pieces of furniture; 4. Articles of clothing;
5. Means of transportation;

The flash cards can be displayed by the teacher, but it is preferable to ask the students to display for the sake of pupil participation.

5.13.3 The Spelling Charts
These are used to present or practice spelling activity to the students. These can be displayed by the teacher or by the students. The significance of clarity and neatness is to be kept in mind. The spellings should be written in bold capital letters. The charts can be put on the bulletin board. If it is a daily exercise, they can be flashed or put on the blackboard.

A clock dial is a useful device for teaching time. It stimulates the shape of a clock where teacher can adjust and change the sequence of clock to present different time sequences. It is not difficult to make. Teacher can make it from simple hard chart. But it can be a very useful and interesting way to teach time description.

5.14 Dramatization and Role Playing

Dramatization or role playing is another effective activity for practicing a foreign language. As we know, the language is a social affair. It is a social tool and an important binding element in society; it can hardly exist in solitude.

Dramatizing a scene or a story makes language learning a group activity. The learners see language in social context. They listen sentences, phrases, and words and learn to understand them in a social context. This method is psychologically sound for it connects action with the word and there is no intermediate stage of translation. The students, who
participate in dramatization, think in the foreign language hence their speaking becomes automatic and spontaneous.

Dramatization is an interesting and entertaining activity. It brings liveliness and pleasure to the classroom. It breaks the customary activity of teaching. It provides for much pupil participation which has a high educational value. It provides an opportunity to the students for spontaneous self-expression and practice of learnt language with more confidence which is one of the accepted aims of foreign language learning.

Dramatization means enacting simple situations, words and sentences accompanied by proper actions. The other term which is very close to dramatization in content—is ‘Role playing’. For example, one student pretends to be a doctor and the other a patient. The simple dialogue which takes place between them is an example of dramatization or role playing. The two students are playing different roles. A scene for daily life is being dramatized.

Simple dramatization can be started from the first day of foreign language teaching. “Good morning, how are you?” “I'm quite well, thank you” can be taught and then pairs of students can practice the phrases. By dramatizing, you can create a life-like situation in the classroom.

In Dramatization different levels of proficiency can be used. In the beginning, memorized dialogues will be dramatized, and as soon as the learners advance, spontaneous conversation can be tried.

The essential factors which make the dramatization a life-like activity, are the expressive gestures of the actors and the use of props. This would make the conversation look natural and creates interest in students. Simple objects like a wrist watch, a pair of sunglasses, a pen or articles of clothing can be made the topic of dramatization.

Each conversation should have a definite purpose and specific linguistic aims. It should not be too long. It should provide for the participation of as many pupils as possible. Since in most daily activities a limited number of persons is involved, this means that there will have to be repetition. This is no disadvantage. It will produce a spirit of healthy competition and the dramatic ability of the performers will be brought out.

5.14.1 Subjects for Dramatization
The subjects for dramatization should be related to the daily life situations, stories, scenes and subjects covered in the textbooks. However, some general subjects which lend themselves particularly well to dramatization, may be listed as follows:

1. The Family at the Dining Table:
The mother serves the food. The father and two or three children are engaged in conversation while eating. The teacher’s desk can be covered with a table cloth and made into a dining table. Conversation can be something like the following:
A  Father:  Can I have some more curry please?  
  Mother  Yes you may, but you have already taken enough curry. Leave some appetite for the sweet dish.

B  Father:  Would you please pass me the salt?  
  Mother:  Yes, here it is.  
  Mother:  Fatima dear, you are not eating! What’s the matter?  
  Fatima:  Mummy! You have put too much chillies in the curry. It is too hot for me.  
  Mother:  O’ dear have some fried potatoes, they have no chillies in them.  
  Fatima:  No, mother! I don’t like potatoes, etc.

2.  Visit to a doctor or a dentist.
3.  Shopping: Shopkeeper, Customers, in succession. Conversation provides for many variations in names of material, process, colours, weights, etc.
4.  At a green–grocer’s shop.
5.  At a fruit seller’s shop.
6.  At a tea-shop some friends engage in simple conversation over a cup of tea, etc.

Activity
Prepare a list of ‘roles’ which can be useful for teaching English to class–seven.

Self-Assessment Questions
1.  Fill in the blanks with appropriate words:
   1.  Planning of bulletin board is a teaching ________ of immense value.
   2.  The _________ board is a new device and works on the same principles as the flannel board.
   3.  When a child looks at a picture he ______ it in his own way.
   4.  Dramatization is an interesting and ______ activity.
   5.  The essential features of dramatization are the __________.
2.  Compare the flannel board and the magnet board as instructional devices.
3.  Write a note on the uses of flat pictures for teaching English.
Unit–6

INSTRUCTIONAL MATERIALS
(MODERN)

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INTRODUCTION

OBJECTIVES

6.1 Use of Technology in Language Teaching

6.2 Multimedia

6.3 Interactive Whiteboards

6.4 Power Point Presentations

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6.8 Role of Audio-Visual Aids in Making the Class Dynamic

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6.12 Bibliography
Introduction

In the modern era of language teaching, different innovations are being introduced in the field of ELT to come out from the traditional teaching approaches. Nowadays, trend is more toward communicative language teaching than traditional grammar teaching. Whereas, in past, learning a new language was meant learning to read the literature of that language, now the necessity of learning a new language has become a communicative need. People learn another language after their mother tongue to communicate with the people of other community speaking a different language. As a result, language is learnt as a means of communication, not as a subject. That is why with the changing demand and necessity of learning a language, the new teaching methods and approaches have also been adapted. Language teachers are trying to bring new innovations in their teaching to make their language teaching effective. Teaching a language is not an easy task as it needs to be interesting enough to overcome the anxiety of the learners. For this reason, language teachers tend to adopt different techniques to teach language more effectively and more interestingly. With the rapid growth and availability of technology, language teachers are incorporating different additional aids along with the text books to teach language. Different electronic boards, overhead transparency, multimedia projector, computer, audio and video equipment are making the language teachers’ task easier and dynamic. Language teachers are using these audio-visual materials to deliver their lectures and teach the target language to the learners making the class interesting and contextualized.

Objectives

After going through this unit, you are expected to be able to:
1. plan more interesting and learning friendly lessons
2. use modern teaching materials with proficiency
3. create learning conducive and learning friendly environment by using different audio-visual material
4. know the roles of teachers in multimedia environment
5. use audio-visual materials for better understanding of students.
6.1 Use of Technology in Language Teaching

Science has contributed a lot in the field of technology which has made our life easier and comfortable. In every sphere of life, the dramatic revolution of technologies has been influential. The field of education and training is not out of this. Now-a-days, teachers are using different technologies in their classes to make it different and effective from the traditional ones. The recent emergence of Computer Assisted Language Learning (CALL) in the field of ELT has spread the use of technologies in language teaching. Now teachers of ELT are well aware of the trend of incorporating ICT in language teaching in diverse ways. Due to the availability of computers and multimedia projectors, it has become easier for the language teachers to bring innovation in language teaching. Moreover, distant learning and E-learning have become popular in the recent time due to the effective use of technology in language teaching.

6.2 Multimedia

The term multimedia can be defined in various ways, determined by one's own perspective. Multimedia is considered to consist of computer program which is the combination of a text with at least one of the following elements: audio or sophisticated sound, music, video, photographs, 3-D graphics, animation, or high-resolution graphics. It is stated that multimedia is information that takes the form of audio, video graphics or movies. A multimedia document contains a media element other than plain text. According to Mayer, multimedia presents both words (in spoken or written form), and pictures (illustrations, photos, animations, video).

6.2.1 The Roles of Teachers in Multimedia Environment

The implementation of the multimedia into educational institutions requires major changes in traditional learning and teaching. This, in turn is connected to different roles of teacher that has to perform in multimedia- applied classroom. Teacher fulfils the role of guide and facilitator, therefore, must know a wide range of different materials that are available and serve in developing learners' language skills as language textbooks are no longer the only source of information. Teacher serves as the Integrator in multimedia enhanced language learning. Not only should teachers know and comprehend functions of various media available, but also know the best time to deploy them.

6.2.2 Advantages of Using Multimedia in Teaching

The constant advancement of technology is the main factor of occurring changes. Since Internet emergence, the traditional teaching of English has been challenged, as the result introducing many various and new ways of teaching. The role of teacher is to confront issues with rising student's interest in English learning and increasing the efficiency of teaching during class. Multimedia has been proven to be a golden mean in coping with these problems. In the multimedia teaching, with eyes looking, ears listening, mouth speaking, hands writing, brains keeping in mind, students will greatly improve their
passion for learning, leading to higher class efficiency. There are certain advantages of using multimedia:

i. Teaching using multimedia makes English class more lively, vivid, and interesting.

ii. Discovering and widening student's knowledge about the Culture of English is another advantage of multimedia in the classroom.

iii. In the teaching process, there are four areas which students master, namely: listening, speaking, reading, and writing. Teaching with multimedia creates harmonious environment among those four fields.

iv. Developing Student’s Communicative Competence is a valuable benefit of using multimedia accompanied English teaching.

v. Language classrooms carried out with multimedia technology improve teaching contents and class time is used effectively.

6.2.3 The Application of Multimedia in the Classroom Teaching

Nowadays, technology offers big range of different tools that teachers can employ in the foreign language classroom to enhance students’ acquisition and improve concentration. Interactive White Boards are widespread and almost all of the schools equip the language classroom with them. It is a precious source for the teachers that enable multimedia application in the teaching. A power point presentation is another tool that stimulates thinking and it is very often used in the language classroom.

6.3 Interactive White Boards

The IWB offers multiple opportunities in foreign language teaching, and it provides exciting ways of acquiring the knowledge that go beyond the possibilities of traditional chalkboards. The Interactive White Board consists of the combination of plain whiteboard, chalkboard, video, television, overhead projector, CD player and classroom computer. It is a big, touch-sensitive board which is connected to a digital projector and a computer, therefore, enabling transmitting the contents from the computer and displaying it by the projector on the board. The user can control the board, either by touching it directly or with a specially intended pen. The Interactive White Board can be applied in a laboratory class for language learning for the following purposes:

- using resources from the websites in whole-class teaching,
- showing video clips to help students get a better understanding of a certain concept,
- demonstrating a piece of software packages,
- making presentations by students and showing the results of their work,
- creating digital flipcharts,
- saving notes for the future use,

Thus, the IWB serves as the tool enabling the access to and use of digital resources. Its purpose is to benefit the whole class while the teachers guide and monitor the learning process. The IWB also enables the access to the internet where it is possible for the teachers to find plenty of educational websites, video and audio clips, photos and materials to enrich the language teaching. Educational software packages are also available for the IWB that offer interactive and electronic texts and games. They are
specifically designed for teaching curricular content and can be purchased for classroom use. Moreover, the IWB is the mean that enables showing information in multimedia format, and it is possible to save student’s work on the computer which can be displayed later on the board. It still has the features of a traditional chalkboard, teachers can write and erase what they wrote as it has been done in such way for years. Using the IWB in the classroom brings a lot of advantages for both students and teachers. The big benefit can be seen in maximizing time for language learning, as the materials are stored and can be reused again and again, teachers no longer need to spend so much time on planning and developing resources. Posters, flashcards, CD players, and sometimes even textbooks can be substituted by suitable images and texts chosen by instructors, and can be easily stored for future reference. Relevant quality of the IWB is that multimedia enables teachers to have the access to materials and prepare lessons quickly and efficiently from a vast range of resources. Its multi-sensory features enables moving between visual and oral input easily, thus supporting language practice. Another quality which engages and holds student’s attention is that software designed specifically for the IWB contains interactive texts, and activities with colourful graphics and sound effects. All these benefits from using the IWB in the classroom are especially useful for young learners, as they are best to learn through the senses such as: hearing, seeing, touching, as well as through the verbal interaction (Dudney 2007). Young learners find very attractive and appealing the characteristic elements of the IWB.

- Visual elements as colour and movement.
- Auditory elements as music, voce, and sound effects.
- Tactile elements.

Children are willing to watch stories that unfold on the screen and simultaneously listen to them in the foreign language. It supports their visualizing process and encourages them to actively participate in action songs. The possibility of physically touching and moving objects on the screen, playing interactive games, working with written text in English absorb them and raise their motivation which in result reinforce the development of their linguistic competence.

6.4 Power Point Presentations

PowerPoint is the tool commonly known and used nowadays. Its popularity is growing as it is perceived that it influences teaching and learning significantly. Power Point incorporates animation, graphic, colour, and imagination. It is possible to employ a variety of computer applications and methodologies. It shows the presenting materials on a computer and raises the attention that affects learning results. PowerPoint also improves four skills in language learning, namely: listening, speaking, reading, and writing. This tool stimulates imaginary, contributes to understanding, and improves short and long-term memory. There is better information retention when pictures and texts are presented together. It is proved that colour is a memory stimulus, and is encoded as a verbal representation that improves language learning. The colours in many cases can be the indicator in responding to teachers' messages. However, their choice has to be carefully thought through and the teachers should keep colour selections simple and restrained as the inappropriate colours can undermine subject and cause distraction of the students.
PowerPoint is the program that enables interactivity, and it is possible to create wide range of activities, starting from treasure hunts to interactive quizzes and even to game-show type games. In contrast to paper-and-pencil activities, quizzes, games, and activities created in PowerPoint can be additionally enhanced by the use of visuals, graphics, and sound clips. It is essential that interactivity is used in the thoughtful way and fulfills the purpose of supporting instruction.

6.4.1 PowerPoint as a Visual Material
In the modern teaching system, another essential aid for the teachers is PowerPoint slides. PowerPoint slides have become popular among the teachers from all the disciplines. This tool has made teaching more dynamic with attractive presentations and audio-visualized equipment. Teachers also believe that PowerPoint makes the content more appealing which draw the attention of the students easily. On the other hand, some people think that PowerPoint slides are not always helpful for teaching. It may draw a border between the presenter and the audience as the presenter concentrates more on the slides than the audiences.

6.4.2 PowerPoint to Facilitate Presentation Skill
Presentation skill is one of the important skills in the recent time as the purpose of learning English is to maintain effective communication. However, speaking the target language in front of others is not that much easy. It is always a difficult task for every person to give presentation. But if the speakers have some aids in front of them, it becomes easier for them to deliver the speech. Use of PowerPoint in presentation has become popular in the recent time. Availability of multimedia projectors and computers has made the task easier for the teachers of using PowerPoint slides in their lecture. Using PowerPoint slides, the presenter can keep the main points in bullet point that he/she wants to deliver. It gives the presenter confidence and he/she can recover his/her nervousness. It helps the presenters to organize the speech in better ways and make the presentation lively by using different colourful visuals and examples. It also helps the audience to pay attention in the presentation as they have something visuals in front of them. Moreover, PowerPoint presentation has become popular among the language teachers as well. This has made them organized presenters with a lot of variation and visualization. Teachers can present the teaching materials visually in the class using PowerPoint presentation. Besides, they can give some example with colourful image or video using the PowerPoint slides. As a result, the class becomes interesting to the learners and they are motivated and highly engaged in the class activities.

6.5 Using Video as Audio-Visual Aids
The use of video in teaching English as a foreign language (EFL) classroom has become a common practice for the ELT practitioners. Nowadays, internet facilities and availability of different technology have made the task of the language teachers easier. Teachers can download different videos appropriate for the learners from internet. As there are thousands of readymade videos designed for language teaching, teachers can easily choose according to their needs. Videos can facilitate language teaching in diverse
ways. It makes the classroom interesting removing the monotony of the learners. Moreover, it helps the learners to generate ideas for discussion. It makes the class more interactive and effective. The use of video in language teaching ensures authentic language input to the learners. Moreover, using content related videos helps the learners to conceptualize the ideas and get in depth thought on that topic. Besides, learners can concentrate on the use of contextual language in the videos along with non-verbal features of language that helps them to have better understanding of the target language use. Cunning (2001) discussed the usefulness of using videos in language teaching stating that video provides stimuli to the learners which facilitates an opportunity to the learners to get a background schemata of the subject. Also the use of videos helps the learners to have an idea of the stress and rhythm pattern of the target language. Moreover, it allows the learners to predict, infer and analyze information of the subject matter. Moreover, watching a video, learners have the opportunities of experiencing dynamics of language communication. Video offers language learners opportunities to see the dynamics of communication, and because such materials are widely available, it may offer a better and feasible option for listening comprehension.

6.6 Using Picture in EFL Classroom

Use of picture in language teaching has become a common phenomenon at present. Pictures are effective additional aids in an EFL classroom. Using different relevant pictures in classrooms makes the class interesting and interactive. It helps the teachers to visualize the content of the classroom. Also, it makes the learners more attentive and engaged in tasks. When pictures are used to introduce any topic to the learners, it becomes more real and contextualized. Learners get an overview of the lesson and can generate ideas better. It improves the learner comprehension ability. Use of audio-visual materials makes the learning more long-lasting than the use of traditional textbooks. The advantages of using pictures are many. First of all, pictures are very available in online. Secondly, almost all types of pictures do exist in Google. Anyone can find any picture suitable for his/her class and learners. A picture can express thousand words which is more effective than giving only verbal lecture.

6.7 Using Songs in Teaching Language

As different audio-visual aids are used in language teaching in the recent time, songs are also useful to provide language input to the learners. Music helps to create a relaxing environment which is very important to lower the anxiety level of the learners. Since anxiety works as a barrier of learning a new language to ensure the maximum learning condition, this should be lessened. One of the popular language teaching theories Suggestopedia also supports this idea of using music in teaching language. In Suggestopedia, relaxing music is played at the beginning of the class to remove the anxiety of the learners and make them attentive to the class. Freeman (2000), explained the settings of a Suggestopedia classroom stating, the teacher puts on some music. After a couple of minutes in a quiet voice, she begins to read the text. Her reading appears to be
moulded by the music as she varies her intonation and keeps rhythm with it. The students follow along with the voice of the teacher, who allows them enough time to silently read the translation of the dialogue in their native language. They are encouraged to highlight and take notes during the session. The teacher pauses from time to time to allow the students to listen to the music, and for two or three minutes at a time, the whole group stands and repeats after the teacher, joining their voices to the music. Thus, music is incorporated with the language teaching in Suggestopedia. It is considered that songs are useful for making the learners comfortable in speaking and evoking positive emotions. Moreover, Freeman (2000) pointed out that “music reinforces the linguistic material. It is desirable that students achieve a state of ‘infantilization’ so that they will be more open to learning. If they trust the teacher, they will reach this state more easily”.

6.7.1 Songs in Designing Activity
In designing activities in a language class, songs can be very useful to the teachers. Songs can be used in teaching almost all the language skills. However, especially in listening activities, songs are good resources for the language teachers. Songs help teachers to provide language input to the learners based on which they can design different activities. As songs can draw the attention of the students easily, learners are more attentive and engaged in the task than any other materials. Through songs, learners are provided a wide range of vocabulary and language exposure. As a result, it becomes easier for the teachers to develop different activities like fill in the blank, multiple choice, short notes questions to check the learners’ understanding of the songs. It is an effective way of testing listening skill of the learners. Songs are also interesting to the learners as they find it as learning through fun. Moreover, songs can be used in the pre-task of a speaking class. Learners can be asked to share their understanding of the theme of the song in the class after they listen to it. They can reflect on the song played in the class. Thus songs can be good way of motivating the learners in speaking as well.

6.8 Role of Audio-Visual Aids in Making the Class Dynamic

Audio-visual aids help the teachers to bring a significant change in the class environment as well as in the teaching process. By using audio-visual aids in the class, teachers can present a topic both verbally and visually which is very helpful for the learners to pay more attention in the lesson. They can make a correlation between the verbal and non-verbal as well as abstract and concrete issues. There are some abstract things in language which is difficult to explain verbally. The subject matter may not be clear to the learners and they may struggle to catch what the teacher is going to mean. However, by using different visual aids, teachers can make the learners understand better. If the verbal and visual things are presented together, learners can get the information quickly. Mayer (2001) claimed that, if the instruction is given in the class using both words and visuals, learning become faster.
6.9 Language Laboratory in Teaching Language

In the modern era of language teaching, different initiatives are taken to provide best possible language input to the learners. In every language institute, language laboratory is an essential part. Language laboratory is an audio-visual installation of technical tools in order to assist the modern language teaching-learning process. The American Heritage Dictionary states that language laboratory “is a room for learning foreign languages and equipped with tape recorders, video-cassette recorders or computer connected to monitoring devices enabling the instructor to listen and speak to the students individually or as a group. It provides the learners with maximum language exposure outside the classroom. Learners can practice all the language skills using the resources of the language lab for developing their language proficiency. Modern language laboratories are decorated with all the necessary equipment including computers, headphones, microphones, tape deck and a lot of listening materials. Learners can individually practice listening and can work in pairs for interactive learning. Learners can listen to a track and then speak the same text and record their own voice so that they can listen to their own pronunciation. It helps the learners to provide self-feedback. Moreover, students can read a text and listen to the audio version of the text at the same time to learn the correct pronunciation. There can be practice of all the four language skills through different drills practices individually and in pair. It ensures better language input and exposure to the learners than the classroom settings. “The language laboratory helps to train some students to rally listen to what they say and how they say it. When they compare their pronunciation with the correct version on the tape, they begin to notice the differences, and this awareness, over a period, helps them to hear and pronounce English better”. The language learning experience will remain imperfect unless we provide with a well-equipped language lab to our learners. The purposes of setting up of a language lab are stated here:

- To improve and demonstrate four major language skills in a wide range of communication strategies.
- To acquire good linguistic competence through accuracy in grammar, pronunciation and vocabulary.
- To develop pragmatic competence and to comprehend the grammatical form, function and formality.
- To build up discourse competence, to write contextualize text and develop to produce speech.
- To develop the ability to communicate language effectively in a variety of situations—real and simulated.
- To attract more students to study languages in a functional way with a joy full experience.

6.9.1 Advantages and Benefits of Language Laboratory

The language lab has much relevance in the domain of teaching-learning and every aspect of human life. Some advantages and benefits of the language lab are stated here:
1. A platform of Practical: Language labs provide adequate practice on an interactive way for developing language skills and allow learners to reinforce materials learned in class.
2. Learning makes faster and accurate: The interactive course of a language laboratory helps students to learn much faster and accurately than in a conventional classroom system. The progressive model of language network of a language lab can promote natural learning where students learn the different components of language in an intuitive way.
3. Teacher’s role makes more effective: The language lab can provide supplementary materials that facilitate to perform the duty of the teacher, such as to prepare lessons in less time, to provide a greater volume of interactive resources and also guide the direction of the class on the basis of the instantaneous reports on the learner’s day to day progress.
4. More resources and varied activities: Language labs can provide learners to practice the language with a variety of activities and exercises based on the computer. It makes learning structurally comprehensible, contextually real and visually attractive. The learners can learn grammatical structures by watching the videos and acquire correct pronunciation through a speech recognizer.
5. Foster communication in the classroom: Language labs can promote a deep communication between student-teacher as well as student-student through language activities and provide exercises essential to oral communication. Language labs can provide various tools for communication, such as headphones, conservation through chatting, messages on the screen of the computer etc.
6. Effective learning English: Language lab enables learners to hear the model pronunciation of English language distinctly without a time constraint and the learners can record their performance in the use of phonetics, such as pronunciation, accents, stress etc. the use of language lab would increase students motivational to learn rectify speech problems, save time and enable more learning in a less time.
7. Auditory oriented: As the language lab is based on the direct sound transmission through audios, it provides the opportunity to all students to hear equally irrespective of location where they stay and allows them to use of time efficiently.
8. Improve methods of teaching/learning: The use of language lab would help to supplement and enrich the methods of teaching English. It can provide more informal conversation or interactive session between students and teachers. The language lab motivates students to talk freely, provides privacy that encourages the shy students to speak freely and allows teachers to monitor the student’s progress individually so that they can give necessary feedback to them. The learning process in language lab is innovative, interesting, easy and learner-centred.
9. Provide individualized learning: In a language lab, the learning activities are organized activities are organized on technology-based rather than manually controlled. The language lab provides freedom to the teachers to learn language at their own pace and ability with less involvement of teachers. The access to resources beyond the school timetable encourages them to engage in independent
learning. The student can make self-correction when he listens to the correct responses on the tape recorder.

10. Provide self-evaluation: In a language lab, the students can do a periodical self-evaluation of their progress in learning and store the results in the computer. They can assess their own performance in comparison with a particular sample or model. The periodic self-assessment would gradually increase their language skills.

6.9.2 Disadvantages of Language Laboratory
In spite of various advantages or benefits of a language lab, it has also a few disadvantages or difficulties in relation to its organization and functioning. The disadvantages of the language lab are noted here precisely:

- The organization of a language lab requires a high cost. Moreover it is difficult to organise language lab country like India as there is no laboratory work in the language syllabus.
- The language lab needs suitable infrastructure and modern technical equipment which are too difficult to provide. Moreover, the lack of well-qualified teachers and technical assistants cause great trouble in functioning of a language lab.
- It is difficult to solve the technical fault of the language lab in time and even it becomes useless when the electricity is off.
- Now-a-days the students do not pay enough attention and patience to listen to sample pronunciation and practice them. As the teacher has to listen to students’ response randomly, it would become unorganized and ineffective.
- It is hardship to keep the equipment in the language lab in high-quality conditions for want of technicians. The technicians should guide the students so that they do not misuse the equipment.
- The language labs are facing troubles for want of space and funding. Due to over enrolment of students, it has become difficult to accommodate all students in the language lab at the same time and also teacher will not be able to give time to each student.
- The students face a great difficulty to have a time to engage in the language lab everyday as they have scheduled hours in the course of study. The language teachers also find it hardship to be present in the language lab throughout the day.

6.10 Benefits of Using Visual Aids in Teaching Reading

Reading is one of the important language skills, especially for the students as they need to read a lot of text books and materials throughout their entire academic life. However, students usually do not like reading that much. As a result, the task of the language teachers becomes difficult. However, if the teacher can make the reading interesting incorporating visual aids, learners may be attracted to reading. Use of visual aids in reading can be benefited in many ways. According to Yunus, Salehi & John (2013), use of visual aids creates interest among the learners in reading. Different visual aids like pictures, videos and projectors helps the learners to understand the abstract ideas of the text. Moreover, visual aids create an authentic communication between the readers and
the text. It makes the reading process faster and active. Readers feel more engaged with the text through visual aids.

6.10.1 Usefulness of Visual Aids in Teaching Speaking
Speaking is the most important language skill in this era of communicative language teaching and learning. Earlier, language learning meant learning how to read the literature of the language. However, the notion has changed over the years. Nowadays, language learning is based on the need of communication with others. People learn a new language to communicate with others. As a result, the speaking skill is given maximum priority in language learning. However, this is one of the challenging tasks for the language learners. When they are asked to speak the language, they feel uncomfortable to speak and most of the learners are nervous in their initial stage of language learning. As a result, it is a challenging task for the speaking teachers to motivate the learners in speaking. However, there are many ways of motivating learners to speak in the class. Using visual aids is one of the best solutions of this problem. Proper use of audio-visual aids can facilitate the speaking teachers a lot. Visual aids are always attractive to the learners. Visual aids can draw the attention of the learners easily. Learners become easy and comfortable as well as attentive in the class if appropriate visual aids are used in the class. When the learners see something visuals in front of them which match their interest and choice, they become enthusiastic to express their opinion about that. As they get some background information from the visual aids, it becomes easier to talk in the class. They get some supports from those materials. Cakir (2006) explained the idea of using videos in language class to facilitate speaking and presentation skills. He stated Active viewing increases the students’ enjoyment and satisfaction and focuses their attention on the main idea of the video presentation. So, it is necessary for students to take an active part in video teaching presentations. Before starting the presentation the teacher writes some key questions on the board about the presentation so that the students get an overview of the content of it. After viewing the questions the students answer the questions orally, or the students may take notes while viewing. For more detailed comprehension students are provided a cue sheet or viewing guides and let them watch and listen for specific details or specific features of language. However, it should be kept in mind that the level of the students should be taken into account and adapt the technique according to their levels.

6.10.2 Visual Aids in Facilitating Writing
Writing is one of the most important language skills. At present, different attractive visual aids are used to motivate the learners in writing. Teachers use different colourful visuals for teaching creative writing. If the learners are asked to write a composition on some common topic that they are doing from the very beginning of language learning, they lose interest in writing and get bored. However, if the teacher presents something attractive and thought-provoking to them and asks them to write something on that. That would be more effective than the traditional way of teaching writing. Videos can be used in the class to promote reflective writing. Moreover, pictures can be useful to encourage students for story writing. According to Harmer (2001), “Teachers sometimes use pictures for creative writing. They might tell the students to invent a story using at least three of the images in front of them (on cue cards, for examples). They can tell them to
have a conversation about a specified topic, and at various stages during the conversation, they have to pick a card and bring whatever that card shows into the conversation. This type of writing activity is appropriate in group writing. Rather than working individually, learners can work in small groups which will give them more confidence and interest and there will be multiple ideas from the individuals of the group.

6.10.3 Use of Audio and Video in Teaching Listening
Teaching listening is one of the difficult tasks for the language teachers. Moreover, in most of the case, people do not realize the importance of listening. That is why this skill was ignored previously in language teaching. However, with the development of technology, the task of the language teachers has become easier. Nowadays, different audio-visual materials are available for providing the learners with native language exposure. Language teachers can download listening materials from internet according to the proficiency level of their learners within minutes. As a result, the use of audio-visual materials in teaching listening skill has increased significantly. Even the modern ELT teachers are trained in way so that they can learn how to incorporate audio-visual aids in language teaching. Audio materials help the learners to have ideas about the correct pronunciation of the target language. If the teachers use videos in class as listening materials, learners can know about the non-linguistics features as well which is very important in learning a new language. With different technology in language teaching, teachers can make learners get used to the native speakers’ accent. Different audios, videos, podcast etc. have made the task easier for the language teachers.

6.10.4 Planning for Teaching Listening
Before teaching listening, the teachers need to have proper plans for the lesson they are going to deliver in the classes. First of all, the necessary materials and equipment need to be ready. Also the materials should be chosen according to the proficiency level of the learners. If the teachers select some interesting listening materials, the learners will be interested in listening and learning actively. Moreover, teachers need to play the role of psychologists and mentors, sometimes even of singers. Besides, teachers should provide clear instructions before starting the listening. If the learners know the reason of listening a text, they will be more attentive and engaged in listening. According to Underwood (1989), “In the pre-listening phase of a lesson it can cause “students to ‘switch off’ and not attempt to do anything, and this in turn distracts those who are trying to perform the task. All the students should understand what they have to do before a teacher starts to play, read or speak the listening text”.

6.10.5 Teaching Vocabulary through Visual Aids
Vocabulary is essential part of language learning. To communicate with others using a language, one must know the vocabulary of the target language. Therefore, teaching vocabulary is important in language teaching. However, vocabulary should be taught in specific context so that it becomes easier for the learners to remember the words and they can use those in their communications. Visual aids can be good resources for teaching vocabulary. It is always helpful to show the objects to the students with the words so that they can have a better understanding of the objects and their meanings. It helps them to
recall the words easily. If the learners only hear a new word meaning orally, it may not be remembered for long time. However, if the vocabularies are presented with the pictures, it becomes more effective. Moreover, visual aids help the teacher to give emphasis on what is being taught and presented. Clear visual aids multiply the learners’ ability of comprehension. According to Allen, Kate & Marquez (2011), “Visual aids impact and add interest to a presentation. They can create excitement. Visual aids enable students to use more than one sense at the same time. One picture can elicit unlimited words”.

6.11 Challenges of Using Audio Visual Materials in Class

Although audio-visual materials help the language teachers to facilitate their teaching, it does not mean that there are no disadvantages. Sometimes, it may be useless if the selection of audio visual materials is not effective. According to Cakir (2006), the main disadvantages are cost, inconvenience, maintenance and some cases the fear of technology. Additionally, the sound and vision, quality of the copies or home-produced materials may not be ideal. Another important issue in this case is that the teacher should be well-trained on using and exploiting the video. Otherwise, it becomes boring and purposeless for the students. So, there are some factors to be considered to use audio visual aids in classroom. If the materials are not selected wisely, the objective cannot be fulfilled. Sometimes, the language level of the audio or video cannot be appropriate for the learners. As a result, the materials are not comprehensible for them which may make the anxiety level of the learners high. Moreover, sometimes, it becomes very difficult to find the audio materials for the learners of elementary level. If the audio-visual aids are not related to the contents, they may lead and make learners confused. That is why teachers need to be careful while selecting the audio-visual materials for their learners.
6.12 Bibliography


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Introduction

Planning a lesson before going to the classroom is extremely important. It provides clarity to the objectives of the lesson that the teachers intend to teach in the classroom. Lesson plan also gives detailed procedure of all the stages that are used in the classroom. It also documents the detail of activities and modern techniques to be utilized within class environment. The planning required to teach students, considering their level, is part of lesson planning. It needs preparation not only for accumulating information and understanding the ways and resources for delivering it. Lesson planning helps the teachers and the administration in conceiving the anticipated problems and their solutions as well.

This unit is composed for teachers in helping them understand, plan, and apply the principles of teaching. We hope that it will prove beneficial for both the students and the teachers. The teachers would be able to plan their daily lessons.

Objectives

After reading this unit, the readers will be able to:
1. Understand different steps of lesson planning
2. Describe the procedure involved in planning a lesson
3. Give consideration to each language skill, in such manners there is maximum language learning involved, and active communication might occur among students
4. Use a variety of teaching techniques
5. Select better process of evaluation process for various kinds of students
6. Cope up with the challenges offered in the language class rooms.
7.1 Before Lesson Planning: Background Information

A teacher needs to keep some salient features in his/her mind before planning a lesson. This background information helps in determining the kinds of activities, AV aids, and teaching material. The information in focus should be:

- Level of students
- Ages of learners.
- Proficiency level of learners in English
- The syllabus
- The textbook to taught
- Social background of learners

Such information helps a teacher in selection of teaching data and teaching techniques/strategy. The teacher should prepare a cover sheet as given as followed to attach it with the lesson plan (s).

7.2 Cover Sheet

The lesson plan should be evaluated in terms of the following information:

Teacher: .................................................................

Regular class teacher: ................................................

Supervisor: ..................................................................

School: ...................... Class: ..............................

Section: ..................................................................

Age level of class: ....................................................

Size of the class: ......................................................

Composition of the class: ........................................

Other relevant factors:..............................................
### 7.3 Steps in Lesson Planning

**LESSON PLAN**

<table>
<thead>
<tr>
<th>Teacher’s name</th>
<th>Institution</th>
<th>Subject</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit-</td>
<td>Lesson-</td>
<td>Topic:-</td>
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</tr>
</tbody>
</table>

**AIMS OF THE LESSON:**

**ESSENTIAL PRIOR KNOWLEDGE OF THE STUDENT:**

**INSTRUCTIONAL MATERIAL REQUIRED:**

**INTRODUCTION:**

**LESSON DEVELOPMENT:**

**PRESENTATION STAGE**

**DO THE RECAP NOW**

**PRESENTATION STAGE**

**LESSON SUMMARY**

<table>
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<th>Items to be displayed</th>
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</table>

**CONSOLIDATION**

**PRODUCTION STAGE**

**HOMEWORK.**

**CONCLUSION**
7.4 Steps of a Good Lesson Plan

Here are the steps a teacher might follow in the preparation of a lesson plan. The first step in lesson plan is to provide certain information at the top of every lesson, i.e., the teacher’s name, name of the institute, Subject name, Lesson number and the estimated time of the lesson and the teaching point. After writing objectives and required instructional material the three stages: presentation stage, practice stage and production Stage, should be followed.

The three essential stages of a lesson plan are:
- Presentation Stage
- Practice Stage
- Production Stage

Presentation Stage deals with the display of the topic and explaining the background. This stage explains the crux and gist of the lesson introducing the characters and themes.

Practice Stage of lesson plan explains the lesson in detail. It entails the in-depth reading of the lesson relating to real life situations. This stage describes all the aspects of the lesson.

Production Stage of the lesson planning engages the students. It seeks the achievement of objectives. The students are asked to reproduce the knowledge they have learnt during the lesson. In this way the teacher can see the results of the objective

7.5 Lesson Plan for Fiction

Here is another lesson plan related to the fiction from Oxford English used for 7th Class

<table>
<thead>
<tr>
<th>Teacher’s name</th>
<th>Institution</th>
<th>Subject English</th>
<th>Class 7th</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Topic: Fiction</td>
<td></td>
</tr>
</tbody>
</table>

| Unit-1         | Lesson- War and Peace | The Christmas Story |

AIMS OF THE LESSON:
To endow students awareness about the horrible affects of war and importance of peace
To increase the love of mother land and solution of problems in the surroundings.
To improve the language skills like reading and writing through activities based on the text

ESSENTIAL PRIOR KNOWLEDGE OF THE STUDENT:
Information about modern warfare and World War

INSTRUCTIONAL MATERIAL REQUIRED:
Text book with OXFORD PROGRESSIVE ENGLISH 7 Note books, lesson plan, green board, chalk, duster, pointer, pencil and pen

INTRODUCTION:
Start with the greeting and talking about weather.
Essential questions are asked to activate the background knowledge of the students.
Writing of the main topic name, date, period, subject and teacher name.
Names of the central characters are written on the green board.

**LESSON DEVELOPMENT:**
**DLO1 (Desired Learning Objectives):**
**Presentation Stage.**
At the start general introduction of the whole topic title and lesson summary is told.
Reading practice given to the whole class. All the students participate turn by turn in the loud
Reading. Reading clarifies the students mistakes in reading of words and pronunciation
Initially students are allowed to do the peer correction. When students fail to identify the
Mistakes then teacher play his role and correct the students' mistakes of wrong words.

Then they read short story. At the end of each para students are given instruction and
explanation about the main idea, the characters and all the happening in the lesson. All the
question and curiosities of the students are dealt with open hearted.
In the middle of the lesson some interesting news like cricket match happening is shared to
provide the students relief from the heavy teaching. Then again student's attention is retained by
recalling the earlier dealt lesson from the students’ memory.

**DO THE RECAP NOW**
**LESSON SUMMARY**
**Practice Stage:**
Essential questions as background knowledge

Reading by the students. Teacher's correction in case peers don't correct.

All the students provided equal opportunities of asking questions and
reading in the class. Multiple word meaning is provided to the
students.

Teacher's explanation at the end of each paragraph. Imp ideas and
characters names are written on the green board.

**CONSOLIDATION**
All the main points and ideas are repeated in the
chronological order. The relationship of the
characters With each other is explained with a tree
diagram

**HOMEWORK.**
Solving of exercise by finding the answers of exercise question on rough note book are given to
the students as the homework activity

**CONCLUSION**
Lesson is concluded by erasing the green board and wishing the students a good luck for the
rest of day

<table>
<thead>
<tr>
<th>Items to be displayed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date, Period, Day</td>
</tr>
<tr>
<td>Teacher's name</td>
</tr>
<tr>
<td>Class and strength of class</td>
</tr>
<tr>
<td>Topic name, main characters’ name</td>
</tr>
<tr>
<td>Important themes</td>
</tr>
<tr>
<td>Difficult words with their meaning</td>
</tr>
</tbody>
</table>
7.6 Teaching of a Poem

The Road Not Taken
By Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference

LESSON PLAN

<table>
<thead>
<tr>
<th>Teacher's name</th>
<th>Institution</th>
<th>Subject</th>
<th>English</th>
<th>Class 8th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit-3</td>
<td>Lesson- Poetry</td>
<td>Topic:- Reading of Poem. The Road Not Taken</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

AIMS OF THE LESSON:
To bring learning through rhythmic poems.
To provide students' fondness about home, domestic cities and country
To increase the power of observation among the students about their relative and home.
To improve the language skills especially reading, writing, and speaking

ESSENTIAL PRIOR KNOWLEDGE OF THE STUDENT:
knowledge about the important of relations and domestic environment
**INSTRUCTIONAL MATERIAL REQUIRED:**

Text book with poem like *The Road Not Taken By Robert Frost*, Note books, lesson plan, green board, chalk, duster, pointer, pencil and pen

<table>
<thead>
<tr>
<th><strong>PRESENTATION STAGE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction:</strong></td>
</tr>
<tr>
<td><strong>Presentation Stage</strong></td>
</tr>
<tr>
<td>Start with the greeting and talking about weather.</td>
</tr>
<tr>
<td>Essential questions are asked to activate the background knowledge of the students.</td>
</tr>
<tr>
<td>Writing of the poem name, date, period, subject and teacher name.</td>
</tr>
<tr>
<td>Names of the central characters and setting are written on the green board.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>LESSON DEVELOPMENT:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DLO1:</strong></td>
</tr>
<tr>
<td><strong>Practice Stage</strong></td>
</tr>
<tr>
<td>At the start general introduction of the title of the poem and its summary is told.</td>
</tr>
<tr>
<td>Reading practice given to the whole class. All the students participate turn by turn in the loud and rhythmic reading. Reading clarifies the students mistakes in reading of words and pronunciation</td>
</tr>
<tr>
<td>Initially students are allowed to do the peer correction. When students fail to identify the mistakes then teacher plays his role and corrects the students’ mistakes of wrong words.</td>
</tr>
<tr>
<td>At the end of each stanza students are given instruction and explanations about the main idea, the characters and all the action in the poem. All the question and curiosities of the students are dealt with open hearted. In the middle of the poem some extra information related to the themes is given, making connections with the real life situation and some personalities. Then again the students’ attention is retained by recalling the earlier read from the students’ memory. At the end all the possible themes are written along with the moral lesson of the poem. Paraphrasing of the poem is done with the help of the students newly learnt knowledge.</td>
</tr>
</tbody>
</table>
**DO THE RECAP NOW**

<table>
<thead>
<tr>
<th>LESSON SUMMARY</th>
<th>Items to be displayed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production Stage</td>
<td>Date, Period, Day</td>
</tr>
<tr>
<td>Essential questions as background knowledge</td>
<td>Teacher’s name</td>
</tr>
<tr>
<td>Reading by the students. Teacher’s correction in case peers don’t correct.</td>
<td>Class and strength of class.</td>
</tr>
<tr>
<td>All the students provided equal opportunities of asking questions and</td>
<td>Poem name, main characters’ name</td>
</tr>
<tr>
<td>Reading poem in the class. Multiple word meaning is provided to the students for each difficult meaning. Teacher’s explanation at the end of each paragraph. Imp ideas and characters names are written on the green board.</td>
<td>Important themes</td>
</tr>
<tr>
<td>CONSOLIDATION</td>
<td>Difficult words with their meaning. Paraphrasing of the poem</td>
</tr>
<tr>
<td>All the main points and ideas are repeated in the chronological order. The relationship of the characters.</td>
<td>With each other is explained with a tree diagram</td>
</tr>
<tr>
<td>HOMEWORK.</td>
<td></td>
</tr>
<tr>
<td>Writing of the central idea of the poem is given as the home task</td>
<td></td>
</tr>
<tr>
<td>CONCLUSION</td>
<td></td>
</tr>
<tr>
<td>Lesson is concluded by erasing the White board and wishing the students a good luck for the rest of day</td>
<td></td>
</tr>
</tbody>
</table>

### 7.7 Lesson Plan for Teaching Poetry

- **Teaching point:** Teaching a poem from poetry book.
- **Pre-entry assessment:** Students have read poems in the textbook.
- **Relationship to current unit:** Teaching poems from poetry book is backed up by poems in the textbook.
- **pre-entry performance:** The students have read poems in the textbook.
- **Criterion level:** It is hoped that 90% of the children will develop appreciation of the poem and feel no fear of the poetic language.
- **Performance objectives:**
  - a. To let the students recite the poem.
  - b. To enjoy the poem by paying attention to rhyme.
  - c. To be able to tell the story about the poem.
Materials: Blackboard, some biographical notes on the poet, related visual aids.

7.7.1 Procedures
Step-I:
Introduce name of poem.
Introduce name of poet.
Tell some biographical information about the poet. Go through the poem and list words and structures which are poetic and which you would not like your students to use in ordinary conversational English. Explain these items when you first introduce them to your class.

Step-II:
1. Present visual aids wherever you decide to use them. Mark your copy of the poem to remind you where they are to appear.
2. If the poem is a narrative poem (e.g. Yussouf), tell the story in simple words accompanying tune by a little move and gesture. If the poem is not a narrative one make sure you can tell it simply and quickly.

Step-III:
After the story is told and before the poem is read, ask questions. Prepare questions beforehand. The questions should be about the events in the poem and the things the poet says.

Step-IV:
Read the poem. Remember when to put the stress, where to change your speed and tone. Read the poem more quietly and signal to the students to join in. Let the students take over and your voice remains as one of them. If you hear they are breaking the rhythm, raise your voice just enough to bring them back.

Step-V:
Call on individual students to read. Keep your voice in a whisper tone. If you notice the students making a mistake raise your voice and join in. Do not stop the student, do not go back and do not make him go back.

7.7.2 Assignments
1. Write a description of one character of the poem.
2. Find out the background of the poem and the poet.
3. Let students write a short dialogue taken from the poem for acting in class.

7.7.3 Alternate Plan
Select some poems which can be recited.
1. Let the students recite the poem.
2. Let them enjoy the poem by paying attention to rhyme.
3. Ask them to tell the story of the poem.
7.7.4 Justification
In this area of a lesson plan a teacher deals with the justification of the selected text on the base of the pre-defined objectives. The appropriate stuff, related to the teaching procedure is included in the instructional material. A lesson plan might also deal with the following related areas:

i. **Pre-assessment activity:** The activities that are essential to carry out the lesson plan actually require a lot of planning. At this time activities to determine that the class really needs a planning on part of a teacher. So the activities and other requirements need to be decided before even writing of lesson plan starts.

ii. **Relationship to the current unit:** The placement of the selected unit in the overall subject and broader objectives of the lesson need to be assessed and understood clearly by the teacher.

iii. **Pre-entry performance:** Before entering the class room physically the teacher need to cater the requirement of the language of the students and other related material. The background of lesson and its relationship with previous lessons also need to be taken into consideration before entering class.

iv. **Performance objectives:** The objectives of the lesson are the backbone of lesson plan. The whole proceedings of the class and related activities are based on the objectives. If the aims are clear then teacher can plan everything very easily. For example if you want the student to discriminate between /i:/ and /e/ sounds, your performance objectives for this teaching point will be something like this:

   - The learners would be able to differentiate orally and in transcription, between /i:/ and /e/ sounds.

The learners would be able to differentiate that above two sounds in the following pairs (minimal pairs) of words:

<table>
<thead>
<tr>
<th>/i:/</th>
<th>/e/</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet</td>
<td>Met</td>
</tr>
<tr>
<td>Seat</td>
<td>Set</td>
</tr>
<tr>
<td>Read</td>
<td>Red</td>
</tr>
<tr>
<td>Lead</td>
<td>Led</td>
</tr>
<tr>
<td>Beat</td>
<td>Bet</td>
</tr>
<tr>
<td>Wheel</td>
<td>Well</td>
</tr>
</tbody>
</table>

The students would be able to differentiate the /i:/ and /e/ in the following:

- The car runs on wheel/well.
- He beat/bethis sister.
- Do not sit/set in the heat.
- He hid the kit under the seat.
- He got rid/red of the book that had red/rid color.

v. **Criterion level:** As a teacher of English language the teacher needs to decide beforehand, the desired criterion considering the background, number and linguistic levels of all the students. In this regard the students with below average should also remain focus along with the students with above average. The activities
selected should serve the purpose of keeping interests of all kinds of students in the proceedings of the class.

vi. Materials: Material for the lesson includes the textbook, handouts, the use of blackboard, realia, audio-visual aids.

7.7.5 Procedures
The section of procedures is the core of the lesson plan. The stage is also called as presentation stage. In this section a teacher can specify the procedures or activities that the students would be engaged in order to accomplish the objectives of the lesson. There are no hard and fast rules for numbers of steps for the procedures. The actual number of steps depends on the teacher and the objectives you have set in developing student’s activities. You should be very careful in the sequencing so that all exercises are relevant and meaningful to the fullest extent.

The first step of the procedure should be an introductory activity and the final step should be a concluding activity. The concluding activity should at least be in the form of informal testing of the criterion level established earlier.

This is the general framework within which you should plan activities that will be interesting and profitable for your students.

The final items on the lesson plan should specify the following:
- The assignment related to the lesson.
- What alternate activity or activities have been prepared if a change of plan is felt necessary?
- Comments or self-evaluation; in this activity you should note whether or not the lesson was successful. What you would do to improve if you have to reteach it.

The above steps outlined for the lesson plan may seem to you to be time-consuming and lengthy. This process can be facilitated by using copies of lesson plan forms. You will be able to save time by filling in the columns specific to each lesson plan.

Here is an example of how this form looks like. A sample lesson plan following this format is also provided for your guidance at the beginning of sample lesson section:

The Lesson Plan

Teacher’s name: .................................................................

Date of presentation: ............................................................

Estimated time of lesson: .........................................................

Teaching point: .....................................................................

Pre-assessment activity: ...........................................................

Relationship to current unit: .....................................................
Pre-entry performance: .................................................................
Performance objectives: ............................................................
Criterion level: ...........................................................................
Materials: ....................................................................................

Procedures (student’s activities)
Step-I:  
   Introduction
   (Time:    )
Step 2:  
   (Concluding activity that permits informal testing of criterion level established above.)
   (Time:    )
   Assignment (optional):
   Alternate plans:
   Comments/self-evaluation: (fill out after lesson is taught.)

Moreover the teacher should keep in mind that the lesson plan should be flexible and variable according to the demand of the situation rather than fixed in style and design.

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<tbody>
<tr>
<td>o</td>
<td>The lesson plan should be flexible.</td>
</tr>
<tr>
<td>o</td>
<td>If circumstances need change, changes should be made.</td>
</tr>
</tbody>
</table>

**7.7.6 Self-Assessment Questions**
1. Why is cover sheet information necessary for a teacher?
2. What are the different stages of a lesson plan?
3. What are the advantages of using a set format of lesson plan?
4. Write the specific information you would need for the justification of a teaching point in a lesson plan?

**7.7.7 Activity**
Using the lesson plan format given in the unit write a lesson plan for teaching Parts of Speech and focus on Adjectives.
7.8 Classroom Skills Useful for Lesson Planning

In this section of the unit we shall consider the four significant areas of classroom interaction that should be aware of in planning your lessons and analyzing your teaching. The four areas are the social climate, the variety in learning activities, the opportunity of student’s participation, and the need for feedback and correction. Finally, based on the four areas we will suggest self-evaluation.

**Social Climate**
Social atmosphere in the classroom refers to the social backgrounds of the students, the level of their intimacy in relationship among students and with the teacher in the classroom environment. A good climate of the classroom promotes communication among the students and between the teacher and the students. This practice is practically visible in the class rooms where English as a second or foreign language is taught.

**Factors Responsible for Promotion in Social Climate of the Classroom**
Following ideas could be applied in the class room by the teacher in order to promote healthy social environment in the class room where students learn most and teacher can enhance learning environment.

i. Name of the students are significant in a class room as they carry identity. Teachers can develop intimacy and trust with students by calling them by their first names. Therefore, students’ name should be memorized by the teachers.

ii. Students’ profiles, should be maintained by the teachers by learning the student’s names that can facilitate the learning process. A teacher might find it useful to get the information on a form sheet. The data from this sheet can be utilized to make class profile.

**7.8.1 Student Profile**
Full name of Student: .................................................................

Father’s name: .................................................................

Father’s profession: .................................................................

Subjects Selected: .................................................................

Favourite subject at school: .............................................................

Favourite game: .................................................................

Favourite hobby: .................................................................

Favourite food: .................................................................

Books already read: .................................................................

Favourite Book: .................................................................

Daily Time Spent on Reading: .................................................................
iii. **Class introductory activity**: The information about students’ names can be completed a starting activity during the initial class meeting at the start of academic session. This would help getting the students familiar with each other as well as with the teacher. The students can be asked to come out before the class in the form of peers from their close friends and could introduce their friends before the class. It is observed that generally students find it convenient to speak about someone else for a few minutes than to talk about themselves.

iv. **Language activity**: The social climate of a class can also be enhanced by a language activity in which the whole class is engaged. For example, an interesting story can be chosen by dividing it into many sentences as according to the number of students in the class. Each student is asked to write his/her sentence on a card and is distributed in a random manner. Within a few minutes each student memorizes his/her card. Cards are collected and then story is arranged in a logical order.

v. **Physical arrangement of class**: The physical arrangement of the students in the class is greatly influenced by the social climate. Students learn fast in small groups. The teacher can arrange the desks in such a way that at least small groups’ interaction can take place. Lights and other physical factors should also be taken care by the teacher in the class room to facilitate the process of learning in a smooth way.

7.8.2 **Teacher’s Behavior**
A teacher’s behavior is directly responsible for the learning process of the students as they learn best in a conducive environment. In order to maintain students’ interest in teaching, the teacher should bring enthusiasm. The teacher should bring merriment in the class room by promoting smile and chances for laughter.

7.8.3 **Self-Assessment question**
What purpose does the social climate serve as compared to textbook, syllabus or method?

7.8.4 **Activity**
Plan a question answer game using “why” and “because”. Have two teams. One team has a question on a card and the other team has the answer. Give a time limit for pairing of the right question answer. Question answer should be called out a loud. If the pairs are not made within time, they do not score any point.

7.9 **Variety in Language Learning Activities**

Research shows that good language teachers use a variety of activities in language lesson plan. A well selected variety of activities helps a teacher in the following ways:
- Prevent boredom
- Minimize class control problems
- Maximize Students’ participation
- Encourage student achievement
Planning of a lesson in a language class, places great responsibilities on the teacher. Selection of activities is a difficult task. The choice of activities should be such that it enables the learners to understand, practice, and internalize the teaching point.

Let us lists the varieties that can be introduced in the language learning activities.

### 7.9.1 Learning Activities

**a. Listening:** In order to promote students’ listening skill, they need to be given a lot of exposure to the listening material in the target language. A teacher can allow students to listen to native speakers, tape recording, radio broadcast, video recordings of lectures, television programmes, online videos, guest speakers, student generated listening materials, recording of students oral reports, dialogues, stories, poems etc.

**b. Speaking:** Listening and speaking skills are interlinked with each other. Good listening skill promotes good speaking skill. Students could share their listening experience with other students and the teacher as well. Speaking could also be improved by reading a passage aloud, engaging in a dialogue, giving interviews, expressing excuse and apologies, by Role playing, talking on telephones, discussion about pictures and reading book reports of stories. Student succeeds in selling his book.

**c. Reading:** Reading is the best way of improving the target language. Students who can read well can also express themselves well in the foreign language. Students should be engaged in reading of textbooks, newspapers, magazines, travel brochures, catalogues, letters, comic, reading one another’s composition to find any error, silent reading, loud reading, following directions. Such extensive reading allows the students to get exposure in the target language and learning process accelerates.

**d. Writing:** Writing is a productive skill. It allows the students to express themselves and their language abilities in a various forms. Controlled writing, guided writing, letter writing, pen friends, writing own biography (autobiography in paragraphs), poems, radio-dramas, letters to editors, jokes, keeping a journal, class newspaper, class projects, e.g. Pakistan, Rawal Dam, Quaid-i-Azam, could be utilized to see the progress of the students. Students’ outcome could be checked by writing skill and they can improve by keeping the track of their progress. In this way the teacher can play active role.

### 7.9.2 Audio-Visual (AV) Aids

With development in science and technology teachers can generate a lot of activities. With modern equipment like mobile phone, tablet, computer, laptop, tape recorder and other electronic devices teachers can enhance creativity. These days news topics can be introduced in the class room through the use of audio-visual aids like video-tapes, audio-recording, film-strips, motion-films, overhead projectors, sound and slide programmes. All these audio-visual aids make the teacher’s job easier. A teacher should have command over these technological innovations in order to use them properly in the class room.
7.10 Whiteboard Drawings

White Boards have been an essential part of the class room, in fact it has attained the symbolic value of being the chief object in the class room. A teacher can work easily even without the use of AV Aids but it is extremely difficult to continue teaching for a longer time without use of whiteboards. All key concepts, drawings, difficult vocabulary items, spellings, grammatical categories, semantics and morphology can be explained on whiteboards.

For instance, ‘stick figures’ are a very easy means of illustrating a teaching point or building up an action story. The proportion of stick figure should be as follows:

Body-----twice as long as the head
Legs-----three times as long as the head

7.10.1 Activity
Keeping in mind your learning situation, suggest some activities for encouraging variety in the skills of speaking and reading.

7.11 Lesson Plan for Reading Text

Teaching point: To teach text lesson
Back nestling: (Sample and reading passage is given in appendix).
Pre-entry assessment: Students will be asked to analyze the word “Nestling”.
Relationship to current unit: Students understand bird nestling. They can relate it to baby nestling which is the topic of present lesson.
Criterion level: Students will be able to do 80% of the exercises in class.
Materials: Picture of an African woman carrying a baby on her back. Pictures of other rural woman with babies.
Performance objectives:

a. Students will be able to understand the meaning of nestling.
b. Students will be able to generate a discussion on how babies are cared in villages and cities of Pakistan.
c. Students will be able to do the following:
   - Comprehension of the passage
   - Pronunciation exercises of silent sounds (Nestling).
- Spelling game in groups
- Writing a paragraph on how babies are taken care of in Pakistan.

7.11.1 Procedures

Step-I:
Show the picture of an African mother carrying a baby and ask the class:

a. Look at the picture.
   What do you think it is about?
   Which part of the world do you think this woman is from?
   Alright, you now know that the woman is from Africa and she is carrying a baby on her back.
   You know a bit about the picture.

b. Before we start reading, let’s see how babies are carried in our country, in villages and in cities?

c. Before we open our books can anyone tell me what nestling means?

Step-II:
Tell the class to read the passage silently for five minutes and in pairs to find out difficult words and list only those words which they cannot understand. (Good students to help others.) The passage is given in Appendix.

Step-III:
Ask the students to give difficult words and explain the meanings.

Step-IV:
Talking about the text in details ask the following questions:
In line four what does the author mean by:
“Meanwhile the baby stays in close contact”.
The line ten from the top, what can be meant by:
“Need freedom and the chance to use their limbs”
The 2nd line in second paragraph, what does the writer mean by?
“Be able to observe and explore the environment”.
Near the bottom of the 2nd part, why does he use the word “moreover”? 
The sentence beginning, “many women”, what does the word ‘however’ tell us?

Step-V:
Ask one student from each group to read aloud one paragraph. When the students have read the first paragraph, do the following exercises:

1. Listen to the paragraph and pick out a word that means that it is a practice of the people.
   “The custom has advantage for both mother and child”.

2. Listen to this short piece and pick out a phrase which shows that security is broken.
“Meanwhile, the baby stays in close contact with his mother and feels warm and safe. This sense of security may suddenly be broken, when the child can no longer be carried.”

3. Listen to this short piece and pick out a word that shows that the child liked the sounds, a word that the child made the place untidy.

“Immediately the child started examining them one-by-one. Then he started banging the pots and boxes with the spoons. The different sounds fascinate him. But mammananee did not like the noise or the mess.”

**Step-VI:**
Can anyone tell in your own words what the passage about?

**7.11.2 Pronunciation Exercises**

**Step-VII:**
Let’s look at these two words and their spellings:
Nestle, Nestling
Now let’s say them ‘T’ is not stressed. ‘T’ is silent. Let’s see other words with silent ‘T’.

<table>
<thead>
<tr>
<th>Nestle</th>
<th>Listen</th>
<th>Fasten</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hustle</td>
<td>Listening</td>
<td>Fastening</td>
</tr>
<tr>
<td>Bustle</td>
<td>Listened</td>
<td>Fastener</td>
</tr>
</tbody>
</table>

Let us practice saying words which start with ‘T’ or end with ‘T’ and the ‘T’ is not silent.
Write words with ‘T’ in the beginning/end on the blackboard:

<table>
<thead>
<tr>
<th>Trap</th>
<th>Trot</th>
<th>Transmit</th>
<th>Different</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trade</td>
<td>Float</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tremendous</td>
<td>Boat</td>
<td>Event</td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>Difficult</td>
<td>Consistent</td>
<td></td>
</tr>
</tbody>
</table>

Now let’s say word with Th. ‘Th’ sound is different from ‘T’ sound above. It is ‘Th’.
Demonstrate how to make the sound:

<table>
<thead>
<tr>
<th>This</th>
<th>Mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>The</td>
<td>Father</td>
</tr>
<tr>
<td>That</td>
<td>Weather</td>
</tr>
<tr>
<td>Their</td>
<td>Feather</td>
</tr>
<tr>
<td>These</td>
<td>Leather</td>
</tr>
<tr>
<td>Those</td>
<td>Gather</td>
</tr>
<tr>
<td>There</td>
<td>Together</td>
</tr>
<tr>
<td>Then</td>
<td></td>
</tr>
<tr>
<td>Than</td>
<td></td>
</tr>
</tbody>
</table>

Divide the class into three groups and let each group say the different ‘T’ sounds as you point to these words on the blackboard.
Give practice in “Th” sound in pairs. Go round and check.

**7.11.3 Assignments**
Write answers to questions in step ‘I-B’.
7.12 Bibliography


Murcia M. C., McIntosh, L. (1979). *Teaching English as Second or Foreign Language*, Newbury House Publishers, Inc. Rowley, Massachusetts:


Appendix
Back-nestling

Many African mothers carry, or nestle, their babies on their backs. This custom has advantages for both mother and child. A working mother who has nobody to look after the baby, knows he is safe on her back, while her hands are free for her work. Meanwhile, the baby stays in close contact with his mother and feels warm and safe. This sense of security may be suddenly broken, however, when the child can no longer be carried, he may be put down and expected to behave like a grown up child. But as he has been over-protected for so long through nestling that he now feels very insecure and may behave like a baby.

Children need freedom and the chance to use their limbs. They need to be able to observe and explore their environment. They also need to learn how to make and do things on their own. Therefore, even when mothers must carry their babies everywhere, they should try to set them free whenever possible.

Many women, whoever, prefer to carry their children all day long, they feel the children are safe, sleep longer, keep quieter and do not make a mess: I once visited a friend's home where the mam-nurse was nestling my friend's eleven months old child. Seeing he was restless, I asked the mam-nurse to put him down. At first she did not want to, because she thought the child would make the room untidy. When she finally agreed, I asked for some kitchen pots, spoons, unopened tins and boxes since there were no toys to play with. Immediately the child started examining them one by one. Then he started banging the pots and boxes with the spoons. The different sounds fascinated him. But mam-nurse didn't like the noise nor the mess.
Unit–8

TEXTUAL ANALYSIS AND CRITICAL APPRECIATION

Written by: Dr. Zafar Ullah Shaheen
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Introduction

In this unit we introduced you to the teaching of poetry in general. This approach of teaching of poetry slightly deviates from the normal routine of teaching poetry. In this method the teacher not only translate the poem and paraphrase it into Urdu in order to make it comprehensible to the students but he/she also try to elaborate it by its theme, language and style. There are different ways to teaching poetry and one way might be similar or different to the other. Some approaches are more interesting for the learners than others. We want you to try various ways of handling a poem in the class so that you will judge for yourself what works well in your class.

However, the first requirement for teaching and analyzing poetry is that you understand and enjoy the poem yourself. It means preparation ahead of your class. This unit will give ideas for doing new activities and if you solve the questions and SAQs yourself, your understanding of the unit will help you greatly as a teacher.

Objectives

After reading this Unit you will be able to:
1. Familiarize yourself with English poetry and poetic devices
2. How to teach and analyze the text of a poem
3. Understand style, diction and figurative language used in poems.
4. Help students critical appreciate a given poem.
8.1 Poetry and Prose

Poetry differs from prose in form more than its subject. Both poetry and prose may express any humanly conceived idea, emotion or experience. However, prose tends to express more of intellectual ideas and poetry apparently deals with human emotions. But, this division is very superficial.

As far as the poetic language is concerned, it uses more poetic devices than prose. At the same time, we are sure you may have read a very romantic short story in prose which may be full of colors, emotions and use of imagery. So we want you to realize that the distinction between prose and poetry is actually very difficult to state. However, for the teaching purposes you may not bother too much about it.

8.1.1 Poetry as Expression of Feelings and Thoughts

Man began to express himself in poetry very early in the history of his development. He used poetry to express his feelings even before he knew the art of writing. Poetic expression is easy to remember and convenient to repeat. It may not be incorrect to say that man began to use poetry as a medium of expression for thoughts that he wanted to preserve earlier than he began to use prose. Poetry touches many aspects of human life.

8.1.2 Views about Poetry

According to Coleridge, “a poem is that species of composition which is opposed to the words of science for proposing for its immediate object, pleasure and truth, and from all other species having this object in common with it, it is discriminated by proposing to itself such delight from the whole as compatible with the distinct gratification from each component part”. Johnson also supports that poetry is the art of uniting pleasure with truth by calling imagination to the help of reason.

“Absolute poetry is the concrete and artistic expression of the human mind in emotional and rhythmical language”. (Theodore Walts–Danton)

“Poetry is spontaneous overflow of powerful feeling; it takes its origin from emotions recollected in tranquility”. (Wordsworth)

“Poetry in general sense may be defined to be the expression of the imagination”. (Shelley)

Poetry has therefore many aspects and different qualities. The purpose of teaching poetry at secondary school level understands of emotions, sensitive feelings and appreciation of beauty of thought and expression. For students of this age group, poetry is taught mainly for enjoyment, pleasure and happiness.
8.2 How to Study Poetry?

8.2.1 General Approaches
The study of poetry has its technical side. You should not be aware from the outset that not all verse deserves to be called poetry; nor is all prose lacking in poetic effect. Your general method of approach to any poem can be guided by three basic questions:

- **What is the poet saying?** Search for his theme, his purpose or motive in writing and consider each idea in the poem’s content (subject matter). Consider the arrangement of ideas and their relation to the theme.

- **How is the poet saying it?** Examine the form (pattern), the mood of atmosphere of feeling which is created, and the devices of sound and language.

- **Was it worth saying?** Your answer to this question has little value until you have carefully examined all the aspects of above questions you will then be able to say whether you consider the poem important for its ideas or its beauty of sound, or for some other reason such as its ingenuity of language or its unexpected design. You may assess its relevance for modern readers in general and its appeal or otherwise for yourself.

Your task is to equip yourself to appreciate, in the real sense of the word, what the poet is trying to do. It is hoped that you will reach a stage where you seek poems in order to explore and experience the poet’s heightened awareness of life and the world. If you already enjoy some poetry, further study will deepen your enjoyment.

8.2.2 Theme and Content
As critics, our first task is to make sure we know what the poet is saying. We should be able to offer an explanation of each idea as it is developed in the poem and then consider all the ideas linked coherently; that is whether there is unit of purpose in the poem. You will find occasionally that the poet uses unfamiliar words or even everyday words in an unfamiliar way. It is your responsibility to check their meaning if your reading is to be satisfactory. When you have considered the whole subject matter of a poem, you must try to find its THEME (the central or controlling idea). Only the theme can tell you why the poet felt he had to write the poem. Sometimes the title of the poem may hint at its theme. The content or subject matter may keep repeating the theme, or it may be pictorial or symbolic illustration of the theme. This will become clearer to you as you try to identify the themes in the poems set for study.

Let us take an example here. We are sure you may at some point have read the poem ‘The Daffodils’ by William Wordsworth. Now the poet describes the lovely valley and the flowers near the lake. But his theme is not flowers or the beauty of the flowers. He is actually writing about the power to recall a scene at some future time and enjoy it in your mind’s eye. So the theme is expressed through a particular medium.
8.2.3 Figures of Speech
We are again repeating some of the ideas that you have covered in earlier units. Earlier, in this unit we mentioned the differences between prose and poetry. The poet uses a language which is more colorful and enjoyable. He tries to use all the human senses to create beauty in his poems.

The poets use various devices or techniques to express their ideas. This is not peculiar to English poetry alone. You can perhaps appreciate this point when you read Urdu poetry specially a good poet who will be using imagery and personification etc. It will be a good exercise if at this point you can find a book of Urdu verses (or any other regional language) and read a verse or two and try to find out the use of poetic techniques used by that poet. Here are some of the common poetic devices.

**Simile:** A comparison beginning with ‘like’ or ‘as’ e.g. He is like a lion:
Or picture of a fat woman laughing

| ‘…………all the woman heaves  
As a great elm all its mound of leaves  
Wallows before the storm…………….’ |

**Metaphor:** A comparison, without ‘like’ or ‘as’ in which one thing is said to be another. He is a lion, i.e. he is so brave that he can be called a lion.
Or Shakespeare’s description of death:

| “That undiscovered country from whose borne  
No traveler returns …………………” |

**Personification:** The ascribing of human qualities to non-human things (gaining thus a special metaphorical effect), e.g.
Shakespeare’s image of dawn:

| ‘But look, the dawn, in russet mantle clad,  
Walks o’er the dew of you high eastern hill’. |

**Hyperbole:** Deliberate exaggeration for dramatic effect, e.g. (Lady Macbeth, remorseful over murder of the king):

| ‘Here’s the smell of blood still. All the perfumes of Arabia will not sweeten this little hand’. |

**Antithesis:** Balanced contrast for special effect, e.g.
Alexander Pope’s description of man:

| Created half to rise, and half to fall;  
Great Lord of all things, yet a prey to all……… |
**Imagery:** One important aim of the poet is to choose words that evoke a suitable image or picture in our imagination. It may appeal to our intellect as a clever or startling idea or it may torture our sense of taste, touch, smell, sight or hearing. Your task as a critic is to be able to explain whether such imagery is vivid or hackneyed, whether it develops the content or atmosphere of the poem, or whether it obscures the poet’s intention by being too unexpected or over-complicated.

**Symbolism:** Sometimes a particular object or image is made to stand for some idea. “The cross”, for example, always suggests Christianity; “Eve” is the symbol of womankind and “Adam” the symbol for all men.

**Form (literary terms):** It is usually possible to recognize verse simply by looking at its more or less regular lines on the printed page; but there is more to its form than the regularity. The form of any one poem depends on the writer’s choice of rhythm and meter, rhyme, line-length, stanza pattern, and even a particular set of rules (such as that governing the sonnet). You can appreciate a poem without knowing all these names; however, they can be very helpful in giving you an exact term for the affects you wish to comment on.

**8.2.4 Stanza Pattern**
Although there are numerous technical terms for different patterns, the most useful ones are the quatrain (four lines) and the couplet (two lines). Some poets reject stanzas altogether, or they divide their poems into stanzas of irregular length, like paragraph in prose.

**8.2.5 Forms of Poetry**
There are three major forms of poetry:

- **Descriptive poetry:** In this kind of poetry the poet usually describes different objects of nature or other things that he may find of interest to himself. Word worth’s poem ‘Daffodils’ is an example of this kind of poetry.

- **Narrative poetry:** In this kind of poetry greater importance is given to the events than to the things that are described. Coleridge’s ‘The Rime of the Ancient Mariner’ is an example of this kind.

- **Reflective poetry:** In this kind of poetry the poet expresses his own ideas about things.

- **Ballad:** ballad is the oldest form of poetry. This is the earliest type of narrative poem, extremely simple in language, often with a refrain, always with a definite rhythm and rhyme to help recitation.

- **Lyric verse:** Traditionally there have been several lyric forms, each with its own characteristics. However, all lyric verse is marked by an intensely personal expression of thoughts and feelings, and thus it is highly subjective in treatment.
Sonnet: A sonnet is a poem of 14 lines. In the first eight lines (called octave) the poet places before the reader the problem and in the last six lines (called sestet) he gives a solution of the problem.

Ode: Ode is a form of poetry in which a thing or a person is addressed.

Elegy: Elegy is a poem written on the death of a man or the loss of a cause.

Epic: This is a narrative poem of much more solemnity and magnitude than the ballad. Its subject is legend or great heroes or main events in a nation’s history.

8.2.6 Critical Appreciation
While writing appreciation of a poem first thing is to deal with the theme and content. Then make an attempt to understand poet’s motive and ideas. You may also indicate the type of poem, particularly if it follows a definite structure such as the sonnet. Take note of his use of poetic devices such as figures of speech and tricks of sound. You may want to discuss the emotional impact of the word or their precision in expressing the thoughts of the poet. Finally, you should give your own opinion of the poet’s success perhaps emphasizing the qualities, you consider most worthwhile, perhaps comparing it with other poems of similar content and mood.

8.3 Textual Analysis

8.3.1 ‘March’ by William Wordsworth
William Wordsworth (1770-1890) was educated at the grammar school of Hawks head and St John’s College. In 1970 he went on a walking tour to France, the Alps, and Italy. He was greatly influenced by revolution and the democratic movement to which it gave birth. Wordsworth was high priest of nature. In 1795 he made the acquaintance of S.T. Coleridge and they together published the “Lyrical Ballads” in 1798. Wordsworth was married in 1802. In 1843, he succeeded Southey as poet laureate and died in 1850. Wordsworth’s poetry is a strong protest against over-civilization. He is a poet of nature.

MARCH
The cock is crowing
The stream is flowing;
The small birds twitter,
The lake doth glitter;
The green field sleeps in the sun
The oldest and youngest;
Are at work with the strongest;
The cattle are grazing;
Their heads never raising;
There are forty feeding like one!
Like an army defeated,
The snow has retreated;
And now doth fare ill,
On the top of the bare hill;
The plough boy is whooping anon! anon!
There is joy on the mountains,
There’s life in the fountains;
Small clouds are sailing;
Blue sky prevailing;
The rain is over and gone!

Let us First Look at the Difficult Words
Birds twitter – birds make small noise
Lake doth glitter – lake shines
Retreated – has gone back
Doth – old form of does
Fare ill – is not doing well
Whooping – crying loudly and joyfully
An–on– soon
Prevailing – has gained victory
Stanza pattern
There are four stanzas of the poem, each of five lines.
Theme
The theme or central idea of the poem is expression of joy at the coming of spring.

Paraphrase
Paraphrasing is expression of the same thing in other words not necessarily making many changes in construction or meaning.
Set out below is paraphrase of all stanzas of the poem:
Stanza-1:
The cock is crowing and the stream is flowing. The small birds are making noise and the lake is shining. The green field is stretched in the sun.
Stanza-2:
The oldest and the youngest people are at work with the strongest. The cattle are grazing in such a way that they do not raise their heads. They are plenty in number but they all look as one.
Stanza-3:
The snow has gone down like a defeated army and does not look well on the naked hill. The plough boy cries with joy that the season is changing soon.
Stanza-4:
Joy can be seen on the mountains and fountains as they are full of life. Small clouds can be seen moving and the sky is blue. The rain is over now.

Critical appreciation
“March” is a poem in which Wordsworth has expressed his feelings in very simple language. Wordsworth is a poet of nature and deals with the different manifestations of
nature. In this delightful poem the poet has expressed his joy at the coming of spring.
Winter has gone and snow has melted.

Like an army defeated
The snow has retreated

The poet is overjoyed on the change of season and vehemently expresses that activities of life have come back. The birds are happy and old and young people have come to work. The cattle are grazing in the field and there is life all around. It is an atmosphere of festivity. There is joy on the mountains and fountains are full of life.

The poem is an example of beautiful rhythm. The short lines create good effect and the set pattern of rhyme scheme adds to the charm of the verses. The poem is like a song sung in festivity. The poet has used in this poem some attractive similes.

“They are forty feeding like one”;
and

“Like an army defeated, the snow has retreated”.

8.4 Textual Analysis

Leisure by W. H. Davies

S. H. Davies (1871-1940) is a poet whose lyrics have a force and simplicity lacking in most of his fellow poets. His verse represents a turn towards nature. After serving as apprentice to a picture farmer, Davies tramped through the United States. Crossed the Atlantic many times on cattle boats, lost a foot while trying to jump a train headed for the Klondike region in Canada, became a street singer in England and after several years of wandering life, published his first volume “The Soul’s Destroyer”, and other poems’ (1905). Although his work achieved wide popularity, Davies lived the life of a recluse. A collection of his poems with an introduction by Sir Osber Sitwall, appeared in 1942. His poem “Leisure” is given below:

What is this life if full of care,
We have no time to stand and stare?
No time to stand beneath the boughs,
And stare as long as sheep or cows,
No time to see, when woods we pass,
Where squirrels hide their nuts in grass
No time to see in broad daylight,
Streams full of stars, like skies at night
No time to turn at beauty’s glance,
And watch her feet, how they can dance.
No time to wait till her mouth can,
Enrich that smile her eyes began
A poor life this is if, full of care,
We have no time to stand and stare.

We have analyzed the poem March for you. Now let us see if you could attempt to enjoy as well appreciate this poem.
In the poem March, we noticed that each stanza was made up of 5 lines. Can you find out how many lines make a unit (which will be called a couplet) in this poem? The sound at the end of the lines will give you a clue. We are sure you found out the *care* goes with *stare*; and *boughs* goes with cows. So we can say that it is a poem in which the poet has used the pattern of 2 lines which is called couplet (the word is related to the word couple meaning 2 persons). Now read the poem and find the words that sound the as these words.

<table>
<thead>
<tr>
<th>Boughs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>Light</td>
<td></td>
</tr>
<tr>
<td>Glance</td>
<td></td>
</tr>
<tr>
<td>Can</td>
<td></td>
</tr>
</tbody>
</table>

Suggest at least one more word with the same sound pattern as the words above. For example, the words *care* and *stare* have the same sound pattern, but there are other words such as share, bare, layer, mayor that end with the same sound.

Boughs

<table>
<thead>
<tr>
<th>Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Light</td>
</tr>
<tr>
<td>Glance</td>
</tr>
<tr>
<td>Can</td>
</tr>
</tbody>
</table>

**Theme**
Read the poem again and notice how many different kinds of ‘nature’ does he mentions here.
1. Humans
2. ______
3. ______
4. ______
5. ______

In the last poem, we suggested that the poet is writing about the beauty of the season of change. In the Western countries winter is very harsh and everything is covered with snow. March is the month when things in the world come to life again. So the poet talks about all the rural activities which take place when the weather changes.

What do you think is the theme of this poem?
Write in your own words here.
In the poem the poet has used word which expresses the opposite ideas. For example, day and night express opposite conditions. Find the words which express the opposite condition, place or idea to the words below.

<table>
<thead>
<tr>
<th>Care</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Stand</td>
<td></td>
</tr>
<tr>
<td>Daylight</td>
<td></td>
</tr>
</tbody>
</table>

**Simile**
At the beginning of this unit we explained what a simile is. If you turn to previous pages you will read that it is a comparison of two similar objects or situations. Find one simile used in this poem and write it here.

**Paraphrase**

**Line 1-2:**
This life of ours is no good because we have to bother too much and we are so busy that we have no time to stand for a while and see around us.

**Line 3-4:**
The busy life does not give us time to stand under boughs of trees to see up to the grazing sheep or cows.

**Line 5-6:**
We have no time to see the woods (jungle) we are passing through and have a look at squirrels who are storing their food in grass.

**Line 7-8:**
We have no time to have a view of the board daylight and the streams which are full of stars made up of reflection of sun. These appear like skies full of stars at night.

**Line 9-10:**
We have no time to have a look of beautiful lady and watch her feet dancing.

**Line 11-12:**
We have no time to wait and see the expected charming smile of her mouth initialed from her eyes.

**Line 13-14:**
Indeed our life is poor, as it is full of cares and does not give us time to stand and stare.

**Critical Appreciation**
The poet has beautifully drawn the picture of today’s life which is full of care and man has become so busy that he has no time to stand and see around him. The poet has counted numerous activities of life which are overlooked as we have no leisure time.

The poet has used couplets for expression of his feelings to create effect. Each couplet has single idea which is linked with the other. The poem presents good example of rhythm and rhyme. The style is highly imaginative. The poet has strong desire for leisure which is essential for human life.
8.5 Textual Analysis

Drive The Nail Aright (Anonymous)

Drive the nail aright boys
Hit it on the head;
Strike with all your might boys,
While the iron is red.
When you have work to do boys,
Do it with a will;
They who reach the top boys,
First must climb the hill.
Standing at the foot boys,
Looking at the sky;
How can you get up boys,
If you never try?
Though you stumble oft, boys,
Never be downcast;
Try and try again boys,
You will win at last.
Drive the nail aright boys,
Hit it on the head;
Strike with all your might boys,
While the iron is red.

(Note: A poem whose writer is not known or given is called anonymous).

Notes
Aright in the right way
Might power, strength
Will determination, inclination
At the foot at the bottom
Stumble takes a false step, come near to falling, lapse into wrong doing.
Oft often, many times
Down cast dejected

Stanza Pattern
The poem consists of five stanzas each of four lines.

Rhyme and Rhythm
The poem has a set rhyme pattern. Boys (line 1) rhymes with boys (line 3), and head (line 2) rhymes with red (line 4).
The rhyme scheme of the first stanza is therefore abab.
The rhyme scheme of other stanzas is as below:
Stanza 2 Acac
Stanza 3 Adad
There is regular rise and fall (rhythm) in each line of the poem. The division of line into a number of regular unites or a foot (meter) is even and equal. The poem, therefore, creates a great musical effect.

Theme
The poet wants to convey his message to the younger generation that they should avail every possible opportunity whenever they get it and they should never wait for the right time and never be discouraged by the adverse circumstances.

Paraphrase
Stanza-1:
Drive the nail, boys, in the right way and hit it on the head. While the iron is hot, you should strike it with full force.
Stanza-2:
Boys, when you have to do work, do it with willingness, as those who reach the top, first climb the hill.
Stanza-3:
If you keep on standing at the bottom only looking at the sky, you cannot reach the top.
Stanza-4:
Although many times you face problems, never by disappointed. Keep on trying and at last you will win.

Critical Appreciation
In this poem the poet has stressed the younger generation to make best use of the time and avail every possible opportunity at proper time. He has given a note of encouragement to boys and has advised them to do consistent effort which is key to success. The poet emphasizes the youth to work with determination. Only standing at the bottom and looking up to sky does not make one climb, unless he tries. He says the boys not to be discouraged whatsoever obstructions come on the way. The poet urges the youth to continue their efforts till the achievement of goal.

The poem creates strong musical effect because of its highly rhythmic pattern. The appropriate use of words, arrangement of ideas and the style of composition strengthens the expression of the poet to convey his message.
Self-Assessment Questions
1. Which one word points out to the central idea of stanza-2 (line 5 to 8)?
2. What is the relationship of foot’ (line 9) with sky (line 10)?
3. What figure of speech is used in ‘Drive the Nail Aright Boys’?
4. A number of passions such as given below have been expressed in lines 13-16. Write against each the word or phrase, from these lines which indicates these feelings.
   a. Courage
   b. Consistent effort
   c. Hope
   d. Disgusted
   e. Anger
   f. Pleasure
5. What does the following mean as used in the poem?
   a. Drive The Nail Aright
   b. While the iron’s red
   c. They who reach the top
   d. Strike with all your might
   e. How can you get up
   f. Though you stumble oft
   g. Never be downcast
   h. Hit it on the head
6. What is the theme of the poem?
7. What message the poet wants to give and whom?
8. As the poet says, who is the winner in the end?
9. Why do you like this poem?
10. Looking at the style of the poem, which mood the poet wants to create?

8.6 Textual Analysis

‘DEEDS OF KINDNESS’
by
Fanny Van Alstyne

Suppose the little cowslip
Should hand its golden cup,
And say, “I am such a tiny flower,
I’d better not grow up!”

How many a weary traveler
Would miss its fragrant smell,
How many a little child would grieve
To miss it from the dell!

Suppose the glistening dewdrop
Upon the grass should say,
“What can a little dewdrop do?
I’d better roll away!”  
The blade on which it rested,  
Before the day was done,  
Without a drop to moisten it,  
Would wither in the sun!  
Suppose the little breezes,  
Upon a summer’s day  
Should think themselves too small to cool  
The traveler on his way!  
Would we not miss the smallest  
And softest ones that blow,  
And think they made a great mistake,  
If they were talking so?  
How many deeds of kindness  
A little child may do,  
Although it has so little strength,  
And little wisdom too!  
It wants a loving spirit  
Much more than strength, to prove  
How many things a child may do  
For others by its love!  

<table>
<thead>
<tr>
<th>Notes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cowslip</td>
<td>a wild flower of yellow color, as well as the plant on which it grows.</td>
</tr>
<tr>
<td>Golden cup</td>
<td>the flower is yellow in color and is shaped like a round, hollow cup. The poet therefore calls the flower ‘golden cup’ hand its golden cup’ ‘means to refuse to grow its flowers.</td>
</tr>
<tr>
<td>Weary</td>
<td>tired</td>
</tr>
<tr>
<td>Fragrant</td>
<td>sweet smelling</td>
</tr>
<tr>
<td>Grieve</td>
<td>feel sad and unhappy</td>
</tr>
<tr>
<td>Miss</td>
<td>to regret the absence of something</td>
</tr>
<tr>
<td>Dell</td>
<td>small valley or low ground</td>
</tr>
<tr>
<td>Glistening</td>
<td>shining; sparkling</td>
</tr>
<tr>
<td>Roll away</td>
<td>warm up</td>
</tr>
<tr>
<td>Moisten</td>
<td>make slightly wet</td>
</tr>
<tr>
<td>Wither</td>
<td>become dry; fade; die</td>
</tr>
<tr>
<td>Wants</td>
<td>requires, needs. The whole stanza means that a child does not require strength of body to show love and kindness to others. He only needs to have a loving nature.</td>
</tr>
</tbody>
</table>
Theme
The poet is trying to say that even small deeds of kindness leave significant impact on our life. If we consider such acts too little and ignore them, we will miss something great. The blossom of a flower, the small beautiful dew drop and the love of a child and his small innocent deeds of kindness are humble part of significant deeds. Such things need attention and should not be overlooked.

Paraphrase
Stanza-1:
If a little cowslip thinks that it is too small a flower and better should not grow up, it will deprive the tired traveler from sweet smell and small children will feel sad by not finding it in the valley.
Stanza-2:
If a shining dew drop on the grass says it is too little to do anything and should better roll away and move out, the blade of the grass whom it made wet would dry in the sun.
Stanza-3:
If little breezes on a summer day think they are too small to cool the traveler on his way, we will miss the little coolness and would face hardship of a hot day and feel that small and soft breezes made a mistake by not contributing even their insignificant share.
Stanza-4:
A child can do many acts of kindness, though he has little strength and little wisdom. There is need of a loving spirit of child, more than its strength, to prove that he can do so many things for others by its love.

Critical Appreciation
The poet is talking about the value of small but kind deeds that make a difference in our lives. Kindness and goodness are abstract ideas. However, the poet makes the ideas clear to us by giving examples from nature. There are a total of 32 lines in this poem; can you read the poem and decide how many lines make a stanza here? The best clue is the topic.

| 1. The first topic is the cowslip |
| 2. |
| 3. |
| 4. |

Yes you guessed it right. There are four topics and each topic is covered in eight lines. The second topic is the dewdrop, third the breeze and the last one being the acts of kindness.

Cowslip is a foreign flower for us. Give example of a local flower which may grow in your area without proper plantation or care. Talk with your classmates how much you notice it and why would you miss it if it was not there.
Lines 9 to 16 describe a tiny dewdrop. Now this is part of universal nature. We also enjoy seeing the dewdrop early in the morning. Let us think for the words that the dewdrop can be compared to. We can say:

As bright as____________________
As precious as___________________

Lines 17 to 24 describes the breeze ‘upon a summer’s day,
What other words can you think which mean breeze
1. _________
2. _________

What is the difference between the breeze and the hurricane? Look it up in the dictionary. In our country, we can easily appreciate them.

**Self-Assessment Questions**
1. If we talk about the subject, what is common in stanza 1 and 2?
2. What role can a tiny flower play?
3. Why is a little dewdrop important?
4. What does ‘ones’ stands for in line 22?
5. In line 24 ‘if they were talking so’, who is talking to whom?
6. What figure of speech is used in the line ‘if they were talking so’?
7. What is the link between stanza 3 and 4?
8. Why do you like this poem?
9. In which broad form of poetry i.e. descriptive or narrative would you place this poem?
10. What effect do the little breezes have on summer’s day? (Refer line 17-18).
8.7 Bibliography


Unit–9

EVALUATION

Written by: Dr. m. Ismail Abbasi
Reviewed by: Dr. Zafar Iqbal
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Introduction

The process of Evaluation allows human beings to reflect upon their actions and provides chances to improve their future direction. Such kind of evaluation is done on the basis of the cultural, social, moral and ethical values established by the elders of a community. In this regard the process of education also falls under the similar category where students have to go through the process of evaluation during and after the completion of their academic sessions. The textbooks, the teachers and the institutions have developed proper system of evaluation to judge the abilities and progress of the students. Through the results of the students the performance of teachers is also measured. The teacher comes to know about the effectiveness of his/her teaching methods and syllabus.

This unit is to describe the different types and process of evaluations helpful for the teaching of English language.

Objectives

After the detailed reading of this unit, readers are expected to be able to:
1. Identify the meaning of evaluation and other relevant terms.
2. Explain the objectives served by evaluation.
3. Take decisions about use of uniform or distinct criteria for evaluation of students’ performance in English.
4. Use techniques utilized in the process of assessment of students’ performance in both the speaking and writing skill of English language.
5. Understand the students’ weaknesses in various aspects of learning English as a foreign language in Pakistan.
6. Remove the students’ areas weakness in the process of language learning and bring improvement in learning English as a foreign language.
9.1 Evaluation

9.1.1 Nature and Definition
The contemporary literature on education showcases the details about terms like assessment, measurement, evaluation, and testing etc. There is obvious difference in the meaning of these terms but these could occasionally be used interchangeably. Before going into detailed discussion about the term “evaluation”, a cursory look at the noticeable difference among them is explained in the following passage.

The term ‘evaluation’ is like an umbrella and it includes the other terms in itself. The other terms like measurement, assessment and testing, are a part of evaluation. According to Ahmann and Glock (1981), educational measurement is the process that attempts to obtain quantified representation of the degree to which a student reflects a trait. The use of a paper and pencil test to discover the scholastic aptitude or achievement of a student is an illustration of educational measurement. Evaluation is a process by which a teacher commonly uses information derived from many sources to arrive at a value judgment. Such information might be obtained by using measuring instrument as well as other techniques such as questionnaires, direct observations and interview of the teachers and the students.

Moreover an evaluation might have relationship with measurement data, as suitable measurements could be used for measuring the strength and weakness of evaluation process. Data from good measuring instruments can provide a sound basis for good evaluation. Educational measurement includes testing of educational system. Cranach is of the view that measurement can be defined as a systematic procedure for observing a person's behaviour and explaining it by means of a statistical scale.

The term evaluation:

i. Evaluation may be defined as the complete process of identifying the objectives of an aspect of education and appraising the extent to which those objectives have been achieved. ...(Thorndike and Hagen, 1969)

ii. Evaluation is the systematic process of collecting and analysing data in order to make decision. (L. R. Gay, 1992)

iii. Evaluation is the assessment of whether teaching achieves its objectives. (H. H. Stern, 1984)

Educational evaluation is the systematic process of determining the effectiveness of educational endeavors vours in the light of evidence. Ahmann and Glock. (1981)

These definitions indicate that the process of evaluation informs about objectives of syllabus and curriculum, collection of data from the classroom and teachers leaning outcomes and to see if the objectives are achieved or not.
9.1.2 Importance of Evaluation
The process of evaluation informs the teachers and the administration about extent to which the educational objectives have been achieved. The purpose that evaluation fulfills is multifaceted. Klausemier and Goodwin (1969), identify these purposes that include the following:

a. To facilitate student progress.
b. To assess student progress.
c. To understand the individual student.
d. To facilitate self-understanding by the student.
e. To evaluate instructional programmes.
f. To assist in administrative judgements.
g. To contribute to knowledge of abilities and instruction.

The above mentioned list is fairly precise and comprehensive in its relation to the process of evaluation and its relationship to the whole process of education.

9.1.3 Features of Good Evaluation
The features of a good evaluation procedure are multiple. Some of which are briefly mentioned as under:

i. **Validity**: Good evaluation process should have validity. The validity means that it should serve the purpose it aims to serve. The evaluation process should answer the question, whether test is appropriate to measure the essay writing capacity? Also if the evaluation measures the very talent of students?

ii. **Reliability**: An evaluation should have reliability. Reliability means the degree to which the results yielded by a test are consistent and stable. For example, a test is reliable if within reasonable time, a student time gets almost similar marks. If a student’s results in a translation assignment varies from 25/50 to 10/50 or 40/50 marks.

iii. **Usability**: The test or evaluation process should be practicable. An evaluation instrument irrespective of the quality should have the capacity to test the students’ abilities and knowledge. The knowledge gained should exhibit signs of relationship to practical life so that the students could make visible connections with the real life situations.

iv. **Suitability**: A test should be designed according the cognitive level and physical readiness of the students. For example, a student should not be asked to write an essay on philosophical issues like creation of this world and short coming of examination etc. Similarly, an advanced level student should be tested on simple spellings of words like ‘boy’, ‘girl’ etc.

v. **Motivational level**: The evaluation tool and test should be designed for the objective to motivate the students, teachers and others people involved in the process to enhance their capacity in achieving the pre designed aims. Any test or evaluation tool that leaves a negative impact upon students’ psychology is not considered a good evaluation test.

vi. **Objectivity**: The element of objectivity is also a significant factor in the process of evaluation. The, evaluation should be designed in such a way that an objective
instrument for measuring the intended features should be taken into consideration. The test should avoid the elements of personal disliking and personal prejudices.

vii. **Scoring Criteria:** A test should be easy to be scored so that the scorer should not feel burdened or exhausted. A test that is lengthy and difficult to be marked leaves a bad impact upon the evaluator and therefore he/she loses interest in the whole process. Thus the test should be easy to grade that keeps the interests of both the evaluators as well as learners. Learners find feedback on time and thus remain conscious about their progress in education.

9.1.4 **Objectives of Evaluation**

The aims that evaluation performs during teaching English as a target language in Pakistan. The purposes evaluation serves might be numberless and have complexity in nature but for the convenience of understanding some brief objectives are described here. David P. Harris (1969) identifies these purposes as under:

1. **To determine readiness for Educational Process:** The readiness and willingness on the part of the students is extremely significant for the process of learning during the education programme and therefore students who have lack of interest should be separated from the ones who are highly motivated. In this regard the teacher of English language should play an active role in identification of such students.

2. **Classification of individuals in suitable language classes:** The placement of students in their suitable classes allows them to learn actively on the basis of the degree of proficiency in English language. This provides students with opportunities to enhance their learning in the atmosphere of like-minded people.

3. **Diagnosing the Student’s specific strengths and weakness:** Diagnostic screening tests generally consist of reliable tests measuring different language skills or components of broad skills. This helps in identifying the relative strengths and weaknesses of the student in a particular skill.

4. **Ensuring aptitude for learning:** The teacher may also use a test with the aim of identifying as the extent to which a student has got aptitude for language learning. This will help the teacher in predicting his/her future performance and direction in the target language.

5. **Measuring the extent of students’ achievement of instructional goals:** The written examinations/tests in evaluation helps in understanding the students’ achievement related to the instructional goals in learning of English as a foreign language in Pakistan.

6. **Evaluating the effectiveness of instructions:** These tests in evaluation are used exclusively to assess the degree of success of individual students as well as instructional programme.

**Activity**

Identify the objectives served by the tests administered or the evaluation undertaken by you during the last few months in your class:

1. 
2. 
3.
4.
5.
6.

Self-assessment Questions
1. What is evaluation? Differentiate evaluation from other related terms like measurement and testing.
2. What major objectives does the process of evaluation serve? Elucidate your answer with relevant examples.
3. What features does a good evaluation process incorporate?

9.2 Techniques of Evaluation in Language Teaching

English Language teaching seeks to bring improvement in the skills of Reading, Writing, Listening and Speaking. The students are expected to perform well in these skills in order to get mastery over language learning factors. Students showing good progress in these skills are considered efficient learner and awarded with good grades.

D. P. Harris (1969) recommends the following techniques and strategies for evaluating various aspects of language learning.

i. **Dictation:** Dictation is a technique used at the initial level where the learners try to identify the basic vocabulary items. This is a useful technique in testing the memory of the students of a foreign language.

ii. **Translation:** Translating the language vocabulary and structures from the target language to the source language has been very prominent in the process of a foreign language. The technique of Translation has been a very popular technique of evaluating proficiency in a language learning process. Even today the institutes use the translation of English/Urdu at school and college levels. Translation technique is very prominent Grammar Translation Method. The other modern methods like Direct Method, Communicative language Teaching and Audio Lingual Methods discourage using Translation owing to lack of fluency, accent building, tone and intonation etc.

iii. **Composition:** Composing a piece of writing may consist of many paragraphs it may consist of some paragraphs on a specific topic arranged in a logical sequence set by the teacher. It tells detail regarding the use of syntax structures, vocabulary of the language and organization of thoughts.

iv. **Multiple-choice items:** In this technique, the learners are required to select the most appropriate answer out of given list of multiple options. This technique is mostly used in the matters of vocabulary and various grammatical categories. It highlights the understanding and command of the learners over the given topics. It is also easy to grade therefore the teachers prefer this kind of evaluation technique.

v. **Short-answer items:** This kind of evaluation process tests the understanding, memory and command of the learners over the subject taught. In this type learner
are required to present brief answers to the questions. Both the questions and answers are highly structured.

**9.2.1 Assessment of Performance in Oral English**

Speaking skill occupies a highly significant place among the language skills. The students who are able to perform well in this skill are considered good and successful learners. The oral expressions are demanded from the students in almost all walks of life. The techniques available in Pakistan for evaluation of oral/spoken skill of learning English are not very modern. Our examination system at school and college level especially does not give weightage to this skill and the evaluation process tests only the writing skill. A skillful teacher can manage and evaluate this skill during classroom performance by assigning students various activities and presentations. Speaking Skill could be tested on following Merits.

- Quality
- Quantity
- Grammar
- Presentation style.
- Use of Available resources.

The aspects of language learning skills of Speaking and Writing are closely related with each other. In fact it is the listen skill that improves the speaking skill. A good listener can easily be a good speaker as her/she would be aware of all the features of speaking when slight attention is paid to the talks of native speakers. Therefore, the teachers and administration should promote all such activities where students get maximum exposure related to both the listening and speaking skills.

**9.2.2 Assessment of Performance in Written English**

The expression of students according to the standards/rules of a target language is extremely important. English as a language is highly developed. It allows the students to express themselves in different genres of writing but according some regulations in the fields of Grammar, linguistics and literary studies. In Pakistani systems of education the post tests in the form of formal examination is usually scheduled at the end of the academic session or semester. The written English tests carry a noteworthy weightage. It tends to include aspects like:

- Content,
- Form
- Grammar
- Style
- Organization
- Order
- Relevance to topic
- Conventions of the language.
Activities:
1. What is the difference between Writing and Speaking Skill?
2. Which features does Speaking skill focus on?
3. What is the significance of writing skill in Pakistani Examination systems?

9.2.3 Assigning Grades
While grading the evaluation tests certain significant things a teacher need to keep in consideration:
1. Too many indications of errors on the answer sheet should be avoided because that will not have the desired impact upon the students. It is better to point out the major errors and the teacher should ensure a follow up so that students do not repeat such errors/mistakes in future.
2. Try to highlight the good points in writing so that the students feel encouraged and motivated to further develop and strengthen his/her good qualities.
3. Establish connections with the student through frequent discussions with him/her to develop mutual trust confidence about appreciation or concern of his writing, etc.
4. Try to reinforce the better grades like A and B or C, etc with certain verbal, words of praise and encouragement.

Though the English teachers in Pakistan are usually overloaded, yet this is not a valid reason to justify usual avoidance of assessing the work of the students. Too often the teachers tend to refrain themselves from such activities only to avoid the marking of written works or scripts and leave it till the end of the academic year. That evaluation of writing should invariably include in its ambit the whole series of such activities and also the general quality of writing as well as the quality of each student’s efforts and the assessment of his/her growth.

The characteristics of written English may be evaluated by a teacher, who needs to be active fully equipped and adept in the skills of evaluation. To make the task of the teacher easier, a checklist as given below might be suggested. By having attention at the chart a teacher can quickly come to know the features of learning English where the students need your special attention.

**Written Work Checklist**

<table>
<thead>
<tr>
<th>Student's name</th>
<th>Commas</th>
<th>Full stop</th>
<th>Use of capitals</th>
<th>Spellings</th>
<th>Tenses</th>
<th>Narration</th>
<th>Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ali</td>
<td></td>
<td></td>
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<tr>
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<tr>
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<tr>
<td>Uzair</td>
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<td>Bashir</td>
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</tbody>
</table>
9.2.4 Conclusion

The above mentioned list of techniques of evaluating students' performance in oral and written English allows the teacher to understand and evaluate the students' performance in the process of language learning. Since the process of evaluating and assessing students' performance in spoken as well as written English has a wide spectrum, therefore, the number and variety of techniques for assessment purposes can also vary. As understood in this way and also keeping in view the multifarious limitations in our educational institutions, the English teacher may also conceive and design certain other techniques for evaluating students' performance in both the spoken and written English. These techniques include the following:

1. Statement of standards
2. Models
3. Score cards
4. Questionnaires
5. Attitude scales
6. Progress charts
7. Meetings with students
8. Pupils' folders
9. Teachers logs
10. Pupils diaries
11. Autobiographies
12. Samples of work
13. Observations of classroom work

Activity

Think of some more techniques as the above ones and jot down in the space provided below:

1.
2.
3.
4.
5.

Self-Assessment Questions

1. What do you mean by productive and receptive skills? How are they related to active and passive skills in learning English language?
2. Briefly mention the major techniques of evaluation generally used for evaluating the teaching of English in Pakistan.
3. Discuss the different techniques you would like to make use of in evaluating the performance of your students in oral English.
4. How would you proceed with the following?
   Assessment of performance in written English.
5. Encircle the most appropriate answer to the following:
   i. Visual medium refers to which aspect of learning English:
      a. Speaking
b. Listening  
c. Writing  
d. Both (a) and (b)

ii. Which one of the following techniques can be helpful in knowing the students weaknesses in pronunciation:
   a. Written translation  
   b. Dictation  
   c. Multiple-choice items.  
   d. Loud reading

iii. Reordering the jumbled sentences refers to:
   a. Organisation of material  
   b. Creative writing  
   c. Mechanics of writing  
   d. All of the above

iv. Checklist of written work helps:
   a. The teacher in knowing the weaknesses of different aspects of language learning.  
   b. The students in developing the ability of expression.  
   c. The students in developing confidence to make announcements.

9.3 How to Use Evaluation for Students’ Improvement

In the worth of evaluation in the educational process, it is highly significant to have brief discussion on the manners and means of making evaluation a really useful process. In fact, evaluations being a technical job need a detailed insight on the part of teacher to use it really a useful activity. Following are some of the points that a teacher should keep in mind to ensure improvement of students learning.

9.3.1 Encouraging Self-Evaluation

The teacher must encourage self-evaluation of different aspects of teaching English language. The self-evaluation refers not only to the evaluation of teaching methods and techniques by the teacher himself/herself, but also to the evaluation of students’ own performance by themselves. Self-evaluation helps both the teacher and the students in understating their strengths and weaknesses and thus provides them valid basis for adopting suitable strategies of language learning.

Petty and Jensen (1975), have rightly pointed that self-evaluation based on standards that children set themselves, should be an important part of the evaluation. For example, a class might adopt a list of “rules” for giving; an oral report similar to the following one and use it as the basis for judging the effectiveness of their reports:
   a. Have an interesting topic.  
   b. Start with good opening sentences.  
   c. Look at the audience.  
   d. Make your voice loud enough to be heard.  
   e. Organise your report carefully.
f. Stick to the topic.
g. Use good sentences.
h. Have a good closing.

The teacher should also practice self-evaluation questions such as the following will help a teacher appraise the oral language programme:

a. Do I recognize the need for students to practice oral expression?
b. Do I consistently provide opportunities for students to communicate orally?
c. Am I willing to work with students?
d. How can I improve my own skills in oral expression? Do I set a good example in my speech enunciating clearly, speaking comfortably and easily, organising my thoughts logically?
e. Do I listen to students? Do I give them my complete attention? Do I respond fully to their questions and comments?

Finally, teachers can check students' self-evaluation by using a checklist that may correspond to the one we have already given in one of the previous sections of this unit.

9.3.2 Undertaking Diagnostic Evaluation

By diagnostic evaluation, the teacher can identify the specific needs, interests, errors, bad habits and weaknesses of the students and make suitable modifications in his teaching methods and techniques.

According to Petty and Jenson (1975), the precision of the diagnosis depends to a large degree on the nature and refinement of the evaluation instrument and procedures. In some language arts areas, including most oral expression and written composition, evaluation is largely subjective and hence teachers and students may refer to standards, models and checklist, etc. to arrive at objective findings and use the same for the improvement of student learning.

9.3.3 To be Regular in Grading and Reporting

Grades need to be given to the students in order to give a sort of more or less concrete rating to students’ performance. Though not quite an adequate system, yet it provides some indication about the students’ relative position. A teacher who is quite regular and particular in awarding grades and sending reports about students’ performance can push the students, parents, school authorities and other concerned, towards ensuring better learning on the part of the students. This would also entail the maintenance of up to date record of progress of the students in different aspects of learning English language or any other subject. With the help of the previous and the present record of performance, the teacher can determine the trend of students’ pace in learning and communicate to all concerned and ensure suitable action from them for accelerating students' learning.

9.3.4 To Make the Objectives of Evaluation Clear to the Students

The process of evaluation has, is based on the pre-determined objectives of language teaching. So in order to ensure a purposeful evaluation and improvement in students
learning, it is highly essential to make the students clear about objectives against which they are going to be tested and evaluated. This would put the students in a situation they would ask themselves the questions like the following:

1. Do I know the correct use of idioms?
2. Do I know how to make nouns from verbs?
3. Do I know answers to all the questions given towards the end of each lesson?
4. Do I know the summaries of all the poems?

9.3.5 To Ensure Participatory Planning of Evaluation Procedure to Motivate the Students

As a teacher of English language one should ensure participatory planning of evaluation procedure. Imposition of a schedule of evaluation upon students would make them feel isolated from it and hence they may be disgusted from the same. So in order to motivate the students, it is proposed that you should:

a. make clear to the students of which they are to be evaluated;
b. encourage them to propose the possible dates and time at which they wish to be evaluated;
c. immediately communicate to the students any change in the schedule which should most preferably come later and not earlier than the announced dates.

9.3.6 Never Lose Sight of Individual Differences

As has already been mentioned in this unit, students happen to belong to different strata of society and hence have quite visible differences in their socio-cultural backgrounds, attitudes, intelligence, and resultantly different understanding, etc. of what is taught to them. With this hard fact in the background, you should not expect equal level of performance from all the students in a particular test of evaluation.

To make the best use of results of evaluation, a teacher should also interpret the same with reference to the intellectual level and physical limitations, if any, in the case of each of the student. This would help a teacher in adopting a suitable teaching strategy for each student. In other words, you need to adopt a policy of individualized instruction in the light of performance of individual student.

9.3.7 Important Points

The discussion can be summed up in the form of the following points:

1. Objectives, against which is to be judged the students’ performance, should be made clear to them.
2. Plan beforehand about the schedule of administering tests or holding any other sort of activity of evaluation.
3. Motivate the students by ensuring their participation in finalizing any programme of evaluation.
4. Try to arrange the evaluation experiences/activities in such a manner that they lead to the feelings of maximum success on the part of the students.
5. Never lose sight of the hard fact that the students differ in their levels of intelligence and learning capabilities.
Activity

Since evaluation occupies a significant place in the instructional process, make sure that your evaluation of students’ performance in oral and written English takes care of different aspects of the evaluation process as well as the content. Follow the example given in the checklist and complete the rest of it to the extent you can.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Points</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Example:
1. Is the test objective?
2. Is it administrable?
3. Does it motivate the students?
   - Is it suitable for evaluating students’ intonation?

Self-Assessment Questions
1. What are the major types of expected instructional outcomes of teaching English in your class? Discuss each one of them in detail.
2. Why is it essential to relate instructional outcomes with the objectives of teaching English? Give examples in support of your answer.
3. Discuss with examples the major considerations that may be taken into account for improving students learning through the use of evaluation.
4. Encircle TRUE or FALSE with reference to each of the statements given below:
   i. Cognitive domain of objectives refer to attitudes and values. True/False
   ii. Psychomotor objectives pertain to movements and skills. True/False
   iii. Affective objectives pertain to knowledge. True/False
   iv. Relating instructional outcomes with objectives of teaching is not of much use. True/False
   v. Diagnosis means that the test should be reliable. True/False
   vi. Self-evaluation helps the students and the teachers in knowing their own weaknesses and strengths. True/False
   vii. Grades do help students in improvement they are not reported to them. True/False
   viii. Participation of students in chalking out the schedule of evaluation disturbs the instructional process. True/False
   ix. Diagnostic evaluation is closely associated with formative and summative evaluations. True/False
   x. A teacher must take in to account the individual differences in students' abilities while interpreting results. True/False
9.4 Bibliography


Crow and Crow (1979): *Educational Psychology*, Eurasia Publishing House (P) Limited, Ram Nagar, New Delhi:


Widdowson, H. G (1979): *Teaching Language as Communication*, Oxford University Press, London: