



**Learning Material Development Group**  
**Two Year Pre-Service Diploma in Elementary Education**  
**Subject Code: S-9.D**  
**PEDAGOGY OF ENGLISH (Upper Primary Level)**

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**S-9.D**  
**PEDAGOGY OF ENGLISH (UPPER PRIMARY LEVEL)**  
**Unit-1**  
**METHODS AND APPROACHES FOR TEACHING ENGLISH**  
**AT UPPER PRIMARY LEVEL**

**Unit Structure**

**1.0 Objectives**

- 1.1 Introduction
- 1.2 Teaching of English at Upper Primary Level
- 1.3 Objectives of Teaching English
- 1.4 Approaches of Teaching English
- 1.5 Methods
- 1.6 Understanding of Curriculum-Syllabus-Textbooks
- 1.7 Consolidation
- 1.8 E-resources
- 1.9 Evaluation

**1.0 Objectives**

This unit will enable you to:

1. understand the concept of teaching of English.
2. recognize major objectives of teaching English at upper primary level.
3. explain various methods and approaches for teaching English at upper primary level with reference to NCF-2005 and BCF-2008.
4. differentiate between the curriculum and syllabus.
5. describe curriculum-syllabus-textbook of English in Bihar at upper primary level.
6. elaborate major recommendations of NCF-2005 and BCF-2008 for teaching English at upper primary level.
7. demonstrate how English textbooks execute the recommendations of NCF-2005 and BCF-2008

**1.1 Introduction**

Teaching of English is a theory and practice of teaching and learning English as a second language to Indian students with different mother tongue/ first language. In the case of Bihar students English doesn't remain the second language rather it becomes third language. Here, Magahi, Maithili, Bhojpuri etc. are the first languages and Hindi is the second language. By identifying the importance of this third language in this global scenario BCF-2008 focuses on cautious policy making and implementation of English teaching. NCF-2005 recommends teaching of foreign language to begin at later stages of schooling. It has been suggested by studies that grounding of children in their mother tongue at early stage is key to successful learning of foreign language at latter stage. However, because of various factors, especially demand from parents and wider community, NCF-2005 as well as BCF-2008 recommends English language teaching to begin at early primary level i.e. from class 1 onwards. BCF-2008 accepts that although English is not the connecting language of one and all but atleast that of elite class people in our country. English is the language of ICT and

international trade too. The assumption behind such approach is that early exposure to English will enable students to capture job opportunities with fluency in English.

## 1.2 Teaching of English at Upper Primary Level

As per the recommendations of NCF-2005 and BCF-2008 for teaching of English at upper primary level, at first, it is important to ensure the efficacy of the language teacher itself. The teacher must be proficient in English and skilled in English language teaching. (BCF-2008). Further, researches based on Chomskyan paradigm assert that language learning, specially communicative competence, can't be assured only with the successful execution of a language class; it is necessary to orient other subject teachers to the importance of English language learning for understanding and making meaning in their respective subjects. These teachers must have proficiency in basic skills of language. It is not only English that could be learnt in other subject classes but also other subjects like history, art, science etc. have equal opportunity to be learnt in English class. This is cross curriculum approach "that favours the dynamic use of learning topics and themes to be covered and skills competencies to be developed in a number of learning areas across the curriculum." (UNESCO-IBE, 2020).

The frameworks focus on proper development of four basic skills of language i.e. listening, speaking, reading and writing at elementary level. "In the case of second and third language ...all the skills, including communicative competence, become important." (NCF-2005). English textbooks developed by SCERT, Bihar for upper primary level ensures how to develop these basic skills of language i.e. listening, speaking, reading and writing through different kind of activities. For example, section E of lesson 3 from Radiance Part-I demonstrates how students could develop these four basic skills in a collaboration. The following example is extracted from lesson 3 of Radiance Part I:

E. Let's Talk and Write

E.1 Everybody has a hobby. What is yours?

Discuss in groups your hobbies and then complete the sentences given below:

- (a) I am a .....[boy /girl]
- (b) I study in class.....[five/six]
- (c) I am fond of .....[playing, singing, dancing reading, watching T.V]
- (d) I .....in the evening after I finish my homework. [take sleep /take bath]
- (e) I .....lot of time to my hobby. [give/take]
- (f) I want to grow big and become a .....[singer/dancer]

Here, the students speak about their hobbies; listen to others' hobbies; read the given sentences and options to complete the sentence; and then write the appropriate option to complete the sentence.

Once the teacher ensures that the students have attained proficiency in basic language skills, they (students) must be given exposure towards higher order skills. As per the recommendation of NCF- 2005, depending upon the students' individual difference and their level of capability this stage of schooling language teaching may also be used for developing higher order skills (literary appreciation and role of language in gendering) too.

Games are vital parts of any culture. From family card games to famous board games, they provide a fun and involved way to learn a language. If games are properly designed they may help in making the teaching learning process more effective. Games offer an environment where the learners can practice using new words and are free to express themselves. Language games are one of the best ways to develop higher order skills of students.

Following are two examples of language games from lesson 12 and 14 of Radiance Part I:

Example I:

## G. LANGUAGE GAME

### G.1 Hidden Sentence Game:

This is a very interesting game which you can play with your partner. Write a sentence and hide it by adding an unwanted letter at as many places as you like. For example, you write "I LOVE MY INDIA". Now hide it by adding an unwanted letter D. The sentence will now look like this:

"DIDLAVEDMYDINDIAD". Write a sentence, hide it, and ask your partner to find out the word.

In this game a student forms a new sentence, mixes it with unwanted words another student finds out the meaningful sentence. Unconsciously, the students learn to recognize formation of sentences. Furthermore, by putting letters within the sentence students also learn non-meaningful combinations of letters and sounds.

Example II:

## G. LANGUAGE GAME

### H. 1 Cross Word:

This cross word can be played between two teams. One player of each team writes a letter in the box at a time. If the letter makes a meaningful word, the team gets as many points as the number of letters in the word. At last, the team that gets more points is the winning team:

			a	n	d				
					o				

Points: TEAM1....  
TEAM2....

In this example students are supposed to supply new letters that can form new words in any situation of the game. The creativity of student is enhanced by imagining new meaningful words.

### 1.3 Objectives of Teaching English

1. To promote multilingualism and language across the curriculum both as a source and goal.
2. To aware and promote students for constructivist approach.
3. To develop positive attitude towards English language among teachers and students both.
4. To ensure a proficient language teacher.
5. To encourage other subject teacher's for learning English language.
6. To create opportunities for language learning.
7. To train students in basic skills of language i.e. listening, speaking, reading and writing
8. To attain higher-order skills (literary appreciation and role of language in gendering).
9. To construct language learning resources.

### 1.4 Approaches of Teaching English

Major recommendations of NCF-2005 and BCF-2008 are based on the constructivist approach. Constructivism is a school of philosophy which deals with the innovative strategy used by the students to construct knowledge based on their previous experiences and by using

classroom interaction. It is the student-centered approach rather than teacher centered. Here, teacher plays role of facilitator. Students' increasing proficiency in a particular language when the language is used as a medium of instruction, exhibits the successful role of teacher as a facilitator. "The relative success of "English- medium schools" shows that language is learnt when it is not being taught as language, through exposure in meaningful context." (NCF-2005).

Learning English through medium of instruction may also be presented as an example of across the curriculum approach. It is an approach "that breaks down the barriers between English and other subjects, and English and other Indian languages." (NCF- 2005). The perspective allows bridging the gap between "English as a subject" and "English as medium". Ensuring other subject teachers' proficiency in English is guided by this approach.

The underlying rationale for across the curriculum approach is that other subjects provide the meaningful context for development of communicative competence. Most often these subjects have a very strong component of problem-solving aspect in their curriculum which is often done individually or in group. For example, in Class 6, lesson 8 Madhubani Art is an example for across the curriculum approach. The chapter assures students' learning of their own culture. They are aware, although roughly, about Madhubani art. The chapter gives some more elaboration to its features. A teacher following across the curriculum approach may add a hands-on painting practice with help of art teacher whereby s/he engages students in group or individually in making such painting. For Example, the same day when English teacher discusses about the chapter, the art teacher may give the task to prepare a Madhubani painting in the arts class. Making the painting is the meaningful context where English language learning unfolds. Similarly, many subjects provide many meaningful contexts to learn English through this across the curriculum approach.

By allowing the students to construct knowledge by themselves under constructivism, a class itself gets a chance to be guided by various approaches of language teaching. NCF-2005 directs "Approaches and methods need not be exclusive but may be mutually supportive within a broad cognitive philosophy (incorporating Vygotskian, Chomskian and Piagetian principles)."

### **1.5 Methods**

Constructivist approach doesn't fix students with any of the traditional methods of language learning viz. Grammar cum translation method, direct method; but one may switch to bilingual method or any other method, if needed. The constructivist approach allows the teacher to create an atmosphere for language learning by engaging students in a purposeful and meaningful conversation. Here, the talk must not be restricted by grammatical rules and regulations. The method nourishes basic language skills. Students' non-directive and purposeless talks should not be considered as a hindrance but may be turned into a meaningful and purposeful communication.

Multilingualism works as a tool for learning second language. As in the schools of Bihar it is obvious for students to talk in their mother tongue in English classroom. There is a strong belief that communication in mother tongue is a hindrance in attaining fluency in English. Even many well-intentioned English teachers tend to commit the mistake of

imposing English atmosphere in English classroom. This ends up making English even more intimidating for students. An unusual approach adopted by BCF-2008 is to make an English book and teaching less intimidating by giving some space to mother tongue in English book as well as in instruction process. As it is suggested to the teachers in Radiance Part II that instructions where necessary for students, are to be given in the mother tongue. Again, translation section in English books allows students to work with both the language. Two extracts from lesson 13 and 11 of Radiance Part III are presented here:

#### Extract I: G. TRANSLATION

Translate the following into English:

मुझे प्रकाश में अपनी परछाई दिखती है। जब मैं चलता हूँ वह भी चलती है। जब मैं रुकता हूँ, वह भी रुकती है। परन्तु वह अंधेरे में छिप जाती है। कभी वह बहुत लम्बी होती है और कभी वह बहुत छोटी हो जाती है। उसका रहस्य मुझे समझ में नहीं आता है।

Extract II:

#### G. TRANSLATION

Translate the following sentences into your mother tongue:

1. The spectacles that he wore were enough to impress me with his capabilities.
2. A bucket full of water had been put where Shrawan Kumar went to fetch water for his blind parents.
3. One of them, Bodhraj, who was playing the role of mother, was wearing his mother's sari.
4. I saw the arrow going straight towards the roof.
5. I fell flat on the stage and started crying.
6. Suddenly the audience burst into peels of laughter.
7. I had become so confused that I didn't know what to do

Apart from these strategies, sometimes students want to express their thoughts in mother tongue when they feel hindrance to complete their speech in English. The students may be allowed to complete their speech with some words from language other than English. Further, the teacher is not to over-correct the errors committed by students. It is more important to create opportunity for students to communicate in English rather than using grammatically correct English.

### **1.6 Understanding Curriculum-Syllabus-Textbook of English**

The curriculum is all the learning experiences planned and directed by the school to attain its educational goal. (Tyler, 1957). McBrien & Brandt define curriculum as a written plan outlining what students will be taught (a course of study). Curriculum may refer to all the courses offered at a given school, or all the courses offered at a school in a particular area of study. (McBrien & Brandt, 1997). Thus, curriculum is a broader and more abstract

category than syllabus. While the syllabus is a narrower term that refers to a specific content of teaching, which includes periodic evaluation mechanisms like duration of a course or examination. The syllabus addresses question like what to teach and how to teach. Syllabus is further executed in the form of textbooks. Textbook thus give an operational framework to a curriculum, determine the direction of the teaching learning process and quite often determine the scope of education. Whenever curriculum framework changes in response to the changing needs of society, textbooks also change to accommodate the changing needs. The earlier examples drawn from English textbooks depict a clear picture how the curriculum framework is operationally executed through the textbook.

### **1.7 Consolidation**

The overwhelming demand for incorporation of English at early stages has presented English teaching and learning with many challenges, especially one of developing communicative competence. NCF-2005 and BCF-2008 has adopted two major strategies to tackle this challenge i.e. language across curriculum and multilingualism. Language across curriculum provides varied meaningful contexts in which English language learning can happen. However, a major requirement of this approach is availability of subject teachers other than English who are proficient in English. Multilingualism is a strategy whereby students' proficiency in mother tongue is taken as an opportunity to learn English rather as a hindrance. The emphasis is upon prioritization of expression over correction.

### **1.8 E-resources**

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## **1.9 Evaluation**

Q.1 Define the concept of teaching of English.

Q.2 What are the major objectives of teaching English at upper primary level?

Q.3 What are the major methods and approaches for teaching English at upper primary level as recommended by NCF-2005 and BCF-2008?

Q.4 Differentiate between the curriculum and syllabus.

Q.5 Discuss curriculum-syllabus-textbook of English at upper primary level in Bihar.

Q.6 Elaborate major recommendations of NCF-2005 and BCF-2008 for teaching English at upper primary level.

Q.7 Suggest atleast five language games based on the approaches as suggested by NCF-2005 and BCF-2008 for English classroom.

Q.8 “English textbooks give an operational framework to NCF 2005 and BCF 2008.” Justify the statement with special reference to Radiance Part I, II and III.

**S-9.D**  
**PEDAGOGY OF ENGLISH (UPPER PRIMARY LEVEL)**  
**Unit-2**  
**STRATEGIES FOR TEACHING LANGUAGE SKILLS**  
**AND GRAMMAR IN CONTEXT**

**Unit Structure**

2.0 Objectives

- 2.1 Introduction
- 2.2 Brief Details Related to the Topic
- 2.3 Consolidation
- 2.4 Evaluation

**2.0 Objectives**

This unit will enable you to:

1. define all four languages skills.
2. use different teaching strategies for listening, speaking ,reading and writing skills
3. use grammar items in context.
4. use translation as a learning strategy.

**2.1 Introduction**

Every language has four basic skills: listening, speaking, reading and writing but we should not be surprised to learn that grammar plays a vital role as the fifth element for proper communication in a language .One needs to master all these four language skills along with grammar in order to communicate well in a language.

We see the four basic skills as four aims of teaching English according to Thomson and Wyatt:

- A) to understand spoken English (listening)
- B) to speak English (speaking)
- C) to understand written English (reading)
- D) to write English (writing)

We can show these four basic skills with the help of the following representation:

Language skills

- Receptive skills/passive skills/aural-oral skills — listening and reading

- Productive skills/active skill/graphic motor skills — speaking and writing.

These all four skills are connected to each other and each skill is equally important to perform well in a language.

## 2.2 Brief Details Related to the Topic

Listening and speaking are an important part of literary skills that will create the foundation to the students that we do in the classroom to communicate effectively. These skills are natural and biologically oriented.

- Listening

If we define listening skill, we can say that listening is the ability to pay attention and effectively interpret what other people are saying. Listening involves receiving sounds, understanding the message conveyed in the sound you hear, evaluating the message, and responding to it. Among all four basic skills for learning a language - - listening is the first and foremost skill that the human being acquires. Howatt and Dakin says about listening, "Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary and grasping his meaning."

James Brown, Ralph Nicholas and Carl Weaver were the eminent linguists of 1940s who established listening as a skill and are considered to be 'fathers of listening'.

The listening process has three stages – hearing, processing and evaluating. If a person hears first, then he thinks about the information and lastly evaluates the validity of the information.

- Speaking

Speaking may be defined as the transmission of communications. A number of sub skills such as articulation, enunciation, pronunciation and voice modulation have to be attained and integrated to constitute the whole speaking. Speaking skills are defined as the skills which allow us to communicate effectively. It is the ability to say something confidently and fluently which is developed by a child during his time at the school and it will help them throughout his life. There are four elements of speaking skills which need to be taken care of –

A) Vocabulary – Vocabulary development is related to understanding the meaning and pronunciation of words necessary for communication. It begins with infancy and continues throughout the life. We must know that to be considered fluent in a language we need to have vocabulary of around 10000 words.

B) Grammar – Grammar includes lots of important areas for spoken language such as an understanding of tenses and the correct way to structure sentences. Grammar helps us to convey information in a way that listener will recognise and understand.

C) Pronunciation – Understanding how to correctly pronounce words is another important element of speaking skills. Correct pronunciation comes from phonemic awareness which involves understanding the small units that make up spoken language.

D) Fluency – Fluency is the ability to hear words and understand them straight away. It develops naturally as we speak everyday. Reading widely is a good way to improve fluency.

With all these elements we use both types of speaking (formal and informal) skills in a variety of contexts throughout life. We convey our message in a passionate, thoughtful and convincing manner with the help of speaking skills.

### Strategies for Listening and Speaking

A teacher disposes a variety of strategies for developing listening and speaking skills among learners. With the help of different strategies he creates a learning environment and assists students in reaching the predetermined goals.

### Word Accent

The beauty of the English language lies in pronunciation. Word accent/stress lends naturalness and beauty to our English. Accent/ stress means expanding extra breath on a particular syllabus in a word. For example, looking at the transcriptions of the words career /kə'riə(r)/and carrier /'kæriə(r)/,we can say that there is a slight difference between the two in pronunciation but we can bring out the difference between the two very clearly by accenting them on the right syllable. So in the word career /kə'riə(r)/,the accent is on the second syllable and in the word carrier /'kæriə(r)/,the accent is on the first syllable.

The mark (') on the top of a syllable in a word indicates that the particular syllable is stressed.

To listen and speak effectively a student has to acquire knowledge of English sound system, word accent /stress, intonation and vocabulary along with grammar. So to teach word accent the students should be given an awareness of the speech sound in English (R.P) consisting of 12 vowels, 8 diphthongs and 24 consonants. The distinction between the 26 letters of the alphabet and the 44 sounds in phonology should be made clear. Students should be made aware that there is no concord between spelling and pronunciation of words in English at large. Along with the sound the accent or stress should be taken care of. Stress or accent is the relative emphasis or prominence given to a certain syllable in a word or to a certain word in a phrase or sentence. We can say that the accent placed on syllables within words is called word accent. The accent must be learnt for each word as it is largely unpredictable. It is very important to make our speech intelligible.

In English, word stress or word accent follows different rules and this often poses a big challenge for the students. It is important to teach these rules specifically in order to give students some guidelines within a language that can be so inconsistent in its spelling and pronunciation. For example, once students learn that most syllable nouns and adjectives are stressed on the first syllable whereas most two syllable verbs are stressed on the last syllable. They cannot only pronounce the words correctly but also identify the parts of speech being used by someone who is talking to them. For longer words that can have three or more syllables, students can present in groups to the rest of the class. The teacher should help the students to focus on phonemes and identify 'what's weird' about the pronunciation.

## Group Discussion

According to Robert Quillen-

"Discussion is an exchange of knowledge; argument an exchange of ignorance".

We know that a group discussion involves a discussion on a given topic with other candidates usually with similar experience and educational qualifications. It improves our public speaking skills. Group discussion can be termed as collaborative learning and it can be a powerful strategy in the classroom. Group discussion can help students uncover and address gaps and misconceptions in their listening and speaking skills. During a group discussion, a teacher's role is as a facilitator. The teacher especially with the younger children does not simply lecture but he/she encourages student's input by questioning, offering ideas and possibly some hints if questions are asked. In many instances they encourage discussion among students often called partner sharing.

## Spoken English

Spoken English allows us to actually broaden our world from job opportunities to the ability to relate people from every country. Anywhere we go we can find someone who speaks English. Spoken English means the way in which the English language is transmitted through a conventional system of sounds. A teacher can provide various opportunities to his/her students for practicing speaking in English.

Speaking skill, being more performance oriented has to be inculcated into our students by way of a number of speaking activities. A teacher can use following activities for practicing spoken English:

- Role play
- Simulation
- Description/narration
- Group discussion
- Information gap feeling
- Asking questions
- Running commentary
- Imagining

News reading, problem solving etc. are other speaking activities which can be chosen. The resourcefulness of the teacher is a major factor which helps in development of speaking skill among our students.

- Reading

Reading may be defined as the act of receiving meaning from the written form. It is the ability to interpret linguistic sounds in their graphic and symbolic representation. In reading we employ visual symbols to represent auditory symbols. Gibson says, "Reading behavior is receiving communication, making discriminative responses to graphic symbols and decoding graphic symbols to speech". Reading is a receptive skill as the reader derives messages from the written material. Reading is understanding, interpreting and making sense of a given text. Reading skill can be developed only through constant reading. Little reading means little language learning. Professional competence is in direct proportion to reading. Before starting

reading the reader assumes that (a) the writer uses the same code as his (b) the writer has a message to convey and (c) the writer wants the reader to understand the message. Reading is meant for comprehension i.e., understanding the meaning of words and relationship between ideas.

The teacher has a very active role to play while teaching the students to read. F.G. French said, "The teacher acts as a guide showing his class how to uncover all that is there in the subject matter, all that is there in the words chosen by the author and all that is to be examined in the constructions, patterns and planned paragraphs in which the material is presented." In order to do this job efficiently, the teacher must have adequate knowledge of the types of reading which would successfully lead to comprehension.

Some types of reading are:

- Silent reading
- Loud reading
- Intensive reading
- Extensive reading
- Library reading
- Supplementary reading
- Scanning
- Skimming

Seen/Unseen Passages

For teaching reading with comprehension, a seen or unseen passage can be used as a tool. A seen passage is already read by you which means that you know what is in it but in an unseen passage is a paragraph which is not much familiar to you and you don't know much about it. A teacher leads the student and guides them for a better learning experience through providing various seen/ unseen passages.

Reading of Informative Pieces with Essays

The purpose of reading of informative pieces with essays is to get knowledge or ideas on a certain topic. Typically these essays will answer one of the five **Ws**: who, what, where, when, and why. The basic structure of an informative essay is very simple. It needs to have a beginning, middle and end. These are known more formally as the introduction, body and conclusion respectively. Teachers are the prime source for students in cultivating their reading habit. Their advice and encouragement will help the students to move a step further in developing their attitude towards reading. The teacher helps the students to obtain information from the given reading material. Teachers may help students in developing the skill of locating, evaluating and organizing, retaining what is read. Students can be given materials that are interesting to them. It is good to give them new materials to read aloud. Teachers may launch reading club at schools and can give an opportunity to every student to perform different reading activities.

Reading of Fables/Folktales/Short Plays/Short Stories

In reading, folktales are stories in the oral tradition or tell that people tell each other in loud, rather than stories in written form. Folktales are shared to entertain people and

protect the culture in every society. With simple characters and settings, folktales show how characters use creativity, smartness and ingenuity to solve the problems with good triumphing over evil.

A fable is a short story typically with animals as characters conveying a moral. In fables, animals, plants, mythical creatures or other similar characters are given human qualities. It may or may not have an author.

Using short plays or short stories makes the teaching more effective and it can be read in a single sitting. Short story is a piece of prose fiction that typically can be read in one sitting and focuses on a self-contained incident or series of linked incidents with the intent of evoking a single effect or mood.

Short plays (also known as skits) are an excellent way for improving reading skill. They may be used for reader's theatre in the classroom as a quick and easy lesson.

These all strategies can be used by the teacher intelligently. Teachers must read the text once and students have to listen. While students' reading teacher has to correct their mistakes in pronunciation and finally ask them about what did they understand from the text.

- Writing

Writing is not as natural as listening or speaking but as teachers of English we teach writing skills along with the other three major skills of language learning. According to Bell, "Writing is a tool used to enable us to express what is in our mind." It is a difficult art as it is productive. Writing of English requires separate attention by the teacher. It involves the following:

- i) teach to develop the skill of controlling the small muscles of the fingers and wrist.
- ii) teach the co-ordination of hand and eye.
- iii) make the students to do several exercises in written work .

Writing involves graphic visual, grammatical, expressive or stylistic, rhetorical and organizational skills. Activities should be planned in such a way that all the skills find a balanced position in developing the integrated writing skill. Significant written production tasks should be given to students. The teacher has to keep in view the level of pupils while teaching writing skills.

#### Controlled or Guided Composition

Controlled writing is a learning model used by teachers where learners are given structured prompts to help them to put their writing on the page. It is a helpful tool that can be used to scaffold children's understanding of the building blocks of language. Controlled writing can be useful for giving children to clear focus in their writing. For example, to teach letter writing, children could be given a worksheet with tracing activities that will help them to focus on the shape and direction of the letter rather than the words that they are writing. Controlled writing can be used in multiple ways. For example, for teaching 'adjectives ' a controlled writing activity could take the form of a fully written paragraph with blank spaces for describing words. Controlled writing is also called guided composition or directed

composition. The teacher guides the students using the controlled vocabulary and structures. After sufficient oral practice students use the words and sentences to write the composition. They can write only within the framework stipulated by the teacher. Controlled or guided composition should not be resorted for a long duration. It is only like holding a hand of a child while it is learning to walk.

A number of exercises can be included of these types which are mentioned below:

i) Substitution tables-

Substitution tables provide a lot of scope. The student may be asked to write a certain number of possible meaningful sentences from the table.

ii) Making a story-

Making a story can create eagerness among students. A teacher can give some word or phrase clues/hints to them.

iii) A close passage-

A close passage with fill in the blanks may be an interesting one. Teacher can find out a nice passage or make one himself. The list of words to be supplied can be given.

iv) Picture composition-

Picture composition can engage students in meaningful writing. A series of pictures connected with a complete story are displayed to the students. After thorough oral work done by the teacher the students individually or in group will write the composition. Hence, suitable title may be given.

v) Visual-Aids-

Visual-aids can be used as guided writing tool. Route maps, charts, pie diagrams, bar diagrams, temperature graphs, weather charts and a variety of other visual-aids can be made use of for guided composition exercises in the classroom and grading them according to the student's level of skills.

### Free Composition

In free composition the students are not externally controlled very much regarding vocabulary, structure etc. They are free to write creatively according to their interest, imagination, originality and style. The ultimate aim of composition is to enable the people to freely arrange his own ideas in his own way and also to choose his own word freely. There are mainly 4 types of free composition namely:

- Narrative: screenplay, novel, personal essay
- Imaginative: biography, novels, poetry, speech, play writing
- Literary: abstract writing, giving explanations
- Reflective: essay writing, letter writing

The paragraph writing, essay writing, precis writing– these all types can be used under free composition. The teacher should select a wide range of topics for their composition classes.

### Sentence Making

Sometimes to understand a word's meaning we need to see the word used in a sentence. We can define a sentence as a group of words containing a subject and a verb that expresses statement, a question etc. It makes complete sense by itself. It contains a subject and a predicate and is able to stand on its own.

**Subject:** The subject is the word or group of words that tell as to what or whom we are talking about.

**Predicate:** The predicate is the part of the sentence that makes a statement about the subject as to what the subject is doing or something concerning the subject.

Of course, most sentences we speak or write in our daily life have more than just a subject and verb, but to be complete, a sentence must have at least a subject and a verb and be able to stand alone. Sentences that are incomplete are called sentence fragments, or fragment sentences, or just fragments.

### **2.3 Consolidation**

Developments of four basic language skills have an important role to play in the teaching of a second language. To actively participate in ordinary conversation we need an ability to understand spoken English. Ability to speak in English is needed for communicating with foreigners and others not conversant with our native language. Every language has its grammar and the grammar of language is important because acceptability and intelligibility both writing and in speech depend on the currently followed basic notions and norms of grammar.

### **2.4 Evaluation**

Q.1 Define four basic language skills?

Q.2 Discuss different teaching strategies for four basic language skills?

Q.3 Suggest atleast five activities for practicing spoken English?

Q.4 What do you mean by reading skill? Discuss types of reading.

Q.5 Write a short notes on guided and free composition.

Q.6 Define the concept of sentence making.

**S-9.D****PEDAGOGY OF ENGLISH (UPPER PRIMARY LEVEL)****Unit-3****EVALUATING AND ADAPTING TEACHING MATERIALS: USING  
AUDIO-VISUAL MATERIALS****Unit Structure****3.0 Objectives**

- 3.1 Introduction
- 3.2 Need for Evaluating Teaching Materials
- 3.3 Techniques for Evaluating Teaching Materials
- 3.4 Need of Adapting Materials
- 3.5 Process of Adapting Materials
- 3.6 Techniques for Adaptation
- 3.7 Consolidation
- 3.8 Evaluation

**3.0 Objective**

This unit will enable you to:

1. understand the concept of teaching materials
2. describe the need of evaluating teaching materials
3. describe the techniques of evaluating teaching materials
4. explain the need of adapting materials.
5. explain the process of adapting materials.
6. elaborate techniques for adaption.

**3.1 Introduction**

The term “materials” may mean anything which can be used to facilitate the teaching and learning of a language (e.g., Richards and Schmidt 2002). Teaching materials form a crucial part of most English language teaching programs. From text books, audio-visual materials and pictures to the internet, teachers rely heavily on different types of study materials to support their teaching learning process. In some contexts they do not have a choice and hence they are forced to teach the books and implement methodologies that they may not agree with. So the materials they opt for should be used judiciously and while using the commercially available language materials, they need to evaluate it critically and adapt

them to suit their learning context after applying various approaches to material evaluation and adaptation. Tomlinson (1998) aptly remarks that teaching materials have a crucial role in developing the quality of education. As teachers we need to make our teaching materials more effective, more interesting, useful and relevant to the present need of the students.

### 3.2 Need for Evaluating Teaching Materials

The aids used by the teachers in the classroom to make his teaching more interesting, understandable and effective are known as the teaching learning materials, audio-visual aids, instructional aids or teaching aids. Such aids can serve many purposes in pedagogy of English. In the pedagogy of English the teacher uses the direct method. He does not use translation method or mother tongue. Therefore, it is for the teacher to give a clear idea to the students through audio-visual aids. Such type of teaching makes the idea permanent in the pupils' mind. Thus teaching learning materials help our students in verbalization and give direct sensory experience to the students. Material evaluation is considered to be a procedure that involves evaluating teaching learning materials to establish their value. The first part of an evaluation consists of analysis and interpretation of the learning material as a text. The object for evaluation seems quite distinct and obvious, at least in the case of learning materials. But what are learning materials? At a first glance they appear solid and observable objects that can be investigated with distinct features to describe. But in fact the notion of learning materials is a fluid concept used to denote different types of materials and resources in relation to teaching situations: textbooks, on-line learning materials, educational games, mobile phones, blackboards, digital boards, charts and literature among others. For the purposes of our study, we define teaching learning materials by dividing them into three types:

- Functional learning materials (tools) are characterized by their facilitation of learning and teaching: including black and white boards, computer applications, projectors, and mobile phones.
- Semantic learning materials (texts) are characterized by their meaning as constituted by signs and semantic references: including film, literature, charts, pictures, paintings and other texts and objects with references to specific domains of experience.
- Didactic learning materials are characterized by combining tools and texts and facilitating learning and teaching: including textbooks, online teaching materials, and educational games.

One of the shortcomings that we have in our education system and in our secondary school is the lack of consistent evaluation of these educational consistent materials that we use to teach the children. Once the list of books has been recommended by the school, we seldom do a year to year evaluation of the suitability of the material. As Erickson (1968) has rightly pointed out Systematic evaluation is important because of the tendency to lose sight of important long range goals in the presence of day-to-day problems (p.599). So we need to evaluate teaching materials to achieve the following goals.

1. To identify the popular and successful features of existing materials which help us to produce better materials.

2. To match them with the objective laid down in the curriculum / syllabus / topic.
3. To choose suitable materials for developing the desired language skills.
4. To adopt the materials to make them better suit the needs of the students and the needs of teaching
5. To identify how successful the materials are used in the classrooms.
6. To examine the extent to which materials permit students to achieve their learning objectives.

Keeping the above objectives in mind, we need to evaluate teaching learning materials in terms of their relevance and appropriateness for a specific group of learners. It also identifies authentic aspect of the materials that require adaptation. For example, language, themes, illustrations, font size, layout etc.

### **3.3 Techniques for Evaluating Teaching Materials**

Textbooks used for generations or packages of learning material continue to be of primary importance in the teaching learning process. In order to make maximum use of the curriculum, the teacher should be able to evaluate it. An evaluation process is the process of evaluation in which four basic questions need to be asked on the concept of evaluation. Why it is carried out? How it is done? Where it is carried out? When it is conducted particularly with regards to educational media utilization? Furthermore, evaluation is an appraisal of the intrinsic worth of an object. It is making value judgments about the quality and usefulness of an object.

Professionals in an educational industry must possess certain basic skills and know the techniques and procedures for evaluating a material. Evaluation has several goals:

- a) reaching decisions about the selection of suitable learning material.
- b) determining the learning potential of the learning material.
- c) improving the learning material.
- d) understanding the problems and process of developing learning material.

The four primary categories of criteria that teachers use while selecting learning materials are the accuracy, visual appeal, the alignment to standards, depth of knowledge, ease of use and support, the engagement and the ability to meet student's needs. There are other five criteria for evaluating resources. These are AAOCC. i.e., authority, accuracy, objectivity, currency and coverage. The very important thing is the relevance, i.e., the uniqueness of the content and its importance for learner's needs. Authority is the source of information. Accuracy is the reliability or truthfulness of the information. Purpose is the presence of bias or prejudice. In order to select the most suitable technique for evaluation, it is necessary to consider existing approaches. There are two dimensions to a systematic approach to material evaluation, for which the terms macro and micro seem appropriate. The macro dimension consists of a series of stages (the approach, in broad sense) and the micro dimension is what occurs with each stage (the step or set of techniques employed).

In selection of materials, the learner's factors that need to be considered stated by Daoud and Celce Murcia (1979), Mathews (1991) Harmer (1991), Mcdonough and Shaw (1993), Cunningsworth (1995) are-

- 1 Age range
- 2 Proficiency level in the target language
- 3 First language
- 4 Academic and educational level
- 5 Socio cultural backgrounds
- 6 Regions for studying target
- 7 Previous language learning experience (of the target language)
- 8 Language learning aptitude
- 9 General expectations (of the course text-book, audio-visual materials)

Tomlinson (1999: 11-12) provides the definition of specific criteria a step further suggesting four categories:

1. Media specific criteria- that is those which relate to a particular medium used. In reference to audio recorded materials for instance, one might consider the audibility of the recording
2. Content specific criteria – that is those which relate to the nature of materials such as choice of the topic situation or language in a business English book or the text included and skills covered in a book focusing on the development of reading skills.
3. Age specific criteria- that is the suitability of the materials (e.g., visual, audio-visual etc.) for the age group for which it is intended.
4. Local criteria- that is the appropriateness of the materials for the particular environment in which it is to be used.

If a group of teachers were given the task of drawing up a list of criteria to evaluate material of a particular kind, they would certainly come up with both general criteria and specific criteria in each of the categories.

There are some checklists for evaluating and comparing young learner course books and audio-visual materials. The advantages and disadvantages of checklists have been pointed out by several writers. Not only can checklist be systematic and comprehensive, they are also cost-time effective and the results are easy to understand, replicate and compare. However a checklist based system is used with some modification to make the evaluation more suitable for each researcher's aim and contempt. Here are some points according to which teaching materials could be evaluated.

- 1 General appearance
- 2 Layout and design

3 Methodology

4 Activities

5 Language skills

6 Language content

7 Topic content

8 Teaching ability and understanding of learners

9 Assessment

One could choose teaching material and evaluate it in relation to these areas. Based on this evaluation one can infer whether the materials are suitable or not. If the materials are not suitable, they could either be rejected or adopted.

There are probably as many evaluative considerations to take note of as there are many educational materials. The under listed considerations are some basic generic needs to be satisfied before one can make useful decisions on educational material selection. Though they are inexhaustive, they constitute the basic minimal guidelines for educational materials evaluation.

#### (1) Subject Content Criteria-

The subject content is the learning experience that a teacher or a curriculum developer wants the learner to experience or acquire. The subject content may be broad based or inelastic. For example, the subject content may be as broad-based as biology for secondary school students or as inelastic as the digestive system of a reptile. A teacher who wants to use an instructional material must be able to determine whether or not such an educational medium is suitable for the topic to be taught. The material, be it textbooks, a chapter in it, a slide or a videotape, a diorama or any other material, it is important that a teacher knows how to relate the material selected to the intended learning objectives. In his attempt to select a material for instruction, he must try to find answers to the following pertinent questions:

(i) Is this material usable in direct relationship to a teaching point, to a curricular unit, to a specific learning experience or a problem solving activity? (ii) Does the learning material contribute meaningful content to the topic or learning experience under study? In other words, it is important to assess carefully if the content to be communicated to the learners by the instructional material is useful and important to the users. It is possible for an educational material to be well prepared and yet unsuitable for that particular purpose simply because the material has failed to demonstrate any relationship between the instructional objective and the capability of the educational material. In considering whether an educational material should be used or not, the teacher must evaluate it in terms of the relationship of the specific materials to the specific curricular unit or learning task. (iii) What is the degree of the relationship between the curricular content of the material and the subject matter to be learnt? Here questions of appropriateness of educational material are crucial. (iv) Is the content of the material sufficiently rich in a number of examples to warrant sound conclusions? (v) If

the item duplicates content in material already owned, is it sufficiently superior to warrant supplanting the older item? These are a few of the gamut of questions to be posed and answered before a final decision is made on the selection and utilization of a learning material.

#### (2) Utilization Criteria-

One of the basic considerations here is to be able to evaluate an educational material and be able to determine if the material is good as a learning device. The evaluation procedures come under three domains: viz (i) before the material issued (ii) after the material has been used and (iii) during the period of its utilization. Evaluation of an educational material before utilization gives the teacher the opportunity to find out whether or not that particular medium is suitable for what he wants to teach. Since learning materials are not by themselves self-sufficient, it is necessary for one to know that a critical evaluation of the material is necessary. Evaluation of an educational material is also important even during the process of utilizing that material. The material which appears appropriate to me, it may prove difficult for students after a few weeks of using it. Evaluation must not stop at the pre-utilization and during utilization levels. It must also be conducted after it has been used. It is often necessary to evaluate learning materials at post evaluation level to determine if they have accomplished the intended objectives of the users.

#### (3) Instructional Criteria-

A teacher or curriculum expert must be able to evaluate a material and decide whether it is content exhaustive for a learning task or not i.e. the teacher must decide after examining its quality how to use it. A video tape that demonstrates a motor skill may be content exhaustive. It may not be necessary for the teacher to engage in unnecessary verbalism if the educational material had demonstrated the skill sufficiently well.

#### (4) User's Criteria -

Ability to analyze the characteristics of an educational material is one of the most important skills that a curriculum expert must have. The socio-economic background of the selection of learners, their age and maturational level, their educational background etc. are important. These variables are important and consequently cannot be divorced from meaningful learning and productive instruction. The curriculum expert or the classroom teacher must ask whether or not the material is appropriate (and if it is) and suitable for that particular audience. A textbook may be excellently written but may not be appropriate for the kindergartens. According to Dale (1954) "The question of appropriateness must be thoughtfully considered. Textbook materials may be too difficult when used alone. But if the teacher amplifies the reading matter, examples, and introduces other devices, the textbook may be usable" (p.80).

#### (5) Technical Criteria -

Ability to examine the technical quality of a learning material is one of the important skills that an educationist must possess. By technical quality it means the durability of a material, the appropriateness of its graphics, audio, feedback devices, accuracy and authenticity of the pictures therein, the printing formats etc.

#### (6) Evidence of Cost Effectiveness Criteria-

Cost effectiveness criteria here refer to the amount of time, money, effort etc. involved in procuring and using the materials for the accomplishment of the learning objectives. Similarly, a teacher must take into consideration whether or not it is worth it to recommend a text book on biology when that book does not actually cover all the specific areas in the biology syllabus.

### 3.4 Need of Adapting Materials

Learning is an individual process of gathering and understanding knowledge. Learners also have different requirements for learning the textbook. All the learning materials which the teacher uses do not meet its aim with the particular group of pupils they are teaching, in terms of their learning styles, motivations, interest and levels of English and that is why teachers need to adapt materials for the learners. Adaptation is a process subsequent to and dependent on adoption. Furthermore whereas adoption is concerned with whole course books, adaptation concerns the parts that make up that whole. The purpose of adaptation is to make the material more suitable for the circumstances in which it is used to compensate for any intrinsic deficiencies in the materials. There might be various reasons that English teachers adapt materials according to their students' needs. It could be to make it fun, to make it simpler and to increase communication, to include tasks which are missing, to prepare for entrance examinations, to save time or to make it work in a large classroom. The various reasons for adaptation as stated by McDonough, Shaw, and Masuhara (2013) are:

- Not enough grammar coverage in general
- Not enough practice of grammar points of particular difficulty to these learners
- Reading passages contain too much unknown vocabulary
- Not enough guidance on pronunciation
- Photographs and other illustrative material are not culturally acceptable
- Dialogues are too formal and not representative of everyday speech

The following are the principles of materials adaptation according to Grant (1987):

- a) making dialogue communicative
- b) making learning activities relevant and purposeful
- c) meet the learners needs both external and psychological
- d) use models of real authentic language.

The factors which one has to bear in mind while adapting materials are:

- a) teachers should not select materials too casually and based on his own preferences
- b) materials deleted or added should not go beyond a reasonable proportion

c) teachers should not adapt materials only to meet up for the needs of exams or tests.

Selecting materials to use in classes is a great challenge. Teachers must take into account a number of things including authenticity of the original source, the target language skills and learners' language levels and ages. After choosing materials teachers must then decide if the materials need to be further adapted to fit the needs of their learners or not. The successful adaptation of authentic materials include converting them into workshop activities or into a variety of exercise types, adjusting the length of the materials and simplifying or explaining key language elements.

McGrath (2013: 62-3) produces a list of potential elements that could be adapted:

- Language (the language of instructions, explanations, examples)
- Process (forms of classroom management or interaction)
- Content (topics, contexts, cultural references)
- Level (Linguistic and cognitive demands on the learner)

Example of Adapting Materials

<b>Type of Material</b>	<b>Specific Aspect to Adapt</b>
Written: articles, poems, stories etc.	Reading
Audio: CDs, videos, movies	Vocabulary
Audio: CDs that accompany a text	Script for comprehension

After we determine that adaptation is needed, we can follow these steps to adapt a lesson plan

- a) identify the lesson's strengths and weaknesses
- b) ensure that the lesson focuses on key concepts
- c) use simple vocabulary and grammar
- d) slow down the pace of the lesson
- e) provide time for extra practice and review.

### **3.5 Process of Adapting Materials**

Despite the great effort that textbook, audio visual materials produce for the needs of the intended users, textbooks are not written for any particular class. What makes the matter worse is that sometimes the teachers are forced to use certain materials such as textbook and other aids. In most English language teaching cases, teachers have to adapt the materials they are using if they want their teaching to be more effective and more interesting. Materials

adaptation should be based on the results of materials evaluation. Of course the different materials have different potential for adaptation; the following are some common deficiencies of existing English language teaching materials.

1. unable to fulfill the goals and objective specified by national or local syllabus or curricula
2. fail to fulfill the goals and objective of schools where the materials are used
3. cannot be finished in the time available
4. require facilities or equipment or other supporting materials that are not available
5. not engaging the learner's personality
6. detrimental to the learner's culture
7. does not cater for the learner's interest

The teaching learning material can be adapted at these levels:

a) Macro adaptation- After comparing what is covered in a textbook and what is required by the syllabus or examination, the teacher may find that certain areas or even whole units of the book can be omitted and certain contents need to be supplemented. Macro adaptation is very important because it helps to avoid waste of time and energy of the teacher and the students as well as it help teacher to see in advance what he or she needs to supplement.

b) Adapting a unit - This is the re-ordering the activities or anything or rewriting or supplementary exercise material. Unit adaptation helps teacher to better fulfill the aim of the unit.

C) Adaptation of specific activities – Specific activity is regarded as valuable. The teacher may design it and hence to adapt adaptation, it includes omission, addition, reduction, extension, rewriting, modification, replacement, branching, and re -ordering.

### **3.6 Techniques for Adaptations**

Once it is felt that the specific materials are not suitable, one thinks of changes that can be made in them to make them more appropriate. Maley (1998:281, Tomlinson, 1998) suggested the following option for material adaptations:

#### **1 OMISSION-**

The teacher leaves out things seemed inappropriate, offensive, unproductive etc. for the particular group.

#### **2. ADDITION–**

Here, there seems to be inadequate coverage, teachers may decide to add to text books, either in the form of text or exercise materials.

#### **3. REDUCTION–**

Here, the teacher shortens an activity to give it weightage or emphasis.

#### 4. EXTENSION–

Here, activity is lengthened in order to give it an additional dimension. For example, a vocabulary activity is extended to draw attention to some syntactic patterning.

#### 5. REWRITING / MODIFICATION-

Teachers may occasionally decide to rewrite material, specially exercise material, to make it more appropriate, more communicative, more demanding, more accessible to their students etc.

#### 6. REPLACEMENT-

Text or exercise material which is considered inadequate for whatever reason, may be replaced by more suitable material. This is often taken from other resource materials.

#### 7. RE-ORDERING-

Teachers may decide that the order in which the textbooks are presented is not suitable for their students. They can then decide to plot a different course through the textbooks from the one the writer has laid down.

#### 8. BRANCHING-

Teachers may decide to add option to the existing activity or to suggest alternative pathways through the activities.

### **3.7 Consolidation**

Materials evaluation may be defined as a procedure or a systematic appraisal measuring the potential value(s) of materials on learners in relation to their objectives (Tomlinson 1998, 2003). The existing material can be of valuable language learning resources if it is evaluated before to find out whether they are suitable for the target learners or not.

### **3.8 Evaluation**

Q.1 What is the need for material evaluation? Do all teaching materials need evaluation?

Q.2 Discuss the points/steps according to which teaching materials could be evaluated?

Q.3 What are the guiding principles for material evaluation?

Q.4 What are the techniques of adaptations?

Q.5 What are the different types of teaching learning?

Q.6 What is the criteria for selecting learning material?

Q.7 What are the principles of material adaptation?

**S-9.D****PEDAGOGY OF ENGLISH (UPPER PRIMARY LEVEL)****Unit-4****LEARNING PLAN AT UPPER PRIMARY LEVEL****Unit Structure****4.0 Objectives**

- 4.1 Introduction
- 4.2 Some Points of Concern while Preparing a Learning Plan
- 4.3 Techniques of Teaching Prose at Upper Primary Level
- 4.4 Techniques in Teaching of Poetry
- 4.5 Strategies for Teaching Drama
- 4.6 Techniques of Teaching Integrated Grammar
- 4.7 Sample Learning Plan of English
- 4.8 Consolidation
- 4.9 Evaluation

**4.0 Objectives**

This unit will enable you to:

1. improve four basic language skills i.e., listening, speaking, reading and writing by using a variety of teaching methodologies.
2. understand the concept of learning plan.
3. describe the steps of prose, poetry, drama and integrated grammar.
4. develop learning plan of any English topic.

**4.1 Introduction-** The concern of making learning plan at upper primary level is development of skills for utilization of instructional materials for effective teaching and to develop skills for making creative learning plan and for its classroom transaction. Another concern of language teaching is to understand the basic concepts and methods of teaching English as a second language.

**4.2 Some Points of Concern while Making a Learning Plan:**

Planning a lesson is a reflective process. It is a judicious consolidation of thoughts in planning. It therefore introduced the framework of the learning plan to provide space to the teachers. Below are the points to take care of while preparing a lesson plan:

1. While preparing a learning plan, the learner's level, needs and aspirations, linguistic needs, competencies, objectives of teaching and the concerned lesson should be taken into account.
2. Objectives of the learning plan must be understood as a whole. It must be developed on the basis of curriculum books of elementary level.
3. What is the need to teach this particular lesson to students? What is the relation of this lesson with the wider objectives of the English at elementary level. This is very important for reflection.

4. Try to relate the classroom situation while choosing the teaching aid.
5. Try to create innovative TLM and use innovative pedagogy which can really support a teacher.
6. Relate the topics with the real life situation of the learner.
7. At the early stage, the mother tongue may be allowed to clearly understand essential points but later on its use may be prohibited.
8. Ensure maximum participation of learners by encouraging them to ask a question.
9. Address the individual needs of learners.
10. Using the black board effectively.
11. Encourage groups / pairs to overcome the difficulties with confidence.
12. Use simple and correct English.
13. Modification of teaching practices in classroom situations.
14. Provide opportunities for feedback and reinforcement.

### **4.3 Techniques of Teaching Prose at Upper Primary Level:**

Teaching prose at upper primary level emphasizes on increasing student's comprehension. Teaching of prose is the intensive study of language, structures and vocabulary. Its main objective is to develop the language ability of the students.

Objectives:

1. The chief aim of language development is emphasis upon four language skills like listening, speaking, reading and writing.
2. To foster creativity and imaginative faculties of the learner.

Material Aids:

The teacher makes the appropriate use of audio - visual aids to make the lesson interesting.

Introduction:

The introduction is the vital part to make the students learn. It has two purposes:

1. To bring the previous knowledge to consciousness.
2. To connect the classroom with real life.

Introduction can be done in different ways by asking them questions linked to the previous knowledge or by showing them audio- visual aids or charts, pictures, models etc.

Statement of the Aim:

Under this, the teacher clearly explains which topic he is going to learn.

Techniques of Teaching Prose Lesson:- It includes the following steps:

1. Preparation
2. Presentation
3. Recapitulation
4. Home - Assignment

### Presentation:

Presentation is the main part of the lesson. The lesson may be divided into:

1. Reading aloud by the teachers - Reading aloud by the teacher is called model reading. The teacher reads aloud the selected passage with proper pronunciation, stress, intonation and pause.

### Pronunciation Drill:

Pronunciation drill precedes reading aloud by the learners, common words mispronounced by the students and emphasis on silent letters.

### Reading Aloud by the Students:

The teacher asks some students to read the passage aloud one by one. Loud reading can be followed then by the learners imitating the teacher's pronunciation.

### Exposition of New Words and Phrases:

The teacher selects the new words and phrases from the passage and explains their meaning. The different methods can be adopted:

1. By showing the object model, pictures or charts.
2. By using the word in a sentence.
3. By explaining antonyms and synonyms.
4. By drawing a sketch or figure on the black-board.
5. By showing action or gesture.
6. By translating the word into mother tongue.

### Silent Reading:

After the exposition of new words, structures and phrases, the teacher asks the learner to read the passage silently to know how much they have comprehended the passage. It is very helpful to our students but it should continue for a limited time, say for five or ten minutes for a single passage.

The purpose of silent reading is:

- (i) To enable students to read silently.
- (ii) To pave the way for extensive reading, and
- (iii) To bring students back to the passage after exposition and explanation.

#### 4.4 Techniques in Teaching of Poetry

Following techniques can be adopted while teaching of poetry:

1. Examine your Attitude towards Poetry- Before teaching of poetry, consideration of thoughts and feelings on the subject is to be taken into account. The genre of poetry must be specified like formal, informal, rhymed or blank verse in order to maintain the spirit of the poetry.
2. Determination of Goals - Before planning any lesson, determination of goals, several approaches can be taken into account for preparation. Planning of poetry with the rhythm of words, intriguing images and find inspiring messages and themes.
3. Literary Analysis- In many classes, poetry is in identifying techniques related to literary techniques like simile and metaphor evaluating their effectiveness.
4. Creative Writing- It refers to imaginative power of the learners with appropriate figures of speech with proper pronunciation, rhythm and intonation and pointing out the stylistic devices of the particular piece of poem.
5. Selection of Poems- Selection of poems should be done on personal preferences and interests in particular genre like elegy, pastoral comedy, epitaph etc. It should evoke the consciousness of the learners along with instruct and delight.
6. Practice Reading- Practicing aloud of the poem by exposition of difficult words followed by silent reading is the main part of the learners.

#### 4.5 Strategies for Teaching Drama

##### Introduction

Literature includes various genres like prose, poetry, drama, and fiction. Drama is undoubtedly one of the most important genres of teaching literature.

##### The Principles of Teaching Drama

The principles of teaching drama are as follows:

a. General Principle- It includes the following points-

- Developing vocabulary among learners.
- Elaboration of skill of literal interpretation

b. Specific Principle- It includes the following points-

- Development of communication skills
- Exposure to language conversation
- Develops the skill of critical thinking, critical reading, and creative writing.

Objectives :

- Not only to please and instruct the learners.
- To foster the visualization power of the learners.

Strategies for Teaching Drama:-

- Connecting personal experiences to the events and characters in drama by using questioning techniques.
- Visualization of characters.
- Evaluation of characters, words, actions, and determination of what motivates them.
- Character analysis and the rise and fall in characters
- Comparison of characters.
- Analyze monologues and soliloquies.
- Reading the play aloud.
- Identification of the setting and how it affects the setting.
- Identification of major and minor conflicts in the drama.

#### 4.6 The Techniques of Teaching Integrated Grammar:

Following are the techniques of teaching integrated grammar:

1. **Take time to read and write-** To make the understanding clear between reading and writing for learners for introducing a grammar concept underlying grammatical rules must be specified while reading past perfect, students must make comparisons between past and present perfect events.
2. **Writing keeps the errors away-** After introducing and practicing a grammatical concept, students should be given opportunities to write formal or informal letters.
3. **Help students to guess grammatical rules of the target language-** It helps the target language with proper complexities , negative questions, question tags,
4. **Helping students to understand the language competencies-** To understand the accuracy of the grammatical rules and integrated grammar with proper time.

4.7

**SAMPLE LEARNING PLAN OF ENGLISH**

Name of the Trainee	Name of the School:-			
Class	No. of Enrolled Students	Boys	Girls	Total
Period	Present			
Subject	Absent			
Topic:-		Unit:-		

<b>Review of the Pre-understanding of the Topic</b>
(a) Student's Pre-understanding of the topic or the content:-
Are the students familiar with the topic which is to be taught? Are the matter discussed in the topic related to the immediate environment of the children? How or how not?
(b) Teacher's pre-understanding of the topic or the content:-
Have you read or taught this topic before? Do you think that you have the proper understanding of the topic so that you can teach it to your students?
(c) The relation of the topic with the curriculum/syllabus:-

Which objectives/points of the curriculum/syllabus is this topic related to? Which other subjects/units of this class is this topic related to? Is this topic included in the curriculum of the earlier class? How?

<b>Developing Learning Plan of the Topic</b>	
Description of the topic/sub-topic and the importance of its learning:-	
Write a brief introduction of the topic/sub-topic based on your understanding of the lesson. Critically analyse why should this be taught to the children? What important knowledge is inherited in this topic? Which dimension of child's development will it specially affect?	
<b>Pedagogic Choice of Method/Methods of Teaching and Learning</b>	<b>Some Suggestive Examples</b>
Which method of teaching and learning will choose to teach this topic and why? Write description of the method.	Role-Play
	Group discussion
	Group work
	Individual work
	Reading & Writing
Analysis in respect of theory (Teaching Maxims)	Question-Answer Method
	Travelling
	Play
	I.C.T., Mobile, T.V., Internet
	Art-based Education

<b>Learning Method/Methods and Description of Pedagogy</b>
Planning:-
<ol style="list-style-type: none"> <li>1. Pedagogical Process               <ol style="list-style-type: none"> <li>a. Pre- Teaching</li> <li>b. While- Teaching</li> <li>c. Post- Teaching</li> </ol> </li> <li>2. Learning Outcome</li> <li>3. Learning Indicators</li> <li>4. Item Development (Questions)</li> </ol>

<b>Suggestive Points of Self-evaluation by the Teacher:-</b>
Are the students satisfied with those aims which were related to the subject matter?
Is the subject matter necessary for the discussion in the class again? Why or why not?
How many students asked question? What are the main questions asked by them?
What types of T.L.M. are used in learning-teaching for this subject matter? What are the utilities of these T.L.M.?

Which types of changes are done by me for the learning teaching of programme for this subject matter again?
Any comments-

<b>Comments of Mentor/Evaluator</b>
Observational point (direct description) of observational incidents:-
Supervisional Points (critical note of incidents in the class in light of guiding principles of NCF-2005, BCF-2008 & NCFTE- 2010)

Signature of Trainee

Signature of Observer

Signature of Mentor

Signature of the School Head

#### **4.8 Consolidation-**

The main objective of teaching English at upper primary level is to develop four language skills for utilizing instructional materials for effective teaching and development of skills for making effective teaching learning plans of prose, poetry, drama, integrated grammar etc. for its classroom transition.

#### **4.9 Evaluation-**

- 1 .What is a learning plan? Point out the differences between a lesson plan and a learning plan?
2. What are the difficulties while framing a learning plan in English at the upper primary stage?
3. What is the importance of previous knowledge?
4. Point out some concerns for making an effective learning plan at upper primary level.
5. What are the techniques for teaching effective integrated grammar?
6. Differentiate between prose and poetry?

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