

# **SEMESTER –1**

## **PEDAGOGY OF ENGLISH-II – Part-1/4**

### **UNIT 1**

#### **NATURE, SCOPE AND POSITION OF ENGLISH LANGUAGE**

##### **INTRODUCTION**

Mankind in the early ages observed other living creatures making noises to communicate their feelings. Gradually, human beings also acquired the skill of communicating a large number of things through what we now call language. Human beings alone have the complex skill of using language through speech and writing. We use our vocal organs to make different sounds, sound clusters, words, phrases and sentences. Language is the result of evolution and convention. No language was created in a day or by a single person. It is mutually created by a group of humans to communicate. Languages also change and die, grow and expand, unlike human institutions. Every language is a convention of a community that passes down from generation to generation. Language plays an important role in human life. We try learning and using language as a mean of communication as well as a social symbol of humanity. By using the language, one can make statements, convey facts or information, explain or report something and maintain social relations. English is considered to be an international link language. It is very popular and is widely used by most people in the world. English is available to us as a historical heritage of British Empire in addition to our own languages. We should make the best use of English to develop ourselves culturally, scientifically, technologically and materially so that we can compete with the rest of the world (Kumari, 2014).

##### **MEANING OF LANGUAGE**

The word 'Language' is derived from the Latin word 'Lingue' which means 'produced with the tongue'. Hence language means a thing which is produced with the tongue. Let's see some of the definitions by linguistic.

Edward Sapir: "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols."

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

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

Bernard Bloch & George L. Trager: "A language is a system of arbitrary vocal symbols by means of which a social group operates."

If we analyze all these definitions, we get a comprehensive definition of language, that is;

"Language is a set of arbitrary vocal symbols by means of which a social group operates, communicates and express their emotions, feelings and desires."

##### **NATURE OF LANGUAGE**

Language is the most important phenomenon in the world. From birth to death, all our activities are regulated by language. The human knowledge and culture is stored and transmitted in language. Thinking is only possible through language. In our dreams, we make use of language.

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

Language is an inseparable part of human society. Human civilization has been possible only through language (Naeem, 2010). Language is basically human. It is different from animal communication. Let's look at some of the characteristics of language;

**a. Language is Learnt**

Language is not a born activity as crying and walking. It is not an automatic process. It has to be learnt. Any learner learns the language by imitation and practice.

**b. Language is a acquired Behavior**

Language is acquired behavior. If a baby or man is shifted to another community or cultural group, he will acquire the language spoken by that cultural community. For example; if an Indian family is settled in United Status, the children of the family will acquire the English language with an American accent.

**c. Language is a System**

Language is a system like a human body, just as body functions through different organs such as brain, heart, lungs. In the same way, language functions through sounds, words and structures.

**d. Language is Vocal**

The language is primarily observed speech. Speech is a fundamental thing is language learning, reading and writing are secondary. Through speech and modulation of speech, we get a clear picture of English inflexion.

**e. Ever changing**

No language on earth is static. Every language is undergoing changes in its grammar, vocabulary, structure and phonology with the course of time.

**f. Language is for Communication**

The main purpose of language is communication. Since it is so, a person's speech must be intelligible to others. For this, he must acquire the right pronunciation and intonation.

**g. Language is Arbitrary**

Language is arbitrary. There is no relationship between the words of a language and its meaning. The relationship between word and meaning is arbitrary. There is no reason why a language is called as 'Language' in English, 'Bhasha' in Hindi and 'Zaban' in Urdu.

**h. Language is Based on Cultural Experiences**

Every language is the product of a particular society and culture. 'Good morning', 'Thank you', 'Sorry' and such kinds of words reveal the culture of English people. In each language, there are words that show the specific culture of that community, such as; 'Asslamu alaykum', 'Khuda Hafiz', 'Shaba khair', etc shows the culture of Urdu speaking people.

**i. Language is Made of Habits**

A person can be said to have learnt a language when he can speak it without any conscious efforts. No language can be learnt without sufficient practice. A language is learnt by use and not by rules. Learning a language is a process of habit formation.

**j. Language is Unique**

Each language is unique. No two languages are alike. They cannot have the same set of patterns of structures, sounds, grammatical rules or words. The sounds, structures, vocabularies of every language have their own specialty.

**NEED AND SIGNIFICANCE OF ENGLISH LANGUAGE:**

English was perceived as a library language during the formative years of India's independence, indeed at one point there was a proposal that Hindi should be given fully fledged official language status and that English should be abolished from public use. However, having been granted 'associate official language' status, English continued to dominate higher education.

Increasingly, it has been spreading its wings is moving into school education. English today is almost a compulsory second language. Once deprived sections of the society now perceive the language as an instrument for progress. An enabling English language environment also cannot be created overnight. The creation of such an enabling environment has to be encouraged through curricular and other activities in and outside school.

It is better to have English taught as a subject rather than impose a bad English medium education. Equipping English language education with the essentials in the native medium schools would benefit learning in general and language learning in particular. A 'language across curriculum' perspective and a strategy of multilingualism (NCERT 2005) would be of benefit on many counts. The centrality of language in learning needs to be recognized. English then can play a vital role as a language of mutual benefit- benefiting Indian languages as well as itself and so enriching education as a whole.

**ENGLISH AS FIRST LANGUAGE**

"English as a first language" means that English is the language someone learned to speak first, typically from early childhood. For such individuals, English is their primary means of communication and the one they are most proficient in. This often influences their accent, fluency, and overall comfort with the language compared to those who learned it later in life. It's also referred to as a "native language" or "mother tongue."

English as a first language refers to English being the primary language learned by an individual from early childhood. It is acquired naturally in a home environment, typically through exposure and interaction with parents or caregivers. For native speakers, English becomes their primary mode of communication and shapes how they understand and interact with the world.

Globally, English is spoken as a first language in several countries, including the United States, the United Kingdom, Canada, Australia, and New Zealand. While these regions share the same language, they each have unique accents, dialects, and cultural expressions within English.

Having English as a first language offers certain advantages, especially in a globalized world where English serves as a dominant language in business, education, technology, and international communication. Native speakers often find it easier to access vast resources and communicate globally.

However, there are also challenges. Native speakers might feel less motivated to learn other languages and sometimes assume that others understand English, leading to cultural misunderstandings. Overall, English as a first language offers both opportunities and responsibilities in navigating an increasingly connected and multilingual world.

### **ENGLISH AS A SECOND LANGUAGE (ESL)**

English As A Second Language (Esl) refers to the use or study of English by individuals in an English-speaking environment where English is not their native language. In ESL contexts, learners live in countries where English is the dominant language (such as the U.S. or the U.K.) and must use it for daily communication, education, work, and social interactions. ESL learners are immersed in an English-speaking culture, which helps them acquire practical language skills, often with the need for fluency to function effectively in society.

In ESL situations, learning English goes beyond classroom instruction—it involves integrating into the local culture, understanding colloquial expressions, and developing proficiency for real-life situations like shopping, navigating public services, or professional work environments.

### **ENGLISH AS A FOREIGN LANGUAGE (EFL)**

English as a Foreign Language (EFL), on the other hand, refers to the study of English in non-English-speaking countries where English is not commonly used in daily life. Learners study English primarily in formal settings like schools or language institutes. In these contexts, English is treated as a subject rather than a necessity for communication. EFL learners often focus on grammar, vocabulary, and reading comprehension, with fewer opportunities to practice conversational skills outside the classroom.

While both ESL and EFL learners aim to achieve proficiency, ESL learners typically gain more natural exposure to the language, while EFL learners rely on structured instruction. The key difference lies in the environment and the degree to which English is used or required for everyday life.

## **HISTORY AND POSITION OF ENGLISH LANGUAGE IN INDIA**

### **TEACHING OF ENGLISH IN THE PRE INDEPENDENT INDIA**

“Since the days of the British Raj, English remained the language of domination, status and privilege in India. The hegemonic colonial project in India was to create and maintain a class of administrative officers, clerks and compliant civil servants to carry out the task of ruling the vast and expansive subcontinent” —Timothy J. Scrase.

Britishers felt, that western education would empower Indians to challenge the foreign rule and due to political prerequisite they started encouraging Indians to continue with their native culture and education. They adopted orientalism or encouragement of classical learning for their educational policy, which was opposed by the missionaries like Charles Grant (1746-1823) whose plan was to teach English to the people of India.

Raja Ram Mohan Roy desired English for academic, scientific and other international reasons for Indians. He along with other thinkers not only felt the superiority of English education, they even expressed the view that “the teaching of mere Hindu or Mohammedan literature meant the teaching

of a great deal of what was frivolous, not a little of what was purely mischievous and a small reminder indeed in which utility was in any way concerned”.

Macaulay's motives in spreading teaching of English in India were just to create a group of Indians who would be the interpreters between their rulers and the ruled. An official resolution endorsing Macaulay's policy of modern education through English medium was passed. But the teaching of English in systematic way started from the declaration of Wood's Dispatch of 1854, which has been called the 'Magna Carta' of Indian education. In Wood's Dispatch it was declared: "The English language is to be the medium of instruction in the higher branches, and the vernacular in the lower. English is to be taught where there is demand for it, but it is not to be substituted for the vernacular languages of the country."

English then gradually spread wider in India and gained roots in the educational system. In 1857 and just after, five universities at Bombay, Calcutta and Madras Punjab and at Allahabad were setup. The foundation of these universities marked a new era in the history of Indian education. This resulted into the spread of schools and colleges, which ultimately resulted in the increase of more number of Indians who achieved mastery in English language.

In the pre independence era Gandhi ji expressed his views mentioning the effects of English education.

"...English today is studied because of its commercial and so called political values. Our boys and girls think that without English they cannot get government services. Girls are taught English as a passport to marriage...I know husbands who are sorry that their wives cannot talk to them and their friends in English. I know families in which English is being made the mother tongue. All these are for me signs of our slavery and degradation."

But at the same time Gandhiji also appreciated the importance of a foreign language especially English. He says: "I don't want my house to be walled in all sides and my windows to be stuffed. I want the cultures of all the lands to be blown about my house as freely as possible. I would have our young men and women with literary tastes to learn as much of English and other world languages as they like and expect them to give the benefits of their learning to India and to the world".

### **TEACHING OF ENGLISH IN THE POST-INDEPENDENCE PERIOD:**

The foreign language status of English in India thus appears to have remained for a shorter period initially, and it gradually seems to have acquired the status of a second language. Prof. V.V. Yardi gives clear distinction between a 'foreign' and a 'second' language status as: "English as a foreign language refers to a situation where it is taught for certain specific purposes viz... reading scientific works, translation, communication at certain levels and for certain purpose only. English as a 'second' language refers to a situation where English is used widely for purposes of administration, education and as a common link-language". Prof. Yardi further asserts:"in India until recently, English was a 'second' language. It is now in the process of acquiring the status of a compulsory 'third' language".

Observing the rapid change in the place of English in post independent India Scrase remarked: "English is recognized as an important global or international language, essential for professional employment and significantly, a key component of the cultural capital of middle class Indians".

Agarwal points out the status of English in the post-independence period as: "a link language among the educated people and the few elites. In spite of the introduction of the Hindi as the official language English still played an important role. But in this way, it did not bring about any significant change in the status of English on the contrary; it resulted in the creation of a class of vernacular-educated native to occupy lower position both in education and administration".

Increased English language proficiency was considered instrumental in fetching well- paid job opportunities. The language, thus, got recognized as an important link language for national and international purposes. Despite the hard and sincere efforts of the central and the state governments, Hindi could not yet become the link language in India. In view of the strong opposition to Hindi in the southern states, Hindi in 'Deonagari' script was declared as the official language of the Union and English also was given the status of the 'subsidiary' official language of India in the Official Language Act 1965. It was also decided that either Hindi or English could be used for proceedings of the parliament.

Owing to the increasing importance of English, in the changing times, various states in India gave the language a respectable place by making it a compulsory language in their educational setup.

"...English in India is what it is because of its functions which are controlled by its socio-cultural setting and by its interaction with the major Indian languages. This approach to English in India is designed to show how the lexico-grammatical systems of a language get shaped and reshaped by its functions. There is, therefore, no feel that English in India is or will be less effective or less efficient as a system of communication, but there is every reason to say that it has and will continue to have a marked Indian flavor".-verma.

### **ENGLISH AS A LINK LANGUAGE**

English serves as a powerful link language, connecting people from diverse linguistic and cultural backgrounds. In multilingual societies or global settings, it functions as a common medium for communication, enabling individuals who speak different native languages to interact effectively. For instance, in countries like India or Nigeria, where multiple regional languages are spoken, English acts as a bridge, facilitating communication between people from different regions or ethnic groups.

Globally, English is the most widely used lingua franca, playing a key role in international business, diplomacy, science, and technology. It is often the language of choice in multinational corporations, international conferences, and academic research, providing a shared platform for global collaboration. The rise of the internet and digital communication has further solidified English's status as a link language, with much of the world's online content being produced and consumed in English.

This widespread use of English fosters greater cross-cultural understanding and economic cooperation. However, the dominance of English as a link language also raises concerns about the marginalization of local languages and cultures. Despite this, its ability to unite people across linguistic boundaries makes English an essential tool for global communication.

## **ENGLISH AS A LIBRARY LANGUAGE**

English is often regarded as a "library language" due to its extensive use in academic, scientific, and literary publications. It is the primary medium for a vast amount of global knowledge, with countless books, journals, research papers, and digital resources available in English. In academic institutions around the world, English is often the dominant language in libraries, even in non-English-speaking countries. This makes English essential for students, researchers, and professionals seeking access to a broad range of scholarly resources.

The widespread use of English in libraries is partly due to its role as the language of international scholarship and scientific research. Many of the most influential works in fields such as science, technology, medicine, and social sciences are written or translated into English. As a result, proficiency in English is often necessary to access up-to-date information and stay informed about global developments in various disciplines.

Furthermore, the digitalization of libraries has made English even more prominent. Online databases, e-books, and academic platforms are predominantly in English, enhancing its role as a library language. However, this also highlights the importance of translation efforts and the need to preserve and promote resources in other languages to ensure linguistic diversity in knowledge access.

## **ENGLISH AS A WINDOW ON THE WEST**

The phrase "English as a window on the West" refers to how the English language serves as a gateway to Western culture, values, and knowledge. For many people in non-Western countries, learning English provides access to a vast array of cultural, scientific, and intellectual resources from Western societies, particularly from English-speaking nations like the United States, the United Kingdom, and Canada.

Through English, learners are exposed to Western literature, films, music, media, and academic works. This enables a deeper understanding of Western thought, philosophies, and innovations in fields such as science, technology, politics, and economics. Additionally, English serves as a bridge to global trends in popular culture, fashion, and entertainment, which are often rooted in the West.

For many countries, adopting English as a second language is not just a practical choice for global communication but also a way to engage with and understand Western ideals like democracy, human rights, and individualism. However, while English opens a window to the West, it also raises concerns about cultural dominance and the risk of overshadowing local traditions and languages.

Ultimately, English provides invaluable insight into the Western world, influencing education, communication, and global understanding.

## **ENGLISH AS AN ASSET LANGUAGE**

English is widely regarded as an "asset language" because it provides significant advantages in various aspects of life, including career, education, and global communication. In today's globalized world, proficiency in English enhances personal and professional opportunities, making it a valuable skill for individuals seeking success in an interconnected environment.

In the business world, English is the dominant language for international trade, commerce, and corporate communications. Companies operating in global markets often require employees who are fluent in English to facilitate cross-border collaborations, negotiations, and customer relations. As a result, English proficiency is seen as a competitive advantage for job seekers, increasing employability in multinational firms and diverse industries.

In education, English serves as a gateway to a vast wealth of knowledge. Many of the world's leading academic publications, research papers, and learning resources are available in English, making it essential for students and professionals who want to stay informed and excel in their fields.

Beyond the professional realm, English is an asset in cultural and social contexts. It allows individuals to engage with global media, connect with people from different backgrounds, and participate in international discussions. As an asset language, English opens doors to a broader world, enriching both professional prospects and personal experiences.

### **ENGLISH AS A GLOBAL LANGUAGE**

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

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





# UNIT - 2

## TEACHING SKILLS

### MICRO-TEACHING

#### MEANING OF MICROTEACHING

The art of teaching is a complex process. It simply doesn't mean transforming knowledge from one to another. It requires good verbal and non-verbal communicating skills. It requires various techniques to transfer the knowledge effectively. Hence, emerged a concept of micro teaching.

Micro teaching is an Innovative technique used for the teacher trainees to enhance their classroom teaching skills, attitude and behavior. This concept was first introduced by Dwight.W Allen in mid-1960 s at Stanford University.

Micro-teaching is a teacher training technique which aims at modifying Teachers behaviour according to the specific objectives. It is a controlled practice that makes it possible to concentrate on teaching behaviour in the learner-teacher training programme. Micro-teaching has been defined in a number of ways, some selected definition are given below.

**Allen. D.W (1966):** Micro Teaching is a scaled down teaching encounter in class size and class time.

**Allen. D.W and Eve. A.W (1968)** Micro-teaching is defined as a system of controlled practice that makes it possible to concentrate on specified teaching behaviour and to practices teaching under controlled conditions.

**Bush. R.N (1968):** Micro teaching is a teacher education technique which allows teachers to apply clearly defined teaching skills to carefully prepared lessons in a planned series of 5-10 minutes to encounter with a small group of real learners, often with an opportunity to observe the result on videotape.

**Singh. L.C (1977):** Micro teaching is a scaled down teaching encounter in which a teacher teaches a small unit to a group of five pupils for a small period of 5-20 minutes. Such a situation offers a helpful setting for an experienced or inexperienced teacher to acquire new teaching skills and to refine old ones.

## **OBJECTIVES OF MICRO TEACHING**

1. To enable teacher trainees to learn and assimilate new teaching skills under controlled conditions
2. To enable teacher trainees to master a number of teaching skills
3. To enable teacher trainees to gain confidence in teaching

## **CHARACTERISTICS OF MICRO TEACHING**

4. It is an individualized training technique
5. It is a part of practicum for teacher trainees.
6. It is not a teaching method or technique.
7. It scales down the complexities of real teaching practicing one skill at a time
8. It reduces the class size to 5 - 10 pupils
9. It reduces the duration of lesson to 5-10 minutes
10. It limits the content to a single concept.
11. Immediate feedback helps in improving, fixing and motivating learning immediate peer feedback and feed back through tape recorder and CCTV.

## **STEPS OF MICRO TEACHING**

- |        |  |
|--------|--|
| Step 1 | Teacher-educator provides the theoretical information about micro teaching to the learner teachers.                            |
| Step 2 | The teacher educator gives the demonstration of the skill in micro teaching in simulated conditions to the teacher trainees.   |
| Step 3 | Student-teacher plans a short lesson plan on the basis of the demonstrated skill for his/her practice.                         |
| Step 4 | The student-teacher teaches the lesson to a small group of pupils. His lesson is supervised by the peer group and supervisors. |
| Step 5 | On the basis of the observation of a lesson, the supervisor gives feedback to the teacher trainee.                             |

- Step 6            In the light of the feedback given by the supervisor, the teacher trainee re-plans the lesson in order to use the skill in the more effective manner in a second trial.
- Step 7            The revised lesson is taught to another comparable group of pupils
- Step 8            The supervisor observed the re-teach lesson and gives re-feedback to the teacher trainee with convincing arguments and reasons.
- Step 9            The teach re-teach cycle may be repeated several times till adequate mastery level is achieved.

### **PHASES OF MICRO TEACHING**

There are three phases of micro teaching procedure:

1. Knowledge acquisition phase (Pre-active phase): In this stage provide knowledge about teaching skills, observe the demonstration of teaching skills and analyze and discuss the demonstration of the teaching skills.
2. Skill acquisition phase(Inter-active phase) It includes activities such as planning and preparation of micro lesson for a skill, practicing the skill, evaluation of the practised skill and re-plan and re-teach and re feedback till the desired level of skill is achieved.
3. Transfer phase (Post-active phase): It gives the opportunity to use the skill in normal classroom teaching and integrate the different skills practiced.

Teaching skills may be defined as a set of teacher behaviour which is especially effective in bringing about desired changes in pupil-teachers. The activities and behaviours that facilitate learning in the learners are known as teaching skills. The instructional techniques and procedures used by the teacher in the classroom are also known as teaching skills.

### **IMPORTANT CORE SKILLS OF MICRO TEACHING**

1. Questioning skill:                            They are instructional cues or stimuli that convey the learners the content elements to be learned and directions on what they are to do and how they have to do it. They are important for interactive investigation of the content.

Questions motivate learners, increases learners participation, arouse learner's interest and compel them to think at higher cognitive level concentrating on the subject content keeping them alert.

2. Explanation skill: To present the subject matter in a simplified form before the learner and making it acquirable is explanation skill. It involves the ability of the teacher to describe logically the how, why and when concept. It requires fluency in the language and subject expertise.
3. Stimulus variation skill: It is described as the deliberate change in the behaviour of the teacher in order to sustain the attention of the learners throughout the lesson. It determines the teacher's liveliness in the classroom. It includes teachers body movements, gestures, eye contact, voice modulation and pause.
4. Blackboard skill: It is an important effective visual aid for teaching. Teachers make extensive use of blackboard for writing, Drawing. legibility, neatness, clarity, visibility are the components of blackboard skill to be mastered for proficiency.
5. Response management skill: It is the ability to answer the queries of learners for information in a continuous and consistent manner to satisfy their curiosity and maintain sustained interest.
6. Reinforcement skill: It is the skill for strengthening the connection between stimulus and response. Positive reinforcement increases learners' response.
7. Classroom management skill: It refers to the wide variety of skills and techniques that teachers use to keep learners organized, orderly, focused, attentive, on task, and academically productive during a class.

## **MERITS OF MICRO TEACHING**

1. It helps to develop and master important teaching skills.
2. It helps to accomplish specific teacher competencies.
3. It caters to the need of individual differences in the teacher training.
4. It is more effective in modifying teacher behaviour.
5. It is an individualized training technique.
6. It employs real teaching situation for developing skills.
7. It reduces the complexity of teaching process as it is a scaled down teaching.
8. It helps to get deeper knowledge regarding the art of teaching.

## **DEMERITS OF MICRO TEACHING**

1. It is skill oriented training not content.
2. A large number of trainees cannot be given an opportunity for re-teaching and re-planning.
3. It is time-consuming technique
4. It requires special classroom settings.
5. It covers only a few specific skills.
6. It deviates from normal classroom teaching.
7. It gives rise to administrative problems while arranging.

## **FEATURES OF INDIAN MODEL OF MICRO TEACHING**

Micro-teaching disseminated from USA to different countries of the world including India. It was in 1967 micro-teaching was referred in India when Tiwari attempted a project on micro-teaching in the Central Pedagogical Institute at Allahabad. He was satisfied that micro-teaching could be used as training in developing insight in student teachers and making them more alert to the individual needs of the pupils. Allen, one of the pioneers of micro-teaching visited India during this time and it helped popularize the concept among teacher educators. Though many studies had been taken in different Teacher Training Colleges, the major work on micro-teaching was carried out in the Centre of Advanced Study in Education, Baroda and the NCERT. NCERT in collaboration with the CASE and the Indore University which gave way for NCTE to recognize micro-teaching in the teacher education programme.

## **RATIONALE OF MICRO-TEACHING IN INDIA.**

Many researchers have found the rationale for micro-teaching in teacher education programme. They are

The teacher trainee concentrate only on one skill at a time, hence, the practice becomes quite easy.

Micro-teaching gives exact feedback that too immediately.

As it is a miniaturized practice there is no problem of classroom discipline.

There is no administrative problem, problems of space or any other problem in carrying out micro-teaching practice.

### INDIAN MODEL OF MICRO-TEACHING.

The Indian model of micro-teaching has the following features:

The practice is done without using any electronic gadgets like VCR, audio-tapes and films. Peer group observers give the feedback immediately. Teacher educators also give feedback. It is conducted in a simulated situation. Students are not real students and the person who is teaching is not a teacher.

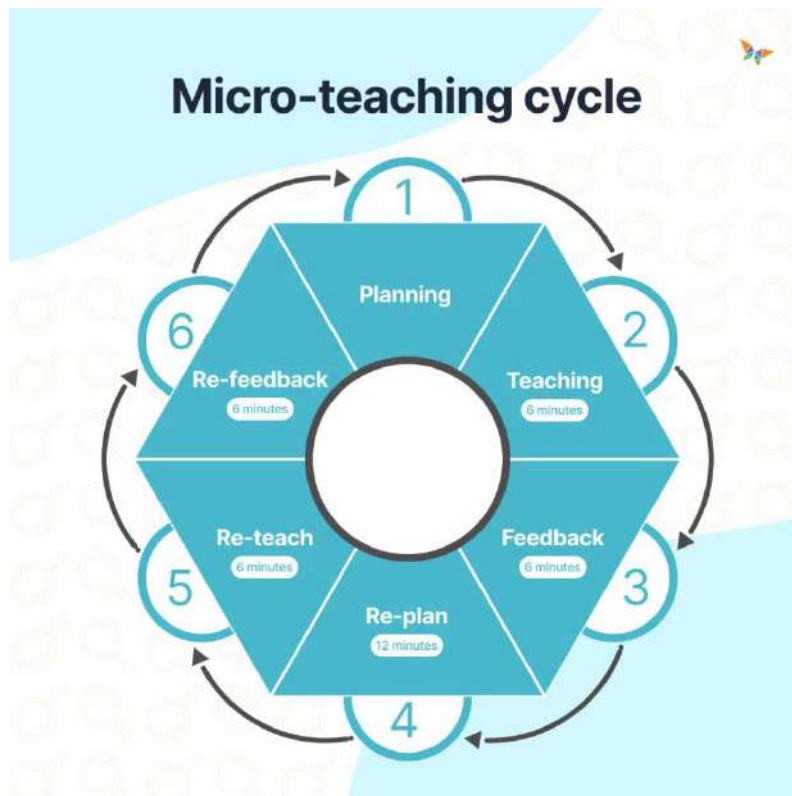
Micro-teaching class doesn't require much facility.

The duration of the micro-teaching cycle is:

Teach	...	...	6 Minutes
Feedback	...	...	6 Minutes
Replan	...	...	12 Minutes
Reteach	...	...	6 Minutes
Refeedback	...	...	6 Minutes

As students are the micro-teaching practitioner's own classmates, he doesn't have any nervousness and inhibition. Observer's schedule is prepared and the observers record the aspect of teaching in the schedule and that helps the teacher trainees to get a proper feedback. Micro-teaching is a great contribution in Indian teacher education programme.

### MICRO TEACHING CYCLE



## **STEPS IN MICRO TEACHING CYCLE.**

Step 1: Planning a Micro-lesson. In consultation with the supervisor a suitable content is chosen and episode for the chosen skill is prepared so as to practice for 5-7 minutes.

Step 2: Teaching Session. The selected content is practised in the presence of the supervisor and the trainees.

Step 3: Feedback. The supervisor and the co-trainees discuss strengths and weaknesses of the micro-teaching practice and concrete feedback is given.

Step 4: Replanning Session. The micro-teaching practitioner makes some changes in his episode as suggested by the supervisor and the observers.

Step 5: Reteaching Session. The teacher trainee practises the same skill may be with the other set of 5-7 students.

Step 6: Refeedback: The supervisor and the observers again discuss on the level of practice and give feedback to improve his teaching skills.

## **PRACTICE OF RELEVANT SKILLS:**

### **1. SKILL OF EXPLANATION**

We have been using explanation as an intellectual activity. Concepts, ideas, or phenomena are communicated to make them understandable to others by giving examples showing relationships, etc. Explaining is an activity which shows the relationship among various concept, ideas, event, or phenomenon. The attempt is made to relate a set of facts with another set of facts to promote understanding. A teacher has to learn the skill of explaining in order to make the students understand clearly many ideas, concepts, and principles that need explanation. At teacher who can explain things well will go a long way in making his lesson very effective.

#### **The Sub-skills of Skill of Explaining (Components)**

1. Beginning Statement
2. Explaining Links
3. Questions to Test Pupil Understanding
4. Questions Followed by Correct Response
5. Concluding Statement

### **2. SKILL OF PROBING QUESTIONING**

Questioning is a tool to make the teaching-learning process more lively and participatory. Questions can stimulate thinking among students. The process of asking questions during classroom teaching is considered to be the most important part of teaching. It makes students more thoughtful and they become able to understand the depth of the subject. It makes the students active and alert in the ongoing process of teaching. It also helps a teacher in gaining knowledge about previous awareness and entry behaviour of students, their interest and attitude towards the topic in hand. A quality question forces the students to think for themselves and apply the knowledge they have acquired to solve the problems.



Questioning skill refers to the teacher's ability to formulate and present meaningful quality questions about situations, objects, concepts and ideas for the purpose of motivating, drawing attention, making them alert and accessing their (students) understanding.

**The Sub-skills of Skill of Probing Questions (Components)**

1. Prompting Technique
2. Redirecting
3. Refocusing
4. Seeking Further Information
5. Critical Awareness

**3. SKILL OF BLACKBOARD WRITING**

Blackboard is the powerful teaching aid to teach from pre-primary to higher levels of education. Blackboard is a basic visual teaching aid. The development of information and communication technology is reducing the blackboard work by replacing with smart board, interactive boards and other multi-media internet connected boards. Still, it is the most suitable for giving a holistic picture of the lesson. A good blackboard work brings clarity in perception and it can be suitably used for displaying key teaching elements and diagrams during a lesson. The scientific way of using blackboard in teaching-learning process to facilitate learning is termed as the skill of using blackboard.

**The components of the skill of blackboard writing are given below.**

1. Legibility
2. Size and Alignment
3. Continuity and Highlighting Main Points
4. Utilization of the Space
5. Correctness
6. Position of the Teacher
7. Eye Contact with Pupils
8. Appropriateness of the Figures/ Diagrams and
9. Cleaning of Blackboard

**4. SKILL OF STIMULUS VARIATION**

Children perceive the objects in their environment or in a situation (known as stimulus) and select the relevant information depending on the intensity, contrast and the movement of the objects. The children's attention is drawn through attractive objects, the contrast between the two objects tends to attract their attention. Continuous use of the same stimulus for a long period reduces the attention in that activity. The teacher's behaviour influences pupil's attention. Variation in stimulus secures more attention among the students. He/she should present multiple stimuli just to gain the attention of students for the purpose of facilitating learning. In other words, for optimum learning the teacher uses a variety of stimuli in the chosen instructional tasks. In these stimuli, the teacher should himself function as a stimulus, in the form of gestures, movements of the body, change in voice, change in interaction styles, pausing and sequencing of different aids of teaching etc. All these aspects act as stimuli in the class. The effective use of these stimuli during teaching is known as skill of stimulus variation.

**The Sub-skills of Skill of Stimulus Variation (Components)**

1. Teacher's Physical Movements
2. Pupils' Physical Participation
3. Teacher's Gestures
4. Change in Voice

5. Focusing
6. Change in the Interaction Styles
7. Pausing and 8. Oral -Visual Switching

## **5. SKILL OF REINFORCEMENT**

Everybody in the classroom expects some kind of recognition for their responding behavior. There is a belief that „child cries for recognition“ and „the man dies for recognition“. When the efforts of any individual are recognized then the efficiency in their works gets enhanced. If a teacher wants his pupils to be involved in his teaching and expects to have more learning experiences, then the teacher needs to use reinforcements to encourage his pupils.

### **The Sub-skills of Skill of Reinforcement (Components)**

6. Positive Verbal Reinforcements (very good, fine, fantastic, keep it up etc.)
7. Positive Non-Verbal Reinforcements
8. Negative Verbal Reinforcements
9. Negative Non-Verbal Reinforcements
10. Extra Verbal Reinforcements
11. Repeating and rephrasing pupils“ responses
12. Writing pupils“ responses on the blackboard.

### **Link Practice of lesson in micro teaching:**

After all the skills of teaching are practiced by the student-teachers, they are asked to go to schools for practice teaching in real classroom setting. In this setting, they expected to link all the skills that they practiced. Link lesson is an ability on the part of a student teachers to understand a given situation analytically, to examine his repertoire of the component skills, to select and organize them into a sequenced pattern to achieve the instructional objectives, and to use component teaching skills in the desired pattern with ease and mastery.

Linking the component teaching skills is thus a process in which this ability is acquired.

Linking can thus be defined as the process through which the ability to perceive the teaching situation analytically select and organize the component teaching skill in desired sequence to make effective pattern in order to achieve the specified instructional objectives.

# UNIT - 3

## TLM FOR ENGLISH LANGUAGE TEACHING

### INTRODUCTION

Aids are also called instructional material. Audio literally means “hearing” and “visual” means that which is found by seeing. So all such aids, which endeavour to make the knowledge clear to us through our sense are called “Audio Visual Aids” or Instructional material. All these learning material make the learning situations as real as possible and give us first-hand knowledge through the organs of hearing and seeing. Therefore, any device which can be used to make the learning experience more concrete and effective, more realistic and dynamic can be considered audio visual material.

### MEANING OF AUDIO-VISUAL AIDS

#### Expert’s Views

According to Kinder S. James, ‘Audio visual aids are any device which can be used to make the learning experience more concrete, more realistic and more dynamic.’

According to Burton, ‘Audio visual aids are those sensory objects or images which initiate or stimulate and reinforce learning.’

According to Carter.V.Good, ‘Audio visual aids are those aids which help in completing the triangular process of learning that is motivation, classification and stimulation.’

According to McKean and Roberts, ‘Audio visual aids are supplementary devices by which the teacher, through the utilization of more than one sensory channel is able to clarify, establish and correlate concepts, interpretations and appreciations.’

According to KP.Neeraj, ‘An audio visual aid is an instructional device in which the message can be heard as well as seen’.

### OBJECTIVES OF TEACHING AIDS

- To enhance teachers skills to make teaching-learning process effective.
- To make learners active in the classroom.
- To communicate with learners according to their capabilities.
- To develop lesson plan and build interest.
- To make students good observer.
- To develop easy and understandable learning material.
- To follow child centred learning process.
- To make teaching process more effective.

### CLASSIFICATION OF AUDIO-VISUAL AIDS

Audio- visual aids are instructional devices which are used to communicate messages more effectively through sound and visuals. Audio-visual aids help in stimulating the sensory organs like ears and eyes and facilitate quick comprehension of the message by the audience. These may be used for literate as well as for illiterate people.

#### What is audio?

Audio means what we hear. The five senses audio, visual, touch, smell and taste play an important role in communicating message. Hearing plays an important role in receiving and sending a message effectively. The most basic form of communication is oral and face to face contact. Hearing plays an important role in oral-face to face communication. Due to

the invention of modern gadgets like radio, tape recorder, public address system, telephones and mobile phones the type of communication is more of an indirect type as the individuals do not face each other. People in such situations communicate without coming into close proximity.

Audio aids are the instructional devices through which the message can only be heard. An audio aid is an instructional device in which the message can be heard but not seen.

### **What are visual aids?**

Visual aids are the instructional devices which help to visualize the message. A visual aid is an instructional or communicating device in which the message can be seen but not heard.

### **What is audio-visual?**

Audio-visual means the things which we hear as well see.

### **What are Audio-visual aids?**

Audio-visual aids or devices or technological media or learning devices are added devices that help the teacher to clarify, establish, co-relate and co-ordinate accurate concepts, interpretations and appreciations and enable the learner to make learning more concrete, effective, interesting, inspirational, meaningful and vivid.

Audio-visual aids are used to improve teaching, i.e. to increase the concreteness, clarity and effectiveness of the ideas and skills being transferred. They enable the audience to:

## **ADVANTAGES OF AUDIO-VISUAL AIDS**

Audio visual aids help in effective perceptual and conceptual learning.

- They are helpful in capturing and sustaining attention of students.
- They arouse interest and motivate students to learn.
- They are helpful in new learning.
- They help in saving energy and time of both the teachers and students.
- They provide near realistic experience.
- Audio visual aids can meet individual demands.
- They are useful for education of masses.
  
- Though every children can take benefit while using visual aids for learning. But it is more helpful for the students:
  - Having Language Disorder
  - Autism Spectrum Disorder
  - Down Syndrome
  - Those who have Learning Disabilities
  - Students who have English as a second Language
  - Those having Oppositional Defiant Disorder
  - Personality Development Delay
  - Have the problem of Hearing Impairment
  - Have the symptoms of Attention Deficit Hyperactivity Disorder ADHD
- They create interest in the mind of learners towards the topic.
- Audio visual aids help the students to make a bridge between idea and expression in the classroom.
- Audio visual aids provide direct and first-hand experience to the students.

- Audio visual aids reinforce what the teacher is saying and summarize key concepts.
- Audio visual aids develop critical thinking and the power of independent judgement by looking at the materials.
- Audio visual aids make the teaching more meaningful and effective.
- Audio visual aids ensure that the point is understood.
- Audio visual aids enable students to visualize or experience something that is impractical to see or do in real life.
- Audio visual aids engage or stimulate students' other senses in the learning process.

Audio visual aids facilitate different learning styles.

English is a foreign language. Students cannot understand it as they understand their mother- tongue. Therefore, teaching of English becomes difficult for us. In the teaching of language, the main purpose of the use of audio-visual aids is to enable the teacher to make his lessons effective and interesting. In the teaching of English the teacher uses the direct method. 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. Books and other printed materials have been the basic tools of teaching for centuries, and they are still of great importance. History suggests that the basic conditions which strongly encouraged study and experimentation with visual aids were excessive verbalization in teaching.

### **CONCEPT OF INSTRUCTIONAL MATERIAL**

Instructional Materials as the name suggests, are materials of visual, audio and audio - visual category that helps to make concepts, abstracts and ideas concrete in the teaching/ learning process. These are also materials which the teacher uses in supplementing his teachings. Instructional Materials include materials used to facilitate learning for better results. Likewise, it is the use of the chalkboard, charts, models, overhead projectors, films, television and computers in teaching process. Broadly speaking, it is not just the use of tools of technology alone but a systematic, integrated organization of machines, hardwares and softwares and human potential for the solution of problems in education. In order to ensure an effective teaching learning process, it is important for the teacher to be thoroughly acquainted with the teaching resources and services available to him. The components of instructional materials available to teachers and students are in large numbers and also vary according to the functions of each of them. Examples of instructional materials are charts, maps, diagrams, comics, models, globes, slides, film strips, television, radio cassettes, video, recorders, cinema, public address system, laboratories and museums, flash Cards, flannel boards, card boards, Calendar, Computers, etc.

### **CLASSIFICATION OF INSTRUCTIONAL MATERIALS**

The Instructional Materials could best be classified in to three forms: audio, visual and audio-visual aids. The audio (deal with sound only) the visual (as in sight) and audio-visual (a combination of audio and visual i.e. sound and vision) for instance:

**AUDIO:** These include such things as radio, record players, cassettes, gramophone etc. These aid teaching through the sense of hearing. They can be used in teaching of songs, poems, rhymes and at the sametime different content matters can be melodiously presented via them. These materials help us develop listening and pronunciation skills.

Side by side, students get training in the subtle skills of language like, stress, intonation and pause.

**VISUAL:** This category consists of maps, film strips, specimen, pictures, charts, blackboard, posters etc. Usually it appeals to the pupils through the sense of sight. Until facts are presented in the form of visual aid, pupils may not readily grasp the meaning of ideas, concepts and facts. English has many topics and concepts that demand concretization of concepts through visual presentation. Here, the utility of visual aids is more of a necessity. Sometimes to introduce a topic or a poem we need the visual objects. Moreover, poets and writers can be introduced through visual presentation of facts.

**AUDIO-VISUAL:** As have said already, this group consists of a combination of both audio and visual materials. Television, films and projector etc. come under this category. In today's education these materials are in heavy demand, because they satisfy both the auditory and visual passion of learners. Moreover, the use of more than one sense stimulus makes the process interesting and comprehensive. Language subject like English can greatly benefit from this. Specially, these materials help in listening and speech practice.

### **Factors Guiding the Selection of Instructional Materials**

The teacher who wants to use instructional materials should consider the following variables to guide him in the selection of the types to be used in the teaching learning exercise.

#### **Availability**

The teacher should ensure that the instructional materials to be used are easily available for use before the date of use. It means that the materials should be in store and the teachers should look at it and test it before the starting of the lesson. If the teacher has to prepare it himself, he should do so at least a day before the lesson. Instructional materials that are not available or not easy to prepare should be negated by the teacher in his lesson plan.

#### **Accessibility**

It is the duty of the teacher to ensure that the materials to be used as instructional materials are not only available but also accessible to him. They should be within the reach of the teacher on the date and time of use. There should be no excuse that the materials are readily available but locked up in the store because the store-keeper is nowhere to be found or the keys to the store have been misplaced.

#### **Affordability**

The instructional materials to be used should not be expensive. The cost should be such that either the teacher or the school can afford. It is no use to say that something is available but not affordable due to high cost. The cost should not be outrageous. It should be within the budget of the school.

#### **Suitability**

The teacher using the instructional materials should ensure the appropriateness of the materials for his intended learners. The materials should be suitable for their age, experience and intelligence. The legal, safety and ethical aspects of the materials to be used should equally be considered.

The materials should not portray any anti-social attitude. They should also be free from any bias, distortion or prejudice. If the materials would need electric power then an alternative should be sought to avoid disappointment from electricity.

### **Simplicity**

The instructional materials to be used should be simple to operate or manipulate. The teacher should test the materials and ensure their workability before the actual date of use. There should not be any technical problem and where electricity is to be used provision should be made for an alternative power. No teacher should use electric failure as an excuse for nonperformance. In a situation where an instrument demands the hands of a technician, he (the technician) should be in hand and the teacher should have an insight into the operation of the instructional materials.

### **Quality**

The instructional materials selected for teaching by the teacher should be of good quality. Teachers should avoid the idea of “managing” with poor quality materials because he might not achieve the desired aim.

### **Recency**

The instructional materials should be the best or nearest to the best. It should not be out of date. The instructional materials should reflect current and original thought.

## **IMPORTANCE OF INSTRUCTIONAL MATERIALS**

The instructional materials help improve students’ knowledge, abilities and skills, monitor their assimilation of information, sustain students interest for longer period, provide opportunity to all students to share experience necessary for new learning and bring more permanency in learning. This is for the fact that such materials enhance, facilitate and make teaching/learning easy, lively and concrete. Books, journals, archives, newspapers, reports, internet are some of the widely used instructional materials.

Instructional materials allow the instructor to engage learners by supporting concepts through the use of multimedia, including sound clips, video, images, hands-on experience and interactive games. Materials offer learners the opportunity to practice concepts and develop a product that demonstrates their level of understanding. Consequently, those products are then used to evaluate learners’ knowledge. Instructional materials allow the instructor to support learners with varying levels of ability and foundational skills by providing additional support.

Many educationists agree that instructional materials bring about improvement in the teaching/learning process as well as permit teachers and a student to interact in a controlled environment. Also, most educators generally agree that the creative use of variety of instructional materials will increase the probability that students would learn more, retain better and acquire requisite skills. Instructional materials help the teacher with the means for extending the learners’ horizon of experience and provide the teacher with rich sources of communicative materials which could be produced jointly by the teacher and the students. Several studies have been conducted to test the value of Instructional materials and other sensory devices.

These researches have proved that Instructional materials when properly used in teaching learning situations can accomplish a lot of complex tasks. The instructional materials also offer real experiences in giving the teacher basis for thinking and understanding. They provide concrete basis for conceptual thinking and therefore reduce meaningless responses of students. At the same time, they overcome the limitations of time, space and size by helping the students to understand things that are too small or too

big, or too slow or too fast. Therefore, instructional materials can provide members of a group with a common or joint experience. They also break language barriers and ease difficulties and in the end make the lesson more meaningful. They save time and thus enable students grasp ideas more effectively and quickly. Likewise, they help to simplify and emphasize facts and clarify difficulties.

They reinforce other teaching methods and materials. They improve the efficiency of other method and effectiveness of the teaching process.

Instructional media usage in practice teaching can make instruction to be much more interesting and enjoyable. The changing images and use of special effects, among others, can reduce boredom of the learners and enhance classroom interaction. Media can also promote student-student interaction, student-teacher interaction, and teacher-student interaction, if pre-instructional planning incorporates principles such as stimulus variation, feedback, reinforcement, learner' participation, and so on. Media also saves teaching time as if requires short-time to present large information. Media can be used to reveal needs and stimulate students' question. Thus learners' interest can be aroused, maintained, and stimulated to promote their imaginative power. On the whole, media ensures the application of classroom-oriented communication techniques.

### **EFFECTIVE USE OF INSTRUCTIONAL MATERIALS**

It is wrong to bring into the class those instructional materials that cannot be easily used to convey facts, ideas and concepts to the pupils. This means instructional materials are not just selected on the basis of their attractiveness but on the basis of certain criteria that will ensure their effectiveness in the teaching and learning processes. In order to make the best use of instructional materials, the following criteria should be considered:

**Reliability:** As much as possible, teachers should make sure that the instructional materials are so selected that they can be used to achieve the objective of a particular lesson. The instructional materials must be relied upon to achieve the objective of the lesson.

**Relevance:** Care must be taken to ensure that only instructional materials that relate to the topic are used while teaching.

**Cost:** The instructional materials should be within the reach of the teacher or the school. The cost of the instructional materials will determine whether it can be bought and used or not; otherwise the teacher selects only those instructional materials that cost less.

Beside the above criteria, to ensure the best and maximum use of instructional material the following suggestions may be considered.

Workshops and seminars should be organized from time to time for teachers where they would be taught not only how to produce instructional material but also how to use them effectively for the achievement of educational goals.

Resources centers should be established at strategic locations and be well equipped with instructional materials where teachers could loan from. To this end, the resource centers should be brought near teachers, suffice is to say the centers should be developed in all educational institutions.

The availability of reference texts and instructional materials are very vital for high academic performance, while, teachers should make efforts to improvise some of these materials, the educational authority should play their own role by making these materials available in schools.

Government should provide assistance in the area of book publishing so that cheaper and more qualitative useful text books can be produced in English.



Storage is an important factor that influences positive or negative use of instructional materials. Storage facilities should be provided where they could be stored for use at a later date.

Parents should be enlightened on the significance of the study of English for their children in order to benefit fully from the new education system.

## **AUDIO-VISUAL AIDS IN TEACHING ENGLISH**

### **CHALK BOARD / BLACK BOARD**

It is one of the most common visual aids in use. A chalk board is either built into the wall or fixed and framed on the wall and provided with a ledge to keep the chalk sticks and duster.

"A blackboard is an easily available, dependable visual aid. This can improve the handwriting of the students. There are many advantages of blackboard. Some teachers are totally crippled without a blackboard.

### **CHARACTERISTICS OF A GOOD CHALK BOARD :**

- Its surface should be rough enough so that it is capable of holding the writing on the board.
- Its surface should be dull so that it can eliminate glare.
- Its surface should be such that the writing on the board can be easily removed by making use of a cloth or a foam duster.
- Its height should be so adjusted that it is within the easy reach of the teacher and is easily visible to the students.

### **USE OF CHALK BOARD:**

- Write in a clear and legible handwriting the important points on the chalk board but avoid overcrowding of information on the chalk board.
- The size of the words written on black board should be such that they can be seen even by the back-benchers.
- There should be proper arrangement of light in the class room so that the chalk board remains glare free.
- Stand on one side of the chalk board while explaining some points to the students.
- Students may be allowed to express their ideas on chalk board or to make alterations or corrections.

### **IMPORTANCE OF CHALK BOARD:**

- It is a very convenient teaching aid for group teaching.
- It is quite economical and can be used again and again.
- It is one of the most valuable supplementary teaching aid.
- It can be used as a good visual aid for drill and revision.
- It is a convenient aid for giving lesson notes to the students.

### **SMART BOARD / WHITE BOARD**

A SMART Board is a brand of interactive white board. It is a large touch-sensitive whiteboard that uses a sensor for detecting user input (e.g. scrolling interaction) that are equivalent to normal PC input devices, such as mice or keyboards. A projector is used to display a computer's video output onto the whiteboard, which then acts as a huge touch-screen. The SMART Board usually comes with four digital writing utensils that use digital

ink replacing the traditional whiteboard markers. The digital ink works by using an active digitizer that controls the PC input information for writing capabilities such as drawing or handwriting.

Older versions of the SMART Board only worked with one point of contact on the board, so multiple people could not be touching the board at the same time. The newer models are equipped with multi-touch technology, which allow up to four students to collaborate using the board by responding to multiple touches at the same time. This means two students could be solving a math problem at the same time on the board or label a diagram together easily.

A wireless keyboard and mouse can be used with it, so also a write-on tablet which allows interacting with the tablet and having everything appear on the projected screen. Both the wireless mouse and the write-on tablet are great tools because they allow the teacher to circulate the room, which is essential for good classroom management, while still interacting with the screen at the front of the classroom.

Older SMART Boards used clickers, wireless handheld devices that can be connected to it so students can answer quiz questions and Polls.

There are several advantages of bringing in a SMART interactive whiteboard into a classroom setting.

Here are some of the **advantages** of SMART board for English Language Teaching.

**Provides Flexibility:** Interactive whiteboards allow many different forms of media – including photos, illustrations, maps, graphs, games, and video, to be displayed. These tools not only enrich the classroom experience but also help to expand the nature of content that can be used in learning. In addition, SMART Boards makes learning to be more dynamic owing to the different forms of presenting information.

**Enhances teaching/learning experience:** SMART Boards provide new ways for teachers to teach, and students to learn. These tools support a wide variety of learning styles. For instance, visual learners can watch as their tutors use the whiteboards to project visual elements, whereas audio learners can listen and have discussions. On the other hand, the Boards come with touchscreen capabilities that allow tactile learners to touch and interact with the board.

**Interactive and Sharing:** The interactive nature of SMART boards offers learners an opportunity to share and participate in the instructional process. Interactivity provides a platform for students to demonstrate their grasp of the subject through touching, drawing, and writing. Every learner has an opportunity to participate or contribute to the presentation and/or discussion via notebooks and tablets. In addition, the boards provide for rapid assessment whereby learners can receive immediate feedback. Teachers and students are able to identify individual strengths and weaknesses in various subject areas and isolate areas/topics that need more focus or review.

**Low-Maintenance:** SMART Boards are neat and easy to use. There are no hassles in cleaning or maintaining whiteboards. The data on the screen can be modified using a specialized highlighting tool or pen. There is no need for using unhygienic chalk or marker pens.

**Access to Online Information & Tools:** SMART boards allow learners to easily access a rich database of online resources. Teachers can use the wide variety of online information sources such as knowledge databases, online video and news items to reinforce their lessons. Learners can also quickly access the wide range of powerful tools and resources to conduct research and supplement their usual study material.

**Going Green:** Interactive boards are also environmentally friendly. They offer teachers an entirely different way of presenting information to students, which eliminates the need for

writing, printing or photocopying. Which, contribute to eliminate waste and pollution, from over-utilization of paper and ink.

**Technology Integration:** SMART boards allows for integration of various technologies in order to improve the learning experience. For instance, it is possible to attach tools such as microscopes, document cameras, cameras or video cameras to a whiteboard to aid in instruction. It is also possible to integrate the interactive learning tools with a wide range of software applications.

**Communication:** Interactive whiteboards allow for connectivity in different locations; making ideal collaboration and distance learning environments. When using SMART boards, student show to increase student-to-student collaboration and increase overall participation in the lesson.

## **FLANNEL BOARD**

It is basically a story-telling board covered in a flannel or felt material that teachers can use with young learners to tell visual stories with pictures, and a variety of other manipulative that are made from felt cut-outs. Flannel boards can come in a variety of sizes and can be mounted on a wall or be a smaller table-top style with an easel that easily folds up to be put away.

Flannel board sets are soft, colorful felt cutouts of shapes, alphabets (upper and lower case) colors, numbers or story characters and props. Commercial sets can be found for fairy tales, nursery rhymes, popular literature, safety lessons, maps, the seasons, calendars, animals (zoo, jungle, farm, pets, etc.), special holidays, dinosaurs, multi-cultural ideas, Bible characters, games, transportation and many more early childhood themes. They can be purchased, pre-cut or teachers and caregivers on a budget can make their own designs from felt.

Encouraging a child to re-tell a story or a number sequence or identify colors and shapes is a great independent activity as well as a fun. Re-telling reinforces learning and abstract concepts. Young learners will gravitate toward this anyway if the materials are left on the board for their use. They will also make up their own creative stories using the flannel board shapes in a free-play setting. Children enjoy touching and feeling the soft manipulative shapes. Below given are a number of pictures of different kinds of flannel board.

## **CHARACTERISTICS OF FLANNEL BOARD:**

### **1. Flannel or Felt Surface**

The surface is covered in flannel or felt fabric, which has a naturally grippy texture that holds other felt pieces in place through friction alone. This makes it ideal for temporary displays or interactive storytelling.

### **2. Lightweight and Portable**

Flannel boards are often lightweight and easy to carry or hang up, making them convenient for different settings, from classrooms to storytelling sessions.

### **3. Interactive and Engaging**

The board encourages hands-on interaction, as children and presenters can easily add, remove, or rearrange pieces. This is particularly helpful for engaging young children in lessons or storytelling.

### **4. Reusability**

The pieces used on a flannel board can be repositioned and reused indefinitely. This reusability makes it eco-friendly and cost-effective, especially in educational settings.

### **5. Visual and Tactile Learning Aid**

Flannel boards cater to visual and kinesthetic learners by providing a tactile, visual medium to represent stories, math problems, letter and number recognition, and more. The hands-on interaction can help with memory retention and understanding.

### **6. Variety of Shapes and Sizes**

Flannel boards come in a range of sizes, from small personal boards to large ones that can accommodate a group. Some are even mounted on easels, walls, or used as table-top boards.

### **7. Educational Versatility**

These boards can be adapted for various educational activities, including storytelling, vocabulary building, math games, sequencing activities, and more. They're also popular in church groups for illustrating lessons.

### **8. Low-Tech, Quiet, and No Mess**

Since no electronic parts or adhesives are required, flannel boards offer a quiet, mess-free way to engage children without screens or loud materials.

## **USE OF FLANNEL BOARD**

- Flannel boards are excellent for activities involving sequencing, like arranging story events in order. This strengthens comprehension and memory, as children are asked to recall and arrange the story's key points.
- They also encourage retelling, allowing children to use their words to narrate a story by arranging the characters and scenes on the board, supporting language and cognitive development.
- Teachers use flannel boards to introduce and reinforce colors, shapes, and their attributes. For example, they can place different colored or shaped felt pieces on the board and ask children to identify or match them.
- Flannel boards are often used to illustrate stories with felt characters and props, making stories more engaging and memorable for children. Teachers can use felt cutouts to represent characters, objects, and scenes, helping children visualize and follow along with the story.
- They also help develop language skills by encouraging children to describe or narrate scenes using the felt pieces, promoting vocabulary and sentence structure development.

### **There are some benefits uses the flannel board:**

- The Flannel board is simple and light to carry
- Imaginative use the flannel board can bring into the often dull, passive environment of the classroom and enormous range of language practice.
- The Flannel board can be used to present or practice almost any structure in syllabus or any of the language skills.
- Probably the greatest advantage of the flannel board is that it is a dynamic medium. Its usefulness as a teaching device lies in the fact that it provides a way of presenting mobile situations. Changes can be shown by adding or taking away or transferring figurines or flashcards.
- Contrary to the belief of many teachers, the Flannel board is not just primary school to medium. It can be used to teach student of all ages and of all level of languages.
- They can be used over and over again for a wide variety of activities.
- You can easily switch the pieces from activity to activity.
- A great way to get students attention.
- The flannel pieces are easy to adhere.

- A tool to help keep children focused on what is being taught.

## **BULLETIN BOARD**

A bulletin board is a display surface, typically mounted on a wall, where notices, announcements, visual aids, and other important information are posted for easy access. Traditionally, it is made from cork, fabric, or foam, allowing for papers and decorations to be pinned or tacked. Bulletin boards are widely used in schools, offices, community centers, and other public spaces to communicate information effectively and visually.

### **Common Uses of Bulletin Boards**

#### **1. Displaying Announcements and News**

In workplaces, schools, and community centers, bulletin boards are used to share important updates, such as events, deadlines, schedules, and policy changes. They serve as central hubs for information, ensuring everyone can stay informed.

#### **2. Educational and Instructional Displays**

Teachers often use bulletin boards in classrooms to showcase educational content, like math formulas, vocabulary words, historical timelines, or scientific processes. This helps reinforce learning in a visual, accessible way.

#### **3. Motivational and Inspirational Messages**

In schools, workplaces, or gyms, bulletin boards often feature motivational quotes or inspirational stories to boost morale, encourage positive behaviors, and create a supportive environment.

#### **4. Seasonal or Thematic Decor**

Many organizations decorate bulletin boards seasonally or according to current themes, such as holidays, school spirit, or awareness months. This adds visual interest and helps build a welcoming atmosphere.

#### **5. Showcasing Student or Employee Achievements**

In schools, bulletin boards are commonly used to display students' work or recognize achievements, like "Student of the Month" or sports victories. Similarly, workplaces might highlight employees' achievements, birthdays, or work anniversaries, boosting morale and encouraging participation.

#### **6. Interactive Displays and Learning Centers**

Teachers sometimes use bulletin boards as interactive learning centers, where students can add their responses or participate in activities like matching games, quizzes, or story-building exercises. This interactivity fosters engagement and a hands-on learning experience.

#### **7. Promoting Community Events and Opportunities**

Community centers or public spaces often have bulletin boards for local events, job openings, volunteer opportunities, and other announcements. This helps keep the community informed and connected.

#### **8. Safety and Health Information**

Bulletin boards are commonly used to display health and safety information, such as emergency procedures, first-aid steps, and hygiene tips. This is especially common in workplaces, medical facilities, and schools.

#### **9. Guidelines, Policies, and Rules**

Bulletin boards can display rules, guidelines, or policies in places like offices, dorms, or recreational facilities to ensure everyone understands and adheres to community or organizational standards.

#### **10. Feedback or Suggestion Boards**

Some bulletin boards are set up for people to leave feedback, questions, or suggestions, fostering communication and involvement in settings like schools, businesses, and community centers.

### **READING CARDS / FLASH CARDS**

Reading cards are otherwise known as flash cards. Flashcards are small cards with a picture or symbol on them used both in teaching and in development work. In the classroom, flashcards are commonly used to teach reading. A picture, for example, of an elephant may be drawn or stuck on a card and the word 'elephant' written underneath it or on a different card. The students are encouraged to associate the pictures and the words through various 'look and say' activities and games, for example, Kim's game, Pairs, and so on.

Cards containing letters, words, phrases, sentences etc., are a very useful and inexpensive aid in teaching English. The letters in the cards should be sufficiently large so that when the teachers put up a card the pupils on the last benches can read it without difficulty. Whenever necessary, the cards can be stuck to a cork board (a board with a layer of worksheet on the top) or to the wall by one of the techniques suggested for putting up cut-outs. These flash cards are usually flashed on flannel boards just for a moment and taken off. They help the students promptly and quickly recognize the words and read the sentences.

In teaching and development work, flashcards may have pictures, symbols drawn or painted on them. They are particularly useful for stimulating discussion in small groups, as well as for sharing information and reminding people of a recommended process with posters, research the local situation and pre-test them.

To use flashcards in a classroom situation, such as learning to read, show the picture and the word together. Ask students to look at the picture and say the word. Then they look at the word and say it again. After presenting a number of words with pictures that the students already know, ask for volunteers to come out and match pictures and words. When the students have learnt to read the words, you can divide them into teams and play reading games using the flashcards.

Below here given an example of a reading card.

**Animal Cards :** Lucy, in her blog *Bakei my smile*, refers to 'Animal Cards' to teach first grade kids about different reading strategies. She cards were called—Chunky Monkey, Stretchy Snake, Eagle Eye, Flip Flop Foggy, Lips the Fish, Turtle Talk and so on.

Each brightly coloured picture card signified some activity like—

Chunky Monkey—breaks the word into smaller chunks.

Stretchy Snake—Identify the Sounds in the Words.

Eagle Eye—Look at the words and pictures carefully.

Hip Hop Foggy—Try using short and long vowel sounds to see which one sounds right.

Lips the Fish— Make the initial Sound with the lips.

By holding up each card, the learners were basically shown some writer instructions which they read and were urged to perform accordingly.

### **POSTERS AND FLIP CHARTS**

Posters and flip charts are two popular presentation and educational tools that serve different purposes but are both highly effective in displaying information visually. Here's a look at each, along with their typical uses and benefits:

Both posters and flip charts are valuable tools for visual communication, with posters offering high-impact static displays and flip charts providing a dynamic, interactive platform for real-time engagement. Together, they can be powerful aids in enhancing presentations, teaching, and information-sharing across various environments.

## **Posters**

### **Definition:**

A poster is a printed or hand-crafted visual display, usually larger than standard paper size, that contains images, text, and/or graphics to communicate a specific message or theme.

### **Characteristics:**

- Typically colorful, eye-catching, and designed for maximum visual impact.
- Used for both informational and decorative purposes.
- Often printed on durable material to withstand extended display periods.

### **Common Uses of Posters:**

**Advertising and Promotion:** Posters are widely used to advertise products, services, events, or campaigns. This includes movie posters, concert posters, product launches, and public service announcements.

**Educational Displays:** In schools and workplaces, posters are often used to display key information on a topic, like historical timelines, grammar rules, scientific facts, or inspirational messages.

**Awareness Campaigns:** Posters can convey important messages for health, safety, and environmental campaigns, such as reminders to wash hands, recycle, or conserve energy.

**Classroom Visual Aids:** Teachers use posters to reinforce learning in subjects like math, reading, science, and social studies by creating visual cues and reminders.

### **Benefits of Posters:**

- **High Visual Impact:** Posters are often large and visually appealing, making them easy to notice and effective in conveying messages at a glance.
- **Reusability:** Posters can be displayed long-term and moved to various locations as needed.
- **Cost-Effective:** Printing posters is usually inexpensive, making them a practical solution for repeated or widespread messaging.

## **FLIP CHARTS**

### **Definition:**

A flip chart is a large pad of paper mounted on an easel that can be written on during presentations or meetings. Each page can be flipped over the top as you move through different sections of the presentation or discussion.

### **Characteristics:**

- Each sheet is typically blank or lined and is often large enough to be seen by a group.
- Allows for sequential presentation by flipping through pages one at a time.
- Lightweight and portable, making it easy to bring into different presentation settings.

### **Common Uses of Flip Charts:**

- **Business Meetings and Presentations:** Flip charts are commonly used to brainstorm ideas, create lists, and illustrate points in meetings. They allow for real-time input, helping to engage participants actively.

- **Teaching and Training Sessions:** Flip charts are often used in classrooms and training workshops to explain concepts, summarize points, and engage participants by writing down responses or key takeaways.
- **Group Discussions and Brainstorming:** During brainstorming sessions, flip charts can help capture everyone's ideas in one place. The sheets can be saved and referenced later, preserving the group's contributions.
- **Workshops and Interactive Sessions:** Trainers and facilitators often use flip charts to encourage audience participation by having them add their ideas or answers, making learning more interactive and collaborative.

### **Benefits of Flip Charts:**

- **Interactive:** Flip charts encourage engagement and participation, as they allow presenters to write down responses in real time.
- **Flexible and Portable:** They can be used anywhere without the need for technology, making them ideal for locations with limited resources.
- **Sequential Organization:** Flip charts allow presenters to move through ideas in an organized sequence, helping with flow and structure in a presentation.
- **Reusable:** Pages can be torn off and saved, allowing for reference later or sharing with participants.

### **CHARTS**

A chart is a combination of pictorial, graphic, numerical or vertical material which presents a clear visual summary. Edgar Dale defines charts as, "a visual symbol summarizing or comparing or contrasting or performing other helpful services in explaining subject-matter". The main function of the chart is always to show relationships such as comparisons, contrasts, presenting abstract ideas. A chart can be prepared to present the new words and structures which are to be listed out in one head. Small pictures may also be fixed against each linguistic item. A teacher can present a poem by writing on it and make practice of reciting the poem with proper rhythm. Charts are also useful to teach pronunciation and spelling of English words and structures.

#### **The criteria of a good chart:**

- **Size:** large enough to be seen by all the pupils in the class.
- **Clarity:** clear and relevant things.
- **Suitability:** suitable for providing the necessary language practice. It contains necessary structures and vocabulary items.

### **IMPORTANCE OF CHARTS:**

- Motivates the students.
- Shows continuity in the process.
- Shows relationships by means of facts, figures and statistics.
- Presents matter symbolically.
- Presents abstract ideas in visual form.



- Summarizes information.
- Shows the development of structures.
- Creates problems and stimulates thinking.
- Encourages utilization of other media of communication.

## **Pictures**

Pictures are great for presenting many nouns, adjectives and simple sentence patterns. If we are using a textbook in class, make use of the pictures in it; they are sometimes very simple and effective. With younger students, solicit words by asking “What do you see?” Be sure to call on many students and meet all of their suggestions with positive feedback. With older students, we can have them predict what a chapter will be about based on the pictures from the opening page. But what if our textbook doesn’t have any good pictures? ‘Or’ if we’re not using a textbook?

In those cases, try using realia, such as pictures from newspapers or magazines. Flash cards or picture dictionaries also work well for teaching nouns, adjectives and verbs across a wide range of themes.

### **Here are a few ideas of how to incorporate pictures into our teaching:**

**Use personal pictures :** Whenever possible, use pictures of yourself or photos around town/school (that students would recognize) in Power Points or games. This will make it much more interesting and memorable for the students, so words will stick that much easier.

**Include celebrities for interest:** Likewise, if we use pictures of a well-known celebrity (whether local or global) in activities, presentations or games, students will perk up and we’ll have captured their attention more than before.

**Draw stick figures:** When all else fails, or we need a quick solution, use the simple drawing or stick figure. Stick figures take only a second to draw, can be used to teach just about anything, and are guaranteed to get a chuckle.

## **PHOTOS**

Photos are powerful visual tools used to capture moments, tell stories, convey emotions, and share information across many contexts. They serve different purposes depending on the setting and intention behind them. Here are some common types of photos and their uses:

### **Benefits of Photos**

- **Memory Preservation:** Photos help capture moments that can be revisited and cherished for years.
- **Storytelling and Emotion:** A well-composed photo can evoke emotions, tell a story, or communicate a message without words.
- **Educational Tool:** Photos are valuable for learning, allowing viewers to explore different places, concepts, and ideas visually.
- **Marketing and Advertising:** Photos are crucial for creating visually appealing ads that attract customers and showcase products effectively.
- **Cultural Exchange:** Photos help bridge cultural gaps, allowing people to see and understand other lifestyles and traditions.

## **PUPPETS**

**Puppets** are objects designed to represent characters, animals, or objects and are animated or manipulated by a performer, known as a puppeteer. They have been used for centuries in entertainment, education, and storytelling across cultures. Puppets are highly versatile and come in various types, each with unique manipulation techniques and styles.

Puppets are an enduring, versatile art form that has spanned cultures and centuries, from simple hand puppets to complex marionettes. They continue to play a significant role in entertainment, education, and storytelling, adding a unique touch to performances and learning experiences across the globe.

### **Benefits of Using Puppets**

- **Enhanced Engagement:** Puppets capture attention, making them excellent for entertaining and engaging audiences of all ages.
- **Expressiveness and Emotion:** Puppets can express emotions in exaggerated ways, making it easy for viewers to understand feelings or concepts being conveyed.
- **Creativity and Imagination:** Puppetry encourages creativity for both the puppeteer and audience, offering endless possibilities for storytelling.
- **Approachability:** Puppets can make difficult topics easier to discuss, particularly with children, as they often feel comfortable talking through or with a puppet.
- **Interactive and Hands-On Learning:** Puppets make learning interactive and hands-on, helping with memory retention and active participation.

### **POSTCARDS AND ADVERTISEMENTS**

Postcards and advertisements can serve educational, motivational, and practical purposes, tailored to inspire, inform, or recruit students in the teaching field. Both postcards and advertisements for students should keep a warm, encouraging tone, reflecting the supportive and impactful nature of teaching as a career. Here are some ideas for both:

#### **Postcards:**

- **Purpose:** Inspire and motivate future educators, celebrate teaching milestones, share helpful resources or reminders about upcoming events.
- **Design Ideas:**
  - **Inspirational Quotes:** Include famous quotes about teaching, learning, or education, with an eye-catching background (e.g., a classroom, stack of books, or children learning).
  - **Educational Milestones:** Celebrate achievements like "First Day of Teaching Practicum" or "End of Semester," creating a keepsake for students.
  - **Resource Highlights:** Feature teaching resources, study tips, or classroom management techniques with a short note on the back.
  - **Event Reminders:** Postcards can serve as reminders for career fairs, guest lectures, or teaching workshops.
  - **Visual Style:** Use bright colors and illustrations or images that resonate with student-teacher life (chalkboards, classrooms, notebooks, etc.).

#### **Advertisements:**

- **Purpose:** Advertise courses, workshops, educational tools, or career opportunities tailored to motivate the students.
- **Design Ideas:**
  - **Professional Development Workshops:** Ads could promote skill-building events like classroom management, technology integration, or special education methods.
  - **Educational Supplies or Software:** Featuring discounts on teaching materials, assessment tools, or educational software like interactive learning platforms.

- **Career Fairs and Job Placements:** Highlight opportunities for student-teaching positions, internships, or networking events for aspiring teachers.
- **Continuing Education Programs:** Ads for certifications, master's programs, or specialized teaching credentials.
- **Visual Style:** Use professional but approachable designs, with a mix of visuals relevant to teaching, such as students, classrooms, or digital teaching tools. The tone should be motivating, emphasizing growth and opportunity.

## **BROCHURES**

Brochures are effective tools for delivering detailed information in a visually appealing and organized way. For the students, brochures can cover a range of topics, from career paths in education to study resources and professional development opportunities. Here's a breakdown of how to create engaging brochures tailored for students:

- **Purpose:** Provide an overview of the B.Ed program, including courses, specializations, requirements, and career prospects. Provide useful resources and tips for classroom teaching and lesson planning.
- **Content Ideas:**
  - **Program Highlights:** List courses, internships, and experiential learning opportunities.
  - **Career Paths:** Detail possible teaching careers (elementary, high school, special education) and required certifications.
  - **Success Stories:** Feature recent graduates and their success in the teaching field.
  - **Admissions Info:** Explain entry requirements, application deadlines, and contact information.

Use university colors and logos for a professional look. Include images of classrooms, campus life, and students engaging in educational activities.

Brochures like these can serve as valuable resources for students, helping them navigate their educational journey and prepare for teaching careers.

## **REALIA**

Realia refers to real-life objects and materials used in educational settings to support and enhance learning. It is especially useful for making abstract concepts more concrete, particularly in subjects like language learning, science, and social studies. For the students, understanding how to use realia can be instrumental in their future classrooms to engage students and make lessons more interactive and memorable.

### ***1. Language Learning***

- **Objects:** Use everyday items (e.g., fruits, vegetables, clothing items, utensils) to teach vocabulary.
- **Currency and Menus:** Teaching numbers and currency with real or replica money, or using restaurant menus to practice ordering in another language.
- **Maps and Tickets:** Incorporate maps, bus tickets, or travel brochures to create real-life scenarios for students to practice situational language (e.g., asking for directions, buying a ticket).

### **Use of Realia in Classrooms**

- **Engagement:** Realia makes lessons more interactive and hands-on, which can enhance engagement and retention, especially for younger students.
- **Differentiated Learning:** Visual and tactile learners often benefit from using realia, as it provides an alternative to text-based or lecture-based learning.

- **Cultural Relevance:** Realia from students' own cultures can make lessons more inclusive and relatable, fostering a more diverse and welcoming classroom.
- **Assessment:** Using real-life scenarios with realia can be a more natural way to assess understanding, as students can demonstrate skills through practical applications.

For the students, learning to incorporate realia effectively is a skill that can make their teaching more dynamic, inclusive, and impactful, helping students to connect with lessons in a tangible and meaningful way.

## **MODELS**

Models are concrete representations of objects. Models are mostly three dimensional and can clearly exhibit the structure or functions of the original. A model should have the essential qualities of accuracy, simplicity, utility, solidity and ingenuity.

Models are even more interesting to watch. There are two types of models- working and non-working models. Working models are activated through batteries, electricity and robes. Teacher can teach synonyms or antonyms using working models. The non-working models could be anything like a building, a statue or railway station that is relevant to the lessons being taught. To great extent it induces pupils' curiosity.

## **OVERHEAD PROJECTOR**

From the name of the equipment itself, it would be evident that in overhead transparency projector, the projected image is obtained behind and over the head of the instructor. The OHP reflects images coming from a powerful light that shines through a transparency on a screen by means of tilted, highly polished mirror and lens assembly. The image is bright enough to be seen even in a lighted room. The projector area ranges from 3"x3" to 10"x10". Normally overhead projectors are compared to a projection lamp, to act as a source of light, condensing lenses to concentrate all the light into usable beam, a polished mirror and lens assembly and a blower for cooling the system.

Using the overhead projector, transparent materials are projected so that a group can see. It is simple to operate, and it is a versatile media for teachers to use. A teacher can maintain eye-to-eye contact with students while projecting transparencies in a lighted room.

**The following are some of the advantages of overhead projectors.**

- A large image in a minimum projection distance is obtainable
- Permits the instructor to face the class as he writes or indicates points of importance on the transparency
- Projected images obtained could be seen even in a lighted room
- Simple and convenient to operate the equipment
- Low cost, home-made materials could be used in minimum time.

## **RADIO**

Radio is one of the earliest modes of communication. It is also useful in teaching language. Various topics related to language are broadcasted. One gets opportunity to listen to expert teachers in various subjects. It encourages carrying on follow up discussion, projects or other creative activities. Hence it supplements and enriches class- room instruction.

Radio not only serves instructional purposes but also act as a source of entertainment. The programmes based on English language may be made available in a classroom through it.

It is not only useful for students but also for the new teachers.

### **Importance of Radio :**

- It is the cheapest way of getting information about language.
- It serves a wider network of people.
- It is helpful in teaching pronunciation in English.
- It gives instruction as well as entertainment.
- Students can make the habit of learning English language, with its help.

### **TELEVISION**

Television is the most developed recent media in language learning. It not only acts as the audio but also visual aid. Students can listen as well as visualize the learning material. They get interest in the topic as they visualize it. By visualizing the various programmes based on learning a language, the students can get perfect idea like producing a letter or a word, doing language work, reciting poems etc.

Various lessons and demonstrations duly illustrated by slides, models, specimens etc. can be observed. Many important talks, scene and sights can be seen through it. The students can also use it for watching commentaries of cricket, hockey, football etc. Even the daily news telecasted in it serves the major source of learning speech habit in English. It removes the sense of fatigue and boredom in the mind of students and serves the best for developing good speaking skills.

### **Audio -Tapes**

A tape is a memory device consisting of a long thin plastic strip used to record sounds. The tape recorder is an electrical device used for recording sounds on tape and for playing back the recorded material.

Audio-tape is often used for teaching English language in the classroom. Listening to tapes provides students with information not only about vocabulary and grammar, but also about pronunciation, intonation, rhythm, stress and pitch. Listening to tapes is a method of bringing different kinds of speaking into the classroom. The teacher can play varied types of tape to the students. Examples of them are conversations, advertisements, news broadcasts and interviews.

Besides, listening to tapes exposes students to spoken English of different varieties and accents rather than just the teacher's. Students need to be exposed not only to one variety of English (British English, for example) but also to other varieties (American English, Australian English etc) in today's world.

This is to equip students with the skills to communicate with people from other countries. Learning to speak a language requires imitation. The teacher can play tapes containing suitable materials and ask students to role play the same situation. Students will produce the language by imitating the speaking in the tapes. The teacher can record the speech of students in English language lessons.

The teacher may then play back the recording and correct poor speech habits. The speech quality can be revealed efficiently by the playback. Many students recognise their own speech deficiencies by listening to the playback.

### **Video-Tapes**

It is a scientific fact that “Visual education is eight (8) times more powerful than textual education”.

One can remember for a longer period of time what we learn from a visual medium than text.

In this era of digitization, everything is going online and so the children will get an opportunity to learn from videos at an early age.

Visual education creates images of the subjects taught to them and it attracts the children and is easy for them to remember.

Topics converted into videos give time freedom and place freedom to the learners.

## **PODCASTS**

Podcasts can be a valuable educational resource for B.Ed students, offering insights, strategies, and inspiration from experienced educators, researchers, and thought leaders in education. They allow students to learn on the go, stay up-to-date with teaching trends, and explore diverse perspectives on educational topics. Here’s a breakdown of how podcasts can benefit B.Ed students and some recommended podcast topics:

### **Benefits of Podcasts**

1. **Accessibility and Flexibility:** Podcasts are accessible from anywhere, making it easy for students to learn during commutes, workouts, or free time.
2. **Expert Perspectives:** Students can listen to experienced teachers, researchers, and education experts share best practices, research findings, and classroom strategies.
3. **Continuing Education:** Podcasts help future teachers stay current on educational trends, teaching techniques, and policy changes in education.
4. **Classroom Inspiration:** Podcasts often cover real-world classroom scenarios, offering B.Ed students new ideas for managing classrooms, engaging students, and integrating technology.
5. **Professional Development:** Many podcasts focus on personal and professional growth, with episodes on topics like self-care, time management, and preventing burnout in teaching.

## **COMPUTER MULTIMEDIA:**

Multimedia is a combination of computer hardware and software that allows a person to integrate video, animation, audio, graphics and text resources to develop effective presentations on an affordable desktop computer. Using multimedia, our teachers do not want to solve simple teaching problems relating to the grammar, or vocabulary, or spelling, but they want the real language and the real language atmosphere. Multimedia is an auxiliary/ supplementary one, and not the only method for whole teaching. The multimedia can provide the students with certain scenes or situations for understanding the cultural backgrounds necessary for students.

Internet for teaching English:

The internet or World Wide Web is a computer system that allows millions of computer users around the world to exchange information. The internet is very useful for teaching English. On the internet, the language teachers can find resources to help students improve their four skills of English language. There are many language materials on the internet and students can use them to study English. The resources available on the internet may be in the form of articles or activities. Teachers and students can use these resources to motivate students and reinforce language skills. Students can gain a better understanding of writing and grammar and they can build up their confidence and expand their language skills.

## **Timelines**

One thing that pictures aren't very helpful for is introducing grammatical structures, particularly anything beyond the present simple or present continuous. For this, we have timelines.

Timelines are a great way to illustrate tenses and time expressions. For instance, suppose we are trying to teach the difference between "by" and "until." We could draw simple timelines to illustrate the following sentences:

Rama has to finish her thesis by March 12. Rama will work on her thesis until 10:00 tonight.

We can maximize our Student Talking Time by presenting timelines interactively and leading our students to the answer. For instance, if we're using timelines for the above sentences, we should ask questions like, "What is Rama working on now?," "When is the deadline?," "When will she stop working on it tonight?," etc.

## **Charts and Graphs**

These work beautifully for introducing and practicing a variety of structures. For example, we could use a pie chart or bar graph to illustrate comparatives and superlatives, such as:

ABC has a larger market share than XYZ.

LMN has the largest market share in the industry.

Because line graphs indicate change, they also work like a charm for verbs of change, like "increase," "decrease," "dip" and so on.\

When we are working on vocabulary building in class, use a chart. We can use charts to teach word families. We can have columns for "noun," "verb," "adjective" and "adverb." So let's say the word "tired" comes up in class. We can expand on it by eliciting "tiredness," "tire" and "tiredly." We can ask students to get the words in the chart and refer back to it through the lesson.

## **Newspaper in Teaching English (NITE)**

Newspaper can play an important role in the classroom. The students are motivated to develop the reading skill. So, the teacher must judiciously (wisely) use the newspaper activities, very carefully. There are four key ways teachers can use newspaper materials successfully.

- Pre-activity preparation
- Material selection
- Task designing
- Projects

Pre-Activity Preparation:

- It involves familiarizing the materials with the students.
- It prepares students for any difficult language.

Selection of Materials:

- Newspaper materials strengthen the skills of the students
- Reading skill with comprehension.
- Creative writing.
- Improve knowledge of structure.
- Reinforcing grammatical items.

Reading a newspaper may be a boring task. But selecting small items like headlines, news columns, pictures in the newspaper, advertisements, business column, sports columns can

be successfully used by a resourceful teacher. Selecting easy and small items in the paper would help the learners in developing skills.

## **LANGUAGE LABORATORY**

Language laboratory is an audio-visual mechanism used in modern teaching methods to learn the target language, which here is English. It provides an extensive platform to the learners to learn the target language. English being a foreign language demands better practice and exposure. Language laboratory provides that opportunity to the learners.

Basically, language laboratory is a room having equipment and infrastructures of linguistic nature in order to promote language proficiency of the learners. There are different kinds of language laboratories. Let's deal all these in nutshell.

**Conventional Laboratory:** this is the most traditional type laboratory among all. The laboratory has a few audio cassettes and a tape-recorder of the target language. This laboratory is useful for teaching pronunciation to the students.

**Lingua Phone Laboratory:** This is an improvised version of the conventional laboratory where the learners are provided with a headset to listen to audio cassettes being played.

### **Web Assisted Language Laboratory:**

It uses computer with an internet connection to teach language. The language course materials are easily available on computer and are collected on the demand of the learners.

**Multi-Media Hi-tech Language Laboratory:** this laboratory uses softwares available in the market for language learning. The lab has all kinds of equipment necessary for language teaching.

### **Advantages of Language Laboratory:**

- The lab provides a controlled atmosphere where it is easy to monitor the student and their practice of language.
- The students can evaluate their own performance and can have self-feedback.
- The lab also adds on understanding of the subject matter as it makes use of different media simultaneously.
- It helps language students improve the aural-oral skills.
- Teachers developed new techniques and activities that use the help of the lab to overcome the various difficulties that learners encounter.
- The ability to record the material that is used during the lab sessions gave the teachers the advantage seizing all its capability for the development of the learning process.
- Students were able to actively participate as much as possible repeating utterances aloud instead of waiting for their turn.
- An accurate model and immediate correction of mistakes were key components for the learners to enhance their learning experience.
- Each student is provided with carefully graded and sequenced learning practice, and a way of verifying how he is progressing.
- It gave each student the opportunity to hear native speech clearly and distinctly.
- The students may hear this authentic native speech as frequently as he and his teacher desire.
- The taped lesson provides an unchanging and unwearied model of native speech for the student to imitate.
- In the Audio- language laboratory the student may listen to a great variety of foreign



voices, both male and female.

- Each student may hear and use the foreign language throughout the laboratory session, instead of wasting time waiting for his turn in a large group, as he does in the usual classroom situation.
- The laboratory frees the teacher from certain problems of class directions and classroom management, enabling him to concentrate on the problems of individual students.

### **Disadvantages of Language Laboratory:**

- The language laboratory should not be used with certain methods because it would cause “so much time wasted.
- It requires “teachers to study carefully and critically the available materials to see that they are based on sound grammatical and pedagogical principles and are interesting to the students” which is time consuming.
- Teachers do not pay attention to the type of material he or she is going to bring to the language lab session.
- Teachers felt somehow released from implementing innovative and creative material for the lab session. Robert Lado (1964, p. 173) describes this misconception as “the lab-as-the-center attitude” in which language teachers consider the material brought to the lab session as the center of the teaching process.
- A large number of “students quickly got tired of the novelty, began to resent being forced to sit there wearing those uncomfortable earphones, and started taking the booths apart”.
- Comparing your own efforts with those of a native model on the tape demanded skills that most school children did not have, though it was a valuable facility for more sophisticated adult students.

### **LANGUAGE GAMES**

Psychologists believe that learning should be a pleasurable and rewarding experience. Children tend to learn more when they are tension-free. They can and do learn a lot of things through games. Language games have both fun and excitement for the learners with an additive pedagogical purpose. It must be noted that language games would fail in their purpose if they are not planned in advance and used methodically and carefully. According to Peter Hubbard et.al, “Games are often wrongly regarded as an end-of-term activity or something to fill in the last five minutes of a lesson. In fact, they can be used at all stages of practice from controlled to free”. Language games can be of four kinds: Listening games, speaking games, reading games and Writing games.

The idea of play-way method of teaching English was proposed in the late 19th century as it was brought that interesting games, if included in the teaching activity, could increase the motivation of the learners; learning will take place in an atmosphere of freedom and enjoyment. This idea has been incorporated in all the late methods of teaching English in the form of language games. Language games can introduce a healthy competition among the learners in English classes. They are useful for improving the learner’s knowledge of vocabulary, grammar, and his language skill.

Young learners learn better and faster if learning involves fun and excitement. Language game is such a technique that makes the learning attractive and lively. Generally a language game is introduced as a preliminary activity to communicative teaching lesson.

It can also be used for vocabulary and grammar teaching. The effectiveness of games depend on various issues such as class size, division of students into groups, nature of the game, attitude of the learner towards the game etc. Games ignite thinking ability of the learners and bring maximum involvement of learners. Here are some guidelines for making the games attractive–

- The class should be divided into several groups of equal size;
- Students of various capabilities are to be there in a group;
- Games are to be presented in the form of a puzzle or problem;
- Newer games are to be attempted always. Repetition brings monotony.

### **Types of Language Games**

**Jumbled Words:** Through this type of game the students are able to develop the skill of construction of a sentence and also sequence of words in.

**Expanding the text:** This type of expanding the text game is used to develop the skill of formation of sentences, to improve their grammatical knowledge and to improve the skill of concept and creativity.

**Reading Aloud:** This type of game is used to develop the skill of listening ability and also the questioning ability.

**Word Card:** Word card game is used for construction of sentences and to develop creative thing coherence and continuity of writing skills.

**Three Picture Story:** It helps to develop the skill like creativity in speech, imagination, pronunciation and sentence formation.

### **ROLE OF LANGUAGE GAMES IN LANGUAGE TEACHING**

A language is learnt by using it and this means by using it in situations and communicatively. Disembodied sounds, words, phrases and sentences, however wrapped about with rules, do not carry language remove such elements and look at them closely, much as them to the intermingling streams of discourse. The situations which bring a foreign language to life in the classroom are provided by gestures, by handling and touching things, by incidents and activities, by pictures, by dramatization, by interesting stories spoken or in print and not least by certain contests and games. In these the language is linked with action and is no longer a disembodied thing. Games therefore should not be regarded as a marginal activity, filling in odd moments when the teacher and class have nothing better to do. Language learning itself is complex and many sided as a matter of four communicative skills. One more introductory point is that the game brings teachers and learners into a more agreeable and more intimate relationship, and that too helps to ease and process of learning and teaching.

Language games, if organized well with care and interest, help the learners, especially the young ones acquire a lot of language, because while playing a game learners have opportunities to learn without stress and anxiety, which is good for learning. The teacher uses a lot of language without conscious attention on it and this language is useful for acquisition. These serve as a valuable input for language acquisition in a tension-free situation.

## **Worksheets**

Worksheet commonly refers to a sheet of paper with questions for students and places to record answers.

A worksheet lists questions or activities for students to work through. Pre-prepared worksheets can be used successfully with groups with differing abilities or language skills because each person can work at their own pace.

Worksheets can be used for homework or a revision programme, or they can include further details to be studied for the next lesson. Worksheets provide flexibility in the classroom as well as in the workshop, because they can be used individually, in pairs, or in small groups to facilitate teamwork skills. Through worksheets children learn in different ways by engaging themselves in various activities like colouring, drawing, solving exercises and puzzles. Below given the example of a worksheet where a learner has to complete the information about himself/herself.

## **Handouts**

Reading handouts give students activities to complete or questions to answer whilst reading. The handout contains key points which will be the same for all students. It spares student tedious note-making and thereby help them in the greater concentration on the lecture. But the information it provides is partial and relies on the students completing the information either from the lecture itself, or from further reading thus removing the passive element in a situation where all the information is provided.

## **MOBILES**

Mobiles to learn English:

Mobile learning (or M-learning) is the ability to learn anytime, anywhere using a portable electronic device. Learning English with the assistance of mobiles is known as 'mobile learning of English'. There are hundreds of mobile apps available for English language students. Mobile devices and apps are changing the very way people learn English. Mobile devices help students study 'on the go'. They enable them to incorporate self-study into their busy lives, accelerating their progress and guaranteeing better results.

Mobile phones have become valuable tools in education, and they offer unique learning opportunities for B.Ed students preparing for modern classrooms. While mobile phones are often viewed as distractions, they can also be leveraged as effective educational tools to enhance teaching, engage students, and access resources.

### **Benefits of Mobile Phones for Students and Teachers**

1. **Easy Access to Resources:** Mobile devices allow students to access a wide range of educational resources, including e-books, research articles, educational apps, and podcasts.
2. **Communication and Collaboration:** Apps like Google Classroom, Microsoft Teams, and WhatsApp enable collaboration among classmates and facilitate communication with professors and mentors.
3. **Classroom Management:** Mobile tools can help with planning, organizing, and tracking assignments, attendance, and other classroom activities.
4. **Ed-Tech and Teaching Practice:** B.Ed students can familiarize themselves with popular educational apps and tools (such as Kahoot, Quizlet, and Socrative) that they can later incorporate into their classrooms.
5. **Self-Directed Learning:** Mobile learning supports continuous education, as students can take online courses, watch educational videos, and read relevant articles anytime and anywhere.

Mobile phones, when used thoughtfully, can greatly enrich the learning experience for the students and prepare them to leverage technology effectively in their future classrooms. The key lies in balancing mobile use with traditional teaching methods and fostering digital literacy among students.

## **POWER POINT PRESENTATION**

Power point involves combinations of visual and/auditory materials. It is a learning resource package, which can be effective when several media are used concurrently for specific instructional purposes.

Power point is a multi-media approach of education where there is the use of many medium simultaneously. Using multimedia or multi-image, a large amount of information can be passed across to students, and high interest can be created in students. Furthermore, different media can be tailored towards different objectives outlined for the lesson.

Power Point has become very popular in teaching because it's easy to learn and widely available. It provides the ability to equip a teacher's presentations with different types of media - including images, sounds, animations, and much more. This enhances the students' abilities to retain what they're being taught, especially those who are visual learners. Teachers can focus on the class and interacting with the students instead of writing on a board, because the text and the entire presentation are already there in the form of a Power Point file.

PowerPoint helps structure the content and processing of a lesson or lecture. Aiding note-taking (and thus facilitating study) is another purported advantage of using PowerPoint. Students like the lecture outline and graphs on the screen, and it has a positive influence on students. Power Point enhances instruction and motivates students to learn.

PowerPoint encourages and supports teaching learning process by facilitating the material presentation. The template provided is designed to default to good presentation criteria such as the number of lines of information in each slide and appropriate font sizes. The use of the default templates can improve the clarity and the arrangement of a presentation. It helps the teacher avoid the common use of excessive text often found on OHV (Over Head Projector).

PowerPoint is able to perform a variety of manipulations, such as editing text before printing it out, and the teacher can add new slides for adding new materials.

PowerPoint is also fun to be applied and fun to watch. It is not hard to learn in one hour. It allows the users to reflect on a lesson and correct any changes, and they can create the perfect lessons and are being able to print them out.

Using Power Point improve the students' learning motivation, increasing authentic materials for study, encouraging interaction between the teacher and the students. Many concepts of grammar and other linguistic items can be best taught through power point presentation.

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# UNIT – 4

## LESSON PLAN FORMAT- PROSE

### LESSON PLANNING

Lesson plan is a systematic planning through which a teacher can achieve his objectives. It involves all those variables of teaching- learning process which include nature of pupils, educational experiences, ability of teachers and the supervision. In the teaching profession planning is connected with lessons. Planning of a lesson is an important equipment of a teacher in a school because a lesson is not giving of instructions or doing out of facts. It becomes an occasion for learning, thinking understanding as well as judging. Lesson planning constitutes essential learning experiences for all teachers in training because pre-planning is essential for quality teaching.

Planning of a lesson is necessarily an essential aspect of the educational process as it enables the teacher to arrange the content in a logical systematic organized and in effective form. It helps the teacher to decide the method, to provide for the difficulties likely to arise, to bring clear consciousness, to have an accurate idea of the child's previous knowledge, to decide how much to tell and how much to derive out of children themselves and finally to make teaching effective. Lesson planning develops self confidence, persistence, security and pride in teachers. Hence the lesson plan reflects the intelligence ability, capacity resourcefulness and personality of the teacher. It provides awareness to the structure and content organisation with which teacher is involved in the direction to achieve his objectives by description and use of different devices. So we can say whatever way you plan a lesson, lesson planning is an essential part of the teachers work which can further evaluate them.

According to Joseph Landon, "Lesson plan defines a draft of the lesson put upon paper with all the important points whether of matter or method closely or clearly marked."

According to Davis, "Lesson must be planned for, there is nothing so fatal to a teacher's progress as unprepared."

#### Definition

"Lesson plan is the title given to a statement of the achievement to be realized and the specific means by which these are to be attained as a result of the activities engaged in during the period".

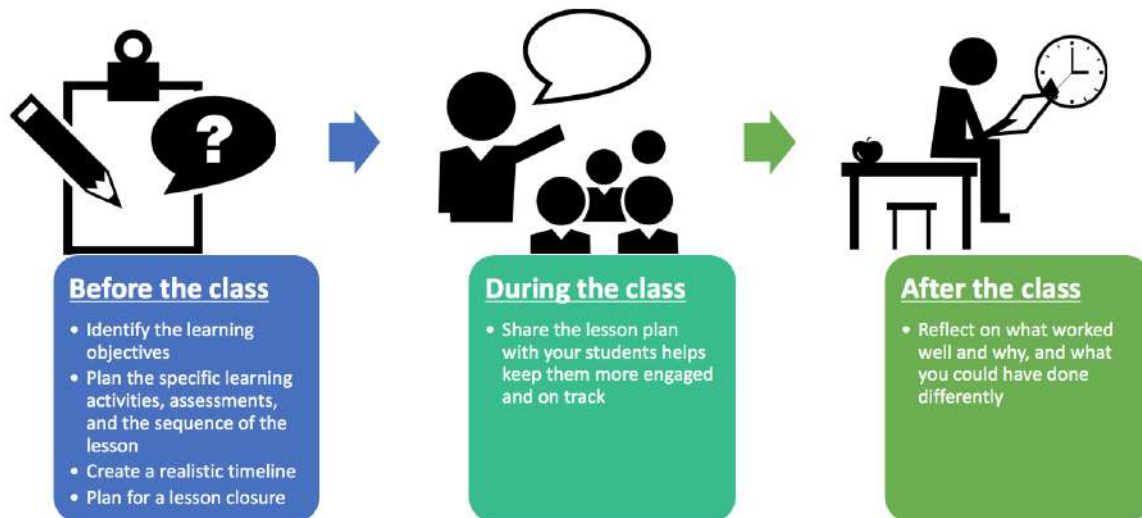
According to Bossing "Daily lesson planning involves defining the objectives, selecting and arranging the subject matter and determining the method and procedure".

A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning. Having a carefully constructed lesson plan for each 3-hour lesson allows you to enter the classroom with more confidence and maximizes your chance of having a meaningful learning experience with your students.

A successful lesson plan addresses and integrates three key components:

- Learning Objectives
- Learning activities
- Assessment to check for student understanding

A lesson plan provides you with a general outline of your teaching goals, learning objectives, and means to accomplish them, and is by no means exhaustive. A productive lesson is not one in which everything goes exactly as planned, but one in which both students and instructor learn from each other. You may refer to an example of a 3 hour lesson [plan here](#).



### NEED FOR A LESSON PLAN

1. **Clarity and Structure:** Lesson plans outline what to teach and how to teach it, providing clear goals and a logical flow for the lesson.
2. **Time Management:** With a lesson plan, teachers can allocate time effectively for different activities, ensuring that all key points are covered within the available period.
3. **Alignment with Objectives:** Lesson plans help ensure that the activities and assessments align with curriculum standards and learning objectives.
4. **Preparedness:** Lesson plans allow teachers to anticipate potential challenges, prepare necessary materials, and have backup activities ready if needed.
5. **Assessment and Evaluation:** A well-designed lesson plan includes methods for assessing student understanding, making it easier to gauge whether learning goals are being met.
6. **Student Engagement:** Thoughtful planning allows for the integration of engaging activities and varied instructional methods, which can help keep students motivated and involved.

The lesson plan does not allow the teacher to deviate and its keep him on the way. In the process of teaching, lesson plan is needed due to the following reasons.

- a) Through lesson plan, the teacher regularly achieves the teaching objectives and process in the form of complex objectives and processes.
- b) A lesson plan develops the possibilities of adjustment in the classroom situation which makes the teaching effective.
- c) A lesson plan helps in calling every step of curriculum unit.
- d) A lesson plan helps in planning the process of teaching on the basis of class control, motivation and individual differences.

### IMPORTANCE OF LESSON PLAN

Planning is essential for every aspect of human activities, but for a planned teaching more planning is required.

1. **Suitable Environment:** In a lesson plan objectives are fixed and the teaching strategies, techniques and material aid etc. are decided beforehand. When a proper teaching environment is created, the teaching task goes in a much planned way.
2. **Based on previous knowledge:** In preparing lesson plans, the teacher presents new knowledge as the basis of previous knowledge of the pupils. This enables the pupils to

gain the knowledge very conveniently on one side, the teacher succeeds in acquiring his objective on the other side.

3. Psychological teaching: The teacher uses proper teaching strategies, techniques and instruments keeping in mind the interests, aptitudes, needs, capacities and abilities of the pupils for teaching them when the lesson plans are prepared. This makes the teaching more psychological.
4. Limitation of subject matter: In a lesson plan, the subject matter becomes limited. This enables the teacher to give up irrelevant things. He only remembers definite and limited matter and its presentation before the pupils become easy. The pupils also receive the knowledge in a systematic and organized way.
5. Determination of activities: In a lesson plan, the teachers and pupils activities are pre-decided according to the class level. This makes the teaching activities meaningful and purposeful.
6. Preparation of material aids: At the time of preparing a lesson plan, the teacher decides what facts are to be clarified by what strategies, techniques and instruments and what aid is to be used at what time. This prepares the necessary and effective aids before starting the teaching task.
7. Developing of teaching skill: The lesson plan acts as an important means for developing teaching skills in the pupil-teacher.
8. Use of Theoretical knowledge: Whatever the pupil-teachers get theoretical knowledge during their training period, that knowledge.
9. Teaching with confidence: The preparation of a lesson plan makes the subject and other allied subjects more clearly to the teachers. This arouses self confidence among them. When a teacher gets developed the feeling of self-confidence, then he presents the new knowledge to the pupils with more enthusiasm and pleasure.
10. Discipline in class: By preparing lesson plan, the teacher becomes aware of what, when and how much is to be done in the class. This absorbs all the pupils in their respective tasks. Hence, it results in appreciable classroom discipline.
11. Time sense: Lesson plan is prepared allotting to the duration of the periods.
12. Teaching from memory level to reflective level: In an ideal lesson plan, development and thought provoking questions should be asked. Also there should be an effort to stretch the teaching from memory level to reflective level.

### **FEATURES OF A LESSON PLAN**

The essential components provide a clear roadmap for delivering an effective and engaging lesson. Here are the key features that contribute to a comprehensive and successful lesson plan:

1. Learning Objectives
2. Materials and Resources
3. Introduction (Hook)
4. Instructional Procedures (Lesson Sequence)
5. Guided Practice
6. Independent Practice
7. Differentiation Strategies
8. Assessment and Evaluation
9. Closure
10. Reflection (Post-Lesson Analysis)

### **Additional Features (Optional)**

- **Time Allocation:** Estimated time for each part of the lesson, ensuring effective time management.
- **Classroom Setup:** Notes on how to arrange the classroom (e.g., for group work, stations, or individual tasks) to enhance learning.
- **Adaptations for Technology:** Suggestions for integrating digital tools or online resources, if relevant to the lesson.

Each feature of a lesson plan is designed to support structured, purposeful, and adaptable teaching, allowing teachers to effectively guide students toward achieving the lesson's goals.

### **CHARACTERISTICS OF A LESSON PLAN**

1. Lesson plan should be specific as well as it should be flexible.
2. Lesson plan gives specific information as how the teaching-learning process is expected to move forward.
3. Lesson plan should be linked with previous knowledge of the child.
4. Lesson plan should provide maximum participation of the child in the teaching-learning process.
5. In lesson plan methods, procedures and techniques applied for teaching should be according to the age and the mental level of the students.

### **CHARACTERISTICS OF GOOD LESSON PLAN**

1. **Objective based:** The lesson plan must be based on one or the other objective. While writing this, objectives should be written and defined clearly because its main objective is to achieve some goal.
2. **Decision about appropriate material aids:** The material aid is an important means of the teacher. Hence correct decision regarding the charts, graphs, pictures, diagrams and maps should be taken while preparing ideal lesson plan and these should be marked at proper places which a teacher is to use them while teaching.
3. **Based previous knowledge:** An ideal lesson plan should be based on the previous knowledge of the pupils. This will avoid difficulty in acquiring new knowledge by the pupils.
4. **Division of lesson plan in units:** Lessons are of three types (a) knowledge lesson (b) skill lesson (c) appreciation lesson. In an ideal lesson plan all the relevant steps of these three types of lesson plan should be determined. Each lesson should be divided into suitable units so that the pupils may understand the lesson gradually.
5. **Simplicity of activities:** In an ideal lesson plan, the simplicity of the lesson plan and clarity of thoughts should be according to the mental level of the pupils.
6. **Determination of activities:** In an ideal lesson plan, the activities of a teacher and the pupils should be determined before-hand.
7. **Home work:** There should be a provision of home work in an ideal lesson plan. This will enable the pupils to learn the appreciation of the acquired knowledge.
8. **Self-evaluation:** A good lesson plan must have a suitable plan for self-criticism. The teacher should put some questions to himself and find out the answer and thereby judge the effectiveness of the lesson writing.
9. **Use of illustration:** Examples should be used which have relevance with the daily life of the people.
10. **Use of blackboard:** The blackboard summary of each and every unit should be written on the blackboard.



## **ADVANTAGES OF LESSON PLANNING**

1. **Enhanced Teaching Quality:** With a lesson plan, teachers are better prepared, organized, and able to deliver high-quality instruction.
2. **Increased Student Learning:** Structured lessons ensure that students are exposed to the full scope of the content and can progressively build on their knowledge.
3. **Flexibility and Adaptability:** While structured, a lesson plan allows teachers to adapt based on students' responses, pacing, or unforeseen circumstances.
4. **Consistency:** Lesson plans ensure that all classes cover the necessary content and objectives in a consistent manner, which is especially helpful when multiple teachers handle the same subject.
5. **Professional Growth:** Regular lesson planning encourages teachers to be intentional and reflective in their approach, leading to continuous improvement in teaching.
6. **Classroom Management:** A well-organized lesson plan keeps students on task and minimizes classroom disruptions, as the lesson flows smoothly with minimal downtime.

Some more advantages of lesson plan

1. It develops self confidence in the teacher.
2. It stimulates the teacher and the student to think in an organised way.
3. It develops persistence, security, pride and intelligence in teachers.
4. Lesson plan helps the teachers for the improvement of their professional effectiveness.
5. It helps teachers to select appropriate method and technique of teaching.

## **DEMERITS OF A LESSON PLAN**

1. In new or odd situations teacher feels himself helpless.
2. Sometimes simple matters become complicated.
3. There is lack of flexibility in lesson-planning.
4. Teacher cannot work/teach independently.
5. More time is required to plan a lesson.

## **PLANNING A PROSE LESSON (HERBARTIAN STEPS)**

This approach generally is known as Herbartian five steps approach in the procedure of the Herbartian School of propagated by J.F.Herbert (1776-1841) and his followers.

The formal steps involved in the approach as below

- 1) Introduction / Motivation
- 2) Presentation
- 3) Comparison and association
- 4) Generalization
- 5) Application
- 6) Recapitulation

### **Introduction / Motivation**

This step is concerned with the task of preparing the students for receiving new knowledge. In preparation, nothing new is taught to students. Relevant to the topic in hand he teacher should make himself sure of what the pupils already know, by putting a few questions, based on the pupils previous knowledge. In general, with the help of this step, the teacher can check the students entering behavior before he starts teaching the lesson. Thus, testing previous knowledge, developing interest in the minds of students and maintaining curiosity of the students can be achieved with the help of this step.

The following activities involved in this step

- The assumption about the previous knowledge of the students in relevance to the lesson

- The testing of the previous knowledge
- Utilizing the previous knowledge for introducing the lesson
- Motivating the students for studying the present lesson

### **Presentation**

It is the key step and only through which the actual process of teaching is going to take place. Here the aims of the lesson should be stated clearly and the heading should be written on the blackboard. We have to provide situation for both the teacher and the students to participate in the process of teaching and learning. Our ultimate aim of the presentation is to make the concepts understandable to the students. Therefore simple language is used. Appropriate and specific examples and illustrations of the concepts will make the understanding better. The interest of the students on the subject matter should be maintained continuously by the way of asking questions from time to time in this stage. The teacher should carefully and skillfully arrange his material so that his pupils may clearly and readily grasp it. The teacher should make proper use of questions, charts, graphs, pictures, models and other illustrative for demonstration and explanation.

At the end of each section a few questions concerning that section only should be asked to whether the pupils are now ready for the acquisition of new knowledge.

### **Comparison and Association**

More importance should be given in this stage to compare the facts observed by the students with another concept by way of giving examples. By making use of this comparison, the students can derive definitions or theories. The students are encouraged to give new suitable examples for the concept instead of the examples given in the book to make them think in an innovative manner.

### **Generalization**

This step is concerned with arriving at some general ideas or drawing out the necessary conclusions by the students on the basis of the different comparisons, contrasts and associated observed in the learning material present by the teacher. As far as possible the task of formulation should be left to students. The teacher at this stage should try to remain in the background for providing only necessary guidance and correction.

### **Application**

In this stage, the teacher makes the students to use the understood knowledge in an unfamiliar situation. Unless the knowledge of science is applied in new situations or in our day-to-day life, the study of science will become meaningless. This application of scientific principles will strengthen learning and will make the learning permanent.

### **Recapitulation**

This stage is meant for the teachers to know whether students have grasped by reviewing a lesson or by giving assignments to the students. Only through this step achieving closure (in teaching) is possible.

## **TEACHING PROSE**

Etymologically the word "prose" is derived from the Old French "prose" which in turn originated in the Latin expression "prosa oratio" which means "literally straight forward or direct speech." Prose is the written in words, phrases, sentences, paragraphs and chapters. It utilizes punctuation, grammar and vocabulary to develop its message. Prose is made up of fiction and nonfiction. Fiction includes novels, Mystery stories, detective stories, romance, short

stories, historical fiction etc. whereas Nonfiction writing includes essays, autobiographies, speeches, journals and articles.

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

A textbook is a major tool in the hands of a language teacher to teach prose and poetry. In our schools, graded textbooks are followed for teaching English as a second language. Through the textbooks, various language skills have to be taught. Generally, intensive reading skill is cultivated through the detailed textbook while the extensive reading skill is practiced through the supplementary readers.

No doubt language can be taught without the textbook but it may result in unnecessary repetition and waste of time and energy. At the same time, learners do not progress in a proper manner as they don't have any ready reference. If the textbook is carefully and properly planned it will be useful for both the teachers and the learners.

### Types of Prose

Prose includes fiction and non-fiction items.

- **Fiction** includes novels, mystery, detective, romance, short stories, historical fiction, and narratives.
- **Nonfiction** writing includes essays, autobiographies, speeches, journals and articles. We can divide the prose into the following types according to function.
- **Narrative:** Narration is generally called as story-telling. It is narrated in chronological order of events. Narrative questions like what happened, how did it happen? Who did it? Where was it done? Personal experiences, accidents, reports etc. belong to this category.
- **Argumentative:** It persuades to believe something. It examines different facts and opinions and arrives at a conclusion.
- **Descriptive:** It describes prose, and focuses on significant details. This description could be related to persons, places, processes, and objects.
- **Informative:** It communicates information; generally it is seen in newspapers, reports, textbooks, etc.

### Elements of Prose

Prose is organized in paragraphs and they have important elements of fiction. They are plot, character, theme, setting, the point of view, style, and figures of speech. These components together create a complete literary work, whether a novel or a short story. It is not necessary to have all elements in a piece of prose. The elements of fiction assist the teacher to explain the content in an effective manner with literary insight.

- **Plot:** It is the sequence of incidents or events through which an author constructs a story
- **Character:** It is a person or other being in narrative work of art which may be real or fictional.
- **Theme:** It is a central idea or central insight of the story.
- **Setting:** It is the setting of a story is its overall context.
- **Point of View:** It is a way of considering or particular attitude.
- **Style:** It is the manner in which an author uses words, constructs sentences, incorporates non-literal expressions,
- **Figures of speech:** A word or phrase that has a meaning other than the literal meaning.

## TEACHING OF PROSE

Teaching the prose of a language is basically a tool on which language learning revolves. Therefore, teaching of prose has a lot of responsibilities attached with it. It is the most important tool in the hands of a teacher to achieve the possible outcome. Teaching prose actually means teaching reading with comprehension. All the four skills of language learning are to be developed by teaching prose. The main aims of teaching prose are:

1. Literary aim.
2. Subject matter aim.

Both these aims have to be fulfilled by teaching prose. Teaching prose should be intensive as well as extensive depending upon the need, the class and age of the students. It includes the teaching of structures, the vocabulary, grammar, language in general and the ability to achieve mastery on all the four skills of language learning.

### AIMS OF TEACHING PROSE

1. **Enhance Language Proficiency:** Improve students' vocabulary, grammar, and syntax by exposing them to diverse language structures and expressions found in prose.
2. **Develop Comprehension Skills:** Help students understand and interpret texts by focusing on comprehension strategies, including summarizing, predicting, and questioning.
3. **Cultivate Critical Thinking:** Encourage analytical thinking by prompting students to evaluate characters, plot, and themes and to make connections between the text and real life.
4. **Foster Appreciation for Literature:** Instill an appreciation for the beauty of language and the diverse cultural and thematic richness of prose.
5. **Promote Emotional and Moral Growth:** Use prose texts to develop empathy, explore moral values, and reflect on the human experience.
6. **Encourage Creative Expression:** Inspire students to think creatively and express their ideas by engaging with and interpreting prose texts.

### OBJECTIVES OF TEACHING PROSE

1. **Identify Key Elements of the Text:** Students should be able to identify the main idea, setting, characters, plot, and theme.
2. **Interpret Vocabulary and Expressions:** Students should expand their vocabulary by understanding new words and idiomatic expressions in context.
3. **Analyze Character and Plot Development:** Students should evaluate characters' motivations, actions, and growth and analyze how the plot unfolds.
4. **Summarize and Paraphrase Content:** Students should practice summarizing sections of the text in their own words to demonstrate understanding.
5. **Draw Inferences and Make Predictions:** Students should make logical inferences about the text and predict possible outcomes based on context clues.
6. **Recognize and Interpret Literary Devices:** Students should identify literary devices like metaphor, simile, irony, and symbolism and understand their impact on the text.
7. **Express Personal Responses and Critique:** Students should articulate their own responses to the text, explaining their likes, dislikes, and reflections on the themes.
8. **Connect Text to Real-Life Experiences:** Students should draw parallels between the events or themes in the text and their own experiences or current events.
9. **Apply Comprehension Strategies:** Students should use comprehension strategies like questioning, summarizing, and visualizing to deepen understanding of prose.

10. **Demonstrate Oral and Written Expression:** Students should be able to discuss and write about the text coherently, using evidence to support their points.

## **IDENTIFYING AND LISTING LANGUAGE MATERIAL TO BE TAUGHT (NEW LEXICAL ITEMS AND STRUCTURES)**

Identifying and listing language material to be taught, including new lexical items and language structures, is a key part of effective language instruction. This process helps ensure that learners acquire the vocabulary and grammar they need to communicate successfully and meet the learning objectives.

Here's a step-by-step guide for identifying and listing new lexical items and structures:

### **1. Identify the Topic or Theme**

- Begin by identifying the main **topic** or **theme** of the lesson. This helps narrow down the language material to be taught.
- **Example Themes:** Family, travel, work, food, weather, hobbies, health, etc.

### **2. List Key Lexical Items (Vocabulary)**

- **Lexical items** refer to individual words or groups of words (e.g., collocations, idiomatic expressions).
- The vocabulary should be related to the topic and appropriate to the learners' level. Consider including:
  - **Basic Nouns:** People, places, things
  - **Verbs:** Actions and processes
  - **Adjectives:** Describing words
  - **Adverbs:** How actions are performed
  - **Prepositions:** Indicating place, time, etc.
  - **Functional Words:** Pronouns, conjunctions, articles
- **Example** (Topic: Family):
  - **Nouns:** mother, father, sibling, cousin, aunt, uncle, baby
  - **Verbs:** love, care for, argue, play, visit
  - **Adjectives:** supportive, caring, strict, young, old
  - **Adverbs:** lovingly, happily, closely
  - **Prepositions:** with, at, for, between
  - **Functional Words:** everyone, someone, nobody

### **3. Identify New Lexical Items**

- For each lesson or topic, identify **new** lexical items that learners may not yet know or use.
- These can include **high-frequency words** (important for communication), as well as **less common** terms (for expanding learners' vocabulary).
- **Example:** If teaching a unit on **travel**, you might introduce words like "itinerary," "reservation," "passport," and "tourist guide" that learners might not have encountered before.

### **4. List Useful Language Structures**

- **Language structures** refer to grammar forms and patterns learners need to understand and use correctly. These include:
  - **Tenses:** Present simple, past continuous, future perfect, etc.
  - **Modal Verbs:** Can, could, should, would, must, etc.
  - **Sentence Types:** Statements, questions, negative sentences
  - **Conditionals:** Zero, first, second, and third conditionals

- **Pronouns:** Subject pronouns, object pronouns, possessive pronouns
- **Questions:** Wh-questions (who, what, where), yes/no questions
- **Example** (Topic: Travel):
  - **Verb Tenses:** Present continuous for future (e.g., "I am traveling tomorrow").
  - **Modal Verbs:** "You must show your passport at security."
  - **Questions:** "Where is the nearest airport?" / "How do I get to the train station?"
  - **Prepositions:** "The hotel is located **near** the beach."
  - **Conditionals:** "If you book early, you will get a discount."

## 5. Contextualizing the Language Material

- Once you have identified the new lexical items and structures, plan how they will be introduced in context. Providing **real-life contexts** helps learners understand how to use the new language in practice.
- **Example** (Context for "travel"):
  - Role-play: Learners can act as tourists asking for directions or booking a hotel room, using the vocabulary and structures they've learned.
  - Storytelling: Share a travel experience, incorporating the new vocabulary (e.g., "passport," "flight," "hotel booking").

## 6. Organize the Vocabulary and Structures into Categories

- Organize the lexical items and structures into groups for ease of teaching.
  - **Vocabulary Categories:** People (family members), Places (hotel, airport, museum), Activities (sightseeing, booking, traveling)
  - **Grammar Categories:** Questions (How do I...?), Negatives (I don't have a reservation), Tenses (future plans, past experiences)

## 7. List Additional Language Functions

- In addition to vocabulary and grammar, consider the **language functions** learners will need to express:
  - **Requests:** "Can you help me?"
  - **Suggestions:** "Let's go to the museum."
  - **Opinions:** "I think it's a great idea."
  - **Descriptions:** "The beach is very beautiful."
- **Example:** "At the airport, you'll need to make requests (e.g., "Can I get a ticket?") and give directions (e.g., "The check-in counter is over there")."

## 8. Consider Learning Progression

- Ensure that the **vocabulary and structures** are **graded** according to the learners' proficiency level. Start with simple words and structures, then gradually introduce more complex items.
- **Beginner Level:** Basic nouns, simple verbs (e.g., "go," "eat"), basic sentence structures (e.g., "I am going to the store").
- **Intermediate Level:** Modal verbs, more detailed adjectives (e.g., "comfortable," "crowded"), more complex tenses (e.g., present perfect, future continuous).
- **Advanced Level:** Idiomatic expressions, phrasal verbs (e.g., "take off," "check in"), complex sentence structures (e.g., relative clauses).

**Example: Travel Lesson Plan – New Lexical Items and Structures**

<b>Lexical Items</b>	<b>Grammar Structures</b>	<b>Language Functions</b>
<b>Nouns:</b> passport, ticket, reservation, baggage, luggage, airport	<b>Tenses:</b> Present continuous for future (e.g., "I am flying tomorrow")	<b>Requests:</b> "Can I get a taxi?"
<b>Verbs:</b> check-in, board, land, delay, miss, book	<b>Modal Verbs:</b> Must, can, should (e.g., "You must show your passport")	<b>Giving directions:</b> "Go straight, then turn left"
<b>Adjectives:</b> delayed, cancelled, comfortable, crowded	<b>Questions:</b> Wh-questions (e.g., "Where is the check-in counter?")	<b>Making suggestions:</b> "Let's have lunch at the restaurant"
<b>Prepositions:</b> in, at, on, between	<b>Conditionals:</b> First conditional (e.g., "If you arrive early, you will get a discount")	<b>Offering help:</b> "Can I help you with your bags?"

By carefully identifying and listing **new lexical items** and **language structures** that align with the learners' proficiency level and the lesson's objectives, you provide a structured and contextually rich learning experience. Organizing this material by categories like vocabulary, grammar, and functional language enables learners to acquire language systematically, improving their ability to use it in real-world contexts.

**PRINCIPLES INVOLVED IN SELECTION AND GRADATION OF VOCABULARY**

- **Selection and Gradation of Vocabulary:** At present the textbooks of all classes are graded right from standard I to standard X and the content of the textbooks are also selected and graded. There are certain principles of selecting and grading vocabulary.
- **Frequency:** The words which are most frequently used in speech and writing are the best words for the pupils to acquire first.
- **Structural words:** Structural words which help in forming sentences by linking content words should be taught early in the course.
- **Productivity:** If a word helps make more words out of it or related to it, it is said to be productive. For ex: strong, stronger, strongest
- **Teachability:** Words which are easily teachable, should be given priority.
- **Simplicity:** Words which are simple in their spelling, pronunciation and meaning should be given priority on difficult words

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# UNIT – 5

## LESSON PLAN FORMAT- POEM

### POETRY

Poetry is a literary work in verse. It is a writing of graceful expression, great beauty, a piece of art with emotional sincerity or intensity. It is a way to understand how language and symbol system work. It is worthy of expression of emotions deep feelings and aesthetics or a sense of what is beautiful about the world.

Poetry is a medium through which the poets express their emotion and thought with a musical tone of words. According to Wordsworth, poetry is, "the spontaneous overflow of powerful feelings recollected in tranquility". Poetry has two kinds of subject matter – that which is supplied by the external objects, such as deeds, events and the things we see around us and that which is supplied by the poet's own thoughts and feelings. The former gives rise to objective poetry, the latter to subjective. In the first, it is about what he has seen or heard; in the latter, he brings to bear his own reflections upon what he has seen or heard.

### Types of Poetry

**Ode:** It is usually a lyric poem of moderate length, with a serious subject, an elevated style, and an elaborate stanza pattern.

**Sonnet:** It is a short rhyming poem with fourteen lines. It uses iambic meter in each line and has rhyme.

**Elegy:** It is a lyric poem that mourns the dead.

**Ballad:** It is a narrative poem that has a musical rhythm and can be sung.

**Limerick:** A five-line witty poem with a distinctive rhythm. The first, second and fifth lines, the longer lines, rhyme. The third and fourth shorter lines rhyme. (a-a-b-b-a).

**Haiku:** This ancient form of poem writing is renowned for its small size as well as the precise punctuation and syllables needed on its three lines.

**Epic:** A lengthy narrative poem in grand language celebrating the adventures and accomplishments of a legendary or conventional hero.

**Narrative:** A narrative poem tells the story of an event in the form of a poem. There is a strong sense of narration, characters, and plot.

**Free verse:** A Free Verse Poem does not follow any rules. Their creation is completely in the hands of the author. The poet is free to experiment with rhyme meter, number of lines, number of stanzas, and line formation in order to convey the idea. There is no right or wrong way to create a Free Verse poem.

**Couplet:** Two lines of verse which rhymes and forms a unit alone or as part of a poem.

### Aims of Teaching Poetry:

According to Menon and Patel, "In teaching poetry is not so much to improve the child's knowledge of English as to add to his joy and increase his power of appreciation of beauty".



According to Dev Singh, "In teaching poetry, the aim is mainly to enjoy the music, rhythm and rhyme of the verse, the beauty and the force of phraseology, the witchcraft of the figures of speech and the emotions of the poet. Learning of words and phrases is incidental only". Poetry is an important mode of expression in language. Without the study of poetry, a person cannot be considered to be well read in language. Poetry is that aspects of language which fundamentally provides entertainment to the readers. The chief aim of teaching poetry is not so much to improve student's knowledge of English as to his joy and increase the power of appreciation of beauty and imagination. The teaching of English poetry is pursued with the following general and specific aims-:

### **General aims of teaching poetry**

- To enables the pupils to appreciate the poem.
- To enable the students to recite the poem with proper rhythm and intonation etc.
- To enable the students to enjoy recitation of the poem.
- To enable the students to understand the thought and imagination of the poet contained in the poem.
- To create love for English poetry among the students.
- To develop the students aesthetic sense.
- To develop all round personality of the students.
- To develop a taste for poetry reading and writing.
- To train the emotion of the students.
- To develop the imaginative power of the students.

In the words of Eastman, "To leave the child with a sense of satisfaction that comes from play, from absorption or from a spontaneous activity".

### **Specific aims of teaching Poetry**

Specific aims of teaching poetry vary with poems because each poem is exclusive in its treatment of situations, feelings and emotions. The following can be the specific aims of teaching poetry-:

- To enable the students to grasp the exclusive message that the poem/poet want to convey.
- To enable the students to appreciate the poem.
- To enable the students to recite the poem with correct pronunciation and rhythm.
- To enable the students to understand central ideas of the poem.
- To enable the students about the grammatical deviations that the poet has taken.

### **Aims of Teaching Poetry at different levels:**

The aim of teaching poetry is vary in different levels. The aims of teaching poetry in primary, Secondary and higher level is given below-:

#### **Primary Levels**

- To enables the pupils of lower classes to enjoy a poem.
- To enables the pupils to read aloud the poem with proper rhythm and intonation.
- To enable the students to enjoy recitation, individual or chorus of the poem.
- To develop a taste for poetry reading and writing.

## **Secondary Levels**

- To enable the pupils of secondary classes to enjoy and appreciate the poem and its style.
- To appreciate music, rhythm and beauty of the poem.
- To develop the understanding levels of the students.
- To make the students understand the thought and imagination contained in the poem.
- To train the emotion of the students.

## **Higher Secondary Levels**

- To enable the students to appreciate the poem.
- To appreciate the subject matter of the poem.
- To appreciate the image that presents the experience.
- To appreciate the rhythmic and musical touch of the poem.
- To train the emotion of the students.
- To develop the imaginative power of the students.
- To create aesthetic sense among the students.
- To create love for English literature in them.
- To help the students for composing small poems base on their thought and their feelings on a particular theme.

## **Objectives of Teaching Poetry**

The objectives of teaching poetry are as follows:

- To enable the learners to recite poems with proper rhyme and rhythm;
- To enable the child to enjoy recitation of the poem;
- To develop the learner's power of imagination;
- To train learners in emotions;
- To develop a love of poetry reading and writing;
- To enable the learners to appreciate the poem;
- To understand thought and imagination contained in the poem;
- To appreciate the rhyme, and style of the poem;
- To develop aesthetic sense; and
- To create love for English poetry.

## **Planning for Teaching Poetry**

To plan for poetry lesson the teacher has to read the poem thoroughly several times to understand the internal meaning or hidden meaning of the poem. Then the teacher should divide the stanza according to the length of the poem keeping in view duration, periods allotted, and mental level of the learners. To explain flashcards, news paper clippings, roller board can be used. The teacher has to concentrate on the central ideas given by the poet, emotions, rhyming words, description and vocabulary.

## **Procedure of Teaching Poetry – Herbertian Model**

- General aims and objectives
- Specific objectives
- Learning outcomes
- Steps

## **STEPS FOLLOWED IN WRITING LESSON PLAN FOR POEM**

### **Motivation/testing previous knowledge**

The teacher asks questions related to the theme of the poem to trigger motivation and elicit free responses from the learners for a new poem whereas, for the poem already taught, the teacher will ask questions from the previous lesson. Then the teacher writes the responses of the learners on the chalkboard and draws the attention of the learners towards the lesson.

### **Announcement of the topic**

After motivation, the teacher elicits the title of the lesson from the learners and writes the title of the lesson on the chalkboard.

### **Providing information about the poet**

The teacher provides detailed biographical information on about the poet such as date and place of birth, early life education, parentage, growth and development of the poet and the works published apart from the contribution of the poet to literature.

### **Teaching vocabulary**

The teacher explains the meaning of the words in the poem situationally or with flashcards.

### **Reading aloud by the teacher**

The teacher recites the poem with proper rhyme and rhythm.

### **Second reading by the teacher**

The teacher reads the poem for the second time.

### **Reading aloud by the learners**

The learners read the poem with proper rhyme and rhythm.

### **Explanation of the poem by the teacher**

The teacher explains the poem and gives the gist or central idea of the poem.

### **Silent reading by the learners**

The learners read the lesson silently understanding the central idea of the poem.

### **Comprehension questions**

The teacher asks comprehension questions to check whether the learners understood the poem or not.

### **Recapitulation**

The teacher recapitulates the entire poem with the meaning of the words, rhyming words, central theme etc.

### **Evaluation questions**

The teacher asks questions to evaluate the comprehension of the poem.

### **Home assignment**

The teacher gives the home assignment to the learners.

# POETIC DEVICES (FIGURES OF SPEECH)

**Poetic devices** are literary tools that poets use to enhance the depth, sound, and emotional resonance of their poetry. These techniques are incorporated across various elements of a poem, including verbal, visual, structural, rhythmic, metrical, and grammatical components. By using **poetic devices**, **poets** can amplify the meaning of their work, create a more rhythmic flow, and intensify the emotions or mood conveyed in the poem. This poetic device shapes words, sounds, and phrases to convey meaning. Poetic devices empower speakers and writers to enhance the literal meaning of words by drawing attention to the sound, form, and function of words.

The English language contains dozens of poetic devices. Any expression that impacts the way a poem or other written work looks or sounds is a type of poetic device. This includes devices that are also classified as literary or rhetorical devices, such as many figures of speech.

Common **poetic devices** include **metaphors, similes, alliteration, personification, and rhyme**. For example, a **metaphor** might compare time to a thief, illustrating how it steals moments away. **Alliteration**, on the other hand, repeats consonant sounds, adding musicality and rhythm, as seen in the tongue-twister “Peter Piper picked a peck of pickled peppers.” These devices transform simple language into powerful imagery, enriching the reader’s experience by evoking emotions and deepening the meaning of the poem.

## USES OF POETIC DEVICES

Poetic devices are important literary tools that are used to intensify an emotion, add rhythm or make a poem more meaningful. A poetic device plays a significant role in putting a poem in all its beauty by intensifying its meaning, enhancing the emotional feeling and leaving the reader mesmerized! Here are the top reasons why poetic devices are used:

- To add rhythm and tone to a poem by rhyming words, using sounds, etc.
- To enhance the imagery in a poem by using metaphors, natural imagery, etc.
- To improve or intensify a certain feeling in the poem by personification, irony, etc.
- To make a poem more meaningful with wordplay, similes, metaphors, allusion, etc.
- To add structure to a poem like with stanzas, ballet, sonnet, etc.

## Classification of Poetic Devices (Figures of Speech)

The figures of speech can be categorized into types based on their functions when used in sentences. Accordingly, the main categories are composed of ones that:

- Show a Relationship or Resemblance
- Show Phonetic Resemblances and Representing Sounds
- Show Emphasis or Unimportance

### Showing a Relationship or Resemblance

This category includes poetic devices (figures of speech) which are designed to make comparisons to show a relationship or some resemblances. **Similes, metaphors, personification, euphemism, metonymy and synecdoche** are the figures of speech used for this purpose.

## Showing Phonetic Resemblances and Representing Sounds

This category of poetic devices (figures of speech) includes **alliteration, assonance and onomatopoeia**. The first two figures of speech are used to create an effect by using similar sounding words or words starting with the same consonant and vowel sounds, whereas onomatopoeia includes words that are used to represent sounds.

## Showing Emphasis or Unimportance

This poetic devices (figures of speech) belonging to this category are used to provide emphasis or show how important or unimportant something is. **Hyperbole, antithesis, oxymoron, irony and litotes** are figures of speech that can be used for this purpose.

## TYPES OF POETIC DEVICES

Poetic devices are literary techniques that poets use to create specific effects in their writing. They add depth, richness, and musicality to poetry, making it more engaging and memorable for readers. Here are some of the most common types of poetic devices:

- **ALLITERATION**

This involves the **repetition of consonant sounds at the beginning of words** in a line or phrase. It creates a rhythm and often establishes a particular mood or tone.

**Example** – The tongue twister, "Peter Piper picked a peck of pickled peppers", where the repetition of the 'p' sound makes the sentence catchy and memorable.

- **ASSONANCE**

This refers to the **repetition of similar vowel sounds within words**, creating a kind of internal rhyming within phrases or sentences.

**Example** – In Edgar Allan Poe's poem, "The Raven," the line, "And the silken sad uncertain rustling of each purple curtain" demonstrates assonance with the repetition of the 'ur' sound.

- **SIMILE**

A simile is a figure of speech that makes a **comparison between two different things using 'like' or 'as'**. It helps to create a vivid image in the reader's mind.

**Example** – In Robert Burns' poem "A Red, Red Rose", he uses the simile, "O my Luve is like a red, red rose" to express the beauty and intensity of his love.

- **METAPHOR**

This is a figure of speech used to make **indirect comparison between two unrelated objects** in an implicit manner based on some common characteristics between the two objects.

**Example** – In Shakespeare's "Sonnet 18", he uses the metaphor "Shall I compare thee to a summer's day?" to compare his beloved to the warmth and beauty of a summer's day.

- **HYPERBOLE**

This is a **figure of speech that involves exaggeration**. Poets use it to emphasize a particular point or to add humor or dramatic effect.

**Example** – In the poem "As I Walked Out One Evening" by W.H. Auden, he uses hyperbole in the line, "I'll love you till the ocean is folded and hung up to dry."

- **IRONY**

Irony is a nuanced device that denotes the difference between how things appear and how they are in reality. Poets often use irony to add an element of surprise, complexity, or critique to their works. It can be found in various forms, such as dramatic irony, situational irony, and verbal irony.

**Example** – In Robert Frost's "Fire and Ice," the speaker uses irony to suggest that both fire (symbolizing intense desire) and ice (symbolizing hatred) are equally capable of destroying the world, a concept that challenges conventional wisdom and thus represents irony.

- **ONOMATOPOEIA**

Onomatopoeia refers to words that imitate the natural sounds associated with the actions they describe. It's a potent device that adds an auditory element to a poem, making it more vivid and engaging to the reader.

**Example** – In Edgar Allan Poe's "The Bells," words like "tintinnabulation," "rattle," and "clang" are not merely descriptive; they echo the actual sound of bells ringing, thus immersing readers in the poem's soundscape.

- **PARADOX**

A paradox is a statement that appears self-contradictory or nonsensical on the surface, yet upon closer inspection, reveals a possible truth. By playing with logic and expectation, paradoxes spark curiosity and deeper thought.

**Example** – In John Donne's "Death, Be Not Proud," the speaker asserts, "Death, thou shalt die," a seemingly absurd concept. However, it expresses the Christian belief in the paradox of death leading to eternal life.

- **ALLEGORY**

Allegory is a narrative that serves as an extended metaphor. Poets use allegory to convey intricate ideas and abstract concepts through characters, symbols, and events.

**Example** – George Orwell's "Animal Farm." While it narrates a tale about animals taking over a farm, it serves as an allegory for the events leading up to the Russian Revolution and the subsequent Soviet regime, with different animals representing different factions within that historical context.

- **ALLUSION**

An allusion is a subtle reference to a well-known person, place, event, or literary work. It allows poets to draw on shared cultural knowledge to enrich their poems.

**Example** – T.S. Eliot's "The Waste Land" is replete with allusions, ranging from Greek mythology to contemporary pop culture, including a reference to the Greek myth of Tiresias and Shakespeare's "The Tempest," which adds depth and nuance to the poem.

- **PERSONIFICATION**

Personification is a device that bestows human qualities or actions upon non-human entities or inanimate objects. This imbues the poem with life and character, making it more relatable to human readers.

**Example** – A classic example is William Wordsworth's "I Wandered Lonely as a Cloud," where he describes daffodils as "dancing" and "fluttering" in the breeze, much like joyful humans might do.

- **PUN**

Puns offer a humorous or rhetorical effect by exploiting multiple meanings or similar sounding words with different meanings. This playful use of language can create comedic relief or add deeper layers of meaning.

**Example** – Shakespeare was a master of puns, such as in his play "Richard III," where Richard uses a pun on the word "sun" (son) in the line, "Now is the winter of our discontent / Made glorious summer by this sun of York."

- **OXYMORON**

An oxymoron merges two opposing or contradictory ideas into a single phrase or compound word. This device can be used to create dramatic, comedic, or paradoxical effects.

**Example** – In "Romeo and Juliet," Shakespeare uses the oxymoron "sweet sorrow" to encapsulate the complex and bittersweet feelings of love and longing.

- **REFRAIN**

A refrain is a repeated line or phrase that appears at intervals throughout a poem, often at the end of a stanza. The repetition serves to emphasize a point, create a rhythm, or make a poem more memorable.

**Example** – A haunting example is in Edgar Allan Poe's "The Raven," where the word "Nevermore" becomes a chilling refrain, echoing throughout the poem and underlining the narrator's growing despair.

- **IMAGERY**

Imagery employs descriptive language to construct a vivid mental image, thereby engaging the reader's senses. It's one of the most powerful tools in a poet's arsenal, as it allows readers to fully experience a poem's world.

**Example** – In "Daffodils" by William Wordsworth, the line "A host, of golden daffodils; / Fluttering and dancing in the breeze" paints a vivid picture of a field full of bright, animated flowers, creating a visual feast for readers.

- **REPETITION**

Repetition involves repeating the same words or phrases a few times to make an idea clearer and more memorable. It can emphasize a feeling, idea, or mood, and often contributes to the rhythm and musicality of the poem.

**Example** – In "The Bells" by Edgar Allan Poe, the word "bells" is repeatedly used to underscore the progression of the poem and heighten its sonic effects.

- **METONYMY**

Metonymy is a figure of speech in which a thing or concept is referred to by the name of something closely associated with it.

**Example** – "The Crown" can be used to represent monarchy, or "The White House" can signify the President or the U.S. administration. In Robert Burns' "A Red, Red Rose," the word "love" is a metonymy for the speaker's beloved.

- **SYNECDOCHE**

Synecdoche is a type of metonymy where a part of something represents the whole, or a whole represents a part. It provides a compact way of conveying something complex.

**Example** – In "My Heart Leaps Up" by William Wordsworth, "the Child is father of the Man" employs synecdoche: "Child" and "Man" refer to the poet's whole life experience.

- **SYMBOLISM**

Symbolism is a device where an object, person, or situation has another meaning other than its literal meaning. The symbols then represent significant concepts or universal truths.

**Example** – In "The Road Not Taken" by Robert Frost, the road is a symbol for the journey of life, and the fork in the road symbolizes the choices we must make.

- **ANAPHORA**

This is the deliberate repetition of a word or phrase at the beginning of successive lines, verses, or sentences. Anaphora can create a strong emotional effect.

**Example** – In Martin Luther King Jr.'s "I Have a Dream" speech, the phrase "I have a dream" is an anaphora that emphasizes the speaker's desire for freedom and equality.

- **EUPHEMISM**

Euphemism is the act of replacing a term that can offend or imply something unpleasant with one that is less hurtful or pleasing. These kind of phrases are known as euphemisms. In writing or speaking, euphemisms are frequently employed in place of harsher or more direct language.



Examples: "If I pass during some nocturnal blackness, mothy and warm,  
When the hedgehog travels furtively over the lawn,  
One may say, "He strove that such innocent creatures should come to no harm,  
But he could do little for them, and now he is gone. – Thomas Hardy

- **AMBIGUITY**

Ambiguity happens when a statement's structure or substance leaves room for alternative interpretations and obscures its intended meaning.

Examples: "O Rose thou art sick.  
The invisible worm,  
That flies in the night  
In the howling storm: Has found out thy bed  
Of crimson joy;  
And his dark secret love  
Does thy life destroy" (William Blake's The Rose)

- **APOSTROPHE**

It addresses the subject that is not present in the work. In this case, the object is absent or inanimate. Here are some of the examples of apostrophes.

Example: "Busy old fool, unruly Sun,  
Why dost thou thus,  
Through windows, and through curtains, call on  
us?" (John Donne)

- **ANTITHESIS**

Antithesis is a literary technique that places opposite things or ideas next to one another to highlight their contrast.

*"It was the best of times, it was the worst of times..."* —Charles Dickens, *A Tale of Two Cities*

- **EPIGRAM**

An epigram is a clever and memorable statement. You will find epigrams in speeches, poetry, and sometimes at the beginning of a book.

*"No one can make you feel inferior without your consent."* —Eleanor Roosevelt

- **LITOTES**

Litotes use a double negative to create a positive.

*"You're not wrong."*

## **DIFFERENCE BETWEEN TEACHING PROSE AND POETRY**

1. Prose is written in such a way that it does not pay attention to rhyme, whereas, in the case of poetry, it is written rhythmically.
2. While writing a prose, the writer, or author has no word limit, on the other hand, a writer has a limited number of words that he or she can use.
3. Prose is mainly realistic; on the other hand, the poem uses imaginative scenarios.
4. In prose, ideas/thoughts are written down into lines which are combined into paragraphs, whereas, in the case of poetry it is written in stanzas.
5. In prose, the writer conveys an informative message for the betterment of the society, the readers, whereas, on the other hand, in the poem, the poet only writes to serve delight to its readers
6. Prose is a free-flow form of literary work in which the author pens down his or her thoughts or feelings comprehensively but Poetry is a form of literature in which the author writes his thoughts/feelings in an artistic style of writing.
7. Prose is written simply, without stanzas where as in the case of poetry it is written in stanzas, and paragraphs, decoratively.
8. The language used in a prose is natural and easy to understand but on other hand, in poetry language used is rhythmic.
9. Prose is easy to understand, and can be comprehended by reading it once While, on the other hand, poetry is sometimes hard to understand and it may take two-three times for a reader to comprehend.

