

UNIT 1: PRINCIPLES OF LANGUAGE TEACHING

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1.1 INTRODUCTION

Language is nothing but a source of communication, a medium of conveying our ideas to one another. Language is a set of human habits, the purpose of which is to give expression to thoughts and feelings. In this era of globalization, Information and Communication Technology, English has a special and predominant role in the communicative sphere of the world. It has a special identity in the field of education. While teaching, a teacher has to keep in mind

the aims and objectives of the subject. Teaching requires certain directions, after all success of teaching depends upon its aims and objectives.

In Teaching of English, P.C. Wren writes (2015), “In the teaching of class subjects, the actual work of mind training is being performed. In the early lessons of English, the weapons are being forged, the tools are being made with which the work of mind training is to be performed.”

Language comes through discovery. In Language Teaching, this refers to the mode or manner in which language is used. Language has been considered man’s most remarkable achievement. It is the essential research resource for language professionals providing a rich and expert overview of research in the field of second language teaching and learning. Therefore, present unit will through light upon different principles of teaching English in school curriculum.

1.2 OBJECTIVES

After reading this unit, learner will be able to:

Define basic language concepts;

Acquire the knowledge of objectives of teaching language;

Elucidate functions of Language;

Analyze the importance of English Language Teaching;

Describe the various Principles of Language Teaching;

Have knowledge about various factors contributing to student’s learning; and

Analyze the enthusiastic and reflective learning of students through contact with challenging and text level knowledge.

1.3 NATURE OF LANGUAGE

Language is the most important phenomenon in the world. From birth to death, all our activities are regulated by language. The human knowledge and culture is

stored and transmitted in language. Thinking is only possible through language. In our dreams, we make use of language. Language dominates every aspect of human life. In fact, it is a yardstick to separate us from other beings. Language is a mean of communication. With the help of language, we can express our thoughts and feelings to others. Without language, society would be impossible. Language is an exemplary artifact that swept across the globe to witness development of society in terms of civilization, culture and technology. Language entangles the apprehensions of communication and commemorated links amongst people of different groups, places and ages by filling gaps. The language as a part of mother tongue spoken in a particular area and a particular community might not a difficult task to learn, to understand and to interpret. Mother tongue is not an obligatory issue to acquire. It is an acquisition since the entire system supports as an individual grows.

1.3.1 Functions of language

Language serves many functions which enhances the communication process. It conveys meanings, intentions, motives, feelings and beliefs. Language is symbolic, in that speech sounds and utterances stand for or represent various objects, ideas and events. It is means of social contact and is the only means to prevent isolation from the world. Language is primarily vocal made up of vocal sounds only, produced by a physiological articulatory mechanism in the human body. A child learns to speak first; writing comes much later, also during lifetime, a man speaks much more than he writes. Language is a form of social behavior, a child learns to speak the language of the community in which he or she is placed, he or she picks up the language of the social set-up in he or she grows up.

Following functions of language are as follows-

- 1. Language is learnt:** Learning of language is not an automatic process. Of course, it is a behavior but it is not type of behavior like walking and crawling that comes to child in natural way. Language by imitation and practice. Language is not possible without effort.

2. Language is related to the culture of society: Every language is related to culture of society to which it belongs. The culture of the people naturally influences the language. Every language is the product of society. We cannot separate language from the culture in which that language exists. It has meaning only in relation to that society and culture.

3. Language is species specific: Language is species specific. Only human beings have got the gift of language. Of course, the other species do communicate but only human beings can make use of language.

4. Language is species uniformed: Language is species uniformed. All human children are capable of acquiring any language natively if they are provided the right kind of environment.

5. Language is a system: Each language is a unique system. The system of language consists of sounds, structures and vocabulary. A person who wants to learn a new language will have to learn new sounds, new structures and new vocabulary. The sound system of language differs from language to language depending upon the culture to which a language belongs. Each language has its own system of vocabulary. Thus, each language is systematic.

6. Language is a system of systems: Each language is a system of systems. There are phonological and grammatical systems in all languages. There are several sub systems with in a language. The phonology of a language forms its own system as the various sounds function in a systematic way.

7. Language is a system of symbols: Each language works through symbols. Different words used in a language are the symbols. They stand for certain things. The language will function well if its symbols are known both to the speaker and the person for whom they are being used.

For example, the world cup has three sounds (K, A, P) It is a symbol of English because a meaning is attached to it. But if we take the same three sounds like, K, A, P they do form cup, but that is not a symbol of English language as no meaning is attached to it.

8. Symbols of language are vocal: Different symbols are used in a single language. These symbols are vocal. A language system does not exist in a vacuum. It is primarily used in speech. Only speech provides all essential signals of a language. There are other kinds of symbols which cannot be called vocal symbols. For example, gestures and signal flags are visual symbols and ringing of the bells and beating of a drum are auditory symbols. They do not form any language. In language the sounds are produced through vocal organs. Reading and writing are no doubt important. But speech is the basic form of language. A language without speech is unthinkable.

9. Language is a skill subject: Learning of a language is a skill subject. It is skill like swimming and cycling. We cannot learn swimming or cycling just by studying rules. We can learn it by practice. In the same way, we can learn a language by constant practice of that language. So a lot of repetition for major linguistic skills like listening, speaking, reading and writing is required.

10. Language is for communication: Language is the best means of communication and self-expressions. Human beings express their ideas, thoughts, feelings and emotions through language. In this way language is a means to connect past present and future.

11. Governed by a particular set of rules: Each language is governed by a particular set of rules. For example, English is S.V.O. language. In forming sentence, we put subject, then verb and after verb we put object.

For example

He killed a snake.

Subject Verb Object

On the other hand, Hindi is S.O.V. language. First we put subject, then object and after object, we put verb.

Usne saap maara .

Subject Object Verb

12. Symbols of language are Arbitrary: Here by arbitrary symbols we meant that there is no visual relationship between the language item and the object for which it stands. A man is called man traditionally. There is no visual similarity between the symbol 'man' and the actual man. We have not named it so on the basis of some logic or scientific principles. In English, we say man, and in 'Hindi' we say 'manauYya'. None of them is better than the other. In fact, we call a man 'man' because people have agreed to use it in that sense.

13. Language is unique: Each language is unique because it has its own style of functioning. The sounds, vocabulary and structures of every language have their own specialty.

1.3.2 Teaching English- a challenging task

Challenges before the English language teachers in India are enormous and apparent. Teachers should be able to cater to the practical needs of learners to make them competent enough to interact with one another and also to retrieve information all over the world. At present, the challenges visible before the English language teachers in India are diverse and it is necessary for them to shape up accordingly to meet the demands of the day to day life.

By using conventional methods, maximum time will be consumed in exercises and drilling, dealing with grammar and pronunciation which takes away a large portion of class time. Therefore, teaching English is considered as a challenging task. Thus, to meet the present-day challenges in teaching English, first of all, English should not be treated as a subject as it is to be used actively in interacting with one another throughout the world.

By using conventional methods, maximum time will be consumed in exercises and drilling, dealing with grammar and pronunciation which takes away a large portion of class time. These methods were mostly used to develop basic skills of language learning such as Listening, Speaking, Reading, and Writing, but by following these methods listening and speaking skills were neglected as students cannot put their language in practice.

PRACTICE QUESTION

1. “Symbols of language are Arbitrary”. Explain.

1.4 IMPORTANCE OF TEACHING ENGLISH LANGUAGE

Language is a complex whole, the mastery of which requires the learner’s total commitment for life. The person’s prior knowledge, attitudes, personality, learning styles, skills and motivation are all factors related to eventual outcome of the language study (Brown, 2004). Language, so far as we know, is something specific to humans, that is to say it is the basic capacity that distinguishes humans from all other living beings. Language therefore remains potentially a communicative medium capable of expressing ideas and concepts as well as moods, feelings and attitudes.

English language comes to our aid in our commercial transactions throughout the globe. English is the language of the latest business management in the world and Indian proficiency in English has brought laurels to many Indian business managers. English is a means not only for international commerce; it has become increasingly essential for inter-state commerce and communication.

English has today become one of the major languages of the world, it will be very difficult to neglect English language because of rich literature, scientific and technical nature of language. English is accepted as the second language in India. In the words of Gandhi, “English is a language of international commerce, it is the language of diplomacy and it contains many a rich literary treasure”. It gives us an introduction that English has occupied an important place in Indian education. Therefore, English occupies an important place in the school curriculum and works as a powerful language of communication to provide a strong binding force to keep all the diverse groups united.

1.5 DIFFERENT PRINCIPLES OF LANGUAGE TEACHING

In India, English is taught as a second language and as a foreign language. For English teacher, it is essential to teach in such a manner that desired goals can be achieved. Therefore, a sound knowledge of the principles of teaching English language is needed. Many scholars have given different classification of principles of language teaching at secondary level but they can be grouped into three major categories viz

1.5.1 Principle of Interactive Language Teaching

Principle 1: The student is the language learner

In learning a language, their own or another, each learner must develop and consolidate mental representations that are basic to understanding the language as well as to expressing oneself through it, whether in speech or writing. The radical paradox was echoed in Gattegno (1972), he observed that in teaching we are nurturing in learner's inner criteria that enable them to advance in their learning. "Only self-education," he said, "will lead any learner to the mastery of a skill."

Students must realize they are responsible for their own learning; they will take this responsibility more seriously if they themselves discover and work at their own weaknesses and insufficiencies.

Principle 2: Language learning and teaching are shaped by student needs and objectives in particular circumstances.

Student needs and objectives are not just personal. They are shaped to a considerable degree by societal pressures, political exigencies, and parental expectations influenced by these two. Social forces and community-wide perceptions, whether reflecting reality or merely hopes and fears, exert a largely subconscious influence on what are perceived as individual choices. One such subtle influence is that of perceived career opportunities for the language learner;

these changes over time, as economies and political alliances shift in emphasis, and this affects demand for particular languages.

In all language teaching decisions, the question Who? (Who are my students?) precedes What? (What kind of course or learning materials do they need?), and these two determine How? (What approach and which techniques are most appropriate in this situation?)

Principle 3: Language learning and teaching are based on normal uses of language, with communication of meanings (in oral or written form) basic to all strategies and techniques

To learn a language naturally, one needs much practice in using the language for the normal purposes language serves in everyday life. This is in contradistinction to the artificial types of drills and practice exercises to which many learners are still subjected. Manipulation of structural patterns in some presumed logical order in a sequence that is semantically incoherent does not prepare the learner for normal uses of language. Language practice should already be as close to real communication as practicable.

Language in natural interaction requires more than correctly manipulated structures and lexicon, uttered with comprehensible sounds and intonation. It requires also conformity to the accepted forms of natural discourse within its associated culture: students need to know how to open and close conversational interludes; how to negotiate meaning; how to assert conversational control, fill pauses, interrupt or not interrupt, and navigate within the exchange so that the conversation is channeled in a direction of interest to the interlocutor.

Principle 4: Classroom relations reflect mutual liking and respect, allowing for both teacher personality and student personality in a non-threatening atmosphere of cooperative learning

An interactive language-learning environment requires that students and teachers, and students among themselves, reach a stage of being comfortable with each other, interested in each other, and respectful of each other's personal

temperament-imposed limits. In order to achieve this equilibrium, teachers must feel comfortable with what they are doing, just as students must be comfortable with what they are expected to do. Teachers need to develop a realistic understanding of their own strengths and weaknesses as instructors and as individuals, selecting approaches and techniques that play to their strengths.

For the interaction that leads to communication via language (much meaning is, after all, communicated without a common language), both teachers and students need to work toward a non-threatening atmosphere of cooperative learning. In discussions on cooperative learning, the term is often unnecessarily restricted to small-group learning. Many students learn well in small groups, others do not. There is room for all kinds of learning situations: large group, small group, pair work, or individual study. Cooperative learning implies full participation of students in planning and in making effective choices. The essence of cooperative learning is in the attitude: it requires acceptance of each other's differences and a willingness to share and to facilitate each other's learning in whichever ways are most appropriate.

Principle 5: Basic to use of language are language knowledge and language control

All languages are organized at several levels (phonological, syntactic, semantic, and pragmatic), and these various subsystems interact within the mental representation. Grammatical structure and vocabulary, which are interrelated in their functioning, provide the tools for expressing semantic and pragmatic meaning.

Language control necessarily implies the ability to understand messages and their full implications in the context, social and cultural, interpreting tone of voice, stress, intonation, and kinesics, as well as actual words and structures. In expression, it implies more than syntactic accuracy; it requires also syntactic appropriateness in contexts of use and in culturally determined relationships. Once some degree of language control has been attained, language is used "as a medium which will engage the thought, perception, and imagination of the learner."

Principle 6: Development of language control proceeds through creativity, which is nurtured by interactive, participatory activities.

The ultimate goal for our students is to be able to use the language they are learning for their own purposes, to express their own meanings, that is, to create their own formulations to express their intentions. That use of language is creative, not imitative, has been emphasized by language teaching theorists, linguists, and psycholinguists for years, yet many language teachers continue to teach as though imitation, repetition, and reconstruction or transformation of other people's meanings in exercises were the be-all and end-all of language learning.

In language use, "true creativity means free action within the framework of a system of rules," as Chomsky has phrased it. Once one has a functional mental representation of the system of rules of the language one can break rules, using the language in unorthodox ways to make one's meaning more vivid and expressive, using the language in all its richness and flexibility, and this demonstrates language control.

Principle 7: Every possible medium and modality is used to aid learning

In communicative interaction, language learners need to draw on all kinds of unpredictable items to express their meaning _ items they learned the previous day, even items they learned on the first day they had contact with the language. What they have learned of the language must be firmly established in their memory networks with many associative triggers, so that it becomes readily available, in some cases for recognition in speech or writing and in others for retrieval for active use.

Principle 8: Testing is an aid to learning

Testing has so often been punitive. Students become very nervous about tests, which as often as not seek to discover what the students do not know or cannot immediately recall, rather than providing them with an opportunity to demonstrate to the examiners and themselves what they can do with the

language. Many test-writers, unfortunately, concentrate on minutiae of language, looking for little slips or familiarity with lesser known grammatical usages rather than the broader aspects of comprehensible and acceptable language use.

. The test itself should be a learning experience that is part of the ongoing course. If the test is to act as a guide to the student as well as the teacher, it cannot be final. The student goes on to relearn and consolidate what has been found to be lacking or misunderstood, and then has the opportunity to retest (not "be retested," since the decision is voluntary) to see how the learning is progressing.

1.5.2 General Principles of Teaching English

The modern approach to all language learning and teaching is the scientific one and is based on sound linguistic principles. The principles discussed below in no way claim finality. They are subject to change in the light of new facts exposed by linguists and language users. These principles are general principles and are applicable to English language.

Principle 1. Give Priority to Sounds: The sounds of English should receive priority. Sounds should be given their due place in the scheme of teaching. Sounds should not be presented in isolation. They should appear in proper expressions and sentences spoken with the intonation and rhythm which would be used by a native speaker.

Principle 2. Present Language in Basic Sentence Patterns: Present, and have the students' memories, basic sentence patterns used in day to day conversation. From small utterances, the students can easily pass on to longer sentences. In case of learning mother-tongue, the student's memory span can retain much longer sentences than those of a foreign language. The facility thus gained in a foreign language enables the learners expand the grasp of the language material in respect of sounds and vocabulary items.

Principle 3. Language Patterns as Habits: Real language ability is at the habit level. It does not just mean knowing about the language. Make language patterns as habit through intensive pattern practice in variety of situations. The students must be taught to use language patterns and sentence constructions with

appropriate vocabulary at normal speed for communication. In fact the habitual use of the most frequently used patterns and items of language, should take precedence over the mere accumulation of words.

Principle 4. Imitation: Imitation is an important principle of language learning. No learner by himself ever invented language. Good speech is the result of imitating good models. The model should be intelligible. Imitation followed by intensive practice helps in the mastery of the language system.

Principle 5. Controlled Vocabulary: Vocabulary should be kept under control. Vocabulary should be taught and practiced only in the context of real situations. This way, meaning will be clarified and reinforced.

Principle 6. Graded Patterns: “To teach a language is to impart a new system of complex habits, and habits are acquired slowly.” (R.Lado, 2013) So, language patterns should be taught gradually, in cumulative graded steps. This means, the teacher should go on adding each new element or pattern to previous ones. New patterns of language should be introduced and practiced with vocabulary that students already know.

Principle 7. Selection and Gradation: Selection of the language material to be taught is the first requisite of good teaching. Selection should be done in respect of grammatical items and vocabulary and structures. Selection of language items should involve frequency (how often a certain item or word is used) range (in what different contexts a word or an item can be used) coverage (how many different meanings a word or an item can convey) availability (how far an item is convenient to teach) learnability (how far an item is easy to learn) teachability (how far an item is easy to teach - in the social context). Similarly, Gradation of the language material means placing the language items in an order. Grading involves grouping and sequence. Grouping concerns (i) the system of language, and (ii) its structures. Grouping the system of language means what sounds, words, phrases and meanings are to be taught. Thus, we have:

(i) **Phonetic grouping**, i.e. grouping according to sounds. For example, words having the same sound are placed in the one group as, cat, bat, mat, pat, fat, sat; it, bit, fit, hit, kit, it etc.

(ii) **Lexical grouping**, i.e., grouping according to lexical situations. Example: school, teacher, headmaster, peon, class-room, library. All these words are grouped around “school.”

(iii) **Grammatical grouping**, i.e., grouping according to similar patterns as, my book/ his book, (pattern grouping): in the room, in the corner/ in the class/in the garden, etc. (phrase grouping)

(iv) **Semantic grouping**, i.e., grouping according to meaning. **Example:** school, college, university; bicycle, rickshaw, car, train, airplane, etc.

(v) **Structure grouping**, i.e., grouping in the structures means how the selected items fit one into the other-the sounds into the words, the words into phrases, the phrases into the clauses and sentences, and the sentences into the context.

Principle 8. The Oral Way: Experts believe that the oral way is the surest way to language learning. Prof. Kittson rightly observes, “Learning to speak a language is always the shortest road to learning to read and write it.” Prof Palmer also writes, “We should refrain from reading and writing any given material until we have learnt to use its spoken form.”

Principle 9. Priorities of Language Skills: Listening (with understanding), speaking, reading and writing are the four fundamental skills. Listening and speaking are primary skills, while reading and writing are secondary skills. Reading and writing are reinforcement skills. They reinforce what has been learnt through understanding and speaking. In fact, understanding and speaking speed up the reading process. Writing should be introduced after reading.

Principle 10. Multiple Line of Approach: The term “multiple line” implies that one is to proceed simultaneously from many different points towards the one and

the same end. We should reject nothing except the useless material and should selected judiciously and without prejudice all that is likely to help in our work”. In teaching a language, it implies attacking the problem from all fronts. Say, for example, there is a lesson on ‘Holidays’ in the text book. The teacher can have a number of language activities connected with the topic such as oral drill, reading, sentence writing, composition, grammar, translation, language exercises etc.

Principle 11. Language Habit through Language Using: A language is best learnt through use in different contexts and situations. Prof. Eugene A. Nida rightly observes, “Language learning means plunging headlong into a series of completely different experiences. It means exposing oneself to situations where the use of language is required.” Another expert expresses a similar opinion by saying: “Learning a language means forming new habits through intensive practice in hearing and speaking. The emphasis should always be on language in actual use”.

Principle 12 Spiral Approach: The “spiral” approach to language learning should be followed. Previously taught vocabulary and structures should be reintroduced in subsequent units whenever logical or possible. This is “spiral approach.

Principle 13. Use Mother-tongue Sparingly: The mother-tongue should be sparingly and judiciously used during teaching English. Of course, at the early stage, some explanations will have to be given in pupil’s mother tongue. It is important that students do not use their mother-tongue in the classroom.

Principle 14. Naturalness: The mother tongue is learnt easily because there is a natural environment for learning it from the very beginning, child listens to his parents, he rises and sleeps with the same language.

Principle 15. Learning by doing: this principle emphasizes on acquiring skill by doing. Two learners of same group and age may differ a lot because of their practice. so, the students should be motivated for self- indulgence.

1.5.3 Psychological Principles of Teaching English

Principle 1. Motivation: Motivation is an important factor in language learning, particularly in learning a second language. It creates interest as well as the need to learn the language in hand. If the need for the language we use is felt, it is learnt easily. Pupils' interest can be aroused in a number of ways, and language learning can be made increasingly interesting and attractive. It can be done with the help of pictures, charts, models, flash cards, black board sketches and similar other visual devices. The use of tape-recorder can be most effective in the teaching of pronunciation. The aim is to have the students maximally exposed to the target language in variety of contexts and situations, not in isolation. The teacher should prompt connections, feedback and correct errors, if any. The rule is **teaching, test, reteach, retest**. The teacher should make continual and significant use of language material in class-room situations. Palmer suggests the following six factors which lead to motivate and create interest among children:

- (i) The limitation of bewilderment, that is, minimum of confusion;
- (ii) The sense of progress achieved;
- (iii) Competitions;
- (iv) Game-like exercises;
- (v) The right relation between teacher and student; and
- (vi) Variety.

Principle 2. Immediate Correction: Do make corrections. Corrections make all the difference. They help in improving pupils' responses. But remember, when corrections are made, they should be made immediately. Moreover, the corrections should be made in such a way as will bring about learning and not frustration or discouragement.

Principle 3. Reinforcement: Immediate reinforcement is an important principle. It has been experimentally proved that reinforcement of correct responses helps in better learning. The student should be told his response is correct immediately after it is given by him.

Principle 4. Frequent Review: An important psychological principle is the principle of frequent review. Frequent review and re-entry of the same material is necessary for retention. During the process of reviewing, variations in material should be essentially be introduced and practiced.

Principle 5. Correct Responses.: It is an important psychological principle that classroom activities should strengthen the language skills. The techniques used by the teacher of English should encourage the maximum rate of correct responses. This will give children the feeling of success, achievement and assured progress.

Principle 6. Practice in Everyday Situations: A language is best learnt when its need is felt in everyday situations. So, English should be practiced in everyday situations with which children can easily identify.

1.6 LET'S US SUM UP

In this unit, you have learned that language teaching refers to the mode or manner in which language is used. Language has been considered man's most remarkable achievement. It is the essential research resource for language professionals providing a rich and expert overview of research in the field of second language teaching and learning. You have also studied functions of language teaching and principles of teaching English language. All the principles stated basics of teaching English. In short, the children, their environment and their experiences, should be the starting point. Let them recall (and, they should be helped, if they fail) something familiar which is related to or contrasts with a new language item to be learnt.

1.7 ANSWERS OF PRACTICE QUESTIONS

1. arbitrary symbols we meant that there is no visual relationship between the language item and the object for which it stands. A man is called man traditionally. There is no visual similarity between the symbol 'man' and the actual man. We have not named it so on the basis of some logic or scientific principles. In English, we say man, and in 'Hindi' we say 'manauYya'. None of them is better than the other. In fact, we call a man 'man' because people have agreed to use it in that sense.

1.8 SUGGESTED READINGS AND REFERENCES

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1.9 ESSAY TYPE QUESTIONS

1. Explain Language competency with the help of suitable examples.
2. “No principle of teaching English is complete in its nature.” Justify the statement.

UNIT 2: LANGUAGE PROFICIENCY: BASIC INTERPERSONAL COMMUNICATION SKILLS (BICS) AND COGNITIVE ACADEMIC LANGUAGE PROFICIENCY(CALP)

Structure

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Language Proficiency
- 2.4 Basic Interpersonal Communication Skills(BICS)
 - 2.4.1 Benefits of Basic Interpersonal Communication Skills(BICS)
 - 2.4.2 Barriers to Basic Interpersonal Communication Skills(BICS)
- 2.5 Cognitive Academic Language Proficiency (CALP)
 - 2.5.1 Five phases of CALLA
 - 2.5.2 Strategies to improve CALP
- 2.6 Distinctions between BICP/ CALP
- 2.7 Lets Us Sum Up
- 2.8 Answers of practice questions
- 2.9 Suggested Readings and References
- 2.10 Essay type questions

2.1 INTRODUCTION

Language teaching is a complex process and to excel in the process of language teaching, individual should have ability to perform in an acquired language

which can be achieved through language proficiency skills. In the previous unit, you have well acquainted with the nature and principle of language in general and teaching English in specific. In this unit, you will learn about language proficiency in term of Basic Interpersonal Communication Skills (BICS) And Cognitive Academic Language Proficiency(CALP). Language education may take place as a general school subject, in a specialized language school, or out of school with a rich selection of proprietary methods.

2.2 OBJECTIVES

After reading this unit, learner will be able to:

Define Language Proficiency

Enumerate differences between BICS and CALP

Examine the benefits and barriers of Basic Interpersonal Communication Skills (BICS)

Describe Cognitive Academic Language Proficiency (CALP) and strategies to improve it.

2.3 LANGUAGE PROFICIENCY

Language Proficiency or Linguistic Proficiency is the ability of an individual to speak or perform in an acquired language. It refers to person's ability to use a language for a variety of purposes including speaking, listening, reading and writing. Proficiency is commonly measured using guidelines developed by the American council on the teaching of foreign languages.

Characteristics of English Language Proficiency

CHARACTERISTIC	DESCRIPTION
Applies to all students	The specialized English of school disciplines is very different from the kind of English encountered in everyday life. Many students need support to help them engage with academic English.
Is about communication, not rules	Language is seen as a resource for communication in context, not as a set of rules.
Integrated and embedded in curricula	An integrated, contextualized approach is most effective as it develops students' English language proficiency in the context of their studies, not as a remedial add-on.
Mixed method: No single magic bullet	English language proficiency is best achieved through a variety of means such as embedding language development through curriculum design and assessment, targeted workshops within a unit, online resources linked to unit Blackboard sites, and targeted individual or group support
Readiness to engage with academic English can be assessed quickly	It gives students the opportunity to gauge their readiness for the kinds of academic language they will encounter at university. This

CHARACTERISTIC	DESCRIPTION
	assessment is best done when students begin their studies but can be done at any time.

PRACTICE QUESTION

1. What do you mean by term Language proficiency?

2.4 BASIC INTERPERSONAL COMMUNICATION SKILLS(BICS)

Basic Interpersonal skills can be defined broadly as “those skills which one needs in order to communicate effectively with another person or a group of people” (RungaPadiachy, 1999). Basic interpersonal communication skills are language skills needed to interact in social situations, for example when speaking to a friend on a telephone. BICS refers to context- bound, face to face communication like language first learned by toddlers and preschoolers. This term is often credited to Jim Cummins in 1987.

BICS is often referred to as “playground English” or “survival English”. It is highly contextualized and often accompanied by gestures is cognitively understanding and relies on context to aid understanding. It is much quickly and much easily acquired. The facility to learn online is changing the dynamics of interpersonal communication and affecting the way that people teach and learn (DeLacey & Leonard, 2002; Radcliffe, 2002; Starr, 1997 cited by Lee, Cho, Gay, Davidson and Ingraffea, 2003). The online (rather than face to face) learning situation is potentially extremely valuable but also brings with it a host of new challenges for educators.

The idea that social interaction can promote effective learning has been acknowledged by learning theories (e.g. Vygotsky, 1978 cited in Yang, Tsai, Kim, Cho and Laffey, 2006) and is central to more recent conceptual frameworks (e.g. Wenger 1998 cited in Yang et al, 2006). As the growing pedagogic philosophy for online learning is socio-constructivist in nature with an emphasis on collaboration (Dawson, 2006) its inherently social and interactive nature has implications for skills development.

A significant proportion of recent literature within the area of interpersonal communication has concentrated on this issue and findings suggest that successful online collaboration requires a sense of community and productive social interaction with both peers and educators (McInnerney and Roberts, 2004). Computer mediated communication (CMC) through both asynchronous and synchronous communication can minimize isolation and foster online relationships yet the student needs to learn a whole new etiquette (or netiquette) when communicating online.

There is a growing need for information and resources to help students adapt to an online learning environment and develop the interpersonal skills needed to build and maintain secure online communities. Equally educators need help in moving to this learning medium; communicating and supporting students within an online environment involves different skills than communication in a face to face situation.

Technological advancements also have implications for listening and interpersonal skill development beyond the sphere of online learning. An increasing reliance on the use of new technologies in the occupational domain is also changing the nature of communication in the workplace and increasing the role it plays (Stevens, 2005).

2.4.1 Benefits of Basic Interpersonal Communication Skills(BICS)

Listening: is a vital interpersonal communication skill. Active listening provides lot of information to us.

BICS are essential for developing other key life skills like problem-solving skills for constructive and effective problem solving, decision-making is another area which can benefit from good communication skills.

Detailed information: When dealing with a complex issue, e-mail falls short. There's too much back-and-forth that can result in misunderstandings and incomplete exchanges that lead to mistakes. Better to get up from your desk, speak in person, and clarify details.

Major projects: Working on major projects, direct communication can help avoid problems and emphasize key points. For example, during conversations, additional issues may arise, which can be directly addressed. You finish the conversation confident you've got a grasp of new information.

Better understanding: Face-to-face interaction allows you to observe body language and how someone reacts emotionally to your ideas.

Donor relations: In nonprofit, interpersonal communication is critical for soliciting major gifts.

Meetings: Many complain meetings are too long, lack substance and take time away from their work. Surely that happens. But a well-planned meeting agenda distributed in advance and participants adequately prepared still has value for robust discussion.

2.4.2 Barriers to basic interpersonal communication skills

The use of jargon: Over-complicated, unfamiliar and/or technical terms.

Emotional barriers and taboos: Some people may find it difficult to express their emotions and some topics may be completely 'off-limits' or taboo.

Lack of attention, interest, distractions, or irrelevance to the receiver.

Differences in perception and viewpoint.

Physical disabilities such as hearing problems or speech difficulties.

Physical barriers to non-verbal communication: Not being able to see the non-verbal cues, gestures, posture and general body language can make communication less effective.

Language differences and the difficulty in understanding unfamiliar accents.

Expectations and prejudices which may lead to false assumptions or stereotyping: People often hear what they expect to hear rather than what is actually said and jump to incorrect conclusions.

Cultural differences: The norms of social interaction vary greatly in different cultures, as do the way in which emotions are expressed. For example, the concept of personal space varies between cultures and between different social settings. A skilled communicator must be aware of these barriers and try to reduce their impact by continually checking understanding and by offering appropriate feedback.

PRACTICE QUESTION

2. Write down any two benefits of Basic Interpersonal Communication Skills.

2.5 COGNITIVE ACADEMIC LANGUAGE PROFICIENCY (CALP)

Cognitive Academic Language Proficiency (CALP) is an instructional model designed to increase achievement of English language students. This model is based on cognitive learning theory integrates content-area instruction with language development activities and explicit instruction in learning strategies. This model was developed in 1986 and has been implemented in classroom (Chamot & O' Malley, 1986). In this, students are taught to use learning strategies

derived from cognitive model of learning to assist their comprehensive and retention of both language skills and concepts in the content area.

CALP refers to highly abstract, decontextualized communication that takes place in the classroom. It involves “language of learning” which enables children to problem-solve, hypothesize, imagine, reason and project into situations with which they have no personal experience. Students typically develop proficiency in BICS well before they acquire a strong grasp of CALP.

2.5.1 Five phases of CALLA (Cognitive Academic Language Learning Approach)

Language learning strategies are conscious thoughts and behaviors used by learners with the explicit goal of improving their knowledge and understanding of a target language. They include cognitive strategies for memorizing and manipulating target language structures, metacognitive strategies for managing and supervising strategy use, affective strategies for gauging emotional reactions to learning and for lowering anxieties, and social strategies for enhancing learning, such as cooperating with other learners and seeking to interact with native speakers. *Language use strategies* come into play once the language material is

already accessible, even in some preliminary form. Their focus is to help students utilize the language they have already learned. Language use strategies include strategies for retrieving information about the language already stored in memory, rehearsing target language structures, and communicating in the language despite gaps in target language knowledge. CALLA focuses on both the cognitive and the linguistic aspects of learning. Dr. Chamot explains that CALLA involves five phases viz. Preparation, Presentation, Practice, Self- evaluation and Expansion. It can be explained in following figure:



Chamot & O' Malley (1994) provided a useful framework for direct language learning strategies instruction. In this approach, highly explicit instruction in applying strategies to learning tasks is gradually faded so that students can begin to assume greater responsibilities in selecting and apply appropriate learning strategies.

2.5.2 Strategies to improve cognitive academic language proficiency (CALP)

Teachers who wish to help English language learners who may be struggling with academic language should try to make sure they are using context embedded methods. Context embedded communication is when there is great degree of feedback and non-verbal communication. Prime examples are face to face conversation or one-on-one tutoring with a learner.

English language learner is able to read the face of other person, noticing little cues we all take for granted when talking to someone and receive instant feedback on use of language. Supporting academic language with visual cues will help students to associate language to the context faster.

2.6 DISTINCTIONS BETWEEN BICS AND CALP

The distinction was elaborated into two intersecting continua. Cummins (1981) highlights the range of cognitive demands and contextual support involved in particular language tasks or activities. The distinction was intended to draw attention to very different time periods typically required by children to acquire conversational fluency in their second language.

The BICS/CALP distinctions also served to qualify John Oller's(1979) claim that all individual differences in language proficiency could be accounted for just one underlying factor, which he termed global language proficiency.

BICS is the basic language ability required for face to face communication where linguistic interactions are embedded in a situational context called context-embedded learning. It is a part of theory of language proficiency developed by Cummins which distinguishes this conversational form of language from CALP. BICS is much more easily and quickly acquired than CALP.

The failure to take account of BICS/CALP (conversational/academic) distinction has resulted in discriminatory psychological assessment of bilingual students and premature exit from language support programs into mainstream classes (Cummins, 1984).

PRACTICE QUESTION

3. Write down five phases of CALLA.

2.7 LET'S US SUM UP

English language proficiency is best achieved through a variety of means such as embedding language development through curriculum design and assessment, targeted workshops within a unit, online resources linked to unit Blackboard sites, and targeted individual or group support. In this unit, you have learned about Basic Interpersonal skills. These are those skills which one needs in order to communicate effectively with another person or a group of people. Basic

interpersonal communication skills are language skills needed to interact in social situations that language teaching refers to the mode or manner in which language is used. Cognitive Academic Language Proficiency (CALP) is an instructional model designed to increase achievement of English language students. This model is based on cognitive learning theory integrates content-area instruction with language development activities and explicit instruction in learning strategies. CALLA involves five phases viz. Preparation, Presentation, Practice, Self- evaluation and Expansion.

2.8 ANSWERS OF PRACTICE QUESTIONS

1. The term Language Proficiency or Linguistic Proficiency means the ability of an individual to speak or perform in an acquired language. It refers to person's ability to use a language for a variety of purposes including speaking, listening, reading and writing.

2. **Two** benefits of Basic Interpersonal Communication Skills are

(I) listening provides lot of information to us.

(II) BICS are essential for developing other key life skills like problem- solving skills for constructive and effective problem solving, decision-making is another area which can benefit from good communication skills.

3. The five phases of CALLA are Preparation, Presentation, Practice, Self-evaluation and Expansion.

2.9 SUGGESTED READINGS AND REFERENCES

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2.10 ESSAY TYPE QUESTIONS

1. Describe Characteristics of English Language Proficiency.
- 2.Explain different strategies to introduce five phase of CALLA to teach your students in classroom.

UNIT 3: ENGLISH LANGUAGE IN THE SCHOOL CONTEXT: AN EVOLUTIONARY PERSPECTIVE

Structure

- 3.1 Introduction
- 3.2 Objectives
- 3.3 English as a global language
- 3.4 Place of English in school curriculum in India
- 3.5 Importance of teaching English language to students
- 3.6 English Language Teaching at various levels
 - 3.6.1 Teaching English at elementary school
 - 3.6.2 Teaching English at secondary level
 - 3.6.3 Teaching English at senior secondary level
- 3.7 English Language Learners with special needs
- 3.8 Lets Us Sum Up
- 3.9 Answers of practice questions
- 3.10 Suggested Readings and References
- 3.11 Essay type questions

3.1 INTRODUCTION

English is a Language used to reach across the borders and bridge the gaps. It is widely spoken language today, it is not only used for communicating with the outside world but also for inter-state and intra-state communication. All the prestigious schools and colleges use English as their medium of instruction. English is in India today a symbol of people's aspirations for quality in education. In the previous unit, you have learnt about Cognitive Academic Language Proficiency (CALP). Now the question arises in our mind that what is the role of English in school curriculum? What are the importance of English

language for students at various levels and significance of English language among special need children? Answer of these questions will be sort out in present unit

3.2 OBJECTIVES

After reading this unit, learner will be able to:

Enumerate global use of language

Elucidate the role of English in school curriculum

Explain role of English language for students at various levels

Explain the significance of English language among special need children

3.3 ENGLISH AS A GLOBAL LANGUAGE

A language achieves a genuinely global status when it develops a special role that is recognized in every country. English enjoys most prestigious reputation in the world, it has special identity in the field of education. English in India today is a symbol of people's aspirations for quality in education and a fuller participation. English is a widely-spoken language today. It has often been referred to as 'global language', the lingua franca of the modern era and currently the language most often taught as a second language around the world.

English in India is used not only for communicating with the outside world, but also for inter-state and intrastate communication. Because of the great ethnic and linguistic diversity found within our nation, English acts as an indispensable 'link' language. With the Information Technology revolution and most software and operating systems being developed in the English language, a new utility for written and oral communication in the English language has emerged. English is said to be the world's most important language having communicative and educative value.

3.4 PLACE OF ENGLISH IN SCHOOL CURRICULUM IN INDIA

Place of English in School Curriculum in India is an important issue in modern utilitarian principles. English in India in 21st century is no more a colonial burden, but a real wing of hope and prosperity. You can see place of English in school curriculum under following sub-headings viz.

A bridge to higher studies: English should continue to occupy an important place in the curriculum of secondary schools so that at the end of secondary stage the pupils will attain good working knowledge of English.

Starting with ABC: many students discontinue studies after the secondary level and avail the job as means of livelihood if they learn English efficiently at school level, they will be able to find secure jobs in future.

English as a career: English helps to build up career. Many take higher studies of English, build their career as English teacher or lecturer, or other numerous jobs where knowledge of English will be required at every step.

English at help: at the secondary stage, there are so many subjects in which there is enrichment by English. So, for exploring extensive knowledge, English is helpful.

Visiting foreign university: in future many students, may go abroad for higher studies, so the foundation of English language should be sound so that there will be no difficulty in foreign countries. English will help to maintain contact with the outside world.

A help in national integration: English among the students should be learned to serve the purpose of national integration and unity.

Modernity: The subject of English acquaints us with fundamental ideas of modern civilization or modern science and even growing knowledge of all the advanced countries of the world.

Flexibility, economy and simplicity: English is flexible in character, economy in experience and simplicity in its scripts. It has profound beauty as it is rich in humanistic and scientific literature. English will help us to understand the beauty of our literature.

An honorable seat: English plays an important role in the administration.

A practical standpoint: English serves as a practical standpoint in world business. In recording and making accounts of business the knowledge of English is mostly essential.

PRACTICE QUESTION

1. What do you mean “English as a career”?

3.5 IMPORTANCE OF TEACHING ENGLISH LANGUAGE TO STUDENTS

English is the chief language in the Indian education system today. All the prestigious schools and colleges use English as their medium of instruction. Today, careers in the field of science and technology, business and commerce require a good knowledge of English. Most of the works in the field of space, nuclear technology, medicine etc. are available only in English. English has become a passport of getting a good job not only in India but also abroad in almost all fields. With the growing importance of computers in every field, the English language has received a further boost. The Radhakrishna University Education Commission recommended that “English is a language which is rich in literature—humanistic, scientific and technical. If under sentimental urges we give up English, we would cut ourselves off from the living stream of ever-growing knowledge.”

Interestingly, apart from the schooling and organized education systems prevalent in India, the competitive examination scenario also reflects importance of English. Most of the general tests, both the admissions-tests and the job-related tests, have a complete section on English language. They are designed to test the candidate’s power of expression, flair in English, comprehension skills,

sound vocabulary as well as correct use of language. English constitutes a major portion of almost all competitive examinations.

English is an international language. It is the window to the world. It has become a 'must have' to remain in touch with the outside world. It is a language of opportunity. With the advent of Telecommunication Industry and the Information Technology Enabled Services (ITeS) Industry, along with the big role Indians have played in the development of computers and software industry globally, the opportunities are galore for the English-speaking Indians. French observes that it is only through this language that we have "distilled essence of modern knowledge in all fields of human activity. Anyone who can read English can keep in touch with the world without leaving his own house." Indians writers and poets such as Tara Dutta, Raja Ram Mohan Roy, Sarojini Naidu, Vikram Seth, Arundhati Roy have contributed to the rich literary tradition of India. Mahatma Gandhi had said, "English is a language of international commerce, it is the language of diplomacy and it contains many a rich literary treasure; it gives us an introduction to western thought and culture."

3.6 ENGLISH LANGUAGE TEACHING AT VARIOUS LEVELS

English language teaching at various stages can be studied as

3.6.1 Teaching English at elementary school

English has an important role in the world as an international language. English is like a window to the world because by English you can learn about the world and you can get more information from the world. If you want to be a knowledgeable person, English is important to be learned. Having ability in English also will help the students to study because what he or she learned is not limited to the one in their country but also in the world.

English has several advantages when it has been taught since in an elementary school, three of which are elementary school age is a brilliant time to learn a

second language, preparation English in the junior high school, and preparation to face the globalization era.

The first advantage is an elementary school age is a brilliant time to learn a second language. 6-13 years of age is the right age to learn a second language beside the mother language because at that age children have a good brain condition to receive something new.

The second advantage is preparation to face English in a junior high school. When the students have graduated from an elementary school, then they enroll to a junior high school, English is not strange anymore to them because they ever got an English lesson in the elementary school. In a junior high school, an English lesson is a compulsory subject and English is a foreign language so the student should learn it since in an elementary school to avoid difficulties. The most important thing of learning English is time. Students need a long time to understand the second language deeply so if they learn English in junior high school for the first time, it will be difficult for them.

The third advantage is preparation to face the globalization era. In this globalization era everyone is supposed to be competent and improve his or her quality in order to face the challenges of life.

English as an international language is important for human's life because it becomes a bridge between countries in the world to interact so that in this modern era we are supposed to learn English in order to face the challenges of life. Therefore, English is important in an elementary school education because the better time to learn a second language is at the age of elementary school. We can get the advantages of learning English since in an elementary school to get the better and easier life because English has become a crucial tool for continuing education, employment and social status.

3.6.2 Teaching English at Junior level

The junior level is the lower secondary stage consisting of classes 6th, 7th and 8th. During this level, chief aim of English is language development. It is not possible for the beginners to grasp hidden secrets of literature or be familiar with difficult

pronunciation and structure of sentences, so teacher should simplify the terms for the students.

Teacher should start the process of learning from very initial stage so that the learners may create interest in language and gradually he may develop interest in language learning.

3.6.3 Teaching English at Senior level

Senior level is considered from level 9th to 12th, this stage is presumed that the learners must have achieved primary or basic knowledge of language. When students appear in senior level, they require to develop themselves to both point of view regarding language and literature. Senior level requires to be cautious to collect all the necessary components of learning.

There has been a thrust towards running government schools especially providing instructions in English as a medium. Many models schools have been established for this purpose. They feel that to be able to grasp education at higher levels, children should be acquainted with it as early as possible. Sensing the importance of English language and its undeniable role in nation-building Jawaharlal Nehru had said “we know it a good deal and we have people who can teach it.”

PRACTICE QUESTION

2. write down any one advantage of teaching English at Primary level.

3.7 ENGLISH LANGUAGE LEARNERS WITH SPECIAL NEEDS

English language learners who need special education services are further disadvantaged by the shortage of special educators who are trained to address their language and disability related needs simultaneously. Several factors influence the identification of English language learners with special needs. Limited prior schooling, lack of proficiency in English, native language

background, cultural expectations, and personal or family concerns can all influence a learner's academic progress. English language learners whose difficulties in school stem from these factors may be misidentified as having a learning disability. In other cases, English language learners who have a learning disability may not be properly identified on the assumption that their learning problems stem from linguistic and cultural differences. To further complicate matters, special needs may not have been identified in the learner's native language but may become evident as the student is learning English. Second language learners with special needs present additional educational challenges. According to the British Columbia Ministry of Education, Skills, and Training (Fowler & Hooper, 1998), instructors of English language learners with special needs should consider the cultural, developmental, and first language background of the learner. They should also do the following:

Provide a highly-structured learning environment

Focus on contextual learning

Build on learners' prior knowledge

Provide constant review

Simplify language

Build other skills while developing English

The use of standardized testing to identify and assess the progress of English language learners with special needs is problematic. Normally designed for native English speakers, many assessment instruments do not reliably assess speakers of other languages because they ignore differences among linguistic and cultural groups. Assessment of English language learners with special needs should include the following:

Consideration of cultural and developmental information

Collaboration of parents, teachers, counselors, psychologists, speech/language pathologists, and ESL specialists

Determination of first language proficiency

Examination of assessor's cultural assumptions and expectations

Continual revision of the assessment instruments and procedures used

Most learning problems can be prevented if students are in positive school and classroom contexts that accommodate individual differences. However, even in the most positive environments, some students still experience difficulties. For these students, early intervention strategies must be implemented as soon as learning problems are noted.

Early intervention means that "supplementary instructional services are provided early in students' schooling, and that they are intense enough to bring at-risk students quickly to a level at which they can profit from high-quality classroom instruction". The intent of early intervention is to create general education support systems for struggling learners as a way to improve academic performance and to reduce inappropriate special education referrals. Examples of early intervention include clinical teaching, peer and expert consultation, teacher assistance teams, and alternative programs such as those that offer tutorial or remedial instruction in the context of general education.

Traditional identification instruments designed for English speakers may not be valid with English language learners. Identification of English language learners with special needs should include consideration of the following factors:

Family history

Developmental and health history

First language and literacy development

Previous schooling

Cultural attitudes toward education

Learning styles

Learners' current academic ability

3.8 LETS US SUM UP

Taking everything on account it can be said that learning English is the practical need of the hour when globalization and economic flourish are making so many opportunities for the Indian youths. With the aim of English Teaching the School Education will enable the pupils to learn English with comprehension and speak it correctly so as to make them understand and express simple ideas and give easy description in writing English language. The pupil must read and speak each other, though English. The students should not be tied down to the prescribed books. If at the stage of foundation is done reading with comprehension, interest will carry the students in later life as far as he goes. The use of standardized testing to identify and assess the progress of English language learners with special needs is problematic. The intent of early intervention is to create general education support systems for struggling learners as a way to improve academic performance and to reduce inappropriate special education referrals.

3.9 ANSWERS OF PRACTICE QUESTIONS

1. English as a career means to learn English in such a manner that it helps to build up career. Many take higher studies of English, build their career as English teacher or lecturer, or other numerous jobs where knowledge of English will be required at every step.

2. The one advantage of teaching English at Primary level is that the learner belongs to 6-13 years of age and is the right age to learn a second language beside the mother language because at that age children have a good brain condition to receive something new.

3.10 SUGGESTED READINGS AND REFERENCES

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3.11 ESSAY TYPE QUESTIONS

1. Describe importance of English language teaching at various levels.
- 2.Explain different strategies to teach English of your special needs students in your classroom.

UNIT 4: CURRENT TRENDS IN MODERN ENGLISH LITERATURE IN INDIAN CONTEXT: TEACHING ENGLISH AS SECOND LANGUAGE IN INDIAN CONTEXT

Structure

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Various trends in English literature in Indian context
 - 4.3.1 Trend of Feminine Sensibility
 - 4.3.2 Trend of Magic Realism
- 4.4 Technological advancements of Teaching English
- 4.5 Teaching English as a Second Language in Indian context
 - 4.5.1 Factors affecting learning English as a second language
 - 4.5.2 Problems included in learning English as a second language
- 4.6 Lets Us Sum Up
- 4.7 Answers of practice questions
- 4.8 Suggested Readings and References
- 4.9 Essay type questions

4.1 INTRODUCTION

The development of English writing since Independence has taken a new direction. The Indian English writers perceived India at a post-colonial view. The new ideas flourished but most of the focus was shifted towards the problems like-

social, economic, religious, political and familial as bases; which were also enveloped with the feel of National Movement which drew attention of the creative writers.

English Language Teaching has tremendously changed over the last one decade. Language teaching in the twentieth century underwent numerous changes and innovation. The English Language Teaching pedagogies which have focused on developing learners' communicative competence and on promote learning strategies and learner autonomy in language classrooms.

The following qualities the learner should develop:(a) Showing a high degree of motivation; (b) having self-confidence; (c) demonstrating an awareness of learning needs and of the role of language learners; (d) being strategic and enthusiastic in learning; (e) being curious and creative in thinking; and (f) holding democratic, open-minded, and critical attitudes were identified by the participants as essential attributes of positive language learners. In the present unit, you will learn current trends in modern English literature in Indian context and specially teaching English as second language in Indian context

4.2 OBJECTIVES

After reading this unit, learner will be able to:

Examine various trends of teaching through English language teaching;

Explain significance of teaching as a second language;

Enumerate the factors affecting teaching English as a second language

Analyze technological advancements in teaching English language

Explain the problems in learning English as a second language

4.3 VARIOUS TRENDS IN ENGLISH LITERATURE IN INDIAN CONTEXT

There are many new trends and developments in the humanities and literature. Indian English Literature is not the exception to this. There are many new literary movements in Indian English Fiction. We have a gallery of writers who are writing, translating and trans creating into English. Creativity, translation, trans creation, Dalit Literature, Diasporic writing, postcolonial writing, postmodern and feministic writings are emerging speedily in Indian English Fiction. Today, we can find a lot of technocrats, management professionals especially from abroad making bestsellers in India. The credits can be given both to marketing skills and creative writing skills. The social networking Medias are also helping in marketing.

4.3.1 Trend of feminine sensibility

Sensibility emerged as a concept in the Enlightenment Era but continued to be defined during the Romantic Period and beyond. The term describes people's capacity to be affected by the world around them. It also directly correlates their emotional capabilities with their moral development. A high moral standard should result in an appropriate emotional response. What was considered "appropriate" was different for men and women, however. People thought that sensibility led men to knowledge, whereas appropriate feminine sensibility resulted in good behavior. Virtue is defined as "A particular moral excellence; a special manifestation of the influence of moral principles in life or conduct" (OED). According to some definitions, then, sensibility is the display of virtue—at least, such is the case for women in the nineteenth century.

Since concepts such as piety, modesty, and obedience defined the moral standard for women, feminine sensibility required women to display such qualities in their behavior. However, feminists like Mary Wollstonecraft, argued that true virtue could not exist without well-developed knowledge. Therefore, unless women were properly educated, they were merely mimicking good behavior with no moral backing. Furthermore, women were encouraged to use their cunning to

appear well behaved in order to get what they wanted from their husbands. Rousseau, for instance, suggested that obedience only needed to be an “outward” display. Feminists saw this customary feminine sensibility as manipulative, artificial varnish, which undermined true virtue.

Feminine sensibility has emerged as one of the most significant themes being treated by the post-Independence Indian English novelists. Although the trend of depicting this theme was set by the Big Three, it did not occupy as much important place in the pre-independence novels as it did in the novels produced after 1950s.

While Raja Rao's novels specially *The Serpent & the Rope* & *The Cat & Shakespeare* depicts the ideal womanhood as enshrined in our scriptures, Mulk Raj Anand and R.K. Narayan have dealt with the predicament of women. Anand's *The Old Woman and The Cow* presents the central figure Gauri as submissive and meek like cow. Despite her submissiveness, she is treated inhumanly by her husband who mercilessly draws her out of his house and sells her to Seth. R.K. Narayana has treated feminine sensibility in *Guide*, *The Dark Room*, and *The Painter of Signs*.

The post-Independence shift in the attitude to women has led to the uplift of their status in society. Now they are not generally treated as inferior to men. This subject has now become the prime concern of a majority of post-independence Indian English woman novelists. Prominent among such novelists are Anita Desai, Kamala Das, R. P. Jhabvala, Shashi Deshpande, Shobha De, Nayantara Sahgal, Kamala Markandaya and Manju Kapoor. The theme of Women's subjugation and their consequent predicament has also been treated by a few novelists such as Bhawani Bhattacharya, Arundhati Roy and Kiran Desai.

Feminism with its thrust on women's concerns has also brought a major change in contemporary Indian English fiction. Women writers seem to deliberately concentrate on women's experiences. Their concern for the marginalization and subordination of women in different walks of life can be ascertained from the fictionalization of different forms of women's life in their works.

A notable change in their depiction of women can be observed from the presentation of the women characters different from their traditional counterparts. Instead of submissive, docile and passive women, we find assertive and aggressive women characters in the writings of contemporary Indian English women writers.

4.3.2 Trend of magic realism

Magical realism is more a literary mode than a distinguishable genre and it aims to seize the paradox of the union of opposites such as time and timelessness, life and death, dream and reality and the pre-colonial past and the post-industrial present. It is characterized by two conflicting perspectives. While accepting the rational view of reality, it also considers the supernatural as a part of reality. The setting in a magical realist text is a normal world with authentic human characters. It is not at all fantastic or unreal; it is a mode of narration that discovers the natural in the supernatural and supernatural in the natural. It is a mode in which the real and the fantastic and the natural and the supernatural are more or less equivalently and coherently represented.

The term “magical realism” was first used by Novalis, the German poet and philosopher in 1798 to refer to a “true prophet” or an “isolated being” who cannot be bound by ordinary human limitations. According to Novalis, this prophet should be referred to as a “magical idealist” or a ‘magical realist’. He talks about the miraculous truth that is the quintessence of contemporary magical realism. Novalis’ concept of “magical realism” could not be developed further. However, in 1925 the term was again used by Franz Roh, another German and an art critic, to refer to paintings that demonstrate an altered reality.

The first sustained piece of literary criticism devoted to magical realism appears in 1955 when Angel Flores christens the term “magical realism” to describe a wide range of Latin American authors who share certain aesthetic similarities. Flores writes that in “magical realism we find the transformation of the common and the everyday into the awesome and the unreal”. He continues, “It is predominantly an art of surprises.

Time exists in a kind of timeless fluidity and the unreal happens as part of reality. Once the reader accepts the *fait accompli*, the rest follows with logical precision". For Flores, magical realism involves the fusion of the real and the fantastic, or as he claims, "an amalgamation of realism and fantasy".

The trend of Magic Realism which was conspicuous by its absence in the novels produced before independence became the dominant genre in the post-independence period. Emergence of Magic Realism led to the weakening of the tradition of social realism. As M.K. Naik says, Magic Realism is a jealous mistress, once you set up house with her, social realism becomes an unwelcome guest."

G.V. Desai's "All About Hatterris" the most sterling example of Magic Realism. Most of the post-Independence novelists followed the tradition of Magic Realism set by G.V. Desai got strengthen in the hands of Salman Rushdie after G.V. Desai. Salman Rushdie's first novel *The Midnight's Children* which won the Booker of Bookers Prize is an outstanding example of the trend of Magic Realism.

Shashi Tharoor's first novel "The Great Indian", Boman Desai's "The Memory of Elephants", Ranjit Lal's "The Crow Chronicles", Amitav Ghosh's "The Circle of Reason", G.J.V. Prasad's "A Clean Breast", Kiran Nigerkar's "Ravan" and "Eldie", Tabish Kher's "An Angel in Pyjamas", Rukun Advani's "Beethoven among the Cows", Mukul Kesavan's "Looking Through Glass", Vikram Chandra's "Red Earth" and "Pouring Rain", and Makarand Paranjape's "The Narrator" are the typical examples of Magic Realism.

4.4 TECHNOLOGICAL ADVANCEMENTS IN TEACHING ENGLISH LANGUAGE

With the spread and development of English around the world, English is used as a second language in a country like India and for some people the 1st language. It enjoys a high prestige in the country. At present the role and status of English in India is higher than ever as evidenced by its position as a key subject of medium of instruction, curriculum. As the number of English learners is

increasing different teaching methods have been implemented to test the effectiveness of the teaching process. Use of authentic materials in the form of films, radio, TV has been there for a long time. It is true that these technologies have proved successful in replacing the traditional teaching. The new era assigns new challenges and duties on the modern teacher.

The tradition of English teaching has been drastically changed with the remarkable entry of technology. Technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvements. Technology is one of the most significant drivers of both social and linguistic change. Graddol (1997) states that "technology lies at the heart of the globalization process; affecting education work and culture. The use of English language has increased rapidly after 1960. At present the role and status of English is that it is the language of social context, political, sociocultural, business, education, industries, media, library, communication across borders, and key subject in curriculum and language of imparting education". It is also a crucial determinant for university entrance and processing well paid jobs in the commercial sector. Since there are more and more English learners in India, different teaching methods have been implemented to test the effectiveness of the teaching process. One method involves multimedia in English Language Teaching in order to create English contexts. This helps students to get involved and learn according to their interests, It has been tested effectively and is widely accepted for teaching English in modern world.

Technology is utilized for the upliftment of modern styles. It satisfies both visual and auditory senses of the students. With the spread and development of English around the world, English has been learned and used by more and more speakers.

Teaching with the technology, deal with the ICT in the language curriculum. ICT have basic features that make its use a valuable source for input but some teachers may not trust technology or just be reluctant to include computer in their classrooms.

Learning with technology, as distinct from learning about technology has the capacity to transform learning environments in ways that are difficult for most

educators to imagine. Some adults have in using basic computer functions such as email, search engines, and presentation software is the much larger issue.

As the use of English has increased in popularity so has the need for qualified teachers to instruct students in the language. It is true that there are teachers who use 'cutting edge' technology, but the majority of teachers still teach in the traditional manner. None of these traditional manners are bad or damaging the students. In fact, till date they are proving to be useful also. Necessity of Application of Multimedia Technology to English Teaching can be seen as follows -

1. To Cultivate Students' Interest in Study: Nowadays, the stereotyped traditional teaching methods and environment are unpopular while multimedia technology featuring audio, visual animation effects naturally and humanely makes us more access to information besides, with such characteristics as abundant-information and crossing time and space, multimedia technology offers a sense of reality and functions very well, which greatly cultivates students' interest and motivation in study and their involvement in class activities.
2. To Promote Students' Communication Capacity: Traditional teaching has hampered students' capacity to comprehend certain language and also understanding to structure, meaning and function of the language, and makes the students passive recipients of knowledge, So it is hard to achieve the target of communication. With teachers' instructions leading students' thought patterns and motivating students' emotions, the multimedia technology seeks integration of teaching and learning and provides the students greater incentives, The Power Point Presentation(PPT) courseware activate students' thinking; the visual and vivid courseware rand help them to transforms English learning into capacity cultivation. And such in-class activities as group discussion, subject discussion, and debates can also offer more opportunities for communication among students and between teachers and students. So multimedia technology teaching has uniquely inspired students' positive thinking and communication skills in social practice.

3. To Widen Students' Knowledge to Gain an Insightful Understanding to Western Culture: The multimedia courseware can offer the students abundant information; more plentiful than textbooks, and help them to get of displays vivid cultural background, rich content and true-to-life language materials, which are much natural and closer to life. Not only could learners improve their listening ability, but also learn the western culture. Grasping information through various channels can equip; the students with knowledge and bring about information-sharing among students and make them actively participate in class discussion and communication.

4. To Improve Teaching Effect: Multimedia teachings enrich teaching content and make the best of class time and break the "teachercentered" teaching pattern and fundamentally improve class efficiency. Due to large classes it is difficult for the students to have speaking communication. The utilization of multi-media sound lab materializes the individualized and co-operative teaching. The traditional teaching model mainly emphasized on teachers' instruction, and the information provided is limited due to traditional classes. On the contrary, multimedia technology goes beyond time and space, creates more vivid, visual, authentic environment for English learning, stimulates students' initiatives and economizes class time meanwhile increases class information.

5. To Improve Interaction Between Teacher and Student: Multimedia teaching stresses the role of students, and enhances the importance of "interaction" between teachers and students. A major feature of multimedia teaching is to train and improve students' ability to listen and speak, and to develop their communicative competence, during this process, the teacher's role as a facilitator is particularly prominent. Using multimedia in context creation creates a good platform for the exchange between teachers and students, while at the same time providing a language environment that improves on the traditional classroom teaching model. In this way, teachers in the classroom no longer blindly input information and force students to receive it in a passive way.

6. Creates a Context for Language teaching: Multimedia teaching creates a context for language teaching. This method makes the class lively and

interesting, as well as optimizing the organization of the class. Multimedia has its own features such as visibility and liveliness. During the process of multimedia English teaching, sounds and pictures can be set together, which enhances the initiative of both teachers and students, when using multimedia software, teachers can use pictures and images to enrich the content of classes, and also imagine different contexts in the process of producing teaching courseware, Students in the class can use multimedia to understand the class in a clear way. Through the whole interactive process, it is apparent that using multimedia in English Language Teaching is effective in nurturing students' interest in learning English, as well as enhancing teachers' interest in English teaching.

7. To Provide Flexibility to Course Content: In addition, multimedia teaching is also flexible. It is obvious that the context can be created not only in the classroom, but also after class. Multimedia language teaching can also create a multimedia language environment for the purpose of conducting language teaching. English teaching itself must focus on the guidance of teachers and be student-centered, which we believe is one of the principles for language teaching. Students are bound to have some problems in classroom teaching, which can be addressed under the guidance of teachers. In such circumstances, students can use the new technology to their advantage, such as manipulating the network to contact teachers, and receiving answers by email.

PRACTICE QUESTION

1. What do you mean by technological advancements in teaching English language?

4.5 TEACHING ENGLISH AS A SECOND LANGUAGE IN INDIAN CONTEXT

Every educational system has certain objectives which aim at bringing about desirable changes in pupil. In order to bring about those changes, the institutions arrange learning experience. The success of learning can be judged only in terms of the changes brought about by this experience. This is a learning experience

and evaluation. Thanks to the globalization in all the fields, it necessitates the learning of a language which is international. Undoubtedly, English has become a world language rather than the language of only the English-speaking countries such as the UK and the USA because the number of the people who use English as a means of communication exceeds much more than the number of the people who speak it as their mother tongue. In the case of English in India, more than two centuries, India has been directly and indirectly had influence of the language, English on all the fields, such as Education, Medical Science, etc.

4.5.1 Factors affecting learning English as a second language

There are so many factors that affect the teaching-learning process in India. The students in India can be categorized into two; the one is having the regional language as medium of study from the primary level and the other is having English as the medium of study. Hence, the problem of teaching English as a second language, to the Indian students starts from the pre-schooling. Further environment and family background play vital role in success of learning process. For example, countries like India, where majority of the people are farmers, have the poor background in education. Moreover, the income of majority of the families is not adequate. Hence, the parents are not interested in giving good education background to their children. In contrast, they are willing to engage the children in some jobs in order to earn money. This is the very basic reason and the affecting factor in teaching. Secondly, the infrastructure, viz. school buildings – class rooms, labs, etc. is not adequate as required. The first category of the students are almost compelled to attend their classes under the trees even after several five year plans.

Majority of the students are coming from village and also their parents are farmers and uneducated. If the nature fails, the survival of the farmers will be questionable. Hence, the students are mentally discouraged due to the family conditions. In the second category, the students are having enough background in basic education since their parents are educated and they do not depend on the nature much. Many of the students from second category are joining in English medium schools and hence, they do not find much difficulty in pursuing their

higher education. Moreover, majority of the families of second category are dwelling in towns and cities and hence, they have easy access of quality education. But, the first category of students are scoring good marks the examinations conducted. It proves that they are having good writing skill in English. The only thing is that they have to be given training in oral English communication also. Hence, a common programme for English Language Teaching must be framed in the pre-schooling itself.

4.5.2 Problems included in learning English as a second language

There are many problems to discuss to find here why the Indian students could not acquire English naturally. The problems is widely based on many following factors. Viz.

(1) Lack of the usage of Communicative Method in Teaching: The major drawback I have observed during my teaching experience is that the method of teaching English is not communicative method but it is quietly of translation method where the student is supposed to pass the certain exam to promote into the next class. Corporate schools in India aim only to get 100% results by just by hearting way to acquire the prescribed answer for the expected question, where the student easily forget it after promoting to next class. There should a particular method be followed be followed in each and every schools.

(2) Lack of Audio-Visual aids: No school could be found proper Audio-Visual aids to make the language class actively. Using Audio-Visual aids could make the class not only lively but also encourage the students to participate in the language tasks, the usage of these will make the pupils to think in English.

(3) Incapable Teachers to teach Grammar: Grammar is the heart of every language, but learning grammar thoroughly by rules is not acquiring the properly. Teaching or learning functionally is the right method for both, where the student actively participates to speak. In the Inductive method of Teaching Grammar, it is possible to make number of structures and phrases. But in the hands of incapable teachers it becomes Deductive and passive. The students learnt it by rules for that prescribed exercise only, so they could not able to use

the knowledge for further uses. This is the main drawback of methods of teaching grammar in Indian schools.

(4) Communicating in English is Compulsory: When the rule is introduced in both English/Hindi medium and Govt./Aided/Unaided schools that too particular weight age marks are given to that is better to get the estimated result. Even in the big corporate schools also, the teachers do not prefer to speak communicate in English both with the students and teachers. As language is habit formation, it could easily be learnt by speaking only. At the same time the teachers who are supposed to teach English should be trained up with different communicative skills conducted by the government.

(5) Fault with English Teachers: The teacher in Indian classroom is quite hurry up to finish the item within the stipulated time. So, he/she never shown any interest to teach the language as student oriented but it is as subject oriented. The main aim the will be fruitful here is not of learning the use of language but it is only the completion of the lesson.

(6) Unmeasured Curriculum: The curriculum frame in English Readers prepared without the estimation of the student's capacity of acquiring the task in the particular age. Not only the tasks and exercises given in the end of the lesson are enough for the student to enjoy the language class but also it includes the objectives of teaching, method of instruction, text books, teaching material, guidance and counseling, tutorials, seminars, learning experiences of the children and evaluation. In general, the curriculum is an index page of certain activities learnt by the student in the teaching learning experiences. This not only the subject matter but includes all those activities which cater to the development of a child.

(7) Excessive use of the Mother Tongue: English teachers in India prefer to translate each word and phrase. So, the pupils understand it as the meaning of the word but could not get the language acquisition naturally as there no scope for them to speak the language.

(8) Pronunciation Problems:It is not to discuss alone by carrying the students it is the problem of teachers itself in India.In English, there is no coincidence among the **words – spellings – pronunciation**

Eg; 1) camel, cot, cement cinema.

2) Photography,pot, psychology

3) Teethe, thumb, tea, table

4) Geography, gun, goat, ginger

In the above example1 the alphabet ‘c’ is used as /k/ and /s/ in example 2 ‘p’ is used as /f/ and /p/, in examples 3 ‘t’ is used as /t / and / ð/ in examples 4 ‘g’ is used as /g/ and /ʒ/

(10) Lack of Oral communication: In most of the Telugu medium as well as English medium schools the teacher does not show interest to warm up the class by communicating in English. They do not try to motivate the pupils towards the language. So, the children listen to the lesson passively. The teachers could not teach the language but they teach the subject only for the examination purpose only where the student is necessary to pass the exam to be promoted to the next class. This is one of the known drawbacks of Indian schools. We could not find any language acquisition without the lack of oral communication.

PRACTICE QUESTION

2. Write down any oneProblem which can be included in learning English as a second language in India.

4.6 LET’S US SUM UP

The Indian English writers perceived India at a post-colonial view. The new ideas flourished but most of the focus was shifted towards the problems like-social, economic, religious, political and familial as bases; which were also

enveloped with the feel of National Movement which drew attention of the creative writers.

English Language Teaching has tremendously changed over the last one decade. Language teaching in the twentieth century underwent numerous changes and innovation. The English Language Teaching pedagogies which have focused on developing learners' communicative competence and on promote learning strategies and learner autonomy in language classrooms. Although there are so many huddles in learning English language but through strategic planning, all these can be removed.

4.7 ANSWERS OF PRACTICE QUESTIONS

1. Technological advancements in teaching English language means to use technology in teaching and learning process. There are so many ICT tools which can be used for enhancing learning of students.

2. The one problem which can be included in learning English as a second language in India is **unmeasured curriculum**. The curriculum frame in English Readers prepared without the estimation of the student's capacity of acquiring the task in the particular age. Not only the tasks and exercises given in the end of the lesson are enough for the student to enjoy the language class but also it includes the objectivities of teaching, method of instruction, text books, teaching material, guidance and counseling, tutorials, seminars, learning experiences of the children and evaluation.

4.8 SUGGESTED READINGS AND REFERENCES

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4.9 ESSAY TYPE QUESTIONS

1. Write an essay upon “various trends in English literature in Indian context”.
- 2.Explain different factors which affect learners in your classroom during learning English as a second language.

Unit - 5 Approaches in English Teaching

5.1 Introduction

5.2 General Objectives

5.3 Difference between approach and a method

5.4 Task based approach

5.4.1 Background

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5.4.4 Types of task

5.5 Co-operative learning

5.5.1 Types

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5.5.4 Benefits and applicability of co-operative learning:

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5.6 language across curriculum

5.6.1 What is Language across the Curriculum (LAC)?

5.6.2 Why Language across the Curriculum

5.6.3 What does it mean to implement an LAC approach?

5.7 Communicative language teaching

5.7.1 – INTRODUCTION

5.7.2 Main Characteristics of the Communicative Approach

5.7.3 Use of Communicative Approach in Teaching

5.7.4 Communicative Resource Materials

5.8 Bilingual, Eclectic and Constructive approach

5.8.1 The Bilingual Method

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5.5 Unit Summary

5.10 Check your progress

5.11 Assignment and Activity

5.12 Points for discussion and clarification

5.13 References

5.1 INTRODUCTION

Meaning and Significance of the approaches:

Different types of approaches were used in teaching English in classrooms. They were also used in training systems, but continuous research and innovative practices have proved that as communication is the basic and prime function of any language, a similar kind of approach must be evolved so that communication and learning both are possible in the language teaching process. When English began to occupy the starts of an international language, communication was the major focus as well as the main challenge. Since new learners of English were mostly non-native learners, and native like competence in the oral and written use of the language was the need of the hour, the linguistic and method-masters tried to innovate some effective system which could make teaching of English more effective and less time consuming. Crash courses, short courses, preliminary courses and basic courses were designed and need-based curricula of various types on demand were also developed e.g. English for engineers, English for doctors, English for advocates etc. when such task-specific curricula were designed, another thought emerged and the method-masters began to think that if teachers were well equipped in language and communicative skills, they would prove more useful for various tasks and job-market needs.

As the international relations on account of many countries began to grow, there was major political change on the world-map. The countries which had thrown

away the yoke of slavery or colonialism needed English not for any foreign masters but for international relations and joining the global community. This needed a strong linguistic input of the English language and communication was the basic demand of such a situation. In this process, a number of approaches and methods were adopted and innovated and syllabi and curricula were designed on certain notions, contexts, needs, demands etc, but they too were inadequate because without strong skill-inputs and linguistic aspects, those curricula could not be consumed effectively and fully. The ineffectiveness of the old methods and emerging demand of a better methodological intervention in teaching English, led to the need of replacing the old methods which resulted in the development of the approaches in the teaching of English language.

Human being always interacts in a living language. There are a number of communicative situations in which we use language for various purposes. We converse formally or informally both and according to the demand and need of situations, we use the language is basically a code when a speaker use this code, the listener or the receiver decodes the message from the speaker's code which is a language. Non-verbal gestures and signals may also be a code but they are not linguistic signals and most often they are very limited. Therefore, the kinds of signals made by animals and birds are confined to a particular limit. For example a parrot can speak only a few words and it is said that it can register in his/her memory only 60 words which he/she can repeat, but it cannot add on its own even a single word. So is the case when bees pass their messages through their dance-code or dance language and monkeys of some African forests also do the same. It means that only it is human being who can manipulate the language according to need, situation and demand.

Most conversational situations are available to us at home, in the family, in neighborhood in streets, and schools with friends, teachers and classmates, in shops, hospitals, playgrounds, railway stations, bus stands, and so on, when we happen to come across various people of various occupations. In order to converse communicatively, we use language and pass messages sometimes through words only and sometimes through full, half or broken sentences. Thus

the primary function of the language is communication with a hundred percent comprehension.

Communication skills are the skills of life-management. If we do not use right word at right time, right expression in the given or available situations and in relevant contexts, the communication will not take place or even if it takes place, it will be either misunderstood or misinterpreted. In order to avoid communication loss and converse with one hundred percent communication, students need to be exposed to various life situations. Such situations may be either created artificially in classrooms or in the community in day to day life where better opportunities are readily available.

As the English language is known as STRESS TIMED language, along with communicative skills, language skills are bound to be developed among learners. If the learners are not adequately exposed to correct sound system, stress on words and sentence and intonation, it will lead to either miscommunication or collapse of communication. Therefore, it is imperative that the learners do acquire four basic skills of language, namely: **(i) Listening (ii) Speaking (iii) Reading and (iv) Writing.**

If the learners acquire mastery level over these skills, they will be competent to perform orally as well as in writing, with a hundred percent communication and comprehension. In order to acquire these skills, rigorous oral and written practice and language drill are necessary by teachers and learners both or in the language laboratories if it is available. Tape-recorded lessons can also be used for the training of language skills.

5.2 General Objectives

As is described above, language is defined as a means of communication. It is a vehicle of speech, thought and ideas which ultimately results in communicating the inherent meaning. Language is always a two way communicative mode. At times, we talk to ourselves but this self talk behavior is not basically meant for communication with other persons, therefore it has no communicative value

communication is always interactive or in other words a process of response in various human situations.

The main objectives are:

To enable learners to understand the basic purpose of approaches of English language in life.

To develop necessary language skills.

To enable teachers and students to interact meaningfully in available and given situations in various life contexts.

To develop conversational skills.

To develop proficiency in English for learning other knowledge-subjects.

To develop confidence and competence in order to perform effectively and efficiently in real life situations.

To enable students to acquire the phatic use of the language for good manners and right expressions on various occasions and in life situations and

To prepare innovative and efficient English language teachers for classroom along with Teaching-Learning materials.

Many more objectives can be added according to the need and purpose of the courses. But at the same time the major aim of teaching English to teacher in india is that if teacher were good at English, the students in turn will also make efforts to learn English. English is known as international language of communication, business, trade, commerce, science, technology, information and higher knowledge. At the same time it has been opening new avenues for various job-markets and enterprises. Therefore the basic purpose of teaching English is to compete with the newer challenges of our time. If teachers and students are linguistically not equipped with necessary language and communication skills, it will reflect adversely on their personality and performance resulting into frustration.

5.3 Difference between Approach and Method

Approach is an open ended and broader term. One can approach to any method by using various approaches. If one wants to use structural approach along with communicative approach one can do so in order to make learning-teaching process more effective and learner-friendly. The direct method can be approached with communicative approach without using structures of the structural approach but if one wants to use the direct method with communicative approach along with some structures also there is no restriction imposed by the approach. On the contrary if one is using the direct method by exposing students to the second/foreign language (in this context English) without any assistance of the mother tongue or the regional language, then the direct method will restrict the teacher and the learner both and compel them to go by that method alone and not to mingle any other method in it otherwise the actual frame work of that method would be distorted and it might result in non-learning.

One must understand that there is no such thing like **‘the method’**. There is always **‘a method’** which means that there are many methods to teach or learn English and one can use any one of them or combine two three methods together. Still **‘method’** is a restricted term because it restricts the teacher or a learner to go out of its main promise. For example if one is using **‘substitution table’** method for teaching certain structures or practicing **‘drill method’** them one has to follow the rules of that particular method otherwise any kind of relaxation in the method would lead to wrong use of the method.

In order to clearly discriminate method with approach the following points may be kept in view:

Approach

Method

An approach is unlimited.	A method is limited.
An approach is open ended.	A method is close-ended.
An approach allows the learners to combine approaches together if they like to do so.	A method is fixed and allows the learner/teacher to go by it within its own framework.

The approach can allow a method or other approaches for example in the structural approach, one can use communicative approach by creating sequences of sentences and patterns and at the same time the use of the direct method is also possible which means without using or taking any assistance from the mother tongue, the structural, communicative and even substitution table approaches along with the direct method can be used.

In a method approaches play a very limited role.

Teaching is performed through steps given by the method. But if there are two three method together, it is a difficult to manipulate teaching-learning process in such a manner that there is no learning loss or chaos in learning the language.

A good teacher can use all the methods and approaches in the teaching-learning process according to the demand of the situation. It means that a teacher has to be well-equipped with knowledge and practice of methods and approaches. If one knows the Grammar and Translation method and not the others, then the process of teaching would not be dynamic and language learning would be very slow.

It is therefore, necessary for a teacher of English to have some basic knowledge of at least those methods and approaches which are useful in making language learning process dynamic, interesting and effective.

To sum up a method means a particular kind of process through which a teacher is supposed to teach the target language. Method is broadly an overall plan based on a number of steps. In methods the content and the amount of language is pre-determined with time and aspects. In an approach, self learning is also possible and a number of situations, contexts, events etc, can be used. Thus a method is an organized system and an approach is an integration of more than one system.

5.4 Task based approach

Task-based language teaching (TBLT), also known as **task-based instruction (TBI)**, focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. Such tasks can include visiting a doctor, conducting an interview, or calling customer service for help. Assessment is primarily based on task outcome (in other words the appropriate completion of real world tasks) rather than on accuracy of prescribed language forms. This makes TBLT especially popular for developing target language fluency and student confidence. As such TBLT can be considered a branch of communicative language teaching (CLT). Major scholars who have done research in this area include Teresa P. Pica and Michael Long.

5.4.1 Background

Task-based language learning has its origins in communicative language teaching, and is a subcategory of it. Educators adopted task-based language learning for a variety of reasons. Some moved to task-based syllabus in an attempt to make language in the classroom truly communicative, rather than the pseudo-communication that results from classroom activities with no direct connection to real-life situations.

5.4.2 Definition of a task

According to Rod Ellis, a task has four main characteristics.

A task involves a primary focus on (pragmatic) meaning.

A task has some kind of ‘gap’ (information gap, reasoning gap, and opinion gap).

The participants choose the linguistic resources needed to complete the task.

A task has a clearly defined, non-linguistic outcome.

5.4.3 In practice

The core of the lesson or project is, as the name suggests, the task. Teachers and curriculum developers should bear in mind that any attention to form, i.e. grammar or vocabulary, increases the likelihood that learners may be distracted from the task itself and become preoccupied with detecting and correcting errors and/or looking up language in dictionaries and grammar references. Although there may be several effective frameworks for creating a task-based learning lesson, here is a basic outline:

Pre-task

In the pre-task, the teacher will present what will be expected of the students in the task phase. Additionally, in the "weak" form of TBLL, the teacher may prime the students with key vocabulary or grammatical constructs; although this can mean that the activity is, in effect, more similar to the more traditional present-practice-produce (PPP) paradigm. In "strong" task-based learning lessons, learners are responsible for selecting the appropriate language for any given context themselves. The instructors may also present a model of the task by either doing it themselves or by presenting picture, audio, or video demonstrating the task.

Task

During the task phase, the students perform the task, typically in small groups, although this is dependent on the type of activity. And unless the teacher plays a

particular role in the task, then the teacher's role is typically limited to one of an observer or counsellor—thus the reason for it being a more student-centered methodology.

Review

If learners have created tangible linguistic products, e.g. text, montage, presentation, audio or video recording, learners can review each other's work and offer constructive feedback. If a task is set to extend over longer periods of time, e.g. weeks, and includes iterative cycles of constructive activity followed by review, TBLL can be seen as analogous to Project-based learning.

1.4.4 Types of task

There are three main categories of task; information-gap, reasoning-gap, and opinion-gap.

Information-gap activity, which involves a transfer of given information from one person to another – or from one form to another, or from one place to another –generally calling for the decoding or encoding of information from or into language. One example is pair work in which each member of the pair has a part of the total information (for example an incomplete picture) and attempts to convey it verbally to the other. Another example is completing a tabular representation with information available in a given piece of text. The activity often involves selection of relevant information as well, and learners may have to meet criteria of completeness and correctness in making the transfer.

Reasoning gap activity, which involves deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns. One example is working out a teacher's timetable on the basis of given class timetables. Another is deciding what course of action is

best (for example cheapest or quickest) for a given purpose and within given constraints. The activity necessarily involves comprehending and conveying information, as in information-gap activity, but the information to be conveyed is not identical with that initially comprehended. There is a piece of reasoning which connects the two.

Opinion gap activity, which involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation. One example is story completion; another is taking part in the discussion of a social issue. The activity may involve using factual information and formulating arguments to justify one's opinion, but there is no objective procedure for demonstrating outcomes as right or wrong, and no reason to expect the same outcome from different individuals or on different occasions.

5.5 Co-operative learning language across curriculum

Co-operative learning is an educational approach which aims to organize classroom activities into academic and social learning experiences. There is much more to cooperative learning than merely arranging students into groups, and it has been described as "structuring positive interdependence." Students must work in groups to complete tasks collectively toward academic goals. Unlike individual learning, which can be competitive in nature, students learning cooperatively can capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.).-Furthermore, the teacher's role changes from giving information to facilitating students' learning. Everyone succeeds when the group succeeds. Ross and Smyth (1955) describe successful cooperative learning tasks as intellectually demanding, creative, open-ended, and involve higher order thinking tasks.

Five essential elements are identified for the successful incorporation of cooperative learning in the classroom:

positive interdependence

individual and group accountability

primitive interaction (face to face)

teaching the students the required interpersonal and small group skills

Group processing.

According to Johnson and Johnson's meta-analysis, students in cooperative learning settings compared to those in individualistic or competitive learning settings, achieve more, reason better, gain higher self-esteem, like classmates and the learning tasks more and have more perceived social support.

5.5.1 Types

Formal Co-operative learning is structured, facilitated, and monitored by the educator over time and is used to achieve group goals in task work (e.g. completing a unit). Any course material or assignment can be adapted to this type of learning, and groups can vary from 2-6 people with discussions lasting from a few minutes up to an entire period. Types of formal cooperative learning strategies include:

The jigsaw technique

Assignments that involve group problem-solving and decision making

Laboratory or experiment assignments

Peer review work (e.g. editing writing assignments).

Having experience and developing skill with this type of learning often facilitates informal and base learning. Jigsaw activities are wonderful because the student assumes the role of the teacher on a given topic and is in charge of teaching the topic to a classmate. The idea is that if students can teach something, they have already learned the material.

Informal cooperative learning incorporates group learning with passive teaching by drawing attention to material through small groups throughout the lesson or by discussion at the end of a lesson, and typically involves groups of two (e.g. turn-to-your-partner discussions). These groups are often temporary and can change from lesson to lesson (very much unlike formal learning where 2 students may be lab partners throughout the entire semester contributing to one another's knowledge of science).

Discussions typically have four components that include formulating a response to questions asked by the educator, sharing responses to the questions asked with a partner, listening to a partner's responses to the same question, and creating a new well-developed answer. This type of learning enables the student to process, consolidate, and retain more information.

In group-based cooperative learning, these peer groups gather together over the long term (e.g. over the course of a year, or several years such as in high school or post-secondary studies) to develop and contribute to one another's knowledge mastery on a topic by regularly discussing material, encouraging one another, and supporting the academic and personal success of group members.

Base group learning (e.g., a long term study group) is effective for learning complex subject matter over the course or semester and establishes caring, supportive peer relationships, which in turn motivates and strengthens the student's commitment to the group's education while increasing self-esteem and self-worth. Base group approaches also make the students accountable to educating their peer group in the event that a member was absent for a lesson. This is effective both for individual learning, as well as social support.

5.5.2 Elements

Johnson and Johnson (2005) posited five variables that mediate the effectiveness of cooperation. Brown & Ciuffetelli Parker (2005) and Siltala (2010) discuss the *5 basic and essential elements* to cooperative learning:

Positive interdependence

Students must fully participate and put forth effort within their group

Each group member has a task/role/responsibility therefore must believe that they are responsible for their learning and that of their group

Face-to-face promotive interaction

Members promote each other's success

Students explain to one another what they have or are learning and assist one another with understanding and completion of assignments

Individual and group accountability

Each student must demonstrate mastery of the content being studied

Each student is accountable for their learning and work, therefore eliminating "social loafing"

Social skills

Social skills that must be taught in order for successful cooperative learning to occur

Skills include effective communication, interpersonal and group skills

Leadership

Decision-making

Trust-building

Friendship- development

Communication

Conflict-management skills

Group processing

Group processing occurs when group members (a) reflect on which member actions were helpful and (b) make decision about which actions to continue or change.

The purpose of group processing is to clarify and improve the effectiveness with which members carry out the processes necessary to achieve the group's goals.

In order for student achievement to improve considerably, two characteristics must be present:

When designing cooperative learning tasks and reward structures, individual responsibility and accountability must be identified. Individuals must know exactly what their responsibilities are and that they are accountable to the group in order to reach their goal.

All group members must be involved in order for the group to complete the task. In order for this to occur each member must have a task that they are responsible for which cannot be completed by any other group member.

5.5.3 Techniques

There are a great number of cooperative learning techniques available. Some cooperative learning techniques utilize student pairing, while others utilize small groups of four or five students. Hundreds of techniques have been created into structures to use in any content area. Among the easy to implement structures are think-pair-share, think-pair-write, variations of Round Robin, and the reciprocal teaching technique. A well known cooperative learning technique is the Jigsaw, Jigsaw II and Reverse Jigsaw.

Think-pair-share

Originally developed by Frank T. Lyman (1981), think-pair-share allows for students to contemplate a posed question or problem silently. The student may write down thoughts or simply just brainstorm in his or her head. When prompted, the student pair up with a peer and discusses his or her idea(s) and then listens to the ideas of his or her partner. Following pair dialogue, the teacher solicits responses from the whole group. When teachers use this technique they don't have to worry about students not volunteering because each student will already have an idea in their heads, therefore, the teacher can call on anyone and increase discussion productivity.

Jigsaw

Students are members of two groups: home group and expert group. In the heterogeneous home group, students are each assigned a different topic. Once a topic has been identified, students leave the home group and group with the other students with their assigned topic. In the new group, students learn the material together before returning to their home group. Once back in their home group, each student is accountable for teaching his or her assigned topic.

Jigsaw II

Jigsaw II is Robert Slavin's (1980) variation of Jigsaw in which members of the home group are assigned the same material, but focus on separate portions of the material. Each member must become an "expert" on his or her assigned portion and teach the other members of the home group.

Reverse jigsaw

This variation was created by Timothy Hedeem (2003) It differs from the original Jigsaw during the teaching portion of the activity. In the Reverse Jigsaw technique, students in the expert groups teach the whole class rather than return to their home groups to teach the content.

Inside-outside circle

This is a cooperative learning strategy in which students form two concentric circles and take turns on rotation to face new partners to answer or discuss the teacher's questions. This method can be used to gather variety of information, generate new ideas and solve problems.

Reciprocal teaching

Brown & Paliscar (1582) developed reciprocal teaching. It is a cooperative technique that allows for student pairs to participate in a dialogue about text. Partners take turns reading and asking questions of each other, receiving immediate feedback. Such a model allows for students to use important metacognitive techniques such as clarifying, questioning, predicting, and summarizing. It embraces the idea that students can effectively learn from each other.

The Williams

Students collaborate to answer a big question that is the learning objective. Each group has differentiated questions that increase in cognitive ability to allow students to progress and meet the learning objective.

STAD (Student-Teams-Achievement Divisions)

Students are placed in small groups (or teams). The class in its entirety is presented with a lesson and the students are subsequently tested. Individuals are graded on the team's performance. Although the tests are taken individually, students are encouraged to work together to improve the overall performance of the group.

Rally Table

Rally Table is another process of cooperative learning. In this process, the class or the students are divided into groups. This is done to encourage group learning, team building and cooperative learning. It is the written version of Robin Table.

TGT (Team Game Tournament)

Students are placed into small groups to study and prepare for a trivia game. This gives students incentive to learn and have some fun learning the material. This is a group exercise so not one student is to blame if a team loses.

5.5.4 Benefits and applicability of co-operative learning:

Students demonstrate academic achievement

Cooperative learning methods are usually equally effective for all ability levels

Cooperative learning is effective for all ethnic groups

Student perceptions of one another are enhanced when given the opportunity to work with one another

Cooperative learning increases self-esteem and self-concept

Ethnic and physically/mentally handicapped barriers are broken down allowing for positive interactions and friendships to occur

5.5.5 Co-operative learning results in:

Increased higher level reasoning

Increased generation of new ideas and solutions

Greater transfer of learning between situations

5.5.6 Cooperative learning is significant in business:

Cooperative learning can be seen as a characteristic of innovative businesses

The five stage division on cooperative learning creates a useful method of analyzing learning in innovative businesses

Innovatively connected to cooperative learning seems to make the creation of innovations possible

5.5.7 Limitations

Cooperative Learning has many limitations that could cause the process to be more complicated than first perceived. Sharan (2010) describes the constant

evolution of cooperative learning as a threat. Because cooperative learning is constantly changing, there is a possibility that teachers may become confused and lack complete understanding of the method. The fact that cooperative learning is such a dynamic practice means that it cannot be used effectively in many situations. Also teachers can get into the habit of relying on cooperative learning as a way to keep students busy. While cooperative learning will consume time, the most effective application of cooperative learning hinges on an active instructor. Teachers implementing cooperative learning may also be challenged with resistance and hostility from students who believe that they are being held back by their slower teammates or by students who are less confident and feel that they are being ignored or demeaned by their team.

Students often provide feedback in the form of evaluations or reviews on success of the teamwork experienced during cooperative learning experiences. Peer review and evaluations may not reflect true experiences due to perceived competition among peers. Students might feel pressured into submitting inaccurate evaluations due to bullying. To eliminate such concerns, confidential evaluation processes may help to increase evaluation strength.

5.6 LANGUAGE ACROSS THE CURRICULUM

5.6.1 What is Language across the Curriculum (LAC)?

A Language across the Curriculum (LAC) approach is one that integrates language learning and content learning. LAC is an approach to learning that focuses on improving language proficiency in all subjects in order to enhance students' learning and outcomes. In our school, which is a 100% EMI, this means a focus on English language.

LAC acknowledges that language education does *not only* take place in specific subjects such as English Lessons, but language learning also takes place *in each and every* subject; in every learning activity; and across the *whole* curriculum.

LAC emphasizes that *language development is the responsibility of all teachers* across the school and in all subject areas. It involves a focus on the use of English in each subject, as each subject area has both similar language to other areas and its own specific language usage and style. Each subject area also has its own specialized vocabulary and different writing genres, e.g. Science report writing is different to History report writing.

5.6.2 Why Language across the Curriculum

At JCTIC we believe that language plays a central role in learning. No matter what the subject area, students assimilate new concepts when they listen, talk, read and write about what they are learning. Speaking and writing reflects the thinking process that is taking place. Students learn in language, therefore if their language is weak, so is their learning. Most importantly, we need to have an LAC approach because by focusing on the teaching and learning of language within a subject, the teacher will improve the students' results in that subject, for example, by explicitly teaching students how to write History essays, or how best to write 'for and against' arguments in Liberal Studies. Experienced teachers know that it is essential to teach their students how to 'answer' the types of questions they are likely to find in their exams.

After understanding and working with the LAC concept, teachers across disciplines will thus be improving students learning within their own subject *while also* supporting the efforts of the whole school to improve English proficiency.

5.6.3 What does it mean to implement an LAC approach?

All experienced HKDSE teachers will know that in order to be successful in their subject, students must have good skills in reading and decoding exam questions, as well as the knowledge of how to write answers in ways relevant to the assessment in their subject.

Inexperienced HKDSE teachers may “inadvertently” teach their students how to answer “styles” of questions through practice, i.e. by doing mock exams or quizzes which are based on DSE exam questions. Experienced teachers, in contrast, have a *structured, monitored and assessed approach to explicitly teaching the language of their subject*. The addition of LAC learning outcomes during planning and incorporated into Schemes of Work best reflects this approach. *Successful teachers have a structured, monitored and assessed approach to explicitly teaching the language of their subject*

Language across the Curriculum As an example, the LAC learning outcomes that teacher use to explicitly teach language in every subject, may include the following:

- Subject-specific vocabulary, e.g. balance sheet, reagent bottles, legato, etc.
- Familiarity with subject specific word formation, i.e. prefixes, suffixes, word roots, etc, e.g. in Science the suffix ‘...ology’
- Forms of expression, e.g. “The sum of 100 and X is less than half of X, what is the value of X?”; or, “Do you agree with the viewpoint portrayed in the cartoon? Justify your argument.” etc.
- Competency and skills required for comprehending, identifying, selecting and Integrating information in connection with specific text types, tasks and materials, e.g. “Extrapolate from the graph”, “Write a hypothesis relevant to the experiment”,

5.7 Communicative language teaching

5.7.1 – INTRODUCTION

Communicative approach is basically communicative language teaching known as CLT. Anything or everything that we talk or do is not meaningful unless it is communicated. Language is a dynamic resource for the creation of meaning in all those behaviors which we witness in life. Language is operated through a system of rules. It is true that in language we do not speak rules but rules are the

integral parts of the language. In language, we express, we behave, we act and we communicate a number of thoughts, feelings, emotions and messages. 'learning that' is the basis of communication but 'knowing how' is the basic purport of the language learning process. Almost all approaches to teaching language are communicative in nature but when we say that we are teaching by communicative approach, it means we are trying to use the language in a particular manner so that what is said or written is communicated with a hundred percent comprehension and without the loss of the message. David Nunan maintains that communicative approach is basically a communicative language teaching approach and it is not merely a system of rules but it is a system of human interaction through various behaviors and expressions both in speech and writing.

5.7.2 Main Characteristics of the Communicative Approach

It is an integration of various approaches for example – notional approach to syllabus designing, structural approach, direct and functional approach, situational approach and in some cases substitution table approach.

It leads to a very high degree of competence in the language as it emphasizes all the four skills of the language learning.

Meaningful and effective communication is always emphasized.

It also emphasized vocabulary building.

The learner gets ample opportunities to interact and knows the social meaning of the language and

The learner develops competence of using language in all circumstances and situations with a hundred percent comprehension.

5.7.3 Use of Communicative Approach in Teaching

Communicative language teaching is mainly teaching English for life, occupation and expressing various human behaviors in various situations. It is also a teaching-learning strategy. The basic requirements for using this strategy are:

Teacher's competence in English.

Use of various available and created situations meaningfully.

Capability of producing materials according to need and demand of the situations.

Capability of designing syllabi age-group-wise.

Capability of designing teaching-learning materials and textbooks on communicative situations.

Using audio-visual aids and media meaningfully.

Organizing the classroom according to communicative situations.

Accuracy and fluency in English.

Availability of trained teachers with effective communicative learning materials.

Understanding of various language registers, terminology and jargons for various situations for example; use of English for specific purpose i.e. for doctors, engineers, lawyers etc.

5.7.4 Communicative Resource Materials

Communicative approach does not mean talking meaningfully alone, but it is a comprehensive process with which teachers and students interact with each other and participate in the entire teaching-learning activity. It can begin from a small child of the KG class at the age of four or six to the age groups of those students who are at the secondary or even higher stages. One simple picture, caricature, poster or an event can create communicative situations but it will depend on the teacher how she/he handles that situation with appropriate communicative use of the language suiting to the age of the learner. The communicative situations are numerous and according to them there are a number of resources also but situations and resources are useful only when the teaching-learning process takes place according to them. These resources are:

A singly picture or a series of pictures.

Caricatures.

Posters.

Picture stories.

Simple dialogues.

Advertisements, blurs, tables and notice boards.

Information schedules, forms and formats.

Rhymes, poems, short stories, plays, compositions, role-playing and biographies.

An event, festivals, celebrations, meets, meetings, seminars, debates, elocutions, discussions etc.

Conversations in various situations such as on telephones, computers, E-mails, in markets, shops, playgrounds, school, at home, in kitchen, garden, cinema, office etc.

Textbooks, supplementary reading materials and books belonging to literature and other knowledge subjects.

5.8 Bilingual, Eclectic and Constructive approach

5.8.1 The Bilingual Method

Professor C.J. Dodson of Wales (UK) devised this method to facilitate learners of English by assisting them with the judicious use of their mother tongue. In this method the situation created for teaching English is not duplicated but some equivalents are supplied to mother tongue by associating the learners with their own experiences. The learner in this method tries to connect meaning with the situations and experiences which they come across in their day to day life. For example, if we ask a learner 'eats this banana kept in the basket', then the learner forms a concept of banana and basket and try to associate them with her/his experience of their mother tongue equivalents. Teacher can also show the banana and say 'look, this is a banana', the learner has the mother tongue image and

experience of banana and therefore she/he interprets the meaning and find out its equivalents on her/his own. Thus the life experiences of the learner in mother tongue are used for teaching English with some support in the mother tongue either by the teacher or by fellow learners. This method is an improvement on the Grammar-Translation method and even on the direct method and Structural approach. The main aspects of this approach are:

Main Aspects

The mother tongue is used judiciously by the teacher only for associating the child with life experiences.

The equivalents are used first from the known experiences of learners and then idioms, phrases, sentences etc, are given of which appropriate equivalents are available in the MT. this requires a good stock of words, phrases, idioms, situations which are initially quite known to the learner and gradually the child is taken to some unknown experiences which she/he has to come across while learning English.

Mother tongue is used only initially for making a friendly start and as the child shows progress, the mother tongue is withdrawn.

It is in no way the Grammar and Translation method and therefore literal translations are not allowed in this method.

In this method complete sentences, sequences and paragraphs are used rather than isolated words and half or broken sentences.

Advantages and Disadvantages

Advantages

The learners get frequent opportunities for practice in English.

Teacher-taught interaction is enough and audio-visual or other mechanical devices are not very much necessary.

It is easy for learners and fast learning takes place within the stipulated time schedule.

Two languages together are used; therefore there is no loss of communication.

Difficult words, sentences, utterances etc, are made easy with the assistance of the mother tongue.

Disadvantages

Teachers and learners are confined to some sentences and equivalents and reading-writing skills are ignored.

Some forced meanings of words, idioms and phrases are deliberately given whereas they do not convey the right meaning and thus untranslatable expressions are translated.

Thinking and free interaction are not encouraged.

Teacher's activity dominates and students are involved when the teacher wants to do so.

Grammatical concepts are not found.

A learner always tries to depend on the mother tongue help.

In Indian condition this method was found quite appropriate and in comparison to the structural approach, it yielded better results when administered on Marathi and Telugu speaking students, but it was also found that the method could be used only at the initial stages and therefore it should not last for a long time.

5.8.2 Eclectic approach

Eclectic approach is a method of language education that combines various approaches and methodologies to teach language depending on the aims of the lesson and the abilities of the learners. Different teaching methods are borrowed and adapted to suit the requirement of the learners. It breaks the monotony of the class. In addition, it is a conceptual approach that does not merely include one paradigm or a set of assumptions. Instead, eclecticism adheres to or is constituted

from several theories, styles, and ideas in order to gain a thorough insight about the subject, and draws upon different theories in different cases. 'Eclecticism' is common in many fields of study such as psychology, martial arts, philosophy, religion and drama

The eclectic approach is the label given to a teacher's use of techniques and activities from a range of language teaching approaches and methodologies. The teacher decides what methodology or approach to use depending on the aims of the lesson and the learners in the group. Eclectic approach for teaching foreign language is commendable when circumstances do not allow for the adoption of a single method. Learners of foreign languages nowadays are prepared to invest less time than before in learning a foreign language. However, they expect to become sufficiently competent in that language in order to be able to perform well under particular circumstances. It is neither a teaching tool for the teacher nor a learning method for the learners. It is a whole way of doing things such as listening coordinated speaking with subsidiary elements like pronunciation and form of the language. The eclectic method provides a third option for teachers because it fuses elements from traditional and cognitive methods to deliver on the strengths of both. It includes content integration, knowledge construction, prejudice reduction, equity pedagogy, and empowerment of competitive aptitudes. To accommodate these changes, teachers need a new way of thinking. The concept of bilingual knowledge learning has evolved towards a vision based more on management and creation rather than one based on learning only. Still, how to apply them to bilingual learning is a new concept and continually inspires teachers to move forward. Teachers should help children learn by thinking about controlling, and effectively using their own mental process. Cognitive learning helps children process new information by taking advantage of knowledge and attitudes that children already have. Under the principles of cognitive theory, knowledge that makes sense and has significance to children is more meaningful than inert knowledge and knowledge learned by rote. Knowledge to solve problems and to use skills in situations like those they are likely to encounter in real life or in other senses in which teachers expect learning to transfer to. Teaching a foreign language must be simple for both teacher and learner and must be within the

capabilities of all teachers. Also, the teacher must feel that pupils are progressing satisfactorily. It must bring about a balance between the spoken and written word. It must overcome the conflict between fluency and accuracy. It must increase the rate and amount of learning which takes place in the classroom. Testing must be part of the method, and not separate entity. It must reflect the linguistic habits the child has already acquired by learning his/ her mother tongue and their ability to assimilate a new language. Since our aim is to have our learners master the foreign language, no matter what approach we adopt. We should adopt an approach which makes our teachers master the foreign language in listening, speaking, reading and writing with understanding. Such approach is not only structural or only functional but co-joins both. Each approach has advantages as well as disadvantages. The use of eclecticism does not mean to mix up different approaches randomly. There must have some philosophical backgrounds and some systematic relation among different activities. Usually it is recommended to mix structural approaches with communicative use of language. The kind of eclecticism we tried to implement here is a mixture of traditional reading based approach and some conversational practice for students. Language is based on structures which are used to convey meanings, which perform functions. We see language learning as combined process of structural and communicative activities. The eclectic theory of language was advocated during the year 1550's and became important for the educational theory of language learning. It is popular because it has the impact of good results without much pressure on the learner. The advantage of this theory is learners have clear vision what they are learning. Multiple tasks, high interaction, lively learning, objective correlative, and fast results are the salient features of this method. Some learners go by their own ways of communicating strategy, they will become more confident in writing but most often they fail in speaking. The purpose of advocating elective method is to connect life experiences to the ideas presented in learning of the language. The types of learning activities teachers select are often directly related to their experiences in the real world. Language must be put together and learnt concurrently. The spoken language allows one to locate the appropriate way to get a particular objective. The importance of introducing cultural product is as crucial to such learning of the language as

capturing and enhancing knowledge or expressing one's feelings. The problem of speaking ranges from creating a story which has to anticipate events. Elective way of speaking is a wonderful way of achieving objective of learning. Teachers of English need to focus on the special teaching techniques. There are many methods of teaching English out of which Eclectic way of teaching include positive objectives of known methods and principles of Eclectic method. Eclectic method is a popular method these days because students are heterogeneous and versatile level intelligent in the classroom. However, some teachers are very sensitive of using various methods; they find particular method as comfortable using in the classroom without taking much trouble. Teacher ought to use all the principles of language teaching including cognition and linguistic objectives. A technique of teaching through electric ways is a rich combination of multiple activities. The salient features of approach include the low level grammar and oriental context of culture texts which may not bring out whole linguistic competence of the students if they are to be trained for global market leaders. If teacher does not pay attention to the need of respective student, the whole teaching practice is useless. Some people advocate Eclectic method greatly and some criticize it harshly. Of course, it has its own advantages and disadvantages. The advantages lay in general understanding aspects. Firstly, with this theory, it becomes easier and more possible for the learners to understand the language of the text with the context of culture. Secondly, it blends the practice of listening, speaking, reading and writing into an organic whole. It is obvious that any one method does not serve the right purpose of teaching English. This is how teaching English by combination of various methods and approaches will help the teacher to teach English effectively. Teaching of English should be made easy by brining into realistic situation, the best way of teaching English is by creating situations. The situation makes the language easily comprehensible. It connects a closer link between an expressions and usage by coordinating meaning. It is also important that creating situations should be appropriate to students 'level and their context of culture. Teachers of English themselves are not very efficient in many cases. This is why Eclectic method may be appropriate in many situations. It advocates that number of methods can be used based on the selection of particular method which depends on level of students. However,

basic principle learning is simplicity. Eclectic method of learning is an integral part of the total learning process.

Approaches and Methods Used

There are varied approaches and methods used for language teaching. In eclectic approach, the teacher can choose from these different methods and approaches:

Grammar-translation Method

Direct Method

Structural-situational Approach

Audio-lingual/Audio-visual Method

Bilingual Method

Communicative Language Teaching

Total-Physical Response

The Silent Way

Advantages

The teacher has more flexibility.

No aspect of language skill is ignored.

There is variety in the classroom.

Classroom atmosphere is dynamic.

5.8.3 Constructive Approach

Constructive approach is based on constructivist learning theory. Constructivist teaching is based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information. Learners are the makers of meaning and knowledge.

Introduction

Constructivist approach teaching methods are based on constructivist learning theory. Along with John Dewey, Jean Piaget researched childhood development and education. Both Dewey and Piaget were very influential in the development of informal education. Dewey's idea of influential education suggests that education must engage with and enlarge experience and the exploration of thinking and reflection associated with the role of educators. Piaget's role in the constructivist teaching suggests that we learn by expanding our knowledge by experiences which are generated through play from infancy to adulthood which are necessary for learning. Their theories are now encompassed in the broader movement of progressive education. Constructivist learning theory says that all knowledge is constructed from a base of prior knowledge. Children are not a blank slate and knowledge cannot be imparted without the child making sense of it according to his or her current conceptions. Therefore, children learn best when they are allowed to construct a personal understanding based on experiencing things and reflecting on those experiences.

Constructivist teaching strategies**Characteristics of Constructivist Teaching**

One of the primary goals of using constructivist teaching is that students learn how to learn by giving them the training to take initiative for their own learning experiences.

According to Audrey Gray, the characteristics of a constructivist classroom are as follows:

the learners are actively involved

the environment is democratic

the activities are interactive and student-centered

the teacher facilitates a process of learning in which students are encouraged to be responsible and autonomous

Constructivist approaches can also be used in online learning. For example, tools such as discussion forums, wikis and blogs can enable learners to actively construct knowledge. A contrast between the traditional classroom and the constructivist classroom is illustrated below:

The Traditional Classroom

Begins with parts of the whole—Emphasizes basic skills

Strict adherence to fixed curriculum

Textbooks and workbooks

Instructor gives/students receive

Instructor assumes directive, authoritative role

Assessment via testing / correct answers

Knowledge is inert

Students work individually

The constructivist Classroom

Begin with the whole – expanding to parts

Pursuit of student questions / interests

Primary Sources / manipulative materials

Learning is interaction – building on what students already know

Instructor interacts / negotiates with students

Assessment via student works, observations, points of view, tests. Process is as important as product

Knowledge is dynamic / change with experiences

Students work in groups Source : Thirteen Ed Online (2004)

Because existing knowledge schemata are explicitly acknowledged as a starting point for new learning, constructivist approaches tend to validate individual and cultural differences and diversity.

Role of teachers

In the constructivist classroom, the teacher's role is to prompt and facilitate discussion. Thus, the teacher's main focus should be on guiding students by asking questions that will lead them to develop their own conclusions on the subject. Parker J. Palmer (1991) suggests that good teachers join self, subject, and students in the fabric of life because they teach from an integral and undivided self, they manifest in their own lives, and evoke in their students, a capacity for connectedness".

David Jonassen identified three major roles for facilitators to support students in constructivist learning environments:

Modeling

Coaching

Scaffolding

A brief description of the Jonassen major roles are:

Modeling – Jonassen describes Modeling as the most commonly used instructional strategy in CLEs. Two types of modeling exist: behavioural modeling of the overt performance and cognitive modeling of the covert cognitive processes. Behavioural modeling in Constructivist Learning Environments demonstrates how to perform the activities identified in the

activity structure. Cognitive modeling articulates the reasoning (reflection-in-action) that learners should use while engaged in the activities.

Coaching – For Jonassen the role of coach is complex and inexact. She acknowledges that a good coach motivates learners, analyzes their performance, provides feedback and advice on the performance and how to learn about how to perform, and provokes reflection and articulation of what was learned. Moreover, she posits that coaching may be solicited by the learner. Students seeking help might press a "How am I Doing?" button. Or coaching may be unsolicited, when the coach observes the performance and provides encouragement, diagnosis, directions, and feedback. Coaching naturally and necessarily involves responses that are situated in the learner's task performance (Laffey, Tupper, Musser, & Wedman, 1557).

Scaffolding - Scaffolding is a more systemic approach to supporting the learner, focusing on the task, the environment, the teacher, and the learner. Scaffolding provides temporary frameworks to support learning and student performance beyond their capacities. The concept of scaffolding represents any kind of support for cognitive activity that is provided by an adult when the child and adult are performing the task together (Wood & Middleton, 1575).

In most pedagogies based on constructivism, the teacher's role is not only to observe and assess but to also engage with the students while they are completing activities, wondering aloud and posing questions to the students for promotion of reasoning (DeVries et al., 2002). (Ex: I wonder why the water does not spill over the edge of the full cup.) Teachers also intervene when there are conflicts that arise; however, they simply facilitate the students' resolutions and self-regulation, with an emphasis on the conflict being the students' and that they must figure things out for themselves. For example, promotion of literacy is accomplished by integrating the need to read and write throughout individual activities within print-rich classrooms. The teacher, after reading a story, encourages the students to write or draw stories of their own, or by having the students re-enact a story that they may know well, both activities encourage the students to *conceive themselves* as reader and writers.

5.5 Unit Summary

Since our aim is to have our learners “master the foreign language, no matter what approach we adopt”. We should adopt an approach which makes our learners master the foreign language in listening, speaking, reading and writing with understanding. Such approach is not only structural or only functional but co-joins both.

Each of the above mentioned approaches has advantages as well as disadvantages. Each approach served the purpose in the time when it was considered the best one available. We should not deny the fact that there is learner of English, who learned the language through any of these approaches and they could master the language.

5.10 CHECK YOUR PROGRESS

Whether you have understood:

The difference between method and approach.

The main features of the methods and approaches given in the Unit.

The importance of the various approaches in teaching English and its main features

The materials and resources used for the approaches.

5.11 ASSIGNMENT/ACTIVITY

Write in a hundred words the importance of the approaches in teaching English.

Write a short note on communicative language teaching.

5.12 POINTS FOR DISCUSSION AND CLARIFICATION

Discuss during contact program and face to face interaction the following:

Difference between method and approach

Task based approach

Communicative language teaching.

Bilingual, Eclectic and Constructive approach

Other Points

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Unit 6 : Methods of English teaching

STRUCTURE

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6.2 General Objectives

6.3 Teaching of Prose

6.3.1 INTRODUCTION

6.3.2 Teaching of Prose

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6.3.4 Extensive Reading

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6.4 Teaching of Poetry

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6.6 Grammar and Vocabulary

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6.1 INTRODUCTION

The program of teaching English as a foreign language can be implemented successfully through the instrumentality of efficient methods and techniques. In the opinion of Faucett, "A true method should be comprehensive, sound and elastic." The principles enunciated here are sound but the search for efficient methods has never ceased. If one were to assess the efficacy of a method. One

should take into account the basic objectives of teaching the language and the language material; with which the pertinent objectives are to be realized. The degree to which the basic language skills are developed and the extent to which the prescribed language material has been involved in that direction is the twin touchstones of determining the utility of the method.

The international phonetic association has provided guidelines to evaluate a method by applying the principles that it laid down for this purpose. the main principles put forward are:

Does the method provide for the teaching of more or less archaic language of the literature, or the spoken language of ordinary conversation?

Does the method help the teacher to make his pupils familiar with the sound of the language?

Does the method impart a perfect command on language patterns by providing natural and interesting reading situations?

Does the method provide for the establishment of a link between words of ideas or does it lean on the use of the mother tongue to convey the meaning?

Does the method teach the grammar of the language in a deductive way?

Does the method provide for a graded work in writing or does it take a plunge into free writing?

These principles point to the main features that a method should have to justify its existence as a good instrument of teaching the language. In a country like India, where English is to be taught in the secondary school for definite, precise objectives, methods and techniques used to implement them shall have to be judged from the point of view of their utility in realizing the objectives with the help of the language material selected for the purpose.

6.2 Objectives

After all, we do not learn a language unless the objectives are very clear in our minds. By the term 'objective' we mean 'a thing aimed at or wished for'. For a proper study of English language the objective are given separately for the following areas:

Comprehension of the language.

Expression in the language.

Skills for expression in the language.

Understanding of the behavior of the language.

The statement of objective may appear to be sterile without the inclusion of the objectives if the appreciation of literature, through which interest in the language and positive attitude towards its finer sides might be cultivated. However, in the present set up. English assumes a different but more purposeful role, of a skill subject, which postulates that a proper development of the skills is the necessary precondition for the enjoyment of the fruits of that skill. What the Indian student at the higher secondary level today needs is his linguistic equipment to a degree of efficiency, which might enable him to reap the harvest of finer sides at a later stage.

Today the primary aim is to concentrate on the fundamental skills of the language of the pupils that is, listening, speaking, reading and writing and provide appropriate climate for their proper development in an efficient manner.

6.3 TEACHING OF PROSE

6.3.1 INTRODUCTION

Prose is a form of language which applies ordinary grammatical structure and natural flow of speech rather than rhythmic structure (as in traditional poetry). While there are critical debates on the

construction of prose, its simplicity and loosely defined structure has led to its adoption for the majority of spoken dialogue, factual discourse as well as topical and fictional writing. It is commonly used, for example, in literature, newspapers, magazines, encyclopedias, broadcasting, film, history, philosophy, law and many other forms of communication.

The textbooks are written according to the structural approach, graded with each lesson illustrating on or two teaching items- vocabulary and structure. Reading skills are of two kinds. They are,

1. The Intensive Reading skill

2. The Extensive Reading skill.

Though only one or two textbooks are used to teach all language skills, generally the Intensive Reading skill is cultivated through the detailed textbook while the Extensive Reading skill is practiced through the Supplementary readers. As we are already aware of the fact that reading comprehension involves understanding the subject matter of the lesson including the important ideas in it, and the sequencing and relationship of these ideas to one another. It also involves understanding the meaning of new words and grammatical structures.

6.3.2 TEACHING OF PROSE

Prose is meant for learning a language. Teaching prose means teaching reading with comprehension. The learners are taught the skill of reading. The next step is to teach them reading with comprehension. Reading with comprehension helps the learners to acquire new vocabulary and content words. The power of comprehension can be promoted through reading and listening.

Teaching prose enables the students to understand the passage, to read fluently, to enrich their vocabulary and to enjoy reading and writing. It enables the learners to extend their knowledge of vocabulary and structures and to become more proficient in the four language skills. It develops the ability of speaking English correctly and fluently.

The main aim of teaching prose is to develop the language ability of the students. It is the intensive study of a language. The language ability helps the learners to use English language without any problem.

1. The main aims of teaching prose are

- a) literary and
- b) content

To achieve the literary and content, the aims of teaching of prose should be intensive and extensive.

2.General aims of teaching prose:

- a) To understand the passage and grasp its meaning.
- b) To read with correct pronunciation, stress, intonation, pause and articulation of voice.
- c) To enable students to understand the passage by silent reading.
- d) To enrich their active and passive vocabulary.
- e) To express the ideas of the passage orally and in writing.
- f) To enjoy reading and writing.
- g) To develop their imagination.

6.3.3 INTENSIVE READING:

Reading a text for accuracy is called intensive reading. It is done with the close guidance of the teacher. It forces the learners to pay more attention to the text. It involves the profound and detailed understanding of the text. It is primarily concerned with the developing of reading strategies.

The reading strategies are

1. Judgement
2. Reasoning
3. Interpretation and
4. Appreciation

Intensive reading is more an exercise in accuracy. Students do not read a text only

for a specific purpose of information. A text is considered suitable for scanning of

information, paying attention to the writer's intentions, argument ideas, style, etc.,

The students are expected to answer all questions which involve their understanding of the text, grammar, vocabulary, writing, etc.,

6.3.4 EXTENSIVE READING

Extensive reading or reading for fluency involves reading of longer texts for

pleasure. It is not meant for minute details. It is a fluency activity. The students can

read on their own. This is called Rapid reading or Independent silent reading. The

specific objectives of extensive reading are:

1. To understand the meaning as quickly as possible.
2. To increase passive vocabulary.
3. To develop taste for reading.
4. To develop the habit of reading for pleasure.
5. To concentrate upon subject matter.

The term extensive reading means to read silently and quickly. It helps to read without the help of the teacher. It trains the reader to understand the subject matter as quickly and efficiently as possible.

It plays a vital role in the learning of second/foreign language. The students are made to read as much as possible. They are given choice and freedom to select the books of their choice. Reading has its own reward. There are no follow up activities. The reading texts are within the linguistic competence of the reader. Students are permitted to read at their own pace. They choose when to read or where to read. This creates interest among the learners. So they learn to read faster without any disturbance.

Steps involved in Extensive reading

I) Introduction:

1. The teacher gives main hints of the passage,

2. He explains the difficult portions,

3. He deals with difficult areas of a language,

II) Silent Reading:

The students should read silently and quickly.

III) Question:

The teacher asks questions to test the students understanding.

In extensive reading, the readers must read silently and understand the matter. This would create interest among the readers. The students may not be interested in reading text books. Interesting magazines, newspaper, etc., may be recommended.

6.3.5 EFFECTIVE TEACHING STRATEGIES FOR PROSE

Teaching prose focuses on increasing student's comprehension of the material and establishing a personal connection to it. The key is to use a variety of strategies to keep students interested and involved. "Teaching Strategies" author Leif Danielson states, "As an overall teaching strategy: You should create the conditions that will elicit the behavior that you want from your class or an individual student."

1. Read

Encourage students to read the material several times if needed. Repeated observation reveals what they may have missed the first time. Introduce active reading strategies at the beginning of the course. First, teach them to observe what is on the page -- the facts and answers to "who, what, when, where, and how." Then encourage them to notice patterns, connections, repetition or contradictions. Tell them to question everything and explain that a situation or item wouldn't be in the text if

there wasn't a reason for it. Lastly, teach students to discover the theme of the text -- what the author intended for the reader to understand. At the beginning of the course, make sure students understand literature terminology. They will need to know what the fiction elements are (point of view, character, setting, plot, structure and theme) and why writers use them. Most textbooks explain these terms, so have students read about the concepts and then discuss them during class by using examples from the assigned readings.

2. Write

One of the best ways for students to increase comprehension is to write about the story they've read. Require students to keep a journal during the course and have them brainstorm, list or free-write a paragraph immediately after completing the reading. Depending on the level of the class, create a form with questions to answer as homework.

Other writing assignments also enhance creative and critical thinking. Ask students to write a continuation of a short story and imagine what would happen next. Alternately, have them rewrite the ending of a short story, choosing a point in the action and changing the direction of the plot. You can also require that they change the gender, age, race or sexual orientation of a character from a story and rewrite the story or a selected scene. Assign the students a character and have them write a letter to him or her--or have the students write a letter to the author and tell him or her what they think of the story.

3. Discuss

Lecturing helps students understand the material, but creating a discussion involves students more effectively. Hearing another point of view challenges them to comprehend the material deeper. During class, ask questions. According to Saskatchewan Education, "Effective teaching involves asking appropriate questions at appropriate times and helping students ask their own questions." Small group discussion gives shy students an opportunity to relate one-on-one. Group four or five students together and give them a question to discuss. Let someone draw it randomly or use a question-and-answer form. Bring the smaller discussions back to the class by having one student report what was discussed.

4. Integrate Technology

Integrate technology into your teaching strategies. After reading and discussing a work, watch the movie version in class. If a movie hasn't been made of that book, watch a similar one to compare or contrast. View author broadcasts reading their own work or commenting on it. Assign students to make a movie about the story or novel. Patty Blome at Scholastic notes that "students develop comprehension and increase learning while researching characters, storyboarding plots and learning the art of film-making by translating a novel into a Hollywood-style digital movie."

6.3.6 CONCLUSION

Teaching prose means teaching reading with comprehension. The learners are taught the skill of reading. The next step is to teach them reading with comprehension. Reading with comprehension helps the learners to acquire new vocabulary and content words.

The main aim of teaching prose is to develop the language ability of the students. It is the intensive study of a language. The language ability helps the learners to use English language without any problem.

To achieve the literary and content, the aims of teaching of prose should be intensive and extensive. Reading a text for accuracy is called intensive reading and Extensive reading or reading for fluency involves reading of longer texts for pleasure.

Teaching prose focuses on increasing student's comprehension of the material and establishing a personal connection to it.

6.4 Teaching of Poetry

6.4.1 Introduction

Teaching poetry has been always a difficult task. Teaching has to be subtle in the sense that there is no touchstone to evaluate the discourse of the lecture or the comprehension of the student. The process of comprehension is latent on the part of the students and therefore the results are not conspicuous for the teacher.

6.4.2 Two Methods of Teaching Poetry

There are, on a broader scale, two methods of teaching poetry. The commonly used technique is the traditional method in which a poem is introduced with a paraphrase and extraneous details are furnished as and when the poem is read aloud in the class. This method is wrought with many disadvantages and some can be acknowledged as under:

1. The learning is artificial and induced where in it stops with the paraphrase and other details provided by the teacher, as the student responds mechanically.
2. Sometimes there are multifarious allusions, which lead to the disruption of a coherent acquisition.

3. If the author and the context of the poem are introduced before the poem, the student's notion becomes pre-set closing the doors for manifestation and analysis.

Furthermore, the traditional method can be compared to the dissection of a living organism wherein the species is "murdered", as Wordsworth says in his poem titled *Tables Turned*, „We murder to dissect”.

According to Ted Hughes, a renowned poet of the post-modern age, a poem is “an assembly of living parts moved by a single spirit. The living parts are the words, the images, the rhythms”.

A poem is an experience retold, which can be relived any number of times. Allen Tate, a famous critic of Emily Dickinson, remarks that the poet “speaks wholly to the individual experience”. Ted Hughes speaks about his poem, *The Thought-Fox* thus: “As it is every time I read the poem the fox comes up again out of the darkness and steps into my head”

6.4.3 The Second Strategy

Hence it can be inferred that the teaching of poetry needs special attention, a new strategy in which the students are made to live the poem and experience it, and are given the freedom of thought and imagination to form personal views about it.

This research paper discusses a modern, thematic six-step approach to poetry teaching, which also develops the four skills, viz., reading, and writing, listening and speaking.

6.4.4 Prerequisites

There are a few pre-requisites which are vital to this approach, as the temperature setting is to a chemical experiment. They are:

1. Handouts of the poem without the name of the author and the title of the poem.
2. Circular seating arrangement.

3. A pocket dictionary

With these, the teacher can embark on the six stages of teaching, which are enlisted as under:

1. Motivation
2. Introduction
3. Interaction
4. Comparison
5. Instruction and
6. Improvisation

Motivation

It is evidently important that a student's mind is tuned to the poetry class, which demands a special expertise, the discussion of which, if taken up, would lead to a broad area of study.

David Capella and Baron Wormser put forth their fears in their book, *Teaching the Art of poetry: The Moves* thus:

Poetry Frightens. Over the years when it has come up in conversation that we write poems, dozens of people from all walks of life have paused and then diffidently or straightforwardly confided that poetry means nothing to them (xii).

This problem is one of the foremost and is one of the causes for an unsuccessful poetry class.

As a remedy, „The objective non-egotistical pleasure“ [and an aesthetic feeling which convinces the student to say] „I like the effect...!“ can be induced in the minds of the student, only as one of the several ways to succeed. The poem can

also be presented as a puzzle or the teacher can think of a play-way method to introduce the poem.

6.4.5 Teaching Strategy: Six Steps

When the student is oriented to the class, it is important to reassure him of his capabilities, which would be discovered by the student himself, during the same process. It is needless to say that the beginning classes need to be simple. The modern and post-modern poems written in free verse or children's poetry can be used at the primary stage.

Introduction

Under the given conditions, the poem should be presented as an entity in itself, a raw experience, or a mathematical puzzle to be solved. The students can be allowed to interact with the poem on their own, using the aid of the dictionary. On reading the poem for more than two or three times, the words of the poem will have a magical effect on the student.

Ted Hughes says about the usage of words thus: "In a way, words are continually trying to displace our experience. And in so far as they are stronger than the raw life of our experience, and full of themselves and all the dictionaries they have digested they do displace it."

Application

Let us apply the technique with the following post-modern poem:

We had a motorbike all through the war

In an outhouse-thunder, flight, disruption

Cramped in rust, under washing, abashed, out classed

By the Brens, the Bombs, the Bazookas elsewhere.

The war ended, the explosions stopped

The men surrendered their weapons
And hung around limply.
Peace took them all prisoner.
They were herded into their home towns.
So there came this quiet young man
And he bought our motorbike for twelve pounds.
And he got it going, with difficulty
He kicked it into life- It erupted
Out of the six-year sleep, and he was delighted
A week later, astride it, before dawn,
A misty frosty morning
He escaped
Into a telegraph pole
On the long Straight west of Swinton.

In the poem quoted above, a prosaic quality is found. The poet speaks about a motorbike, which was unused for a long time until a young man opted to buy it and happened to get killed, while riding it. This story is grasped by the student without much difficulty. The reading comprehension of the student is improved in a self-study of this kind, where he is bound to help himself out of the group of words, which interact with him. The words which are beyond his comprehension create a strong impulse in the student to refer to the dictionary, thereby acquiring vocabulary more effectively, as the words looked for match the context.

The setting of the poem is a post-war period as the lines, “The war ended, the explosions stopped/The men surrendered their weapons” indicate. The reader at the first reading senses the motorbike, as an agent of evil. At this stage, the reading practice can be wound up, as the students, who have comprehended the poem fully or only to an extent, could be found eager to know what the poem was exactly about. A student below average would also have interacted with the poem and would have had experience of some kind, which they might not reveal.

Interaction

This is a very important phase in learning poetry as N. Krishnaswamy remarks in his book *Teaching Poetry for Schools and Colleges* thus:

There are many ways of exploring a poem and verbal interaction between students and teachers is just one of them.

At this stage, the teacher would see for herself that many students are willing to talk. Effective and interested communicators come forward and the less effective, back out. The teacher can select those students whose speaking skill needs attention. Initially, if the student is found shy, he/she can be called out and made to speak only with the teacher in private.

Thus, this stage enables the development of speaking skills, which is natural and spontaneous and non-deliberate on the part of the student. This stage provides a comfortable platform for the teacher’s instruction as John Fanselow endorses:

Basing instruction on student needs by requiring materials-sets-that contain actual communications, by moving beyond the area of grammar, so central in much of language instruction, and by tying language to tactility, all imply a different role for the teacher of ESP. Not only the teacher must move off the centre stage, but the teacher often needs to move out of the language classroom, first to collect the communications needed, and second, to teach setting where the communications are really to be used.

Comparison

At this stage the student listens to various interpretations of the poem and is eager to know which of those would be right. At this stage, apart from developing the listening skill, a comparative study is carried out, which opens a new horizon in the learning of poetry.

The students can be asked to guess the title of the poem, the author and so on and in the process they grasp the central idea or thought of the poem.

At this stage, care should be taken to see that the lecturer does not deviate from the topic.

In this connection, George Brown's and Madeline Atkins' words can be remembered –

Comparing and contrasting is challenging for both lecturer and students. It is easy to confuse and be confused. Building up a summary on the blackboard or overhead transparency as your lecture helps to reduce the likelihood of confusion and keeps you on course.

Instruction

The poem can be taught at this stage and the difficult words can be explained and discussed.

It would be very interesting to see the students' perception about the poem at this stage. Such perception would have expanded owing to the multifarious analysis attempted thus far.

This particular poem „Motorbike“ written by Ted Hughes, during the post-war period can be interpreted in many ways.

The author connects the motorbike and the surrounding. The strong survival of the motorbike described in the first verse is contrasted with the adverse effects that the war produces in men. This to an extent indicates that the motorbike also plays a role in the inconvenience caused to men adding to the calamitous

atmosphere of the post-war life and contributing to yet another disaster associated with a mystery.

The mystery is that, the young man who rode the motorbike meets his death.

Throughout the poem, the motorbike, a simple object, introduces a chain of thoughts, which leads to a universal thought, which is the fear of human beings who associate their fate to the factors of the non-human world. Thus, the motorbike represents the non-human mechanical world, which is perceived hostile and the narrator represents the whole mankind in experiencing this moment. At this stage of instruction, the students' interpretation and efforts should be appreciated.

Improvisation

At this stage, the students can be asked to improvise on the given topic, „Motorbike“, which would develop the writing skill of the students. Complete freedom should be given to the students at this stage as writing cannot be developed under constraints. The students could write a story, an essay, a poem, a personal anecdote, or a joke suiting their interests. Thus, this activity results in a lively experience, involving the students, as Hughes points out in his *Poetry in the Making*, thus:

That one thing is, imagine what you are writing about. See it and live it. Do not think it up laboriously, as if you were working out mental arithmetic.. just look at it, touch it, smell it, listen to it, turn yourself into it. When you do this, the words look after themselves, like magic.

2.4.6 Conclusion

Thus, the research paper aims at teaching language through poetry in a literature class, thereby developing the four skills. However, this research paper aims only at the approach to the teaching of poetry and the acquisition process. Classroom constraints and other areas are beyond the scope of the study.

6.5 Teaching of Drama

2.5.1 Introduction

Drama is the specific mode of fiction represented in performance. The term comes from a Greek word meaning "action" which is derived from "to do". The two masks associated with drama represent the traditional generic division between comedy and tragedy. They are symbols of the ancient Greek Muses, Thalia and Melpomene. Thalia was the Muse of comedy (the laughing face), while Melpomene was the Muse of tragedy (the weeping face). Considered as a genre of poetry in general, the dramatic mode has been contrasted with the epic and the lyrical modes ever since Aristotle's *Poetics* the earliest work of dramatic theory.

In English (as was the analogous case in many other European languages), the word "play" or "game" was the standard term used to describe drama until William Shakespeare's time—just as its creator was a "play-maker" rather than a "dramatist" and the building was a "play-house" rather than a "theatre." The use of "drama" in a more narrow sense to designate a specific *type* of play dates from the modern era. "Drama" in this sense refers to a play that is *neither* a comedy nor a tragedy—for example, Zola's *Thérèse Raquin* (1873) or Chekhov's *Ivanov* (1887). It is this narrower sense that the film and television industries, along with film studies, adopted to describe "drama" as a genre within their respective media. "Radio drama" has been used in both senses—originally transmitted in a live performance, it has also been used to describe the more high-brow and serious end of the dramatic output of radio.

The enactment of drama in theatre, performed by actors on a stage before an audience, presupposes collaborative modes of production and

a collective form of reception. The structure of dramatic texts, unlike other forms of literature, is directly influenced by this collaborative production and collective reception. The early modern tragedy Hamlet (1601) by Shakespeare and the classical Athenian tragedy Oedipus the King by Sophocles are among the masterpieces of the art of drama. A modern example is Long Day's Journey into Night by Eugene O'Neill (1956).

Drama is often combined with music and dance: the drama in opera is generally sung throughout; musicals generally include both spoken dialogue and songs; and some forms of drama have incidental music or musical accompaniment underscoring the dialogue. Closet drama describes a form that is intended to be read, rather than performed. In improvisation, the drama does not pre-exist the moment of performance; performers devise a dramatic script spontaneously before an audience.

2.5.2 History

Classical Greek drama

Western drama originates in classical Greece. The theatrical culture of the city-state of Athens produced three genres of drama: tragedy, comedy, and the satyr play. Their origins remain obscure, though by the 5th century BCE they were institutionalised in competitions held as part of festivities celebrating the god Dionysus. Historians know the names of many ancient Greek dramatists, not least Thespis, who is credited with the innovation of an actor ("*hypokrites*") who speaks (rather than sings) and impersonates a character (rather than speaking in his own person), while interacting with the chorus and its leader ("*coryphaeus*"), who were a traditional part of the performance of non-dramatic poetry (dithyrambic, lyric and epic).

Classical Roman drama

Following the expansion of the Roman Republic into several Greek territories between 270–240 BCE, Rome encountered Greek drama. From the later years of the republic and by means of the Roman Empire (27 BCE-476 CE), theatre spread west across Europe, around the Mediterranean and reached England; Roman theatre was more varied, extensive and sophisticated than that of any culture before it.

While Greek drama continued to be performed throughout the Roman period, the year 240 BCE marks the beginning of regular Roman drama. From the beginning of the empire, however, interest in full-length drama declined in favour of a broader variety of theatrical entertainments. The first important works of Roman literature were the tragedies and comedies that Livius Andronicus wrote from 240 BCE. Five years later, Gnaeus Naevius also began to write drama. No plays from either writer have survived. While both dramatists composed in both genres, Andronicus was most appreciated for his tragedies and Naevius for his comedies; their successors tended to specialise in one or the other, which led to a separation of the subsequent development of each type of drama.

Medieval.

Beginning in the early middle Ages, churches staged dramatised versions of biblical events, known as liturgical dramas, to enliven annual celebrations. The earliest example is the Easter trope *whom do you Seek? (Quem-Quaeritis)*. Two groups would sing responsively in Latin, though no impersonation of characters was involved. By the 11th century, it had spread through Europe to Russia, Scandinavia, and Italy; only Muslim-occupied Spain was excluded.

A large number of plays survive from France and Germany in the late middle Ages, when some type of religious drama was performed in nearly every

European country. Many of these plays contained comedy, devils, villains, and clowns. In England, trade guilds began to perform vernacular "mystery plays," which were composed of long cycles of a large number of play lets or "pageants," of which four are extant: York (48 plays), Chester (24), Wakefield (32) and the so-called "N-Town" (42). The Second Shepherds' Play from the Wakefield cycle is a farcical story of a stolen sheep that its protagonist, Mak, tries to pass off as his new-born child asleep in a crib; it ends when the shepherds from whom he has stolen are summoned to the Nativity of Jesus.

Morality plays (a modern term) emerged as a distinct dramatic form around 1400 and flourished into the early Elizabethan era in England. The Castle of Perseverance (c. 1400—1425) depicts an archetypal figure's progress from birth through to death. Horestes, a late "hybrid morality" and one of the earliest examples of an English revenge play, brings together the classical story of Orestes with a Vice from the medieval allegorical tradition, alternating comic, slapstick scenes with serious, tragic ones. Also important in this period were the folk dramas of the Mummers Play, performed during the Christmas season. Court masques were particularly popular during the reign of Henry VIII.

Modern and postmodern

The pivotal and innovative contributions of the 19th-century Norwegian dramatist Henrik Ibsen and the 20th-century German theatre practitioner Bertolt Brecht dominate modern drama; each inspired a tradition of imitators, which include many of the greatest playwrights of the modern era. The works of both playwrights are, in their different ways, both modernist and realist, incorporating formal experimentation, meta-theatricality, and social critique. In terms of the traditional theoretical discourse of genre, Ibsen's work

has been described as the culmination of "liberal tragedy", while Brecht's has been aligned with a historicised comedy.

Other important playwrights of the modern era include Antonin Artaud, August Strindberg, Anton Chekhov, Frank Wedekind, Maurice Maeterlinck, Federico García Lorca, Eugene O'Neill, Luigi Pirandello, George Bernard Shaw, Ernst Toller, Vladimir Mayakovsky, Arthur Miller, Tennessee Williams, Jean Genet, Eugène Ionesco, Samuel Beckett, Harold Pinter, Friedrich Dürrenmatt, Dario Fo, Heiner Müller, and Caryl Churchill.

Asian drama

The earliest form of Indian drama was the Sanskrit drama. Between the 1st century CE and the 6th was a period of relative peace in the history of India during which hundreds of modern plays were written. With the Islamic conquests that began in the 6th and 11th centuries, theatre was discouraged or forbidden entirely. Later, in an attempt to re-assert indigenous values and ideas, village theatre was encouraged across the subcontinent, developing in a large number of regional languages from the 15th to the 19th centuries. Modern Indian theatre developed during the period of colonial rule under the British Empire, from the mid-19th century until the mid-20th.

Sanskrit theatre

The earliest-surviving fragments of Sanskrit drama date from the 1st century CE. The wealth of archeological evidence from earlier periods offers no indication of the existence of a tradition of theatre. The ancient Vedas (hymns from between 1500 and 600 BCE that are among the earliest examples of literature in the world) contain no hint of it (although a small number are composed in a form of dialogue) and the rituals of the Vedic period do not appear to have developed into theatre. The *Mahābhāṣya* by Patañjali contains the earliest reference to what may have been the seeds of Sanskrit

drama. This treatise on grammar from 140 BCE provides a feasible date for the beginnings of theatre in India.

Its drama is regarded as the highest achievement of Sanskrit literature. It utilised stock characters, such as the hero (*nayaka*), heroine (*nayika*), or clown (*vidusaka*). Actors may have specialised in a particular type. It was patronized by the kings as well as village assemblies. Famous early playwrights include Bhasa, Kalidasa (famous for *Vikrama and Urvashi*, *Malavika and Agnimitra*, and *The Recognition of Shakuntala*), Śudraka (famous for *The Little Clay Cart*), Asvaghosa, Daṇḍin, and Emperor Harsha (famous for *Nagananda*, *Ratnavali* and *Priyadarsika*). Śakuntalā (in English translation) influenced Goethe's *Faust* (1808–1832).

Modern Indian drama

Rabindranath Tagore, was a pioneering modern playwright who wrote plays noted for their exploration and questioning of nationalism, identity, spiritualism and material greed. His plays are written in Bengali and include *Chitra* (*Chitrangada*, 1892), *The King of the Dark Chamber* (*Raja*, 196), *The Post Office* (*Dakghar*, 1913), and *Red Oleander* (*Raktakarabi*, 1924). Girish Karnad is a noted playwright, who has written a number of plays that use history and mythology, to critique and problematize ideas and ideals that are of contemporary relevance. Karnad's numerous plays such as *Tughlaq*, *Hayavadana*, *Taledanda* and *Naga-Mandala* are significant contributions to Indian drama. Vijay Tendulkar and Mahesh Dattani are amongst the major Indian playwrights of the 20th century. Mohan Rakesh in Hindi and Danish Iqbal in Urdu are considered architects of new age Drama. Mohan Rakesh's *Aadhe Adhoore* and Danish Iqbal's '*Dara Shikoh*' are considered modern classics.

2.5.3 Forms of drama

Opera

Western opera is a dramatic art form that arose during the Renaissance in an attempt to revive the classical Greek drama in which dialogue, dance, and song were combined. Being strongly intertwined with western classical music, the opera has undergone enormous changes in the past four centuries and it is an important form of theatre until this day. Noteworthy is the major influence of the German 19th-century composer Richard Wagner on the opera tradition. In his view, there was no proper balance between music and theatre in the operas of his time, because the music seemed to be more important than the dramatic aspects in these works. To restore the connection with the classical drama, he entirely renewed the operatic form to emphasize the equal importance of music and drama in works that he called "music dramas".

Chinese opera has seen a more conservative development over a somewhat longer period of time.

Pantomime

These stories follow in the tradition of fables and folk tales. Usually there is a lesson learned, and with some help from the audience, the hero/heroine saves the day. This kind of play uses stock characters seen in masque and again commedia dell'arte, these characters include the villain (doctore), the clown/servant (Arlechino/Harlequin/buttons), the lovers etc. These plays usually have an emphasis on moral dilemmas, and good always triumphs over evil, this kind of play is also very entertaining making it a very effective way of reaching many people.

Mime

Mime is a theatrical medium where the action of a story is told through the movement of the body, without the use of speech. Performance of mime occurred in Ancient Greece, and the word is taken from a single masked dancer called *Pantomimus*, although their performances were not necessarily silent. In Medieval Europe early forms of mime, such as mummer plays and later

dumbshows, evolved. In the early nineteenth century Paris, Jean-Gaspard Debureau solidified the many attributes that we have come to know in modern times, including the silent figure in whiteface.

Jacques Copeau, strongly influenced by Commedia dell'arte and Japanese Noh theatre, used masks in the training of his actors. Étienne Decroux, a pupil of his, was highly influenced by this and started exploring and developing the possibilities of mime and refined corporeal mime into a highly sculptural form, taking it outside of the realms of naturalism. Jacques Lecoq contributed significantly to the development of mime and physical theatre with his training methods.

Creative drama

Creative drama includes dramatic activities and games used primarily in educational settings with children. Its roots in the United States began in the early 1900s. Winifred Ward is considered to be the founder of creative drama in education, establishing the first academic use of drama in Evanston, Illinois.

2.5.4 Methods of Teaching Drama

There are many methods for teaching Drama. Each strategy involves varying levels of student participation.

Drama games

Drama games, activities and exercises are often used to introduce students to drama. These activities tend to be less intrusive and are highly participatory.

There are several books that have been written on using drama games that can serve as excellent resources for anyone wanting to incorporate drama games into their work. Games for Actors and Non-Actors by Augusto Boal is perhaps the best known internationally and includes writings on his life work as well as hundreds of games. There are also smaller books however, which serve as excellent practical guides. For example, Drama Games by Bernie Warren is an excellent pocket book for someone looking to try drama games for the first time.

Choral speaking

Choral dramatization involves students reading aloud by assigning parts to each group member. Choral dramatization can use texts such as rhymes, poetry, and picture books. Students can experiment with voice, sound gesture and movement (Swartz, 1995).

Tableaux

Tableaux involve students creating visual pictures with their bodies, emphasizing key details and relationships (Wilhelm, 2002). Tableaux are frozen scenes and usually involve at least three levels. Students focus on a focal point, facial expressions, and body language. This technique is useful for maturing participants' presentational skills as well as audience skills.

Improvisation

Improvisation is the practice of acting and reacting, of making and creating, in the moment and in response to the stimulus of one's immediate environment; Improvisation. Improvisation can be a great introduction to role playing. Students focus on position, expression and creativity in their impromptu skits.

Role playing

Role playing allows students to play a character in a real or imaginary situation. One of the simplest forms is where "the student plays himself faced with an imaginary situation." (Wilhelm, 2002, p. 62) Other strategies have students playing real-life or imaginary characters in a variety of contexts. Role play can be used throughout many areas of the curriculum, especially history and language arts to support and strengthen understanding of content. Below is a list of some common role-play strategies.

Re-enactment: Students perform scenes from a historical time period or a scene in a story. "An enactment may be cast in the past, the present, or the future, but always happens in the 'now of time'" (Wilhelm, 2002, p.8). This strategy encourages students to interact with a text and challenges them to take on the perspective of a character.

Extended role play: Students may create the scene that takes place before or after a story or scene. This strategy helps students to predict and theorize about cause and effect.

Hot seat: Student is interviewed in character. By putting the character from a scene, event or story on the “stand” students can further explore their understanding of the content. Other students in the class prepare questions that explore the character and their conflicts. Students are encouraged to write open-ended questions. Teachers may wish to model hot seating first by acting as the character in the role. Also, the person in the hot seat may have a couple of students who act as their “brain.” They are there to help answer questions if the person on the hot seat needs them. There are many variations available for this strategy.

Teacher In Role: This strategy is key to involving teacher participation. This strategy can take on many forms. The teacher may take on the role of a character or figure from the event, scene or story. The primary objective of this strategy is to allow students to ask questions and help discover answers to any unresolved issues. The teacher may also choose to immerse themselves in the scene and take on a role while interacting with other characters. The primary role in this situation is to further the evolving drama.

Expert panel: Students themselves become an expert. In order to prepare for this role student must determine what an expert in the area might know. This works well in history or when focusing on broader issues/topics in literature. This strategy can unfold by having students meet as a group of experts or by having students meet in pairs in an interview situation.

Writing in role: A variation on the above strategies, students may also write in character. Often they are asked to imagine themselves as a real or fictitious character in a particular state or situation. Writing in role can take on many forms including a journal, letter, monologue, or newspaper article. This is not meant to be a summary of the story, but instead a further exploration of the character and their interaction with events.

6.6 Teaching Vocabulary in English Language

6.6.1 Introduction

Vocabulary is the first and foremost important step in language acquisition. In a classroom where students are not finding themselves comfortable with L2, language learning can be made interactive and interesting with the introduction of appropriate vocabulary exercises. This paper is an attempt to study and explore the various methodologies that can be incorporated in the teaching of vocabulary items in a language classroom.

2.6.2 Background

Patterns of Difficulty in Vocabulary

Robert Lado (1955) talked about patterns of difficulty in vocabulary teaching. He highlighted key issues related to words, the native language factor and about patterns. He even analyzed Spanish, French and Mexican patterns of difficulty in their respective vocabulary items. He stated that while dealing with vocabulary one should take into account three important aspects of words - their form, their meaning and their distribution - and one should consider various kinds of classes of words in the function of the language. He said that the forms, meaning distribution and classification of words are different in different languages. He revealed that these differences might lead to vocabulary problems.

6.6.3 Teaching Vocabulary in English Language: Effective Methodologies

It is noteworthy to mention here that vocabulary items are imparted mostly by translation: either a list of words with their translation at the beginning of the lesson or the translation of the content having new words or glossaries at the very end. This is an erroneous practice as it leads to a state of confusion for the learners. On the teaching skills of vocabulary items, Frisby (1957) commented that "While the teacher is not, himself, concerned with the actual selection of vocabulary for text book purposes since practically all the books we use are based on limited vocabularies, it is important that he/she (the teacher) should know the principles, which underlie vocabulary selection". Thus it signifies that

a language teacher should be innovative and proficient in the application of methodologies pertaining to teaching vocabulary items in a classroom situation. Following are the main methodologies for teaching vocabulary items in an English language classroom.

Listening Carefully

Careful listening to the words may be a good option in teaching vocabulary items in a heterogenic classroom. "Let the students hear the word in isolation and in a sentence. If the sounds of the word have been mastered, the students will hear it correctly with two or three repetitions." (Robert Lado: 121) Slow pronunciation without distortion will help. Breaking the word into parts and building up to the whole word will also be helpful.

Pronouncing the Word

Pronouncing the word enables the students to remember it longer and identify it more readily when they hear or see it.

Methods of Grasping the Meaning

The teacher should try to get the meaning to the class without using translation. This is not preferable on the ground that translation may or may not provide the meaning of the word accurately and precisely. It is advocated as it enables the class to go without grasping the meaning of a word that they have learned to pronounce rather than to depend upon the translation.

Key Strategies in Teaching Vocabulary

Some of the key strategies to unfold the information and meaning of a new word to a class are as follows:

Definitions

Definitions in the target language may be very handy if they are expressed in terms that are better known or more easily guessed than the word that is defined. In this direction teachers and students can refer to authentic and reliable dictionaries.

Self-defining Context

The context makes the situation clear, and this in turn illuminates the meaning of the new word. This practice saves time and develops an intensive reading habit and better understanding.

Antonyms

When one member of a pair of opposites is understood, the meaning of the other can be easily comprehended. This helps the student to understand the different shades of meanings of a word.

Synonyms

A synonym may be used to help the student to understand the different shades of meaning if the synonym is better known than the word being taught. Synonyms help to enrich a student's vocabulary bank and provide alternative words instantly.

Dramatization

This method can be practiced at ease. It can win the favour of the students as learners like dramatizations and can easily learn through them. Many situations can be dramatized or demonstrated.

Examples

Sing [Sing a song]

Open [Open a book]

Close [Close the book]

Pictures and Drawings

Pictures of many types and colours can be used successfully to show the meaning of words and sentence. Handmade pictures can also be used as there is no need to be very artistic.

Examples

Into [Raj goes into the circle.]

In [Rahman is in the circle.]

Drawings can be used to explain the meaning of things, actions, qualities, and relations. A line drawing of a head, for example, provides many useful nouns and verbs.

Reality

Real objects or models of real objects are very effective and meaningful in showing meanings but in handling of real objects, a teacher must be practical and should not be superfluous.

Series, Scales, Systems

The meaning of words such as the months of the year, the days of the week, the parts of the day, seasons of the year, ordinal numbers, cardinal numbers, etc. that form part of well-known series can be made clear by placing them in their natural order in the series.

Parts of Words

The parts of complex and compound words may be more common than the words themselves. Separating such words into their component parts generally elaborates the meaning.

Illustrative Sentences

Most words have a variety of restrictions on their use. Systematic descriptions of these restrictions and idiomatic uses would be laborious and not very effective in teaching. It is better to give appropriate examples that elucidate the range and variation of usage.

Practice from Meaning to Expression

This is controlled practice in which the class does not create new uses or new contexts but simply recalls the ones presented. There are many types of practices for this purpose. Pictures, realia, context, and dramatization can be used. Series and systems can also be used.

Reading the Word

Reading words aloud is also very beneficial. It makes a learner familiar with the word and also improves pronunciations of the learners.

Writing the Word

It will enable the class to write the new word while the auditory memory is fresh, even if the objective is only to read. Writing or copying the word from the blackboard will give the student a chance to understand the grammatical aspect of the word such as noun, verb, adverb, adjective etc.

Shift of Attention

Under this practice, the teacher provides a context by description or through reading which elicits the use of the word. The learners should be asked to pay attention to and develop an attitude or a point of view which he defends or attacks.

Strategy for Special Types of Words

Specific techniques or special combinations of the above techniques may be applicable for particular groups of words.

Words That Are Easy to Learn

It has been seen that the words that are similar in form and meaning to the first language are easy to understand and comprehend. They should be taught for listening and reading rather than for speaking and writing.

Words of Normal Difficulty

Words of normal difficulty are best taught in contextual realms, such as food, clothing, sports, work, and so on. There are advantages to using a connected

context illustrating the words that are to be taught. Additional words can be taught as alternatives to those chosen in the connected context. Practice can be controlled in varying situations by changing a key word or phrase.

Difficult Words

Some words and sets of words are especially difficult to understand. They have to be taught as special problems with the strategy determined by the particular problem in each case.

6.6.4 Conclusion

An efficient language teacher can use selected vocabulary activities or can use integrated activities. All this depends upon ability and level of understanding and interest of the learners. There is no sure fire remedy or method to enhance vocabulary in a day or two. A student's vocabulary bank can be enriched on a gradual basis and one should always show keen interest and enthusiasm in finding, learning and understanding new words.

6.7 Grammar-Translation Method

This method was originally devised to teach the classical language like Greek, Latin and Sanskrit. But soon it was transferred to the realm of living languages. It envisages a two-pronged treatment of the language, that is, grammatical explanation and translation of a language pattern, regardless of the purpose for which a particular language pattern is to be taught to the pupils.

The procedure adopted is fairly detailed in all respect the behaviour of the language is explained in terms of a rule which is further illustrated. The rule is often memorised and subsequently cited to explain a similar situation. Correction of mistakes is very necessary by liberal references to the rules. In point of fact rules supervene the entire programme of teaching the language.

Similarly the mother tongue becomes the medium of instruction of teaching English. English patterns are very carefully and faithfully translated; often the translation is very meticulous to the smallest part of the sentence in the sense that not even the article 'a' is excluded from translation.

Both of the way is adopted to teach any variety of material, say prose, poetry or composition. The climate of the class room would be permeated by these two very potent forces of grammar and translation.

6.7.1 Principles of Method

This method has its own basic principles that would justify the measures it advocates for the teaching of English. Apparently the rules of the conduct of the method have their justification in their own way:

It is easier to teach the foreign language through the medium of the mother tongue than through the foreign language itself as the former would smoothen all the complexities at a single stroke.

Teaching through translation is quick and economical process. A teaching procedure should economies on time, energy, and labor and should aim at quick results.

Translation affords an opportunity for comparison and contrast between the language patterns of the mother tongue and those of English. Such a comparative study quickens the pace of learning and makes it firm in the minds of the learners.

The liberal use of the mother tongue conforms with the well-known maxim of learning that going from the known to the unknown elements of knowledge.

Learning that is free from frequent deadlocks is less painful and more lasting.

Analysis of phenomenon develops insight and aids the understanding of that phenomenon; Explanation of the rules of the behavior of the language encourages the learning of the language. Knowledge of the rules helps the learner avoid mistakes and thereby develop habits of correct language.

6.7.2 Benefits of the Methods

A method is adopted only when it is useful for the work for which it has been adopted. What are the benefits of the grammar translation method?

Whatever the objectives of teaching the language, one obvious benefits of this method is a quick understanding of the language patterns on the part of the

pupils. The understanding is facilitated by the immediate translation and the explanation of the behavior of the language.

Students learning under the scheme, have not to undergo the arduous process of drilling and repeated practice of the language patterns, as with passive recognition of the meaning of the language their function comes to an end.

The students can convey their comprehension to other through the mother tongue without any inhibition. This gives them a sense of pleasant satisfaction at the consciousness of some achievement.

Frequent comparison between two language structures helps the pupils to get a better idea of the two language system. Such a comparative knowledge helps them to gain a firm grip on the foreign language.

The knowledge of the rules of the language is likely to help them in finding out the errors in the language and thereby develop an eye for pure, faultless languages.

6.8 Structural Approach

The Structural Approach is a technique wherein the learner masters the pattern of sentence. Structures are the different arrangements of words in one accepted style or the other. It includes various modes in which clauses, phrases or word might be used. It is based on the assumptions that language can be best learnt through a scientific selection and grading of the structures or patterns of sentences and vocabulary.

6.8.1 Definition

This approach as Kripa k. Gautam states "is based on the belief that language consists of 'structures' and that the mastery of these structures is more important than the acquisition of vocabulary. Since structure is what is important and unique about a language, early practice should focus on mastery of phonological and grammatical structures rather than on mastery of vocabulary." Kulkarni "emphasizes the teaching and learning of the basic items or materials that constitute the framework of language." Whereas according to Yardi 'structures'

as an "internal ordering of linguistic item", and further adds that structures may be defined as "device that we use to make signal, to convey meanings, and indicate relationship.

6.8.2 Objectives

According to Menon and Patel the objectives of the new structural approach are as follows:-

To lay the foundation of English by establishing through drill and repetition about 275 graded structures.

To enable the children to attain mastery over an essential vocabulary of about 3000 root words for active use.

To correlate the teaching of grammar and composition with the reading lesson.

To teach the four fundamental skills, namely understanding, speaking, reading and writing in the order names.

To lay proper emphasis on the aural- oral approach, activity methods and the condemnation of formal grammar for its own sake.

6.8.3 Main features of structural approach

The structural approach makes use of the following features for teaching the language:

Word order - Word order or the pattern of form is very important in Language for e.g.:

a) Jo broke his toy

b) The toy broke Jo

Sentence a) Jo broke his toy - makes proper sense. it shows the arrangement or pattern of words.

The presence of function words:

Function words help in modifying meaning considered the following sentence -

For e.g.:

- a) I ate an ice cream.
- b) I'm eating an ice cream.
- c) I will eat an ice cream.

In the above given example, we can see the modified meaning.

the use of few Inflections:

By adding an affix, the base form of the word can be altered. e.g.

- a) In verbs: I play; he plays; I am playing; I played
- b) In nouns; one boy; two boys; one man
- c) In adjective and adverb: Great - Greater - Greatest

6.8.4 Principles of the structural approach

Prof. F.G.French has entitled the following principles underlying the structural approach:

Importance of Framing Language Habits.

Importance of Speech - The structural approach is based on the principle of effective used of speech.

Importance pupil's activity.

The Principles of Oral work - Oral work is the basis and all the rest are built up from it.

Each language as its own Grammar - Instead of teaching Grammar of the target language and its structures are to be taught.

Creation of different types of meaningful situations by dramatization, facial expression, actions etc. Is stressed upon.

One item of language is taught at one time.

Mastery of structures is emphasized.

6.9 Situational Approach

The *Oral Approach* or *Situational Language Teaching* is an approach developed by British applied linguists between the 1930s and the 1960s. While it is unknown for many teachers, it had a big influence on language courses till the 1980s. The Oral Approach or Situational Language Teaching is based on a structural view of language. Speech, structure and a focus on a set of basic vocabulary are seen as the basis of language teaching. This was a view similar to American structuralisms, such as Fries. However, what distinguishes The Situational Language Teaching approach is its emphasis on the presentation of structures in situations.

Vocabulary and grammar control

Situational Language Teaching is characterized by two major features:

Focus on vocabulary and reading is one of the most salient traits of SLT. In fact, mastery of a set of high frequency vocabulary items is believed to lead to good reading skills.

An analysis of English and a classification of its prominent grammatical structures into sentence patterns, also called situational tables, is believed to help learners internalize grammatical rules.

Behaviouristic background

The behaviouristic view of language learning constitutes the cornerstone of Situation Language Teaching. The approach gives primacy to the processes over the conditions of learning. The following processes are noted in this approach:

The act of receiving knowledge or material

Repetition to fix that knowledge or material in memory.

The use of the knowledge or material in actual practice until it becomes a personal skill.

The behaviourist theory of learning is based on the principle of habit formation. Mistakes are banned so as to avoid bad habit formation. Following the premises of behaviourism, a teacher presents language orally then in written form.

SLT objectives

The objectives of Situational Language Teaching involve accurate use of vocabulary items and grammar rules in order to achieve a practical mastery of the four basic skills. Learners must be able to produce accurate pronunciation and use of grammar. The ultimate aim is to be able to respond quickly and accurately in speech situations with an automatic control of basic structures and sentence patterns.

The syllabus, techniques and activities

Situational Language Teaching syllabus is designed upon a word list and structural activities. Grammar teaching involves situational presentation of new sentence patterns and drills to practice the patterns. The teacher moves from controlled to freer practice of structures and from oral use of sentence patterns to their automatic use in speech, reading and writing.

Typical lesson

According to Situational Language Teaching, a lesson starts with stress and intonation practice followed by a revision and a presentation of new material (mainly structures or vocabulary). The teacher then proceeds to oral practice and drilling of the elements presented. Finally, the lesson ends with reading activity or written exercises.

6.9.1 Advantages

Situational Language Teaching is still attractive to many teachers who still believe in structural practice of language. Its practicality in the teaching of grammar patterns has contributed to the survival of the approach until recently.

Besides, its emphasis on oral practice still attracts support among language teachers.

6.9.2 Disadvantages

Many premises underlying the approach have been criticized. For example Chomsky (1957) showed that the structural and the behaviouristic approaches to language are simply incorrect as they do not explain the fundamental feature of language learning: the ability to create novel and unique sentences. Children do not acquire their mother tongue through repetition and habit formation. There must be, however, an innate predisposition that leads them to a certain kind of linguistic competence

6.6 Direct Method

The **direct method** of teaching, which is sometimes called the **natural method**, and is often (but not exclusively) used in teaching foreign languages, refrains from using the learners' native language and uses only the target language. It was established in Germany and France around 1900 and contrasts with the grammar–translation method and other traditional approaches, as well as with C.J.Dodson's bilingual method. It was adopted by key international language schools such as Berlitz and Inlingua in the 1970s and many of the language departments of the Foreign Service Institute of the U.S. State Department in 2012.

In general, teaching focuses on the development of oral skills. Characteristic features of the direct method are:

teaching concepts and vocabulary through pantomiming, real-life objects and other visual materials

teaching grammar by using an inductive approach (i.e. having learners find out rules through the presentation of adequate linguistic forms in the target language)

centrality of spoken language (including a native-like pronunciation)

focus on question-answer patterns

6.6.1 Techniques

Question/answer exercise – the teacher asks questions of any type and the student answers.

Dictation – the teacher chooses a grade-appropriate passage and reads it aloud.

Reading aloud – the students take turn reading sections of a passage, play or a dialogue aloud.

Student self-correction – when a student makes a mistake the teacher offers him/her a second chance by giving a choice.

Conversation practice – the students are given an opportunity to ask their own questions to the other students or to the teacher. This enables both a teacher-learner interaction as well as a learner-learner interaction.

Paragraph writing – the students are asked to write a passage in their own words.

6.6.2 Nature

The direct method is also known as natural method. It was developed as a reaction to the grammar translation method and is designed to take the learner into the domain of the target language in the most natural manner.

The main objective is to impart a perfect command of a foreign language. The main focus being to make the learner think in the targeted language in the same manner as the learning of his/her mother-tongue in the most natural way.

In traditional language-learning, pupil participation was found to be diminished as the teaching is perceived to be long and monotonous.

6.6.3 Merits

Facilitates understanding of language – understanding of the target language becomes easier due to the inhibition of the linguistic interferences from the mother tongue, it establishes a direct bond between contexts, and helps in understanding directly what is heard and read

Improves fluency of speech – fluency of speech results in easier writing, it tends to improve expression, expression in writing, and it is a quick way of learning and expanding vocabulary

Aids reading – reading becomes easier and more pleasant, and it also promotes a habit of critical studying

Improves to develop language sense

This method is full of activities, which makes it very interesting and exciting

It emphasizes the target language by helping the pupil express their thoughts and feelings directly in English without using their mother tongue

LSRW are developed

It helps in bringing the words from passive vocabulary into active vocabulary

It helps in proceeding the English language from particular to general, it bridges the gap between practice and theory

It makes use of audio-visual aids and also facilitates reading and writing

This method facilitates alertness and participation of students.

6.6.4 Demerits

This method ignores systematic written work and reading activities

This method may not hold well in higher-level classes where the translation method is more suitable

Limited vocabulary – it restricts the scope of vocabulary as not all words can be directly associated with their meanings

Lacked application – the method aims at active command of a language, only the clever child can profit by this method

Lack of skilled teachers; i.e., most of the teachers in Indian schools have poor command of English

This method does not suit or satisfy the needs of individual students in large classes

This method is inconvenient in a huge class

It ignores reading and writing aspects of language learning

Grammar is not taught systematically

It is time consuming in creating real life situations

Slow learners struggle with this method.

6.6.5 Principles

Classroom instructions are conducted exclusively in the target language.

Only everyday vocabulary and sentences are taught during the initial phase; grammar, reading and writing are introduced in intermediate phase.

Oral communication skills are built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.

Grammar is taught inductively.

New teaching points are introduced orally.

Concrete vocabulary is taught through demonstration, objects, and pictures; abstract vocabulary is taught by association of ideas.

Both speech and listening comprehensions are taught.

Correct pronunciation and grammar are emphasized.

Student should be speaking approximately 80% of the time during the lesson.

6.11 Unit Summary

The development of language skills of listening, reading, writing and speaking, depends largely on the proper method you use in teaching. The basic focus is on

individual learning and acquisition of skills and second on the functions of language, rather than on the forms of it. This means that the focus is on methodologies. The International Phonetic Association has provided certain guidelines in this regard.

The earliest method of language learning, which was initially used for the teaching of classical languages, is the Grammar-Translation method. In this method the behaviour of the language is explained in terms of rules, which are very well illustrated. In this method the mother tongue becomes the medium of instruction. The exponents of this method claim that the medium of the mother tongue is far easier than the direct method. Then, teaching through mother tongue is economical and quick.

The other method is the direct or the mother's or the natural method. The proponents of this theory claim that there should be a direct link between the experience and its corresponding expression. Language can be better learnt in the inductive way. Through this method the learners can acquire good speech skills including proper pronunciation, stress and intonation. This method provides for sense perception, interest and enjoyment. But this method too, is not without its limitations. The problems of learning a second language are not those of the mother tongue learning.

6.12 CHECK YOUR PROGRESS

Write a note on the intensive reading in the teaching prose?

Why is a good method necessary for teaching English as a second language?

Write a note on the utility of the Grammar-Translation Method in teaching a language?

What is direct method? How is it useful in the learning of a second language?

What are the limitations of the structural method?

How many types of drama?

Write a note on vocabulary?

6.13 ASSIGNMENT/ACTIVITY

Is there a proper balance of activities for developing all the language skills?

How is the content of the Unit organized?

6.14 POINTS FOR DISCUSSION AND CLARIFICATION

After going through this Unit you might like to have further discussion on some points and clarification on others

Other Points

6.15 REFERENCES

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Unit7- ACCOMMODATION IN APPROACHES AND TECHNIQUES IN TEACHING CHILDREN WITH DISABILITIES

7.1 Introduction

7.2 Objectives

7.3 Teaching Students with Disabilities: A Proactive Approach

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7.5.1 Students with Learning Disabilities

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7.1 Introduction

When working with special needs students, two terms you are sure to encounter are **accommodation** and **modification**. An accommodation is a device, material, or support process that will enable a student to accomplish a task more efficiently. Modification refers to changes to the instructional outcomes; a change or decrease in the course content or outcome.

Perhaps you have found yourself in the midst of a conflict like one I faced in my introductory psychology class. A student with a documented disability e-mailed me on the day the required, five-page research paper was due. She said that, because her accommodations letter required that I provide her with extra time to complete written assignments, she would be submitting her paper late. How could I reconcile her request for extra time with my policies regarding late work? The conflict was ultimately resolved with the help of the head of my college's office for students with disabilities, but it left me regretting that I had not addressed the issue at the beginning of the semester. Such situations underscore the need for making preparations for serving students with disabilities.

7.2 Objectives

Motivating the students: It involves creating the right learning set and also ensuring that the pupil's interest in learning task remain unchanged

Organising the Learning group: It involves the decision teacher needs to take about the forms of interactions he would set up in the class, i.e. whether the activities would involve the teacher interacting with the students as a whole group, as small groups or individually.

Maintaining control and discipline: It involves the nature of the control the teacher establishes while imparting knowledge to his students. The teacher has

to reduce the social distance between his own person and the pupils so that proper atmosphere can be created for the learning process.

7.3 Teaching Students with Disabilities: A Proactive Approach

Prepare to teach the students with special needs you may have in your classroom using this advice on accommodating and modifying your lessons to meet the needs of everyone. New teachers will find this resource particularly valuable.

It is inevitable that you will have the opportunity (and pleasure) of working with special needs students in your classroom. You may need to make accommodations for some and modifications for others. Providing for the needs of special education students will certainly be one of your greatest challenges as a professional educator. Consider these tips and strategies.

Learn More about Students with Disabilities

The process of developing a general set of strategies for accommodating students with disabilities should begin with becoming better informed. First, it is helpful to know how the law distinguishes among instructor, institutional, and student responsibilities. Further, it is important to understand that the catch-all term “disabilities” can include conditions ranging from physical limitations such as confinement to a wheelchair, to cognitive impairments like ADHD, to psychiatric disabilities such as bipolar disorder, or to students with chronic medical conditions (e.g., diabetes) as well as those who are recovering from substance abuse. Obviously, the kinds of accommodations faculty must provide to a given student depend to some degree on that student’s disability. Thus, it is difficult to anticipate every accommodation that may arise. The reference list at the end of this column includes several Internet sources that can help you become more familiar with both the legal and the practical issues associated with teaching students with disabilities.

Just as general student characteristics vary across colleges, one school’s population of students with disabilities may be quite different from another’s.

The location of a given college, the availability of accessible housing, or a particular degree program may cause a school to attract more students of one disability group than another. Your institution's office for students with disabilities can acquaint you with the characteristics of your college's population of students with disabilities as well as the kinds of accommodations you will be expected to provide for them. Colleagues can probably also provide a wealth of information that is specific to your institution regarding student characteristics and the logistics involved in working with your institution's disabilities services staff.

Familiarize yourself with the Services and Policies of Your College

Like student characteristics, the strategies colleges use to implement the disability law requirements vary across institutions. For instance, the most common accommodation for students with disabilities across all colleges in the United States is extended testing time (Ofiesh, Mather, & Russell, 2005). However, some schools require professors to provide both a setting and a proctor for students who need extended testing time; at others, disability offices provide these services. Thus, it is a good idea to meet with the director of services for students with disabilities on your campus to address this and other issues:

Extended testing time. If the disabilities staffs are responsible for administering extended-time exams, find out how and by whom the exams will be handled. If you have any doubts about the security of the process, you may decide that you will be better off proctoring the exam yourself.

Distraction-free locations and proctoring. If your college requires you to provide these, identify an appropriate place in advance and find a time when you or someone in your department can serve as a proctor. Ideally, the student should take the exam at the same time as others in his or her class. If you do the proctoring yourself, one solution is to administer the test to the student immediately before or after class.

Accessibility of campus resources and services. Ask whether the school has a dedicated computer lab for students with disabilities. If not, find out whether it

has taken steps to ensure that there are accessible computers in all or some of the institution's labs. You also should find out whether the office for students with disabilities provides tutoring for specific classes or tasks such as writing research papers.

Academic advising. Find out whether the staffs provides students with academic advising. If so, tell staff your thoughts about enrolling such students in psychology classes. For instance, you might suggest that students enrol in small rather than large sections of introductory psychology. You might also provide guidance as to how the reading demands of introductory psychology might be balanced with the demands of other courses.

Personal attendants. What are your institution's policies regarding personal attendants? In most cases, attendants support students' physical needs and should not be present in the classroom unless absolutely necessary. Some colleges specifically forbid attendants from being present during testing, but others decide on a case-by-case basis. The primary goal of an attendant policy is to ensure that the student's work is his or her own, and to respect the rights of other students in the class. Thus, if an attendant attends class, it needs to be clear that he or she must remain in the classroom for the entire class session and abide by policies regarding the use of cell phones and other behaviours that may disturb students.

3. Examine and Improve the Accessibility of Your Course

Armed with a body of relevant knowledge, you are ready to examine and, if needed, improve the accessibility of your course.

Develop your own policies for students with disabilities and incorporate them into your syllabus. Most colleges require that professors incorporate a brief "ADA" paragraph stating that students must be registered with the school's office for students with disabilities in order to receive accommodations. Build your own policies on your college's generic disability statement. For example, state that student must notify you of their accommodation needs as early in the semester as possible.

Examine your testing and assignment procedures. If you give online exams, for example, you may have to provide an alternative testing format for students with disabilities. Similarly, machine-scored answer sheets may present problems for some students. As noted earlier, many students with disabilities require extra time for testing. Consider how you might adjust your normal testing procedures. For instance, you might give more frequent, but shorter, exams, and allot twice as much time as you know most students will require to accommodate students whose only testing modification is extended time.

Extra time also is an issue for written assignments. Choose due dates that allow you to extend deadlines for students with disabilities and still get their work in by the end of the semester. I shifted the research paper due date in my introductory psychology course from the 14th to the 10th week of the semester for this reason. (I also shortened the required length from 10 to five pages in light of the reduced amount of time available for students without disabilities.)

Give some thought to transportation issues, particularly if you teach at a commuter school. Many students with disabilities, especially those with motor and visual impairments, rely on transportation arrangements that are less flexible than those of students who have their own cars. Course requirements may need to be modified accordingly. For instance, it might be extremely difficult for students with disabilities to participate in a study group or a group research project. Similarly, an extra credit opportunity involving volunteer work might be impossible for one of these students to accomplish.

Examine any online course components and other kinds of instructional media from the perspective of a student who has a visual or hearing impairment. IT departments are generally responsible for ensuring that the platforms they use are accessible. In addition, they often provide information about how to incorporate the accessibility features of these platforms into online course content. To a great extent, though, the needs of students with disabilities can be met by providing online information in alternative formats such as printed syllabi. However, some kinds of information cannot be adequately represented in an alternative form. For instance, an animation of the action potential can be

described in text, but certain aspects of the animation probably cannot be well represented in words. In such cases, the professor's responsibility is to ensure that the student with a disability has an equal opportunity to learn the required information, not to come up with an equivalent presentation (Johnson & Brown, 2003).

4. Meet with Students at the Beginning of the Semester

Consider requiring students with accommodations letters to meet with you to work out how their needs will be met in your class. It is a good idea to create a set of standard procedures for these meetings. Write down the points you want to make about student responsibilities and the questions you need answered. (Remember, the nature of the disabling condition is confidential, so do not ask about that.) You might begin the meeting by chatting a bit to develop rapport. Make it a point to explore the transportation issues alluded to earlier. Move on to the accommodations letter and seek clarification of any items that are unclear. For instance, if the student has a visual impairment that requires sitting near the front of the room, find out how close the student needs to be. Accommodations letters often say "as needed," so you should clarify practical issues surrounding the student's responsibility to let you know when accommodation is needed. It also is a good idea to find out the name, telephone number, and e-mail address for the student's contact person in the office for students with disabilities.

5. Alternative Materials

Many students with visual impairments and learning disabilities use alternative texts. To speed up the process of getting these materials to your future students with disabilities, contact your publisher's sales representative to find out whether such materials have been prepared and how students can get them. Many publishers have plain text files of textbooks on CD-ROM disks that can be converted to speech by special computer software (often provided to students by state agencies). Similarly, many textbooks have been recorded by Recording for the Blind and Dyslexic. At their website, you can search for your textbook and find out how your students can order it, if it is available. Pass along the information you get to the students, and then advise them that obtaining the

required course materials is their responsibility. You should probably also point out that there may be a delay in getting the alternative text and that the student will be responsible for keeping up with assignments.

If alternative materials are not available, the disabilities office may arrange for the text to be tape recorded by their staff, especially for students with visual impairments or who are completely dyslexic. For students with other kinds of learning disabilities, the disabilities office may advise you to allow extra time to complete reading assignments. This advice naturally raises the issue of the reasonableness of expecting the student to complete the course in a single semester. In my view, spending a little time investigating the availability of alternative materials is preferable to negotiating an extension of course length. In fact, when choosing textbooks and other materials, it is a good idea to consider availability of alternative materials.

6. The Student's Ability to Benefit from Class Lectures

If the student is hearing-impaired, you need to find out whether she reads lips or will be accompanied by an interpreter. Advise the student that she may need to remind you to talk in her direction if she reads lips. If the college is providing an interpreter, talk to this person about how issues such as signing difficult terms will be handled.

7. Tape Recording Lectures

Many professors give permission to students with disabilities to tape record their lectures in order to address a "needs help with note-taking" accommodation. If you do so, include a tape-recording policy in your syllabus that applies to all students, stating that students who tape must respect others' privacy and not disrupt class to change batteries or tapes. It also is a good idea to obtain permission from all students in the class before you or anyone else tapes a class session. Students' comments and questions might be considered part of their confidential educational record. Further, it may be illegal in your state to record people's statements without permission.

8. Typed Lecture Notes and Pre-Recorded Lectures

If you do not want class sessions recorded, consider preparing typed lecture notes for students with disabilities. Save these files in plain text format so they can be converted to speech by the computer software mentioned above. You also might consider making your own recordings. One of my colleagues has created MP3 files of his lectures that all students can download from the course homepage. He provides the files on CDs if students do not have an MP3 player or the hardware to burn their own CDs. Although this approach is quite time-consuming, the hassle-reduction advantages become clear when a student presents you with an accommodation letter that requires help with note-taking and you simply hand him or her a few CDs or pages of printed notes. There may be media services personnel at your college who can help with this task. If you are concerned about commercial misuse of such aids, tag the notes or audio files with copyright notices stating that they cannot be reproduced without your permission and are provided solely for the purpose of personal study.

9. When Prepared Notes and Taped Lectures Are Insufficient

When I teach statistics, I work problems on the chalkboard that I have prepared in advance and could include in typed notes. However, I often work problems in response to students' questions. Students whose disability prevents them from following what I am doing on the chalkboard will miss a substantial proportion of the instruction even if they record the session. Last semester, after each class, I met with a statistics student who had limited vision. I guided her in copying critical problems from the board and, essentially, re-taught each one as she copied it.

A surrogate note-taker for the student with a disability also works. You might ask another student in the class to volunteer, but what happens if the note-taker is absent? Moreover, how do you know at the beginning of the semester which students will be good note-takers? Logistical issues surround the necessity of copying the note-taker's notes. The best solution is to solicit help from the office for students with disabilities. It may have funds to hire a note-taker. This is how my own daughter, who is legally blind, managed undergraduate math classes.

The state agency that serves the visually impaired paid a note-taker to accompany her to every class. She was required to find the note-taker and to complete all necessary documentation for the agency. Her professors' only responsibility was to grant permission for the note-taker to attend classes.

10. Testing Issues

Try to establish the testing procedure for students with disabilities in the most concrete terms possible. Even if students take their exams in the disabilities office, most instructors and disability services professionals insist that students take exams at the same time as their classmates; tell the student so in unequivocal terms. This is especially important if you have a "no make-up exam" policy. If you do not establish a specific time when students are supposed to take an exam, you risk sending students the implicit message that they can take the exam at a time of their choosing, giving them a distinct advantage over their classmates, which is not consistent with either the letter or the spirit of disability law.

7. Extended Deadlines for Written Assignments

Accommodations letters often operationally define "extra time." They may say students should get 50 percent more time, or twice as much, or something of this kind. However, such accommodations are typically developed with testing in mind, not written work for which all students have an extended period of time. Consequently, deadlines for such assignments have to be negotiated on a case-by-case basis. If you cannot come to an agreement, consult with the director of the disabilities office regarding a reasonable deadline.

7. Falling Behind and Concerns about Course Performance and Grades

Tell students about any available tutoring services for your course and any services to help with essays or research papers. However, keep in mind the "barriers" principle. As long as standard tutoring services are accessible to students with disabilities, there is no need to provide tutoring or help beyond that you would provide for any student. Still, you should emphasize your belief that, given sufficient effort, most students can do well in your course. Of course, you may want to operationally define "doing well." I do this for all students at the

beginning of each semester by talking about the factors that predict their grades. If a student faces a specific obstacle that is somewhat beyond her control, then she must compensate by manipulating another factor that is in her control. For instance, one uncontrollable factor for many of my students is that English is not their primary language. By contrast, the decision to take introductory psychology either before or after they have completed their required ESL courses is within their control. Likewise, the amount of time they devote to studying and the degree to which they access tutoring services is up to them. Thus, a non-native English speaking student who has not completed the ESL sequence and who has little time for studying or tutoring should adjust her grade expectations downward. In this way, I communicate to students that, although I enthusiastically support their achievement goals, I also advocate realistic expectations. In conversations with students who have disabilities, I emphasize my willingness to do everything possible to ensure that the outcome they experience in my course will be a product of their own ability and effort.

13. Require Students to Sign a Contract

You might be wise to require students with disabilities to sign a “learning contract” that specifies both instructor and student responsibilities. Many college offices for students with disabilities require these students to sign contracts in their office that outline the responsibilities of the student and staff in the disability office. They also state procedures students must follow when they have a complaint or need to have an accommodation modified. A similar contract involving a student and a professor would specify how any testing accommodations would be implemented and specify due dates for written assignments. If I had entered into such a contract with the student I described in my opening paragraph, it would have included a date on which the research paper was due. After that date, the no-late-work policy in my syllabus would have applied.

7.4 Benefits of a Proactive Approach

There is little doubt that providing accommodations for students with disabilities can add frustration and stress to teaching. When I received the “extra time” e-

mail I described at the opening of this column, I felt that I was being taken advantage of. I had only myself to blame, though, because I should have addressed the paper deadline at the beginning of the semester. Anyone teaching in today's higher-education environment will face making such accommodations. A relatively small investment of time can greatly reduce stress when accommodation needs arise. That is, if we professors have acquired relevant information and considered the process of adapting our courses for students with various kinds of disabilities, then we will be less likely to feel exploited or ineffectual. Instead, we can focus our energies on helping students with and without disabilities achieve an understanding of their own and others' behaviour.

7.5 TEACHING TECHNIQUES

3.5.1 Students with Learning Disabilities

Learning disabled students are those who demonstrate a significant discrepancy, which is not the result of some other handicap, between academic achievement and intellectual abilities in one or more of the areas of oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematical calculation, mathematics reasoning, or spelling.

Following is a list of some of the common indicators of learning disabled students. These traits are usually not isolated ones; rather, they appear in varying degrees and amounts in most learning disabled students. A learning disabled student ...

Has poor auditory memory—both short term and long term.

Has a low tolerance level and a high frustration level.

Has a weak or poor self-esteem.

Is easily distractible.

Finds it difficult, if not impossible, to stay on task for extended periods of time.

Is spontaneous in expression; often cannot control emotions.

Is easily confused.

Is verbally demanding.

Has some difficulty in working with others in small or large group settings.

Has difficulty in following complicated directions or remembering directions for extended periods of time.

Has a coordination problem with both large and small muscle groups.

Has inflexibility of thought; is difficult to persuade otherwise.

Has a poor handwriting skill.

Has a poor concept of time.

Teaching learning disabled youngsters will present you with some unique and distinctive challenges. Not only will these students demand more of your time and patience; so, too, will they require specialized instructional strategies in a structured environment that supports and enhances their learning potential. It is important to remember that learning disabled students are not students who are incapacitated or unable to learn; rather, they need differentiated instruction tailored to their distinctive learning abilities. Use these appropriate strategies with learning disabled students:

Provide oral instruction for students with reading disabilities. Present tests and reading materials in an oral format so the assessment is not unduly influenced by lack of reading ability.

Provide learning disabled students with frequent progress checks. Let them know how well they are progressing toward an individual or class goal.

Give immediate feedback to learning disabled students. They need to see quickly the relationship between what was taught and what was learned.

Make activities concise and short, whenever possible. Long, drawn-out projects are particularly frustrating for a learning disabled child.

Learning disabled youngsters have difficulty learning abstract terms and concepts. Whenever possible, provide them with concrete objects and events—items they can touch, hear, smell, etc.

Learning disabled students need and should get lots of specific praise. Instead of just saying, “You did well,” or “I like your work,” be sure you provide specific praising comments that link the activity directly with the recognition; for example, “I was particularly pleased by the way in which you organized the rock collection for Karin and Miranda.”

When necessary, plan to repeat instructions or offer information in both written and verbal formats. Again, it is vitally necessary that learning disabled children utilize as many of their sensory modalities as possible.

Encourage cooperative learning activities when possible. Invite students of varying abilities to work together on a specific project or toward a common goal. Create an atmosphere in which a true “community of learners” is facilitated and enhanced.

Offer learning disabled students a multisensory approach to learning. Take advantage of all the senses in helping these students enjoy, appreciate, and learn.

7.5.2 Students Who Have Higher Ability

Students of high ability often referred to as gifted students, present a unique challenge to teachers. They are often the first ones done with an assignment or those who continually ask for more creative and interesting work. They need exciting activities and energizing projects that offer a creative curriculum within the framework of the regular classroom program.

Characteristics of Gifted Students

Gifted students exhibit several common characteristics, as outlined in the following list. As in the case of learning disabled students, giftedness usually

means a combination of factors in varying degrees and amounts. A gifted student ...

Has a high level of curiosity.

Has a well-developed imagination.

Often gives uncommon responses to common queries.

Can remember and retain a great deal of information.

Can not only pose original solutions to common problems but can also pose original problems, too.

Has the ability to concentrate on a problem or issue for extended periods of time.

Is capable of comprehending complex concepts.

Is well organized.

Is excited about learning new facts and concepts.

Is often an independent learner.

Teaching Gifted Students

If there's one constant about gifted students it's the fact that they're full of questions (and full of answers). They're also imbued with a sense of inquisitiveness. Providing for their instructional needs is not an easy task and will certainly extend you to the full limits of your own creativity and inventiveness. Keep some of these instructional strategies in mind:

Allow gifted students to design and follow through on self-initiated projects. Have them pursue questions of their own choosing.

Provide gifted students with lots of open-ended activities—activities for which there are no right or wrong answers or any preconceived notions.

Keep the emphasis on divergent thinking—helping gifted students focus on many possibilities rather than any set of predetermined answers.

Provide opportunities for gifted youngsters to engage in active problem-solving. Be sure the problems assigned are not those for which you have already established appropriate answers but rather those that will allow gifted students to arrive at their own conclusions.

Encourage gifted students to take on leadership roles that enhance portions of the classroom program (Note: gifted students are often socially immature.)

Provide numerous opportunities for gifted students to read extensively about subjects that interest them. Work closely with the school librarian and public librarian to select and provide trade books in keeping with students' interests.

Provide numerous long-term and ex-tended activities that allow gifted students the opportunity to engage in a learning project over an extended period of time.

7.5.3 Students Who Have Hearing Impairments

Other students can be responsible for taking notes (on a rotating basis) for a hearing impaired student.

Hearing impairment may range from mildly impaired to total deafness. Although it is unlikely that you will have any deaf students in your classroom, it is quite possible that you will have one or more who will need to wear one or two hearing aids. Here are some teaching strategies:

Provide written or pictorial directions.

Physically act out the steps for an activity. You or one of the other students in the class can do this.

Seat a hearing impaired child in the front of the classroom and in a place where he or she has a good field of vision of both you and the chalkboard.

Many hearing impaired youngsters have been taught to read lips. When addressing the class, be sure to enunciate your words (but don't overdo it) and look directly at the hearing impaired student or in his or her general direction.

Provide a variety of multisensory experiences for students. Allow students to capitalize on their other learning modalities.

It may be necessary to wait longer than usual for a response from a hearing impaired student. Be patient

Whenever possible, use lots of concrete objects such as models, diagrams, realia, samples, and the like. Try to demonstrate what you are saying by using touchable items.

7.5.4 Students Who Have Visual Impairments

All students exhibit different levels of visual acuity. However, it is quite likely that you will have students whose vision is severely hampered or restricted. These students may need to wear special glasses and require the use of special equipment. Although it is unlikely that you will have a blind student in your classroom, it is conceivable that you will need to provide a modified instructional plan for visually limited students. Consider these tips:

Tape-record portions of textbooks, trade books, and other printed materials so students can listen (with earphones) to an oral presentation of necessary material.

When using the chalkboard, use white chalk and bold lines. Also, be sure to say out loud whatever you write on the chalkboard.

As with hearing impaired student, it is important to seat the visually impaired student close to the main instructional area.

Provide clear oral instructions.

Be aware of any terminology you may use that would demand visual acuity the student is not capable of. For example, phrases such as “over there” and “like that one” would be inappropriate.

Partner the student with other students who can assist or help.

7.5.5 Students Who Have Physical Impairments

Physically challenged students include those who require the aid of a wheelchair, canes, walkers, braces, crutches, or other physical aids for getting around. As with other impairments, these youngsters' exceptionalities may range from severe to mild and may be the result of one or more factors. What is of primary importance is the fact that these students are no different intellectually than the more mobile students in your classroom. Here are some techniques to remember:

Be sure there is adequate access to all parts of the classroom. Keep aisles between desks clear, and provide sufficient space around demonstration tables and other apparatus for physically disabled students to manoeuvre.

Encourage students to participate in all activities to the fullest extent possible.

Establish a rotating series of “helpers” to assist any physically disabled students in moving about the room. Students often enjoy this responsibility and the opportunity to assist whenever necessary.

Focus on the intellectual investment in an activity. That is, help the child use his or her problem-solving abilities and thinking skills in completing an assignment without regard to his or her ability to get to an area that requires object manipulation.

When designing an activity or constructing necessary equipment, be on the lookout for alternative methods of display, manipulation, or presentation.

Physically impaired students will, quite naturally, be frustrated at not being able to do everything the other students can accomplish. Be sure to take some time periodically to talk with those students and help them get their feelings and/or frustrations out in the open. Help the child understand that those feelings are natural but also that they need to be discussed periodically.

7.5.6 Students Who Have Emotional Problems

Students with emotional problems are those who demonstrate an inability to build or maintain satisfactory interpersonal relationships, develop physical symptoms or fears associated with personal or school problems, exhibit a

pervasive mood of unhappiness under normal circumstances, or show inappropriate types of behaviour under normal circumstances.

Although you will certainly not be expected to remediate all the emotional difficulties of students, you need to understand that you can and do have a positive impact on students' ability to seek solutions and work in concert with those trying to help them. Here are some guidelines for your classroom:

Whenever possible, give the student a sense of responsibility. Put the student in charge of something (operating an overhead projector, cleaning the classroom aquarium, re-potting a plant), and be sure to recognize the effort the student put into completing the assigned task.

Provide opportunities for the student to self-select an activity or two he or she would like to pursue independently. Invite the student to share his or her findings or discoveries with the rest of the class.

Get the student involved in activities with other students—particularly those students who can serve as good role models for the child. It is important that the emotionally disturbed child has opportunities to interact with fellow students who can provide appropriate behavioural guidelines through their actions.

Discuss appropriate classroom behaviour at frequent intervals. Don't expect students to remember in May all the classroom rules that were established in September. Provide “refresher courses” on expected behaviour throughout the year.

Emotionally disabled students benefit from a highly structured program—one in which the sequence of activities and procedures is constant and stable. You will certainly want to consider a varied academic program for all your students, but you will also want to think about an internal structure that provides the support emotionally impaired youngsters need.

Be sure to seat an emotionally impaired child away from any distractions (highly verbal students, equipment, tools, etc.).

Whenever possible, keep the activities short and quick. Provide immediate feedback, reinforcement, and a sufficient amount of praise.

7.5.7 Students Who Have ADHD

Students with Attention-Deficit/Hyperactivity Disorder (ADHD) offer significant and often perplexing challenges for many teachers. However, it is interesting to note that the IDEA's definition of students with disabilities does not include students with ADHD. For this reason, ADHD students are not eligible for services under IDEA unless they fall into other disability categories (hearing impairment, learning disability, etc.). However, they can receive services under Section 504 of the Rehabilitation Act of 1973.

ADHD students comprise approximately 3 to 5 percent of the school-age population. This may be as many as 35 million children under the age of 18. Significantly more boys than girls are affected, although reasons for this difference are not yet clear. Students with ADHD generally have difficulties with attention, hyperactivity, impulse control, emotional stability, or a combination of those factors.

As you consider this list of signs of ADHD, know that several of these traits must be present in combination before a diagnosis of ADHD can be made. A student who has ADHD ...

Section 504 of the Rehabilitation Act of 1973 is a civil rights law requiring that institutions not discriminate against people with disabilities in any way if they want to receive federal funds. It requires that a school create a special plan to accommodate students' learning needs. However, the law provides no funding to do so.

Has difficulty following directions.

Has difficulty playing quietly.

Talks excessively.

Fidgets or squirms when sitting.

Blurts out things.

Is easily distracted.

Often engages in dangerous play without thinking about the consequences.

Has difficulty awaiting turns.

Interrupts or intrudes.

Doesn't seem to listen.

Has difficulty paying attention.

Has difficulty remaining seated.

Often shifts from one activity to another.

When working with ADHD students in your classroom, keep the following in mind:

Make your instructions brief and clear, and teach one step at a time.

Be sure to make behavioural expectations clear.

Carefully monitor work, especially when students move from one activity to another.

Make frequent eye contact. Interestingly, students in the second row are more focused than those in the first.

Adjust work time so it matches attention spans. Provide frequent breaks as necessary.

Provide a quiet work area where students can move for better concentration.

Establish and use a secret signal to let students know when they are off task or misbehaving.

Use physical contact (a hand on the shoulder) to focus attention.

Combine both visual and auditory information when giving directions.

Ease transitions by providing cues and warnings.

Teach relaxation techniques for longer work periods or tests.

Each day is sure students have one task they can complete successfully.

Limit the amount of homework.

Whenever possible, break an assignment into manageable segments.

You are not alone when you're working with special needs students. Often specialists, clinicians, and other experts are available in the school as part of an educational team. Included on the team may be special education teachers, diagnosticians, parents, social workers, representatives from community agencies, administrators, and other teachers. By working in concert and sharing ideas, you can provide a purposeful education plan for each special needs student.

7.6 Unit Summary

In any consideration of teaching the role of the teacher is very crucial. we have know what are the roles a teacher can play in the classroom. The teacher has to play instructional as well as managerial function. He imparts skills to the pupils. This is his instructional role. The teacher has also to play a management function. It relates to the task role of the teacher, i.e. what the teacher does in the classroom? The instructional ole of the teacher involves taking decision regarding the modes of teaching to be used – lecture, discussion, role play etc, the learning materials and resources to be used and how to control the amount and sequence of information that he wants to impart to the students.

7.7 Check your progress

Whether you have understood

How to accommodate a classroom according to the children with special needs

The strategy and techniques to teach children with disability.

how to teach and construct a classrooms situations for the children of specific disability

The importance of the approaches in teaching English to children with disabilities.

7.8 Assignment and Activity

1. Write in a hundred words the importance of the accommodation for children with disabilities.

2. Write a short note on teaching techniques used for children with special needs

.

7.9 Points for discussion and clarification

Discuss during contact program and face to face interaction the following:

Classroom problems of CWSN.

Using speeded cognitive, reading, and academic measures to determine the need for extended test time among university students with learning disabilities.

Journal of Psycho educational Assessment.

U. S. Department of Education, Office for Civil Rights. (2002). *Students with disabilities preparing for postsecondary education: Know your rights and responsibilities.*

Unit 8.1 THE IMPORTANCE OF INSTRUCTIONAL MATERIALS

Thirty years ago, educators paid little attention to the work of cognitive scientists, and researchers in the nascent field of cognitive science worked far removed from classrooms. Today, cognitive researchers are spending more time working with teachers, testing and refining their theories in real classrooms where they can see how different settings and classroom interactions influence applications of their theories. What is perhaps currently most striking is the variety of research approaches and techniques that have been developed and ways in which evidence from many different branches of science are beginning to converge. The story we can now tell about learning is far richer than ever before, and it promises to evolve dramatically in the next generation. For example, research from cognitive psychology has increased understanding of the nature of competent performance and the principles of knowledge organization that underlie peoples abilities to solve problems in a wide variety of areas, including mathematics, science, social studies and history. Developmental researchers have shown that young children understand a great deal about basic principles of biology and physical causality, about number, narrative, and personal intent, and that these capabilities make it possible to create innovative curricula that introduce important concepts for advanced reasoning at early ages. Research on learning and transfer has uncovered important principles for structuring learning experiences that enable people to use what they have learned in new settings. Work in social psychology, cognitive psychology, and anthropology is making clear that all learning takes place in settings that have particular sets of cultural and social norms and expectations and that these settings

influence learning and transfer in powerful ways. Collaborative studies of the design and evaluation of learning environments, among cognitive and developmental psychologists and educators, are yielding new knowledge about the nature of learning and teaching as it takes place in a variety of settings. In addition, researchers are discovering ways to learn from the 'wisdom of practice' that comes from successful teachers who can share their expertise. Further, emerging technologies are leading to the development of many new opportunities to guide and enhance learning that were unimagined even a few years ago. All of these developments in the study of learning have led to an era of new relevance of science to practice. In short, investment in basic research is paying off in practical applications. These developments in understanding of how humans learn have particular significance in light of changes in what is expected of the nation's educational systems. On the other hand, in the early part of the twentieth century, education focused on the acquisition of literacy skills: simple reading, writing, and calculating. It was not the general rule for educational systems to train people to think and read critically, to express themselves clearly and persuasively, to solve complex problems in science and mathematics. Now, at the end of the century, these aspects of high literacy are required of almost everyone in order to successfully negotiate the complexities of contemporary life. The skill demands for work have increased

Well, we all know that Teachers at all levels utilize a variety of instructional materials such as textbooks, presentations and handouts to enhance the quality of their lessons. The quality of those materials directly impacts the quality of teaching. Knowing how to find the best instructional materials is a valuable skill for a teacher to have.

The importance of Instructional Materials or Educational resources is to improve students'

Knowledge, abilities, and skills, to monitor their assimilation of information, and to contribute to their overall development and upbringing. It also clarifies important concepts to arouse and sustain Student's interests, give all students in a class the opportunity to share experiences necessary for new learning, help make learning more permanent.

8.2 CRITERIA FOR EVALUATING INSTRUCTIONAL MATERIALS

Criteria's for evaluating instructional materials is very important to make teaching effective and meaningful, here are some criteria's:

Content Aligns with curriculum and standards, and is current, valid and reliable, with real world examples. Design to meet the interest of the individual learners from various skills levels. Enhances conceptual understanding and engages higher order thinking skills. Free from bias. Equity and Accessibility Materials are durable, easily stored, transported and are universally accessible.

Materials are easily updated and are adaptable and customizable to match the resources of the school

Appropriateness

Materials are appropriate for the subject matter, and also appropriate for the learner's

capacity or levels of learning.

Presentation Comprehensiveness of student and teacher resources; alignment of instructional components; organization of instructional materials; readability of instructional materials; pacing of content; ease of use and durability of materials. Learning Motivational strategies; teaching a few "Big Ideas;" explicit instruction; guidance and support; active participation of students; targeted instructional strategies; targeted assessment strategies. Cost The materials used for teaching should not be expensive, as long as it eye captivating and catches the attention of the students then it is an effective instructional materials.

8.3 EDUCATIONAL TECHNOLOGY

Educational technology, sometimes termed EdTech or Learning Technology, is the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources.

The term educational technology is often associated with, and encompasses,

Instructional theory and learning theory.

As an academic discipline, the study of educational technology prepares individuals by helping them acquire a deeper understanding and mastery of learning resources: messages, people, materials, devices, techniques and settings;

processes for analyzing and devising solutions to those problems through research, theory, design, production, evaluation, utilization; the processes involved in organization and personnel management. The

focus is on effective processes to facilitate learning using technologies and understanding the impacts of technology on learners and organizations. Areas of specialization may include distance learning, human performance technology, technology integration and management, media design and development, learning sciences, instructional design, change management, and communications processes. It should be noted that the field is not merely concerned with learning technical skills or the simplistic use of technology for technology's sake in teaching, a common misperception by non-educators. Practitioners in the field typically hold an advanced degree, Master's or doctorate.

Technology in education is most simply and comfortably defined as an array of tools that might prove helpful in advancing student learning and may be measured on how and why individuals behave. As a field, educational technology emphasizes communication skills and approaches to teaching and learning through the judicious use and integration of diverse media. Scholars in the field examine the uses of innovative media and technologies for education, examining all aspects from direct student learning to management and impacts on institutions. As in all forms of applied technology, the field studies how theoretical knowledge and scientific principles can be applied to problems that arise in a social context. Practitioners in educational technology seek new and effective ways of organizing the teaching and learning process through the best possible application of technological developments. These activities rely upon a body of knowledge for successful and ethical implementation, rather than routine tasks or isolated technical skills.

8.4 TEACHER IS THE BEST INSTRUCTIONAL MATERIAL

Teaching is a total package; it is true that teacher is the best instructional material because teacher is the one who manage the classroom. As the saying goes “you are the captain of your mind and the master of your soul” teacher is the captain of the classroom because of molding the minds of the students to become competent and independent individuals when it comes to excellence. Master of the classroom because of providing good feedback and developing the potential of the students through nurturing their minds for the possibilities in life. Using strategies or techniques that are varied to make teaching effective and meaningful is also a big factor for the students so that they can build confidence and have mastery of the subject matter

Effective use of instructional material

Instructional materials are essential tools in the English language arts classroom. They allow students to interact with words, images, and ideas in ways that develop their abilities in multiple literacy’s such as reading, listening, viewing, thinking, speaking, writing, and technology. Because instructional materials are a primary resource for English language arts teachers, they must be selected wisely.

The cornerstone of consistent, pedagogically sound selection practices is a clear, written policy for the selection of materials in the English language arts program. Such a policy not only helps teachers to achieve program goals, but also helps schools protect the integrity of programs increasingly under pressure from censors, propagandists, and commercial interests.

Because selection policies should reflect local interests and issues and should be consistent with other locally developed policies and curriculum documents, NCTE provides no "boilerplate" to be used as a model by local schools. However, NCTE strongly recommends that English language arts teachers and school boards use the following guidelines to develop or review policies for inclusion of materials in English language arts programs.

8.5 Selection of Instructional Materials

What do we mean by "instructional materials"? In the past, the answer might have been simply textbooks and workbooks. Today, however, the range has broadened considerably, including young adult and graphic novels, informational text, websites, and ever-changing technology. The focus of this document, then, is not on selection in the narrow sense of textbook adoption, but on curriculum and program planning that entails selection of a wide range of materials, both print and digital, that can be used in whole-class study, small-group work, and by individual students in extensive study.

As schools clarify the scope of the policy, they should consider not only purchased materials, but also materials that are provided online as well as those generated by the teacher and even the students (e.g., student writings discussed in class or small groups). Also, the scope of the policy should not unwittingly stifle spontaneity and creativity in teachers by requiring a formal selection process for all materials used for instructional purposes. Sometimes the most effective learning experiences are those that make use of unanticipated instructional materials: a letter to the editor, a blog or tweet, for instance, or a newly released video version of a literary work read by the class.

It is important, too, to distinguish between selection of materials and censorship of materials. Selection of instructional materials is part of sound program planning. Needless to say, careful selection is a powerful buffer against challenges because it assures that the program planning process was thoughtful and not haphazard. NCTE has previously published many materials on responding to challenges, recommending that orderly procedures be followed when an objection to instructional materials is made.

Criteria

Each school should develop its own criteria for selecting materials for inclusion in English language arts programs, but virtually all criteria relate to two general requirements for selections: materials must (1) have a clear connection to established educational objectives and (2) address the needs of the students for whom they are intended.

Connection to Educational Objectives

Instructional materials in the English language arts program should align with the general philosophy of the school or district, the curriculum goals and objectives of the English language arts program, and the learning outcomes of the particular course or grade level. For instance, some materials may be included because they reflect the school's philosophy of encouraging critical thinking in relation to controversial situations and points of view. Or materials may be included because they meet the curriculum objective of presenting articulate voices from different eras or diverse cultures. Or they may be included to address specific learner outcomes, such as understanding how imagery can underscore theme. As an example, Khaled Hossein's *The Kite Runner* may serve all of these purposes while Markus Zusak's *The*

Book Thief may serve only some of them. However, because both of these high quality works have a clear connection to educational objectives of the school, both might be included in the English language arts program. Publishers and policymakers have found it easier than ever to compile national lists of “standards-aligned materials” because of Common Core State Standards (CCSS). While such lists may provide insight and guidance, decision-making about the selection of materials should still be shaped by local goals and objectives. Adoption of such lists may also hinder teacher-generated lessons and materials and rigid adherence to such lists limits the inclusion of timely materials that are often powerful teaching tools for any number of standards.

Policies should also reflect the understanding that an English language arts program is not one instructional resource, but many; not one curriculum objective, but several. Therefore, English language arts policies should seek to build a collection of instructional materials that as a whole create balance and emphasis in the curriculum. Clearly, no single textbook or set of instructional materials will meet the curricular goals of presenting various points of view, situations, and styles; addressing diverse ability levels; and representing the contributions of people of diverse religions, ages, races, ethnicity, abilities, and cultures. Nonetheless, the collection of materials in the English language arts program as a whole should address all of these concerns and should emphasize those which teachers, as informed professionals working within the district's philosophical framework, find particularly important.

Finally, materials must be selected with an eye toward coordinating instruction within and between grade levels, courses, and disciplines. For example, students who read or watch Suzanne Collins’ *The Hunger*

Games in social studies, English, and health are getting too much of a good thing. So are the students who reported studying Frost's "Stopping by the Woods on a Snowy Evening" every year in grades 7-10. By contrast, teachers of junior English cannot draw on students' shared literary background if teachers at earlier levels have used a potpourri of unarticulated works. This is not an argument for a fixed, lock-step curriculum but for a collegial sharing of goals and ideas for instructional materials as teachers engage in the process of selecting materials.

With the adoption and implementation of the CCSS, much emphasis has been placed on the need to use complex texts with students, leading to requirements for selection procedures to incorporate this dimension as an expectation of educational objectives. The concept of increasing text complexity over time is not new to English language arts teachers, while qualification of what is meant by "text complexity" in CCSS terms is new and must be considered. Appendix A of the CCSS attempts to clarify that text complexity should be determined by three "equally important components": quantitative measures (assessed by readability formulas measuring sentence length and word frequency to assign Lexile or grade levels); qualitative measures (assessed by adults measuring content, structures, knowledge demands, and clarity); and by reader and task considerations (assessed by teachers weighing knowledge of individual readers' motivation, experiences, background knowledge and considering the complexity of task(s) associated with a text (p. 4, 2010). Misinterpretations about determining text complexity are common, with publishers, state and local policy leaders focusing more heavily on the quantitative dimension and Lexile/Readability levels. Over-dependence on quantitative measures of text complexity is erroneous on behalf of publishers and policy leaders and perilous on behalf of students. Teacher expertise is clearly privileged within the

CCSS criteria to make text complexity determinations using qualitative and reader/task considerations and requires the careful deliberation of those selecting materials.

Relevance to Student Needs

Materials should be examined for level of difficulty. They must be readable if they are to be truly accessible to students. Because readability formulas tend to be simplistic measures, such formulas should be used cautiously, if at all. Teachers' judgments about the difficulty of a work are more soundly based on complexity of plot, organization, abstractness of the language, familiarity of vocabulary, and clarity of syntax. Also, because the average classroom includes students reading at several levels of proficiency, materials judged as inappropriate for whole-class instruction might be suitable for small-group use or for independent reading by more capable readers.

Reading materials which draw upon students' backgrounds are desirable. Both comprehension and engagement are enhanced when students can activate relevant background knowledge as they read, connecting their personal experiences with vicarious experiences. This does not deny the value of reading about the unfamiliar and even the fantastic. But the relevance of a work to students' daily lives or to the lives of their imaginations is worthy of consideration in the selection process.

"Age-appropriateness" alone is never sufficient reason to include particular materials in the English language arts program; nevertheless, materials should be suited to the maturity level of the students for whom they are intended. Evaluating "age-appropriateness" can be problematic, but legal decisions have provided some guidance in this

area. Generally, when courts evaluate the age-appropriateness of material, they do not consider it in isolation. They weigh the value of the material as a whole, particularly its relevance to educational objectives, against the likelihood of a negative impact on the students for whom it is intended. That likelihood is lessened by the exposure the typical student has had to the controversial subject or manner of presentation. A negative impact is also less likely if the typical student of that age is sufficiently mature to view the subject or manner of presentation within the context of the overall purpose of the work. When these mitigating factors exist and the material serves a legitimate pedagogical purpose, courts consider the material age-appropriate. For instance, one court found the overall merit of a particular magazine article to outweigh the potentially negative impact of the author's repeated use of a profane expression (Keefe v. Geankos, 1969). The court noted that seniors in high school were "not devoid of all discrimination or resistance" and doubted that students of that age had been or could be protected from exposure to such expression.

Procedures for Selection of Instructional Materials

Good schools, recognizing the importance of support from parents and the community, operate within a framework for democratic decision making. Materials selection and challenged materials policies are important parts of that framework. Well-established procedures for selecting instructional material ensure public involvement and professional guidance. Therefore, it is essential that materials selection policies clearly describe the steps involved in the selection process and the personnel responsible for each step.

Responsibility for Selection

Selecting materials requires in-depth knowledge: not just of students' backgrounds and learning experiences, but also of their abilities and interests; not just of educational objectives, but of the best practices and range and quality of materials for meeting them; not just of the particular work being considered, but of its place within the medium, genre, epoch, etc., it represents. In short, responsible selection demands not only the experience and education needed to make sound choices but also the ability to defend the choices made.

This level of expertise can be found in the English language arts professional. Therefore, although administrators and school boards are often legally charged with the responsibility of selecting instructional materials, this responsibility should be delegated to English language arts professionals.

Selection Procedures

Selection procedures may vary in terms of the size of the group, nonteacher participants, and schedules, but certain elements are important. In general, selection is most appropriately done by the English language arts teachers who are closest to the students--that is, by teachers at the building level. The group's charge must be clearly specified and understood by all. The process should be part of the school's annual schedule, and adequate time must be set aside for the work at hand.

As part of its evaluation process, the selection group should discuss every work under consideration for inclusion, giving extended attention to materials that are likely to be assigned for whole-class use. However, good English language arts programs typically involve classroom libraries and extensive reading lists that individualize and expand

student choices. Consequently, selection often makes use of published reviews of materials and opinions of informed peers, including district language arts coordinators, librarians, and leaders in professional associations.

All selections should be made on the basis of the materials' strengths in terms of the selection criteria. Once selections are made, the selection group should be encouraged to maintain a file of written rationales, if only in the form of meeting notes, which explain how selections meet the selection criteria.

The selection criteria should be made public in written form. The actual materials selected will become known in due time through course syllabi, booklists circulated to students and parents, and various assignments. But the list of materials can be made available for comments by students, parents, and the public at any time, with the understanding that further informal selection and changes are sometimes made as teachers perceive numerous opportunities during the course of the year to better meet students' needs through other materials.

8.5 The use of the instructional aides for effective teaching of English

Creative teachers take advantage of opportunities to use materials which do not lend themselves to the formal selection process e.g., current online newscasts, websites, videos, blogs, e-books, articles, student writing samples, or materials for short-term projects. Such supplemental materials may be selected by the appropriate instructor; but again they must meet the general selection criteria of educational

relevance and ability to meet student needs. The use of the instructional aides for effective teaching of English:

1. Smart Boards

A number of teachers may not be aware of the benefits of using a Smart Board in the classroom as a teaching tool.

While the traditional white board already has everyone's attention, the electronic device is a new technology that is slowly gaining popularity due to its interactive power.

The digital screen allows images from the computer to be displayed on a board

. It can also be modified on the screen itself, using a pen or a highlighting tool. Its touch screen feature allows teachers to run programs directly from the screen simply by tapping the application with her finger and even makes scrolling easy.

Smart Boards are becoming an essential component of every classroom. Some reasons for this trend is that:

- It can accommodate different learning styles. Tactical learners can use the screen and learn by touching and marking at the board, audio learners can have a discussion and visual learners can observe the teaching on the board.
- It is neater and does not have the cleanliness hassle and is therefore easier to maintain.

Most teachers understand the “why” but struggle with the “how”. Here are some ideas on how you can use Smart Boards.

- Use it as a tool for note-taking. Students can come and write important points on the board. Alternately, you can appoint a student to type out notes on the computer while you talk, so that the other students can view and take them down.
- Brainstorming in the classroom can be fun with a Smart Board. You can not only put together text/ ideas but also images, diagrams or videos.
- Classroom games can be played with ease on the board. Board games in particular can be played on the board itself.
- All forms of media– videos, photographs, graphs, maps, illustrations, games, etc. – can be used on the board, making it incredibly dynamic in nature. This expands the range of content that you can use for teaching or presenting new information.

A lot of new software is available for free on the internet that can be easily integrated. There are many forums and websites that aim to help teachers by providing Smart Board ideas and activities. Explore these for more ideas.

The Smart Board is tomorrow’s technology and is bound to change the look of classrooms forever. Using smart boards in your classroom can help you stay ahead with technology that could make the education process simpler and perhaps even more productive.

2. Chalk Board

Teaching aids are important in how well a student can learn. Teaching aids help Ss to learn and understand materials faster and better. Some of these aids consists of visual aids, audio, blackboard, chalk, chalkboard, poster, picture, student and teacher, etc.

In my opinion, firstly, a wonderful teaching tool that is multifunctional than the others is teacher. This tool is convenient, portable, uses no electricity, can be used effectively in light or dark and is available all the time. Teacher will follow some steps to involve their Ss in classroom such as use body language, movement, eye contact, gesture, facial expression, speech, etc. Therefore, there are many ways to teach in classroom using teacher as a main teaching aid.

- Teacher as a model in classroom: teacher use their body to do like a character in any story or they can make sample for their Ss to follow
- Teacher as a narrator: teacher retells a story for Ss
- Teacher as a singer: teacher sing the song in singing lesson or sing when they want to create exciting atmosphere
- Teacher as a presenter: teacher introduce the lesson and lead the Ss on each activity charismatically and clearly
- Teacher as a dancer: dancing maybe the most difficult but interesting activity in the classroom.
- Teacher as a mother: the class is where not only learning activities but also Ss emotional care activities occurs. The teacher – a mirror has the role of work-ethics for Ss besides teaching them new lesson around their life
- Teacher as a friend: to have a successful lesson, teacher needs to be Ss friend that help he close to his Ss. This connection will be a convenient environment for Ss to accept the new knowledge.

-
- Teacher as a role-player: teacher can participate in some role play and the S will act other one

Secondly, I want to mention to another tool of teaching activity is chalkboard. Chalkboard is a smooth hard panel, usually black or green. More simply, they are generally a black or a white board and are used to write something with a piece of chalk. They are mainly used for teaching purposes in educational institutions. A chalkboard includes a large writing area, a writing substance and an eraser. There are some ways to use chalkboard as a teaching aid:

- Chalkboard is the most available instructional material which can be used in presenting new lesson
- Chalkboard is very useful to show solutions of the different mathematical problems systematically
- The chalkboard helps T to present more formally prepared lessons or informal sessions that Ss can understand follow more topic
- The T uses the chalkboard to write the important information about the topic. So that lesson's ideas can be clear from facts to concepts, from cognitive to affective learning
- T can use various color chalk or pen to draw on the chalkboard to develop the topic, show part or build association
- T can use chalkboard to draw or illustrate a point-by-point outline of a lesson by a diagram, chart, etc.
- Chalkboard can improve Ss' thinking ability by direct attention on the chalkboard or visualize their own ideas
- Chalkboard can be use to list the ideas or topic suggested in discussion. T can add, delete or put them in final form

- Chalkboard can be used to help Ss practice their work at one time and get feedback immediately by T and other Ss
- The Ss can use mini-chalkboard combines with looking at teacher and give their own answers

3. Flannel Board

Flannel board is a board which is the one faced of board covered by flannel-cloth and in this face we can touch many kind of picture and give the students some contributions to rich the vocabulary mastery. One of media in teaching English is Flannel Board. The effort of the linguist has strong basic because the learner entertained with their everyday life, give chances to the student to more creatively because Flannel Board as media in teaching English vocabulary is very effective and more interested because the students will be memorized the vocabulary without any because the enjoying the picture in the flannel. So that using Flannel Board in teaching vocabulary will give achievement acquiring English. Flannel Board can increase motivation to learn the English for the students. They also have to add advantage of being memorable the words much less likely that the students will forget the words, and therefore the language practice in it, whereas language practice in even well constructed drill is usually very quickly forgotten and finally, Flannel Board which helps to bring the students memorize more words.

The Function of Flannel Board

There are many functions of puzzle in the teaching of vocabulary given by linguists. The function of Flannel Board could be divided into four kinds, such as:

To enlarge vocabulary

To increase vocabulary

To deepen vocabulary

To ice break vocabulary

There are some benefits use the flannelboard:

1. The Flannel board is simple and light to carry
2. Imaginative use the flanelboard can bring into the often dull, passive environment of the classroom and enormous range of language practice. The Flannelboard can be used to present or practice almost any structure in syllabus or any of the language skills.
3. Probably the greatest advantage of the flannel board is that it is a dynamic medium . its use usefulness as a teaching device lies in the fact that it provides a way of presenting mobile situations. Changes can be shown by adding or taking away or transferring figurines or flashcards.
4. Contary to the believe of many teachers, the Flannelboard is not just primary school to medium. It can be used to teach student of all ages and of all level of languages.
5. They can be used over and over again for a wide variety of activities.
6. You can easily switch the pieces from activity to activity.
7. A great way to get students attention.
8. The flannel pieces are easy to adhere.
9. A tool to help keep children focused on what is being taught.

How to Make a Flannel Board

Making your own flannel board is easy. You'll need plywood or heavy cardboard and a piece of felt or flannel that is big enough to cover the front of the board and wrap around to the back to be attached. Take your piece of plywood or heavy cardboard and cover it in the flannel or felt. Attach the material to the back using duct tape, a staple gun or a hot glue gun. Any type of wood can be used for the backing of the board. But, for this project we are going to use styrofoam.

For making flannel board pieces, you can make it out of paper or felt. The felt pieces can be cut and decorated. They don't need anything on the back, because felt will stick to felt. The flannel pieces stay in place on the board but are easily changed as the lesson progresses.

How to Use Flannelboard

Mount the flannel board on the wall securely so it won't move when children push on it. If you're using a smaller, portable flannel board, make sure the back side is smooth and free from hooks, wires or sharp pieces — anything that could scratch a table or hurt a child.

Cut shapes from pieces of felt. Begin with basics, such as stars, hearts, numbers and letters. Use a variety of colors. Cut pictures from magazines and laminate them. Place a small dab of glue on the back side of the laminated image and attach a small square of hook-and-loop adhesive. Place these felt and magazine cut-outs into a basket and keep it near the flannel board.

Pictures & Pictures Cut-Out

"A picture is worth a thousand words."

-- Unknown

Though the origin of this popular adage is unclear, one thing is clear: using photos with English-Language Learners (ELLs) can be enormously effective in helping them learn far more than a thousand words -- and how to use them.

Usable images for lessons can be found online or teachers and students can take and use their own.

The activities presented below connect to multiple Common Core Standards including the following ELA Standards:

- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.

Picture Word Inductive Model

The Picture Word Inductive Model (PWIM) is one of our favorites. In it, students first brainstorm twenty words related to a picture, then put those words into categories and add new ones that fit those categories. Next they complete a "cloze" (or fill-in-the-blank) activity with sentences about the picture which they then put into categories of their own. They convert those sentence categories into paragraphs, and, finally, arrange the paragraphs into essays. Lastly, a title is chosen.

The PWIM uses an inductive process (in which students seek patterns and use them to identify their broader meanings and significance), as opposed to a deductive process (where meanings or rules are given, and students have to then apply them). It takes advantage of student prior knowledge and visual clues and builds on the key strength of inductive learning—the brain's natural desire to seek out and remember patterns.

Research has shown that it is an effective way for students to learn to develop vocabulary and to read. You can find a more detailed description and timeline on how we use it in this transcript of a recent podcast I produced.

The best pictures to use in this activity contain one scene with many different objects. A recent study has found that the most memorable photos have a little "strangeness" about them, and include people and a sense of movement. Those attributes might be helpful to keep in mind when choosing a photo.

Thought Bubbles

Students can create "thought bubbles" for characters in photos. What might the people in this picture be thinking, or what about this dog? Bubblr and ImgOps are super-easy tools for students to create these kinds of "bubbles" with online photos.

Picture Dictation

In picture dictation, the teacher can pick an image and, without showing it to the class, describe it while students draw. It can also be a partner activity where half of the class is given one picture and the other half a different one. Students with different pictures are made partners and

stand up a book or folder between them. One student describes her picture while the other draws. When it's complete and the student is given feedback, the roles can be reversed. Students can also be asked to write sentences describing the picture.

Bloom's Taxonomy

For more advanced English-Language Learners, using photos can be a good way to help them learn about Bloom's Taxonomy. In an exercise borrowed from Learn North Carolina, following an introduction to the different levels of Bloom's, students can apply their new knowledge towards developing leveled questions about a photo.

For example, a teacher could use this photo and model asking questions for each category:

- Knowledge: What items or people can you name with the vocabulary you know?
- Comprehension: What is happening in the photo?
- Application: What one sentence caption would you write?
- Analysis: Where do you think they are?
- Synthesis: What might they be thinking?
- Evaluation: Are they too young to play soccer? Why or why not?

The teacher could have one or more other photos to distribute, along with a sheet of "question starters" (you can find several here) categorized by the Bloom's level to help scaffold the activity. Students could work in partners to develop their own sequence of questions to share.

Compare and Contrast

Students can identify the similarities and differences between two different images. This can lead to practice with the academic vocabulary needed when making comparisons. For example, students could view two different images such as two photos from this slideshow, which features pictures of expectant parents standing in their babies' nurseries and "empty nesters" standing in their children's old rooms. They could use a Venn Diagram to record similarities and differences. After sharing with a partner and as a class, students could generate sentences and even paragraphs about the images. For beginning students, the teacher could supply sentence frames such as:

- "Both pictures have _____."
- "One difference is _____."
- "In the first picture there is _____, but in the second picture there is _____."

You can see two more example photos and read more about how to use this strategy here.

Image Detective

Image Detective is an online media literacy activity which could be adapted to use with any photo -- these, for example. First, the teacher or student poses a question about the photo. Next, the student identifies clues in the photo that help them answer the question. Then, the student investigates background information on the picture and/or topic it represents. Finally, the student makes his/her conclusion. The final project looks like this:

- *My Question Is:*
- Clues I've Identified:

- I am fairly confident that:
- My best reasons for thinking this are:
- A question this raised for me is:

Using Images to Generate Writing

Using images to prompt writing is a key strategy we use with our English-Language Learners. Pictures are immediately engaging and often less daunting for students than texts. We often use images to push language development and thinking skills within a thematic unit. For example, we ask students to look at an image posted on the wall, on a document camera, or overhead. We've used the following image of apartheid in South Africa during a unit on Nelson Mandela.

First, students describe in writing what they observe, trying to record as many details as possible. It helps if students have a copy of the image on which they can write. Then the teacher asks students to write as many questions they can think of about the image and the details they have listed. Once students have shared their questions with a classmate, the teacher asks them to use the inductive process (described above in the Picture Word Inductive Model) to organize these questions into categories (for example, questions about feelings/emotions or historical questions) and then to add more questions to each category. These questions could serve as writing entry points for students to develop longer writing pieces based on the image.

Research has shown that these types of inquiry activities—where students are asked to analyze a piece of concrete data such as a picture or an object in order to generate ideas for writing—are an effective instructional practice for improving the writing of adolescent learners.

Five Card Flickr Story is another photo tool for generating writing. It lets you pick five photos from a group of pre-selected images from Flickr and then write a story about them. It saves your selection and story, and provides you with a link to it. No registration is required.

Another tool, Pic-Lits, lets users pick an image from a selection and then "drag-and-drop" words onto the image. The user's creation can then be saved with a link posted, or it can be embedded. The words you can choose from are labeled by their parts of speech, and once you drop the word on the image you can see all the different verb conjugations and choose one. You can write a poem or describe the picture. You also have the option of writing whatever words you want if you don't want to be limited by the words available to drag-and-drop.

Using Images For Speaking Practice

Fotobabble is the most simple photo and audio recording tool we've found for online speaking practice. Students can choose a photo and record their description of it with Fotobabble. Students can listen to their recording at the beginning of the year, and then record it again later to see the progress that they have made. It can also be posted on a class or student blog, and others can leave comments.

Charts

A common, effective teaching method is to use visual presentations in a classroom. Charts and diagrams are especially helpful, as they enable students to see ideas visually laid out in an organized way. Also, visual tools can help the students process content and to make connections

more easily. Teachers can purchase or make charts to display around the room, or create a chart as part of a lesson. These tools are especially useful in elementary school, where children tend to have shorter attention spans.

Display a Chart

Posting charts or diagrams can help reinforce information that students are learning or have already learned. Hang the chart where students can see it. Ideally, the chart should be at the students' eye level or just above eye level. Use charts that have clear images and large text. You can keep charts that have information you would use throughout the year on display so the students can refer to them when they need to. For example, you can keep a chart about the rules of punctuation on the wall until school is out. You might want to hang other charts only during specific units or lessons. For example, if you are studying whales for two months, hang a poster of whales during that time

Create a Chart

Using charts during a lesson helps engage your students. Many students are visual learners, so they understand and retain information better when the concepts are associated with images. If you are teaching a lesson about caterpillar anatomy, for instance, you might draw or post a large picture of a caterpillar on an easel and then label its body parts while the students watch. When creating a chart or diagram in front of the students, pause to ask questions or to invite the students to help you complete the chart.

Assign a Chart

You can also use charts and diagrams as assignments. Ask the students to create a diagram or chart related to something you are teaching. Charts are especially helpful for organizing data in elementary math. For example, students could create a chart that organizes shapes into shapes that have three, four, or five sides, which would be triangles, squares, rectangles and pentagons. Diagrams could be effective assignments in middle-school science classes. For instance, the students could diagram a plant cell.

Vary Your Charts

Try out different kinds of charts and diagrams with your students. Use a three-column KWL chart at the beginning of a unit or lesson to help the students plan their learning. The "K" in the KWL chart means "Know," as in what you already know. The second column in the KWL chart means "Want to know." The third column refers to "Learned," or what you have learned. Some students or the entire whole class can complete the first and second sections before or during a lesson, and they can complete third column at the end of the lesson. Use a Venn diagram after a lesson is completed to help students compare and contrast information. In a Venn diagram, two larger circles intersect to create a central oval. Information about one concept goes on one side. Information about a second concept goes on the other side. Information that is shared by both concepts goes in the center.

Tape Records

The tape-recorder has come to be an invaluable aid to the learner and teacher, and after the blackboard, is probably most commonly

used pieces of equipment in the classroom. However, as we have seen, many listening activities can be done in the classroom without it.

Activity

look at the points below and decide whether a tape-recorder is essential to achieve the objectives mentioned, whether a tape-recorder is an improvement over the teacher, or whether the tape-recorder is not really necessary at all to achieve the objective in question.

1. To allow the students to listen to a variety of different accents and varieties of English.
2. To allow students to listen to conversations and dialogues involving more than two speakers.
3. To improve students' reading ability by allowing them to read along while listening to a text
4. To do pronunciation work by imitating a model.
5. To introduce an element of variety and liven up drilling.
6. To allow students to listen to 'authentic' material (see page 89).

Uses of the tape-recorder

The tape recorder can obviously be used for all the listening activities mentioned in the section on listening on pages 79CE. Here are a couple of other uses:

1. Sound effects
 - a. These can be used as cues for drills as we saw on page 28.
 - b. Sound stories.

These consist of a sequence of sounds which suggest something happening when taken together. Here is an example from a published source of sound stories.

(On tape)

Airport lounge - bustling noises - 'FAG announces the departure of flight FAG 16 to New York and Lost Angeles. Passengers are requested to proceed to gate number 20 ...' - feet - more bustle - whine of jet engines - feet on tarmac, up stairs into plane - fff of seats being set on - 'Please fasten your seat-belts and do not move until we are airborne.' - crescendo of jet engines and take-off - spectral voice: "Here is an important announcement: this is the first completely automatic flight. There are no aircrew aboard. There are no hostesses. There are no pilots' - Excited gabble - 'Please do not be alarmed. Everything has been carefully tested. Nothing can possibly go wrong - go wrong - go wrong - go wrong - go wrong -'

Jigsaw listening

For this you will need more than one tape-recorder. Usually you will need three. The class is split up into three groups and each group listens to their tape and extracts relevant information. The groups then exchange the information they have found out.

The groups can be given different parts of the same story so they don't discover the whole story until they have exchanged information. Alternatively, they can be given a problem to solve - the best route for a prisoner to escape, for example. They are only able to solve the problem by pooling all their information.

Other hints for using the tape-recorder

As we pointed out earlier, listening is a skill which requires a great deal of concentration, so it is a good idea to limit the time spent on continuous listening.

What is the maximum length of time you have found it possible to do continuous listening with students?

To lessen the memory load, you could stop the tape occasionally to ask students a question or to get them to repeat the last sentence they heard.

Will doing this break up the continuity of the tape and if it will, does it matter?

So far, all the activities we have mentioned have used the tape-recorder for playing back previously recorded material. Another frequently neglected use of the tape-recorder is for making recordings in the classroom, particularly of the students themselves. The teacher can record the students during a discussion etc., and can thus diagnose problem areas more easily.

Tape your students and decide which two consonant sounds and which two vowel sounds they need remedial practice in.

A very motivating activity for students is to let them write and record their own dialogues. You could also record students telling a story. Later on the story could be written in good English and the text could be used for reading practice

Radio

Radio is a powerful mass medium used in education for disseminating information, imparting instruction and giving entertainment. It serves with equal ease in both developed and developing countries. It spreads information to a greater group of population thereby saving time, energy, money and man-power in an effective way. Radio is a simple and cheap medium readily available as a small toy. Now small and handy transistors are available with even poorest of people. A small transistor can carry the message to any place on - the earth. It needs very little for maintenance and cheaper production can be taken up with more and more resources. Radio speaks to an individual so also to millions at a time. Hence, any listener can think the broadcast is meant for him whereas when listened in group all think the message directed towards them. Each student takes the broadcast as very intimate to him. Due to its portability and easy accessibility radio could found its place everywhere whether it was a field, a school, a kitchen or a study room. Radio is a blind man's medium and is meant for ears only. It plays with sound and silence where the sound can be any thing like voice or word, music and effect. When one hears radio, simultaneously one can imagine happenings in his/her mind. So it is called as theatre of blind or a stage for the mind. Radio can be listened to simultaneously along with another work like reading also.

Radio can be used as an effective and interesting tool in education both for formal and non-formal education. Where conditions have permitted, it has become well established and wide spread; yet, it seems to us that insufficient educational use is made of this virtually universal method of distribution. People often seem to have been deterred by the repeatedly greater efficiency of other media which, however, have the major defect, compared with radio of being unable to cope for such widespread distributions - or anything like it for a long time to come. The very low cost and adequate reliability in all climates of miniature transistor radios mean that radio broadcasting should more and more be recognised as a particularly suitable medium for educational purpose. Radio, in reality, has been used extensively as an educational medium both in developed and developing countries since beginning. Its educational programmes supported in a wide range of subject areas in different countries. Educational radio has also been employed within a wide variety of instructional design contexts. In some cases it is supported by the use of printed material, by local discussion group, and by regional study centres. It is sometimes so designed to permit and encourage listeners' reaction and comments. Evaluations are also carried out with the feedbacks received.

Radio came to India through amateurs with educational purpose first in 1923 in a small way and after four years it could find its root here. In India, then it was used for educational purposes in almost all the possible fields. Being the only instrument to reach to masses in this country for a long time, its educational role was exploited thoroughly. All India Radio was a government medium and had the opportunity of covering the entire Country. It has been mostly used for developmental activities after independence. As such All India Radio has an objective to broadcast education with information and entertainment. So in most

of its broadcasts the educational element used to be there. While the accent of all the programmes whether for the general listener, or specific groups like farmers, women, children, students, teachers or industrial workers, is on education in the widest sense, some programmes planned with a specific educational objective. Educational elements in broadcasts consist in the form of informal, non- formal and formal nature. In every programme some message or morals are given with a purpose to educate the listener but in an informal way. Non-formal educational programmes are broadcast for school drop outs, neo-literates, illiterate adults, farmers etc. The formal educational broadcast programmes are for the Primary Schools, Secondary Schools and Universities. Education was first taken up by Radio in January, 1929 in Bombay on an occasional and informal way to be followed at Madras next year in April, school broadcast was started with a view to educate the unprivileged pupil. But in November, 1937 All India Radio, Calcutta took up educational broadcast in a systematic and regular manner on getting requests from University of Calcutta and Education Department of Bengal Government. Seeing the success, the then Controller of Broadcasting issued an instruction to follow this step by other stations from October, 1938. His objective was very clear, “that Educational Broadcast should not attempt to replace the teacher (professor) but to supplement his work”. In post independence years, school broadcast was taken seriously at radio and most of the main stations started this broadcast in the languages prevalent in their area. Gradually other auxiliary stations also relayed to their main channels. They then produce the programmes themselves at a later date.

Television

For years, parents, teachers and students have tried to figure out the best way for children to absorb and retain information. Educators have made their lectures more interesting to help students learn difficult concepts. Others use comedy to alleviate some of the apprehension students might feel toward tackling a challenging project. Music has been used as a means to help children memorize facts for decades. Today, all of these elements - comedy, music, etc. - can be found in educational television programs that children watch at home. But how can people entering a career in teaching use this powerful tool while their students are in class? Here are a few tips to help you use educational television creatively in your curricula:

Make connections

The obvious and most direct way teachers use educational television programs is to make a connection between the television program and the concept being studied in class. The chapter in your marine life textbook would most likely be accompanied by a video on some sort of sea animal like whales, dolphins or sharks. While this strategy can be effective, there are other ways teachers can use educational television. Connecting to a subject matter can involve discussing broader topics. For example, the after viewing a video on marine life, students can include identifying the effects of oil spills on animal breeding, or organizing classroom projects that educate children about wildlife preservation.

Enhance TV's inherent audio/visual value

When teachers use educational television programs during class, the relationship between them and their students changes. Usually the status quo of the classroom is the teacher imparts knowledge while students

absorb the information. Educational programs change the status quo by, in a way, making the educator and children peers who can share and discuss the viewing experience. Teachers can take advantage of this shift in roles by encouraging small group discussions after watching the show. Educators can set specific goals or activities for students in these small groups, which allows them to explore their own questions and share their ideas on the given topic with their classmates. The instructor can then ask one member of the small group to share their team's insights with the rest of the class, strengthening the absorption of knowledge.

Entertain

Ah, yes. Entertainment. Where would we be without it? And especially television. Well, just like we get bored with monotonous things, our students do as well. So in order to give them a short break from books, grammar and structures, television programs work a treat. However, **teachers shouldn't use this as an excuse to be lazy:** even entertainment lessons, for example, at the end of a course, should contain a worksheet or simple task to go along with it.

Improve Listening Skills

50 percent of TV involves us listening to it, so why not leave the 15 year old cassette player in the teachers' room, and bring in a DVD to add a little variety to your class. Even preparation for IELTS and TOEFL classes can benefit from watching an appropriate TV show in class. Teachers simply have to create a worksheet containing questions in the style of TOEFL or IELTS that relate to the content. One TV show that I like to use with these classes, and can be used with practically any class is *Man Vs Wild*. *Man Vs Wild* makes for a great classroom

activity, and will have the students sitting on the edge of their seat. It's even better to see their faces when he eats a worm or a frog.

Learn About Culture With News

I am a strong believer that **classes should not just be about English**, but also contain elements of cultural tid bits that the students use if they travel overseas at a later date. One quick and easy way to gain a deep insight into various cultures around the world is through an ordinary nightly news bulletin from any commercial broadcaster. Commercial broadcasters are ideal as they aim to appeal to the masses, maintaining a simple level of language and popular stories.

Introduce Assignment Work

Keeping the class up to date on current affairs of the world is fun for me, as a news junkie, while offering variety for the students. BBC News offers a very short news program called '*Around the World in 80 Seconds*', which provides brief snippets of news from around the world. I like to use this as an introduction to assignment work on world news. Students will watch the broadcast two or three times while taking notes. They can then pick one of the issues heard in the broadcast to research and write about, handing it in the following week. While not only improving their English skills, it also prepares students with some of the research that they may have to undertake at university.

“Learn English” TV Programs

If you feel that you're students may be more responsive to a TV than you, simply let the TV do all the work! Well, not really, use it sparingly as a tool to maintain a good mix of variety. While it's not as interactive

as a teacher, it can provide some very good examples. I have found myself trying to explain a point, and later seen it in a “*learn English*” TV show explained with succinct explanations and easy-to-understand examples. These are a good way to complement what the students learn in class while providing a mix of accents and voices that provide enough variety for the students to practice.

A Visual Explanation

If a picture tells a thousand words, then obviously a video must tell a whole lot more! **Television programs can provide a detailed explanation on topics that can be quite difficult to explain.** Some localised sports, such as cricket or curling can be an incredibly difficult for an ESL student to comprehend, which is where visual aids, such as videos, come in amazingly handy.

Films & filmstrips

To date, people have created many teaching methods for teaching non-native speakers English as second language. With the rapid improvement on learners’ communicative abilities, researchers presently are not satisfied with these devices and begin to study new ways. In 1895, film was invented by Edison. Immediately, film was widely used in many different fields, such as science, literature and foreign teaching. In the western countries, a lot of linguists have paid more attention to this audio-visual method and studied it, which connects sound with pictures. This teaching method is very helpful and useful for beginners to understand language skills and to remember contexts or new and complex patterns and words. Many foreign teachers using the audio-lingual method have wished for some improvement or modification of the accepted methodology. Although teachers find the

memorization and pattern practice exercises useful for the early stages, they feel a need to build a bridge from those highly structured activities to the freer, more creative use of the language at the intermediate and advanced levels. So Newton (1974, 31) pointed out: “a potential drawback of the audio-lingual method was its tendency to be dull and uninspiring (for both students and teachers), but the audio-visual method could make the drills more interesting by varying their forms, by providing a meaningful context, and by using visual aids. Resourceful teachers often succeeded in teaching process by such means.” The use of film in teaching belongs to the audio-visual approach, which is an interesting and effective in college English. The change should be a great lash to the traditional grammar-oriented and book-centered teaching methods. According to Westrand (1965, 81): “the sound film is a more effective medium than tape for modeling a foreign language and the accompanying behavior patterns. The audio-visual methods will become more usable in language labs. Meanwhile, the showing of a film can usually be followed by audio exercises which use the sound track of the film and which prompt the recall of the visual component.” In China, because of the influence of western educational methods, a lot of linguists have begun to study audio-visual methods. The teacher is

becoming an audience or organizer, while the students are actor or actress on the stage. Wang Li, a famous linguist, believes that “the audio-visual method can train students sense of eye-sight, the sense of hearing, and the sense of movement (1979, 22)”. Films, with their colors, movement and varying shapes, present new images to the mind and act as a great stimulus to the imagination, as film can show various parts of the world and the changes and development of form.

Overhead projector

The OHP is a small machine designed to project an image onto a small screen or whiteboard. If you have a screen, which can be placed above the whiteboard and pulled down accordingly, it will stop the glare. The materials we normally use with it are pens, which can either be permanent, or cleanable. In addition to these there are transparencies (OHT), which you can write or draw on, and a special type of transparency which a text or image can be photocopied onto.

The advantages of using an OHP Obviously the OHP, being economically and ecologically sound, can dramatically reduce the amount of paper used for photocopies: anything that can be photocopied can also be photocopied onto an OHT.

- Then again, if you want to give your students a record of the lesson, you can give them a photocopied paper version later.
- If you use an OHP you are effectively telling your students that your lesson has been well prepared and not something you thought of just before class.
- Your students can prepare visual stimuli themselves for presentations or class talks, or work together on separate strips of an OHT to put together an article or story, giving them a sense of achievement.
- You can photocopy a student's work or a model composition onto an OHT and discuss its merits with your class. Similarly you can quickly present the answers to an exercise or a text which has been dictated for students to compare with their own, just as you

can project the tape script after a listening exercise to point out anything of note such as new vocabulary to your students.

- The OHP also accommodates different learning styles and multiple intelligences as you can use colour for the text or drawings. Not only are colours and shapes attractive but they will appeal to and help your more visual learners and those who have a higher visual or spatial intelligence.
- There is lots of material that can be used for expressive speaking activities, such as photos, cartoons, maps, charts and diagrams, and of course you can make your own pro-forma game board of your favourite game or even TV quiz show.
- The OHP minimizes the time the teacher spends writing on the board, with his or her back to the class. You have, therefore, simultaneous control over your class and your materials. Materials can be prepared in advance but the teacher can also make additions. If you are bad at drawing it gives you the opportunity to prepare your picture: ‘Here’s one I made earlier’ solves your problem when your students can’t recognise what you are trying to draw. On the other hand pictures drawn spontaneously can of course be kept and used in later lessons. Again, students like this because it is something they have helped to create.
- You also have more control over the presentation of a text or an image since you can choose to modify it by masking or revealing parts of it. The OHP also allows the teacher to make a text or picture instantly available to the whole class. Finally, it offers variety and can be used to change the pace at any point in the

lesson, aiding concentration and providing a useful role in discussions, role-plays and many other pair, group or whole class activities.

Techniques

- Use progressive disclosure technique: mask what the students don't need to see, in order to focus and control their attention and get them to speculate on what they can see or predict the content of the parts they can't. Adapt your course book in this way to make it more interesting.
- Alternatively use silhouetted pictures or show them out of focus, or even small pictures of items in one vocabulary field (e.g. clothes) which can be thrown casually on top of each other and ask the students to call out what they can see. Memory activities can also be employed if you show them a picture and then ask them to describe what they saw or what was happening, or show them another which is similar but ask them to describe the changes.
- Use the tip of the pen to isolate or emphasise points, as well as to draw or write on the transparency. You can also cut the transparencies into strips to produce movable pictures. In other words the strips can be put together to form a story, or moved around to change the sequence and your students discuss the order.

Additionally, the teacher can use overlays or different OHTs to build up a text or an image. Each part of a diagram or chart can also be 'hinged' with tape to others, like a book. If you do this the transparencies have

to be presented in the same order. However, if they are 'hinged' alternately on either side you can change the sequence.

Language Laboratory

The **language laboratory** is an audio or audio-visual installation used as an aid in modern language teaching. They can be found, amongst other places, in schools, universities, and academies. Perhaps the first lab was at the University of Grenoble in 1908. In the 1950s up until the 1990s, they were tape-based systems using reel to reel or (latterly) cassette. Current installations are generally multimedia PCs. The original language labs are now very outdated. They allowed a teacher to listen to and manage student audio via a hard-wired analogue tape deck based systems with 'sound booths' in fixed locations.

The 'traditional' system generally comprises a master console (teacher position) which is electrically connected to a number of rows of student booths (US: carrels), typically containing a student tape recorder and headset with a boom arm microphone.

The teacher console is usually fitted with master playback source equipment (tape recorder), some means of monitoring of each booth in the class via the teacher headset and an intercom facility offering 2-way communication between teacher and student.

All but the most simple or first generation laboratories allow the teacher to remotely control the tape transport controls of the student booths (record, stop, rewind etc.) from the master desk. This allows for easy distribution of the master programme material, which is often copied at high speed onto the student positions for later use by the students at their own pace.

Better tape laboratories housed the tape machine behind a protective plate (leaving only a control panel accessible to the students) or locked the cassette door. This kept the expensive and sensitive decks free from student misuse and dust etc.

Digital language labs

The principle of a language lab essentially has not changed. They are still a teacher-controlled system connected to a number of student booths, containing a student's control mechanism and a headset with a microphone. Digital language labs have the same principle. A software-only language lab changes the concept of where and what a language lab is. Software can be installed and accessed on any networked PC anywhere on a school, college, or university campus. Software-only systems can be located in one room, from room-to-room or campus-to-campus.

Functionality

The levels of functionality of current language labs vary from manufacturer to manufacturer. All labs will have a level of teacher control to manage student licenses / desktops. The more sophisticated 'software only' labs have a higher level of teacher management and control over the student desktop. One of the key differences with the 'high end' 'software only' products is their ability to work 'live' with the students as they record and work with media. So instead of waiting to correct student recordings after they have been recorded and collected back it is now possible for a teacher to work synchronously and 'live' with students on their own, in pairs and in groups, thus enhancing the immediacy of the teaching and learning experience.

The next generation digital language labs allow teachers to monitor, control, deliver, group, display, review and collect, audio, video and web based multimedia content. The student player is linked to the teacher console and can play audio, video and web based formats. Students can rewind, stop, start, go back to last silence, record, fast forward, repeat phrase and bookmark.

Advantages

There are different features of language lab, which make the students to have interactive session. It provides equal opportunity to all the students to hear the instructor irrespective of place where they are seated. There will be less miscommunication because of direct nature of the sound transmission. It also provides the privacy that encourages the shy students to speak without any hesitation. In addition instructor can speak to individual or group of students in privacy without interrupting rest of class. Language labs motivate students to talk freely and lose the shyness when talking in front of their friends. Attention on subject is increased resulting in better retention of the concepts. Furthermore, it develops the listening and communication skills, since they hear correct pronunciation through their headphones. Learner will show more enthusiasm and excitement in learning lesson because of learning lab system. Teacher can look after each student, which is not possible in case of the regular classroom. In a lab instructor can communicate with many students by pressing a mouse key in order to talk with students. Efficient use of time and learning efficiency is much more than usual classroom learning. This set up fosters more interactive session between students and teacher. The language lab brings variety in teaching learning process instead of boring verbal centered teaching. The student's progress can also be monitored regularly so that teacher can

provide feedback based on individual pace and ability. Finally, the students can learn the lesson at their own pace thus allowing the classroom as student-centered approach.

Disadvantages

It is very expensive to set up the language lab and country like India there is no lab syllabus and usually language classes are conducted as theory. Moreover, the lab can engage maximum of 60 students hence space is also difficult for school. These days student does not have enough patience to listen to pronunciation and practice them so the recording of pronunciation is useless. As the teacher listens to students randomly the response can be unorganized and ineffective as there are many students to attend to. The teacher should be well trained in executing the language lab effectively. Given the nature of teaching, a language teacher may need an assistant in taking care of the technological part while teacher attends to the instructional components. As technology changes rapidly, there should be a provision for upgrade in the medium of instructions, which can be burden for school in terms of finances. The ministry of education should consider allocating funds to set up as well as maintenance of language lab. If all these basic problems can be solved only then we can think of implementing language lab in our curriculum.

Significance of language

In the current digital age, we are all connected regardless of the geographic distance. Advancement in technology has metaphorically brought the world into our living room in the form of TV or internet which allow us to watch events happening in other countries or talk to friends and family living in another continents via internet. As a result,

we are exposed to different languages, cultures and traditions of people from all over the world. As we live in multilingual and multicultural world, language lab can greatly help students to learn language of their choice, as it will allow students to learn at their own pace. They can record and assess their performance to make sure that they are paying attention to all aspects of phonetics such as pronunciation, accents and stress etc. The language lab provides access to native-speakers via audio-video aids so that they learn correctly. Given large number of students pursue higher studies outside their home country; language lab would help them in studying the language of the country where they are planning to pursue their higher education. For example, non-native English speaking students are required to give TOEFL/IELTS if they plan to study in North America. While there are several benefits to language resource center, there should be proper safeguard in place to regulate and monitor the use of technologies employed in the teaching learning process so that students do not misuse them. It is also important that the lay out of the lab is conducive for effective communication and monitoring of the students. As strong communication skills are essential in almost all of the professional careers, language lab can help in acquiring this important skill.

Language games

Language learning is hard work ... Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work.'

'Games also help the teacher to create contexts in which the language is useful and meaningful. The learners *want* to take part and in order to do so must understand what others are saying or have written, and they

must speak or write in order to express their own point of view or give information.'

'The need for meaningfulness in language learning has been accepted for some years. A useful interpretation of 'meaningfulness' is that the learners respond to the content in a definite way. If they are amused, angered, intrigued or surprised the content is clearly meaningful to them. Thus the meaning of the language they listen to, read, speak and write will be more vividly experienced and, therefore, better remembered.

If it is accepted that games can provide intense and meaningful practice of language, then they must be regarded as *central* to a teacher's repertoire. They are thus not for use solely on wet days and at the end of term!

Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow students to practise language skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation.'

'Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication.'

There is a common perception that all learning should be serious and solemn in nature, and that if one is having fun and there is hilarity and

laughter, then it is not really learning. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games.'

'There are many advantages of using games in the classroom:

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
4. Games provide language practice in the various skills- speaking, writing, listening and reading.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language use.'

Using

Games

'Many experienced textbook and methodology manuals writers have argued that games are not just time-filling activities but have a great educational value. W. R. Lee holds that most language games make learners use the language instead of thinking about learning the correct forms (1979:2). He also says that games should be treated as central not peripheral to the foreign language teaching programme. A similar opinion is expressed by Richard-Amato, who believes games to be fun but warns against overlooking their pedagogical value, particularly in foreign language teaching. There are many advantages of using games. "Games can lower anxiety, thus making the acquisition of input more likely" (Richard-Amato 1988:147). They are highly motivating and entertaining, and they can give shy students more opportunity to express

their opinions and feelings (Hansen 1994:88). They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Furthermore, to quote Richard-Amato, they, "add diversion to the regular classroom activities," break the ice, "[but also] they are used to introduce new ideas" (1988:147). In the easy, relaxed atmosphere which is created by using games, students remember things faster and better (Wierus and Wierus 1994:218). S. M. Silvers says many teachers are enthusiastic about using games as "a teaching device," yet they often perceive games as mere time-fillers, "a break from the monotony of drilling" or frivolous activities. He also claims that many teachers often overlook the fact that in a relaxed atmosphere, real learning takes place, and students use the language they have been exposed to and have practised earlier (1982:29). Further support comes from Zdybiewska, who believes games to be a good way of practising language, for they provide a model of what learners will use the language for in real life in the future (1994:6).'

'Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming.'

When to Use Games

'Games are often used as short warm-up activities or when there is some time left at the end of a lesson. Yet, as Lee observes, a game "should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do" (1979:3). Games ought to be at the heart of teaching foreign languages. Rixon suggests that games

be used at all stages of the lesson, provided that they are suitable and carefully chosen.'

'Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way. All authors referred to in this article agree that even if games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote communicative competence, and generate fluency.'

Reading Cards

Flash cards are a simple, versatile, yet often underexploited resource. I would like to offer some reasons for using flash cards and a selection of activities for use in the Young Learner classroom, although some of the activities could also be used with fun-loving, lower level adult classes.

In this article there is one example for each type of activity. If you follow this link - [Using flash cards](#) - you will find more examples for each type of activity.

- Why use flash cards?
- Where to get flash cards?
- Activity types for using flash cards
- Memory activities
- Drilling activities
- Identification activities

- TPR activities

Why use flash cards?

Howard Gardner's multiple intelligence theory reminds teachers that there are many types of learners within any one class. Gardner's research indicates that teachers should aim to appeal to all the different learner types at some point during the course. It is particularly important to appeal to visual learners, as a very high proportion of learners have this type of intelligence. Flash cards can be bright and colourful and make a real impact on visual learners. Many of the activities outlined below will also appeal to kinaesthetic learners.

For children at reading age, flash cards can be used in conjunction with word cards. These are simply cards that display the written word. Word cards should be introduced well after the pictorial cards so as not to interfere with correct pronunciation.

Flash cards are a really handy resource to have and can be useful at every stage of the class. They are a great way to present, practise and recycle vocabulary and when students become familiar with the activities used in class, they can be given out to early-finishers to use in small groups. I sometimes get the students to make their own sets of mini flash cards that can be taken home for them to play with, with parents and siblings.

Activities for using flash cards

I have divided the activities into the following categories: Memory, drilling, identification and TPR activities.

Memory activities

- Memory Tester
 - Place a selection of flash cards on the floor in a circle.
 - Students have one minute to memorise the cards.
 - In groups, they have two minutes to write as many of the names as they can remember.

Drilling activities

- Invisible Flash cards
 - Stick nine flash cards on the board and draw a grid around them.
 - Use a pen or a pointer to drill the nine words. Always point to the flash card you are drilling.
 - Gradually remove the flash cards but continue to drill and point to the grid where the flash card was.
 - When the first card is removed and you point to the blank space, nod your head to encourage children to say the word of the removed flash card.
 - Students should remember and continue as if the flash cards were still there. They seem to be amazed that they can remember the pictures.
 - Depending on the age group I then put the flash cards back in the right place on the grid, asking the children where they go, or I ask students to come up and write the word in the correct place on the grid.

This activity highlights the impact of visual aids. It really proves that the images 'stick' in students' minds.

Identification activities

- Reveal the word
 - Cover the flash card or word card with a piece of card and slowly reveal it.
 - Students guess which one it is.
 - Once the card is shown, chorally drill the word with the group using different intonation and silly voices to keep it fun. Vary the volume too, whisper and shout the words. Children will automatically copy your voice.
 - Alternatively, flip the card over very quickly so the children just get a quick glimpse.
 - Repeat until they have guessed the word.

TPR activities

- Point or race to the flash cards
 - Stick flash cards around the class.
 - Say one of them and students point or race to it.
 - Students can then give the instructions to classmates.
 - You can extend this by saying 'hop to the cat' or even 'if you have blonde hair, swim to the fish' etc.
 - You can also incorporate flash cards into a game of Simon Says. 'Simon says, jump to the T-shirt' etc.

Worksheets

Worksheets help learners to engage more thoroughly with specific elements of a foreign language – both in the classroom and at home. This only works if the worksheets are well-designed, however. This is easily achieved with the right structure and a few tricks.

Do learners of German as a foreign language actually need worksheets in the first place? Should students not rather hear and produce as much spoken language as possible? According to linguistic studies, listening and speaking alone are not in fact sufficient if a student is to learn the grammar of a foreign language (Swain 1988). Learners additionally require structured exercises focusing on specific points of grammar. Worksheets are the ideal learning aid in this context – though only if the worksheet is well-designed. To this end teachers should take note of a few general rules which in principle apply to all subjects.

The ideal structure

A good worksheet follows a set structure:

- A header containing general information which places the worksheet within the lesson context.
- Clear instructions.
- The exercise itself, including illustrations, highlighted points and sufficient space for answers.
- Possibly additional exercises, each with their own instructions.

The header is the foundation for an organized approach to learning and contains information: about the subject; about the stage, class or level; about the topic and lesson unit; about further materials such as the textbook, and possibly any source references. This makes it easier for learners to keep their worksheets well-organized, to review specific topics and to repeat exercises when necessary.

Motivational content

A few points also need to be observed with respect to content – and ideally also with respect to grammatical issues: *content needs to be up-*

to-date. This applies to technology (no telephone booths), to lifestyle and relationship constellations (not limited to married couples with children, a house and a dog), and to information about the country and its culture (topical developments or news from Germany). *Content must have some relevance to the lives of the learners. It must also be age-appropriate.*

Where a worksheet contains several exercises, all of them should relate to the same topic – preferably in terms of both grammatical topic and content. This ensures that learners will not be overburdened or distracted by too much new vocabulary. Furthermore, intensive engagement with a single topic anchors the content more firmly in the memory.

Not to be forgotten: form

Yet even the very best content is of little use if poor readability or other aspects relating to form place demands on the learner's cognitive capacities – for good readability is important. Teachers should therefore avoid poor-quality photocopies of worksheets. Worksheets should provide sufficient space for answers so that students are not forced to write illegibly. Wherever possible, pictures should be used to illustrate content. It may be useful to underline the forms to be learnt, or to print them in bold type. Empirical studies show that learning is facilitated and accelerated in particular by illustrations (Carney et al. 2002) and highlighting (Schmidt 1992).

Peculiarities of foreign language teaching

Since foreign language lessons are not generally conducted in the native tongue of the teachers or learners, instructions on worksheets must be

expressed in particularly straightforward and clear terms. However, the use of such simple language in foreign language lessons can easily induce the teacher to adopt childish themes, yet learners are in many cases teenagers or young adults who are not interested in the same topics as children. As a general rule, information about the country and its culture is important (cf. Salomo), and lessons should also draw on the experiences of the learners themselves.

Using special software to compile worksheets

Teachers can also use specialized software (not all of which is available free of charge) to compile worksheets. One such program is the *Worksheet Crafter*, which was used to create the example worksheets.

The advantage of worksheet software is that pre-defined structures and functions can help save time. Another benefit of digital material is that it is more readable, better structured and takes up less space because teachers can use a digital template rather than a photocopy. With programs such as the *Worksheet Crafter*, it is easy to create worksheets with a clear structure, illustrations, highlighted points and text manipulations such as cloze texts or colour-coded syllables. In this way, teachers can quickly and effectively design worksheets which will benefit their students.

Handouts

A handout is a paperbased resource used to support teaching and learning which can free students from excessive notetaking or supplement information not easily available elsewhere. Ideally it should aid learning and may increase attention and motivation and help students to follow the development of an idea or argument. The first

task therefore is to clarify the aim in using any handout. The desired outcome will affect the information, its quantity, presentation and, crucially, when you distribute it.

Handouts come in several guises and I am going to focus on those most commonly used. I will discuss how to produce and use these effectively and list their advantages and disadvantages.

- In advance?

Do the students need to prepare by reading the material in advance of the session? 'If so, hand it out the previous week do not use up precious lecture time on having students read long or complex handouts. If read in advance, students can/should bring questions to the session that they want answered.

- During the session?

If you want the students to read a short handout during the session which supplements the content of the lecture/session, time the distribution carefully (you don't want to compete for their attention while you are making key points). Make sure that at least they do read it by posing some questions or small group activities which relate to the passage. This will help test their understanding.

- At the end of the session?

If you delay the distribution till the end of the session, or give it to students to take away to read, how will you know if it ever gets read? Consider posing some specific questions which the students should be

prepared to answer the following week. Advantages: supporting detail can be covered which was omitted from the session; provides further tasks for the students to undertake (reading, answering questions) again this helps to test understanding. Finally, only you can decide when is the optimum time to distribute the handout, bearing in mind the comments made above

- Uncompleted or gapped handout: this is a handout with gaps which students fill in.

Advantages:

- the handout contains key points which will be the same for all students;
- the student has to listen actively to complete the notes;
- it spares student tedious notemaking and thereby should generate greater concentration on the lecture;
- partially provides correct information but relies on the students completing the information either from the lecture itself, or from further reading thus removing the passive element in a situation where all the information is provided.

Examples:

- complete the plotting of a graph
- complete the labelling of a diagram (Note: complicated diagrams are best provided on a handout rather than an OHT)
- under a heading, ask students to complete half a dozen lines of notes.

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- incomplete calculations which the student must finish.
 - complete a flow chart for a process.
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- *Skeletal notes*: literally the bare bones of a session (key statement, a definition, a diagram) with gaps/spaces and omissions to be completed by the student. The advantages are similar to the gapped handout.
 - *Worksheets*: questions, problems which the student must answer or solve.
 - Laboratory sheet: a set of instructions to be followed.
 - Briefing sheets: this could cover how the students are to approach a case study, a role play or simulation.

N.B. the first may be done on an OHT if not too complicated. The advantages of these three examples are that all students have the same information and it can be referred to as necessary.

- Assessment criteria: guides to the assessment for a particular module. If you are including self or peer observation among your assessment methods, students will need information on the agreed criteria.

Advantage:

- essential information is given to all students and is available for reference.

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- Information sheets: there are several areas of the institution where a guide would be useful, e.g. administration of the course (term dates, semester dates, assessment hand-in dates etc.); a teaching scheme for the module; computer and library information - the list is a long one!

Advantage:

- essential information is given to all students and is available for reference.

General Principles on the Production of Handouts

- Reading handouts: give students activities to complete or questions to answer whilst reading (this helps concentration), e.g. list four points X makes about Y; identify two/three key issues in this section; what further questions do you need to ask to understand this section/para/chapter?
- Use the what, how, why, when and where questions as appropriate.
- Avoid long, dense handouts. Make them look attractive: leave spaces etc.
- Make sure the appearance of the material is up to standard. Try to keep handouts as concise as possible.
- If, after considering the alternatives suggested, you find it necessary to photocopy substantial extracts from books, have you remembered to check the issue of copyright? If you think you may be infringing the law, consult the guidelines which are displayed by photocopiers.

- Print size: use the smallest print size which is manageable for the average reader.

Effective Use of PowerPoint

Introduction

Slide presentation software such as PowerPoint has become an ingrained part of many instructional settings, particularly in large classes and in courses more geared toward information exchange than skill development. PowerPoint can be a highly effective tool to aid learning, but if not used carefully, may instead disengage students and actually hinder learning.

Advantages



Potential benefits of using presentation graphics include:

- Engaging multiple learning styles
- Increasing visual impact

- Improving audience focus
- Providing annotations and highlights
- Analyzing and synthesizing complexities
- Enriching curriculum with interdisciplinarity
- Increasing spontaneity and interactivity
- Increasing wonder

Challenges

Although there are many potential benefits to PowerPoint, there are several issues that could create problems or disengagement:

- Teacher-centered. Students often respond better when instructors have designed sessions for greater classroom interaction, such as the use of student response clickers, designing PowerPoint to facilitate case studies, or use the slides as a replacement for paper worksheets.
- Lack of feedback. PowerPoint-based lectures tell you nothing about student learning. Design them to include opportunities for feedback (not simply asking if there are questions, but more actively quizzing your students). This often takes the form of listing questions, not information, on the slides themselves.
- Student inactivity. Slide shows do little to model how students should interact with the material on their own. Include student activities or demonstrations to overcome this, either before or after the slideshow presentation.
- Potentially reductive. PowerPoint was designed to promote simple persuasive arguments. Design for critical engagement, not just for exposure to a “point.”

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- Presentation graphics should be about learning, not about presentation.
 - PowerPoint presentations should help students organize their notes, not just “be” the notes. This is a particular danger with students who grew up accustomed to receiving PowerPoint notes to study from. Some may require convincing that notes should be taken beyond what is already on the slides.

Three Possible Approaches

This single presentation about the anatomy of the human eye has been rewritten in three different ways:

- Text-heavy: this version offers complete phrases and a comprehensive recording in words of the material. The text-heavy version can be used as the lecturer's speaking notes, and doubles as student notes that can be made available for download either before or after the lecture has taken place. If the information can be accessed elsewhere, such as a textbook, it may be preferable to avoid a text-heavy approach, which many students find disengaging during the delivery.
- Some images: this version sacrifices some of the completeness of the material to create space for accompanying images. The mixed approach appeals to more visual learners while keeping some lecture notes visible, though perhaps in a more abbreviated format. This is a common mode of delivery in large classes. However, there are still some challenges. There is enough material already present in text format that some students may feel obliged to write it all down in their own notes, thus paying less attention to the verbal lecture. Conversely, if the slides are

available for download, some students may be able to eschew note-taking in class, yet be tempted to consider these fragmentary notes sufficient for studying for exams.

- Image-heavy: this version relies almost exclusively on images, with little text. The image-heavy approach signals to students that they will have to take their own notes, as these are plainly insufficient on their own for studying. However, lecturers often need more than visual clues to remind themselves how to propel the lecture forward, and separate notes may be required. One elegant solution is to use "Presenter View" on the speaker's screen (which displays the notes only to you) and project the slides without notes onto the larger screen visible to the audience.

PowerPoint for Case Studies

Elizabeth Rash (Nursing) provided this sample iterative case study (where parameters evolve over time) given to a midsize class. Students are required to come to class prepared having read online resources, the text, and a narrated slideshow presentation that accompanies each module. The classroom is problem-based (case-based) and interactive, where students are introduced to a young woman who ages as the semester progresses and confronts multiple health issues. Since the nurse practitioner students are being prepared to interact with patients, some slides require students to interview another classmate in a micro role-play.

Problem-based lectures frequently alternate between providing information and posing problems to the students, which alters the entire character of the presentation. Rather than explain and convey

information, many slides ask questions that are intended to prompt critical thinking or discussion.

PowerPoint Interactions: Student Response "Clickers"

Classroom response systems can improve students' learning by engaging them actively in the learning process. Instructors can employ the systems to gather individual responses from students or to gather anonymous feedback. It is possible to use the technology to give quizzes and tests, to take attendance, and to quantify class participation. Some of the systems provide game formats that encourage debate and team competition. Reports are typically exported to Excel for upload to the instructor's grade book. Learn more about how to use this system in your own classes.

PowerPoint as Worksheet

Instructors who do not have sufficient photocopying opportunities in their departments may be less likely to use paper worksheets with their students, especially in large classes. PowerPoint offers the ability to approximate worksheets to illustrate processes or to provide "worked examples" that shows problem-solving step-by-step. One valuable technique is to first demonstrate a process or problem on one slide, then ask students to work on a similar problem revealed on the next slide, using their own paper rather than worksheets handed out.

Narrated PowerPoint Downloads

The PowerPoint software itself includes built-in functionality to record your audio commentary. In this fashion, instructors can literally deliver their entire lecture electronically, which can be especially useful in an

online course. The resulting file is still a standard PowerPoint file, but when the slideshow is "played," the recorded instructor's voice narrates the action, and the slides advance on their own, turning whenever they had been advanced by the lecturer during the recording.

It is also possible to use AuthorPoint Lite, a free software download, to take the narrated PowerPoint presentation and transform it all into a Flash video movie, which plays in any Web browser. Here is a sample. To create such a video, you must first record a narrated presentation, and then use AuthorPoint Lite to convert the file. Our tutorial explains the process.

Presenter View Using this mode of PowerPoint, your slides are projected as usual on the big screen and fill the entire space, but the computer used by the lecturer displays the slides in preview mode, with the space for notes visible at the bottom of the screen. In this fashion, lecturers can have a set of notes separate from what is displayed to the students, which has the overall effect of increasing the engagement of the presentation.

- This example of "Life in Elizabethan England" shows how to structure a presentation with nothing but images on screen, using the Presenter View to hold the lecturer's notes.
- Microsoft's tutorial explains how to configure the Presenter View.

Best Practices: Delivery

- Avoid reading: if your slides contain lengthy text, lecture "around" the material rather than reading it directly.

- Dark screen: an effective trick to focus attention on you and your words is to temporarily darken the screen, which can be accomplished by clicking the "B" button on the keyboard. Hitting "B" again will toggle the screen back to your presentation.
- Navigate slides smoothly: the left-mouse click advances to the next slide, but it's more cumbersome to right-click to move back one slide. The keyboard's arrow keys work more smoothly to go forward and backward in the presentation. Also, if you know the number of a particular slide, you can simply type that number, followed by the ENTER key, to jump directly to that slide.

Best Practices: Slideshow Construction

- Text size: text must be clearly readable from the back of the room. Too much text or too small a font will be difficult to read.
- Avoid too much text: one common suggestion is to adhere to the 6x6 rule (no more than six words per line, and no more than six lines per slide). The "Takahasi Method" goes so far as to recommend enormous text and nothing else on the slide, not even pictures, perhaps as little as just one word on each slide.
- Contrast: light text on dark backgrounds will strain the eyes. Minimize this contrast, and opt instead for dark text on light backgrounds. Combinations to avoid, in case of partial color blindness in the audience, include red-green, or blue-yellow.
- Transitions and animations should be used sparingly and consistently to avoid distractions.
- Template: do not change the template often. The basic format should be consistent and minimal.

- Use graphics and pictures to illustrate and enhance the message, not just for prettiness. Other ideas for use on a PowerPoint presentation include:
 - Change font
 - Shapes
 - Clip art
 - Images
 - Charts
 - Tables
 - Transitions
 - Animations
 - Animating text or chart

Unit - 9 CONSTRUCTION OF A TEACHER MADE TEST FOR ENGLISH PROFICIENCY.

9.1 Teacher-Made Test Construction

Teacher-made test is the major basis for evaluating the progress or performance of the students in the classroom. The teacher therefore, had an obligation to provide their students with best evaluation.

This module presents topic on the steps in constructing teacher-made test, the types of teacher made test as essay and objective, and the advantages and disadvantages. Likewise, other evaluative instruments are being presented.

After completing this module, the students are expected to:

1. identify the types of teacher-made test;
2. draw general rules/guidelines in constructing test that is applicable to all types of test;
3. explain how to score essay test in such a way that subjectivity can be eliminated;
4. discuss and summarize the advantages and disadvantages of essay and objective type of test;
5. enumerate and discuss other evaluative instruments use to measure students' performance; and
6. construct different types of test.

Steps in Constructing Teacher-Made Test

1. Planning the Test. In planning the test the following should be observed: the objectives of the subjects, the purpose for which the test is administered, the availability of facilities and equipments, the nature of the testee, the provision for review and the length of the test.
2. Preparing the Test. The process of writing good test items is not simple – it requires time and effort. It also requires certain skills and proficiencies on the part of the writer. Therefore, a test writer must master the subject matter he/she teaches, must understand his testee, must be skillful in verbal expression and most of all familiar with various types of tests.
3. Reproducing the Test. In reproducing test, the duplicating machine and who will facilitate in typing and mimeographing be considered.
4. Administering the Test. Test should be administered in an environment familiar to the students, sitting arrangements is observed, corrections are made before the start of the test, distribution and collection of papers are planned, and time should be written on the board. One more important thing to remember is, do not allow every testee to leave the room except for personal necessity.
5. Scoring the Test. The best procedure in scoring objective test is to give one point of credit for each correct answer. In case of a test with only two or three options to each item, the correction formula should be applied. Example: for two option, score equals right minus wrong ($S = R - W$). For three options, score equals right minus one-half wrong ($S = R - 1/2 W$ or $S = R - W/2$). Correction formula is not applied to four or more options. If correction formula is employed students should be informed beforehand.

6. Evaluating the Test. The test is evaluated as to the quality of the student's responses and the quality of the test itself. Index difficulty and discrimination index of the test item is considered. Fifty (50) per cent difficulty is better. Item of 100 per cent and zero (0) per cent answered by students are valueless in a test of general achievement.

7. Interpreting Test Results. Standardized achievement tests are interpreted based on norm tables. Table of norm are not applicable to teacher-made test.

Types of Informal Teacher Made Test

I. Essay Examination

Essay examination consists of questions where students respond in one or more sentences to a specific question or problems. It is a test to evaluate knowledge of the subject matter or to measure skills in writing. It is also tests students' ability to express his ideas accurately and to think critically within a certain period of time.

Essay examination maybe evaluated in terms of content and form. In order to write good essay test, it must be planned and constructed in advance. The questions must show major aspect of the lesson and a representative samples. Avoid optional questions and use large number of questions with short answer rather than short question with very long answer.

According to Monroe and Carter there are twenty types of essay examination as cited by Calmorin, 1994.

a. Selective recall. The basis is given. Example – Name the four types of evaluation according to their function in the classroom.

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- b. Evaluating recall. The basis is also given. Example – Name five agencies in the Philippines which have had the greatest influence on the economic development of the country.
- c. Comparison of two things (specific). There is one single designated basis. Example – compare traditional school and modern school.
- d. Comparison of two things (general). Comparing two things in general. Example – Compare Agriculture in China with that of the Philippines.
- a. Decision (for or against). Example – In which in your opinion, can you do better, an oral or a written examination? Why?
- b. Cause or Effect. Example – Why is the application of salitre in curing food is prohibited?
- c. Explanation of the use of exact meaning of some phrases or statement in a passage. Example – What does this statement mean “Evaluation is not an end in itself but a means to an end”.
- d. Summary of some unit of the test or some articles read. Example – Summarize in two paragraphs the advantages and disadvantage of essay test.
- e. Analysis. (The word itself is seldom used in the question). Example – What are the characteristics of Muslims, which make you understand why Christians do not make friends with them?
- f. Statement of relationship. Example – Why is the study of genetics helpful in studying plant breeding?
- g. Illustrations and examples of principles in Science construction in language, etc. Example – From your own experience give three examples of the use of homemaking in your daily life.
- h. Classification . Example – To what class does eggplant belong? What are other plants having the same classification with eggplant?
- i. Application of the rules or principles in new situations. Example –

Why should evaluation be used judiciously?

- j. Discussion. Example – Explain briefly the four types of validity.
- k. Statement of aim. Example – State the principles involved in the canning of fish.
- l. Criticism. As to the adequacy, correctness, or relevance of a pointed statement or student's answer to a question on the lesson. Example – What is wrong with the statement “Practice makes perfect”.
- m. Outline. Example – Outline the rules in constructing matching type test.
- n. Reorganization of facts. (a good example of review-question to give training in organization). Example – Discuss the theory-and-practice scheme approach based upon the book, class discussion, outside reading and actual practice.
- o. Formulation of new questions, problems and questions raised. Example – What else must be known in order to understand the matter under consideration?
- p. New method or procedure. Example – Formulate a plan for improving the income-generating project of the school.

Advantages of an Essay Examination:

- a. Easy to construct. In terms of preparation, essay examination is easier to construct thus it saves time and energy.
- b. Economical. Economical when it comes to reproduction of materials. It can be written on the board.
- c. Trains the core of organizing, expressing and reasoning power. Encourage students to think critically and express their ideas.
- d. Minimizes guessing. Guessing is minimized because it requires one or more sentences.
- e. Develops critical thinking. Essay exams calls for comparison,

analysis, organization of facts, for criticism, for defense of opinion, for decision and other mental activity.

f. Minimizes cheating and memorizing. Essay test minimizes cheating and memorizing because essay tests are evaluated in terms of content and form and that an answer to question is composed of one or more sentences.

g. Develops good study habits. It can develop good study habits in the sense that students study their lesson with comprehension rather than rote memory.

Disadvantages of Essay Examination:

a. Low validity. It has low validity for it has limited sampling.

b. Low reliability. This may occur due to its subjectivity in scoring.

The tendency of the teachers to react unfavorably to answers of students whom he consider weak and give favorable impressions to answers of bright students.

c. Low usability. Time consuming to both teacher and students wherein much time and energy are wasted.

d. Encourage bluffing. It encourages bluffing on the part of the testee. The tendency of the students who does not know the answer is to bluff his answers just to cover up his lack of information. If bluffing becomes satisfactory on an easy examination, inaccuracy of the measuring instrument may occur and evaluation of the students' achievement may not be valid and reliable.

e. Difficult to correct or score. Difficulty on the part of the teacher to correct or score due to an answer consisting of one or more sentences.

f. Disadvantages for students with poor penmanship. Some teachers

react unfavorably to responses of students having poor handwriting and untidy papers.

Scoring an Essay Examination:

- a. Brush up the answers before scoring.
- b. Check the students' answer against the prepared model.
- c. Quickly read the papers on the basis of your opinion of their worthiness and sort them into five groups: 1) very superior, 2) superior, 3) average, 4) inferior, and 5) very inferior.
- d. Read the responses of the same item simultaneously.
- e. Re-read the papers in each group and shift any that you feel have been misplaced.
- f. Avoid looking at the names of the paper you are scoring.

II. Objective Examination

The two main types of objective tests are the recall and the recognition.

The recall type is categorized as to:

- a. Simple recall
- b. Completion

The recognition type is categorized as:

- a. Alternative response
- b. Multiple choice
- c. Matching type
- d. Rearrangement type
- e. Analogy
- f. Identification

The first three recognition type are most commonly use.

Recall Type

1. Simple recall type. This test is one of the easiest tests to construct among the objective types where the item appears as a direct question, a stimulus word or phrase, or a specific direction. The response requires the subject to recall previously learned materials and the answers are usually short.

This test is applicable in natural sciences subjects like mathematics, chemical and physical sciences where the stimulus appears in a form of a problem that requires computation.

2. Completion test. This test consists of a series of items which requires the subject to fill a word or phrase on the blanks. An item may contain one or more blanks. Indefinite and overmultilated statements, keywords and statements directly taken from the book should be avoided

Recognition Type

1. Alternative Response Test. This test consists of a series of items where it admits only one correct answer in each item. This type is commonly used in classroom testing particularly the two constant alternative test as true-false, plus-minus, right-wrong, yes-no, correct-incorrect, XY, etc.

Others forms may use the three-constant alternatives as true-false-doubtful, constant alternative with correction and modified true-false type.

Suggestion for the Construction of Alternative Response Type:

- a. Items must be arranged in group of five and each group must be separated by two single spaces.
- b. Responses must be simple as TF, XY, etc. and if possible be placed in one column at the right.
- c. Avoid lifting similar statement from the test.
- d. Language to use must be within the level of students. Flowery words must be avoided.
- e. Specific determiners like all, always, none, never, not, nothing, no, are more likely to be false and so must be avoided. Moreover, determiners as may, some, seldom, sometimes, usually, and often are more likely to be true, hence, it should be avoided.
- f. Qualitative terms as few, many, great, frequent, and large are vague and indefinite and so they must be avoided.
- g. Partly right and partly wrong statement must be avoided. Consider statement that represents either true or false.
- h. Ambiguous and double negative statements must be avoided.

2. Multiple Choice Type. This test is made up of items which consists of three or more plausible options. It is regarded as one of the best form of test. Most valuable and widely used due to its flexibility and objectivity in scoring. In teacher-made test, it is applicable for testing vocabulary, reading comprehension, relationship, interpretation of graphs, formulas, tables, and drawing inferences from a set of data.

Rules and suggestion for the Construction of Multiple Choice:

- a. The main stem of the test item may be constructed in question, completion or direction form.
- b. Questions that tap only rote learning and memory should be

avoided.

- c. Use unfamiliar phrasing to test students' comprehension, thus avoid lifting words from the text.
- d. Four or more options must be provided to minimize guessing.
- e. Uniform number of options must be used.
- f. Arrangement of correct answers should not follow patterns.
- g. Articles "a" and "an" are avoided as last word in an incomplete sentence. This word gives clues.
- h. Alternative should be arranged according to length.

Varieties of Multiple Choice Type:

- a. Stem-and-options variety. This is commonly used in the classroom and other standardized test. The stem serves as the problem and is followed by four or more options.
- b. Setting-and-options variety. The optional responses are dependent upon a setting or foundation which includes graphical representation, a sentence, paragraph, pictures, equation, or some forms of representation.
- c. Group-term variety. Consists of group or words or items in which one does not belong to the group.
- d. Structured-response variety. This makes use of structure response which is commonly used in testing natural science subjects. This test on how good the students are to judge statements which are closely related.
- e. Contained-option variety. This variety is designated to identify errors in a word, phrase, sentence or paragraph.

3. Matching Type. This type consists of two columns in which proper pairing relationship of two things is strictly observed. Column A is to be matched with column B. It has two forms: balanced and unbalanced, the latter being preferred. In balanced type the number item is equal to the number of option. In unbalanced type, if there are 5 items in column A there are 7 items in column B. Remember, the ideal number for matching type is 5 to 10 and maximum of 15. In constructing matching type, avoid using heterogeneous materials. Do not mix dates and terms, events and person and many others. the question item should be placed on the left and the option on the right. option column should be in alphabetical order and dates in chronological order.

4. Rearrangement Type. This type consists of a multiple-option item where it requires a chronological, logical, rank, etc., order.

5. Analogy. This type is made of items consisting of a pair of words which are related to each other. It is designated to measure the ability of students to observe the pair relationship of the first group to the second.

The kinds of relationship may be: according to purpose, cause and effect, part-whole, part-part, action to object, synonym, antonym, place, degree, characteristics, sequence, grammatical, numerical and associations.

Advantages of an Informal Objective type:

- a. Easy to score. It is easier to correct due to short responses involve.
- b. Eliminates subjectivity. This is due also to short responses.
- c. Adequate sampling. More items can be included where validity and reliability of the test can be adequately observed.

-
- d. Objectivity in scoring. Due to short and one correct answer in each item.
 - e. Eliminates bluffing. Since the students only choose the correct answer.
 - f. Norms can be established. Due to adequate sampling of test.
 - g. Save time and energy in answering questions. Since the options are provided, time and energy may be utilized properly.

Limitations of an Informal Objective Test:

- a. Difficult to construct
- b. Encourages cheating and guessing.
- c. Expensive. Due to adequate sampling, it is expensive in terms of duplicating facilities. Questions cannot be written on the board.
- d. Encourages rote memorization. It encourages rote memorization rather than memorizing logically because an answer may consist only of a single word or a phrase. A student's ability to think critically, express, organize and reason out his ideas is not developed.
- e. Time consuming on the part of the teacher.

Other Evaluative Instruments

1. Questionnaire. These consist of questions in which the pupil/student responds to each item by encircling the option or by the use of a checkmark.
2. Checklists. A teacher makes use of a checklist if his pupil/student exhibits a desired behavior or if he neglects certain outcomes.

3. Rating scale. These scales are filled out by teachers for meritorious achievement done by a pupil/student.

4. Performance. The measurement of performance is time consuming because each student is tested individually. A stop watch or an ordinary watch may be used as timing device in observing student's performance. For instance, when a student is evaluated on his speed and accuracy in typing, dismantling a machine, etc.

5. Cumulative records. These records provide information about pupil/student personality, special talent, scholarship, and family background. Records should show the learner as a developing personality, including positive and negative aspects.

6. Anecdotal records. An anecdotal record is designed to determine what happened and what the behavior of the learner probably means. A teacher's skillful and continues observation on student's behavior can become an effective evaluation procedure. Anecdotal records give a complete picture of the child as he develops under the care of the teacher. It is considered as service tools to help the teacher understand and interpret the student's behavior.

Summary

Evaluation of student's performance in the classroom is the major aspect of teachers job. Teacher-made tests are usually the principal instrument used in carrying out this function.

Teacher-made test may be classified into essay and objective type.

The objective type includes recall and recognition. Alternative response, multiple choice and matching type are the most commonly used.

Writing good test item is not simple. It requires time and effort.

There are also other evaluative instruments that can measure students performance, these are: questionnaire, checklists, rating scale, performance, cumulative records and anecdotal records.

Learning Exercises

I. Alternative-response: Direction: Encircle letter T if the statement is correct and encircle letter F if the statement is wrong.

1. Score equals right-minus wrong is a correction formula for 1. ___ T
F ___

two-option test.

2. Table of norms is used for interpreting teacher-made test result. 2.
___ T F ___

3. Time allotted for every test must be written on the board. 3. ___ T
F ___

4. Corrections for test items should be done as soon as test has started.
4. ___ T F ___

5. Achievement test of 50% difficulty is valueless. 5. ___ T F ___

6. Objective test provides students an opportunity to guess answers. 6.
___ T F ___

7. Test item constructed which is copied exactly from the text 7. ___ T
F ___

encourages the testee to think critically.

8. Inclusions of more types of test minimizes monotony on the part of the examinee. ___ T
F ___

part of the examinee.

9. The use of symbols, number or brief phrase as responses to test questions increased objectivity. ___ T F ___

questions increased objectivity.

10. Objective test is easy to prepare. 10. ___ T F ___

II. Multiple Choice: Encircle the correct answer.

1. “Which of the qualities of good instrument is practicable? Why?”

This question calls for:

- a. Analysis c. Outlining
- b. Decision d. Cause and Effect

2. “State 5 conditions that can affect test Validity”. This essay question is classified as:

- a. Selective recall c. Outline
- b. Statement of Aim d. Classification

3. Which of the following does NOT belong to the group?

- a. Alternative response c. Matching type
- b. Multiple-choice d. Simple recall

4. What type of multiple choice utilizes table as source of information for the test question?

- a. Group-term variety c. Setting and option variety
- b. Stem and option variety d. Structured response variety

5. Test that consists of two columns in which proper pairing of two things is strictly observed is known as:

-
- a. Analogy c. Multiple choice
b. Matching type d. Rearrangement Type

6. “Why is objective type of test commonly used in the government examination like Licensure Exam for Teacher”? This form of question is classified as:

- a. Application of rules c. New method or procedure
b. Reorganization of facts d. Formulation of new questions

7. Which evaluative instruments provide information about the students’ interest?

- a. Anecdotal c. Checklists
b. Cumulative d. Rating scales

8. Evaluative instruments which tells how well the students prosper in particular field is:

- a. Checklists c. Rating scale
b. Performance d. Questionnaire

9. The other term for completion type of test.

- a. Same-different c. Fill-in-blanks
b. Simple-recall d. True-false

10. Which of the following does NOT belong to the group?

- a. Contained-option variety c. Structured-response variety
b. Group-term variety d. Rearrangement variety

III. Essay:

1. Summarize in two paragraphs the advantages and disadvantages of essay examination. 10 pts.
2. Formulate at least 7 general rules/guidelines in test construction that

can be applied to all types of test. 10 pts.

3. How can scoring of essay test be made objective? 5 pts.

Group activity:

Form a group compose of 5 members of your own choice. Construct five item tests in your own field of specialization in each of the following type: Write in a manila paper and be ready for critiquing.

- a. Multiple choice
- c. Alternative response
- d. Matching Type
- e. Essay Question

UNIT - 10 ADAPTATIONS OF TEACHING MATERIAL FOR CHILDREN WITH DISABILITIES

10.1 Adaptations for Children with Disabilities

Teaching practices that support learning and development for children with disabilities are identified in the Head Start Child Outcomes Framework. This section of the Leaders Guide focuses on adaptations for children with disabilities and is intended to assist disabilities coordinators in improving services to these children and their families.

The following is an excerpt from the **Head Start Leader Guide to Positive Child Outcomes**.

Adaptations for Children with Disabilities

Environmental Support

Materials Modification

Modifying the Activity

Using Child Preferences

Peer Support

Invisible Support

Adult Support

Adaptations for Children with Disabilities

The Head Start Program Performance Standards (2002) require that Head Start staff screen for possible developmental concerns that might

require professional evaluation and intervention. When a child is identified by professionals as having a disability, which may include physical, cognitive, or social-emotional conditions as well as developmental delays, an Individualized Education Program (IEP) is prepared that specifies goals and objectives. The IEP is comprehensive and may overlap with the categories of Domains. Teachers are especially concerned about supporting the learning and development of children with identified disabilities or special needs. Meeting the needs of individual children, especially those with IEPs, requires regular contact among professionals and close communication with parents.

Descriptions and examples of seven research-based types of modifications and adaptations that were developed for children with disabilities follow (Wolery & Wilburs 1994; Hemmeter et al. 2001; Sandall, Schwartz, & Joseph 2001; Sandall et al. 2002). These strategies center on ways to alter the environment, adapt materials, modify an activity, build on a child's preferences, use peer support, offer invisible support in the course of everyday events, and provide adult support in activities. These modifications offer Head Start teaching teams many different—and appropriate ways—to support the development and learning of individual children. Many of the teaching strategies described earlier in the *Guide* under the different Domains also promote individualization and support the development of children with disabilities.

Environmental Support: Altering the physical and social environment and the timing of activities to promote a child's participation, engagement, and learning. If a child—

-
- Has difficulty putting toys and equipment away during clean up—use pictures or symbols on shelves and containers. Make clean up a matching game.
 - Has difficulty playing near peers—plan cooperative small group activities with engaging and highly motivating materials so that the child is in proximity with peers while engaging in fun activities such as creating murals and building cooperative block structures.
 - Has no play partners—build friendships by seating the same peer next to the child every day at a planned activity such as small group or circle time.
 - Does not participate in learning centers during free choice time—create a picture schedule for the child. The picture schedule can have pictures or symbols representing the various learning centers organized in a certain order; 1. art, 2. dramatic play, 3. blocks The child should be taught to refer to her schedule each time she finishes one activity and goes onto the next. She can also refer to her schedule when it is time for her to join an adult in a center in order to learn how to play there.
 - Has difficulty making transitions—just before the transition provide the child with a picture or symbol representing the area or activity that the child should go to next. The child could even take the picture or symbol card with him to the next area.
 - Quickly finishes with an activity and then has difficulty waiting for the next activity— open one or two quiet centers (such as the book area or computer) after the activity and allow her to leave the activity and go to one of the open quiet areas.

Materials Modification: Modifying materials so that the child can participate as independently as possible. If a child—

- Has difficulty standing at an art easel—lower the easel, give the child a chair, or use a table easel.
- Cannot reach the pedals of a tricycle with her feet—tape wooden blocks on to the pedals.
- Cannot reach the ground sitting in a regular child-size chair—place a stool under the table so that he can rest his feet on it and stabilize his body. This stability helps children more easily use their fine motor skills.
- Encounters difficulty using two hands to act on materials—stabilize materials using tape, velcro, nonskid backing (such as bath mat appliques), and clamps.
- Has difficulty with a skill or response required by a toy—modify the response. For example, if a child has difficulty turning the pages of a book, glue small pieces of sponge or styrofoam to each page; this will separate each page, making it simpler to turn the page.
- Does not choose the art center because actions such as gluing and pasting are still too difficult or unsettling—use contact paper or other sticky paper as the backing for collages. The child only has to put things on the paper.
- Has a hard time grasping markers and paint brushes—add a piece of foam around the markers and paint brushes to make them easier to hold.
- Has difficulty cutting on a line—broaden the line with a thick marker. Or, go over the line with glue—allowing enough time before art for the glue to dry. This raised surface will allow the child to get extra sensory feedback while her scissors rub against the dry glue.

-
- Shows minimal interest in the wooden blocks—wrap some of the blocks with colorful, shiny paper.
 - Is not yet interested in books—include photograph albums with pictures of the children. Make photograph albums of field trips, class activities, and the child's special interests.

Modifying the Activity: Simplifying a complicated task by breaking it into smaller parts or reducing the number of steps. If a child—

- Is easily distracted when playing with manipulative toys such as puzzles, beads, and such—hand the pieces to the child one by one. Gradually increase the number of pieces the child has at one time.
- Is overwhelmed by activities such as cooking projects, craft projects, and table games, and is rarely successful—break down the activity into its parts. Describe the steps in clear terms, "First we do (x) then we do (y)." Draw pictures of steps to make it even clearer.
- Has difficulty understanding stories—use objects or flannel board pieces that represent characters or objects in the story. The child may make connections between the physical objects.
- Has a long walk from the car or bus to the classroom, and then dawdles, complains, and sometimes stops and drops to the floor—put photos, posters, or other interesting displays at strategic points along the way. Encourage the child to go to the next spot and describe the achievement, "You got to the baby elephant picture—can you find the baby lion?"
- Has difficulty with projects that have multiple steps—prepare the activity with the individual child in mind. Some children may do the entire project. Others may receive projects that have

been started and then they finish the last two or three steps.

Consider extending the project over several days if children's interest will be maintained.

Using Child Preferences: Identifying and integrating the child's preferences for materials or activities so that the child takes advantage of available opportunities. If a child—

- Has tantrums and tries to leave large group times such as morning circle—let the child hold a favorite, quiet toy such as a teddy bear or blanket. Divide the children into smaller groups so that it is easier for individual children to stay focused and participate.
- Has difficulty making transitions from one area or activity to the next—allow him to carry a favorite toy from one activity to the next. Alert the child that transition time is approaching and describe what will happen next.
- Does not come readily to circle time or other large group activities—begin large group time with a favorite activity such as blowing bubbles or singing that child's favorite song.
- Has difficulty engaging in new activities or learning centers or stays with one activity only—incorporate the child's favorite toy into the learning center that she rarely goes to. For example, if the child loves cars but never goes to the water table area, create a "car wash" in that area.

Peer Support: Utilizing peers to increase a child's participation. If a child—

-
- Does not know how to select an activity or game from the computer menu—pair the child with another child who is familiar with operating the computer. Let the peer show the other how to select an activity from the computer menu.
 - Is watching two children play and seems to want to join them—ask the two children to invite the other to join them. Give them some tips, verbal and non-verbal, on how the third child might be included.
 - Does not know when and where to line up during the transition to the playground— pair the child with another child who knows the routine and follows directions. Ask the children to find their partner and hold their partner's hand when lining up.
 - Is learning to use English words or sign language to request food items at snack or mealtime—have another child hold the requested food (such as a plate of crackers). The target child will need to communicate with the friend which will stimulate language production.

Invisible Support: Purposefully arranging naturally occurring events within an activity. If a child—

- Is just learning to pour from a pitcher—let other children pour first so that the pitcher is not too full or just fill the pitcher halfway.
- Is a reluctant talker during group activities—give the child a turn to talk after another child who is particularly talkative. This gives the reluctant child ideas about what to say.
- Needs more practice on a particular gross motor skill such as walking on the balance beam—incorporate this skill into an obstacle course. Put a popular, fun, or noisy activity after the

more difficult one. For example, let the children hit a gong after they walk across the balance beam.

- Has difficulty staying focused during small group activities—have him sit in such a way that distractions are minimized, such as away from the window or door or next to quieter children.

Adult Support: An adult intervening or joining the activity to support the child's level of participation. If a child—

- Repeats the same play actions over and over without making any changes, use adult support. For example, a child at the sand table dumps and fills and dumps and fills without seeming to pay attention to the effects of his actions. Show the child another way to dump and fill by making small alterations in the way that the child currently plays, such as holding the container at various heights or dumping the sand through a funnel or short tube.
- Is not interested in books—have staff or a family member record a story and then encourage him to listen to the book on tape in the book area. The parents could also say a special hello to the child on the tape. If the child looks at the book while listening to the tape, the parent can include cues for when to turn the page or make special comments that connect the pictures or the story line to the child's life experiences. "Remember when we saw a truck like that on our street?" "Do you think the boy in the story likes ice cream as much as you do?"

Head Start Program Performance Standards (2002) require individuation for each child to benefit from the program. The first step

in meeting all children's individual needs is a developmentally appropriate curriculum. When modifications and adaptations are made for exceptional children, they often represent well-known early childhood teaching practices. As the teaching team identifies appropriate short-term goals for individual children and makes the necessary adaptations to the educational program, they will be helping children progress toward the long-term goals—that is, the child outcomes specified in the Framework.

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Unit 11 Evaluation

16.1 Introduction

16.2 Objectives

16.3 Concept of Evaluation

16.4 Purposes of Evaluation

16.5 Characteristics of Evaluation

16.6 Types of Evaluation procedure

16.7 Essay type questions

11.1 Introduction

Evaluation is a concept that has emerged as a prominent process of assessing, testing and measuring. Its main objective is Qualitative Improvement. Evaluation is a process of assessing, measuring the educational system. The child is supposed to acquire objectives like knowledge, understanding, skills and attitudes through classroom learning. Number of changes occurred in his behavior through learning in the school. Therefore, present unit will through light upon Evaluation concept.

11.2 Objectives

After reading this unit, learner will be able to:

Define concept of evaluation

Acquire the knowledge of evaluation;

Analyze the purpose of evaluation

11.3 Concept of Evaluation

Evaluation has a wider meaning. It goes beyond measurement. When from useful information including measurement, we make a judgement, that is evaluation.

Example:- The teacher may evaluate the student Geetha that she is doing well in mathematics, because most of the class scored 50/100. This is an example of evaluation using quantitative data (measurable information). The teacher might also make an evaluation based on qualitative data, such as her observations that Geetha works hard, has an enthusiastic attitude towards mathematics and finishes her assignments quickly.

Evaluation is a Science of providing information for decision making.

It Includes measurement, assessment and testing

It is a process that involves

Information gathering

Information processing

Judgement forming

Decision making

From the above, we can arrive at the following concept of evaluation

Evaluation is a concept that has emerged as a prominent process of assessing, testing and measuring. Its main objective is Qualitative Improvement.

Evaluation is a process of making value judgements over a level of performance or achievement. Making value judgements in Evaluation process presupposes the set of objectives

Evaluation implies a critical assessment of educative process and its outcome in the light of the objectives.

11.4 Purposes of Evaluation

Evaluation is the process of determining the extent to which the objectives are achieved.

It is concerned not only with the appraisal of achievement, but also with its improvement.

Evaluation is a continuous and a dynamic process. Evaluation helps in forming the following decisions.

Evaluation is perhaps the most complex and least understood of the terms. Inherent in the idea of evaluation is "value." When we evaluate, what we are doing is engaging in some process that is designed to provide information that will help us make a judgment about a given situation. Generally, any evaluation process requires information about the situation in question. A situation is an umbrella term that takes into account such ideas as objectives, goals, standards, procedures, and so on. When we evaluate, we are saying that the process will yield information regarding the worthiness, appropriateness, goodness, validity, legality, etc., of something for which a reliable measurement or assessment has been made. For example, I often ask my students if they wanted to determine the temperature of the classroom they would need to get a thermometer and take several readings at different spots, and perhaps average the readings. That is simple measuring. The average temperature tells us nothing about whether or not it is appropriate for learning. In order to do that, students would have to be polled in some reliable and valid way. That polling process is what evaluation is all about. A classroom average temperature of 75 degrees is simply information. It is the context of the temperature for a particular purpose that provides the criteria for evaluation. A temperature of 75 degrees may not be very good for some students, while for others, it is ideal for learning. We evaluate every day. Teachers, in particular, are constantly evaluating students, and such evaluations are usually done in the context of comparisons between what was intended (learning, progress, behavior) and what was obtained. When used in a learning objective, the definition provided on the ADPRIMA site for the behavioral verb evaluate is: To classify objects, situations, people, conditions, etc., according to defined criteria of quality. Indication of quality must be given in the defined criteria of each class category. Evaluation differs from general classification only in this respect.

To sum up, we measure distance, we assess learning, and we evaluate results in terms of some set of criteria. These three terms are certainly share some common attributes, but it is useful to think of them as separate but connected ideas and processes.

Evaluation is a process of assessing, measuring the educational system. The child is supposed to acquire objectives like knowledge, understanding, skills and attitudes through classroom learning. Number of changes occurred in his behavior through learning in the school.

Evaluation is a global process to assess all changes of physical growth and development, behavioral and academic achievements. Thus, evaluation is the process of assessing the attainment of the pre-determined objectives of the teaching-learning process. So, educational evaluation can be considered as the process of determining the following aspects.

- (i) The extent how educational objectives are being achieved.
- (ii) The effectiveness of the teaching-learning experiences provided in the classroom situation

There is direct relationship among four important factors of the educational system like objective, curriculum, method and evaluation. As Indian Education Commission (1964-66) has remarked, "It is now agreed that evaluation is a continuous process, forms an integral part of the total system of education and is intimately related to educational objectives, it exercises a great influence on pupil's study habits and the teacher's method of instruction and this helps not only to measure educational achievement but also to improve it."

11.5 Characteristics of Evaluation

(1) Evaluation is a comprehensive process:

Evaluation is a global process it assess all aspects of child's development. There are different techniques which, are used by the teachers to evaluate the performance of the child.

(2) Evaluation is a continuous process:

Evaluation is a continuous process as education. It is not examination but examination is a part of evaluation process. There is no fixed time limit for the completion of evaluation work. But it is a continuous process.

Functions of Evaluation:

Evaluation does not end with the summarization of results. It has direct bearing on the improvement of the system as a whole. The functions of evaluation are:

1. Evaluation provides feed back to the pupils to know their own strengths and weaknesses.
2. It creates a motivational effect on pupils and motivates them towards better attainment and growth.
3. It encourages in building good study habits.
4. Evaluation helps teacher in guiding the growth of pupils.
5. It helps in locating the areas require remedial measures.
6. It helps the teacher in planning, organizing and implementing learning activities.
7. It provides basis for revision of curriculum.
8. It helps in inter-institutional comparison.
9. It helps the administrator in educational decision making, relating to selection, classification, placement, promotion etc.
10. It helps in assigning marks and reporting pupil's progress to their parents.

11.6 Types of Evaluation procedure:

Evaluation may be classified on the basis of the sequence in which different procedures are used. Different types of evaluation procedures involve different ways and techniques. There are four evaluation procedure:

1. Placement Evaluation.
2. Formative Evaluation
3. Diagnostic Evaluation
4. Summative Evaluation

Evaluation Devices:

A good evaluation device is one which is securing valid evidence regarding the desired change of behavior. A teacher needs to know the various devices that are helpful in gathering evidence on the changes taking place in pupil.

(1) Written Examination:

It is otherwise known as paper pencil tests. These are commonly used in school. Where, answers are to be written as per the instruction of question.

(2) Oral Examination:

These types of examination or tests are conducted for supplementing to written examination. Test of reading ability, pronunciation etc. where there is nothing to write.

(3) Practical Examination:

These tests are necessary to test experimental and manipulative skills of learner particularly in subjects like Science, Technology, Agriculture, Craft and Music.

(4) Observation:

Observation is used to evaluate overt behavior of pupil in controlled and uncontrolled situations. It is purposive, systematic and carefully viewing/observing behavior and recording it.

(5) Interviews:

Interview is some times superior to other device. It is because of the fact that pupil's are usually more willing to talk than write.

(6) Questionnaire:

Questionnaire is a systematic compilation of questions that are submitted to the pupils from whom information is desired.

(7) Check-list:

A check-list is an instrument that is used for collecting and recording evidence regarding significant behavioral tendencies of the pupils or specific problems they present in the classroom.

(8) Rating Scale:

Rating is a term applied to expression of opinion or judgment regarding some situation, object or character. Rating scale is a device by which judgments can be quantified.

(9) Records:

Anecdotal records, cumulative record cards and dairies of pupils are some other devices used in evaluation process to know detail about child's behavior.

Conclusion:

Evaluation is an important aspect of entire education system. In absence of evaluation our mission to provide good education can not be achieved. Evaluation is an indispensable part of the human activities. Teachers are to be careful and sincere to evaluate child's behavior and educational process as a whole for the success of the teaching learning activities.

11.7 Essay type questions

1. Explain concept of evaluation.
- 2. Clarify the types of evaluation procedure**

Unit 12 Assessment and Tools

12.1 Introduction

12.2 Objectives

12.3 Assessment

12.4 Types of Assessment

12.5 Tools

12.6 Essay type questions

12.1 Introduction

Assessment is a broad term that includes testing. A test is a special form of assessment. Tests are assessments made under contrived circumstances especially so that they may be administered. Typically, assessment efforts are divided into two types, formative or summative. Therefore, present unit will through light upon assessment and tools.

12.2 Objectives

After reading this unit, learner will be able to:

Define concept of assessment and tools.

Acquire the knowledge of assessment.

Analyze the purpose of assessment.

12.3 Assessment

Assessment is a process by which information is obtained relative to some known objective or goal. Assessment is a broad term that includes testing. A test is a special form of assessment. Tests are assessments made under contrived circumstances especially so that they may be administered. In other words, all tests are assessments, but not all assessments are tests. We test at the end of a

lesson or unit. We assess progress at the end of a school year through testing, and we assess verbal and quantitative skills through such instruments as the SAT and GRE. Whether implicit or explicit, assessment is most usefully connected to some goal or objective for which the assessment is designed. A test or assessment yields information relative to an objective or goal. In that sense, we test or assess to determine whether or not an objective or goal has been obtained. Assessment of skill attainment is rather straightforward. Either the skill exists at some acceptable level or it doesn't. Skills are readily demonstrable. Assessment of understanding is much more difficult and complex. Skills can be practiced; understandings cannot. We can assess a person's knowledge in a variety of ways, but there is always a leap, an inference that we make about what a person does in relation to what it signifies about what he knows. In the section on this site on behavioral verbs, to assess means To stipulate the conditions by which the behavior specified in an objective may be ascertained. Such stipulations are usually in the form of written descriptions.

12.4 Types of Assessment

Assessment and evaluation studies may take place at the subject, department, or Institutional level, and range in size and scope from a pilot study to a complex project that addresses a number of different topics, involves hundreds of students, and includes a variety of methodologies. Typically, assessment efforts are divided into two types, formative or summative. Below, each is described briefly along with a third less frequently seen type called process assessment. Included, as well, is a grid that classifies different assessment methodologies.

Formative Assessment

Formative assessment implies that the results will be used in the formation and revision process of an educational effort. Formative assessments are used in the improvement of educational programs. This type of assessment is the most common form of assessment in higher education, and it constitutes a large proportion of TLL's assessment work. Since educators are continuously looking for ways to strengthen their educational efforts, this type of constructive feedback is valuable.

Summative Assessment

Summative assessment is used for the purpose of documenting outcomes and judging value. It is used for providing feedback to instructors about the quality of a subject or program, reporting to stakeholders and granting agencies, producing reports for accreditation, and marketing the attributes of a subject or program. Most studies of this type are rarely exclusively summative in practice, and they usually contain some aspects of formative assessment.

Process Assessment

Process assessment begins with the identification of project milestones to be reached, activities to be undertaken, products to be delivered, and/or projected costs likely to be incurred in the course of attaining a project's final goals. The process assessment determines whether the project has been on schedule, deliverables produced, and cost estimates met. The degree of difference from the expected process is used to evaluate success

12.5 Tools

DEVELOPMENTAL/INTELLECTUAL ASSESSMENT TOOLS**(sequenced developmentally)**

1. *The Ages and Stages Questionnaire (ASQ)* (Bricker & Squires, 1995) is a standardized screener for developmental concerns in children from 4 to 60 months of age. Nineteen different questionnaires cover designated age intervals. Each questionnaire covers fine motor, gross motor, problem solving, communication, and personal social areas of development. Each sub-section is scored on a pass/fail basis. Pediatric practices use this tool to learn about general development.

Bricker, D., Squires, J. (1995). *Ages and Stages Questionnaire: A parent-completed child monitoring system* (2nd ed.) Baltimore, MD: Brookes.

2. *The Mullen Scales of Early Learning (MSEL; Mullen, 1995)*

The MSEL is a standardized, comprehensive measure of development for infants and preschool children from birth to 68 months. It includes five subscales: visual reception (i.e., solving problems without language), gross and fine motor, receptive and expressive language. The MSEL can be administered in a playful fashion. Items can be administered in any order, allowing for the examiner to adjust to the interests and motivation of the child being tested. The MSEL provides estimates of verbal and nonverbal problem-solving abilities. It is widely used in studies of young children with developmental disabilities. The MSEL demonstrates strong concurrent validity with other well-known developmental tests of motor, language, and cognitive development. Mullen, E. M. (1995). *Mullen scales of early learning* (AGS ed.). Los Angeles: Western Psychological.

3. *Bayley Scales of Infant Development –II and II I(Bayley, 1993; 2005)*

The Bayley is a standardized developmental assessment for young children (1-42 months) that requires approximately 45-60 minutes to administer. The Bayley provides a Mental Development Index (MDI) and a Psychomotor Development Index (PDI). The direct assessment also includes additional checklists for parents to complete. Psychometric characteristics are strong and the materials are child-friendly. Administration requires training for fluent, standardized use. Perhaps more appealing to young children than the MSEL (in my opinion), it can be harder to tease apart verbal and nonverbal problem-solving on the Bayley than on the MSEL.

Bayley, N. (1993). *The Bayley scales of infant development* (2nd ed.). San Antonio, TX: Harcourt Brace. Bayley, N. (2005). *The Bayley scales of infant development* (3rd ed.). San Antonio, TX: Harcourt Brace.

4. *Differential Abilities Scale (DAS; Eliot, 1990)*

The DAS is a standardized test of intelligence with versions suitable for children from ages 2 ½ to 18 years that provides age equivalents and standard scores. The DAS can be administered to children who are not verbal and it is expected that most children will obtain basal scores on the DAS – if not on the school-age

version, then on the preschool version. The School-Age Version is comprised of six core subtests which yield summary scores for: verbal performance, nonverbal performance, and spatial performance, as well as an overall score termed the General Conceptual Ability (GCA).

While subtests provide T scores ($M = 50$, $SD = 10$), the verbal, nonverbal, spatial, and GCA scores are reported as standard scores, with a mean of 100 and standard deviation of 15. Ability scores, T-scores, and age-equivalent scores are computer for each subtest and standard scores are provided for the three composites and the General Conceptual Ability Score. Verbal performance and Nonverbal performance are usually used to reflect a child's profile of cognitive functioning. In terms of its psychometrics, the DAS manual reports good to excellent properties in terms of both validity and reliability and shows acceptable convergent reliability with both the WISC-IV and WASI (Eliot, 1990). Eliot, 1990. *Manual for the Differential Ability Scales*. Austin, TX: Psychological Corporation.

5. Wechsler Preschool and Primary Scale of Intelligence- Revised (WPPSI-R) (Wechsler, 1989). The WPPSI-R is a standardized assessment of intellectual potential designed for children ages 3 – 7 years. It contains 12 subtests, which load on either a Verbal Composite or a Performance Composite. It also provides a Full IQ estimate. Wechsler, D. /Psychological Corporation (1989.) *Manual for the Wechsler Preschool and Primary Scale of Intelligence- Revised*. Austin, TX: Harcourt.

6. Wechsler Intelligence Scales for Children-IV (WISC-IV) (Wechsler, 2003). The WISC-IV is a standardized test of intelligence for children ages 6-16. It examines both verbal and nonverbal intelligence performance and provides age equivalents and standard scores for each. The WISC-IV generally demonstrates good psychometric properties and shows acceptable convergent reliability with both the WASI and DAS (Wechsler, 2003). Wechsler, D./Psychological Corporation (2003). *Manual for the Wechsler Intelligence Scales for Children*. Austin, TX: Harcourt.

7. Wechsler Abbreviated Scales of Intelligence (WASI) (Wechsler, 2002).

This IQ screener provides an estimate of the child's verbal and nonverbal abilities in a relatively brief period of time. The WASI contains four subtests (Vocabulary, Similarities, Block Design, and Matrices), takes approximately 30 minutes to administer, and is appropriate for children and adults older than 6 years. The WASI has been shown to provide scores that are reliable with a full battery (i.e., WISC-IV) in samples of children with autism spectrum disorders. The WASI also shows acceptable convergent reliability with both the WISC-IV and DAS in population-based samples (Wechsler, 2002). Wechsler, D./Psychological Corporation (2002). *Manual for the Wechsler Abbreviated Scales of Intelligence*. Austin, TX: Harcourt.

8. Stanford-Binet – Fifth Edition (SB-5) (Thorndike, Hagen & Sattler, 1986/2005). The SB-5 is a standardized intelligence test designed for age 2-through older adulthood. It provides composite scores and overall IQ estimates and has excellent psychometric properties. The SB-5 has a brief IQ battery that is useful in research protocols. Thorndike, Hagen & Sattler, 1986/Riverside, 2005. *The manual for the Stanford-Binet Intelligence Scales*. Los Angeles: Riverside.

Developmental Assessments to Try if Person is Nonverbal or Difficult to Engage in Standardized Testing

1. Child Development Inventory (CDI; Ireton, 1992). The Ireton CDI is a 270-item parent/caregiver checklist that covers 8 areas of development (social, self-help, gross motor, fine motor, expressive language, language comprehension, letters, and numbers) and is suggested to be used for persons whose overall developmental level is approximately 6 years or less. Norms are available for chronologically young children and age equivalent scores can be derived for older individuals who are developmentally impaired. The CDI provides developmental estimates that are roughly equivalent to the results of standardized assessments of overall development. Common practice in research and clinical protocols is usually to attempt standardized assessment before

moving to the CDI as the tool of choice. Ireton, H. (1992). *Child Development Inventory Manual*. Minneapolis, MN: Behavior Science Systems.

2. *Leiter International Performance Scale-Revised (Leiter-R;* Roid & Miller, 1997). The Leiter-R is a standardized nonverbal measure of intelligence, often used to estimate the nonverbal problem-solving potential of individuals who do not use speech. Several summary scores can be derived; most studies in autism research use the “Brief IQ”, which can be obtained in less than an hour and is based on four subtests (Repeated Patterns, Sequential Order, Figure-Ground, and Form Completion). Convergent validity varies, but the Leiter may produce elevated scores, relative to the Wechsler tests. Roid, G. H., & Miller, L. J. (1997). *Leiter international performance scale revised*. Wood Dale, IL: Stoelting Co. *J Autism Dev Disord* (2007) 37:49–61

3. *Peabody Picture Vocabulary Test – III* (PPVT; Dunn & Dunn, 1981; 1997). See “Tools for Learning about a Student’s Communication, Speech & Language Skills.”

Tools for Learning about a Student’s Communication, Speech & Language Skills

1. *MacArthur-Bates Communicative Development Inventories: Words & Gestures (CGI-WG)*. The MacArthur-Bates Communicative Development Inventories: Words & Gestures (CGI-WG; Fenson et al, 1993; 2003) is a 4-page inventory of specific words and nonverbal acts that are important in the development of communication in young children. The parent or educator/interventionist who knows the child indicate which of the words/behaviors on this rather long list the child is currently expressing, as well as those the child appears to understand. The result is a developmentally informed snapshot of the child's current communicative profile (including both nonverbal and verbal acts of sending and receiving messages). The MacArthur CGI has been shown to be sensitive to treatment effects - it could be used as part of an IEP objective to measure a child's nonverbal communication before and after a year in school, for example.

Who it's best for: Developed and normed on children who are between 8 and 16 months old, the CGI can provide helpful qualitative information for students who are not yet effective communicators - either verbally or nonverbally, at just about any age. Because the tool is geared to early childhood, if you want to use it for a student who is older than 3 years old, I would recommend asking the parent questions in order to fill out the form instead of giving it directly to them, as you will want to skip some sections that are not developmentally appropriate for an older, nonverbal student.

Fenson et al. (1993; 2003). *MacArthur Communicative Development Inventories*. San Diego: Singular Thompson Learning.

2. Peabody Picture Vocabulary Test – III (PPVT) (Dunn & Dunn, 1981; 1997). The PPVT-III is a commonly used standardized assessment of receptive language skills, and is frequently used as a proxy for overall intellectual functioning when assessing individuals with speech/language impairments (including articulation difficulties). It can be used across the lifespan and provides norm-referenced scores. Training is minimal and the PPVT can be administered by someone with basic training in standardized testing. Dunn, L. & Dunn, L. (1981; 1997). *Peabody Picture Vocabulary Test=III*. Circle Pines, MN: AGS Publishing.

3. Clinical Evaluation of Language Fundamentals-4 (CELF-4) (Semel, Wiig, & Secord, 2003). The CELF-4 is a standardized comprehensive assessment of expressive and receptive language skills. Norms are available for children 5-17, although there is a companion measure for preschoolers. Two slightly different versions are administered to children aged 9-12 and 13-21. The CELF-4 is widely used in educational and clinical settings and generally demonstrates good psychometric properties. It is usually administered by a speech-language pathologist in clinical settings, but may be administered by a trained master's level clinician for research studies. Semel, Wiig, & Secord, 2003. *Manual for the Clinical Evaluation of Language Fundamentals – 4*. Austin, TX: Psychological Corporation.

4. *Children's Communication Checklist-2 (CCC-2)* (Bishop, 2003). The CCC-2 is a 70-item checklist used to measure pragmatics (i.e., social-communication) that is completed by an adult who knows the child well (e.g., parent, therapist, teacher). It's been used in studies of autism, language impairment, and intellectual/developmental disabilities. The CCC provides a total Scaled score and ten normed subscales: "A-Speech (i.e., intelligibility); B-Semantics (i.e., word finding/vocabulary access); C-Syntax (i.e., grammar); D-Coherence (e.g., making sense in conversation through the proper referencing and sequencing of events); E-Inappropriate Initiation* (e.g., indiscriminate, talks too much, doesn't initiate topics about reciprocal interests, repetitive initiating); F-Stereotyped Language* (e.g., overuse of "learned chunks" in conversations; being "precise" in communications); G-Use of Context* (e.g., use and understanding of the social rules governing communication, including politeness, sarcasm, and humor; ability to correctly interpret others, including abstract language concepts); H-Nonverbal Communication* (e.g., understanding and using nonverbal conversational cues including both gestures and affect); I-Social Relations (i.e., regard for and relationships with peers); and J-Interests (i.e., restricted and/or repetitive interests and flexibility)." [Bishop, 2003] A summary variable, The Social Interaction Deviance Composite (SIDC), may be derived from the Scaled Scores to consider whether or not a child is evidencing primarily structural or pragmatic language difficulties.

ASSOCIATED FEATURES: MEASURES OF ASPECTS OF FUNCTIONING THAT TEND TO BE PROBLEMATIC IN SPECIFIC DEVELOPMENTAL DISABILITIES ; CAN ALSO BE USEFUL AS A WAY OF QUANTIFYING SOURCES OF INDIVIDUAL DIFFERENCES/REDUCING HETEROGENEITY (e.g., executive function, sensory responses, mental health issues, problem behaviors)

1. *Behavior Rating Inventory of Executive Functions (BRIEF): Preschool Version: Gioia, Espy, & Isquith, 2003; School-Age Version: Gioia, Isquith, Guy, & Kenworthy, 2000.* The BRIEF is an assessment system designed to gather information about how a person's executive function skills impact functioning at home, in school and in the community. Two different versions

(Preschool and School-Age) allow for developmentally sensitive items across relevant areas of attention and self-regulation.

Norms are provided for each of 9 subscales, as well as for a set of developmentally relevant factors that are thought to reflect global functioning. For preschoolers, the BRIEF provides subscale scores for Inhibit, Shift, Emotional Control, Working Memory, Plan/Organize and composite scores for Global Executive Composite, Inhibitory Self-Control Index, Emergent Metacognition Index, and Flexibility Index.

For school-aged children, the BRIEF provides subscale scores for Inhibit, Shift, Emotional Control, Initiate, Working Memory, Plan/Organize, Organization of Materials, and Monitor. Composite scores are computed for a Global Executive Index, Behavioral Regulation Index, and a Metacognition Index. The BRIEF has been used in many studies of executive function in special populations, including autism, fragile X syndrome and Down syndrome. Gioia et al, (2003). *Manual for the Preschool Version of the Behavior Rating Inventory of Executive Functions*. Lutz, Florida: Psychological Assessment Resources. Gioia et al, (2000). *Manual for the School-age Version of the Behavior Rating Inventory of Executive Functions*. Lutz, Florida: Psychological Assessment Resources.

2. Emotion Regulation Checklist (ERC) (Shields & Cicchetti, 1997) is a brief (24-item) parent/teacher report measure that provides information regarding a child's typical responses to emotionally intense experiences. The instrument has good reliability and validity across adult informants and provides indices regarding the child's ability to modulate and express affect in a manner that is context-appropriate. The ERC has been shown to be sensitive to change in effectiveness studies of CBT protocols with anxious youth (Suveg, Kendall, Comer, & Robin, 2006). Shields, A., & Cicchetti, D. (1997). Emotion-regulation among school-age children: The development and validation of a new Q-sort scale. *Developmental Psychology*, 33, 906-917.

Suveg, C., Kendall, P.C., Comer, J.S., & Robin, J. (2006). Emotion-focused cognitive-behavioral therapy for anxious youth: A multiple baseline evaluation. *Journal of Contemporary Psychotherapy, 36*, 77-85.

3. Short Sensory Profile (SSP) (MacIntosh, Miller, Shyu & Dunn, 1999). The SSP is a 38-item parent questionnaire designed to provide information about a child's sensory responses in daily life. Norming procedures for the SSP included a national US sample of 117 children and the measure shows high internal reliability (.91). The SSP is a brief version of the more extensive 125 item Sensory Profile assessment measure, and includes the domains: Tactile Sensitivity, Taste/Smell Sensitivity, Movement Sensitivity, Underresponsive/Seeks sensation, Auditory Filtering, Low Energy/Weak, and Visual/Auditory Sensitivity. McIntosh, D.N., Miller L. J., Shyu, V., & Dunn, W.. *The Sensory Profile: Examiner's Manual*, 1999.

4. The Multidimensional Anxiety Scale for Children (MASC) (March, 1998) is a 39-item, 4-point Likert-type scale of anxiety symptoms, designed for youth 8-19 years. It has a youth self-report and a parent report version. The MASC has strong psychometric properties (March, Parker, Sullivan, Stallings, & Conners, 1997) and preliminary evidence suggests it may also perform well in ASD samples (Bellini, 2004). The MASC measures the frequency (e.g., often true) of 39 thoughts, feelings or actions related to anxiety. The questionnaire should take approximately 15 minutes for the child to complete.

Bellini, S. (2006). The development of social anxiety in high-functioning adolescents with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities, 2*, 138-145.

March, J.S. (1998). *Multidimensional anxiety scale for children*. North Tonawanda, NY: Multi-Health Systems.

Scale for Children (MASC): Factor structure, reliability, and validity. *Journal of the American Academy of Child and Adolescent Psychiatry, 36*, 554-565.

5. Children's Depression Inventory (CDI) (Kovacs, 1981) is a brief, 27-item self-report screening tool for depression in youth (7 -19 years). A score of 13 or

higher is indicative of significant risk of depression. Psychometric properties (internal consistency, test-retest reliability) are strong. Requires functional language ability of approximately 8 years to be valid. Kovacs, M. (1981). Rating scales to assess depression in school-aged children. *Acta Paedopsychiatrica*, 46, 305-315.

6. Child Behavior Checklist (CBCL) (Achenbach, 1983; 1991). The CBCL is a standardized parent checklist that assesses behavior problems and social competencies in children 18 to 70 months of age. The CBCL was used to define child affective, anxiety, pervasive developmental, attention deficit/hyperactivity, and oppositional defiant problems. Achenbach, T. (1991). *Manual for the Child Behavior Checklist/4-18 and 1991 Profile*. Burlington, VT: University Medical Education Associates. Achenbach, T. M., & Edelbrock, C. S. (1983). *Manual for the child behavior checklist and revised child behavior profile*. Burlington, VT: University of Vermont Department of Psychiatry.

7. The Developmental Behavioral Checklist (DBC) (Einfeld & Tonge, 1994) is a 96-item checklist (each item scored on a 3 point Likert scale) completed by parents or teachers to assess behavioral and emotional problems in children with a developmental disability. A Total Behavior Problem score is derived in addition to five subscale factor scores: Disruptive/Antisocial behavior, Self Absorbed Behavior, Communications Disturbance, Anxiety Problems and Social Relating Problems. The DBC is considered to have good reliability and validity (Einfeld & Tonge, 1994) and is sometimes used in intervention effectiveness studies on children with developmental disabilities, including autism. Two versions of the checklist are available: the Parent/Carer version (DBC-P) and the Teacher version (DBC-T).

Einfeld, S. L., & Tonge, B. J. (1994). *Manual for the developmental behaviour checklist*. Clayton, Australia: Monash University Centre for Developmental Psychiatry and School of Psychiatry, University of New South Wales.

8. Aberrant Behavior Checklist (ABC) (Aman & Singh, 1994). The ABC is a brief parent/caregiver or teacher report checklist of externalizing and internalizing behaviors that is commonly used in studies of medication

effectiveness. There are versions that have been normed on special populations (e.g., Nisonger Child Report Form was normed on an institutionalized sample of adults with severe intellectual disabilities.)

Aman, M. G., & Singh, N. N. (1994). *Supplement to the Aberrant Behavior Checklist*. East Aurora, NY: Slosson Educational Publications.

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9. Behavior Assessment System for Children, 2nd ed. (Reynolds & Kamphaus, 2011). The BASC-2 is a multi-informant assessment system that provides information concerning a child's adaptive and maladaptive behaviors across settings. Commonly used by school psychologists, the BASC is a developmentally sensitive instrument that provides standardized scores and estimates of significant risk across a range of internalizing and externalizing behaviors. Psychometric properties are strong. Reynolds, C.R. & Kamphaus, R.W. (2011). *Behavior assessment system for children – Second edition*. San Antonio, TX: Pearson Corporation.

12.6 Essay type questions

1. What do you understand by assessment?
2. Explain the various types of tools?

Unit 13 Error analysis, achievement tests and diagnostic tests

13.1 Introduction

13.2 Objectives

13.3 Error analysis

13.4 Achievement test

13.5 Essay type questions

13.1 Introduction

Testing and evaluation methods are helpful in educating the progress of teachers. The errors which the children make, they are annihilated because they have never learned the rules or have used the rule learned wrong. Through achievement-testing the teacher receives the knowledge of the progress of the students. Through these tests the teacher acquires knowledge of upgradation of students. These trials evaluate the success of the pedagogy students, but also measure the status of their success. Diagnostic tests are an integral part of the curriculum. Some people think different from these courses, but this is not the case. They are part of their curriculum due to students' success-failure, their qualifications and weaknesses. To test and measure students' abilities and weaknesses, the teacher is given the responsibilities to create an objective test. In such a situation the Facilitator should have complete knowledge about the preparation of the test. In the unit, you will be able to know about error analysis, achievement test and diagnostic exams.

13.2 Objectives

After studying the presented unit, you-

The error will be learned in the analysis.

Find out about the achievement test.

Find out about diagnostic examinations.

In the achievement and diagnostic tests, we will be able to explain the end.

13.3 Error analysis

Error analysis is a technique that teachers solve their problems by analyzing their students' learning as a 'educational detective' - Longan (1986)

We know that testing and evaluation methods are helpful in educating the teachers for progress. Converting these methods into a form, which helps students to know the format of errors, is helpful. A good error analysis goes beyond the analysis test Yoga. It is helpful in identifying the type of error and its continuity. This helps the teacher to see the 'type of error' and 'due to error'.

Longgun (1986) noted that the bugs that babies are doing are irrelevant to them, because either they have never learned the rule or use the rule learned wrong. Examples

Did not learn the rules

Inappropriate use of rules

Sequencing of error and revision of time on the error reduces learning or rehabilitation of unsuitable learning.

Importance and interpretation

Normally Trainers have the prevalence of correcting and abandoning wrong response. In reality, there are errors which tend to last longer than the teacher. It should be analyzed that how the child has responded to that reaction, there is no continuity, etc. Now we look at the four letters given below.

Dol (Doll)

Book (Book)

Lamb (Lamb)

Rop (Rope)

Kook (Cook)

Mat (Mate)

Los (Loss)

Best(best)

Ramp(Ramp)

Con (Cone)

Kamp (Camp)

Fat (Fate)

(Spoken words in sentence)

This is the weakness in the reality and weakness. But if you analyze errors, these are not 8 but rather 17 types.

1. Finally remove 'E'.

Rop (Rope) Mat (Mate). Con (Cone) Fat (Fate)

2. Removal of the recurring exercise.

Dol (Doll) Los (Loss)

3. Changed by K to K.

Kook (cook) Camp

If the teacher takes some time to confirm the analysis given above by giving 21 and fewer words, the effort to amend its modification is not 8 words but there are 3 types of words. In other words, he can reach the root of the problem and can completely eliminate it. Instead of repeatedly failing it, he regularly worded 10 times. Write down the error and type the error.

This is an example, it can also be used in mathematics, language and self help skills. When skill is done carefully with subconsciousness.

Combined steps in error analysis

1. Collect targeted skills of the student by taking targeted skills multiple times.
2. Encourage the student to work but do nothing to influence the reaction.
3. Assign the student's comments with comments.
4. View the format in the responses.
5. Look for exceptions in any appealing format.
6. Identify the identified format as the cause of the possible error.

When we look at the data vertically. We gradually see the progress in childless

neutralization. Now we will see each step in length. Stage 16 and 6 are continuing in the form of a self that is preventing the child from becoming self-reliant. Will you do You will break the skill into subconscious. You will find that when two skills happen together or there is a complex abstraction in skill or rhythmic action, the child has the need of assistance. It is true for both phases. In the second stage there is a back / wide intangible term so that would have been a problem. Insert a picture behind and insert it into skill analysis. For the 6th stage, catching and bending together is very difficult. Vishlavhana and properly hold the children again for self dependency. What do you see The format of that error is emerging now. It will be modified by knowing this, the child gets self-sufficiency in disenchantment.

Improper learning is the synonym of "prevention from treatment is better". In case of skill analysis and teaching methods only if there are provisions to prevent errors, the error correction should not be required. To do this, the teacher should first think that what can be wrong in the absence of skill For example, teach Sallonan skills to the youngest child. This is the daily action. What is the decreasing verb in it? Do not forget to take clothes in the gymnasium. Fill the water in the tap. Clothes fall on the wet floor on the wet floor.

Sometimes it happens with us too. We recover easily from this problem because our intellectuals are ordinary people. But it is not easy for a slow-minded child. He has to be trained to overcome this problem.

13.4 Achievement test

As the name implies - 'Achievement test' examines the achievement of the students. Whatever the trials are taken to measure a child / student who lives in the environment of the school, whatever he learn, whatever he learns, he calls the augmented test. This Parampa Rama is coming from ancient times. At that time, the first duty, responsibility / responsibility of the teacher and school was to evaluate the availability of his disciples. In Ramayana, Maharishi Balmi taught the four princes and examined them. The examiner of guru Dronacharya aims to target the bird's eye is famous. These are all types of available testing. As time

passes, the way of appraisal also changes. Personal life keeps its experience and valuation at the time of the coming generation, so that they can preserve the cultural heritage and the changes required in their behavior. Students are examined from time to time to check these changes and measurements. Along with the changes and changes in the educational endeavors, the methodology of our evaluation, observation and measurement also varies. One of these changing methods and methods is the achievement test. Through achievement-testing, the superlative learns the students' immaturity. By these tests, the teacher obtains knowledge of the students' advancement. By these tests, the students evaluate the success of the students, but they also measure the success of their success. These examinations give 'warning' to the teacher that whether any particular student has attained the knowledge till the level of merit. But these tests do not give the subtle information about the students' abilities, abilities, weaknesses and weaknesses, as in diagnostic tests. These tests are used to compare the eligibility of students of the same class and mental stanza. Thus, in these trials we emphasize the relative success, not the complete success. The properties of these tests are very similar to the diagnostic tests, but these tests are to separate the blood from the diagnostic tests. These tests do not go beyond the depth of facts / information like auditory tests. These tests only show the stereotypes of students' weaknesses and qualifications. Parantut does not elaborate on the reasons behind them. These tests do not microscopic analysis of their shortcomings.

Importance of achievement test

Like other tests, achievement tests also have their own importance as follows:
Achievement - Testing and analyzing the lowest qualifications of personalities in a particular area or work.

Achievement - Students are selected in different areas by the test and the achievement is also used to give admission to the students in various classes in the school.

Achievement - Testing is done in a wide variety of different types of classification and appointment.

On the basis of achievement-testing, it is used to classify the students in different categories and promote them on higher level.

Achievement - A special qualification and talent of students is detected by the test. According to them the educational and business direction can be provided to the students.

Achievement - The test is the basis of the examination system.

These tests facilitate students to read and write. By these tests the students know what part of their curriculum they have learned and who have not learned. These tests and their results motivate them to learn in the future.

These tests provide information only about students' learning, but also guide the teachers how proficient, successful and effective their teacher is. If all students remain below the level of Yoga, then it means that there is no shortage in teacher's superannuation. And if the teachers are above then the teacher is skilled.

The simple answer to the questions asked by students, shows the effectiveness of the teaching methods put in those questions. Therefore, these tests help in using different methods and choosing the best method.

13.5 Diagnostic tests,

Diagnostic tests, like the availability tests, are a form of appraisal. Antar is that, where the merit of two or more students is compared with achievement tests, while the typical Tao, properties and their shortcomings and difficulties of learning-learning process are evaluated through diagnostic tests. Where achievements, examinations measure the eligibility of the students, while the diagnostic exams provide therapeutic teaching opportunities to overcome the difficulties faced by the student's acquisition of knowledge. It is very simple and clear that there are different classes in one class. All students have different physical structure, mental health, behavior and learning ability. When a teacher teaches in class and provides new knowledge, then some students earn that knowledge quickly and some slowly But a teacher has to take all the students together. Diagnostic tests help the superintendent in this work. Of course, these exams do not work for measuring the eligibility of the student's eligibility, but what kind of difficulty is the difficulty in earning a particular knowledge, is it difficult to understand the difficulty of the student? The cause can be and how can this problem be overcome.

Some academics have tried to depict the notion of the non-judgmental examinations in their own words, which is as follows-
 'Diagnostic test person tests his characteristics and deficiencies in one or more areas after examining the person'
 'The clinical significance of the examination depends more on the teacher who uses it, less on the nature of the exam.'
 'Prevention is the highest level of diagnosis. -Ross

Diagnostic test shows the weakness and strength of a student in a subject. Indicative suggestion by pointing to the cause of weakness. (A diagnostic test can be used to provide a detailed picture of the strengths & weaknesses in area, this details analysis suggests causes for general deficiencies & provided a guidance for remedial procedures.)

There is two types of diagnostic tests.

Centered Centers- While teaching in class, the teacher examines the point where no student will feel difficulty in any question. When the person creates a focused diagnostic test, he creates test posts by keeping students' weaknesses and capabilities in mind. On this basis, he can make the knowledge that where there is difficulty / problem in the personal form taught in a student. On this basis, he also conducts the education of his teacher.

Group-centric-group-centered diagnostic tests test posts are organized keeping in view of common errors being done by a group of students. If some students are considered to multiply the signs of deduction, then in such a situation, the teacher will have to do his homework accordingly. That he could focus his attention toward the error that is common to that group.

A teacher prepares general and specific errors that students make while making test posts. On the basis of the type and direction of these errors, it is decided that the difficulty of the post of test should be the level of difficulty. This error arises due to the fact of the test posts, the location of the location and confusion. That is, where the student will feel the problem and will feel confused. The granaries will be collected from the subtle elements of the elemental, so will the diversity of skill set. After this, the practice of post-

diagnostic diagnostic testing can introduce two titles 'individual tests' and 'group tests'. An analysis of numbers and arrangements for therapeutic education are also followed by it, it is very interesting that a diagnostic test is not required to be standardized or standardized. The requirement is that how much profit a teacher can make for himself by building his own.

Diagnosis Procedure - To take the full benefit of the examinations, a teacher is required to follow these two positions in the academic diagnostics process in sequential order. These five important posts are given below:

1. Select the appropriate students for diagnosis.
2. Discover the difficulty areas of the students.
3. Analysis of difficulties.
4. Treatment procedures
5. Errors prevention measures.

13.5 Essay type questions

1. What do you understand by Error analysis?
2. Clarify the diagnostic tests