RAMAN TUTORIAL

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KAR TET ENGLISH PEDAGOGY

ALL IN ONE English PEDAGOGY

LANGUAGE

The word 'Language' is derived from the Latin word 'Lingue' which means 'produced with the tongue'. So, we can say language means a thing which is produced with the tongue.

Block and Tragers:

"Language is a set of arbitrary vocal symbols by means of which a social group communicates."

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Otto Jespersen:

"Language is a set of human habits, the purpose of which is to give expression to human thoughts and feelings specially to impart them to others."



CHARACTERISTICS OF LANGUAGE

Here are some simple explanations of these characteristics:

Communication:

Language is a way for people to share thoughts, ideas, and feelings with each other.

We use words and symbols to convey what's in our minds.

Symbolism:

Words are like symbols that stand for something. For example, the word "dog" represents a furry, four-legged animal. This allows us to talk about things even when they're not right in front of us.

Arbitrariness:

The connection between a word and what it represents is often arbitrary, meaning there's no natural or necessary link.

The word "tree" doesn't look like an actual tree, but we all agree on its meaning.

Structure:

Language has rules for how words are put together to create meaningful sentences.

These rules vary from language to language but are crucial for clear communication.

Generative:

With a limited set of words, we can create an infinite number of sentences.

We can combine words in new ways to express novel ideas.

Social:

Language is a shared system used by a group of people. It's how we connect, belong to communities, and cooperate.

Contextual:

The meaning of words and sentences can change based on the situation or context in which they're used.

"Cool" can mean a low temperature or something impressive, depending on context.

Cultural:

Different languages can express unique cultural concepts and perspectives.

They reflect the values, traditions, and ways of thinking of a particular group.

Dynamic:

Languages evolve over time. New words are added, old ones change meaning, and grammar rules can shift.

Multifaceted:

Language serves various purposes like informing, persuading, entertaining, or expressing emotions. We adapt how we speak or write based on the goal.

Remember, language is a powerful tool that helps us connect, learn, and share experiences with others.

FUNCTIONS OF LANGUAGE

Sure, here's a brief explanation of the functions of language in simple terms:

Communication:

Language helps us share thoughts, ideas, and information with others. We use words to

convey our thoughts and feelings, and to understand what others are trying to tell us.

Expression:

We use language to express our emotions, desires, and opinions. Whether through speaking, writing, or even body language, language lets us communicate how we feel and what we want.

Social Interaction:

Language is crucial for building and maintaining relationships. It allows us to engage in conversations, make friends, and connect with people around us.

Information Sharing:

Language helps us learn about the world. We use it to share knowledge, ask questions, and get answers.

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Thinking and Problem Solving:

We think using language. It helps us analyze, reason, and solve problems.

Cultural Preservation:

Language carries our culture and history. It's how stories, traditions, and values are passed from one generation to another.

Entertainment:

Language is the foundation of entertainment, from books and movies to jokes and songs. It lets us create and enjoy stories, humor, and art.

Identity and Belonging:

Language plays a role in forming our identity.

It's tied to our nationality, ethnicity, and community.

Persuasion:

Language is used to persuade and influence others. Advertisements, speeches, and debates rely on language to convince people of certain ideas or actions.

Record Keeping:

Language helps us keep records of events, transactions, and knowledge.

PRINCIPLES OF LANGUAGE LEARNING

Here's a brief explanation of each of the principles of language learning:

Habit Formation:

Repetition and consistent practice help form language habits, making communication more automatic over time.

Practice and Drill:

Regular exercises and drills reinforce language skills, aiding in memorization and application.

Oral Approach:

Prioritizing speaking and listening skills facilitates real-world communication and language acquisition.

Natural Order of Learning:

Languages are learned in a predictable sequence, with simpler structures acquired before complex ones.

Multi-Skill Approach:

Balancing listening, speaking, reading, and writing skills ensures comprehensive language proficiency.

Selection and Gradation: Curriculum content should be carefully selected and sequenced, gradually introducing complexity.

Situational Approach: Learning language in context of specific situations and scenarios promotes practical usage.

Exposure: Immersion in the language through various mediums accelerates learning and familiarity.

Imitation: Mimicking native speakers' pronunciation and language use aids in acquiring authentic fluency.

Motivation: A strong desire and purpose to learn a language fuel consistent effort and progress.

Accuracy: While fluency is important, correct usage and accuracy prevent misunderstandings.

Purpose: Clearly defined goals and reasons for learning a language keep learners motivated and focused.

Multiple Approaches: Employing various methods and resources caters to diverse learning styles and needs.

Interest: Learning is more effective when topics and materials align with learners' interests and passions.

NATURE OF ENGLISH LANGUAGE

Receptive:

English is a language that can be understood and comprehended through listening and reading. It's receptive because individuals can grasp its meaning without necessarily producing speech or writing.

Heterogeneous:

The English language is made up of diverse elements, including words, phrases, and grammar rules borrowed from various languages due to its historical development and global influence

Systematic:

English follows a structured and organized set of rules and patterns that govern its grammar, syntax, and vocabulary usage. These rules help maintain consistency and clarity in communication

Unique:

Each language has its own distinct characteristics, and English is no exception. It has specific sounds, grammar rules, vocabulary, and cultural nuances that set it apart from other languages.

Dynamic:

The English language is constantly evolving and adapting to new contexts, technologies, and societal changes. New words, phrases, and expressions are regularly added, reflecting the evolving nature of communication.

Creative:

English allows for the formation of new words, idioms, and expressions, enabling speakers and writers to creatively convey complex ideas and emotions in innovative ways.

Productive:

English speakers can produce original and meaningful utterances by combining words and grammatical structures according to the language's rules. This productive aspect allows for effective communication.

Symbolic:

English words and symbols represent concepts, objects, and actions. Through a shared understanding of these symbols, communication can occur even when discussing abstract or intangible ideas.

Modifiable:

Speakers of English have the flexibility to modify their language based on the context, audience, and purpose of communication. This adaptability allows for effective communication in different situations.

Grammatical:

English follows a set of grammatical rules that govern how words are structured into sentences. Understanding and following these rules is essential for clear and coherent communication.

These characteristics collectively define the nature of the English language and contribute to its versatility, adaptability, and effectiveness as a means of communication.

THE IMPORTANCE OF ENGLISH IN INDIA

English has been playing an important role both in our educational system and in our national life. English was supreme during the pre-dependent India.

It was the language of administration, a compulsory subject in schools and colleges.

English still occupies an important place in our educational system and the life of our country.

Status of English

In the Constitution of India, English is recognized as one of the official languages of the country. It holds a special status in certain contexts:

Official Language:

Article 343 of the Indian Constitution designates Hindi as the official language of the Indian government. However, due to the linguistic diversity of the country,

English continues to be used for official purposes along with Hindi.

Associate Official Language:

English is recognized as an associate official language alongside Hindi in the central government and for communication between states that have different official languages.

This allows for continued use of English in official communications at the national level.

State Language:

States and union territories in India have the freedom to choose their official languages for conducting their own government business.

Some states also use English for official purposes, especially when conducting inter-state or international affairs.

Importance of English Language in India

It is the official language of administration

It is the language of the court

It is the language of international trade and industry

It is the window on the modern world

Some Reasons for Learning English

English offers the freedom to explore
English fosters creativity
English enables learning
English develops thinking
English promotes participation

AIMS OF TEACHING ENGLISH

To enable the students to understand English when spoken.

To enable them to speak English.

To enable them to read English.

To enable them to write English.

TEACHING OF PROSE

The word prose has been derived from the Latin word, 'Prosa' or 'Proversa Oration' which means 'straight forward discourse'.

Prose is the powerful medium of expressing ideas, facts, laws, and principles. Therefore, it appeals to the head or mind.

The main aim of teaching prose is to enlarge vocabulary, explain the structure of the sentences, and grasp the ideas of the author.

General Aims of Teaching Prose

To enable the students to read aloud the prose lesson with correct pronunciation, stress, intonation, and pause.

To enable the students to comprehend the thoughts and ideas contained in the passage.

To enrich their active and passive vocabulary.

To enable the students to express the ideas contained in the passage orally and in writing.

To develop their interest in reading.

To enable them to write correctly.

To build their character and prepare for world citizenship.

The procedure of Teaching Prose Lesson step of the procedure for teaching prose lessons:

Preparation:

This step involves the teacher familiarizing themselves with the prose lesson's content, identifying key themes, vocabulary, and concepts. Adequate preparation helps the teacher anticipate

student questions and create engaging teaching strategies.

Presentation:

In this phase, the teacher presents the prose lesson to the students. This could involve reading aloud, discussing context, and analyzing the content. The goal is to provide a comprehensive understanding and encourage active participation from students.

Recapitulation:

After the presentation, the teacher reviews the main points of the lesson. This step reinforces comprehension and allows students to consolidate their understanding. Questions, discussions, and summaries can be used to ensure clarity.

Home Assignment:

Students are assigned tasks related to the lesson for completion outside of the classroom. This reinforces learning, encourages independent study, and gives the teacher a chance to assess students' grasp of the material.

TEACHING OF VOCABULARY

Vocabulary is the set of lexical items in a language, it is also called the 'lexicon'.

The term lexicon is known in English from the early 17 century when it referred to a book containing a selection of a language's words and meanings, arranged in alphabetical order.

The term itself comes from the Greek 'lexis' word. It has taken on a more abstract sense, especially within linguistics, referring to the total stock of meaningful units in a language, not only the words and idioms but also the parts of words that express meaning, such as the prefixes and suffixes.

TYPES OF VOCABULARY

- Active Vocabulary:
 - Words that a person actively uses in their speech and writing.
 - These are words that a person can readily recall and incorporate into their communication.
 - Active vocabulary reflects a person's expressive language skills.
- Passive Vocabulary:
 - Words that a person understands when they read or hear them, but may not use them frequently in their own communication.
 - These are words a person recognizes and comprehends but doesn't necessarily incorporate into their speaking or writing.
 - Passive vocabulary contributes to a person's receptive language skills.

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Some principles of vocabulary teaching:

Contextual Learning:

Teach words in context, showing how they are used in sentences and real-life situations, which aids understanding and retention.

Relevance:

Select vocabulary that is relevant and useful for learners in their everyday lives, studies, or future careers.

Frequency:

Focus on high-frequency words that are commonly used in spoken and written communication.

Meaningful Input:

Provide explanations, synonyms, antonyms, and examples to help students understand word meanings deeply.

Engagement:

Use interactive activities like games, discussions, and multimedia to make vocabulary learning engaging and enjoyable.

Repetition:

Revisit words multiple times in different contexts to reinforce learning and memory.

Personalization:

Encourage students to relate new words to their own experiences, making the vocabulary more memorable.

Word Families:

Teach related words together (e.g., root words, prefixes, suffixes) to enhance understanding and expand vocabulary.

Integration:

Integrate vocabulary learning with other language skills like reading, writing, listening, and speaking

Variety:

Incorporate diverse sources like literature, news, videos, and online resources to expose learners to different word usage.

Gradual Expansion:

Start with simple words and gradually introduce more complex vocabulary as students progress.

Cognates:

Highlight cognates (words with similar roots) in languages learners might already know to facilitate comprehension.

Word Mapping:

Create visual word maps or diagrams to show word relationships and connections.

Independent Learning:

Teach strategies for learners to independently discover and learn new words from their surroundings.

Assessment:

Regularly assess vocabulary knowledge through quizzes, assignments, and discussions to gauge progress.

Feedback:

Provide constructive feedback on word usage to help learners refine their vocabulary skills.

Techniques of Teaching Vocabulary

Showing pictures or using Audio-visual aids.
Showing real objects or models
Miming or performing an action
By framing illustrative sentences
By associating with

TEACHING OF POETRY

Coleridge defined poetry as "The best words in their best order".

Poetry embodies the beauty of form, the beauty of thoughts, and the beauty of feelings.

Allen Poe calls poetry "The rhythmical creation of thoughts".

Poetry has tremendous appeal for children and it is the way of exciting their love of language.

It lays the foundation for the appreciation of the language.

It educates their emotions and enhances their power of imagination.

Aims of Teaching Poetry General Aims

- > To enable the students to recite the poem with proper rhythm and intonation.
- > To enable the students to enjoy the recitation of the poem.
- To realize them about the emotions of the poet.
- To develop a love for poetry reading and writing.
- > To enable the students to appreciate the poem.
- > To enable them to understand the thoughts and images contained in the poem.

- To appreciate the rhyme & rhythm and style of the poem.
- To realize the emotions, feelings, and imagination of the poet.
- > To develop their aesthetic sense.
- To create a love for English poetry.
- Specific Aims
- > To enable the students to recite the poem with proper rhyme with rhythm.
- To enable the students to enjoy the recitation of the poem.
- > To understand the central idea of the poem.

To communicate the exclusive message of the poem to the students.

To enable them to appreciate the beauty and images depicted in the poem.

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The procedure of Teaching of Poetry

Preparation

Presentation

Comprehension/Appreciation

Home Assignment

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TEACHING OF GRAMMAR

Grammar is the study of the organization of words into a sentence that is based on certain rules.

According to Prof. Nelson Francis, "Grammar is a set of formal patterns in which the words of a language are arranged in order to convey meanings.

It gives the students ability to speak and write correctly and enables them to use formal language patterns properly for describing a thing".

Aims of Teaching Grammar

- To develop a student's insight into the structure of the English language.
- To enable the students to understand the rules of English grammar through use and practice.
- To enable the students to assimilate the correct patterns of the language without rote memorization.
- > To enable the students to speak and write correctly.
- > To develop a scientific attitude towards the language.

TEACHING OF COMPOSITION

The composition is the expression of thoughts, feelings, ideas, observations, and experiences in written form.

It refers to the collecting of thoughts or information and arranging them in a sequence and expressing them in accordance with recognized standard form.

An essay, a story, a letter, a poem, and a description are some of the forms of composition.

Aims of Teaching Composition

- To encourage the students to express their ideas in an organized and systematic way.
- To enable them to develop their skill of writing.
- > To enable them to use appropriate vocabulary in writing various forms of composition.
- To enable them for the logical presentation of thoughts and ideas.
- > To develop their communicative competence.

Types of Composition Oral Composition Written Composition

• Oral Composition:

- Expressing ideas, stories, or information through spoken words.
- Often involves impromptu speeches, debates, presentations, or storytelling.
- Requires effective communication skills, including clarity, organization, and engagement with the audience.
- Often practiced in classroom discussions, public speaking events, or group interactions.

• Written Composition:

- Expressing ideas, stories, or information through written words.
- Involves various forms such as essays, reports, narratives, poems, and letters.
- Requires strong writing skills, including grammar, vocabulary, structure, and coherence.

 Often practiced in academic assignments, creative writing exercises, and professional communication.

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LANGUAGE SKILLS

There are four types of Language skills viz.

Listening

Speaking

Reading

Writing

LISTENING SKILL

Jane Willis writes, "Listening is receptive rather than productive, but it is an equally important skill.

Listening involves the formation of proper auditory images of phonemic components such as the use of vowel and consonant sounds, stress, accent, pitch, pause, juncture, intonation, and the rhythm of language.

GOALS OF TEACHING LISTENING

- To produce students who can use listening strategies to maximize their Comprehension of aural inputs.
- > To produce students who can identify relevant and non-relevant information.

To produce students who can tolerate less than word by word comprehension.

STAGES OF LISTENING

Receiving
Understanding
Responding

Here are the stages of listening presented as bullet points:

- Receiving:
 - The initial phase where the listener physically hears the spoken words or sounds.
 - Involves capturing auditory signals through the ears.
- Understanding:
 - Processing the received information to extract meaning.
 - Requires mental effort to comprehend the message's content and context.

Responding:

- Reacting to the understood message, either internally or externally.
- Responses can be in the form of thoughts, gestures, verbal comments, or feedback.

The types of listening

• <u>Discriminative Listening:</u>

- Distinguishing and interpreting different sounds or auditory cues.
- Often used in tasks like identifying accents, recognizing emotions through tone, or detecting subtle changes in sounds.

• Comprehensive Listening:

- Focusing on understanding the overall message and details of what is being said.
- Vital in learning, following instructions, and comprehending complex topics.

• Critical Listening:

- Evaluating and analyzing the information being presented.
- Involves assessing the speaker's arguments, logic, credibility, and potential biases.

• Biased Listening:

- Hearing only what confirms pre-existing beliefs or opinions.
- Filtering out contradictory information or alternative viewpoints.

• Empathetic Listening:

- Listening with the intent to understand and share the speaker's feelings or emotions.
- Often employed in supportive conversations or counseling.

Appreciative Listening:

- Listening for enjoyment, pleasure, or relaxation.
- Engaging with music, poetry, storytelling, or any content that brings enjoyment.

• Informational Listening:

- Listening to gain new information or learn about a specific topic.
- Often used in educational or professional settings.

Selective Listening:

- Paying attention only to specific parts of the conversation while ignoring the rest.
- Common in noisy environments or when personal interests are involved.

• <u>Pseudo-Listening:</u>

- Giving the appearance of listening without actually being attentive.
- Often characterized by non-committal responses and lack of genuine engagement.

• Sympathetic Listening:

- Listening with compassion and understanding for the speaker's emotions or challenges.
- Offering support and comfort through attentive listening.

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SPEAKING SKILL

Speaking is a productive skill. It is only through speaking that we get many things done for us. Speaking means communicating.

In real-life situations, we can't live without speaking.

Listening and speaking go hand in hand and reading and writing go together. For instance, when a teacher is teaching something in the class, the class is listening.

Speaking involves the articulation of all the components referred to above and the

development of communicative competence at the product level.

STRATEGIES AND TECHNIQUES FOR DEVELOPING SPEAKING SKILL

Asking questions to the learners on the topics of their interest.

Asking the learners to say the model dialogue.

Asking the class to converse with each other. Making use of 'Information – gap activities. Using role-play, simulation, dramatization, communication games, guessing games, etc.

Using 'substitution table', discrimination exercises, substitution drills, conversation

drills, pictures - cues, indirect questions, correction techniques, etc.

Using pair work and group work techniques.

READING SKILL

Reading is an essential part of language teaching at every level. Learning to read is a language skill but this is very difficult to learn.

According to the traditional approach, the purpose of reading is to understand the meaning of words, grammar, and sentences.

By reading, we give thought and sound value to the printed or the written page. The abilities involved in reading are:

Comprehension

Recognition of the symbols

Purposes of Reading

- To gain information to verify existing knowledge.
- To critique a writer's idea or writing style for enjoyment.
- > To enhance knowledge for the language being read.

TYPES OF READING

• Skimming:

- Quickly glancing over the text to get a general sense of its content.
- Used to identify key ideas, main points, and overall structure

Scanning:

- Searching the text for specific information or keywords.
- Helpful for finding details without reading every word.

• Extensive Reading:

- Reading longer texts or materials for pleasure and general understanding.
- Aims to improve vocabulary and overall reading comprehension.

• Intensive Reading:

- Reading carefully and thoroughly to extract detailed information and nuances.
- Often used for academic or technical texts.

• Critical Reading:

- Analyzing and evaluating the text's content, arguments, and evidence.
- Involves questioning, making inferences, and forming opinions.

Analytical Reading:

- Delving deep into the text's structure,
 themes, and literary techniques.
- Common in literary analysis and academic study.

• Skim-Reading:

- Combining skimming and scanning to quickly identify main points and relevant details.
- Useful for getting an overview before more focused reading.

Active Reading:

- Engaging with the text through annotations, notes, and highlighting.
- Encourages interaction and better retention of information.

Global Reading:

- Reading with the intent to understand the overall message or main ideas.
- Prioritizes comprehension over specific details.

• Detail Reading:

- Reading carefully to grasp specific facts, examples, or supporting details.
- Important for a thorough understanding of complex topics.

Reflective Reading:

- Reading with a contemplative mindset, considering personal thoughts and connections.
- Encourages deeper engagement with the text's meaning and relevance

• Silent Reading:

- Reading without vocalizing the words, done internally within the mind.
- Common and efficient reading mode for most individuals.

• Aloud Reading:

 Reading the text aloud, which can enhance comprehension by engaging both visual and auditory senses.

Speed Reading:

- Techniques aimed at increasing reading speed without significantly compromising comprehension.
- Focuses on reducing subvocalization and enhancing eye movement efficiency.

These reading skills cater to various reading purposes and materials, allowing readers to adapt their approach based on their goals and the nature of the content.

METHODS OF TEACHING READING

here are the methods of teaching reading in bullet points:

1. The Alphabetic Method:

Teaches the alphabet's letters and sounds. Focuses on letter-sound correspondence. Helps learners decode words by combining letter sounds.

2. The Phonic Method:

Emphasizes phonics rules and patterns.

Teaches how letters and letter combinations represent sounds.

Enables reading unfamiliar words by applying phonetic rules.

3. The Word Method (Look and Say Method):

Learners memorize whole words by sight.
Relies on recognizing words visually.
Often involves repetition and exposure to build vocabulary.

4. The Phrase Method:

Teaches reading by grouping words into phrases.

Helps learners understand the natural rhythm and intonation of language.

Enhances comprehension through meaningful chunks of text.

5. The Sentence Method:

Introduces reading through complete sentences.

Focuses on understanding sentence structure and meaning.

Gradually builds longer and more complex sentences.

These methods vary in their approach to teaching reading, each with its own strengths and considerations.

Effective reading instruction often incorporates a combination of these methods to cater to different learning styles and needs.

WRITING SKILL

Writing is one of the important skills to be developed in a language. Students learn to write words and sentences after knowing how to read them.

Writing skill is an effective tool for communication. It helps students develop imaginative and critical thinking abilities.

MECHANICS OF WRITING

Knowing how to make strokes with proper hand movement.

Knowing how to make letters of the right shape and size.

Knowing how to have the right spacing between letters, words, and lines.

Knowing how to use capital letters and marks of punctuation correctly.

Knowing how to have a fluent hand movement from left to right.

Writing is more permanent than speaking and requires more careful organization.

IMPORTANCE OF WRITING

Writing is communicating with words. Students, while writing, translate their thinking into words and sentences as ideas.

Writing is the primary basis on which students' learning

Writing expresses who a student is as a person.

Writing helps a student express ideas and it helps refine his ideas when others give feedback.

Writing helps students understand how truth is established in a given discipline/ subject.

Writing is a very important component of our life.

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GOOD WRITING INVOLVES FOUR IMPORTANT SKILLS
Mechanical skills

Grammatical skills

Judgment skills

Discourse skills

CHARACTERISTICS OF GOOD HANDWRITING

Distinctiveness

Letters of moderate Size

Proper spacing

Writing in a straight line

Simplicity

Speed

Attractiveness

SUGGESTIONS TO IMPROVE THE HANDWRITING OF THE STUDENTS

Great attention needs to be paid to handwriting right from the beginning.

Correct habits of writing should be cultivated in the students at an early stage.

Students should sit in the proper posture.

Students should use calligraphy notebooks.

For written work during the first three years of English, students should use four-lined exercise books

The teacher should point out to the students the direction of movement in the formation of various letters.

While the students are writing, the teacher should go round the class to ensure that the students are making the correct movements.

COMMON PROBLEMS IN WRITING
Spelling Mistakes

Incorrect word orders
Forming paragraphs
Organizing ideas
Lack of ideas and opinions

METHODS OF TEACHING ENGLISH

1. Grammar -Translation Method
Grammar should be taught deductively.

The vocabulary selection is based solely on the reading texts used and words taught.

There should be much emphasis on accuracy. Students are expected to attain high standards in translation.

The student's native language is the medium of instruction.

It is used to explain new items and to enable comprehension.

In this method development of reading and writing skills should be the major focus.

2. Bilingual Method

The bilingual method is a method of language teaching developed by C.J Dodson (1967 / 1972) to improve the audio-visual method which was advocated in the 1960s.

In the bilingual method, a lesson includes three stages of teaching:

Starting with the reproduction/performance of a basic dialogue.

Moving on to the variation and recombination of the basic sentences. Application of the previous dialogues/sentences in new communicative work.

Well- ordered activities in the bilingual method take the students up to a conversational level in the shortest possible time.

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3. Direct method

Since the grammar -Translation method was not very effective in preparing students to use the target language communicatively, the direct method gained popularity.

The direct method has one very basic rule: no translation is allowed.

In fact, the direct method receives its name from the fact that meaning is to be connected directly with the target language without going through the process of translating into the students' native language.

The method aims at intense oral interaction in the classroom, so as to develop the oral communication skills of the student.

4. Audio Lingual Method

The term 'audio-lingual' was coined by professor Nelson Brooks in 1964.

The army programs were to make the students attain conversational proficiency in a variety of foreign languages.

At that time there were exciting new ideas about language and learning emanating from the disciplines of descriptive linguistics and behavioral psychology.

These ideas led to the development of the Audio-Lingual Method.

New vocabulary and grammatical structures are presented through dialogues.

Drills are conducted based upon the patterns present in the dialogues.

5. Dr. West's New Method

Dr. Michael West has laid a great deal of importance to Reading.

He has said that for Indian students Silent reading is important, no doubt, but Loud Reading is equally important.

In this method, a good deal of importance has been attached to the art of speaking and reading together as they are interrelated.

But so far as teaching is concerned, both these things should be taught separately.

He holds that it shall be easy for the teacher to give the students the practice of these two things separately.

Some More Methods in Teaching English

Total physical response

The Total Physical Response (TPR) method is a language teaching approach that emphasizes the use of physical actions to aid language acquisition.

Learners follow verbal commands given by the teacher and respond with corresponding actions.

This approach capitalizes on the connection between movement and memory, helping learners internalize vocabulary and grammar naturally. TPR is particularly effective for beginners and young learners as it reduces anxiety and promotes active engagement.

The method's goal is to create a stress-free environment where learners can absorb language through physical interaction and repetition.

APPROACHES

Structural Approach

The structural approach in teaching English means approaching English on the basis of structures.

For this purpose, the structures are well made to teach English. That is called a structural approach.

In this Approach, the structures are taught by creating situations.

That makes teaching, learning more effective.

In this approach, students are able to understand the subject matter fully because teaching is conducted by creating meaningful situations.

Situational Approach

In this approach, English is basically taught in the same way in which the child learns his own mother tongue.

Whatever the students understand and express is connected with his own life.

The situations in which the students learn are repeated again and again.

In this approach, English should also be taught by forming a link between new words and real situations.

The situational approach indicates how a teacher can create a real situation in the classroom.

The situational approach makes great demand upon the teacher.

Communicative Approach

The communicative approach is based on the idea that learning a language successfully

comes through having to communicate real meaning.

When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

RESOURCES IN TEACHING ENGLISH

Resources in teaching English can be classified into various categories based on their nature and purpose. Here's a classification:

Print Resources:

Textbooks

Workbooks

Reading materials

(books, magazines, newspapers)

Handouts and worksheets

Audio-Visual Resources:

Audio recordings (songs, podcasts, dialogues)
Videos (educational videos, movies,
documentaries)

Interactive multimedia presentations Technological Resources:

Computer software and applications for language learning

Online platforms and websites for language practice

Language learning apps

Realia:

Authentic materials from the real world (menus, brochures, advertisements)

Cultural artifacts (currency, maps, flags)
Visual Aids:

Flashcards

Posters and charts

Visual presentations (slides, diagrams)

Interactive Resources:

Games and puzzles

Role-playing activities
Simulations and virtual reality experiences

Reference Materials:

Dictionaries

Grammar guides

Thesauruses

Teacher-Created Resources:

Lesson plans

Assessment materials (tests, quizzes)

Teaching aids (visuals, manipulatives)

Authentic Texts:

Authentic written or spoken texts for real-world context (articles, interviews, speeches)

Multicultural Resources:

Materials that reflect diverse cultures and perspectives

Folktales, myths, and legends from various cultures

Adaptive Resources:

Materials tailored to specific learner needs (for example, resources for different proficiency levels)

Multi-Sensory Resources:

Resources that engage multiple senses
(kinesthetic, auditory, visual) for enhanced
learning
Community Resources:

Guest speakers from the local community

Field trips to places relevant to language learning

These resources play a crucial role in creating engaging and effective English language learning experiences by catering to different learning styles and objectives.

TESTING AND EVALUATION IN ENGLISH

Evaluation refers to the process of assessing and measuring the progress, performance, and effectiveness of learning and teaching activities.

It helps educators understand how well students are learning and how effective their teaching methods are.

There are various types of evaluation, each serving a specific purpose:

Types of Evaluation:

Formative Evaluation:

Occurs during the learning process.

Provides ongoing feedback to improve teaching and learning.

Aids in adjusting instructional strategies and addressing students' needs.

Summative Evaluation:

Takes place at the end of a period of instruction.

Measures overall learning outcomes and achievement.

Often involves assessments such as final exams, projects, or standardized tests.

Diagnostic Evaluation:

Identifies students' strengths and weaknesses in specific areas. Helps tailor instruction to address individual learning gaps.

Authentic Assessment:

Emphasizes real-world application of knowledge and skills.

Involves tasks that reflect real-life scenarios, like projects or simulations.

Criterion-Referenced Assessment:

Measures students' performance against predetermined criteria.

Focuses on what students know and can do rather than comparing them to others.

Norm-Referenced Assessment:

Compares students' performance to a larger group or "norm" of peers.

Often used in standardized tests to rank students' performance.

Self-Assessment and Peer Assessment:

Involves students evaluating their own work or their peers' work.

Encourages self-reflection and collaboration.

Importance of Evaluation:

Feedback for Improvement:

Evaluation provides valuable feedback to teachers and students, helping them identify areas that need improvement and adjusting teaching and learning strategies accordingly.

Monitoring Progress:

It helps track students' progress and development over time, allowing educators to intervene if students are falling behind.

Accountability:

Evaluation ensures accountability in education by measuring the effectiveness of teaching methods and curriculum implementation.

Evidence-Based Decisions:

Educators can make informed decisions about instructional techniques, resource allocation, and curriculum adjustments based on evaluation results.

Motivation:

Positive feedback and recognition from evaluations can motivate students to strive for higher achievements.

Quality Assurance:

Evaluation processes contribute to maintaining and improving the quality of education by identifying areas that need enhancement.

Individualization:

Assessment results can guide personalized instruction, addressing the diverse needs of students.

Curriculum Development:

Evaluation outcomes help in refining and updating educational content and methods.

In summary, evaluation is a crucial component of education that informs teaching practices, guides student learning, and ensures educational quality.

Intonation

refers to the rise and fall of pitch in speech.

It plays a significant role in conveying meaning, expressing emotions, and indicating the structure of a sentence or utterance.

In English, there are several types of intonation patterns:

Rising Intonation:

This pattern involves a rise in pitch at the end of a sentence.

It is often used in questions that seek yes/no answers or when requesting information.

Example: "Are you coming to the party?"

Falling Intonation:

Falling intonation is characterized by a drop in pitch at the end of a sentence.

It is common in declarative statements.

Example: "I went to the store."

Rising-Falling Intonation (Fall-Rise):

This pattern begins with a rise in pitch and then transitions into a fall.

It is often used in statements that imply a question, express surprise, or convey uncertainty.

Example: "You're not coming to the party?"

Fall-Rising Intonation (Rise-Fall):

This pattern starts with a fall and then rises.

It can indicate that a question is being asked but can also show hesitation or suggest multiple possible meanings.

Example: "You're going to the store?"

Non-Final Intonation:

This occurs within a sentence, where certain words or phrases might have their own pitch patterns. It can emphasize particular words or show contrast.

Example: "I really liked that movie."

Compound Intonation:

This involves combining different intonation patterns within longer utterances for various expressive effects.

Example: "You are coming to the party, right?"

Intonation is an important aspect of spoken language as it helps convey nuances, emotions, and contextual meanings that might not be evident from the words alone.

It can change the interpretation of a sentence and contribute to effective communication.

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