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PREFACE

Teaching of English as a second language in our state has always been given due importance as per the state policy of education along with the national policy on Education. Teachers of English at the secondary level obviously need to be given periodical input in terms of theory and practice. With the rapid advance of technology and other discipline; ELT has also been influenced in a variety of ways.

An additional responsibility has been put on the stake-holders of education and evidently we need to help the state for realising the goal of not only SSA but also of RMSA. Keeping in view the changed context, this training module essentially contains only those crucial areas related to ELT which need to be discussed in terms of the new theory of Education. In fact, the training module is the genesis of the collective thinking on ELT, whose basic thread is the NCF-2005 which is believed to be helping teachers in making teaching learning process a meaningful enterprise.

The main aim of these training programmes which are to be conducted for the teachers of English- is not only to inculcate and cater them with updated knowledge in the field of education but also make their teaching more effective, fruitful and qualitative.

This training module has been prepared in a stipulated time frame, with the guidance of the Director of SIERT Udaipur, Ms. Laxmi Nanma, the Joint Director

(Training) Bikaner, Mr. Uma Kant Ojha, Programme Co-ordinator SIERT, Mr. Pradeep Paneri along with the foundation being laid by all the academicians and the experts of SIERT, IASEs and CTEs. I congratulate and express my thanks to the whole team.

I not only hope, but fully believe that this teacher training module will prove of great assistance and usefulness to all the RPs for English language teachers.

Bhaskar A.Sawant.

Director.

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CHAPTER-1

ABOUT THE NCF – 2005 AND RMSA

(NATIONAL CURRICULUM FRAMEWORK-2005)

(A) NCF-2005

Education is a dynamic process and obviously the pedagogy is influenced by the concomitant changes in it. The NCF 2005 prepared by NCERT is a document on education which paves the way for learning without burden. Evidently it also has implication for teaching languages. The salient features of the NCF 2005, are mentioned below for developing an insight into teachers dealing with the language pedagogy.

Guiding Principles of the NCF –2005

- Connecting knowledge to life outside the school.
- Ensuring that learning is shifted away from rote methods.
- Enriching curriculum to provide for overall development of children rather than remain text book centric.

Perception of learner and learning –

- Learner engagement for construction of knowledge and fostering creativity.
- Active learning through experiential mode.
- Adequate room for voicing children's thinking, curiosity and questions in curricular practices.
- Connecting knowledge across disciplinary boundaries to provide a broader frame for insightful construction of knowledge.

- Activities for developing critical perspectives on socio-cultural realities need to find space in curricular practices.
- Learners' engagement through observing, exploring discovering analyzing, critical reflection etc.
- Local knowledge and learners' experiences are essential.

Components of textbooks and pedagogic practices –

The following are important –

- Meaning making
- Cognitive conflict
- Cognitive encounter
- Cognitive mapping
- Conceptual implantation
- Dialogue
- Discourse
- Engage, explore, experience, experiment, elaborate, explain, evaluate, enquiry etc.
- **Pedagogy**
- Teaching for construction of knowledge
- The value of interactions
- Designing learning experiences
- Critical Pedagogy.

(RMSA)

RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN

(B) RMSA

(1) The vision for secondary education is to make good quality education available, accessible and affordable to all young persons in the age group of 14-18 years. With this vision in mind, the following is to be achieved -

- To provide a secondary school within a reasonable distance of any habitation.
- To ensure universal access of secondary education by 2017.
- Education for all by 2020.
- Providing access to secondary education with special references to economically weaker sections of the society, the educationally backward, the girls and the disabled children residing in rural areas and other marginalized categories like SC, ST, OBC and educationally Backward Minorities.

(2) A scheme for improvement of quality at the secondary stage (Class IX and X):

- Secondary Education is a crucial stage prepares the students for higher education and also for the world of work. Therefore, it is absolutely essential to strengthen this stage by providing greater access and also by improving quality in a significant way.
- The population of the age group 14-18 is around 9.7 crore.
- With the liberalization and globalization of the Indian economy, the rapid changes witnessed in scientific and technological world and the general need is to improve the quality of life and to reduce poverty, it is essential

that school learners acquire a higher level of knowledge and skills than what they are provided in the 8 years of elementary education.

- To prepare the learners for the world of work as also to be a competent adult and citizen. The pressure on secondary education is already being felt due to the success of SSA.

CHAPTER-2

PERSPECTIVES ON LANGUAGE LEARNING AND TEACHING

Objectives –

- To make the teachers realize that language is a skill subject.
- To enable them to understand how languages are learnt.
- To enable/reflect over their own activities in the classroom.
- To orient the teachers towards the perspectives on language learning and language acquisition.
- To enable them to discuss the implications of the language acquisition theory on language teaching.
- To enable them to understand the value of bilingualism and multi lingualism as a resource for teaching English.

Input (Talks) –

- How do we learn our mother tongue?
- How is language taught in school?
- What is language learning?
- What is language acquisition?
- What are the implications for language teaching?

Discussion

<u>Language Acquisition</u>		<u>Language Learning</u>
Unenviable	-	enviable
Sub-conscious	-	conscious
Natural	-	unnatural
Exposure	-	less exposure
Spontaneous	-	not spontaneous
No formal teaching	-	formal teaching
No test/teachers/course	-	
Remedy/exam/certificate		
No fear/stress	-	anxiety laden

Activities for RPs

- What are the implications of the acquisition theory for teaching?
- Mention the steps through which a child acquires a mother tongue?

Activities for the teachers

- List the things/objects available in the classroom and ask them to write English words for them.
- Classroom process –
 - Create language friendly atmosphere in the classroom.
 - Motivate your learners to produce language
 - Classroom communication
 - Freedom to ask questions-focused on fluency.

CHAPTER-3

TEACHING APPROACHES AND METHODS IN ENGLISH

The Objectives –

1. To enable RPs to differentiate among approach, method and technique.
2. To orient the RP's about the methods of teaching English.
3. To discuss the method relevant in the local environment.
4. To discuss the methods and approaches in the light of : Psychology of second language learning; Nature of the English language; classroom environment and conditions; language function; aims of language teaching; Multilingualism; role of teacher and learners; text books; language skills testing and other such recommendations of NCF- 2005

Input/talk

Please ask the questions:

1. What are the objectives of teaching English as a second language?
2. What is the difference between teaching content based subject (like Science and Maths) and language teaching?
3. Which method do you use in your class, while teaching English?

All the curricular subjects (disciplines) may be broadly divided into two major categories (1) Content subjects and (2) Skill subjects. Language is a skill subject and practically comes under psychomotor domain. As a result, the methodology of teaching a content subject naturally differs vastly from that of the language teaching methodology.

- * An 'approach' is based on certain theoretical principles. A 'method' is a set of procedures or a collection of techniques used in a systematic way which is expected to result in efficient learning. A 'technique' then is the the narrowest term, meaning one single procedure.
- * A method is an overall plan for orderly presentation of language material no part of which contradicts and all of which is based upon the selected approach. We have separate methodologies for teaching the first language (mother tongue), a second language, a foreign language or the other tongue.

Method/approach	Language Teaching	Language learning
Grammar Translation Method	The students translate text from the target language to the native language	Exercise mental muscle.
Direct Method	Use spoken language in situations with no native language translation	Associate meaning with the target language directly.

Structural-Situational Approach	Present and practice structures through meaningful situations ...	Learning language through structures which are properly selected and graded.
Bilingual Method	The mother tongue of the learner is judiciously used for conceptual translation of new words.	In accordance with the linguistic habits already formed in the learners while acquiring the mother tongue.
Audio-lingual Approach	Conduct oral/aural drills and pattern practice.	Overcome native language habits; from new target language habits.
Communicative language teaching	Use information gap, role play, games.	Interact with others in target language, negotiate meaning.
Content based task based and participatory approaches	Engage students in learning other subject matter, tasks, or in problem solving around issues in their lines.	Attend to what is being communicated, not the language itself, except when form-focused.
Learning strategy training, co-operative learning and multiple intelligences	Teach learning strategies, co-operation, use a variety of activities that appeal to different intelligences.	Learn how to learn.
Eclectic Approach	do not follow any single method, rather use a selection of techniques.	Successful learning experience.

Reflections/Discussion:

- Comment on role of mother tongue, role of text book and language skills while using structural situational approach.
- Discuss the psychology of language learning in the above mentioned methods and approaches.
- D.L. Freeman (1986 Pg. 132) "Almost everything that is done is done with a communicative intent, students use the language a great deal through communicative activities such as games, role plays, and problem solving tasks." Explain the statement.
- Which method/approach Freeman is talking about? What is its implication for teaching English in India?
- Take up a piece of text from the prescribed text book for you class and teach the language content involved in it through each of the method/approach discussed above.

Activities:

1. Make a list of the activities/tasks based on the ELT methodology you would like to use in your classroom.
2. Discuss why and how you would like to make use of them?
3. Use simulation conditions to teach any item of your choice using any approach/method.

Suggested Readings -

1. Richards, J.C. and Rodgers, T.S. (2001) Approaches and Methods in Language Teaching. Cambridge C.U.P.
2. Paliwal, A.K. (2006) Teaching of English: Jaipur Kalpana Publications.
3. Freeman, D.C. (2000). Techniques and Principles in Language Teaching: Oxford: OUP.
4. Fageslerg, g. (2004) The Oxford Handbook of Innovations. Oxford: OUP.
5. Lado, Robert (1997) Language Teaching. New Delhi: Mcqraw Hill Publishing House Pvt. Ltd.

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CHAPTER-4

Teaching Grammar and Structures

The Objectives –

- To orient RPs towards the role of grammar/structures in language learning.
- To orient them towards the types of grammar.
- To enable them to know the transactional strategies of teaching structures.
- To enable them to reflect on the talk and the activities discussed by the KRPs

Reflection /Discussion

- | |
|--|
| <ul style="list-style-type: none">- How do you teach grammar in your class?- What is a structure?- What type of situations do you create to teach a particular structure?- While teaching grammar what would you emphasize on – Form or Function?- What type of activities do you organize to teach structures?- What grammar books do you use? |
|--|

Input (Talk)

- A structure is a rigid grammatical pattern.
- Since the aim of language teaching is to equip the learner to operate effectively in real life situations, context of situation is very important.
- Functional grammar, Descriptive grammar and Prescriptive Grammar.
- Context of situation provides the semantic or situational meaning through which we relate the three linguistic meanings (grammatical, lexical, and phonological) to the extra linguistic features in the situation or environment i.e. to the circumstances outside the actual language used to arrive at the total underlying meaning.
- Grammar as such is not to be taught but the emphasis must be on the function i.e. on what a particular word or structure is doing in a particular context.

Example -

i. The box is *too* heavy to lift.

ii. The man is *too* smart.

(See the difference in the function of the word 'too' in both the sentences.)

- New structures should be taught to the class through various and different situations devised by the teacher.
- Demonstrations.
- Pictures.

- Drawings/Sketches on Blackboard.
- Verbal Situation.
- Using authentic materials.

- Teacher should repeat the new structure frequently and adequate drills should be given. Drills should not be conducted in parrot like pattern/fashion. Question and answer technique can be used so that learners have an opportunity to use the new structure in a meaningful situation.

Reflections for RPs/Activities:

- Ask the RPs how structures can be used to make a number of different sentences.
- Discuss with the RPs the ways of showing meaning of new structures as well as their form.
- Ask the RPs to prepare structural and communicative drills for consolidation of the language items taught.
- Discuss with the RPs the difference between mechanical and meaningful practice.

Activities for teachers:

- Ask teachers to prepare worksheets to teach particular structures.
- Use simulated teaching technique to teach particular structure.
- Make use of pair work and communicative activities such as –
 - Language games
 - Role play
 - Information gap activities
 - Problem solving
 - Mind or concept maps

Suggested Readings :

- NCF 2005 – NCERT
- Bright, J.A. and Mc Gregor, G.P.(1970) : Teaching English as a second language, Longman, Singapore.
- Paliwal, A.K. (1998) : English Language Teaching, Surbhi Publication, Jaipur. Raj.
- Baruah, T.C. (1985). The English Teacher's Handbook New Delhi: Sterling Publishing Pvt. Ltd.

CHAPTER-5

Using Authentic Materials

The Objectives:

1. To orient RPs towards the use of authentic materials for teaching English.
2. To help RPs explore and use various types of authentic materials.
3. To introduce real life situation to help RPs to use authentic materials.

Input:

Authentic materials are the materials which are basically not prepared for class-room teaching. These materials may be available in the form of pamphlets, newspapers, posters, films. These authentic materials may be used in the class to conduct – Role-plays, games, puzzles, dialogue speaking activities, etc.

Reflection/Discussion:

1. Discuss with the RPs why should we use authentic materials in the class room teaching?

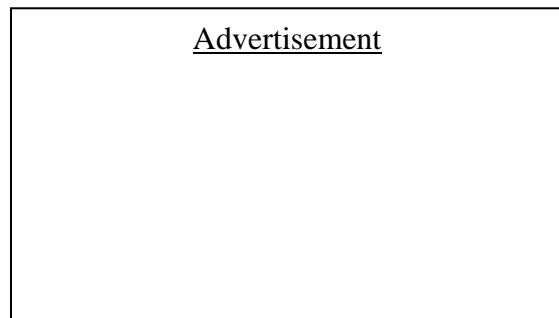
How can we make teaching of English more meaningful with the help of Authentic materials?
2. Conduct Brain storming session and group work with the teachers.

3. Ask teachers to procure some authentic materials and prepare worksheets for teaching English.

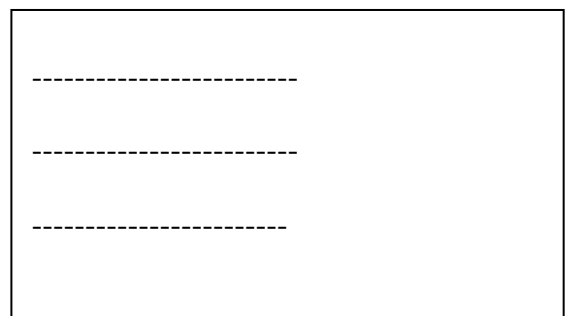
Activity – 1

By presenting any poster/advertisement/picture the following activities may be conducted in the class:

- (A) By presenting an advertisement



- (1) Make a list of the things what you see in the picture?

A rectangular box with a black border. Inside the box, there are three horizontal dashed lines, one above the other, intended for writing a list of items.

- (2) Theme of this -----

(3) Substitute the following words with other words.

(4) Assume yourself here in the picture and prepare a dialogue.

(5) Find out the words having a, e, i, o, u.

(6) What does the presence of a, e, i, o, u in each word indicate?

(7) List the key words from the advertisement and show their uses.

Key word Uses Negative Interrogative

Activity – 2

RPs may prepare these types of materials

Worksheet-1

Another worksheet for teachers

You want to make sandwiches for your family what would you buy?

1. Stone Ground wheat Bread - 2 loaves
2. -
3. -
4. -

Worksheet-2

You are going to organise a party for five friends at your house. You can spend only Rs.50/-.What would you buy for the party?

1. Lays Potato chips - 15 large packets.
2. -
3. -
4. -

Worksheet-3

Personal Preferences

What flowers would you like to give to your mother on Mother's day? Why?

(A) Rose (B) Lotus (C) Lily (D) Sunflower ()

Worksheet – 4

Use the words as noun and verb: -

<u>Word</u>	<u>Noun</u>	<u>Verb</u>
.....
.....
.....
.....

Activity – 3

With the help of the advertisement students may arrange the words in the categories of things like –

Date	Month	Faculty	Names
25-01-10	June	Sci.	Manish
	Nov.	Com.	Neha
	May	Arts.	Akshay

They can do this type of activities with the help of newspapers, magazines, etc.

Teachers should provide this type of material and will tell about many other activities like word search and sample questions like multiple choice; for e.g.-

- (1) How many oranges can you buy for Rs.15/- ?
(a) 3 (b) 4 (c) 5

Activity – 4

Pick out and write down the words beginning with *a*, *an*, *the*, from the passage.

Passage

Worksheet-4

	<u>A</u>	<u>An</u>	<u>The</u>
1.
2.
3.
4.

Worksheet- 5

List out the connective words from
The above passage :

<u>Connectives</u>	
1.
2.
3.
4.

Suggestions from RPs will be invited for preparing other worksheets.

SUGGESTED ACTIVITIES:

(A) By conducting an interview with the learners;

By asking them; their name, age, father's name, mother's name, their occupation and their own hobbies.

Learners will be asked to write down the dialogue.

(B) The Following activities may be conducted in class-rooms;

Role Play
Games
Puzzles
Situational Dialogue

(C)

Personalizing

- I. Plan a trip using a travel brochure or order a meal with a menu.
- II. Prepare a list of things you would like to buy for an imaginary party from a super market.

- (D) The RPs may ask the teachers to discuss how the following things could be used for teaching English:

Paste, Soap wrapper, Cosmetic materials, tea-pack and various advertisements which they see. Story books, Newspapers and comics too.

- RPs may be asked to conduct other activities and to prepare other worksheets for teachers.

CHAPTER-6

TEACHING READING COMPREHENSION.

The Objectives:

KRPs will discuss with RPs the following points:-

1. Meaning of Reading
2. Meaning of reading comprehension
3. Importance of Reading & R. Comprehension.
4. Difference between R & R.C.
5. Types of Reading
6. Material required for reading comprehension.
7. Reflections on the input.
8. Activities related to the input.
9. Suggestions for reading effectively.

Reading: Reading is receiving written impression through eyes. It is a mental activity in which light waves carry visual shapes of sounds and the brain transforms them into meaning.

Reading Comprehension: Reading is meant for comprehension which means understanding the meaning of words and relationship with ideas at the secondary stage. The main aim of teaching reading English is to enable the students to understand. "Why they Read"

Importance of Reading and Reading Comprehension: Reading is one of the four basic skills. It is an important skill because after leaving school it helps on to increase his stock of knowledge and gather informations. As said - "Little

Reading, there's little learning". It enhances ones efficiency in the use of the language It also helps to increase the learners' vocabulary as well as develops the mental facilities of the learners by providing them information.

Reading means to recognise the letters of alphabet and visualise the words in order to know their meaning. Reading comprehension means understanding the meaning of words and relationship with ideas. Reading comprehension aims at understanding the content completely.

Types of Reading:

- (1) **Intensive Reading:** Intensive reading is done at slower speed and we get complete sense and meaning of the text and interpret the information.
- (2) **Extensive Reading:** It is done faster than intensive reading. It gives Global informations.
- (3) **Silent Reading:** It is the main skill of teaching reading comprehension at the secondary stage. In silent reading pupils are not allowed to move their lips, heads or fingers. So that they may pay full attention to concentrate on the gathered information from the pieces of writings.
- (4) **Reading Aloud:** Students read a passage aloud. It is very helpful to prepare the pupils to read the paragraph with correct pronunciation, stress, pause, speed and intonation. It is useful at the lower stages.

Reflections/Discussion:

1. Which method you like the most to read a paragraph and why?
2. How would you improve the students' pronunciation?

3. What are the demerits of loud reading?
4. How can you acquire more knowledge for further education?
5. Why is reading aloud more appropriate at a lower stage?
6. "Silent reading is an important method for reading" Do you agree?
7. What problems are faced in silent reading?

Materials for Reading Comprehension:

KPPs will ask The RPs to

- Select a paragraph and make questions related to the content.
- KRP will discuss on the paragraph and the related questions.

Discussion: -

1. How can we make reading more meaningful?
2. How should we start reading English?
3. Why is "Reading comprehension" important?
4. How you would create an atmosphere to read English fluently?
- 5.

WORK-SHEET FOR ACTIVITIES

Passage : 1

Read the passage and fill in the blanks with appropriate words:

1. Napoleon Bonaport was brilliant military leaders of Europe.
He was strong and fellow with all the good
..... of a disciplined but to learn French. His
..... are very co-operative and him French.

Give answer to the following questions related to passage: -

1. Who was the soldier of Europe?
2. Did Napoleon learn French?
3. How many qualities have Napoleon?

Passage : 2

Chanakya was the Prime Minister to the King Chandra Gupta Maurya, but he himself lived a very simple life. He lived in a cottage with his wife and mother having no servants. He did not use the new blankets which were collected for the villagers and slept with his old torn blanket. The robbers who had looked at the villagers, saw his simplicity. They changed their views and returned all the things.

Answer the following questions:

1. Pick out the words which end with "ed".
2. List the words which end with "s".
3. "Man Mohan Singh is the Prime Minister of India" Relate this sentence to the paragraph.
4. Why did Chanakya lead such a simple life?
5. Pick the nouns from the passage.

Read and match the sentences :- From Part A to Part B.

Part "A"

1. Pandavas lived with their mother Kunti.
2. The peacock is our national bird.
3. Savitri wins her husband.
4. God of Yama

Part "B"

1. They lived in Brahmin's house.
2. The God of death.
3. Satyavan's father was blind.
4. It eats many kinds of animals and vegetables such as frogs, snails, worms and grain.

SUGGESTED READING:

=The Times of India "New Paper"

=. Bal Bhasker, English Edition.

= Story Books, Novels: Merchant of Vanish by Shakespears.

= Course Reader & Rapid Reader etc.

CHAPTER-7

TEACHING of POETRY

The Objectives:

1.(A) Importance of Teaching Poetry of Secondary Level :

Poetry is its important and motivating for students to work with authentic texts. This can be done successfully at any post beginner level, so long as the poems are selected with the needs, interests, and language level of the students in mind. Not only this, but the essential key factor is the enthusiasm of the teacher to encourage his students for poetry reading.

It is found that poems are an inspirational basis for, or supplement to, a language lesson where the aim is to develop reading or listening skills. At both lower and higher levels students get pleasure, delight and feel proud for not only reading and understanding poetry in the English version but also start enjoying and appreciate a different culture.

(B) Role of Poetry:

Through Poetry the students can:

- Kindle their imagination.
- Learn to create images.
- Know about Rhyme & Rhythm.

(C) Steps of Teaching Poetry in a second language at the secondary stage:

(Note: Please see the poems given in Appendix A and B at the end of the lesson)

1. First reading by the teacher (Text books closed – only for listening)

- (vi) (a) How many lines are there in the first Stanza ?
- (b) How many lines are there in the other Stanzas of the poem?
- (c) Do all the Stanzas have the same number of lines?
- (vii) Which lines of the poem do you like the most? Why? Give your reasons.

(D) Reflection/Discussion with the RPs:

- Is it necessary to talk about the poet before teaching a poem?
- Should we always explain the poem to the students?
- Don't you think the translation of words mars the effect of the poem?
- Do you think reading of a similar poem (of the same topic in any language) enhances their motivation to read poetry?
- Pick out the words from the poem which have been used together-they begin with the same sound or letter in order to make a special effect (alliteration).
- Find the words that end with 'ing'.
- Can you draw the picture of a tree being cut down?
- How can we stop felling of trees? (Debate, Group work, pair work)Write your views.
- With the help of a dictionary find the meaning, stress marks and syllables of the difficult words.

APPENDIX-A THE POEM.

On Killing a Tree

*It takes much time to kill a tree,
Not a simple jab of the knife
Will do it. It has grown
Slowly consuming the earth,
Rising out of it, feeding
Upon its crust, absorbing
Years of sun light, air, water,
And out of its leprous hide
Sprouting leaves.*

*So hack and chop
But this alone won't do it.
Not so much pain will do it.
The bleeding bark will heal
And from close to the ground
Will rise curled green things,
Minature boughs
Which if unchecked will expand again
To former size.*

*No,
The root is to be pulled out -
Out of the anchoring earth;
It is to be roped, tied,
And pulled out- snapped out
Or pulled out entirely,
Out from the earth-cave,
And the strength of the tree exposed*

*The source, white and wet,
The most sensitive, hidden
For years inside the earth.*

*Then the matter
Of scorching and choking
In sun and air,
Browning, hardening,
Twisting, withering,
And then it is done.*

Gieve Patel

APPENDIX-B. A SIMILAR POEM.

The Trees

*The trees inside are moving out into the forest,
The Forest that was empty all these days -
Where no bird could sit
No insect hide
No sun bury its feet in shadow
The forest that was empty all these nights will be full of trees by morning.
All night the roots work*

To disengage themselves from the cracks in the veranda floor.

*The leaves strain toward the glass
Small twigs stiff with exertion
Long-cramped boughs shuffling under the roof
Like newly discharged patients
Half-dazed, moving
To the clinic doors.*

*I sit inside, doors open to the veranda
Writing long letters
In which I scarcely mention the departure of the forest from the house.
The night is fresh; the whole moon shines in a sky still open
The smell of leaves and lichen
Still reaches like a voice into the rooms.*

*My head is full of whispers
Which tomorrow will be silent.
Listen! The glass is breaking.
The trees are stumbling forward into the night.
Winds rush to meet them.
The moon is broken like a mirror,
Its pieces flash now in the crown of the tallest Oak.*

Adrienne Rich

(E) Further/Suggested Readings:

- (i) Teaching English as a second Language.
JA Bright & G.P. Mc Gregor
- (ii) A Training course for TEFL
Peter Hubbard & Barbara Thornton
Hywel Jones & Rod Wheeler.
- (iii) Understanding Poetry
Brooks, Cleanth and Warren, R.P.
- (iv) The Appreciation of Poetry
P. Gurrey
- (v) The Poetry Lesson: “Understanding and Enjoying” in English
Language Teaching, Theory and Practice. By Spear, D. Hilda

CHAPTER-8

TEACHING OF COMPOSITION

The Objectives:

- To enable the RPs to discuss the various types of composition.
- To orient them towards the objectives of teaching composition at the secondary level.
- To discuss the device and techniques of teaching composition.
- To orient them towards the procedure for teaching composition at the secondary stage.

Introduction :

The word 'composition' is derived from the word 'compose' which means to put together. So, composition means putting words and sentences together to express one's own ideas."

"The power of expression in a language is a matter of skill rather than of knowledge." **Thompson and Wyatt.**

- I. The pre-requisites for teaching of composition: -
- Have a fair knowledge of English language.
 - Possess sufficient ideas.
 - Should have their mental development of the level where ideas can be arranged in a correct sequence.

II. Composition can be in the form of:

(1).A letter/an application. (2). A paragraph/s. (3). An essay.

(4).A Summary/précis. (5).A report. (6). A report.

(7).A story. (8).A notice/telegram. (9).An advertisement/an invitation etc.

Input/talk :

Ask the RPs the following questions;

- What are the objectives of teaching composition at secondary level?
- What type of composition would you use at secondary stage- is it; Guided, controlled, contextualized or free?
- Discuss the procedure for teaching picture composition.
- Discuss the techniques of teaching composition.

Types of Composition:

- * Oral composition is one in which students express their ideas and perform given task orally. It may be guided and controlled and free. It is more suitable at the primary stage.

- * Written composition is one in which students compose something through writing. It is more suitable at the secondary stage.

- * Guided and controlled composition is one in which pupils are supplied with all the necessary structural and items alongwith the thoughts and ideas to be expressed. The teacher gives them guidance by way of questions, pictures, cues, prompts etc.

- Free composition is one in which students communicate their thoughts and ideas freely. As the students develop mastery in the use of language, guidance and control is progressively reduced and finally they are required to write entirely on their own.

The Objectives of Teaching Composition:

- To revise, reinforce and consolidate the language material which they have been already exposed to.
- To enable the students to use the language material within the prescribed range.
- To enable the students to write correct and connected sentences in the form of composition by using the gramatical and lexical items already taught.

Devices and Techniques:

- Action, gestures, mime, dramatizaton, simulation, role play, etc.

Picture Composition:

- Display large pictures based on a theme/a story.
- Narrate/describe the picture.
- Display questions.
- Develop the theme by elithing correct answers.

- Write answers on the blackboard.
- Read out the paragraph.
- Rub some significant words, and then most of the words.
- Redevelop the paragraph/story/event.
- Rub out the whole paragraph/story/event.
- Ask the class to redevelop the composition as an assignment.

Reflections/Discussion:

- Discuss with the RPs the objectives of teaching composition at the secondary stage.
- Role of the teacher in teaching composition.
- Plan a picture composition lesson on any topic of your choice (secondary stage).
- Prepare work sheets to develop guided composition.

Activities for teacher:

- Ask teachers to develop an outline for composing a story.
- Dramatize a story in simulation conditions.
- Supply a list of words related to the theme and develop the composition.

Suggestions for Improving Teaching of Composition:

- Prepare and motivate by oral questioning, pictures, short speeches/lectures.
- Provide many good and relevant ideas by occasional talks on interesting topics.

- Emphasize on clarity of ideas with the help of jumbled ideas/sentences/expressions, etc.
- Subject of the composition be chosen by using the principle of 'utility' and 'interest' (from everyday life).

Correction of Composition made easy (reducing mistakes):

- Drill work.
- Deal Assignments orally.
- List the frequent mistakes.
- Use symbolic language for corrections; i) S—spelling mistake.
 - ii) P-- Punctuation mistake.
 - iii) W—wrong word.
 - iv)!—Exaggeration.
 - v) Z—Irrelevant, etc.

Suggested Reading:

- Richards, J.C. and Rodgers, T.S. (2001) Approaches and Methods in Language teaching. Cambridge C.U.P.
- Paliwal, A.K. (2006) Teaching of English. Jaipur Kalpana Publications.
- Fageslerg, G. (2004) The Oxford Handbook of Innovations.

Oxford:O.U.P

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CHAPTER-9

Spoken English: Oral-Aural Activities

Introduction: -

The NCF - 2005 suggests -

- * "A national curriculum can aim for a cohesive curricular policy based on guiding principles for language teaching and acquisition, which allows for a variety of implementation suitable to local needs and resources, and which provides illustrative models for use."

It further recommends -

- * A language across the-curriculum perspective.
- * The creation of multi-linguals who can enrich all our languages.
- * Language acquisition in side and out side the class-room.
- * A common cognitive and academic skills.

(This is a goal & language education and education through language)

In order to meet these recommendations the following activities are suggested:

Objectives –

- * To enable the RPs to create an atmosphere, this may help them to communicate in English.
- * To enable the RPs to organise such activities which can help the students to learn chunks, formulaic expressions, requests, instructions and commands etc. which may be useful in everyday life.

Materials required –

- * Flash cards (as per need).
- * Classroom resources - Both physical and human.

Process -

Some activities are suggested below:

The RPs can create many such activities as per the need of the class-room. While creating such activities, it is suggested that the teacher should keep in mind the local as well as global perspectives. Preference should be given to choose local thematic content in the global perspective.

Step - 1

Activity one - Gather students in a circle.

Give them a word e.g. "A Fair".

Step - 2

Ask the students to give related words to fair.

We may get some loan words which are common in use. These words are already known to the children and they frequently use these with their mother tongue.

e.g.-- Sweet shops, market, Ice-creams, bangle shops, camels, policemen, horses, balloons, tickets, motor-cycles, circus, jokers, mobiles, pants, shirts, nurses, hats, mikes, roads, speakers, taxis, buses, mothers, cars, chocolates, biscuits, games, radios, belts, tiffin-boxes, balls, bats, wickets, hand-pumps, torches, toy trains, tables, chairs and many more.

Step - 3

Invite the students to act or to dramatise individually, the word he or she spoke.

The students will perform.

If they feel difficulty, they can be allowed to speak a sentence or to use a mime story, poem, etc.

Step - 4

Appreciate their performance. You may add more words if you want.

Narrate the scene of a fair using the above mentioned words.

Invite all the students to dramatise a scene of a fair.

DO NOT FORGET!

YOU TOO ARE A PARTICIPANT IN THIS ACTIVITY

TAKE THE INITIATIVE SPEAK THE WORD ACT IT FIRST AND BE A PART OF THE JOYFUL DRAMATIC SITUATION i.e. THE SCENE.

Step - 5

The students can be assigned a task to compose a written script on "A Fair" in small groups.

Suggested Reading:

1. 'Building a character' - Sten Slawsky
2. Theatre games for language teaching
3. Drama in schools
4. Awarded children movies and serials
5. Animated movies for children.

EVERY PERSON HAS A CHILD IN HIM WHO WANTS TO PLAY. LET HIM COME OUT AND PLAY.
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CHAPTER-10

Some Effective Techniques of Participatory Training.

Introduction:

NCF - 2005 suggests the role of a teacher as a facilitator who should create and facilitate such atmosphere where children can construct knowledge. Much emphasis is laid on experiential learning. Obviously a teacher should be trained to identify, accept and play this new role. This need makes it inevitable to transform the model of Teacher/Teacher Educator Training. They may be replaced by participatory training skills.

The Objectives:

- To enable the (RP/Teachers) participants to use different participatory skills.
- To help participants to understand their role as a facilitator.

Materials required - NCF 2005, Position papers on:

- (A) Teaching of Indian Languages.
- (B) Teaching of English
- (C) White sheets

Process - Step I

1. Children song -

हम छोटे छोटे हैं	We are little ones. ²
पर बढ़ते जाएंगे	Yet we shall grow.
खेलेंगे, कूदेंगे	We shall jump and dance.
नाचेंगे, गाएंगे	Jump and dance.
	Yet we shall grow.
हैं पाँव अभी छोटे	Legs are little now.
हैं हाथ अभी छोटे	Hands are little now.
हैं कदम अभी छोटे	Steps are little now.
पर बढ़ते जाएंगे	yet we shall grow.

2. Analysis -

1. Discuss how participants feel about this activity.
2. How do they relate this activity with teaching of English?

- * Is it helpful in killing the monotony, shyness and hesitation?
- * Does it create a friendly and joyful atmosphere?
- * Would they also like to perform such activities?

3. Highlight following points: In general, such activities are known as ICE BREAKERS viz Theatre games, language games, action songs, and many other activities which can very well be used. The activity should be very small (5-7 mins.). The trainers should motivate all the participants to get involved.

Step -2 - Game :

Fires in the jungle run.... run....

Analysis - discuss with the participants the activity. Can this activity be used to form small groups for group work?

- * How is it different from the numbered or alphabetical group formation techniques?

Highlight the following points. Here the approach is participatory. The method used is group work and the game is used as a technique of forming groups.

INPUT

- **Group Work -**

To develop a culture of working together, to explore the best from each participant and to enhance the participation of all the participants, group work is a useful technique.

4. The size of the small group depends on the nature of the activity. Generally one group can have 5 to 7 members.
5. There are so many games and other activities for forming groups. Random group formation can be done using letters of Alphabet, places they belong to or numbers.
6. Let the group decide its name, let them choose their co-ordinator and reporter If you like.
7. Announce the task and instructions before you divide them into groups. Instructions must be clear and specific. Announce the time prescribed for group work.
8. Combine all small groups into one big group again. Invite group co-ordinators for the presentation. Invite comments first from the members of the same group then from all the participants.
9. Motivate them by appreciating all. Be careful that the atmosphere remains friendly.
10. Display charts, models, lists etc. prepared by the groups.
- 11.

- **Participatory Training -**

In this mode of training, the trainers work as facilitators. They just create an atmosphere and provide such facilities where learning can take place. The participants are motivated to express their ideas freely. It is believed that the participants can solve problems on their own. Every individual is important and is able to contribute in solving a problem.

Suggestive Tips:

- The KRP/RPs must not impose his/her own ideas on the participants.
- The views expressed by the participants should be respected even if they do not resemble with the expected response.
- Put all the views on the blackboard/flip charts, if possible.

✧ Other devices used in participatory activities:

Some more examples of participatory activities are given below for your aid.

1. Simulation
2. Role play
3. Improvisation and other theatre activities.
4. Effective communication
5. Brain Storming.
6. Story telling.
7. Case study.

Suggested reference material –

1. Training for transformation by -
सहगामी प्रशिक्षण . प्रिया दिल्ली
2. Theatre games for language teachings violastolin.
3. Building a character - by stenslaski
4. स्पंदन . संधन जयपुर
5. हिलोर . संधान, जयपुर

6. Audio-Video CDs containing- Children songs, rhymes(available in the market)

हम छोटे छोटे हैं	We are little ones. ²
पर बढ़ते जाएंगे	Yet we shall grow.
खेलेंगे, कूदेंगे	We shall jump and dance.
नाचेंगे, गाएंगे	Jump and dance.
पर बढ़ते जाएंगे	Yet we shall grow.
हैं पाँव अभी छोटे	Legs are little now.
हैं हाथ अभी छोटे	Hands are little now.
हैं कदम अभी छोटे	Steps are little now.
पर बढ़ते जाएंगे	Yet we shall grow.

SUGGESTIVE READINGS:

- ✧ **Spontaneous Speaking-Drama activities for confidence and fluency; David Heathfield.-Viva Books Pvt.Ltd.**
- ✧ **The Minimax Teacher-Minimise teacher input and maximize student Output-Jon Taylor.-Viva Books Pvt.Ltd.**

CHAPTER-11

Evaluation And Testing

Objectives of Evaluation & Testing-

- (I) To enable the participants to understand:
- A) The importance of Evaluation and Testing in English as a second language.
 - B) The difference between Evaluation and testing.
 - C) The tools and techniques of Evaluation and Testing.
 - D) The difference between Achievement Test and Proficiency Test.
 - E) The Criteria for constructing test items for testing various elements of language.
 - F) The types of test items.
- (II) To enable the participants to know various methods for Evaluation and testing in English language teaching.
- (III) To enable them to critically discuss and reflect on Evaluation and Testing techniques in English.

(ii) Input/Talk -

Ask the participants and discuss with them -

- Why Evaluation and Testing is essential in English language teaching?
- Which type of tests would you prefer for testing and evaluation in English language? Achievement or Proficiency test-mention why ?

Importance of Understanding Testing:

(A) Importance of Evaluation and Testing in English as a second language –

- To measure the extent of learners competence and proficiency in the language.
- To reinforce learning.
- To find out the efficacy of teaching methods.
- To diagnose learners' difficulties and plan remedial work.
- To help the teachers plan their instructional programmes in a proper order.

(B) The difference between evaluation and testing -

Evaluation	Testing
Evaluation is 'Value judgement on an observation 'Performance Test' whether directly measured or inferred :	A test is a device or procedure confronting a subject with a standard set of questions or tasks to which the students are to respond independently and the result of which can be treated in such a way as to provide a quantitative comparison of performance of different

	students.
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(C) Tools & Techniques of evaluation and testing -

Techniques	Tools
Written Examination	Tests - Intelligence Tests, Unit Tests, Teacher-made Tests, Standardized Tests, Terminal Tests, Annual Tests, Diagnostic Tests, etc. Anecdotal Records, Check Lists, Cumulative Records, Inventories, Questionnaires, Rating Scales.
Oral Examination	
Practical Examination	
Interviews	
Observations	
Projective Techniques	
Socio-Metric Techniques	

(D) Different between Achievement Tests and Proficiency Tests -

Language evaluation need not be limited to 'achievement' with respect to particular syllabi, but must be reoriented to measurement of 'language proficiency'. Achievement tests are always knowledge based while proficiency tests are always skill based and competence based.

(E) Criteria for constructing test items for testing various elements of English language –

- Validity

- Reliability
- Practicability
- Scorability
- Objectivity
- Difficulty Level
- Discriminating Power

(F) Types of test items: -

- (i) Listening - (a) sound (b) stress (c) sentence stress (d) intonation (all are of multiple choice test items.)

Example:Sound - the teacher says four words and asks the class to mark the ones that are sounding the same - (a) cat (b) cot (c) cut (d) cap

- (ii) Speaking - The teacher asks questions and the students give suitable answers. On the other hand, the teacher can show some pictures, printed text or give some words or phrases and ask students to say what is happening or by framing sentences.

- (iii) Reading -

- (a) Cloze procedure - It is a procedure for testing reading comprehension. A passage (text) is taken and after the first 3-4 lines words are systematically deleted. Every 'nth' word is deleted and the reader is expected to fill in the blanks with a suitable word. The word may not be exactly the same word used in the original text but it could be a word containing a similar meaning in the context. (By 'nth' word we mean either the 9th/10th/11th word only). There has to be a consistency in the deletion of words which means if a ninth word is deleted in the text then the every ninth word in the text must be deleted.

(b) Maze Method - It is also a procedure for testing reading comprehension. A passage (text) is selected and after the first 3-4 lines, words are systematically deleted. Every 'th' word is deleted and the reader is expected to fill in the blanks with a suitable word. The word may not be exactly the same word used in the original text but it could be a word containing a similar meaning in the context. (By 'th' word we mean either the 4th/5th/6th word only). There has to be a consistency in the deletion of word which means if a 4th word is deleted in the text then the every 4th word in the text must be deleted.

- (iv) Writing -
- (i) Composition.
 - (ii) Completion tests.
 - (iii) Sentence Formation.
 - (iv) Word order.

Reflections/Discussion for RPs –

Reflection on the above input can be done by these following activities –

- Discussion
- Debate
- Brain Storming
- Group-work

1. What do you mean by evaluation and testing in English Language Teaching?
2. Why is it necessary in ELT?
3. How Cloze Procedure is helpful in evaluation and testing in ELT?
4. What is the difference between Cloze Procedure and Maze method?

Example of Cloze procedure and Maze Method – Read the text given below and fill in the blanks with suitable words:

We all know that God has given us the most wonderful gifts - the gifts of nature. These are the blue mountains, the wide oceans, the sparkling streams, the forests of trees, the animals, birds, insects, colourful flowers and fruits, the earth we live on and even the air we breathe. These gifts of nature are ours to admire ----
--- use. It is our moral duty to look ----- the things God has given to us. We -----
-- learn to take care of the gifts of so that these are not destroyed or harmed
..... must not take the gifts of nature for but instead, must work to preserve them.

Example of Maze Text –Read the text given below and fill in the blanks with suitable words:

We all know that Good has given us the most wonderful gifts the gifts of nature. These are the blue mountains, the wide oceans, the sparkling streams, the forest of trees, the animals, birds and insects, colourful flowers and fruits, the earth we live on and even the air we breathe. These gifts of are ours to and use. It our moral duty look after the God has given us. We must to take care the gifts of so that these not destroyed or We must not the gifts of for granted but, must work to them.

Activities for Teachers-

Read out the paragraph carefully and frame test items for testing listening, comprehension, speaking skills, reading comprehension and accurate writing skills-

Long, long ago there lived a merchant named Antonio in Venice. He had many trading ships which were sent to distant countries for trade. So he was very rich. His greatest friend was Barsanio, who loved a beautiful lady called Portia, Portia was very rich and most beautiful. But Barsanio was not a wealthy man so he hesitated to go to her. But after some time he asked Antonio to lend him some money so that he could visit Portia and find out if she loved him. But Antonio's ships were at sea and he had no money to lend Barsanio until they returned.

In Venice there lived a Jew named Shylock who was a money-lender. So Antonio asked Barsanio to go to the money-lender and borrow money from him on his behalf. Antonio hated Shylock for his wicked ways and he had often insulted him and spoken rudely to him. For this reason Shylock also hated Antonio and was anxious to revenge the insults.

Suggested Readings -

- NCF 2005 Position Paper
National Focus Group on Teaching of English. (NCERT).
- Essentials of Examination System.
J.C. Aggarwal, Vikas Publishing House, New Delhi
- Evaluation, Test & Measurement
J.C. Aggarwal, Vikas Publishing House, New Delhi.
- English Language Teaching Dr.A.K.Paliwal.
Surabhi Publication, Jaipur.

