Pedagogy of English

SLM Based on Distance & Regular Mode Synchronized Syllabus

For

Bachelor of Education (B. Ed.)

(Second Semester)

Directorate of Distance Education

Maulana Azad National Urdu University

Hyderabad-32, Telangana-Bharat

Pedagogy of English
For B.Ed 2nd Semester

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Gachibowli, Hyderabad-32 (TS), Bharat

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CONTENT

Message

Maulana Azad National Urdu University (MANUU) was established in 1998 by the Act of Parliament of our beloved country. The four mandates of the university are (1) promotion of Urdu language, (2) accessibility and availability of professional and technical education in Urdu medium, (3) providing education through traditional and distance learning mode, and (4) a specific focus on women's education. These are the points that distinguish this central university from all other central universities and give it a unique feature. It has been emphasized even in the National Education Policy 2020 to achieve education in mother tongues and regional languages.

The very objective of promotion of knowledge through Urdu is meant to facilitate the accessibility of contemporary knowledge and disciplines to Urdu knowing community. For a long time, Urdu has remained devoid of scholarly materials. A cursory glance over a library or shelves of a book seller substantiates the fact that Urdu language is diminished to only a few "literary" genres. The same situation can be seen often in journals and newspapers. The writings available in Urdu take readers sometimes to the meandrous paths, sometimes involve emotionally in political issues, sometimes illuminate religions on creedal background, and sometimes burdened our minds with complaints. Further, the Urdu reader/community is unaware of the today's most important areas of knowledge whether it is related to his own health and life or related to the financial and commercial systems, whether it is related to machines and gadgets around him or the issues related to his environment or vicinity. The unavailability of content related to the above domains of knowledge has created an atmosphere of apathy towards attaining knowledge that exhibits the lack of intellectual abilities in Urdu community. These are the challenges that Urdu University is confronted with. The scenario of Self Learning Materials (SLM) is also not very different. The unavailability of course books in Urdu at school level comes under discussion at the commencement of every academic year. Since the medium of instruction of Urdu University is only Urdu and it offers almost all the courses of important disciplines, the preparation of books of all these subjects in Urdu is the most important responsibility of the University. To achieve these objectives, the Urdu university was commenced in 1998 with Distance Learning.

I am immensely pleased that due to the hard work of the concerned faculties and full cooperation of the writers, the process of publications of books has begun on massive scales. For the students of Distance Learning, the process of preparing and publication of Self Learning Materials (SLM) has begun in a minimum possible time. The books of first Semester got published and sent to the students. The books of second Semester too will be sent to the students shortly. I believe that we will be able to meet the requirements of a large Urdu knowing community through our Self Learning Materials and will fulfill the mandate of this University, and justify our presence in this country.

With best wishes.

Prof. Syed Ainul Hasan
Vice Chancellor,
MANUU, Hyderabad

Message

Distance mode of Education is globally accepted as a very useful and effective mode of education and a large number of population is getting benefitted with this mode of education. Keeping in view the educational situation of Urdu knowing population, MANUU has adopted the same from beginning of its establishment.

Maulana Azad National Urdu University began to function from 1998 with the Directorate of Distance Education and Translation Division. Regular mode of education commenced from 2004 and various departments were established which were followed by the appointments of faculty. Self learning material was prepared through writing and translation with full support of competent authority.

For the past few years UGC-DEB kept emphasizing on synchronizing the syllabi of distance and regular mode to enhance the level of distance learning students. Accordingly, at Maulana Azad National Urdu University, the syllabi of distance and regular mode are synchronized by following the norms of UGC-DEB and Self Learning Materials are being prepared afresh for UG and PG courses containing 6 blocks - 24 units and 4 blocks - 16 units respectively.

Directorate of Distance Education runs fifteen courses consisting of UG, PG, B.Ed (ODL), Diploma, and certificate courses. In a short span of time, courses based on technical skills will be started. A huge network of nine regional centers (Bengaluru, Bhopal, Darbhanga, Delhi, Kolkata, Mumbai, Patna, Ranchi, and Srinagar) and five sub-regional centers (Hyderabad, Lucknow, Jammu, Nooh, and Amravati) was established to facilitate the students. 155 Learner Support Center are running under these regional and sub-regional centers to provide educational and administrative support to the students. DDE also utilizes ICT for its educational and administrative activities.

The admissions in all programs are done only through online mode. The soft copies of Self Learning Material for students are made available on the website of Directorate of Distance Education. In near future, the links of audio and video recordings will also be made available on the website. In addition, SMS facilities are being provided to students to have better communication. The students are informed through SMS regarding various facets of programs such as course registration, assignment, counseling, exams, etc.

Directorate of Distance Education will not only play a vital role in bringing educationally and economically backward Urdu knowing population into the main stream but also in increasing the Gross Enrolment Ratio of the country.

Prof. Mohd. Razaullah Khan
Director I/C, Directorate of Distance Education,
MANUU, Hyderabad

INTRODUCTION TO THE COURSE

Dear Student Teacher,

Hope you are doing well.

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

Unit 1 discusses the concept of curriculum, principles of curriculum development, approaches of curriculum organization and characteristics of a good textbook.

Unit 2 deals with the importance of vocabulary, study and reference skills and describes some of the techniques to develop these skills that are essential for language learning.

Unit 3 sheds light on the importance of grammar and composition in learning the English language. It also describes various methods and techniques of teaching grammar and composition.

Unit 4 clarifies the difference between Test, Measurement, Assessment and Evaluation and describes the types and techniques of evaluation in detail.

Unit 5 explains some of the characteristics of a good English teacher. It describes different activities and platforms of professional development of teachers as well as shed lights on some innovative practices in teaching English.

Best wishes.

Pedagogy of English

(Part 2)

Unit 1: School Curriculum in English

Structure

1.1   Introduction

1.2   Objectives

1.3   Curriculum

    1.3.1   Concept and Meaning of Curriculum

    1.3.2   Principles of Curriculum Construction

1.4   Different Approaches to Curriculum Organization

    1.4.1   Concentric Approach

    1.4.2   Topical Approach

    1.4.3   Psychological Approach

    1.4.4   Logical Approach

    1.4.4   Learner Centered Curriculum Approach

1.5   Characteristics of a Good English Textbook

1.6   Authentic Materials for ELT and Language Laboratory

1.7   Summary

1.8   Glossary

1.9   Unit End Exercises

1.10 References / Suggested Readings

1.1   Introduction :

Education means to bring out expected behavioral change in a student. Curriculum is the guiding force in bringing out that behavioral change through curricular and co-curricular activities. Curriculum is the most significant part of any programme which acts like the constitution of a particular course. Therefore, it is essential for any programme to emphasize optimally into making of its curriculum in order to get the desired outcome. In this unit, we will study about the concept of curriculum, its principles and approaches, qualities of a good English textbook and authentic material for English language teaching.

1.2   Objectives:

At the end of this unit, student teachers should be able to;

☐ Define the concept of Curriculum

☐ Explain the principles of curriculum construction

☐ Identify the different approaches to curriculum organization

☐ Differentiate different approaches to curriculum organization

☐ Describe characteristics of a good text book

☐ Review the characteristics of an English textbook

☐ List out the authentic materials for teacher and learning the English language.

1.3   Curriculum:

1.3.1   Concept and Meaning of Curriculum:

The word Curriculum has been derived from a Latin word "Currer" which means a pathway or a racecourse to be run on for achieving the goal or target. In this sense, curriculum is a path or course of study or course of events to be undertaken by an educational institution to achieve some educational goals or targets. Let us try to understand some of the definitions mentioned in dictionaries and given by intellectuals;

● According to Merriam Webster Dictionary, "Curriculum is a set of courses constituting an area of specialization."

● According to the Oxford Dictionary, "Curriculum is the subjects comprising a course of study in a school or college: course components of the school curriculum."

- Cunnigham mentioned curriculum as "Curriculum is a tool in the hands of the artist (here, teacher) to mould his/her material (here, students) in the studio (here, school) (dokumen.pub)."
- Hilda Taba described curriculum as *"Curriculum usually consisting of a statement of aims and objectives indicate the selection and organization of content, it either implies or manifests certain patterns of learning and teaching. Because the objective demands or because the content organization requires it includes a program of evaluation of the outcomes."*
- Manroe says, "Curriculum is the introduction of a child to life and schooling is the preparation for it."
- Crow and Crow states that, "Curriculum includes all the learner's experiences in and outside the school that are included in a programme which has been devised to help to develop mentally, physically, emotionally, spiritually and morally."
- According to Bell (1971), "The offering of socially valued knowledge, skills, and attitudes made available to students through a variety of arrangements during the time they are at school, college, or university."
- Indiana Department of Education (2010) defines curriculum as the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives.

Taking into consideration the above description and definition of curriculum, curriculum can be defined as a sum total of holistic experiences students receive during a particular course of time in the institution in order to complete a programme and learn life skills. The curriculum has been understood differently by various scholars, but the core meaning lies within its broad coverage of activities through which larger aims are achieved.

Check Your Progress:

Explain the concept of curriculum in your own words?

_____

_____

_____

_____

1.3.2 Principles of Curriculum Construction:

During planning for curriculum construction, some important principles and theories are to be borne in mind, such as; logical sequence, difficulty level of the class or grade, interest of the learners and plurality of experiences are essential. Let's try to understand some principles of curriculum construction;

☐ **Variety of Experiences:**

An adequate importance on the array of different experiences provided to the learners which should be given while preparing the curriculum. While placing a variety of experiences from content transfer to play, games, extra activities, etc. the sequence of presentation of contents and activities are important for curriculum constructor. Variations are necessary in the curriculum to avoid monotony and make classroom instruction more dynamic.

☐ **Learner and Learning centeredness:**

There are several efforts to look at curriculum from different perspectives. The teacher-centered approach dominated the school curriculum for a long time, further learner-centered approach came to centre stage and now learning centeredness is widespread in the curriculum construction and curriculum transaction. It is essential to understand here that every activity of a curriculum must have learning and learner as a sole target while framing curriculum.

☐ **Flexibility:**

Flexibility in the curriculum construction is required in order to get the desired changes according to the changing needs, time, demands, etc. Many innovations and novel ideas come up while transacting curriculum, in such a condition, flexibility in curriculum allows integrating new things accordingly. Besides, there is individual difference among the learning level of the children. Keeping it in mind, the curriculum should be framed so that individuality and elasticity can be taken care of.

☐ **The Utility of Leisure:**

Leisure time plays an important role in creating an overall development of students. The principle of the utility of leisure is therefore the obligation for the curriculum framer in order to ensure proper and adequate utilization of leisure time in a productive manner. Subjects like Socially Useful and Productive Work (SUPW), Work Experience, Work and Education, etc. are the best examples of the principle of the utility of leisure in the larger framework of curriculum construction.

☐ **Interdisciplinary:**

In the present time, education is not just about knowledge of one subject but more about how one subject is related with other subjects and vice-versa. The more students grow in higher studies, the more the dependence of interdisciplinary begins for the quest of vast knowledge domain. Here, it is essential for the curriculum framer to keep interdisciplinary approach in mind to make school curriculum relevant and futuristic towards higher education. In such curriculum, the main subject is core and allied/related subjects are in the periphery with different activities and subject-based instruction.

☐ **Contemporary:**

Curriculum framers are, in most cases, senior academicians from the concerned discipline. The possibility of an old/classical perspective is more among such experts. It is important here to construct such a syllabus and curriculum which is of present-day use and contemporary in nature. For example, the grammar-translation method is still relevant in the majority of Indian schools but, the contemporary needs and popular approach are from communicative and post/mixed methods in English largely because of its current usage.

☐ **Value-oriented:**

Value-erosion in the society, institutions, households, etc. is a commonly experienced cultural deprivation in present time. The blind faith on westernization, influence of modernity and moreover disrespect of the past (including elders) are some of the thorny issues in the contemporary world including India. The prime responsibility to handle this issue is with the education sector, and further with the curricular planner. When values are no longer an inbuilt mechanism among the young population, it has to be integrated as a supplement largely through the school curriculum. The curriculum framer should keep the value orientation in the core of the mind while preparing it.

☐ **Community and Extension:**

The ultimate goal of education is to prepare a good citizen for the country, an individual with consciousness for the society and finally a professional/vocationally equipped population who can contribute to the economy. The curriculum planner should also keep in mind the benefit expected by the community and society at large. The generation of knowledge and its dissemination till the last person of the society can be attached to the success of a curriculum.

National Curriculum Framework (2005) has suggested following five guiding principles for curriculum development for school education in India:

a) Connecting knowledge gained inside classrooms and through books, print or electronic materials to life outside the school,

b) Rote memory is required for limited purposes and time, instead of understanding the concept from own perspective is very much required,

c) Enriching the curriculum to provide for overall development of children rather than only textbook-centric,

d) Flexible examination system based on CCE assessment methodology along with evaluation based on classroom experiences

e) Nurturing an overall-riding identity informed by caring concerns within the democratic polity of the country which also means taking care of politico-economy and socio-cultural ethos of the country in mind while transacting curriculum.

National Educational Policy, 2020, in its introduction, describes various aspects of curriculum, as, *"The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner. Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment (NEP, 2020, pg.no.3)."* NEP, 2020 is in the process of implementation. Government agencies are working on developing curriculum frameworks for school education, teacher education, etc. Therefore, a new national curriculum framework will come soon to give a new direction to school education in the country. In-service and prospective teachers are expected to keep an eye on recent developments in their field.

In this way, curriculum construction is a responsible task which needs a comprehensive outlook. The aforementioned principles, curriculum frameworks and guidelines given by educational policies should be kept in mind while constructing any curriculum.

1.4 Different Approaches to Curriculum Organization:

Approach is a way of dealing with something or a way of doing or thinking about something (learnersdictionary.com). Accordingly, Curriculum approach is a way of dealing with curriculum, a way of developing, creating, designing and thinking about curriculum. Curriculum organization is done on the basis of certain approaches keeping in mind the learners' needs, time management and suitability. Curriculum organization deals with the arrangement of curriculum materials, i.e, syllabus, textbook, aim and objectives, academic standards, curricular and co-curricular activities, etc, to facilitate implementation. The systematic arrangements of the topics and activities are essential for the curriculum organization. Some of these approaches are described as under;

1.4.1 Concentric Approach:

Concentric approach is a classical approach to curriculum organization. Concentric means having a common center but radius goes on changing. In a concentric approach, the scope, depth and difficulty level of subject matter is extended gradually and slowly like concentric cycles and spread over a number of years. It follows the maxim of simple to complex. It implies breaking up of subject matter into different
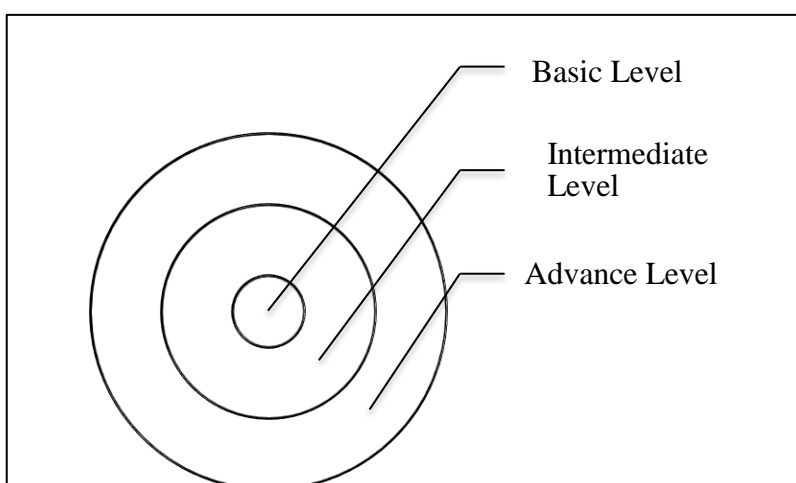

Figure no.1.1: Concentric Approach

topics and sub-topics and allotted to different classes or grades. The difficulty level also increases gradually from basic to advanced level of learning keeping physical and mental maturity of students. This approach of curriculum organization is suitable for Indian students in various ways. It provides a framework of the course. It presents the subject matter from simple to complex. Hence, it is helpful in better understanding and permanent learning. It provides an opportunity for revision covered in the previous class and connects new knowledge with older ones. It requires capable teachers to implement it properly.

1.4.2   Topical Approach:

This is an approach based on thematic presentation of relevant contents and activities in the curriculum in order to provide complete knowledge about one particular topic. This approach has better coverage of one topic. In contrast to the concentric approach, the topical approach does not break up the topic; it keeps it unbreakable and advocates finishing the topic without leaving it half done. One topic is finished before taking another. But, many experts of English language have criticized it, largely due to the possibility of providing unwanted information and its extra time consumption.

1.4.3   Psychological Approach:

Psychology is the science of studying behavior whereas learning means permanent change in behavior. Hence, it becomes necessary to adopt psychological principles for bringing permanent change in students' behavior. In Psychological approach of curriculum organization, content is organized according to psychological principles of learning, such as; principle of child centeredness, principle of maturity, principle of activity, principle of creativity, principle of individual difference, principle of flexibility, principle of life orientation, principle of reinforcement, etc.

1.4.4   Logical Approach:

In this approach, content is organized in logical sequence. Content is arranged in simple to complex format. Every chapter is linked with the next one. Learning of every chapter helps and strengthens learning of another chapter. Concepts, structures, vocabulary, grammar are graded as per their difficulty level. Logic helps in maintaining link and sequence of topics for easy and

meaningful learning of students (Vasu, 2011). Curriculum planners need to take care of logical sequence of content before presenting it in the curriculum.

1.4.5 Learner-Centered Curriculum Approach:

This approach considers 'learner' at the center of curriculum organization and takes learners' need, age, growth, abilities and interests into account while arranging learning experiences that require direct and indirect involvement of learners. It is based on naturalistic and constructivist theories of learning in which the learner's role is more emphasized than teacher's role. This approach focuses on skill development for lifelong and independent learning. In this approach, the process of learning is more important than the product of learning.

Check your Progress:

What is the difference between concentric and topical approach of curriculum organization?
_____
_____
_____
_____

1.5 Characteristics of a Good English Textbook

Textbook is an important tool for a language teacher. It serves as a guide to teachers and students. It gives meaning and purpose to the teaching-learning process. It helps in arranging learning experiences in psychological and logical order. Some of the characteristics of a good English textbook can be summarized as under;

☐ *Adequate Subject Matter:*

An English textbook should have adequate subject matter, such as; prose, poetry, stories, biographies, grammar, structures and vocabulary as per the psychological and language requirements of a specific age group of learners.

☐ *Structures and Vocabulary:*

An English textbook should have systematic, graded and well structured vocabulary and structures, so as to enable learners to grasp them easily and gradually.

□ *Objective Oriented:*

An English textbook should clearly mention learning objectives and academic standards of the book. These objectives and academic standards help teachers to select appropriate methodology for teaching.

□ *Activity Oriented:*

Language learning is an activity oriented task. An English textbook should contain different types of individual, peer and group activities not only to develop language skills but also to promote individual, collaborative and cooperative learning among students.

□ **Skill Based:**

The main objective of the English textbook is basically developing fourfold skills of language learning, i.e. listening-speaking-reading-writing (LSRW). It should give equal importance to the development of each of these skills.

□ *Game Based:*

Students love to play games. Games reduce pressure whereas anxiety increases enthusiasm and involvement. Game based learning is an innovative pedagogy that infuses elements of games with learning and makes it more interesting and joyful for learners. Hence, English textbooks should have game based activities to improve specific skills of language learning, such as; spelling games, vocabulary games, word riddles, word jumbles, etc.

□ *Relevant Content:*

One area of studies can be put in multiple ways for a different level of learners. It is essential, therefore, to keep the relevance of a particular book alive with contemporary needs and requirements of the society.

□ *Pictorial/Graphical illustration:*

It is important to have printed pictures and graphs in colour/black & white according to the requirement of a particular age. It is helpful in getting the attraction of the learners especially during the early period of schooling.

□ *Exercises and Activities:*

Exercises and activities are essential supplements for a book and its contents to ensure learning at the end of every chapter/unit.

□ *Reading Supplements:*

This is a standard practice to provide the supplementary reading materials to the learners along with the main subject book in order to facilitate better learning and understanding.

□ *Workbook Supplements:*

Workbooks provide various exercises to students on each and every topic of the textbook and help them in achieving expected outcomes of the textbook. An English textbook should provide a workbook supplement.

□ *Handbook Supplements:*

Teacher's handbook or guidebook provides guidance to teachers to facilitate students to achieve the expected learning outcomes. Teacher's Handbook sheds light on how to teach each and every chapter and how to organize activities inside and outside the classroom. It is very useful for teachers. Therefore, handbook supplement definitely improves the quality of instruction.

□ *Bias free:*

India has a multi-culture, multilingual, multi-ethnic and multi-religious society. We have founded Unity in Diversity through various constitutional majors. In order to keep the socio-cultural ethos in mind, it is essential to have bias free language in an English textbook.

□ *External Aspects:*

Finally, a book with good and attractive Desk-Top Publishing is core to the selling of the book as well as learning for students, especially during the early age of schooling. It should be free from print mistakes. Font and size of letters should be legible and easy to read. The book should be durable in terms of its paper, cover and back page. It should be handy and reasonably priced.

A teacher should make appropriate use of textbooks and try to make his/her teaching more lively and joyful with his/her efforts. M.K. Gandhi, the father of our country, said, *"I have always felt that the true textbook for the pupil is his teacher."*

Activity 1.1:

Write a critical note on any English textbook keeping characteristics of a good English textbook in view.

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_____

1.6 Authentic Materials for ELT and Language Laboratory

Authentic materials in the English language are the real-life communications regarding speaking, writing, audio, video, etc. Authentic materials are the main ingredients of any textbook which

play an important role in extending content knowledge. In other words, all the primary language materials and the language materials which are not rehearsed, pre-practiced or artificial are considered as authentic materials. Examples of authentic materials can be given as under;

□ **Authentic Listening Materials**

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

□ **Authentic Reading Materials**

All the written texts with original/primary sources for target language users can be considered as authentic reading materials. Besides, in daily life, we experience the menu of restaurants, newspapers, magazines, sign-boards, brochures, etc.

□ **Authentic Materials for Language Laboratory**

Language laboratory materials are available with different sources such as; audio – video cassettes, CDs, DVDs, language learning softwares, language learning apps, Dictionaries, thesaurus, etc.

□ **Well Reputed Publication Houses:**

Oxford University Press with Digital Dictionaries, Encyclopedias, etc

□ **Well Reputed Institutions:**

British Council, The EFLU electronic resource for English language-skills

□ **Online Resources**

MOOCs, websites, YouTube channels, Teachers portals, online dictionaries & thesaurus, mobile apps, open resources, etc.

Activity 1.2:

Make a list of authentic materials for learning English, you see in your daily life.

_____

_____

_____

_____

1.7   Summary

Curriculum is the sum total of holistic experiences students receives during a particular course of time in the institution in order to complete a programme and learn life skills. Curriculum organization is a very serious and responsible task. There are some principles of curriculum

construction, such as; Variety of Experiences, Learner and learning centeredness, Utility of leisure, Flexibility, Interdisciplinary, Contemporary, Value Orientation, Community orientation, etc.

Curriculum approach is a way of dealing with curriculum, a way of developing, creating, designing and thinking about curriculum. Concentric approach, topical approach, psychological approach, logical approach, learner centered curriculum approach are some of the important approaches of content organization.

Textbooks play an important role in the teaching-learning process. It is an important tool in the hands of a teacher. A good English textbook has certain characteristics, such as; adequate subject matter, proper use of structures and vocabulary, objective & activity orientation, skill & game based, supplemented with workbook & handbook, bias free and attractive external aspects. A teacher should make appropriate use of textbooks and try to make his/her teaching more lively and joyful with his/her efforts. M.K. Gandhi, the father of our country, said, "I have always felt that the true textbook for the pupil is his teacher.

1.8   Glossary:

Curriculum	It is a tool in the hands of an artist (here, teacher) to mould his/her material (here, students) in the studio (here, school).
Approach	Approach is a way of dealing with something or a way of doing or thinking about something (learnersdictionary.com).
Curriculum approach	Curriculum approach is a way of dealing with curriculum, a way of developing, creating, designing and thinking about curriculum.
Concentric Approach	In the concentric approach, the scope, depth and difficulty level of subject matter is extended gradually and slowly like concentric cycles and spread over a number of years.
Topical Approach	Topical approach is based on thematic presentation of relevant contents and activities in the curriculum in order to provide complete knowledge about one particular topic.
Psychological Approach	In the Psychological approach of curriculum organization, content is organized according to psychological principles of learning, such as;

	principle of child centeredness, principle of maturity, etc.
Logical Approach	In the Logical approach of curriculum organization, content is organized in logical sequence.
Learner Centered Curriculum Approach	This approach considers 'learner' at the center of curriculum organization and takes learners' need, age, growth, abilities and interests into account while arranging learning experiences that require direct and indirect involvement of learners.
Syllabus	A set of related contents which are largely part of a subject curriculum to be completed in a specified timeframe.
Textbook	Printed text with adequate coverage of contents based on a particular subject-syllabus.
Authentic Materials	A valid and verified content based on a particular curriculum/syllabus which may be in printed, audio or video format.

1.9   Unit End Exercises:

Multiple Choice Questions

Choose the correct option.

1. Curriculum has been derived from a _____word.

   a. Latin   b. French   c. Greek   d. Celtic

2. The word, 'Currer' means _____.

   a. a racecourse   b. a method   c. syllabus   d. textbook

3. _____mentioned curriculum as a tool in the hands of the artist.

   a. Hilda Taba   b. Cunnigham   c. Manroe   d. Crow & Crow

4. Curriculum helps to achieve_____.

   a. Job   b. Values   c. Objectives   d. Education

5. _____ approach is a classical approach to curriculum organization.

   a. Topical   b. Concentric   c. Spiral   d. Logical

Short Answer Type Questions

1. What do you understand by Curriculum? Explain in your own words.

2. List out the effectiveness of language laboratories in English language learning.

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

4. Write a short note on authentic materials for English language teaching.

5. What are the characteristics of a good English textbook?

Long Answer Type Questions

1. What are the different approaches to curriculum organization in the English language? Describe in detail.

2. Examine any secondary English textbook with reference to different principles of curriculum construction.

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Unit 2 : Teaching of Vocabulary, Study and Reference Skills

Structure

2.1   Introduction

2.2   Objectives

2.3   Teaching of Vocabulary

    2.3.1   Objectives of Teaching Vocabulary

    2.3.2   Types of Vocabulary

    2.3.3   Techniques of Teaching Vocabulary

    2.3.4   Selection and Gradation of Vocabulary

    2.3.5   Vocabulary Games and Activities

2.4   Techniques of Teaching Study Skills

    2.4.1   Note - making

    2.4.2   Note - taking

    2.4.3   Mind mapping

    2.4.4   Brainstorming

2.5   Techniques of Teaching Reference Skills

    2.5.1   Dictionary

    2.5.2   Thesaurus

    2.5.3   Encyclopedia

    2.5.4   Bibliography

2.6   Summary

2.7   Glossary

2.8   Unit End Exercises

2.9   References / Suggested Readings

2.1   Introduction

Teaching of Vocabulary, Grammar and Composition are very fundamental things in English language teaching because without vocabulary, grammar and composition we cannot teach English language in a formal setting of education. Without sufficient vocabulary", students cannot understand others or express their own ideas (Hadi, 2017). Wilkins (1972) wrote that; *"Without grammar very little can be conveyed, without vocabulary nothing can be conveyed (Clouston, 2012)."*

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

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

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

2.2   Objectives

At the end of this Unit, student teacher should be able to;

a. Describe the importance of teaching vocabulary, study and reference skills

b. Differentiate between active and passive vocabulary

c. Explain the selection and gradation of vocabulary

d. Use different techniques of teaching vocabulary

e. Define study skills

f. List various types of study skills

g. Describe various types of dictionaries, thesaurus, encyclopedia and bibliography

h. Use reference materials like; dictionaries, thesaurus, encyclopedia and bibliography

2.3   Teaching of Vocabulary

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

Particularly, as students develop greater fluency and expression in English; it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies. Students often instinctively recognize the importance of vocabulary to their language learning (Hadi, 2017). As Schmitt (2010) mentioned that *learners carry around dictionaries and not grammar books (*Clouston, 2012*).*

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

Vocabulary is the first and foremost important step in language acquisition. In a classroom where students do not find themselves comfortable with a second language, language learning can be made interactive and interesting with the introduction of appropriate vocabulary exercises (Hadi, 2017). John Drinkwater, a famous linguist says, "Words are the bricks on which poetry and literature of the world has been built."

The English language has a rich vocabulary of more than five lakh words. It is a very

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

2.3.1 Objectives of Teaching Vocabulary:

Objectives of Teaching Vocabulary can be mentioned as under:

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

2.3.2 Types of Vocabulary:

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

Let's try to understand active vocabulary and passive vocabulary.

a. Active vocabulary:

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

b. Passive vocabulary:

Passive vocabulary refers to the vocabulary over which a person has no command or he or she never uses it but he or she can draw out meaning out of that, though partially or vaguely. Passive vocabulary is always larger than active vocabulary. We know a number of words but we never use them in our speech, such words comprise passive vocabulary.
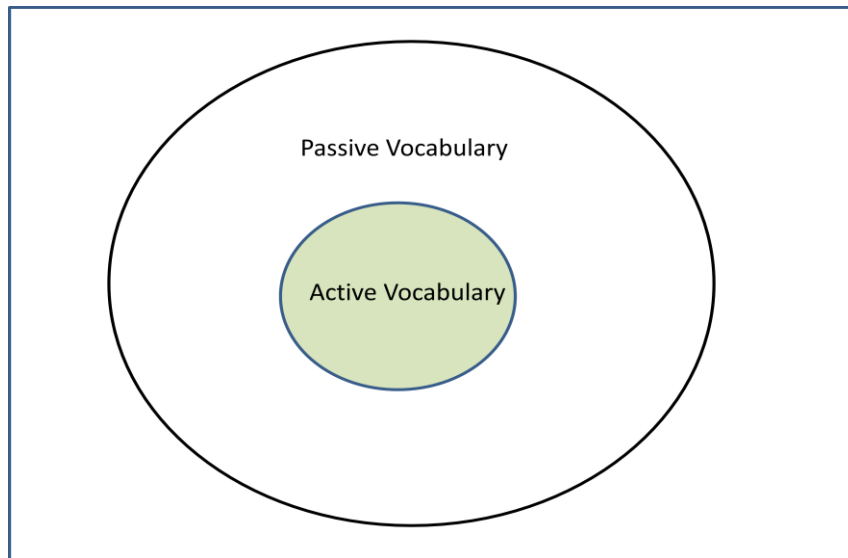
Figure 2.1: Active and Passive Vocabulary

According to different skills types of vocabulary can be summarized as under;

(i) Listening Vocabulary

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

(ii) Speaking Vocabulary

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

(iii) Reading Vocabulary

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

(iv) Writing Vocabulary

A person's writing vocabulary is all the words s/he uses in various forms of writing from formal essays to Facebook or Twitter posts.

2.3.3   Techniques of Teaching Vocabulary:

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

i.   *Mother tongue Association:*

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

Figure 2.2: Mother Tongue Association (www.learnenglishlanguages.com)

ii.   *Action Association:*

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

Figure

.3: Action Association (www.kid-pages.com)

iii.   *Picture/Photo/Poster Association:*

Here the teacher can show a picture, photo or poster to elicit the meaning of any word. For example; teacher shows the picture of 'Lamp' and asks the student the mother equivalent of the word 'Lamp'.

Figure 2.4: Picture/Photo/Poster Association (www.pinterest.com)

iv.   *Material Association:*

In this technique, the teacher shows real materials to explain words for which it represents. For example; Teacher can show 'chair', 'board', etc. See the following images;
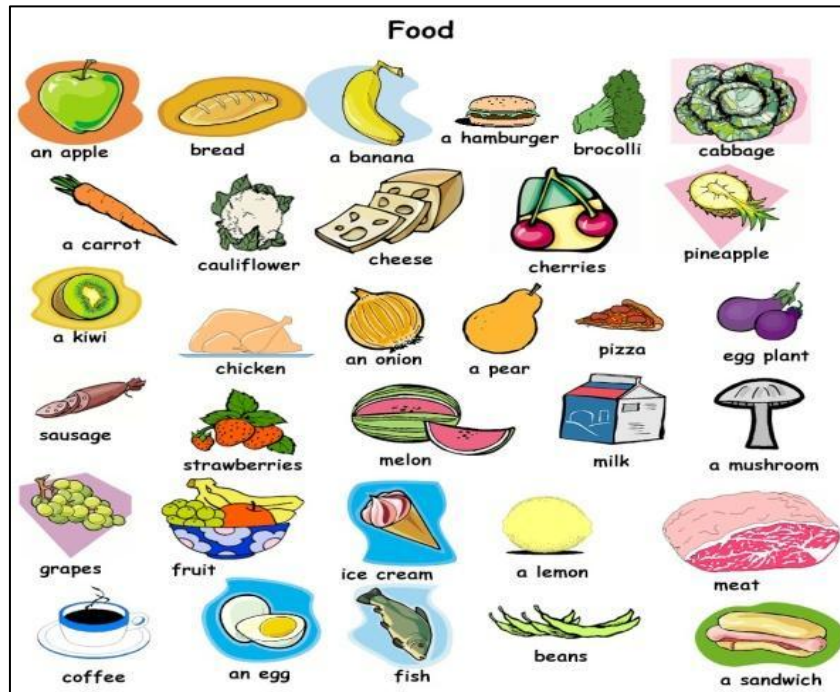
Figure 2.5: Material Association (www. colegionarval.org)

v.   *Word Association:*

There are sub techniques of word association like synonym association, acronym association, homonym association, etc. Teachers can explain the meaning of words by associating it with synonyms, antonyms, homonyms, etc.

Figure 2.6: Word Association (www.englishlearnsite.com)

vi.   *Definition Association:*

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

Figure 2.7: Definition Association (www.slideshare.net)

vii.   *Use of Dictionary:*

Here, the teacher asks students to see the meaning of a particular word in a dictionary. There are many types of dictionaries like English to English Dictionary, Bilingual dictionary, Trilingual dictionary, Picture Dictionary, Online dictionary, dictionary mobile apps, etc. Teachers should enable students to refer to all these types of dictionaries.
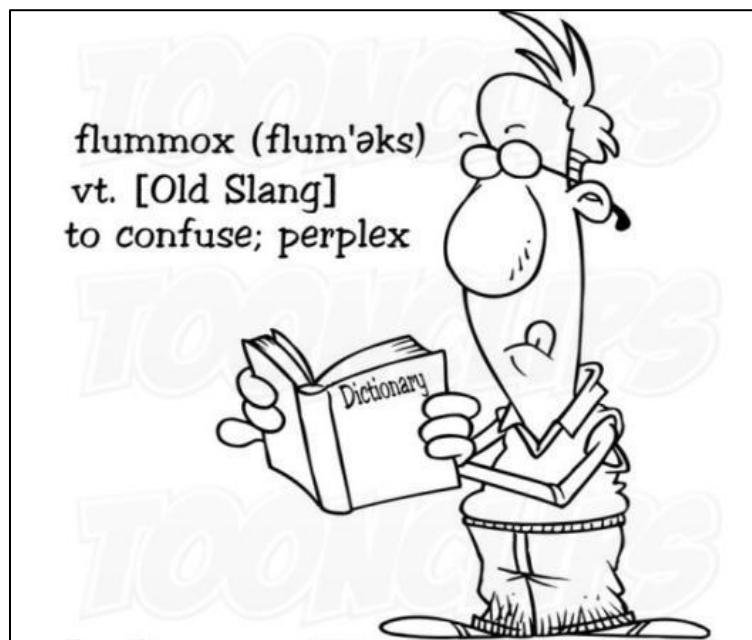
Figure 2.8: Use of Dictionary (www.vecto.rs)

Blackboard sketches:

Teachers can also draw sketches on black boards to introduce new words. Teachers should always use 'new words' instead of 'difficult words' while teaching vocabulary, because the word 'difficult' has a negative impact on the minds of students. Students can also be involved in developing blackboard sketches of different words (Rao, 2011).

Figure 2.9: Blackboard sketches (www.colourbox.com)

Activity 2.1:

Choose any lesson from an English Textbook, List out new words and techniques by which you will introduce those words in the class.

Topic of the Lesson:	
Words	**Technique of Teaching Vocabulary**

2.3.4 Selection and Gradation of Vocabulary:

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

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

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

Check Your Progress

What are the principles of selection and gradation of vocabulary?

_____

_____

2.3.5   Vocabulary Games & Activities:

Activity 2.2 Access the book, "**Cambridge English vocabulary games and activities'** from following URL **- http://www.cambridgeenglish.org/images/vocabulary-games-and-activities.pdf**) **and do the following activities;** 1. Read the above book on Vocabulary games and activities. 2. List out the Games and Activities mentioned in the book**.** 3. What Games and Activities you will organize to teach vocabulary to 8th Std. students of your class? Write in detail.	 Scan QR code to access the book.

2.4   Techniques of Teaching Study Skill:

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

(i)   **Gathering Skills:** Gathering skills enable learners to gather relevant information in less time. There are two sub skills of gathering skill;

   a. *Locating information:* Learner tries to locate the desired information through encyclopedias, thesaurus, dictionaries, search engines, websites, social networking sites, library catalogues, tables of content, index, , etc

   b. *Comprehending information:* Learner tries to comprehend information through mastering the skills of reading, skimming, scanning, etc.

(ii)   **Storage Skills:** Storage skills enable learners to store information for ready retrieval and use. As students cannot remember or memorize any lecture or prose as it is, they try to store information in their notebooks to use later. Storing skills have two sub skills;

   a. *Note-making:* It involves reading books, journals, letters or any other written material and making notes.

   b. *Note-taking:* It involves listening to lectures, speeches, commentaries and taking down notes.

(iii)   **Retrieval Skills:** In the limited time of examinations students try to write all the answers in a systematic, brief and comprehensive manner. Here retrieval skills come in to help students. Retrieval skills such as reading, writing, comprehension, analysis, synthesis, judgment, critical thinking and observations, clarity and brevity, etc are necessary for writing summaries of articles, chapters, books, reports, speeches, research studies, theses or any other written document.

Students study in their own ways. Every student chooses his or her own method of studying as per his or her needs. A student may be comfortable with one technique whereas

another may feel uncomfortable with that technique. Teachers should cater to the needs of different types of learners in the class and develop their study skills. Let's try and understand some of the study skills in this sub-unit.

2.4.1   Note -making:

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

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

2.4.1.1   Ways or Types of making notes;

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

(i)   Annotation:

Annotation means an act of adding notes on a printed material, such as; books, modules, textbooks, articles, etc. While annotating, the learner makes note by writing in the margins, underlying facts, highlighting the main points, etc. It helps remember the main points. But it is advisable only when the printed material or book is your own. Annotation should not be

practiced with books of school or college libraries or any other printed material which is a public property or others property.
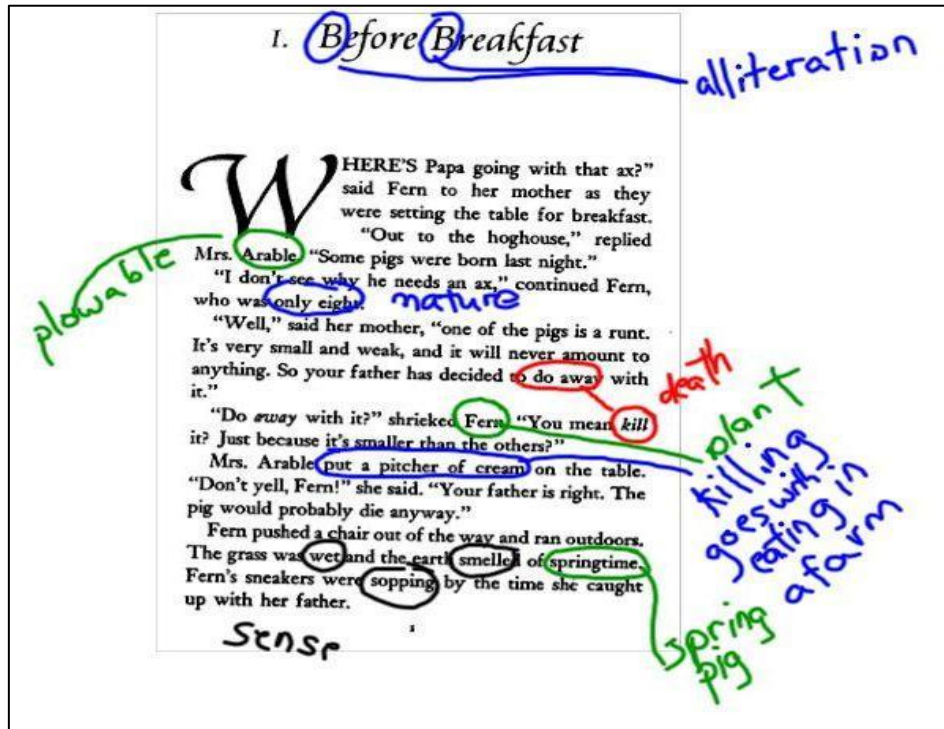
Figure 7.9: Annotation (www.medinger.wordpress.com)

(ii) *Outline notes:*

In outline notes, the learner develops an outline of the text or content. This outline contains a sequence of keywords, phrases, heading and subheadings. Look at the following picture;
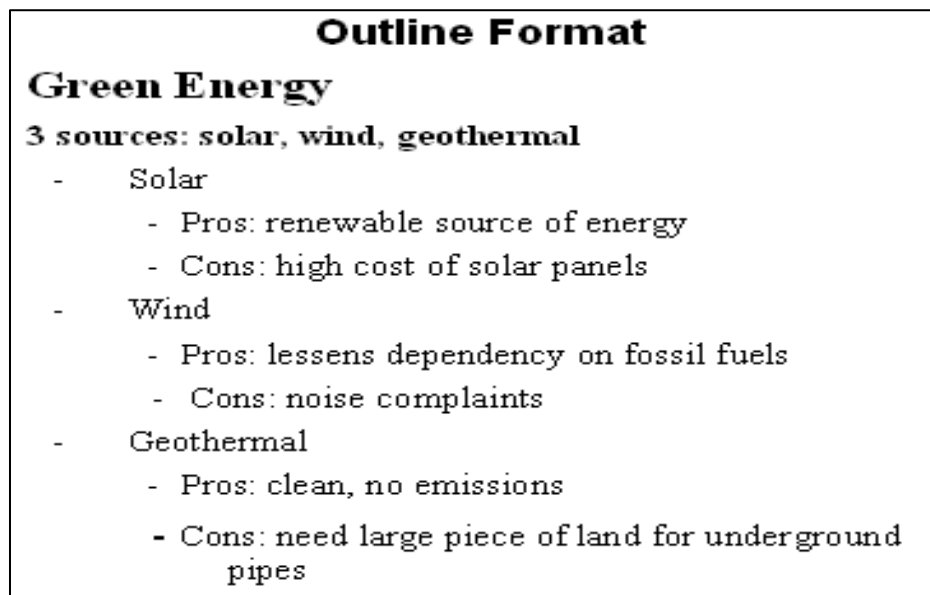
Figure 2.10: Outline notes (Bought, 2013)

(iii)   *Column notes or Cornell Method notes:*

  In Column notes, learners develop a column where keywords are written in one column and their brief description is written in front of the keywords in another column. Cornell Method notes are similar to column notes. In Cornell Method, students make two columns; one is the recall column and second is notes column. Notes are written in the notes column whereas their keywords are written in the recall column. Look at the following picture;

Figure 7.11: Outline notes (Bought, 2013)

iv)   ***Summary notes:***

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

Types of Nouns — Woodward ENGLISH

COMMON	vs	PROPER
Used to name people, places or things in GENERAL. It refers to the class or type of person or thing (without being specific). Examples: girl, city, animal, house, food		Used to name a SPECIFIC (or individual) person, place or thing. Proper nouns begin with a capital letter. Examples: John, London, Pluto, France
COUNTABLE	vs	UNCOUNTABLE
Have a singular and a plural form and can be used with a number or a/an before it. They are sometimes called Count Nouns. Examples: car, desk, cup, house, bike		Cannot be counted. They often refer to substances, liquids, and abstract ideas. They are sometimes called Mass Nouns. Examples: wood, milk, air, happiness
CONCRETE	vs	ABSTRACT
Refer to people or things that exist physically and that at least one of the senses can detect. Examples: dog, tree, apple, moon, sock		Have no physical existence. They refer to ideas, emotions and concepts you cannot see, touch, hear, smell or taste. Examples: love, time, fear, freedom
COMPOUND		COLLECTIVE
Two or more words that create a noun. They can be written as one word, joined by a hyphen or written as separate words. Examples: rainfall, son-in-law, credit card		Refer to a set or group of people, animals or things. They are often followed by OF + PLURAL NOUN (e.g. bunch of flowers) Examples: team, pile, stack, flock, bunch

www.grammar.cl   www.woodwardenglish.com   www.vocabulary.cl

Figure 2.12: Summary notes (www.woodwardenglish.com)

2.4.1.2   Process of Note-making:

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

a.   Read the whole text, at least twice

b.   Decide the title for the text

c.   Reduce the text into an outline retaining all the salient points

d.   Structure the whole text by dividing it into main and sub-points on the basis of the title given to the text

e.   Prepare a note in such a manner that it should give scope for the writer/reader to reconstruct the original passage at a later date.

f.   Maintain logical sequence of ideas given in the text

2.4.1.3 Characteristics:

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

a. Include necessary and important points.

b. Ignore irrelevant information

c. Summarize the content briefly

d. Use short forms, symbols, mind maps, flow charts, etc

e. Provide the gist of entire content

f. Help recapitulate the entire content whenever needed

g. Help the reader quickly understand the content

h. Leave spaces for additional changes

2.4.2 Note – taking:

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

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

Remember the following points while taking down notes;

a. Listen to the lecture carefully.

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

c. Jot down the main points while listening. If you miss some points leave some space for them. Clarify these missing points at the end of the lecture with the help of the lecturer or your friends.

d. Generally, lecturers summarize the lecture or conclude the lecture at the end. Compare your notes with the summary or conclusion of the lecturer.

e. Make use of flow-charts, diagrams, tables, etc while taking notes.

f. Ask questions to clarify your doubts or share your concerns.

g. Listen and note down the answers given by the lecturer on different questions.

h. Collect the handouts or PowerPoint presentations of the lecture, if they are available.

i. Write notes in legible handwriting.

The types or ways of note-taking and note-making are the same. Please refer to the previous sub-unit that is 2.4.1 on note-making.

2.4.3 Mind mapping:

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

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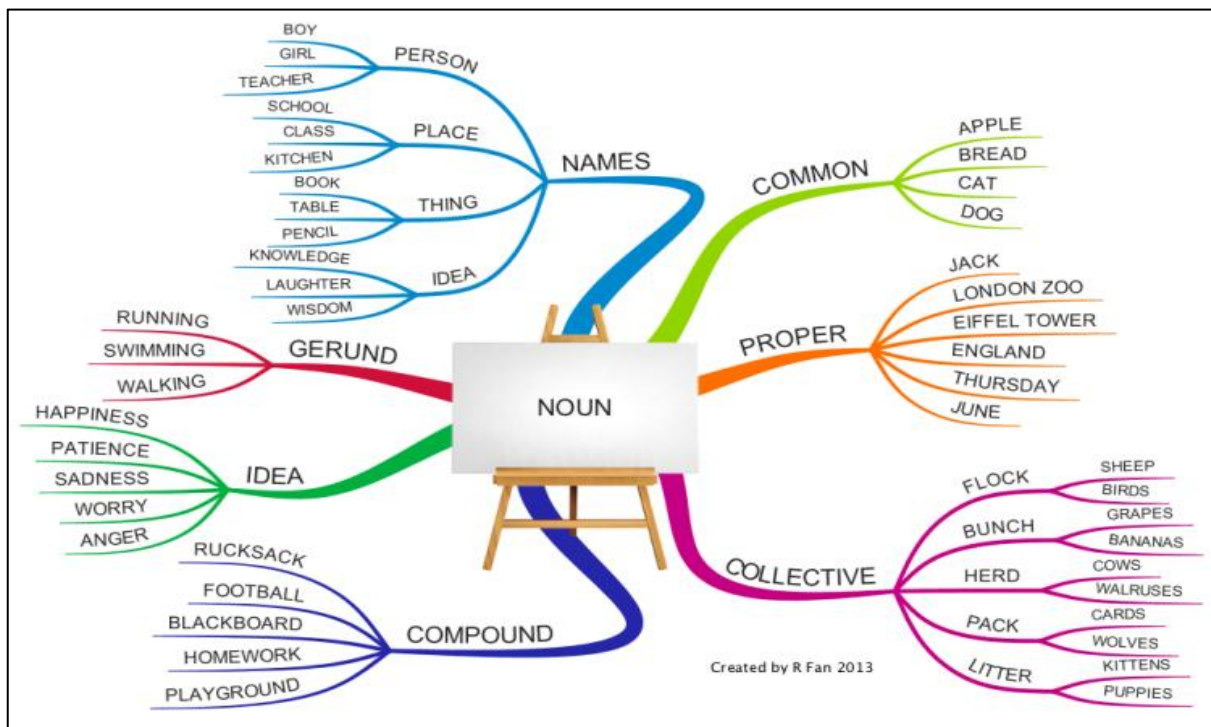

Figure 7.12: Mind Map (www. web2.fp.utm)

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

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

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

Table No: 2.1: Seven steps of developing a Mind Map (www.tonybuzan.com)

Activity 2.3	
Watch following YouTube videos of Tony Buzan on Mind Mapping and write a note on different aspects of Mind Mapping.	Scan the QR codes to directly access the videos
How to Mind Map with Tony Buzan (https://www.youtube.com/watch?v=u5Y4pIsXTV0)	

Maximise the Power of Your Brain - Tony Buzan - Mind Mapping (https://www.youtube.com/watch?v=MlabrWv25qQ)	
The Power of a Mind to Map: Tony Buzan at TEDx Square Mile (https://www.youtube.com/watch?v=nMZCghZ1hB4)	
Tony Buzan on the Origins of Mind Mapping (https://www.youtube.com/watch?v=2LX3peWpxV8)	
Tony Buzan (Mind Mapping) - How To Make the Most of Your Creative Mind : Learning Technologies 2013 (https://www.youtube.com/watch?v=8HwxX1JYqLg)	

2.4.4 Brainstorming:

The technique of brainstorming was introduced by Alex Osborn, an American writer and creativity theorist. Brainstorming is a group creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members (Wikipedia). According to Alex Osborn, 'Brainstorming is a conference technique by which a group attempts to find a solution for a specific problem by amassing all the ideas spontaneously by its members (www.brainstorming.co.uk).'As storm clears the pollution for air,

brain storm clears mental confusion and chaos and helps a group of people find out solutions to a problem. Brainstorming activity can be arranged in small or large groups of students.

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

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

Table No: 2.2: Steps of Brainstorming session

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

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

2.5   Techniques of Teaching Reference Skill:

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

Reference skills are nothing but skills needed to refer to any reference material. How to use a dictionary? How to read a map? How to use a Thesaurus or an Encyclopedia? How to find out the telephone number of someone from a telephone directory? How to use a handbook or textbook while teaching or learning? How to search for information? Where to search information? Reference skills answer the aforesaid questions and facilitate teachers and students acquire authentic information in easiest ways and use it whenever necessary.

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

2.5.1   Dictionary:

Dictionary is one of the foremost important reference materials for a language teacher and learner. Dictionary is a book of words where words of a language are listed out in alphabetical order. A dictionary gives information about a word, it's spelling, types (noun, verb, adjective or adverb), different pronunciation (British or American) and usages in different contexts. There are different types of dictionaries classified according to different criteria. See the classification of dictionaries in the following table:

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

Table No: 2.3: Classification of Dictionaries

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

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

Table No: 2.4: Techniques of referring dictionaries

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

2.5.2 Thesaurus:

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

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

beautiful

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

Figure 2.13: Thesaurus (www.angelfire.com)

A traditional thesaurus has two sections; index and body. Index lists the words with several meanings and body provides synonyms of a word,whereas a dictionary style thesaurus has a headword along with several synonyms following the headword. It is arranged in alphabetical order. In this digital age, we also have online thesaurus for online and offline use and thesaurus apps for mobile use.

A thesaurus helps a person know the synonym, antonym of a word instantly. It gives a glance of all related words. One can select a suitable word according to the context. It is helpful

in writing essays, articles, research papers, drama, novel, short story, news, notice or any other written task.

2.5.3 Encyclopedia:

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

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

Table No: 2.5: Types of Encyclopedia

2.5.4 Bibliography:

The word 'Bibliography' is derived from the Greek word 'Bibliographia.' 'Bibli' means book and 'Graphia' means writing. So Bibliography means book writing or copying of books. It is all about the etymological meaning of the word Bibliography. In general, Bibliography is a list of all print and electronic sources one has used in the process of writing a book, article or doctoral thesis. It is also known as reference list or work cited. It may include the reference cited

as well as not cited in the work. It generally includes authors' name, title of the work, publishers' name, year of publication and page numbers of the source.

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

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

Table No: 2.6: Types of Bibliography

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

2.6 Summary:

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

Study skills enable a learner to become a lifelong learner. They widen the horizons of thinking. It helps students become independent learners. Alvin Toffler, an American writer quotes, 'The illiterate of the 21st century will not be those who cannot read and write, but those

who cannot learn, unlearn and relearn.' Study skills help students to learn, unlearn and relearn. In this unit, we tried to learn different study skills like note-making, note-taking, brainstorming and mind mapping.

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

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

2.7   Glossary:

Active Vocabulary	Active vocabulary refers to the vocabulary that a person uses in his or her written or oral communication and has complete mastery over it.
Passive Vocabulary	Passive vocabulary refers to the vocabulary that a person cannot use in his or her written or oral communication but he or she can draw meaning out of it.
Study Skills	Study skills help learners to study more efficiently.
Gathering Skills	Gathering skills help learners to gather information.
Retrieval Skills	Retrieval skills help learners to retrieve the stored information.
Note-making	It means reading or referring to a written text and making notes.
Note-taking	It means listening to a lecture/speech or oral information and taking down notes.
Reference Skills	Reference skills help learners to refer to different types of reference material like dictionaries, encyclopedias and thesaurus.

2.8   Unit End Exercises

Multiple Choice Questions

Choose the correct option:

1. The word 'Bibliography' is derived from _____word.

    (i)   Latin   (ii) Greek   (iii) French   (iv) Russian

2. 'Bibli' means _____.

    (i)   Bible   (ii) Babylon   (iii) Bread   (iv) Book

3. 'Graphia' means _____.

    (i)   Science of Graphics (ii) Graphics   (iii) Writing   (iv) Writer

2. Wikipedia is _____.

    (i)   Electronic Encyclopedia   (ii) Crowd sourced Encyclopedia

    (iii)   Subject Specific Encyclopedia (iv) Encyclopedia for General Information

3. The first thesaurus in the English language was developed by _____.

    (i)   Dr. P. M. Roget   (ii)   Shakespeare

    (iii)   Francis Bacon   (iv)   John Milton

4. Pocket Dictionaries contains _____40000 to 60000 words.

    (i)   400000 to 600000   (ii)   130000 to 160000

    (iii)   40000 to 60000   (iv)   60000 to 100000

Short Answer Questions

Write down short notes on the following:

(i) Types of Vocabulary

(ii) Classification of Dictionary

(iii) Note-Making

(iv) Bibliography

Long Answer Questions

(i) What is the importance of teaching vocabulary in English language teaching?

(ii) How will you teach vocabulary to the students of primary school?

(iii) Explain the need for study skills in the 21st century?

(iv) Discuss the importance of dictionaries, thesaurus, encyclopedia in teaching and learning of English language.

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

2.9　References / Suggested Readings :

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30. https://www.reallifeathome.com/teaching-reference-skills-part-1-why-and-how/?cv=1

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Unit 3 : Teaching of Grammar and Composition

Structure

3.1 Introduction

3.2 Objectives

3.3 Teaching of Grammar

   3.3.1 Need and Importance of Grammar

   3.3.2 Objectives of Teaching Grammar

   3.3.3 Types of Grammar

   3.3.4 Methods of Teaching Grammar

   3.3.5 Games and Activities

3.4 Teaching of Composition

   3.4.1 Need and Importance of Composition

   3.4.2 Objectives of Teaching Composition

   3.4.3 Types of Composition

   3.4.4 Procedure of Guided Composition

   3.4.5 Techniques of Teaching Guided Composition

3.5 Remedial Teaching for Grammar and Composition

3.6 Summary

3.7 Glossary

3.8 Unit End Exercise

3.9 References / Suggested Reading

3.1   Introduction:

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

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

3.2   Objectives:

At the end of this unit, student teachers should be able to;

i.   Describe the importance of teaching grammar and composition.

j.   Identify different types of grammar and composition.

k.   Differentiate between formal and functional grammar

l.   Explain different techniques of teaching composition.

m.   Exemplify different methods of teaching grammar.

3.3   Teaching of Grammar

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

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

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

Grammar is very important in Business communication. It sets a professional appearance between a company and its customers. Small details such as spelling, word use and writing style are an important part of marketing, and poor grammar may quickly send customers to a competing company. Proper grammar conveys a sense of authority from the writer to the reader. Law firms, public accountants and consulting services are great examples of strong written communication that creates authoritative messages (Lo, 2017).

3.3.1 Objectives of teaching Grammar:

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

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

3.3.2 Formal Grammar and Functional Grammar:

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

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

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

Table no 3.1: Difference between Formal and Functional Grammar

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

Methods of Teaching Grammar

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

☐ *Deductive Method:*

This is the traditional method of teaching grammar. Formal grammar is taught by this method. In this method, the teacher explains the rules of grammar and then examples are given to fix that particular rule.

The steps of this method can be easily grasped by following table;

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

Table no 3.2: Procedure of Deductive Method

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

 Inductive Method:

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

Sr. No	Steps	Teachers activity
1	Introduction	The teacher introduces grammatical items to the students. (For ex: Today, we are going to study Articles)
2	Providing	Teacher presents some examples before the students and asks

	Examples	the students to observe and try to generalize the common things in the given examples. (Teacher writes some examples of article 'a', 'an' and 'the')
3	Observation	Students observe the examples and try to generalize the common things presented in the examples. (Teacher asks the students to observe the examples of articles and try to generalize the common things about their uses)
4	Generalization	With the help of students' responses and generalizations about the examples, the teacher introduces rules of grammar. (Teacher explains the rules of using articles 'a', 'an', 'the' with the help of students' responses and generalizations about the examples.)
5	Practice	Teacher provides more examples for oral and written practice.
6	Assignment	Teacher gives a variety of exercises for assignments.

Table no 3.3: Procedure of Inductive Method

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

□ **Informal Method:**

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

□ **Incidental Method:**

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

Check Your Progress:

Explain the procedure of inductive and deductive methods of teaching grammar with suitable examples.

_____

_____

_____

_____

3.3.3   Grammar Games and Activities:

Activity 3.1 Read any two books of the following and write your reflections on **'Use of Games and Activities in Teaching Grammar'** in the light of your readings of the above books.	Scan the QR codes to access the sources directly.
a) **Games for Grammar and Practice** written by Maria Lucia Zaorab & Elizabeth Chin, Published by Cambridge University Press **(http://elibrary.bsu.edu.az/files/books_250/N_7.pdf**)	
b) **Fun with Grammar written** by Suzanne W. Woodward, Published by Prentice Hall Regents (http://ielts-house.net/Ebook/Grammar/FUN%20with%20GRAMMAR%20-%20BETTY%20AZAR.pdf)	
c) **Elementary Grammar Games** written by Jill Hadfield, Published by Longman **(https://sydslearningcorner.files.wordpress.com/2010/10/elementary-grammar-games.pdf)**	

d) **Grammar Alive! A Guide for Teachers** written by Brock Haussamen with Amy Benjamin, Martha Kolln, Rebecca S. Wheeler, and members of NCTE's Assembly for the Teaching of English Grammar, Published by National Council of Teachers of English, Urbana, Illinois. (**https://wac.colostate.edu/books/grammar/alive.pdf**)	

3.4   Teaching of Composition

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

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

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

3.4.1   Objectives of Teaching Composition:

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

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

3.4.2 Types of Composition

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

- **Guided Composition:**

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

- **Free Composition:**

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

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

3.4.3 Procedure of guided composition:

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

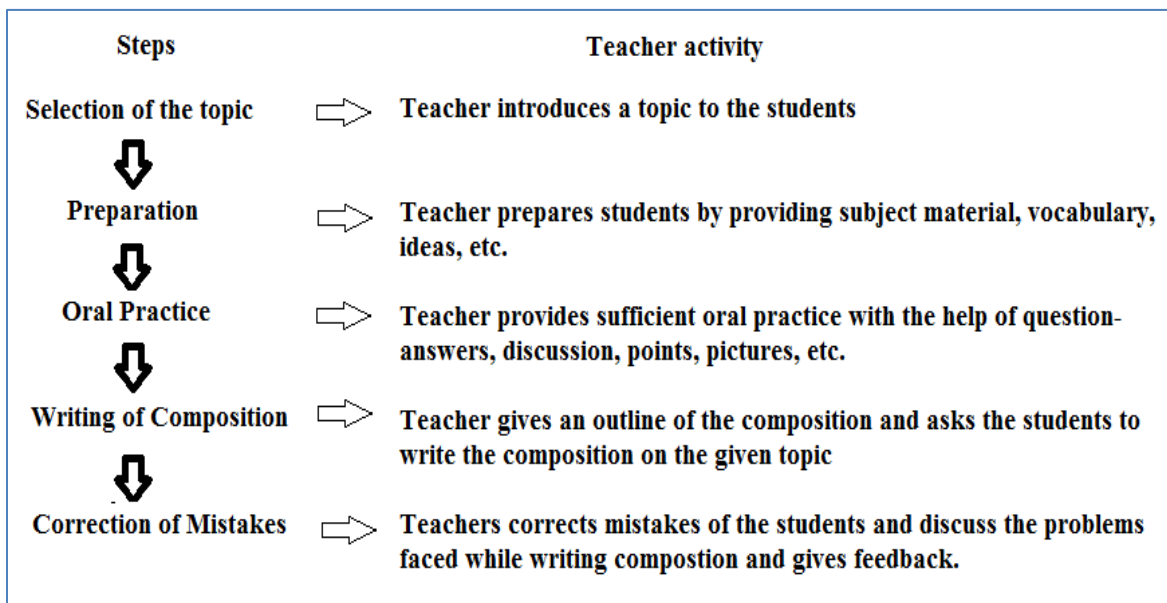| Steps	Teacher activity
Selection of the topic	Teacher introduces a topic to the students
Preparation	Teacher prepares students by providing subject material, vocabulary, ideas, etc.
Oral Practice	Teacher provides sufficient oral practice with the help of question-answers, discussion, points, pictures, etc.
Writing of Composition	Teacher gives an outline of the composition and asks the students to write the composition on the given topic
Correction of Mistakes	Teachers corrects mistakes of the students and discuss the problems faced while writing compostion and gives feedback.

Figure no 3.1: Procedure of Guided Composition

3.4.4 Techniques of teaching guided composition:

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

- **By Points:**

Teacher guides students with the help of some points. He discusses points orally and encourages students to frame sentences orally on each point. After discussion students write composition. For example: My House (Points: Name of the area/colony - Building – Rooms – Garden – Playground - Parking, etc)

- **By Substitution tables:**

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

For instance: Topic- My Pet animal:

This	is	My	Cat / Dog /Horse
It	has	Two / four	Legs / Eyes / Ears
It's	name	is	Tommy / Cuty / Tiger

Table no 3.4: Substitution table

- **By Questions:**

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

For example; Topic – My Self

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

Table no 3.5: Guided Composition by Questions

- **By Pictures:**

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

Figure no 3.2: Picture Composition (www.magicpathshala.com)

3.5 Remedial Teaching for Grammar and Composition

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

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

The general principles of remedial teaching which the teacher should follow are:

- Identify the students

- Diagnosis of students' problems and needs

- Identify the mistakes and their reasons

- Paying individual attention and instruction

- Presenting material in sequence and small units

- Use of various methods, materials, activities and techniques of teaching

- Multi-sensory teaching

- Involving of all students

- Remove emotional barriers through praise and sympathy

- Provide consistent guidance and help

- Sustain interest and motivation

- Creating flexible and friendly atmosphere in the class

- Promote collaborative and cooperative learning

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

3.6   Summary

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

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

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

3.7   Glossary

Formal Grammar	Formal Grammar is used to describe the structure of individual sentences. This type sets language as a set of rules which allow or disallow certain sentence structure (Nysha, 2012).
Functional Grammar	Functional Grammar is used to describe language in actual use and so focus on texts and their contexts. This type sets a language as a resource for making meaning (Nysha, 2012).
Guided Composition	Guided composition refers to the composition in which guidance is provided to learners i.e. guidance of vocabulary, structure or ideas.
Free Composition	Free composition refers to the composition where students work freely and independently without the help or guidance of the teacher.
Picture Composition	Picture composition refers to the composition that is developed with the help of any picture.
Remedial Education	Remedial Education is intended to improve a person's ability to read, write or do mathematics, especially when he/she find these things difficult (Collins dictionary)

3.8   Unit End Exercises

Multiple Choice Questions

Choose the correct option:

1. The word 'composition' is derived from _____ word.

    a. Latin   b. Greek   c. French   d. Arabic

2. 'Componere' means _____.to put together.

    a. To look together   b. to put together   c. to get together   d. to go together

3. _____method is a natural method of teaching grammar.

    a. Inductive   b. Deductive   c. Informal   d. Incidental

4. _____method is a traditional method of teaching grammar.

    a. Inductive   b. Deductive   c. Informal   d. Incidental

5. _____ is the grammar of use and _____ is the grammar of rules.

    a. Formal Grammar, Functional Grammar
    b. Functional Grammar, Formal Grammar
    c. Formal Grammar, Informal Grammar

d. Functional Grammar, Non-functional Grammar

Short Answer Type Questions

Write down short notes on the following:

1. Difference between formal and functional grammar
2. Types of Composition
3. Guided Composition
4. Picture Composition

Long Answer Type Questions

Write down the answers of the following questions in detail:

1. What is the importance of teaching grammar and composition in English language teaching?
2. Exemplify the techniques of teaching composition with examples.
3. Explain the need for remedial teaching in your school.
4. Which method of grammar is suitable for teaching English grammar at secondary school level? Give justification.

3.8   References / Suggested Reading:

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Unit 4 : Language Assessment and Evaluation

Structure

4.1   Introduction
4.2   Objectives
4.3   Difference between Test, Measurement, Assessment and Evaluation
4.4   Evaluation
         4.3.1   Meaning of Evaluation
         4.3.2   Purpose of Evaluation
         4.3.3   Process of Evaluation
4.5   Types of Evaluation
         4.5.1   Summative Evaluation
         4.5.2   Formative Evaluation
         4.5.3   Continuous Comprehensive Evaluation
4.6   Techniques of Evaluation
         4.6.1   Oral and Written evaluation
         4.6.2   Self-evaluation
         4.6.3   Peer evaluation
         4.6.4   Group evaluation
4.7   Preparation of tests for different skills of language
         4.7.1   Listening
         4.7.2   Speaking
         4.7.3   Reading
         4.7.4   Writing
         4.7.5   Study skills
         4.7.6   Reference skills
4.8   Preparation of Scholastic Achievement Test
         4.8.1   Principles of SAT
         4.8.2   Construction of SAT
         4.8.3   Preparation of Test paper
         4.8.4   Scoring key
         4.8.5   Analysis of test scores
4.9   Characteristics of a Good Test
4.10   Summary
4.11   Glossary
4.12   Unit End Exercises
4.13   References / Suggested Reading

4.1. Introduction:

In the teaching learning process, assessment is an integral part. It is one of the means of quality assurance. It determines whether set goals of education have been achieved or not after the instructional programme. It decides marks, grades, placements, promotions, instructional need, training, curriculum and funding given to the students. Evaluation is a systematic, thorough and careful application of scientific methods to assess and improve an educational programme. It is a continuous process and a fundamental part of the total system of education, which is closely related to the educational objectives. It takes educational objectives, learning experiences and feedback into its purview. It is quantitative as well as qualitative in nature. It gives us evidence to judge a student's performance in relation to some standard and thereby estimate the level of attainment of the individual in realizing the educational objectives. Let's try to understand different aspects of evaluation.

4.2 Objectives:

At the end of this unit, student teacher should be able to;

a. Differentiate between test, measurement, assessment & evaluation.
b. Describe various types of evaluation.
c. Describe the concept of Continuous Comprehensive Evaluation
d. Explain various techniques of evaluation.
e. Learn the procedure of preparing scholastic achievement tests.
f. Explain the characteristics of a good test.

4.3 Difference between Test, Measurement, Assessment and Evaluation

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

● **Test:**

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

● **Measurement:**

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

● **Assessment:**

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

Figure no. 9.1: Difference between test, measurement, assessment and evaluation

● **Evaluation:**

It is the process of making the judgement about someone or something and assigning value, grades, marks to the performance. Evaluation is done to determine the degree to which set goals have been achieved. It is based on the laid standards. Example: Evaluating the answer scripts. The difference between assessment and evaluation is as under (Surbhi, 2017);
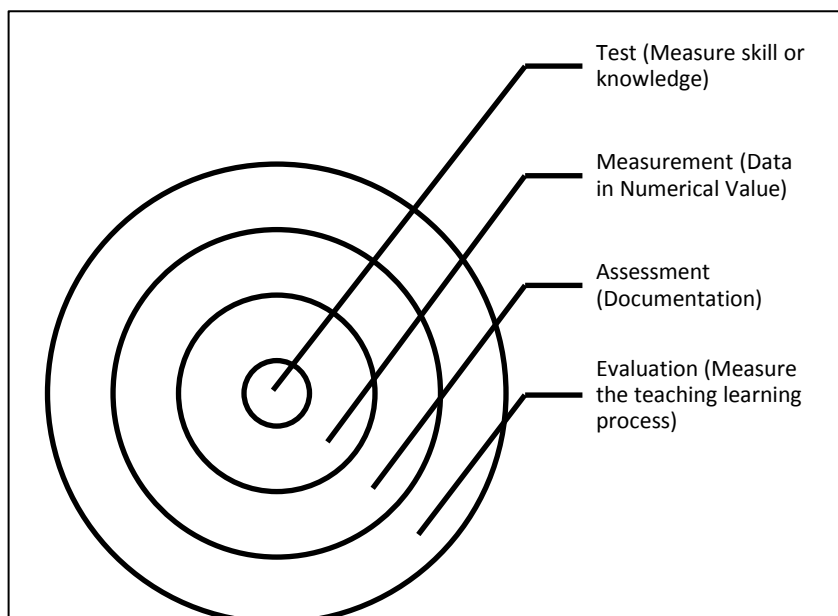
Assessment	Evaluation
It is Diagnostic in Nature.	It is judgemental in nature.
It provides feedback on performance and areas of improvement.	It determines the extent to which objectives have been achieved.
The purpose is formative.	The purpose is summative.
It is process oriented.	It is product oriented.
Feedback is based on the observation of positive and negative points.	Feedback is based on the level of quality as per the standards.

It is Reflective.	It is Prescriptive.
Measurement standards are absolute.	Measurement standards are comparative.

Table no. 4.1: Difference between Assessment and Evaluation

Check Your Progress:

Explain the difference between assessment and evaluation.

_____

_____

_____

_____

4.4   Evaluation

4.4.1   Meaning of Evaluation:

As mentioned earlier, evaluation is the process of making the judgment about someone or something and assigning value, grades, marks to the performance. According to Wikipedia (2021), Evaluation is a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards. Evaluation is a continuous process of teaching and learning activity. It anticipates objectives of education and seeks to realize them in the behavior of the students. For example in the teaching of English, unless the objectives are framed and the teacher has a clear idea of these objectives, the teacher cannot organize an effective programme of English. This organization of an effective programme of teaching has been termed as learning experiences which consist of an appropriate atmosphere. Going through those experiences the teacher's tasks remain to evaluate in order to find out whether the desired behavioral changes have been brought in the students. In this way, evaluation creates a link between teaching and testing. So we can say that

(i)   Teaching and evaluation are inseparable.

(ii)   Objectives guide both teaching and learning.

(iii)   The feedback determines the effectiveness of teaching.

4.4.2   Purpose of Evaluation

Following are the purposes of evaluation;

☐   Understand the existing policies and practices in academics

- Modify the existing classroom procedures for better results
- Assess the suitability of learning experiences provided to the students from time to time
- Examine the factors to continue effective learning
- Assess the realization of educational objectives
- Suggest ways and means to improve the policies and practices in the existing system

4.3.2 Process of Evaluation

Evaluation is said to be a tri-polar process which includes educational objectives, learning experiences and evaluation. Evaluation involves;

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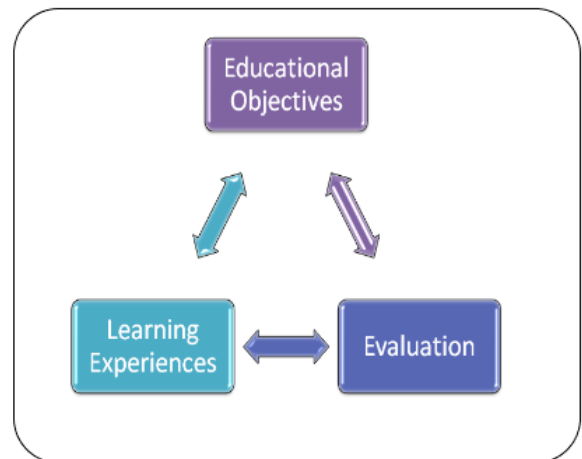- ✔ Suggesting modifications in the teaching-learning process, if necessary

Figure no. 9.2: Process of Evaluation

4.5 Types of Evaluation:

4.5.1 Formative Evaluation:

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

Formative assessment;

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

4.5.2 Summative Evaluation:

Summative evaluation is conducted at the end of a course or a programme of study. It is conducted to determine if learning is sufficiently completed to move the learner to the next segment of instruction. Hence we can say that making an overall assessment or decision with the instructional programme is a summative evaluation. It may focus on a single aspect of the subject matter, achievement or skills. Its main function is the collection of evidence to determine the present position of a pupil in a particular area. The interaction between the teacher and the student is very limited and the feedback that the pupils get is very less when compared to formative evaluation.

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

Formative Evaluation	Summative Evaluation
Aim is to improve upon what is learnt	The aim is to prove the amount of learning that has taken place
It is Qualitative in nature	It is quantitative in nature
Purpose of formative evaluation is to monitor the learning process	Purpose of summative evaluation is to assign grades.
It is meant for improving students learning	It is meant for evaluating students achievements

Content area is less	Content area is more
Process is evaluated	Product is evaluated
It is continuous process of evaluation	It is done at the end of the instructional unit
It is informal Ex: home works	It is formal Ex. written tests

Table no. 4.2: Difference between Formative and Summative Evaluation

Check Your Progress:

Explain the difference between formative and summative evaluation.

_____

_____

_____

_____

4.5.3   Continuous Comprehensive Evaluation (CCE)

In India, Continuous Comprehensive Evaluation was introduced by the Central Board of Secondary Education (CBSE) to assess the performance of the students in all perspectives for the holistic development of the students. With the enactment of the Right to Education, Act CCE was introduced in the year 2009 (internationalednews.com). It is the type of assessment wherein the students are assessed in all the aspects like academics, games and sports, creativity, curricular and co-curricular activities along with developing academic skills. The main purpose of this system is to make the students stress free.

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

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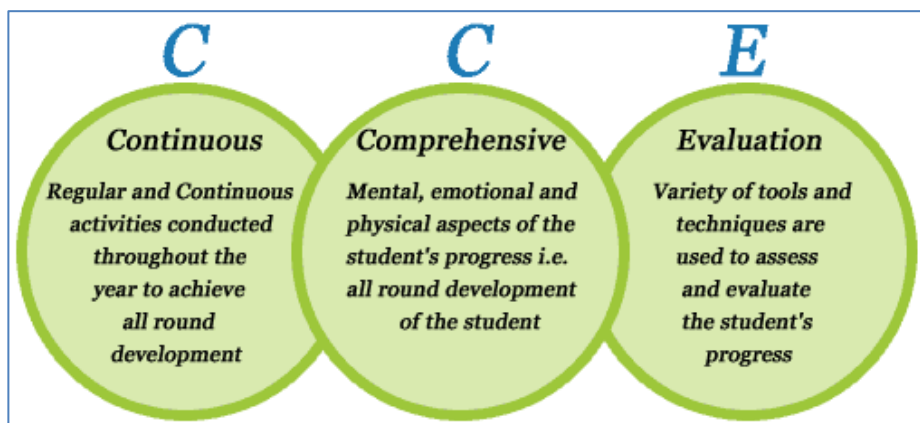

Figure no. 9.3: CCE (mycbseguide.com)

Scholastic area refers to intellect or brain. It is related to the assessment of learners in curricular subjects. It includes assignments, projects, practical work etc. The term co-scholastic refers to those aspects which are related to the hand and heart (ghs47.com). They are health awareness, neatness, regularity, punctuality, cooperation, sympathy, obedience and work discipline. It also includes participation and interests in creative writing, drama, debates, recitation, drawing, painting, traveling and teamwork.co scholastic includes attitude towards teachers, classmates, and environment and outdoor activities. Scholastic and co-scholastic activities can be accessed through various types of evaluation like formative and summative assessments.

4.6   Techniques of Evaluation

4.6.1   Oral and Written Evaluation:

Oral and Written Evaluation are the oldest forms of evaluation. Oral test is meant to evaluate the boldness, attitude, understanding and communication skills of students whereas; written tests are designed to test knowledge, information processing skills, comprehension and writing skills of students. Oral and Written tests can be subjective or objective, depending upon the nature and purpose of the test.

4.6.2   Self Evaluation:

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

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

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

4.6.3   Group Evaluation:

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

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

4.6.4   Peer Evaluation:

Peer evaluation is a process where peer group members' grade assignments or tests are based on a teacher's point of reference. This practice saves the time of the teachers and improves students' understanding of course content as well as improves their meta-cognitive skills. It gives the peer group an opportunity to assess the performance of their peers, from different perspectives which cannot be assessed by the teacher. This is more effective as the peer group members get an opportunity to introspect. Students will be more honest in peer assessment of their team as it is related to their interpersonal relationships with other members of the team.

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

4.7　Preparing Tests for Different Skills

Teaching a language means facilitating students to develop fourfold skills of language learning; listening, speaking, reading and writing. Study and Reference skills are also important in language learning. In an English classroom, teaching-learning aims to develop these skills. Different activities are conducted in and out of the classroom environment to enable students to acquire mastery over these skills. Let us see how we are going to test our pupils whether they have acquired the skills mentioned above.

4.7.1　Tests for Listening Comprehension:

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

(i)　　Dictations, Jigsaw listening, listening to instructions, following route

(ii)　　Formal lectures, Face-to-face interactions, Telephone messages

(iii)　　listening to Radio and TV presentations

(iv)　　listening to Native Speakers' speech in all kinds of situations

(v)　　listening loudspeaker announcements, telephone conversations, radio news, interview, lesson, lecture, story-telling, shopping conversation, gossip, instructions, meetings, watching television, negotiations, watching movies

(vi)　　Theatre shows are the situations through which we can test the listening comprehension of the students.

(vii)　　The teacher pronounces a word or sentence or a phrase, students listen to it and respond by writing in their own answer sheet

(viii)　　Students are given an opportunity to listen to Varieties of native speakers' voices and students have to answer the questions after listening.

(ix)　　Language laboratory also assists in teaching listening comprehension to the students. The teacher can instruct the students to listen to and act accordingly.

4.7.2　Tests for Speaking:

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

of speaking. There are a few ways to test spoken ability.

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

4.7.3 Tests for Reading Comprehension

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

(i)   Summarizing each paragraph after completion of the lesson

(ii)   Instructional conversations or comprehension through discussions(classroom discussions, asking questions, testing understanding, applications, invite synthesis, evaluate and judge)

(iii)   Testing non-verbal imagery, Ex; emojis

(iv)   Testing visualizing ability

(v)   Partner reading and questioning each other

(vi)   Graphic organizers

(vii)   Asking the students to make connections between two concepts

(viii)   Determine important elements of the paragraph

4.7.4 Testing Writing

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

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

3. Instructing the children to prepare puzzles, word games

4. Encouraging copywriting and checking it

5. Encouraging children to write letters, emails to the relatives and friends

6. Dictation tests

7. Writing picture composition

8. Describing objects, events etc.

9. Assigning any written work (Essay writing, paraphrasing, subjective and objective tests)

4.7.5   Study Skills

Note taking and note making are referred to as the study skills. Study skills can be examined through testing their comprehension and expression of a topic; checking their notes, observing their presentation skills, by giving assignments, extempore speech etc. Note taking is a systematic process where the pupils make a note of certain events in an orderly manner. It improves comprehension and expression. Note making is the process wherein an individual makes the notes referring to books, newspapers, reports etc. and then prepares a brief summary of it.

4.7.6   Reference Skills

Language learning is basically a skill in order to retain interest among the students in learning a language like English. The teacher has to combine a variety of skills and present the information in an effective manner. To achieve this objective the teacher has to help the students to find out the resources for getting the needed information. These supplementary skills are known as Reference skills. It includes referring to Encyclopedias, Yearbooks, thesaurus, Telephone Directories, maps charts, schedules, of various kinds. The main purpose of these materials is usefulness. Reference skills can be evaluated by assigning written work to the students asking them to refer to the mentioned book and assess the performance.

Check Your Progress:

Write a note on 'Testing of language skills'.

_____

_____

_____

_____

How Study skill and Reference skills are tested? Explain.

_____

_____

_____

_____

4.8   Preparation of Scholastic Achievement Test

Scholastic achievement test record is the record maintained by the teachers related to the performance of the students in the classroom. It shows educational growth and development of the students in academics. It reveals the strengths and weaknesses of the students in a particular subject after the analysis of scores. It helps the students to focus on their weaknesses and improve in the next performance. It assists the teacher to compare the performance of students in the whole class. It enables the teacher to check and verify the content taught, objectives laid, methods of teaching, skills learnt by the students, knowledge acquired by the students, level of difficulty of the questions, objectivity of the questions etc. It develops insight into the teacher to guide the students according to their abilities for further improvement. SAT not only helps to evaluate the learners on the basis of their performance but also to plan remedial teaching to make the learners overcome their difficulties in learning.

4.8.1   Principles involved in the Preparation of Test

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

4.8.2   Construction of SAT

Construction of the SAT records involves following steps;

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

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

Weightage to Objectives

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

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

Table no. 4.3: Weightage to Objectives

Weightage to Content

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

Sr. No	Content	No of Questions	Marks	Percentage

1	Elements of Language
	  a) Vocabulary
	  b) Structures
	  c) Pronunciation
	  d) spelling
		
		2
		2
		2
		4
			9	36

2	Subject matter (content)
	  a) Prose
	  b) Poetry
		11
		3
			13
			3
				52
				12

	Total	24	25	100

Table no. 4.4: Weightage to Content

Weightage to the Type of Questions

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

Sr. No	Type of Questions	No of Questions	Marks	Percentage
1	Essay	1	4	16
2	Short answers	9	11	44
3	Objectives	14	10	40
	Total	24	25	100

Table no. 4.5: Weightage to the Type of Questions

Weightage to the Level of Difficulty

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

Sr. No	Level of Difficulty	No of Questions	Marks	Percentage
1	Difficult	4	4	16
2	Average	16	16	64
3	Easy	4	5	20
	Total	24	25	100

Table no. 4.6: Weightage to the Level of Difficulty

Blue Print

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

Sr. No	Objectives	Knowledge			Comprehension			Expression			Appreciation			Total
	Forms of questions	E	SA	O	E	SA	O	E	SA	O	E	SA	O	
I	Contents Structure								(2)3					
	Vocabulary					(2)2								
	Spelling			(2)1			(2)1							
	Pronunciation						(1)1			(1)1				(10) 9
II	Subject matter													
	Prose		(2)3				(4)4	(1)4		(4)2				(11)13
	Poetry											(3)3		(3)3
	Total	(4)4			(9)8			(8)10			(3)3			(24)25

Table no. 4.7: Blue Print

Note:
- The number in the bracket shows the number of questions.
- The number outside the brackets shows the number of marks.

4.8.3 Preparation of Test Paper

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

4.8.4 Scoring Key and Marking Procedure

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

4.8.5 Analysis and Interpretation of Scores

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

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

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

a. To know how far the objectives are realized
b. To improve his/her own instructional strategies
c. To understand the learning abilities as well as the difficulties of the students
d. To assess the validity of the test.

Activity 4.1:

Prepare SAT of English for std.9th students of your school.

_____

_____

_____

_____

4.9   Characteristics of a Good Test in English

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

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

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

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

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

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

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

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

- **Clarity:** The instructions given should be brief and definite so that the students should not give wrong answers misunderstanding the instructions. The language of the question should be simple, comprehensive, definite, and unambiguous.
- **Comprehensive**: It should cover the entire syllabus. Due importance should be given to each topic and choice should be minimum.
- **Graded**: It should be according to the age and intelligence of the students.
- **Interesting**: It should create interest to put forth their efforts. It should encourage reflective thinking, not reproduction.
- **Variety**: Different forms of question should be given to cover a wide range of syllabus.

4.10 Summary

In our educational system the words assessment, evaluation, test, and measurement are used interchangeably. But there is a clear difference between all these terms. Test is a tool of measuring the level of achievement or ability; measurement is the process of quantifying the ability, assessment is the process of appraising the quality and evaluation, whereas evaluation is the process of making the judgement about someone or something and assigning value, grades and marks to the performance.

According to Wikipedia (2021), Evaluation is a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards. Evaluation is a tri-polar process which includes formation of educational objectives, providing learning experiences and evaluation in terms of objectives and learning experiences. Formative Evaluation involves assessment during the teaching learning process through class work, homework, oral questions, quizzes etc. Summative Evaluation is conducted after completion of a programme or a course of study, whereas, CCE stands for evaluation that is continuously taken throughout the year and comprehensively takes care of all round development of a child's personality.

Oral and written evaluations are basic techniques of evaluation. Further, self evaluation, peer evaluation and group evaluation techniques are also used to achieve different objectives. In an English classroom, teaching-learning aims to develop skills of listening, speaking, reading, writing, studying and referencing and accordingly various kinds of tests are conducted to evaluate students' performance in them.

Scholastic Achievement Test aims to test the achievement of students in a particular subject or task or skill. The procedure of preparing SAT includes; selection of content, weightage to content, weightage to objectives, weightage to types of questions, weightage to level of difficulty, preparation of blue print, preparing question paper as per blue print, preparation of scoring key and analysis of results. A good test always has Validity, Reliability, Practicability, Objectivity and Clarity. Furthermore, a good test is always Comprehensive, Graded and arouses students' interests.

4.11 Glossary

Test	It is a tool to understand the level of achievement of a student in performing a particular task or skill.
Measurement	It is the process of quantifying the ability of the student in performing the task and assigning a numerical to him. It is quantitative in nature.
Assessment	Assessment is defined as a process of gauging or appraising the quality, value and the level of performance of an individual. It is process oriented which involves collecting, reviewing and using data for the purpose of improvement in the current performance.
Evaluation	Evaluation is concerned with the total process of teaching and learning-educational objectives, curriculum, teaching-learning material, methods of instruction and learning environment.
Formative Assessment	Formative Evaluation involves assessment of class work, homework, oral questions, quizzes etc It is used for assessing student learning progress during instruction.
Summative Assessment	Summative Evaluation is conducted after the completion of the teaching-learning process of a programme or a course of study.
CCE	CCE stands for evaluation that is continuously taken throughout the year and comprehensively takes care of all round development of child's personality
Self Evaluation	Self-evaluation is a procedure to systematically observe, analyze and measure one's own learning.
Group Evaluation	It is the process of assessing group performances and progress for the given assignments or projects based on set objectives.

Peer Evaluation	Peer assessment is a process whereby students or their peer's grade, assignments or tests based on a teacher's benchmarks.
SAT	It stands for Scholastic Achievement Test. As per the name it tests the achievement of students in a particular subject or task or skill.
Blue Print	Blueprint is a document which gives a complete picture of the test. It is a comprehensive table giving the total information about the content selected for the achievement test, set objectives, type of questions and the level of difficulty along with the marks scheme.

4.12 Unit End Exercises

Multiple Choice Questions

Choose the correct option.

1. _____ __evaluation is used to monitor the learning process.

   a. Summative   b. Formative   c. CCE   d. none of the above.

2. _____ has the least scope.

   a. Test   b. Measurement   c. Assessment   d. Evaluation

3. CCE was introduced by _____

   a. NCTE   b. NCERT   c. SCERT   d. CBSE

4. CCE was introduced in the year _____.

   a. 2004   b. 2014   c. 2009   d. 2001

5. Formative assessment is _____ and summative assessment is _____ in nature.

   a. Qualitative, quantitative   b. quantitative, qualitative   c. both of the above

   d. none of the above

Short Answer Type Questions

1. What is the purpose of evaluation of the students in the classroom?
2. What does CCE stand for?
3. Differentiate between formative and summative assessment?
4. How does self evaluation help the students?
5. Differentiate between group evaluation and peer evaluation?
6. Differentiate between teacher made tests and standardized tests?
7. What is the importance of analyzing the scores of the students?

Long Answer Type Questions

1. What are the qualities of a good English test paper? Discuss in detail.

2. How do you prepare Scholastic Achievement Test? Describe the process in detail.

3. How will you test your students' performance in different language skills? Explain.

4. Exemplify the concept of Blueprint.

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Unit 5 : Professional Growth & Development of Teachers and Innovative Practices in Teaching English

Structure

5.1   Introduction:

National Educational Policy (2020) has connected the future of our nation with teachers and devoted a separate chapter for teachers in the policy document. It mentions in Chapter 5, 'Teachers' that, *"Teachers truly shape the future of our children - and, therefore, the future of our nation. It is because of this noblest role that the teacher in India was the most respected member of society. Only the very best and most learned became teachers. Society gave teachers, or gurus, what they needed to pass on their knowledge, skills, and ethics optimally to students. The quality of teacher education, recruitment, deployment, service conditions, and empowerment of teachers is not where it should be, and consequently the quality and motivation of teachers does not reach the desired standards. The high respect for teachers and the high status of the teaching profession must be restored so as to inspire the best to enter the teaching profession. The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation."* This policy will shape the course of in-service and pre-service teacher education in the country for the next thirty years. NEP, 2020 has given due importance to continuous professional development of teachers at levels of education.

Professional Growth and Professional Development are complementary to each other. Professional Growth refers to career advancement in the service, for example; a teacher becomes Headmaster or Supervisor of the school or attains higher pay scale / grade in his service, whereas, Professional Development refers to learning and applying new knowledge, skills to improve performance on the job. Professional development activities lead towards professional growth and professional growth motivates teachers to continuously take part in professional development activities.

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

5.2 Objectives:

After studying this unit, student teachers should be able to:

a. Differentiate between professional growth and development.

b. Describe the qualities of a good and an effective teacher.

c. Describe the avenues of professional development of teachers.

d. Identify national and international levels professional development bodies/centers/organizations.

e. Explain the importance of networking with communities of teachers.

f. Describe the application of various innovative practices for teaching English language.

5.3 Characteristics of a Good English Teacher:

Aristotle had once said that, "Teachers, who educate children, deserve more honor than parents, who merely gave them birth; for the latter provided mere life, while the former ensured a good life." In this way, Aristotle gave more importance to teachers than the parents of children. Goodness of teachers percolates in students through their teaching and behavior with students. Teachers should be ideal for students. A good teacher can make a difference in students' lives. Let's try to understand some of the characteristics of a good teacher;

i) Subject Knowledge:

A teacher should have mastery over his/her subject. Students consider the teacher as an authority in the subject and follow him in letter and spirit. Students even copy the mistakes of the teacher. Teachers should attain mastery over the subject to satisfy students' academic needs and expectations regarding the subject. An English teacher should have sufficient command over all language skills and aspects of language learning. He / she should read recently published books, journals, research papers, encyclopedias, textbooks of SCERTs of other states, etc in his / her subject.

ii) Pedagogical Awareness:

The purpose of teaching is to help students in their learning. Pedagogy is the science of instruction. Pedagogy helps teachers to pass on knowledge and skills to the students. It helps a teacher to bring out desired or expected changes in students behavior. A teacher should be aware of old and recent pedagogies of teaching his/her subject. There are many approaches, methods, techniques, aids of teaching. A teacher should be able to make choices of methods,

techniques, aids as per the requirement of the content and level of students. A teacher should be imaginative, innovative and interactive in his/her use of pedagogy.

iii) Technological Orientation:

The 21st Century is the age of technology. Students are more techno savvy than their teachers. The problem of integrating technology in education is that students are technology oriented whereas teachers are library oriented. Students prefer to learn from technological tools whereas teachers learn from books and printed materials. So, there is a gap between teachers' learning style and students' learning style. The challenge before the teacher is to learn by his/her style and deliver the content in the student's style.

Covid – 19 Pandemic has changed the paradigm of school education throughout the world. Technology came to rescue teachers and students in the period of lockdown and Covid protocols. Teachers with technological orientation could only reach students in that period of lockdown. Teachers should be able to use technology for preparation of teaching, presentation in online or offline classroom and publication of teaching - learning resources in different formats, such as; text, audio, video, animation, multimedia, etc.

iv) Psychological Orientation:

Psychological orientation is essential for a good teacher because Psychology is the science of behavior and a teacher's job is to bring out expected changes in students behavior. Teachers should make choices of approaches, methods, techniques and aids by considering individual differences among students, their learning styles & difficulties, their age group, their likes and dislikes, etc. A teacher should be polite, patient, open, interactive and easily accessible to his / her students. He/She should try to cater the psychological needs of students and develop their personalities.

v) Sociological Orientation:

India is a multilingual and multicultural country. Students come from diverse socio – economic and religious backgrounds. They belong to different casts, community and culture. All of the aforesaid elements have a great impact on the overall upbringing of students. It is good for a teacher to have a sociological orientation of Indian society. John Dewey says, 'School is the miniature of society.' Every student is a citizen of tomorrow. Therefore, teachers should try to understand and address the problems, concerns and issues of students from sociological

perspectives and turn them into productive and responsible citizens of India.

vi)   Research Aptitude:

Research aptitude is one of the important qualities of a good teacher. Teachers should undertake action research to solve the day to day problems of teaching in particular and problems of school in general. Research gives a comprehensive look into the prevailing problems and their solutions in the field of education. Research makes teachers more systematic, insightful and reflective practitioners.

vii)   Communication Skills:

Communication skills are very essential for teachers. Communication is nothing but transfer of knowledge, thoughts, emotions, skills from a sender to a receiver and vice versa. In classroom teaching both teacher and students play the roles of sender & receiver and the learning objectives are tried to be achieved.

According to Sean Slade (2014), "The ability to communicate effectively and skillfully is fundamental to students' development." Teachers should have clarity of concepts, thoughts and expressions. He / She should have fluency in speaking and accuracy in writing. He should be an attentive, careful listener. His / Her reading should be loud, clear and audible. He should make use of proper pronunciation, pause, pace and intonation. He / She should be a role model for students in communication skills.

viii)   Lifelong Learner:

Learning is a Lifelong process. Peter Drucker, An American Educator, said that, "We now accept the fact that learning is a lifelong process of keeping abreast of change and the most pressing task is to teach people how to learn." In the age of knowledge explosion and technological advancement, it is very necessary for teachers to keep themselves updated and upgrade in terms of subject knowledge, pedagogy, technology and research. Teachers should take part in seminars, conferences, workshops, in-service training programmes, online and offline courses to update their knowledge and skills.

ix)   Academic Writing:

One of the strongest ways to reach the audience/student is through writing research papers and contemporary articles in related areas. Every teacher must begin writing in related areas, which can be supplemented with the content knowledge of the teacher's experiences gained through

teaching and by combining it with difficulties/solutions in classroom teaching learning. The previous units have described in detail about the writing skill in the English language. It can be adopted by the teachers while writing papers for publication.

x)   Characteristics of Classroom teaching:

Teacher should try to inculcate following things in his/her classroom teaching;

☐   Prepare the students for learning

☐   Begin with previous knowledge or background exercise or recapitulation

☐   Coherence and clarity in topic delivery

☐   Time management as per sub-slot (Introduction, discussion, central idea, concluding the topic and getting feedback) of the lecture duration

☐   Contextual use of language and style of delivery

☐   Dynamic and motivational strategies for learners

☐   Transfer of knowledge to students as the main target of teaching

☐   Make sure that knowledge reaches to the last bench of the class/lecture hall

☐   Construct a good learner centered environment

☐   Ability to mould according to the need of the topic and audience

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Activity 1
Who is your ideal English Teacher? Why?

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_____

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Activity 2
Enlist your characteristics as an English teacher. How will you become a Good English Teacher? Reflect and make a plan to improve yourself

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5.4 Professional Development of an English Teacher:

An English Teacher should participate in Seminar, Conference, Workshop, in-service training programme, etc for his/her professional development. These programs are organized on recent developments in the field of education. These programs are highly interactive and informative for teachers. Participants get an opportunity to interact with the experts and experienced teachers of their subject and field. These programs provide opportunities to present and publish your papers, deliver lectures, interact with people from different states, countries and cultures, travel around the country and abroad, add value to research and academic excellence. Lets' try to understand these programs;

5.4.1 Seminar:

According to Collins Dictionary (2020), "A seminar is a meeting where a group of people discuss a problem or topic." Seminar is a professional activity in which subject experts of a particular topic deliver their opinion and justification. This is a less formal activity. Seminars can be organized for single purpose or multiple purposes. It provides opportunities to make contacts and connections with the people of the same field and subjects. It gives an opportunity to express your experiences in the field and share results of your research. Teachers should participate and present papers in seminars which are organized at department, college, university, state, national and international level. Nowadays, seminars are also organized online that are known as Webinars.

5.4.2 Conference:

Conference is an event, sometimes lasting a few days, at which there are a lot of talks and meetings about a particular subject (Cambridge Dictionary, 2020). Conference is also a professional activity in which experts are gathered in order to resolve some issues or come to a common agreement through discussion and debate. This is a more formal activity. Conferences can also be organized either in a physical or virtual environment. A physical conference not only provides opportunities of collaborations and connections but also provides an opportunity to travel to new cities, states and countries. Travelling gives a break from routine work which makes you relax and refresh. Virtual conferences are organized with the help of conference tools, such as, Zoom, Google Meet, etc.

5.4.3   Workshop:

Workshop is primarily based on hands-on activities. Merriam-Webster Dictionary (2020) defines workshop, "as a usually brief intensive educational program for a relatively small group of people that focuses especially on techniques and skills in a particular field." Workshop is a professional activity in which experts are called for demonstration, discussion and hands-on activities.. It is followed by hands-on activities based on the theme of the workshop. Workshop is practical in nature. Workshop on Preparation of Teaching Aids, Workshop on How to use Conferencing Tools for teaching?, Workshop on Phonetics, Workshop on Writing Skills, Workshop on Good Handwriting, etc are some of the examples of workshops.

5.4.4   In-service Training:

In-service training program is a long term or short term duration program aimed for education and training of in-service teachers or employees. In-service training programs may be subject-specific or skill specific. It is directly linked with the professional growth and development of teachers in terms of vertical promotion and development of professional skills. There are many institutions in the country that provide in-service training at different levels, such as; Departments of School Education, District Institute of Education & Training (DIET), Human Resource Development Centers (HRDC), SCERTs, NCERT, Urdu Academies, Centers for In-service Training of Teachers, etc.

National Education Policy (2020) has suggested that, "Each teacher will be expected to participate in at least 50 hours of Continuous Professional Development opportunities every year for their own professional development, driven by their own interests. CPD opportunities will, in particular, systematically cover the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies, such as experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches, etc." In the coming days, teachers will definitely get the benefits of such measures taken by the government.

Maulana Azad National Urdu University, Hyderabad has a special center for in-service training of teachers at its headquarters, i.e. Hyderabad. It is known as the Center **for Professional Development of Urdu Medium Teachers (CPDUMT).** This Center organizes in-service training programs, seminars, webinars, and conferences for Urdu medium teachers & Madarasa

teachers on various subjects including English language teaching. Similar center exists in Jamia Millia Islamia, New Delhi which is known as **Academy for Professional Development of Urdu Medium Teachers (APDUMT).** Another noteworthy institute is **Urdu Academy** of Aligarh Muslim University, Aligarh. All these centers conduct training programs on recent trends, innovative practices, subject specific pedagogies and technological orientation of Urdu medium teachers. Teachers should take part in such training programs and try to make themselves updated, upgraded and relevant to the field of education.

Activity 5.1 Visit the websites of any two centers/academies mentioned above and write a note on their role in professional development of teachers in general and Urdu medium teachers in particular.	Scan QR code to visit the websites of these centers/academies and learn more about their activities and functions
Center **for Professional Development of Urdu Medium Teachers (CPDUMT)** (**https://manuu.edu.in/University/Centre/CPDUMT/Head/776**)	
Academy for Professional Development of Urdu Medium Teachers (APDUMT) (**https://www.jmi.ac.in/apdut**)	
Urdu Academy (https://www.amu.ac.in/academies/urdu-academy)	

5.5   Membership of Professional Organizations:

There are many professional organizations of teachers in the country that serve the purposes of representing the interests of teachers, providing in-service teacher training and maintaining an oversight over every aspect of the profession. According to Wikipedia (2020), "A professional association (also called a professional body, professional organization, or professional society) seeks to further a particular profession, the interests of individuals engaged in that profession and the public interest."

Teachers can become the members of such professional organizations. Professional organizations are an asset of continuing education. Some organizations also provide job prospects. They help freshers to get placement in any school. They also offer mentoring services where freshers or in-service employees can learn from an experienced person from their field.

Professional organizations hold many events, like seminars, webinars, conferences, conventions, training programs, workshops, meetings, etc. to update the members regarding recent developments and challenges. Teachers can get networking opportunities at these events. Teachers can increase their visibility and earn name and fame through these events (Hill, 2018).

Teachers can access the resources of professional organizations, such as; magazines, newsletters, journals, publications, e-resources, etc. Teachers can also contribute to developing these resources. Teachers can publish their articles, research papers, books, e-resources by using the platform of professional organizations. Professional organizations also provide the opportunities of extension services. We take advantage of public education, public money, public infrastructure, public hospitals. Therefore, we have a responsibility to pay back the public through some social service. Professional organizations are a good platform to undertake such activities (Hill, 2018).

There are many benefits in getting the membership of professional organizations of your field or subject. Following are some professional organizations of English teachers (Scan QR code to visit the websites of these organizations and learn more about their activities and functions);

Sr. No	Name of the Organization/Association	QR Code
1	English Language Teachers Association of India (ELTAI) (http://eltai.in/)	
2	Association for English Studies in India (AES - India) (http://www.aes-india.org/)	
3	**National Association for the Teaching of English (NATE) (https://www.nate.org.uk/)**	
4	**National Council of Teachers of English (NCTE) (https://ncte.org/)**	
5	British Council of India (https://www.britishcouncil.in/)_	

6	TESOL International Association (https://www.tesol.org/)	
7	The International Research Foundation for English Language Education (TIRF-ELE) (https://www.tirfonline.org/)	
8	International Association of Teachers of English as a Foreign Language (IATEFL) (https://www.iatefl.org/)	

Activity 5.2

Visit the websites of any two professional organizations mentioned above and write a note on their role in professional development of English teachers.

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5.6.   Teacher as a Community of Learners:

There is a proverb in Latin that says, *"By learning you will teach and by teaching you will learn."* Teaching is not possible with learning. Teacher learns new things and helps students to learn the same and go even beyond his/her level of knowledge and skill. Teacher remains a learner throughout his/her life. When many teachers come together to learn, share, interact, reflect and evolve, they form a community of learners. They learn through their network and pass on the same with their students.

Network Learning is a remarkable type of learning in the 21st century where people learn from each other through collaboration, cooperation and connections. Social media platforms like Facebook, Linked In, WhatsApp, Telegram, YouTube, Slideshare, Blogger, etc provide opportunities of collaborative and cooperative learning where teachers can form their networks. Conferencing tools like Zoom, Google Meet, Webex, Google Duos, etc, provide an online and multimedia environment of learning and interaction. A teacher should be a network learner and make best possible use of social networks for keeping himself / herself updated and upgraded.

You can see such communities of teachers learning offline and online. When teachers physically come together at seminars, conferences, workshops, training programs, etc, they form an offline learning community. Whereas when teachers come together online on WhatsApp, Telegram, Facebook, Linked In, etc, they form an online community of learners. These communities develop qualities of leadership and team spirit. It is rightly said, "Competition makes us faster; Collaboration makes us better."

5.7   Innovative Practices in Teaching English:

Teachers should embrace innovative practices in teaching English. Innovative means doing something in a new way which is different from the old one. Some of the innovative practices in teaching English language are as under;

5.7.1   Synectic model of teaching:

Models of teaching are an integral part of English language teaching. It paves a structured pathway for teaching-learning English. *Bruce Joyce and Marsha Weil (1980)* defined the model as: "*A model of teaching is a set of interrelated components arranged in a sequence which provides guidelines to realize a specific goal. It helps the designing instructional activities and provides an environment carrying out these activities in order to realize the stipulated objectives.*"

The Greek work, 'Synectics' means the joining together of different ideas. William. J. Gordon developed the Synectic model in 1961. The importance of creativity in any activity of teaching-learning is prime to this model. Increasing involvement in problem solving techniques, creative expressions, social relations by the learners lead to better understanding of the issues. Therefore,

young learners are exposed to an imaginary and illogical world to get fresh ideas to solve the issues from their own perspective.

There are four main steps in this model; Direct Analogy, Personal Analogy, Analogy Contrast and New Analogy. Let's try to understand these steps;

(i)   *Direct Analogy:*

Teacher introduces the concept by creating a direct analogy and asks students to think of characteristics of it. For example; Teaching is like space exploration because……

(ii)   *Personal Analogy:*

Students start to think and come up with their creative ideas. For example; Teaching is an adventure similar to space explorations….Teachers need rigorous study and practice same like astronauts…..The science of teaching is very vast like space….Every student is like a different planet which needs much time to understand and explore…etc..

(iii) *Analogy Contrast:*

Students compare and contrast their analogies and concepts. For example; Teaching is not like space exploration because teaching is not that difficult like space science….etc

(iv)   *New Analogy:*

Students create their own analogies. For example; Teaching is like planting a seed because….teaching is like gardening because….teaching is like coaching because…teaching is like fire fighting because…teaching is like tour guiding because…etc.

This model is used to ignite creative thinking among students and promote collaborative and constructive learning.

5.7.2   Content and Language Integrated Learning (CLIL):

The term CLIL was propounded in 1994 by David Marsh from University of Jyyaskyla, Finland. According to March, *"CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language (www.onestopenglish.com)."* The main purpose of this approach was to re-look the language learning not as an exclusive pedagogy rather in an integrated manner with other subjects and vice versa and to improve students' proficiency in both subject and the target language. Content and language integrated learning (CLIL) is an approach for learning content through an additional language (foreign or second), thus teaching

both the subject and the language (Wikipedia, 2021).

It is a blanket term used for learning another subject, for instance; history or geography through the medium of a foreign language. It also means to integrate language and subject content in an integrated manner. According to Wikipedia (2021), "The integration of content and language learning in English as an international language (EIL) is found in approaches to bilingual education. These approaches include immersion, content-based instruction (CBI), content-based language teaching (CBLT), and the movement towards English medium instruction (EMI)." In English medium schools, all the subjects, such as; mathematics, science, social sciences, etc, are taught in English. Further, in Semi-English schools, some subjects like mathematics and sciences are taught in English. These are the examples of CLIL.

In CLIL, language becomes the means of learning content of any subject; hence, language acquisition becomes easy. Language is learnt in real life situations through various subjects, like; history, geography, civics, economics, mathematics and sciences. Students become proficient and fluent in English due to the direct use of language for learning the content.

5.7.3 Mobile Assisted Language Learning (MALL):

The present revolutions of telecommunication across the globe and more specifically in India have brought Mobile assisted language learning into limelight. Here, Mobile and Computer assisted learning are used in similar contexts. Ever expanding social media, lowering the cost of mobile operations and vast availability of resources through the use of the internet have benefited the population at large and as a consequence, Mobile assisted language learning has gained popularity in the educational world.

Mobile Assisted Language Learning (MALL) is language learning assisted through handheld mobile devices, such as, mobile phones, personal digital appliances, iPhones, iPad, etc. Students can access language learning websites, materials, resources, apps, dictionaries, thesaurus, and encyclopaedias through these devices on anytime, anywhere, anything basis. They can communicate with their teachers, classmates, peers with the help of instant messaging, social media sites and conferencing tools available on these mobile devices.

In short, MALL is gaining momentum day by day with the development of mobile technologies.

In Covid – 19 lockdowns, mobile devices came to the help of teachers and students all across the country to continue their teaching – learning process. According to a study by KPMG & Google, the online education market of India is currently 247 million USD and likely to reach 1.96 billion USD mark till 2021. So there are many professional opportunities in the online education market. Teachers should try to learn to create web based platforms, mobile apps, video channels, resource portals, network of teachers, etc for their professional growth and development.

Activity 5.3

Make a list of mobile apps useful for learning English language skills, vocabulary and grammar with the help of Play Store application in your smartphone. How will you use these apps for teaching English to your students? Explain.

_____

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5.7.4 Reflective Practice in Language Learning:

Reflective practice means an ability of self-introspection from constructive and critical perspective of one's own action. It enables a teacher to identify, study and solve educational problems. It also paves a way of moving ahead in professional growth and development. A reflective teacher in a language classroom always tries to question him/herself whether teaching-learning is moving in the right direction?, if not then what more can be done? How to improve teaching by using different methods, techniques or language intervention? Continuous professional developments of teachers also make them a good reflective practitioner in language or any other subject classroom.

Some of the reflective practices can be mentioned as under;

  Action Research:

Action research is an investigation for addressing immediate problems of a teacher with a student, class, textbook, curriculum or method of teaching. It gives practical knowledge and solutions to apply in teaching practice. Teachers can undertake action research individually or collaborate with others.

  Classroom Observations:

Classroom observations can be done by language experts, senior teachers or principals of the

school to give feedback, guidance and counseling to language teachers regarding the teaching-learning process of the classroom and related issues.

☐ **Language Teacher Groups:**

Working in groups is always helpful. English teachers can form their group to reflect upon their teaching – learning practices. They can complement each other's strengths and compensate for each other's limitations. By working in groups, language teachers can generate more ideas, remedies, solutions about their problems and practices that can be done by an individual teacher. Such groups are very helpful in keeping teachers updated and upgraded for their profession.

☐ **Critical Friends:**

Critical friend is a supportive person or teacher who encourages discussions and reflection. Critical friend gives advice and constructive suggestions to improve the quality of teaching and learning. It is essential to have critical friends around you to keep you in tune with your profession and its innovative practices.

☐ **Reading Journals and Writing for Journals:**

Reading of Regional, National and International Journals on English Language Teaching (ELT) definitely broadens the horizon of thinking and understanding of an English teacher. It develops insight into your profession. These journals contain articles, research papers, reflections on educational policies and reports, innovative practices, interviews of educational experts and other useful material for teachers. Teachers should also share their experiences, knowledge and innovative practices by writing articles and papers for such journals. It is relevant to quote Francis Bacon, who said, "Reading maketh a full man, conference a ready man and writing an exact man." So try to become a full man (full teacher) by reading good journals and try to become an exact man (exact teacher) by writing for good journals.

5.7.5 Project based Learning (PBL):

Project based learning is based on the pragmatic branch of philosophy. William H. Kilpatrick expanded this method in the early 20th century. Very often, it is also equated with experiential learning which also involves learning based on some real life experience for long lasting in one's memory. This method was evolving basically for problem solving strategies in language teaching/learning. Project based learning involves experience through manual activity in which more senses are engaged for long lasting learning. It is based on the principle of Learning by Doing. The benefits of this method are also reflected through the long lasting learning with equal opportunity of learning for all irrespective of socio-economic status of the learner; besides it

promotes individual learning aptitude. Moreover, this method is more useful to the foreign language learners or learners of English as a second/third language.

Activity5.4	
Read the book, 'A Teacher's Guide to Project Based Learning' written by Fleming, D. S. which is available online at https://files.eric.ed.gov/fulltext/ED469734.pdf. And in the light of your reading, write your reflections on application of Project Based Learning in teaching and learning of English.	Scan the QR code to directly visit the source.

5.7.6   Spaced Learning:

Spaced learning was developed by Paul Kelley. It is an approach in which multiple efforts are made for learning by repetitive exercises of condensed subject matter. The process of spaced learning requires repetition for three times and a temporal interval in order to get the learning item into the permanent memory. It can also be said that spaced learning works as a cause of forgetfulness therefore; permanent memories are strengthened with this approach. Spaced Learning approach can be implemented by following ways (Dixit, 2020, blog.commlabindia.com);

 ☐ *Giving Breaks:*

Students' span of attention is very less. They cannot pay attention for a long time on a particular topic. Hence, teachers should give breaks during classroom teachings, so that students can get time to relax, reflect, and generate insights on what they learned. Teachers should present the topic in 15-20 minutes, summarize it and give them a break by posing open-ended questions or hands-on activity.

 ☐ *Present the content in small chunks:*

Break the content into small chunks and present them one by one, so that it can be easily learned by students. Don't present the entire content in one go.

 ☐ *Use of Retrieval Strategies:*

Make use of retrieval strategies, such as; presenting the same content through different multimedia, posing real life questions related to content, involve students in games and activities, etc.

☐ *Offer Repetition:*

Take repetition of the content by regular intervals through individual, peer or group activities till the entire content is learned by students.

   ☐ *Regular Assessments:*

Have pre-assessment, formative assessments and summative assessments regularly and review all these assessments to keep track of students' progress.

Activity 5.5

How will you use the spaced learning approach for teaching English language?

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5.7.7 Concept Mapping:

Concept maps are visual representations of information. It shows relations between different ideas and concepts. Concept maps benefit all sorts of learners, especially visual learners. Concept mapping is a brainstorming activity generally practiced in order to get conceptual clarity of certain difficult/new ideas. It involves identifying every possible idea related to a target concept in a random fashion. Further, it also tries to get relationships among all the identified ideas to understand the broader concept. The following picture represents the concept mapping.

Source: https://www.pinterest.com
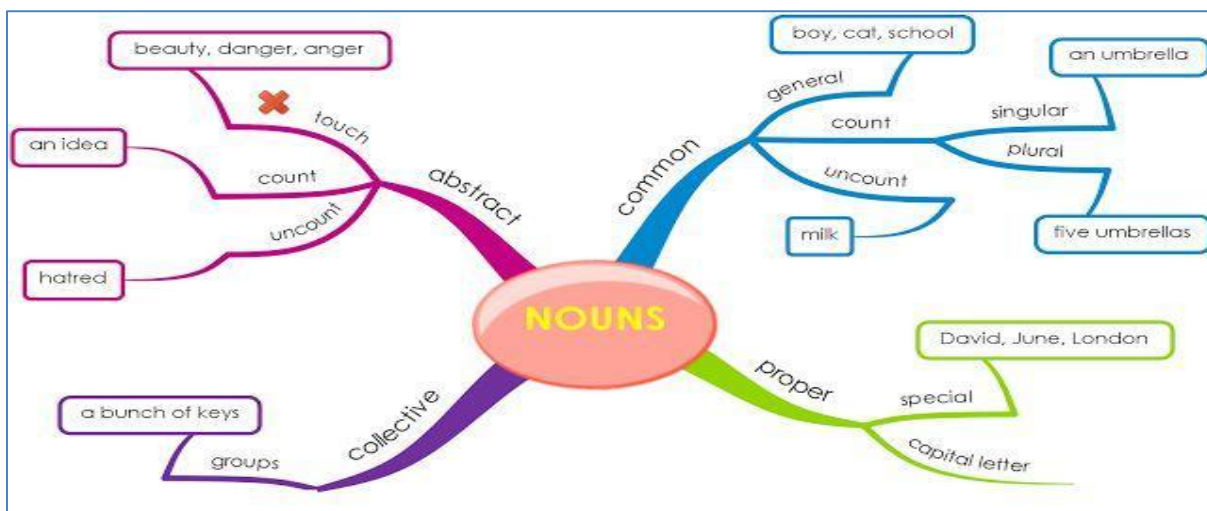
Activity 5.6

How will you use innovative practices for teaching English in the classroom? Exemplify.

_____

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5.8   Summary

Professional Growth and Professional Development are complementary to each other. Professional Growth refers to career advancement in the service, whereas, Professional Development refers to learning and applying new knowledge, skills to improve performance on the job. Professional development activities play a vital role in developing characteristics of a good teacher among practicing teachers.

Professional growth and development of teachers are very important for the overall quality development of the institution in particular and educational system of the country in general. Many professional bodies, organizations, NGO's are working for the cause of professional development of teachers.

In humanities and social sciences, the avenues are comparatively less for professional development compared to science and technology. But, the recent advancements of Information and Communication Technologies have opened up greater scope for online publishing, scopes and avenues for online seminars, workshops, training programs, academic writing skills, information dissemination of different sources, etc.

Teachers should work as a community of learners. Teachers should become active members of professional organizations. They should take part in their activities and continuously try to update and upgrade themselves with innovative practices in education.

5.9   Glossary:

Professional Growth	It refers to career advancement in the service, for example; a teacher becomes Headmaster or Supervisor of the school or attains higher pay scale / grade in his or her service.
Professional Development	Professional Development refers to learning and applying new knowledge, skills to improve performance on the job. It refers to in-service educational activities of teachers in a formal or non-formal mode.
Professional Bodies	The regulatory bodies for different professional education and other agencies responsible for the professional development of teachers.
Seminar	A seminar is a meeting where a group of people discuss a problem or topic (Collins Dictionary, 2020)
Conference	Conference is an event, sometimes lasting a few days, at which there are a lot of talks and meetings about a particular subject (Cambridge Dictionary, 2020).
Workshop	Workshop is a usually brief intensive educational program for a relatively small group of people that focuses especially on techniques and skills in a particular field (Merriam-Webster Dictionary, 2020).
Models of Teaching	*A model of teaching is a set of interrelated components arranged in a sequence which provides guidelines to realize a specific goal. It helps the designing instructional activities and provides an environment carrying out these activities in order to realize the stipulated objectives (Joyce, B & Marsha, W., 1980).*
Synectic model of teaching	The Greek work, 'Synectics' means the joining together of different ideas. William. J. Gordon developed the Synectic model in 1961. This model is used to ignite creative thinking among students and promote collaborative and constructive learning.
Content and Language Integrated Learning	CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language (www.onestopenglish.com).
Mobile	Mobile Assisted Language Learning (MALL) is language learning

Assisted Language Learning	assisted through handheld mobile devices, such as, mobile phones, personal digital appliances, iPhones, iPad, etc.
Project Based Learning	Project based learning involves experience through manual activity in which more senses are engaged for long lasting learning. It is based on the principle of Learning by Doing.
Spaced Learning	Spaced learning, developed by Paul Kelley, is an approach in which multiple efforts are made for learning by repetitive exercises of condensed subject matter to retain the content in long term memory of students.
Concept Mapping	Concept mapping is a brainstorming activity generally practiced in order to get conceptual clarity of certain difficult/new ideas.

5.10   Unit End Exercises:

Multiple Choice Questions

Choose the correct option;

1. CLIL was propounded by _____.

    a. David Marsh   b. Douglas   c. Gordon   d. Dr. West

2. _____ is associated with project based learning.

    a. David Marsh   b. W.H. Kilpatrick   c. Paul Kelley   d. Dr. West

3. W.J. Gordon developed the Synectic model in _____.

    a. 1961   b. 1971   c. 1981   d. 1991

4. 'Synectics' is _____word.

    a. French   b. Latin   c. Greek   d. Celtic

5. Paul Kelley is associated with;

    a. PBL   b. MALL   c. Spaced Learning   d. Concept Mapping

Short Answer Type Questions

1. What are the characteristics of a good teacher?

2. What do you understand about the professional development of a teacher? Explain with suitable examples.

3. Write a note on professional organizations working in India.

4. Explain the concept of concept mapping.

5. Exemplify Synectic model of teaching.

Long Answer Type Questions

1. What are the ways for professional development of teachers of the English Language? Discuss in detail.

2. What are the different innovative practices of teaching English language? Exemplify in detail.

3. What are the problems faced by Indian teachers in their professional growth and development?

4. How will you use spaced learning for teaching English language? Exemplify.

5. Write a critical note on MALL.

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"Change is the end result of all true learning" – Leo Buscaglia

Best Wishes

Model Examination Paper

Pedagogy of English (Part-2)

Time: 3 hours	**Max. Marks: 70 marks**

Note: This question paper consists of three parts: Part - A, Part - B, and Part - C. Number of words to answers each question is only indicative. Attempt all parts.

Part - A contains 10 compulsory questions of multiple choices / fill in the blank / very short answer type question. Answer all questions. Each question carries **01 mark. (10x1 = 10 marks)**

Part - B contains 08 questions of which students are supposed to answer 05 questions. Answer each question in approximately **200 words.** Each question carries **04 marks. (5x6 = 30 marks)**

Part - C contains 02 questions of which students are supposed to answer 01 question. Answer each question in approximately **500 words.** Each question carries **10 marks. (10x03=30 marks)**

Part - A

1. Answer the following questions in one word.

(i)   Write the full form of ELT?

(ii)   In which approach of curriculam organization, all content and activities are placed in the order of simple to complex?

(iii) What is the type of vocabulary over which a person has no command?

(iv)   What is the type of Test which is conducted to know the previous knowledge of students?

(v)   In which year, CCE was introduced in India?

(vi)   In which type of composition, the students work freely and independently without the help of teacher?

(vii) Which method of teaching grammar is known as Correlation Method?

(viii) Which method is the natural method of teaching grammar?

(ix)   What do you call a reference book which provides a lot of information related to a concemned subject or topic?

(x)   Which type of evaluation is conducted at the end of a programme of study?

Part - B

2. Explain the meaning of Curriculam?

3. Write any two principles of curriculam construction?

4. Write any two objectives of teaching vocabulary.

5. What do you understand by the term 'Active Vocabulary'? Give examples.

6. How do Note - making skills keep learners?

7. Bring out any two differences between a Dictionary and a Thesaurus.

8. Write any two characteristics of Functional Grammer.

9. What is meant by Peer Evaluation?

Part-C

10. What are the various tools of assessment? Describe any three tools of assessment.

11. Write a detailed note on Brain Storming.

12. Describe the various types of vocabulary with suitable examples.

13. What are the different approaches to curriculam organization in English Language?

14. What are the qualities of a Good English test paper?