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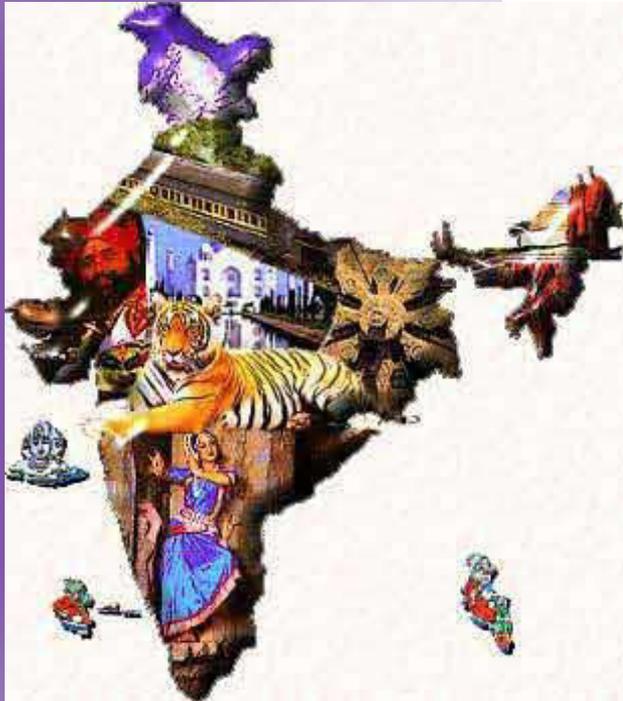
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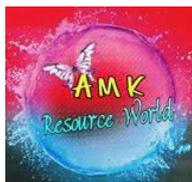
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Methodology of Teaching ENGLISH

METHODOLOGY OF TEACHING ENGLISH

Language is a means of communicating thoughts, feelings and ideas by human beings (Man is the only animal that uses language for communication)

NATURE OF LANGUAGE

- Language is learnt by making efforts (It is not an automatic process)
- Language is unique system through sounds, words and characters
- Language is a combination of different structure like Phonology, Morphology, Synactic, Semantic and Graphic structures
- Language is a system of symbols associated with sounds and meanings
- Symbols of language are arbitrary (No relationship between language item and the object)
- The symbols of language used are vocal (Sounds are produced by Vocal cords)
- The primary form of language is speech
- Every language is unique because it has own style of functioning and depends on the geographical and cultural diversities
- Language can be learned by regular training and practice (It is SKILL)
- Language is the basis for communication
- Language has got deep concern with the culture of people and reflects the culture to which it belongs
- Language undergoes changes with the passage of time

FUNCTIONS OF LANGUAGE

- Language is for giving information
- Language helps to gather information from various sources
- Language helps to express one's feelings, expressions, ideas and thoughts

- Language gives proper direction to the progress of society
- Language is the basis of cultural progress and helps to sustain the culture of the society
- Language is the means of communication
- Language lays the foundation for the progress of nation

FUNDAMENTALS OF LINGUISTIC PRINCIPLES

- Language learning is the science of habit formation
- Principle of Initial preparation
- Principle of accuracy – Language learning leads to accuracy (If not leads to bad habit formation)
- Principle of gradation – Helps in passing from known to unknown by various stages
- Principle of Proportion – The concepts of language LSRW should be in proper proportion (Even branches like Phonology, Morphology, Semantics, Syntactic)
- The principle of Correctness
- The principle of interest
- The principle of Naturalness
- The principle of practice and drill

STRUCTURE OF ENGLISH LANGUAGE

1. Phonetic – A system of organizing sounds
2. Morphological – A system of making sounds
3. Syntactic – A system of arranging sounds
4. Semantic – A system of organizing meaning
5. Graphic – A system of visual symbols for writing

MECHANISM OF SPEECH

SPEECH ORGANS

1. Teeth ridge
2. Hard Palate
3. Soft palate
4. Teeth
5. Lips
6. Blade of the tongue
7. Front of the tongue
8. Back of the tongue
9. Pharynx

10. Root of the tongue
11. Food pipe
12. Larynx
13. Vocal cords
14. Wind pipe
15. Epiglottis
16. Uvula

Key points

- The process of production of speech starts from lungs
- The air we breath comes out of lungs and goes into atmosphere, the articulatory system converts it into speech sounds
- The sounds that are produced by vibrating the chords are VOICED SOUNDS
- The process of sound production from vocal cords is VOICELESS SOUND
- The vocal organs that plays the prominent role in the production of sound is TONGUE
- The portion of tongue that can be thrust out of mouth is BLADE OF TONGUE
- Vocal cord helps the passage of air either through mouth or through nose
- The roof of mouth called palate which ends in a moving part is SOLF PALAGE(Regulates the air passage)
- The tip of the soft palate is UVULA
- The lips can be rounded or spread to produce different sounds
- Spoken English of a person can be best judged from the place where he hails from
- The good pronunciation is an ornament to speech and a passport to cultural society
- DIALECT – People living in different areas speak the same language in different ways (Dialect is regional varieties of language)
- REGISTER – Variety of language distinguished according to its use
- The standard dialect of English is RP (Received Pronunciation)
- The ultimate source of speech sounds is the stream of air from the lungs
- CONSONANTS – The sounds that result from the interference of the vocal organs with the air stream
- Different vowel sounds are produced by varying the shape and size of the space within the mouth. With the help of tongue and lips
- VOWELS – The sounds that result from without the interference of the vocal cords (With air stream passes freely)
- English has 5 VOWELS – a, e, I, o, u
- English has 21 CONSONANTS – b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z

PHONETICS is a branch of linguistics that comprises the study of the sounds of human speech, or—in the case of sign languages—the equivalent aspects of sign. It is concerned with the physical properties of speech sounds or signs (phones): their physiological production, acoustic properties, auditory perception, and neurophysiological status.Phonology, on the other hand, is concerned with the abstract, grammatical characterization of systems of sounds or signs.

Phonology concerns itself with systems of phonemes, abstract *cognitive* units of speech sound or sign which distinguish the words of a language. Phonetics, on the other hand, concerns itself with the production, transmission, and perception of the *physical* phenomena which are abstracted in the mind to constitute these speech sounds or signs.

Articulatory phonetics

The field of **articulatory phonetics** is a subfield of phonetics. In studying articulation, phoneticians explain how humans produce speech sounds via the interaction of different physiological structures.

The vocal tract can be viewed through an aerodynamic-biomechanic model that includes three main components:

1. air cavities
2. pistons
3. air valves

Air cavities are containers of air molecules of specific volumes and masses. The main air cavities present in the articulatory system are the supraglottal cavity and the subglottal cavity. They are so-named because the glottis, the openable space between the vocal folds internal to thelarynx, separates the two cavities. The supraglottal cavity or the orinasal cavity is divided into an oral subcavity (the cavity from the glottis to the lipsexcluding the nasal cavity) and a nasal subcavity (the cavity from the velopharyngeal port, which can be closed by raising the velum to the nostrils). The subglottal cavity consists of the trachea and the lungs. The atmosphere external to the articulatory stem may also be considered an air cavity whose potential connecting points with respect to the body are the nostrils and the lips.

THE TWO CLASSES OF SOUNDS

Sounds of all languages fall under two categories: Consonants and Vowels.

Consonants

Consonants are produced with some form of restriction or closing in the vocal tract that hinders the air flow from the lungs. Consonants are classified according to where in the vocal tract the airflow has been restricted. This is also known as places of articulation.

Places of articulation

Movement of the tongue and lips can create these constrictions and by forming the oral cavity in different ways, different sounds can be produced.

Bilabial

When producing a [b], [p] or [m], articulation is done by bringing both lips together.

Labiodenta

[f] and [v] are also used with the lips. They, however, are also articulated by touching the bottom lip to the upper teeth.

Interdental

[θ] and [ð] are both spelled as "th". They are pronounced by inserting the tip of the tongue between the teeth. (θ as in think) (ð as in the)

Alveolar

[t][d][n][s][z][l][r] are produced in many ways where the tongue is raised towards the alveolar ridge.

Palatal

[ʃ][ʒ][tʃ][dʒ][j] are produced by raising the front part of the tongue to the palate.

Velar

[k][g][ŋ] are produced by raising the back part of the tongue to the soft palate or the velum.

Uvular

[ʀ][q][ɢ] these sounds are produced by raising the back of the tongue to the uvula. The 'r' in French is often a uvular trill (symbolized by [ʀ]). The uvular sounds [q] and [ɢ] occur in Arabic. These do not normally occur in English.

Glottal

[h][ʔ] the sound [h] is from the flow of air coming from an open glottis, past the tongue and lips as they prepare to pronounce a vowel sound, which always follows [h]. if the air is stopped completely at the glottis by tightly closed vocal chords the sound upon release of the chords is called a glottal stop [ʔ].

Vowels

- Nasal vowel / Oral vowel
- Previous Vowel / Later Vowel
- Rounded vowel / Unrounded vowel
- Open vowel / Closed vowel

A **nasal vowel** is a vowel that is produced with a lowering of the velum so that air escapes both through nose as well as the mouth. By contrast,**oral vowels** are vowels without this nasalization

Acoustic phonetics

Acoustic phonetics is a subfield of phonetics which deals with acoustic aspects of speech sounds. Acoustic phonetics investigates properties like the mean squared amplitude of a waveform, its duration, its fundamental frequency, or other properties of its frequency spectrum, and the relationship of these properties to other branches of phonetics (e.g.articulatory or auditory phonetics), and to abstract linguistic concepts like phones, phrases, or utterances

Auditory phonetics

Auditory phonetics is a branch of phonetics concerned with the hearing of speech sounds and with speech perception.

KNOW IT

- 5 vowels have got 20 vowel sounds (12 vowel sounds are called PURE VOWELS and 8 are called IMPURE VOWEL SOUNDS also called as DIPHTHONGS)
- 21 Consonants have got 24 Consonant sounds
- PHONETIC SCRIPT – a symbolic way of representing sound in a written form
- PHONETIC TRANSCRIPTION – A method of representing speech sounds in a writing system
- The phonetic alphabets are different from the conventional alphabets

Consonants

p	pip	ʒ	measure
b	bib	h	hen
t	ten	tʃ	church
d	den	dʒ	judge
k	cat	m	man
g	get	n	now
f	fish	ŋ	sing
θ	thigh	l	let
ð	this	r	ride
s	set	w	wet
z	zoo	j	yet
ʃ	ship		

Vowels

ɪ	pit	ɔ:	born
e	pet	u:	boon
æ	pat	aɪ	bite
ɒ	pot	eɪ	bait
ʌ	but	ɔɪ	boy
ʊ	book	əʊ	toe
ə	mother	aʊ	house
i:	bean	ʊə	poor
ɜ:	burn	ɪə	ear
ɑ:	barn	eə	air

PRECAUTIONS WHILE WRITING PHONETICS

- Vowels symbols followed by a colon represents long words
- In pronouncing a long vowel one must keep the tongue steady for a while in same position and go on producing a sound longer than a short vowel
- R is not pronounced when it is in the final position or it is followed by a consonant
- Pure vowels are represented by one letter and Diphthongs by 2 letters

ADVANTAGES OF PHONETICS

- Any controversy regarding pronounciation can be discussed in the light of knowledge of phonetics
- It can be used for teaching speech sounds to the deaf students
- There are many words you can spell and identify by sounding them out phonetically.
- Using the phonetic approach in teaching a language can help students memorize the alphabet quickly
- Teaching the alphabet phonetically introduces students to the sounds associated with each letter.
- It can be used to modify speech habits or to establish new speech habits
- It helps to differentiate the sounds of one language with the other
- It can be applied to specific speech sound defects
- It is useful in the study of philology

PRONOUNCIATION PROBLEMS AMONG STUDENTS

- They need to inculcate new habit of speaking English as they had mastery over their mother tongue
- Some of the vowel sounds and diphthongs do not occur in other languages
- Some new common sounds will be difficult to Indian students to speak

- Some new cluster of sounds may be difficult to speak by children
- Changes due to the adjacent sound (student may not be able to understand correctly)
- Different stress and intonation pattern
- English has different orthography (It uses the Roman script which is different from the Devanagiri script)

STEPS IN TEACHING VOWEL SOUNDS

- The teacher should speak plenty of words of vowel sounds
- The teacher should make the students to pronounce the same words of vowel sounds
- The teacher should pronounce the new vowel sound words so that the children listen and watch attentively the lip movements
- The teacher should make the pupil to pronounce the new words of vowel sounds (sometimes along with the pronounciation of teacher)
- The teacher should speak and ask the students to identify the words with the vowel sounds

DIFFICULTIES IN PRONOUNCING THE CONSONANT SOUNDS

- The word u does not occur in the mother tongue and child confuses it for v
- The students pronounce the words r, o by keeping the tongue in between the position required for the pronounciation of the letter j (due to the habit of usage of mother tongue)
- The pronounciation of theta as tha due to the occurrence in mother tongue
- The difficulty to pronounce the letter Z as has not usage in the mother tongue

STEPS TO OVERCOME DIFFICULTY IN PRONOUNCIATION OF CONSONANTS

- The teacher should pronounce the words slowly and ask the pupils to watch
- The pupil to be made to correct the position of organs while pronounciation
- The pupil must be made to distinguish the sounds which have the tendency to merge into other sounds
- The students must be given oral drill work
- Understanding of particular sounds must be done by testing

KNOW IT

1. STRESS – It is degree of force with which a word / syllable is uttered
2. KINDS OF STRESS
   a. WORD STRESS – Stress of syllable or syllabi of a sentence
   b. SENTENCE STRESS – Stress of a particular word or words in a sentence
   c. STRONG FORM or WEAK FORMS – In a sentence some of the words are stressed or not (Stressed words –Strong words,

INTONATION

In linguistics, **intonation** is variation of spoken pitch that is not used to distinguish words; instead it is used for a range of functions such as indicating the attitudes and emotions of the speaker, signalling the difference between statements and questions, and between different types of question, focusing attention on important elements of the spoken message and also helping to regulate conversational interaction. It contrasts with tone, in which pitch variation in some languages *does* distinguish words, either lexically or grammatically

TYPES OF INTONATION

1. FALLING INTONATION – Word is spoken is loud pitch of voice and then the voice goes down (The pitch of voice falls on the most important word of the sentence)
2. RISING INTONATION – Word is spoken with low pitch of voice and then the voice goes up (The pitch of voice rises on the most important syllable)

RHYTHM – The regularity of stress on a sentence (it is a very significant characteristic of English speech)

MINIMAL PAIRS – A part of words which differ from each other in one sound only, the position of the sound remaining the same

USES OF ENGLISH PRONOUNCIATION DICTIONARY

- Helps us to pronounce word clearly and accurately
- Helps us to know about the various kinds of pronounciation
- Helps us to differentiate the sounds from the mother tongue
- It is the best method of teaching
- Helps us to modify the speech
- Helps us to differentiate between the voiced and voiceless sounds
- Helps us to improve our speech habits

MORPHOLOGICAL STRUCTURE OF ENGLISH

In linguistics, **morphology** is the identification, analysis, and description of the structure of a given language's morphemes and other linguistic units, such as root words, affixes, parts of speech, intonations and stresses, or implied context. In contrast, morphological typologyis the classification of languages according to their *use* of morphemes, while lexicology is the study of those words forming a language's wordstock.

The history of morphological analysis dates back to the ancient Indian linguist Pāṇini, who formulated the 3,959 rules of Sanskrit morphology in the text *Aṣṭādhyāyī* by using

aconstituency grammar. The Greco-Roman grammatical tradition also engaged in morphological analysis. Studies in Arabic morphology, conducted by Marāḥ al-arwāḥ and Aḥmad b. 'alī Mas'ūd, date back to at least 1200 CE.

The term "morphology" was coined by August Schleicher in 1859.

TYPES OF MORPHOLOGY

1. FREE MORPHEME – Which can stand by itself
2. BOUND MORPHEME – Which cannot stand by itself

KNOW IT

In modern linguistic the minimum meaningful unit is called MORPHEME

AFFIXES – The bound forms that can be added to free forms

PREFIXES

1. The affixes that come before the base form
2. They modify the meaning of the base form
3. Some times two preficxes may occur together (Negative prefix being the other)

SUFFIXES

1. The affixes that come after the base form
2. They are derived into two classes
    a. They serve some grammatical functions – INFLECTIONAL SUFFIX
    b. They are sued to derive new words form the base form – DERIVATIONAL SUFFIX

SYNACTIC STRUCTURE OF ENGLISH

Syntactic Structures is a book in linguistics by American linguist Noam Chomsky, first published in 1957. A seminal work in 20th-century linguistics, it laid the foundation of Chomsky's idea of transformational grammar. It contains the famous sentence, "Colorless green ideas sleep furiously", which Chomsky offered as an example of a sentence that is completely grammatical, yet completely nonsensical.

TYPES OF SYNACTIC ARRANGEMENTS

1. Word order
2. Structural words
3. Use of inflected forms

IMPORTNACE

1. Helps to determine how and when, which form should be used
2. Helps to deduce the original meaning of a given form

BASIC SENTENCE PATTERNS

1. PHRASES – Group of words does a work of verb, adjective and adverbs
2. CLAUSES – Group of words which contain a subject and a predicate of its own and does the work of a verb, adverb or a adjective

NEED AND IMPORTANCE OF LEARNING ENGLISH

ENGLISH – INTERNATIONAL LANGUAGE

- It is mother tongue of 350 million peoples worldwide
- It the first language of many countries
- It serves the purpose of linking and interlinking together the different nations of the world
- It is the official language of UNO and has created better understanding among nations of the world
- It is responsible for cultural events and has facilitated mobility of teachers and students
- The latest and up to date information are available in English
- It provides opportunity for employments in every country

ENGLISH – LINK LANGUAGE

- It serves the purpose of linking and interlinking together the STATES, REGIONS of country
- It helps to link with outside world (Agencies like UNO, Common wealth)

ENLGISH – LANGUAGE OF SCIENCE AND TECHNOLOGY

- The books on science and technology are mostly available in English
- It is the key to store house of knowledge according to Official language commission
- It is need to keep pace with the advancements of science and technology in varied countries
- The employments fare better with language of English (Especially doctors, engineers)
- The research findings are mainly published in english

ENGLISH – WINDOW OF WORLD

- It the window for the rapid growth and progress of knowledge
- Pandit NEHRU – English language is our major window to the modern world
- English is rich in literature, humanistic, scientific and technical aspects of knowledge

- A person with knowledge of English can voyage around the world
- It is the highly developed language
- It is true face of political, social, economical and cultural aspect of a country

ENGLISH – LIBRARY LANGUAGE

- Most of the knowledgeable sources are available in English
- It is the store house of knowledge
- Majority of courses and books are made available in English only

ENGLISH – UNTILITY IN TRADE, ADMINISTRATION, INDUSTRY

- In various fields correspondence is done in English only
- All Competitive exams are help in English only
- It is the dominant language even with the presence of the regional languages

ENGLISH – RICH HERITAGE LANGUAGE

- Has got highly developed literature
- Noted for quality of thought and quality of style
- It is great source behind the Indian Renaissance
- It is base for writer to express his thoughts
- It is source of knowledge for reformers, socialists

SUMMARY

There are many reasons to learn English, but because it is one of the most difficult languages to learn it is important to focus on exactly why it is you want to learn English.

- English is the most commonly used language among foreign language speakers. Throughout the world, when people with different languages come together they commonly use English to communicate.

- Why learn English when it is so difficult? Well, knowing English will make you bilingual and more employable in every country in the world.

- Despite China, the United States is still a leader in technical innovation and economic development. English is used in the United States and in each of these fields.

- English is commonly spoken throughout much of the world due to Great Britian's expansion during the colonial age. People in Australia, New Zealand, Canada, parts of Africa, India, and many smaller island nations speak English. English is the commonly adopted second language in Germany, Norway, Sweden, Denmark and the Netherlands. Speaking English opens these countries and cultures up to you.

- Another reason why English is so important is that it is the language of science. To excel in science you need to know English.

- English is based on an alphabet and, compared to Chinese, it can be learned fairly quickly.

- English is also the language of the Film Industry and English means you no longer have to rely on subtitles.

- In the United States, speaking English immediately opens up opportunities regardless of your ethnicity, color, or background.

- Learn English and you can then teach your children English –– or if they are already learning, you can now communicate with them in English.

- English speakers in the United States earn more money than non-English speakers. Learning English will open your job prospects and increase your standard of living.

EDUCATIONAL IMPORTANCE OF ENGLISH

- Language of Administration
- Medium of instruction in technical, law, medical and other higher studies
- It opens door of employment
- A must to climb the social ladder
- Language of correspondence
- Language of communication between central and state government
- Language used in Parliament and Legislature
- Language of High court and Supreme court
- It is the means of interstate communication
- It is an intricate and interrelated system of systems
- It the language of communication all over the world
- It is enriched by users total personality with certain flexibility

REASONS FOR ENGLISH NOT BEING MADE COMPULSORY

- Lack of clear cut policy
- Little understanding of the aims of teaching English
- Lack of competent teachers
- The defective methods
- Defective text books of substandard text books
- Faulty examination system
- Shortage of material facilities
- Over crowded classes
- Lack of research
- Neglect of correction work
- Unsatisfactory supervision
- Unrealistic syllabus
- Insufficient provision for the subject in time table
- Lack of teaching and learning aids

SUGGESTIONS FOR IMPOROVEMENT

- Refresher courses should be organized for the English subject teachers
- Textbooks to be selected judiciously
- The teacher should be familiar with the aims of teaching English
- The policy regarding place of English in the education system should be well defined
- The examination system should be improved
- Necessary teaching learning aids should be made available to schools
- The poor methods of teaching should be avoided
- The classes should not be over crowded
- Correction work should be done precisely and regularly
- Subject experts should provide necessary guidance

AIMS OF TEACHING ENGLISH

GENERAL AIMS

1. To teach pupils to understand the spoken and written English
2. To teach pupils to acquire language abilities
3. To teach pupils to speak the language
4. To teach pupils to write the language

PARTICULAR AIMS

1. To enable students to understand spoken English
2. To enable the students to speak English
3. To enable the students to write English
4. To enable the students to read English

UTILITARIAN AIMS

1. Speak the new language
2. Listen the language through various media modes
3. Write the language correctly and precisely
4. Contribute the language skills for varied agencies of language competencies
5. Join libraries and reading clubs
6. Take part in discussions and debates
7. Review the books

OBJECTIVES TEACHING ENGLISH

(A) The objective of teaching English has two main aspects:

(i) Language aspect: Words, sentences, pronunciation, spelling and grammar.

(ii) Literature aspect: Words, sentences, expressing ideas, feelings and experiences.

(B) The English language teaching has four objectives to develop four skills:

(i) Reading, (ii) Writing, (iii) Speaking and (iv) Listening.

(C) The English teaching also has two objectives:

(I) Skill objectives include:

- To develop the skill of speaking,

- To develop the skill of reading,

- To develop the skill of writing,

- To develop the skill of listening,

- To enable the students for the use of grammar correctly,

- To enable the students to analyze the element of language and establish the appropriate relationship among linguistic components.

(II) Cognitive objectives include:

- To acquire knowledge,

- To diagnose the weakness of speaking and writing English,

- To compare and illustrate linguistic components,

- To classify the elements of English language,

- To understand the meaning of prose, poetry, story and drama by reading.

CHARACTERISTICS OF GOOD OBJECTIVES

1. Should be based on psychological principles

2. Should fulfill the needs and interests of students

3. Help them to acquire democratic aims

4. Help to modify the behavior

5. Should be useful

6. Should be applicable in ordinary situations

GENERAL OBJECTIVES OF TEACHING ENGLISH

1. To enable students to develop the capacity for comprehension and read quickly

2. To develop oral and written expressions

3. Help them to read independently and also for recreation

4. To use the language accurately, correctly and effectively in understanding of structure, vocabulary, grammar and pronunciation

5. To develop aesthetic sense, originality, imitation and creativity

6. To inculcate the values to inculcate good personality

7. To develop the sense of belonging

8. To acquaint the main literary forms

CHARACTERISTICS OF GOOD INSTRUCTIONAL OBJCETIVES

1. It should be stated in simple sentence

2. Stated in terms of achievable behavior

3. Must have atleast one action verb in each statement

4. Must be stated on basis of specific behavior and skill

5. Must be free from language errors

6. Must be directly addressed to students

7. Must be stated for all the important skills of language learning

8. Must be based on the psychology of the learner

IMPORTANCE OF STATING INSTRUCTIONAL OBJECTIVES

1. They set direction to learning and teaching

2. Bring continuity in teaching

3. They pave way for transparency in conducting tests and examinations

4. They bring accountability in teaching and learning

5. They bring effectiveness in learning

6. They bring value of unit wise content coverage

7. They can avoid overlapping of concepts and sub units

8. The teacher can predict the learning outcomes of the learners

PURPOSE OF TAXONOMY

1. To establish accuracy of communication regarding the object of communication
2. To reduce vagueness arising out of loosely defined objects
3. To establish common understanding
4. To become a more precise communication system
5. To be a great help of clearly defining and meaningful evaluation of education standards

IMPORTANCE OF TAXONOMY

- Helps in analyzing and classifying objectives
- Helps us to know the way of achieving all round development of the child
- Provide basis for a precise comparison of two curricula
- Provides guidelines in the methodology of teaching
- Helps us to develop the values
- Helps us to provide proper weightage for harmonious development
- They increases the validity and reliability of the testing procedure

ADVANTEAGES OF WRITING INSTRUCTIONAL OBJECTIVES

- Teaching activities are determined and delimited
- Teaching and learning process may be integrated for effective learning outcome
- The appropriate teaching strategies and tactics can be selected for effective learning
- Teaching and testing can be made objective centered

PRINCIPLE OF SELECTION AND GRADATION OF STRUCTURE

- The structure must be simple
- The structures which are useful in their day to day interactions must be given importance
- The structures which are used by the teacher must be easily demonstrated in classroom teaching situation
- The structures which have more value of productivity must be given preference
- The structure must be selected with high frequency of occurrence

- Every structure has its own range and it shows number of situations in which a structure can be used
- It is desirable to teach structures according to child psychology

PRINCIPLES OF STRUCTURAL APPROACH

- The basic principle of structural approach is teaching of structure through situations where language is taught in real life situations'
- Only one structure to be taught at a time
- Principle or criteria of selection and gradation of structures to be followed
- While teaching Structural approach the use of mother tongue to be avoided
- The structures so selected must be graded in terms of simple to complex
- While following the structural approach the oral work is the necessity of the learner.

OBJECTIVES OF TEACHING ENGLISH AS FIRTST LANGUAGE

- Objectives of teaching English as first language are comprehension, expression and appreciation which are common for language learners
- Teaching and learning of first language is carried out through literary texts
- Both formal and functional grammar is taught in the context of first language teaching
- Components of appreciation is laid more emphasis
- Independent and critical study of text is encouraged
- There is good scope for creative reading and writing

OBJECTIVES OF TEACHING ENGLISH AS FIRTST LANGUAGE

- Objective of English as second language is same as that of First language
- Critical study of the text is not required
- Context grammar is taught functionally
- Appreciation as an objective is not given much importance as focus is on comprehension and expression
- There is limited scope for creative reading and writing
- The focus is on functional knowledge of language

- Intensive reading of text is encouraged and importance is given to extended reading activities
- It gives priority to only language development but not to literature

FACTORS ON WHICH ENGLISH LANGUAGE CURRICULUM IS BASED

- Entry behavior of the language learners, in terms of mental age, vocabulary, expression
- The LSRW skill for development
- Carefully selected and graded – Prose, Poetry, Plays, Grammar and composition
- National integration, Political, Social, Economical system and human values are added
- Flair for English language and love for literature
- Oral and written communication skills required to pursue higher education in Science and Technology
- Appreciation of art, science, culture, literature and also to develop creativity

PRINCIPLES OF LANGUAGE LEARNING (H.E.PALMER)

1. Principle of

  - Initial preparation
  - Habit formation
  - Accuracy
  - Proportion
  - Concreteness
  - Interest
  - Multiple line approach

PRINICPLES OF LANGUAGE LEARINIG (LINGUISTIC views)

1. Principle of

  - Selection gradation and presentation
  - Naturalness
  - Aural – oral appeal
  - Practice and drills
  - Practice in real life situations

IMPORTANT SCHOOLS OF PSYCHOLOGY (INFLUENCED LEARNING)

1. Behaviouristic school of psychology
2. Cognitive school of psychology

ENGLISH LANGUAGE TEACHER

1. Should have

   - suitable and adequate formal qualification to teach the subject
   - proficiency in spoken and written English
   - love for English language and flair for literature
   - sound knowledge of English grammar
   - adequate knowledge of preparation and use of teaching – learning aids
   - love for profession
   - good command over English language
   - professional ethics
   - love for creativity
   - interest to constantly strive for professional enrichment and Excellency
   - love for pupils
   - thorough knowledge of evaluation and assessments
   - thorough knowledge of methodology of teaching English
   - ability to carry out action research
   - knowledge of psychology of the learner

2. Must take part in national level, state level and international level seminars, workshops and projects
3. Must organsie workshops and seminars
4. Must publish articles and books on English language teaching – learning
5. Must seek membership in professional organizations, English teachers associations

OBJECTIVES OF LISTENING SKILL

1. Recognise

   - vowel and consonant speech sounds in English
   - word stress

- syllabilification of words
- tonal quality
- intonation patterns
- primary and secondary stress
- cluster sounds
- homonyms and paranyms
- context or the situation
- rhyme and rhythm

2. Distinguish between sounds in mother tongue and English
3. Follow the sequence of thoughts
4. Follow oral instructions and listen to the speaker
5. Recall the meaning of words after listening to words
6. Listen to variation or shift in stress
7. Distinguish between stressed and unstressed sounds
8. Grasp the meaning of word sentence

IMPORTANCE OF LISTENING

- Good listening skill lay the foundation for acquisition of speaking skills
- It enables the learner to comprehend the given message systematically
- It develops positive attitude and confidence int eh learner
- It enables the learner to improve pronunciation and to learn correct stress, intonation
- It helps to learn vowels and consonants
- It helps to appreciate received pronunciation and follow the oral instructions
- Provide conducive language learning atmosphere
- It paves way for creative thinking and generating new ideas

WAYS & APPROACHES TO DEVELOP LISTENING

1. Listening to
   - teacher teaching
   - Radio programmes in English
   - Lectures and discussions by experts
   - Pre recorded audio cassettes

- Telephonic conversation
2. Participating in meetings, seminars and discussions
3. Participating in listening skill enhancing activities

OBJECTIVES OF SPEAKING SKILL

- Articulate vowel sounds and consonant sound in English
- Speak in English with intelligently
- Reproduce oral words and sentences
- Speak with proper pronunciation, stress, intonations
- Express thoughts with reasonable fluency and speed
- Speak with proper modulation of voice
- Imitate and produce sounds, words and sentences
- Recite rhymes, poems in English
- Dramatize the ideas with proper actions
- Explain thoughts and sequences lucidly

COMPONENTS OF SPEAKING SKILL

- Human speech sounds
- Stress –Word, Sentences
- Intelligibility in speech
- Expressions with rhyme, rhythm, pause
- Accuracy, fluency and styles
- Orator ship
- Speech mechanism

IMPORTANCE OF CORRECT SPEECH HABITS

- It promotes intelligibility
- It promotes healthy, harmonious human relationship and socializations
- It breaks mental blocks of and individual
- It facilitates good leadership skills
- It prevents verbal conflicts
- It promotes good decision making qualities

- It serves basic for development of SKILLS of language

- It reflects the inner core of the personality of the speaker

- It sets model for others to communicate effectively 'it promotes self confidence

WAYS OF DEVELOPING SPEECH HABITS

- Classroom conversation exercises

- Topic based discussions (Curricular activities)

- Practice in speech sounds

- Fluency based practice tasks

- Mock interviews

- Telephonic conversations

- Discussions on familiar topics

- Questionnaire

- Dramatization of activities

- Conversation with friends, family members

- Tele conferencing

- Story telling

- Topic presentation – Seminars, Workshops

- Picture composition

OBJECTIVES OF READING

1. Recognise

   - Key words with meaning

   - Key thoughts

   - Sequence of thoughts

2. Read

   - Text with reasonable speed

   - Passage or articles for information

   - Text for practice

   - Poetry / passage for appreciation

   - Lesson with stress and intonation

   - Silently or loudly with focus on meaning

- Read novels for pleasure

COMPONENTS OF READING SKILL

- Reading for meaning
- Reading with fluency
- Decoding and interpreting the message
- Sense grouping
- Breath grouping
- Span of attention
- Speed in reading
- Paraphrasing
- Locating significant thought and facts
- Decipher information
- Reading for appreciation
- Reading with emotions and feelings
- Recitation
- Skimming and scanning
- Reading and interpretation of printed symbols

ERRORS IN SILENT READING

- It checks the speed of reading – Pointing the finger on text
- It checks the speed of reading – Moving the finger on text
- Disturbs comprehension – Reading forward and backward
- Skipping the words and lines
- Vocalization

IMPORTANCE OF ORAL READING

1. Reading aloud – Suitable to beginners and juniors
2. Helps to
   - comprehend the given text easily
   - improve the pronunciation
   - know the speed of reading
   - Improve proper sense grouping

- Know the style of reading

- Read with proper stress, intonations, pause, rhyme and rhythm

IMPORTANCE OF SILENT READING

1. Helps to

   - Develop rapid reading skills and comprehension

   - Develop better sense grouping

   - Develop fluency in reading

   - Develop dictionary and reference skills

   - Skim and scan for specific information

2. It is most suitable for middle and adult learners

METHOD OF TEACHING READING TO BEGINNERS

- Alphabetic method

- Phonic method

- Syllabi method

- Word method

- Phrase method

- Sentence method

WAYS OF DEVELOPING READING SKILLS

- Teacher should give model reading of lessons in the text

- Teacher should prepare the comprehension passage with proper sense grouping, stress and intonations

- Teacher to motivate pupils to develop reading habits through reading of newspapers, magazines and other books

- Teachers should assign focused reading tasks to look for specific information's

- Teacher should organize rapid reading competitions in groups

- Teacher to motivate the young learners to develop reading habits and prepare them to study further

- Good reading habits can be developed by making pupils to read some interesting stories, literary works

- Develop the pleasure for reading

- Reading comprehensions tests can be organized
- Reading of pictures, posters and advertisements can be taught and thus enable them to interpret

ESSENTIALS OF GOOD HANDWRITING

- Each letter should have a clear form of its own, it should not be mistaken for another
- Superfluous strokes and flourishes should be avoided
- Letters should be of uniform size (Consistent proportion between their height and width)
- The words must be close as possible without touching
- The space between eh words should be even
- The writing should be at reasonable speed (Not slow)
- The writing should be in straight lines, running parallel to the top of the page
- The interval between the lines should be even and sufficient to intersection of loops and tails
- The writing should be Legible
- The overwriting, scratching of words should be avoided
- Writing should please the eyes when looked at (Beauty)

CAUSES FOR POOR HANDWRITING

- Teachers do not pay adequate attention to improve handwriting
- Correct handwriting habits are not fixed in the beginning
- No preliminary muscular work is given at primary stage
- More stress is laid on oral work
- Errors in chief letters are not paid attention
- Use of technological aids (Computer, Typewriter) is more than traditional writing

WAYS TO IMPROVE HANDWRITING

- Teachers posses good handwriting as Pupils imitate them
- Pupils should be made to write in four liners in the beginning
- Muscular training should be given
- The pupil must manipulate his fingers in making shapes of the letters
- Over slanting handwriting should be avoided

- Models of good handwriting should be placed in class

- Transcription and dictation are helpful in improving handwriting

- Pupils should be encouraged to write legibly and fast

- Teacher must hold competition for good handwriting (Motivate through rewards)

- Stress should be laid on quality than quantity of writing

STEPS IN DICTATION

- Suitable passage should be chosen (Judiciously selected)

- The purpose of dictation should be briefly explained

- The passage should be read clearly and distinctly with proper phrasing and intonation

- Difficult words should in written on black board (Give time to look at them carefully)

- A teacher should group the words carefully

- Sufficient time should be given to write words and phrases carefully

- No question should be permitted during dictation

- Silence should be maintained

- The words or passage should be read once after completion of dictation

- Appreciate the correct responses of the students

ESSENTIALS OF PARAGRAPH WRITING

- It should be on familiar topic

- Should have single idea initially

- There must be complete clarity in content

- It must be readable without ambiguity

- It must have a topic sense

- There must not be overlapping of ideas

- It must be free from errors

ADVANTAGES OF WORK BOOK

- It is tool of reinforcement

- Allows learner to learn at his own pace

- Ensures regularity in work
- Ensures steady progress and inculcates self confidence
- Provides supplementary work for language development
- It provides opportunity to develop reading comprehensions and writing skills
- It gives opportunity to get guidance and feedback
- It give provision for self assessment

COMMUNICATIVE APPROACH – Communicative language teaching approach and it is no merely a system of rules but it is a system of human interaction through various behaviours & expressions both in speech and writing

COMMUNICATIVE APPROACH – PRINCIPLES

- Learner centered approach
- The effective use of language – USAGE
- English language is taught in small chunks and tasks
- Importance is given to speech
- Teaching of functional grammar
- Teacher is the facilitator
- English for Special purpose or for Specific Purpose (ESP)
- Does not encourage formal system of testing and examination

PROCEDURE OF COMMUNICATIVE APPROACH

- Identify the specific needs of the language learners
- Prepare communication tasks and activities on basis of the gauge of learner
- Initiate teaching through warm up exercises (ORAL)
- Organize the class according to conversation or interaction
- Provide necessary inputs and resources needed
- Provide practice materials
- Provide oral drills, dialogues and conversation slots
- Motivate learner to take active part
- Make use of lessons or text for Writing comprehensions
- Must keep auto data record on steady progress of the learner

- Should make use of readily available resources
- Should make use of latest technology

ADVANTAGES OF COMMUNICATIVE APPROACH

- Facilitates learner to develop strong speech habits
- Recognizes the needs of the language learner and provides learning experiences
- Role of teacher is Facilitator to promote maximum learning
- Teacher himself prepares the language curriculum according to needs and gasps of the learner
- It does not encourage the rigid system of tests and examinations
- It is taught in natural settings
- Audio – visual aids are used to teach various aspects

LIMITATIONS OF COMMUNICATIVE APPROACH

- It is ineffective in the hands of ill equipped teacher
- Not successful due to frequent changes in language policies and attitudes towards English
- It looks beyond the capacity of a average teacher
- Difficult to ensure quality learning and uniform assessment
- Teaching of functional grammar is inadequate and ineffective
- It is insufficient to handle all the aspects of language teaching

STRUCTURAL APPROACH – The structural approach to English is teaching the learner certain selected structures in a certain order

PRINCIPLES OF STRUCTURAL APPROACH

1. Principle of Oral work
2. Mastery of structures
3. Teaching structures through situations
4. Principle of gradation and selection of structures
   - Structure must be simple
   - Usefulness

- Teachability
- Productivity
- Frequency
- Range
- Learnability

5. Structures should be carefully selected and graded

6. Teaching of one structure at a time

ADVANTAGES OF STRUCTURAL APPROACH

- It gives more meaning to the learning of language
- It provides insight into the use of structures through different situations
- It provides conducive atmosphere and language learning climate to learners to learn English language
- It encourages use and usage of structures
- Structures through oral work enables the learners to develop speaking skills

LIMITATIONS OF STRUCTURAL APPROACH

- It does not help to master the language
- It gives more importance to acquisition of speaking skills but not to the other skills
- It focus only on teaching structures from prose but neglects poetry
- It is source of embracement to the teacher and confusion to the learners as the association of the structures with suitable vocabulary is difficult
- Text book is not based on structural approach so teaching by structure s incomplete

VOCABULARY – List of words

TYPES OF VOCABULARY

1. Active vocabulary – Words that are currently in use

2. Passive vocabulary – Learner only recognizes words when he listens to them or read them

3. Island vocabulary – Complete new words (Make additional efforts to get familiar with new words)

ESSENTIALS OF GOOD LIBRARY

1. Enables to communicate effectively

2. Help to develop one's ideas

3. Needed to

- Develop quick reading comphrehensions

- Develop proficiency n reading, speaking

- Understand and appreciate prose, poetry

- Learn quickly the meaning of words

- Perform better in tests and examination

- Develop socialization of pupils in the society

- Carry out correspondence of various types

4. Required for higher studies

5. Required to develop creativity and expression among the learners

SUBSTITUTION TABLE – A important tool that can be used to teach simple or complex components of language, it is prepared and used according to the need

IMPORTANCE OF SUBSTITUTION TABLES

- Facilitates the teacher to teach a new structure or a new sentence pattern

- Enables the learner to learn correct use of a language components

- It is an effective tool to teach different tenses and aspects in English

- Effective tool for remedial teaching

- Repetition and drill of difficult language elements can be taught easily

PROCEDURE TO USE SUBSTITUTION TABLE

- It should be displayed in class so that every student can see it and read it

- Teacher must read it aloud and with the proper pronunciation

- Teacher must repeat the substituted words

- The teacher must make students to repeat individually or collectively

- Teacher must correct the pronunciation

- Teacher must write some model sentences on the board as the situation demands

- Teacher must explain the meaning of items with the help of picture, diagram and objects
- Teacher can ask students to write similar tables in their note books

USE OF SUBSTITUTION TABLES

1. It can be used to
    - teach grammatical structure
    - teach correct form of a language element
    - bring variety in teaching
    - arrange linguistic material in proper order

2. learners can generate large number of sentences without memorizing the rules
3. it is a good tool to teach pronunciation and fluency in reading through oral drills
4. it is helpful to teach sentence as one unit
5. it helps in acquiring command over structures, phrases and idioms

LIMITATIONS OF SUBSTITUTION TABLES

- Rigid structures and grading of structures had let to uninteresting reading materials in text books
- Reading writing and vocabulary tend to be neglected
- The unimaginative teachers make this approach boring with no impressions created on the pupils
- By not making use of childs mother tongue the teacher is not sure that the meanings phrases and sentences has been completely comprehended by the students or not

ACTIVITIES FOR SPELLINGS

- Spelling charts
- Through oral drills
- Look and say approach
- Through visual drills
- Practice of Homonyms
- Arrangement of jumbled letters to make meaningful words, Sentences

- List of commonly misspell words and hang it as chart
- Flash cards
- Audio – Visual CD's
- Riddles to solve
- Through some rules

VALEU OF GAMES

- Language games motivate learners to take active participation in the class
- Language games enable the learners to enrich vocabulary
- They help to promote oral communication skills
- They enable to improve conversation styles like interviewing
- Develop competitive spirit among the learners
- Develop spirit of mutual and collaborative learning
- Helps in Group learning

ACTIVITIES AND APPROACHES TO BUILD VOCABULARY

- Family words – Words belong to one group are elicited by mentioning one word
- Charts and pictures
- Drawings and objects
- Showing actual objects and naming their parts
- Working models
- Performing actions
- Through use of mother tongue
- Crossword puzzles
- Riddle cards
- Word derivation with the help of inflections (Word Families)
- Word building games
- Circle the names of Animals, Birds and other objects

SYNECTICS – A new concept which is nothing but enhancing the ideas through creative activity

ASSUMPTIONS OF SYNECTICS

1. Personal Analogy – Students emphasis with the ideas or objects to be compared and feel they have became part of physical elements of the problem

2. Direct Analogy – Simple comparison of two objects or concepts (Comparison does not have to be identical in all aspects)

3. Compressed Conflict – A two word description of an object in which the words seen to be opposite or contradict to each other

COMPETENCIES BASED TEACHING (CHAITANYA)

LISTENING – COMPETENCIES

- Listen to speech in sounds
- Recognise the speech in sounds of English language
- Listen to cluster of sounds
- Listen to distinguish between stressed and unstressed sounds
- Listen to compound sounds
- Listen to rhymes and rhythms
- Listen to oral instructions
- Recognise and name intonation patterns

SPEAKING – COMPETENCIES

- Learn to articulate sounds of speech
- Articulate simple sentences with intonations
- Engage in simple conversations
- Practice orally the stresses sounds in a word
- Practice rhyming words
- Tell the names of familiar things around him
- Use simple words and sentences in their oral expressions
- Describe known things and events in their own expressions
- Sing poetry
- Narrate a simple story

READING – COMPETENCIES

- Identify words from known things and pictures
- Recognise the letters in the words
- Read simple sentences

- Recognise the words in a word grid and read them
- Recognise and read phrases
- Read sentences by connecting appropriate words
- Read a story and develop the ability to scan the information
- Read prose lessons and practice skimming for information
- Read a poem with attention to stress and intonations
- Enjoy singing a poem melodiously

WRITING – COMPETENCIES

- Get exercise in finger movement
- Learn and practice writing the letters of English alphabet
- Practice writing simple sentences
- Practice copy writing
- Learn to take dictation
- Practice note making
- Learn to use punctuation marks in a sentence
- Learn to write picture composition
- Learn converting answers into questions
- Learn to write a paragraph
- Express thoughts independently

STEPS OF TEACHING English LANGUAGE (CHAITANYA)

1. Preparatory activity
2. Pre teaching activity
3. Teaching activity
   - Read lesson loudly with due attention to pronunciation, stress, intonation and speed
   - Explains the important thoughts in simple sentences with relevant examples in accordance to sequence of the lesson events
   - Ask students and elicit response wherever necessary
   - Use mother tongue judiciously
4. Practice Activity
5. Application activity

6. Evaluation Activity

METHODS OR STRATEGIES AND APPROACHES IN TEACHING English

- Translation method
- Direct method
- Structural approach
- Communicative approach
- Bilingual method
- Suggestopaedia
- Situational approach
- Reading method

TECHNIQUES AND STRATEGIES OF TEACHING English

- Story telling
- Quiz
- Role play
- Dramatization
- Dialogues
- Use of humor
- Conversation
- Riddles
- Dance and music
- Activities and games

STEPS IN LESSON PLANNING (PROSE)

1. Make a list of Instructional objectives based ont eh lesson
2. Give a suitable introduction
3. Announce the day's topic
4. Preparatory activity
5. Model Reading
6. Teaching Activity
7. Develop the writing skills (giving simple questions)
8. Follow up activity (Home work or Home assignment)

FUNCTIONAL GRAMMAR – The unformulated type of grammar

MAIN CONSIDERATIONS IN TEACHING FUNCTIONAL GRAMAMR

- The structure of sentence should be understood clearly
- The different topics of grammar should be graded according to their utility
- Essential parts of grammar should be taught first
- Only simple elementary principles are to be studies
- Grammar should be taught only when need arises and that too in correlation to the text book
- Apply each grammatical exercise immediately to practical language situation
- The fundamentals of sentences – structure should be taught by making students build sentence themselves

FORMAL GRAMMAR – Lays emphasis on form rather than function

TWO METHODS OF TEACHING GRAMMAR

1. Deductive method – Start with rules and definitions then applied to particular examples
2. Inductive method (Correct method of teaching grammar) – draw the rules from the given examples

STEPS IN TEACHING COMPOSITION

- Should select a familiar topic keeping the entry behavior of the learner
- Should prepare a model composition for himself and later on it could be used as model guide to the students
- A suitable introduction should be given, important words and phrases should be generated by discussions
- Purpose of teaching composition to be stated
- Discussion on the topic, generate the language and ideas
- Teacher gives his model
- Home Work
- Correction and Remedial teaching

OBJECTIVES OF TEACHING POETRY

- Recognise a poem as literary form
- Recognise the rhyming words
- Read the poem with attention to stress and intonations
- Read and enjoy the poem
- Listen to the description by the teacher of the different sequences of the poem
- Sing the poem in chorus
- Describe thoughts, emotions, feelings in own words
- Appreciate the unusual expressions
- Recognise the figure of speech
- Use the figure of speech through his expressions
- Appreciate poetic imagination
- Appreciate poetic language
- Interpret the hidden language
- Appreciate unique expressions, diction and creative writing

WAYS & APPROACHES TO TEACH PEOTRY

- A Poem can be sung and then its meaning, explanation can be given
- Biographical method (organize the ideas of the poem in chronological order of events
- Poems can be taught by making comparison between two similar poems (helps learner to comphrehend the ideas quickly)
- Story telling method
- A role play

STEPS IN LESSON PLANNING (POETRY)

1. Motivation
2. Statement of Aim
3. Glossary
4. Reading
5. Presentation of the poem

   - Development, explain the important sequences of the lesson
   - Describe the important poetic expressions
   - Summary (important points)

- Use necessary teaching aids
- Ask developmental questions

6. Recapitulation and Blackboard summary

7. Home assignment

OBJECTIVE (POEM)– Knowledge and Specification

1. Acquire the knowledge of basic elements of language

2. Recognise

- Grammatical form of word
- Word order
- Prefixes and Suffixes
- Rhyming words
- Genders
- Correct spelling of words
- Words with objects
- Nature of words

OBJECTIVE (POEM) – Appreciation and specification

- Comprehend the beauty of thought while it is being taught
- Enjoy the recitation rendered by the others
- Enjoy the music and rhythm of the poem
- Appreciate the power of imagination of author
- Pick out the poetic elements
- Reads the poem with due attention to stress and intonations
- Sings the poem by putting an appropriate tune with due attention to rhyme and rhythm
- Describe the words in own thoughts
- Recite the poem with appropriate gestures, actions, feelings and emotions

OBJECTIVE (POEM) – Attitude and specification

- Develops positive attitude towards learning of English language
- Develops love for learning English language through singing of rhymes
- Likes to listen to moral stories
- Shares his likes, dislikes and feelings in English with his classmates

- Enjoys performing simple role plays in English
- Takes active participation in learning language games

NEED AND IMPORTANCE OF TEXT BOOK IN SCHOOL CURRICULUM

- Helps to know the boundary of learning English in particular class or stage
- Gives guidelines on a number of prescribed prose and poetry
- Suggests number of topics in grammar and composition
- Enables the learner to do activities and exercise for the study of vocabulary, spellings and other language items
- It provides various activities for development of language skills (LSRW)

IMPORTANCE OF TEXT BOOK

- Provide the concrete and adequate resources for study to the learners
- Sets guidelines for both the teacher and the student to conduct classes in formal set up
- Facilitates the learner to make substancial progress in language learning
- It gives sufficient exposure to communicative activities
- Gives exposure to meaning, form and function of language
- Give adequate scope for use and usage of structures, vocabulary
- Serves as a facilitator to both teacher and student by providing new dimensions in learning grammar and composition
- Give authentic material for reading comprehension and writing skills
- Provide adequate opportunities for language drill work
- Facilitates the learner for steady progress in an academic year
- Provide opportunity to language learners to study literature in the form of prose, poetry and short plays
- Enable the learner to have regularity in studies
- Serves as index of academic excellence
- Gives adequate scope for use of illustrations to promote better language learning
- Enables the teacher to have uniformity in instructions and evaluations
- Provides opportunities to develop self directed activities
- Provide stability and continuity in learning

- It's a mean of extending linguistic experience in classroom teaching

PRINCIPLES OF TEXT BOOK PREPARATION

- Principle of selection and gradation
- Basis of Ten core elements prepared by NCERT and core elements envisaged are in NPE
- Utilitarian principle
- Principle of communicative approach
- Principle of appreciation of art, culture, national values and heritage
- Principle of selection and gradation of structures, vocabulary and grammar
- Principal of maximization in learning
- Principle of correlation
- Principle of continuity in learning
- Principle of variety and novelty

FEATURES OF KARNATAKA STATE TEXT BOOKS

- Take care of the multiple needs of the language learners
- Reflects the democratic and secularist values
- Have adequate activities to realize the objectives of teaching English
- Have plenty of language exercises which suit to learners needs and teachers find it easy to teach
- Have different types of activities to teach vocabulary, grammar and compositions
- Have various type extended reading comprehensions activities with supplementary reading materials
- Have different types of interesting illustrations which suit the interests of learners of different age groups
- Functional, situational and communicative approaches are employed in designing the text book materials which are useful to the learners
- There are variety of evaluation exercises in languages to access the performance of the pupils
- Have self learning activities with which the pupils can learn themselves with little guidance from the subject teacher

- The textbooks are of high quality in print and attractive to students (good quality print material is used)

IMPORTANCE OF SUPPLEMENTARY READING FOR PRIMARY STAGE

- The extra reading creates interest and develops rapid reading skills
- It serves as an aid to learn lesson in detail texts
- It gives opportunities to mould the character and personality through extensive reading
- It helps to enrich the vocabulary
- Motivate the learner and help to improve their English communication skills
- It fosters good reading habits and self study among the learners

WAYS OF DEVELOPING SUPPLEMENTARY AND REFERENCE READING SKILLS

- Must be instructed to collect some interesting story books and read them in free time
- Make note of key thoughts and prepare a summary of the material to read in future
- Reading the newspapers and magazines
- Teachers should maintain mini library and circulate the books to students and direct them to carryout focused reading on certain topics
- Teachers can recognise reading comprehension tests and competitions to encourage students to develop reading
- Students must be encouraged to prepare gist's cards or summary cards
- Motivate the students to read comic books as they have natural inclination towards those
- Inspire the students to go to library and refer the books
- Newly published children's books, magazines should be displayed in school
- Teacher must conduct guided reading activities to different classes
- Teacher should organize workshops on reading skills with the help of experts

TYPES OF REFERENCE MATERIALS

- Plateau type of supplementary readers
- Progressive readers
- Pupils work book

- Use of dictionary

USES OF DICTIONARY

- Lexical purpose (Meaning of words)
- Synonyms and antonyms
- Parts of speech
- Inflections (form of words)
- Tenses
- Plurals
- Prefixes
- Suffixes
- Origin of words (Itimology)
- Use and usage of words
- Cultural references
- Pictorial references
- Historical references
- Words in subject specialization
- Register (Words used by a group of professionals)

USE OF VISUAL RESOURCES IN English LANGUAGE LEARNING

- Enable the learners to get clarity in learning concepts
- Motivate the learners to clarity in learning concepts and skills
- Help the students to have sustained interest in learning
- Helps to generate interest and make learning easy through pictures as (A picture worth one thousand words)
- Abstract thoughts can easily be taught to the pupils with the help of pictures
- Teachers can present ideas and concepts effectively through learning aids
- Direct bond between thoughts and expressions can be established through learning aids
- Use of aids brings variety and novelty in teaching and learning process

LIST OF SOME TEACHING AIDS IN ENGLISH LANGUAGE TEACHING

- Blackboard
- Charts
- Flannel board (Felt board)
- Pictures
- Flashcards
- Models
- Linguaphone – A gadget used to teach listening and speaking skills (Pre recorded audio cassettes)
- Audio cassettes
- Language laboratory
- Radio broadcast
- Television
- Films
- Video cassettes
- Projector
- Multimedia CD's

PURPOSE OF EVALUATION IN English LANGUAGE LEARNING

- To find out the extend of acquisition of skills (LSRW)
- To make a quality assessment of learning language in terms of components of language development
- To set definite objectives in English language learning for the learner which are to be realized at the end of the course
- To motivate the learner to make steady progress in English language learning
- To find out the strengths and weakness ant to take suitable remedial measures
- To find out suitable instructional strategy and adopt an acceptable methodology to teach either prose or poetry
- To select students for promotions to the next higher classes and to certify the extend of learning
- To promote healthy competitive spirit in English among the learners at the school level

PRINCIPLES OF EVALUATION

1. Principle of

   - Direction
   - Control
   - Confidentiality
   - Accuracy
   - Objectivity
   - Accountability
   - Evaluation

IMPORTANT TYPES OF EVALUATION

- Criterion referenced evaluation – asses students performance standard without reference to performance levels of the other students of the group
- Non referenced evaluation – asses the students performance in relation to other students of the group (awarded marks, relative ranks)
- Normative Evaluation – Asses of students based on certain set norms, guidelines, rules or standards (follow them strictly)
- Summative Evaluation – asses of student performance at the end of the academic year through tests and examinations

FACTORS WHILE CONSTRUCTING OBJECTIVE TYPE TESTS

- They should be based on the objectives of teaching English language
- They must be based on certain content or tasks which are already taught to the students
- There must be clear cut directions to answer the questions
- Tests must be free from language errors
- They must be free from ambiguity and call for specific answers
- There must not be repetition of questions in any form
- They must be time bound
- They must satisfy all the testing conditions including blue print

TYPES OF TEST ITEMS

1. Long answer / Essay type tests
2. Short answer type tests
3. Very short answer test types

4. Objective type tests

- Multiple choice tests
- Supply type (fill in the blanks)
- Matching type
- True and false type
- Testing punctuation
- Master matching types
- Context dependent test (Verbal – Pictorial)
- Analogy test

5. Diagnostic tests

6. Oral tests

7. Listening tests

8. Synthesis and analysis tests

TESTING ELEMENTS OF LANGUAGE

- Vocal nature of words
- Words and their meanings
- Functions of content words
- Active and passive vocabulary
- Reported speech
- Active and passive voice
- Transformations
- Use of articles
- Use of punctuations
- Synthesis
- Analysis

CONTENT BASED TESTS

- Comprehension tests
- Inferential tests
- Thought re arrangement tests
- Summarisation tests

STAGES IN PREPARATION OF UNIT TESTS

1. Unit analysis
2. Content analysis (according to sub units)
3. Blue Print
   - Weightage to objectives
   - Weightage to type of questions
   - Weightage to content

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