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Prof. Dr. B.J. Mundhe

M.A.(English), M.Ed. SET(Education), Ph.D.(Education)

Professor in Education with English Method
Janata Shikshan Mandal's,
Sane Guruji Vidya Prabodhini,
Comprehensive College of Education, Khiroda.
Tal Raver Dist. Jalgaon- 425504 (M.S.)
Mo.No.9730586944 (Whats App)

Email: drbjmundhe@gmail.com

Unit 1 Aspects of English Language

1.1 prose:

(a) Meaning & Definition of Prose:

- Prose is a form of language that has no formal metrical structure. It applies a natural flow of speech, and ordinary grammatical structure, rather than rhythmic structure, such as in the case of traditional poetry.
- According to ‘Colaridge,’ “Prose is words in their best order. Poetry and prose are two different forms of literature. The nature, aims and methods of teaching prose are different from those of poetry. Prose appeals to the head; prose is more sight than sound merely patterns on paper. There is no rhythm in prose, prose is for mere information. Prose is for knowledge.

1.2 Characteristics of Prose:

Following are the main characteristics of prose:

1. Prose is words in their best descriptive order.
2. Prose consists of philosophical ideas, social problems, historical description of events, geographical concepts and economical conditions of the society.
3. Prose is most important aspect of literature. Thoughts on a topic, story, drama, novels, autobiography and biographies, narration and explanation of concepts, theories and principles are major aspects of prose.
4. Prose is best means to preserve human knowledge experiences, imaginations and ideas and transmit to new generation.
5. Prose is used to develop the cognitive and affective aspects of students.
6. Prose develops the language skills, reading, writing, speaking and listening.
7. Prose enriches the vocabulary of the students and develops the ability of explaining theme and to grasp the ideas of the writer.
8. The purpose of literature is best served by teaching prose.
9. Prose develops the expressional ability of the students.
10. Prose includes essays of various topics, novels, composition, biographies, play or drams, narrative prose, summaries, abstracts, rapid readings, etc.

General Objectives of Teaching Prose:

The general objectives of teaching prose can be enumerated as follows:

1. To enable students to understand the passage and grasp its meaning.
2. To enable the pupils to read English passage loudly with correct pronunciation, stress, intonation, pause and articulation of voice.
3. To enable them to understand the passage by silent reading.
4. To enrich their active and passive vocabularies.
5. To enable them to express ideas of the passage orally and in writing.
6. To enable them to enjoy reading and writing.
7. To enable them to get knowledge contained in the lesson.
8. To develop their imaginative powers.
9. To prepare them for world citizenship.

Specific Objectives of Teaching Prose:

(a) Descriptive:

1. To acquaint pupils with the style of the writer.
2. To develop the imaginative powers of students.
3. To develop in students a love for natural objects.

(a) Story:

1. To give knowledge of some facts through the story.
2. To teach some lesson through the story.
3. To train students character.
4. To acquaint them with the style of story writing.
5. To develop students' power of imagination.
6. To provide a suitable channel for the use of surplus energies of the youths.
7. To enable them to compose short interesting stories.

To be continued.....

- (c) Essay:

1. To get students receive knowledge.
2. To make them curious about the subject of the essay.
3. To acquaint them with the style of essay-writing.
4. To enable them to arrange ideas in a systematic way.

- (d) Composition:

1. To enable the students to write correct English with reasonable speed.
2. To enable the students to express their ideas in a connected and logical way.
3. To develop student's imagination power.
4. To familiarize the students with different styles of writing composition.
5. To increase the vocabulary of students.
6. To familiarize the students with the punctuation marks and their use.
7. To recall appropriate words for their appropriate use.

To be continued.....

- (e) Biography:

1. To get students acquainted with the lives and deeds of great men.
2. To show them the path of character building.
3. To increase their love of aspiration.
4. To inculcate in them desirable sentiments.
5. To follow the teaching of great men of the world.
6. To develop students, characters on the modes of life histories of righteous persons who worked for universal amity and brotherhood.
7. To develop taste of the students for reading biographies of famous persons of their own country and the world.

- (f) Play or Drama:

1. To teach students with play-way method.
2. Giving them opportunities for self-expression.
3. To make them speak English language in a conversational style.
4. To make them play different roles.
5. To build their character.

Types of prose:

- a. Novel
- b. Story.
- c. Autobiography
- d. Biography
- e. Composition
- f. Essay
- g. Drama and play

1.3 Procedure of the teaching Prose: Steps in the Teaching of Prose

a) Preparation

- 1) Teaching Aids
- 2) Previous Knowledge
- 3) Introduction
- 4) Statement of Aim

To be Continued.....

b) Presentation:

- 1) Model Reading
- 2) Pronunciation Drill
- 3) Loud Reading or Imitation Reading
- 4) Exposition and explanation Silent Reading
- 5) Silent Reading (By students)
- 6) Comprehension Questions

To be continued...

c) Practice / Recapitulation:

The practice or recapitulation is generally done with the help of questions. These questions are different from comprehension questions.

1) Black Board writing

It contains the following:

- a) Marginal entries
- b) Words of Pronunciation Drill
- c) table of Exposition Work

d) Product / Evaluation

Here in this step, the purpose of this stage is to test students either orally, in written form or practically. So teacher should arrange evaluation activities for testing students on the taught part.

For example:

- Read the told passage
- Answer the following questions
- Fill in the blanks / choose the correct phrases
- Join the pairs of rhythmic words on Black board

e) **Home work / Home Assignment**

Student should be given home assignments. This assignment can be as follows:

- to remember the meaning and spelling of new words
- To use these words in sentences
- To fill in gaps
- To translate the passage into mother tongue
- To write the gist
- To explain words, phrases and idioms
- To answer questions on the given passage

1.5 Methods of Teaching prose:

1. Grammar Translation Method
2. Direct Method
3. Dr. West's Method
4. Bilingual Method
5. Eclectic Method

1) Grammar Translation Method

- **Grammar Translation Method**

In this method the students had to study the parts of speech, conjugation and syntax in detail. The rules of grammar and the lists of exceptions were all learnt by heart and applied in translation exercises during and after the lesson.

1. The method makes extensive use of the student's knowledge of the mother tongue, English was taught with the help of the mother tongue. Words, phrases and sentences were freely translated into the mother tongue. Teachers and students felt at home and comfortable.
2. This was the easiest and quickest way to explain words, phrases and sentences of English it saved time because English was not used for giving meanings. Most of the words were learnt in this way correctly.
3. In the early stages their understanding was tested through the mother tongue.
4. The method saved time and trouble for the teacher, even an average teacher could follow the method confidently.
5. The pupils learnt many English words easily by this method.

2. Direct Method

• **Direct Method**

Webster's New International Dictionary says, "Direct Method is a method of teaching a foreign language, especially a modern language, through conversation, discussion and reading in the language itself, without the use of the pupil's language, without translation, and without the study of formal grammar. The first words are taught by pointing to objects or pictures or by performing actions."

1. In the Direct Method the students are directly involved with the use of English. The students learn to speak by speaking, to read by reading and so on.
2. The meanings of words are given by pointing to objects and pictures. The students are encouraged to think English. A direct bond was created between experience and expression, thought and word. "The student acquires 'instinctive, unerring language sense' which we all possess in varying degree in the mother tongue and which is superseding all rules, grammar and dictionaries, resting at bottom on the direct association between experience and expression, is the only sure guide in the use of a language."

3. Dr. West's Method

• **Dr. West's Method**

The READING METHOD developed entirely for pragmatic reasons. Michael West, who taught in India, argued that for Indians, the ability to read fluently in English was more important than speaking in English. To this end, he developed the reading method.

After studying the American High School scene, Coleman decided that the only practical way to teach a language was to concentrate on the reading skills.

1. Children improve their reading skill with this method.
2. The method lays down detailed steps through which reading skill can be taught-loud reading as well as silent reading. Even average teachers can teach the reading skill.
3. Through different types of comprehension questions like local questions, global questions and inferential questions the children's awareness of textual material increases and their skills of interpreting written material gradually improve.

4. The Bilingual Method

• The Bilingual Method

Naturally there should be a method which would strike a balance between the Direct Method and the Grammar-Translation Method. This is the Bilingual Method. In this method the teacher gave the meanings of English words and sentence patterns in the mother tongue, thus helping the pupils immediately to recall the object or situation and understand the meanings. Then the teacher and pupils practiced the English sentences in English. Thus, the Bilingual Method recommended a restricted use of the mother tongue by the teacher alone and not by the pupils. It also provided for intensive practice of patterns in English, helping the formation of correct language habits.

1. The Bilingual Method makes good use of the pupils' previous skills in the mother tongue and their ability to associate word and object.
2. The Method promotes fluency and accuracy-fluency by means of pattern practice in English and accuracy through precise meanings of English words and sentences in the mother tongue.
3. No elaborate equipment like tapes and other audiovisual aids is required here.
4. It saves a lot of time for pattern practice in English by quickly clearing concepts through the mother tongue.
5. The teacher need not strain himself to create new situations in English and instead he can use the same time for pattern practice. Even an average teacher could do this.

5.The Eclectic Method

- The teacher who takes into account all these factors and wisely, discretely uses the method to suit the given class, background etc. is the best teacher.
- He may borrow some principles from one method and others from another method. He has to consider one approach at a given time, and another at another time. The chief aim is, the best combination package that suits the learners.
- This can be described as the eclectic method. So, the teacher may translate a word in the mother-tongue, while teaching one lesson. In the next session, he may teach certain structures and give the students practice in them. The teacher must make the classroom a place where the characteristics of the learner are encouraged.
- Lesson plans, materials and methods hang together. The teacher should choose the methodology to suit himself and the students. The teacher's decision is critical. You decide to do one thing, rather than another.

1.2 Teaching of English Poetry

1.2.1 Meaning & Definition of Poetry:

- Musical and metrical form of language is Poetry. Poetry is a thing of beauty of form, beauty of emotions. It is intimately limited with life. Poetry is more sound than sight. It appeals to the ear and heart than eye. It is not so much read but sung. It is not so much seen, but heard. It is not so much to be thought of, but to be enjoyed.”
- Wordsworth defines poetry as : “The spontaneous overflow of powerful feelings.”
- E. Allen Poe defines poetry as “The rhythmical creation of thought.”
- According to Hudson: “Poetry is made out of life, belongs to life and exist for life.”
- Milton says, “Poetry is simple, sensuous and passionate.”
- Matthew Arnold writes: “Poetry is the criticism of life.”
- According to S. Subrahmanyam. “Poetry is a thing of beauty: beauty of form, beauty of thought, mood and feeling.”

1.2.2 Characteristics of Poetry

The following characteristics have been indicated by above definitions of poetry:

1. Poetry is the best words in their best rhythmical order.
2. It is musical and metrical form of language.
3. Poetry is a thing of beauty of form, beauty and ideas, thoughts, and emotions.
4. Poetry is the spontaneous overflow of powerful feelings and emotions.
5. It is rhythmical creation of thoughts in best words.
6. Poetry is made out of life, belongs to life and exist for life.
7. Poetry is best form of composition for expressing feelings, thoughts and emotions.
8. Poetry is a simple, sensuous and passionate expression.
9. Poetry is the criticism and appreciation of life.
10. Poetry is the best form of English literature.

To be Continued.....

11 It is source of enjoyment and encouragement.

12 Poetry educates our feelings and emotions.

13 It is a best means to develop the students aesthetic sense and provide pleasure.

14 Poetry is a source for creating love for English literature among students,

15 Poetry is the soul of English literature.

16 In the one case the poet functions as a detached observer, describing what he has seen or heard (objective); in the other case the he brings to bear his own reflection upon what he has seen or heard (subjective).

1.2.3 General objectives of Teaching Poetry:

- Menon and Patel have said, “The aim of 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.”
- Dev Singh writes: In teaching poetry, the aim is mainly to enjoy the music, rhythm and rhyme of the verse, the beauty and force of the phraseology, the witchcraft of the figures of speech and the emotions of the poet. Learning of words and phrases is incidental only.”

To be Continued....

The following are the general objectives of teaching poetry:

1. To enable students to appreciate the beauty, rhyme and style of the poem.
2. To enable pupils to read aloud the poem with proper rhythm and intonation.
3. To enable students to enjoy recitation, individual or chorus of the poem.
4. To make students understand the thought and imagination contained in the poem.
5. To train the emotions of students.
6. To create a love for English literature in them.
7. To develop their aesthetic sense.
8. According to Rybum, “To give pleasure and thus to lay the foundation for an adequate appreciation of English poetry which may come later.”
9. According to Eastman, “To leave the child with a sense of satisfaction that comes from play, from absorption or from any spontaneous activity.”

Objectives of Teaching Poetry at different Levels:

(a) Primary Level:

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

To be Continued....

(b) Secondary Level:

1. To enable pupils of secondary classes to enjoy and appreciate the poem and its style.
2. To appreciate the music of rhyme rhythm.
3. To develop the power of appreciation of beauty.
4. To make students understand the thought and imagination contained in the poem.
5. To rain the emotions of the students.

To be continued.....

(c) Higher Secondary Level:

1. To enable the students to praise the poem.
2. To appreciate the subject matter.
3. To appreciate the images that present the experience.
4. To appreciate the rhythmic and musical touch of the poem.
5. To train the emotions, feelings and imagination of the students.
6. To create their aesthetic sense.
7. To create a love for English Literature in them.

Specific Objectives of Teaching Poetry:

The specific aims of teaching poetry differ from poem to poem. They depend largely on situation, scene, feeling and thought depicted in the poem. Each poem brings a special and exclusive message from the poet. Never the-less, the following are the specific aims of teaching any poem:

1. To enable students to appreciate the poem namely ‘....’
2. To enable students to read this poem with correct rhyme and rhythm.
3. To enable them to understand the idea of the poem.
4. To communicate the pupils the exclusive message of the poem.

Types of Poetry:

- Types of Poetry
 1. Blank verse
 2. Rhymed Poetry
 3. Free verse
 4. Epics
 5. Narrative Poetry
 6. Haiku
 7. Pastoral Poetry
 8. Sonnet
 9. Elegies

To be Continued...

10 Ode

11 Limerick

12 Lyric Poetry

13 Ballad

14 Soliloquy

15 Villanelle

1.2 Steps in Preparing a Poetry Lesson

No uniform method can be laid down for teaching of poetry. Each poem has to be treated individually. However, the following general steps for the teaching of poetry may be suggested to follow:

- 1) **Objectives:** Objectives of the poem are to be mentioned in behavioural language. The objectives may vary from poem to poem depending upon the main theme of the poem.
- 2) **Material Aids:** A suitable material aid is to be selected and mentioned in the lesson plan. The material aids should be relevant and cheap.
- 3) **Previous knowledge:** the previous knowledge, experiences and mental development of the students are ascertained and the same is mentioned in the plan Book. It is on the basis of previous knowledge that the new lesson is to be introduced to the class.

To be continued...

1) Introduction / Preparation: To make students ready to read the poetry is called introduction. It differs according to the subject matter of the poetry. Thompson and Wyatt have suggested three ways of introduction:

- 1) The best method is to read a parallel poem, i.e.. a poem similar in subject-matter with the poem to be taught. If possible, the parallel poem should be by the same poet.
- 2) One method is to give the gist of the poetry and then ask two or three simple questions on that.
- 3) The third method as to give the life-sketch, style and characteristics of the poet.

To be continued...

(1a) Statement of Aim:

After making students curious to know about the poem by introduction, the teacher should state the aim briefly in clear words.

2)The Presentation:

The presentation stage consists of the following points:

- Presenting Gist of the Poem:
- Recitation or Model Reading by the Teacher:
- Pronunciation Drill:
- Model Reading II:
- Meaning of Difficult Words and Phrases:
- Model Reading III:
- Imitation Reading by the pupils:

To be continued....

3) Practice:

Comprehension Questions: The purpose of the comprehension questions is to know if the meaning of the poem is clear to students and to make certain ideas more clear. These questions should be simple and should not break the continuity of the poem. Their number depends upon the length and ideas of the poem.

4) Product / Evaluation:

Appreciation Questions: Appreciation questions are to make clear the (1) beauty, (2) feeling,(3)main idea of the poem. These questions test:

- 1) Appreciation of the beauty of thought
- 2) Appreciation of the beauty of the images
- 3) Appreciation of the beauty of emotions
- 4) Appreciation of the beauty of the style and language.

To be continued...

6) Home Work / Home Assignment:

there is not much importance of assignment in poetry teaching. The teacher may ask to memorize the lines of the poem or to write the gist of the poem. The assignment can be related to some creative work too.

1.2.4 Methods of Teaching Poetry:

Teaching poetry has different objectives of the same topic, taught at different levels. The following are the main methods of teaching poetry

1. Lecture method
2. Lecture-cum-song method
3. Question-answer method
4. Review method
5. Meaning and understanding method

To be continued...

The following techniques are used in teaching poetry:

1. Question-answer technique
2. Model reading
3. Explanation technique
4. Parallel quotation technique
5. Review technique
6. Narration technique.

1.2.5 Advantages of Teaching Poetry:

The arguments in favour of teaching poetry in our schools are as under:

- 1. Poetry has tremendous appeal:** Poetry has tremendous appeal for children and it is the best way of exciting their love of the language. If it is not fully realized how near the child is to the poet. Poetry has a special appeal for the aesthetic and intuitive sides of the child's personality.
- 2. It helps in the all-round development of pupils:** As pointed out by S. Subrahmanyam, "The value of teaching poetry in English language course at the secondary school level is immense. It leads to an all-round development of the whole personality of pupils, particularly the emotional, imaginative, intellectual, aesthetic and intuitive sides."
- 3. Poetry educates our emotions:** poetry educates our emotions and increased our powers of imagination. We can compare prose to walking, moving from one place to another on the surface of the earth, getting the world's daily work done; poetry may be compared then to dancing, rising above the surface of the earth, perceiving its relations, getting a fuller view of its reality.

To be continued...

4) It has cathartic value:

It has cathartic value because it helps in expression and training of emotions. According to Billows, “There seems to be a special value in poetry in a foreign language in opening up the fantasy and giving release to inhibited and excessively introverted types.”

5) Poetry is memorable:

Poetry is more memorable than prose because of its arrangement of rhyme and rhythm. It has been rightly defined as memorable speech.

6) Rhythm of poetry helps to acquire speech:

The rhythm of poetry helps the learner to acquire natural speech rhythms. This is specially so at the early stage when simple rhymes are used for the practice of rhythm and pronunciation.

To be continued....

7) Poetry imparts pleasure to the students:

Poetry imparts pleasure to the students. It makes glad the heart of man. It lays the foundation for the appreciation of the beauty of language, for poetry is beauty-beauty of form, beauty of thought, mood or feeling.

8) Poetry as media of variety:

Poetry introduces variety in the English course and is a good antidote against boredom.

One of the advantages of reciting poetry with proper stress and rhythm is to impart training in speech and pronunciation to the pupils. The reading of poetry helps us to acquire the natural rhythm of English speech.

1.3 Teaching of English Grammar

1.3.3 Introduction:

Grammar is the theory of language. It is the study of the organization of words into sentences. Plato and his disciple, Aristotle, were the first to take up the subject of grammar seriously. The first Latin grammar was written on the model of the Greek grammar. Scholars all over the civilized world were inspired and influenced by the tradition of Latin grammar. English grammar was written on the basis of Latin grammar.

1.3.2 Meaning & Definition of English Grammar

- Thompson and Wyatt, “Grammar present the facts of language, arranged under certain categories and deals only with what can be brought under general laws and stated in the form of general rules.”
- Champman has given a comprehensive definition of grammar;
Grammar is a study of language by specialists, made in order to establish the rules and principles which are followed more or less unconsciously or instinctively by the native speakers.”
- In short we can say, “The meaningful arrangements of forms in a language constitute its grammar.”

1.3.3 Characteristics of Grammar

The definitions involve the following characteristics of grammar.

1. Grammar is the theory of a language.
2. It is the study of the organization of words into sentences which is based on certain rules.
3. English grammar was developed and written on the basis of Latin Grammar.
4. Every language has its own grammatical norms.
5. Grammar is a major component of language which establishes the relationship between words.
6. Grammar presents the facts and rules of a language, arranged into certain categories and stated in the form of general rules.
7. Grammar has not the code rules, it is, like etiquette and table manners of speaking and writing a language.
8. Grammar is a study of characteristics and specialties of a language. It has been made in order to establish the rules and principles which are followed by the speakers and writers.
9. A language is constituted in a meaning arrangements of words and sentences by its grammar.
10. Grammar has three different meanings:
 - (a) The first meaning of grammar is the set of formal pattern of arranging words of a language.
 - (b) The second meaning of grammar is the branch of linguistic science and analytical aspect of a language.
 - (c) The third meaning of grammar is linguistic etiquette or norms.

1.3.4 The objectives of Teaching Grammar

The main objectives of teaching grammar are enumerated as follows:

1. To develop students' insight into the structures of English language.
2. To develop a scientific attitude about the language.
3. To enable the pupils to express their ideas logically and correctly in speech and writing.
4. To teach grammar as a rule-governed behaviour and not as mere rote learning.
5. To enable the pupils to develop their understanding about the rules of English grammar through use and practice of its structures.
6. To develop their mental abilities of reasoning and correct observation.
7. To enable the students to assimilate the correct patterns of the language without rote memorization.

1.3.5 Types of Grammar:

- 1. Perspective Grammar:** it is also called formal or theoretical grammar. It is the old traditional grammar. In it, the main emphasis is on rules and forms. It ties language with rules. Its limitation is that it does not consider change in language, whereas change in rules is must.
- 2. Descriptive Grammar or Functional Grammar :** It possesses the new concept of grammar. In it, the main emphasis is on the functional side of language. In other words, it describes the behaviour of language. It overcomes the limitation of. Perspective grammar because it changes along with the changes in the language.
- 3. Scholarly Traditional Grammar :** This type of grammar was developed by the scholars of universities. In developing it, they used bibliographic references, critical evolution of the work of predecessors and thorough documentation by citations from English literature. The weakness of this type of grammar is diversity.

To be continued...

- 4 Structural Grammar :** C. C. Fries an American linguist was the founder of this type of grammar. This grammar emphasizes on structures of sentences. The descriptive linguistics are much influenced by it. But is not a complete system.
- 5 Transformational – Generative Grammar :** According to this type of grammar, sentences are of two types : (i)basic sentences, and (ii)transformed sentences. Basic sentences cannot be derived from other sentences, e.g., “I am going.” The transformed sentences are derived from the basic sentences, e.g., “Am I going ? “This grammar is in a developing stage and perhaps in future will give a systematic syntax of English.
- 6 Functional grammar :** Functional Grammar is strongly supported because of its practical value. “It is the grammar learnt in speech or in the study of the reader, and of the formal text. A good deal of grammar is absorbed in this way unconsciously and by imitation by the pupil. He begins to speak correct sentences without having been told the rules of grammar.”

1.3.6 Importance and Advantages of Teaching Grammar :

There are some scholars who advocate the cause of grammar. L. A. Gordon says, “Language is the vehicle of our thoughts and feelings and of our stories, whether true or not and grammar is the machinery by which that vehicle is set in motion.”

- The following are the merits of grammar:-

1. So far correct expression in a language is concerned, grammar is essential.
2. Language is a complex system. It must have logic, a grammar is, behind it.
3. Grammar teaching is essential if we want to proceed from concrete to abstract.
4. It gives an insight into the structure of the language.
5. It is a systematized knowledge of a language.
5. It provides a criteria for judging the correctness of language.
6. Its importance in writing is undebatable.
7. It helps in developing many mental abilities such as : reasoning, observation and concentration.
8. It helps in writing correctly.

1.3.7 Methods of Teaching Grammar :

The various methods advocated for the teaching of grammar are –

1. **The traditional Method,**
2. **The Informal Method,**
3. **The Incidental or correlational Method, and**
4. **The Inductive-Deductive Method.**

1. **The Traditional Method :** In this method a text-book on grammar is used. It contains definitions, rules, examples, and exercises. The teacher tells a definition, or a rule. For example, he says, “A Noun is the name of a person, place or thing.” He gives examples of nouns. Then, he refers to an exercise and asks the pupils to point out the nouns in it. The pupils have to memorize the definition of noun. This very procedure is followed for teaching other parts of speech. When they are well learnt by the pupils, the teacher introduces them to rules regarding the change of masculine nouns into feminine nouns, transformation and analysis of sentences, change of voice of narration etc. pupils commit these rules to memory and solve the exercises given in the text-books on grammar.

To be continued.....

2 The Informal Method : This method advocated the teaching of grammar not by rules but by usages. By continuous practice of using words while speaking, reading and writing, grammar can be learnt. This method proves useful at the early stage when pupils are taught orally.

According to Suri and Bhardwaj:

“The informal method can notes teaching of no grammatical rules, but explaining correct usage informally during correction work. The method is a necessity in the early stages when the pupils have not mastered enough of vocabulary and are yet baffling with speech.”

To be continued...

3 The Incidental or Correlational Method: In this method ; grammar is taught incidentally. This is done during the teaching of text-book, doing translation work, or writing composition. Complex structures are explained and the grammatical implications are taught simultaneously. But sometimes these things interfere with the normal course of teaching a particular topic, because sometimes there is an unnecessary divergence. “However, this method is very suitable, as supplementary to the Inductive-Deductive Method. After the rules of grammar have been taught, in the grammar period, reference at the proper occasion may be made in the intensive reading or composition period for purposes of further drill and application.”

The advantage of this method is that students know the practical use of grammatical laws.

To be continued...

4. The Inductive-Deductive Method: This method is thought to be the best method because it follows some educational principles. As a matter of fact, Inductive-Deductive method is used to teach science. Since grammar is a science of language, it is successfully used for teaching grammar. Some grammarians think that both inductive and deductive are difficult methods. But it will not be appropriate to treat them as such, as pointed out by Thompson and Wyatt, “Even when the facts are discovered inductively, the knowledge acquired has to be applied deductively, or it is apt to be forgotten for lack of use.”

• **Inductive Process:** Inductive means to proceed from observations to law, from simple to complex. For teaching grammar inductively the following steps should be followed:

1. **Presentation of Examples and Illustrations:** The teacher presents examples and illustrations in a systematic order, so that they may lead to a generalization. For example, if the teacher wants to teach how the active voice is changed into the passive voice. He can write the following sentences on the black board.

- | | |
|------------------------|--------------------------------|
| • I rang the bell. | The bell was rung by me. |
| • You forget the book. | The book was forgotten by you. |
| • She sang a song. | A song was sung by her. |

Analysis of Examples: The teacher helps the pupils to analyze the two types of sentences. He asks them to point out the subject, verb and predicate. He asks them to compare the positions of the subject and the object in both the types of sentences. He asks them to point out the change in the verbs. In the end, he asks them to tell all the changes that they find in the second type of sentences.

- (3) Generalization: When the pupils understand the changes mentioned above, they themselves come to certain conclusions. In other words, they come to a generalization, which is as follows:
 - (i) the object becomes the subject.
 - (ii) The subject becomes the object and preceded by the preposition by.
 - (iii) The form of the verb changes. The Past Indefinite (rang, forget and sang) changes into the Participle form.
- 4. The Rules: After the students have pointed out the changes, the teacher tells them that these changes form the rules for changing the Active into the Passive.

Note : At this stage the Inductive process comes to an end and the Deductive process begins.

5. **Verification of the Rules:** The teacher presents new examples for the verification of the above rules. In case, there are any exceptions, the teacher helps the pupils to discover them. After that, the generalization form the basis of the rules for changing the voice.
6. **Practice in the Change of Voice:** The teacher gives ample practice to the pupils in the change of voice by asking them to give examples. These examples or sentences are changed from active into passive or vice versa.

- **Deductive Process:** Deductive means to proceed from law to observations. Deductive grammar states the rules which are illustrated by examples. Traditional grammar or prescriptive grammar is deductive grammar. The grammar written by Wren and Martin or Nesfield is example for deductive grammar. They give the rules with examples and exceptions. In Grammar Translation Method deductive grammar is taught. For teaching grammar deductively the following steps are to be followed:

To be continued...

- 1. Application of the Rule:** The teacher tells the rule first and then gives some examples. He tries to explain the rules through these examples. For examples, if he wants to teach the students Noun, he first of all writes the definition of Noun.
 - “Noun is the name of a person, place or a thing.”
 - Then he gives certain examples,
 - Person- Ram is reading a book.
 - Place- I live in Meerut
 - Thing- The book in on the table.
 - Thus explaining word by word, the teacher tries to explain and verify the rule.
- 2 Practice:** The teacher asks the students to learn and memorize the definition with examples. He asks some other examples and gives then chance to do practice the rule and examples.

1.4 Teaching of English Composition

1.4.1 Introduction

- An expression of ideas in English is one of the objectives of English teaching. Thompson and Wyatt are of the view, “The power of expression in a language is a matter of skill rather than of knowledge.”
- Speech is the beginning of the all language learning. In face to face communication speech is the best choice. But when the conveyer and the (telephonic facility) to establish verbal link between the two, written form is the only choice. So, writing symbols were invented out of necessity of man. To write means to put down the graphic symbols of the language. Mere putting down the symbols, or sketching them on paper, etc., is not writing unless the writer understands the symbols of the language he is writing.

To be continued....

- Bhatia and Bhatia have defined composition as, “It is the expression of child’s thoughts, his own ideas, feelings and observations. It includes both the process and product of composing. It refers to the process of collecting thoughts, arranging them in a rational sequence and ultimately expressing them in accordance with recognized standards of form. The product may take the shape of a letter, an application, a paragraph, a story, an essay, a description or narration, a poem, etc.”

1.4.2 Prerequisites for Teaching Composition:

- (1) Students should have a fair knowledge of English language. This involves the knowledge of sufficient English vocabulary, structures and spellings. The students should be able to speak, read and write English.
- (2) They must have sufficient ideas.
- (3) They should have their mental development of the level that they can arrange ideas in a sequence.

1.4.3 Characteristics of Composition:

- 1. It is fourth or last stage of writing process.
- (a) *structuring*, (b) *copying*, (c) *transcribing*, and (d) *composition*.
- 2. composition is an advanced stage of learning or writing process even without any help of text.
- 3. composition is the expression of students thoughts, ideas, feelings, observations, experiences in written form.
- 4. composition refers to the process of collecting thoughts or information, arranging them in a sequence and express them in accordance with recognized standard form.
- 5. Composition in the process as well as product. The product may take the shape of a letter, an application, a story, an essay, a poem, a description or narration, etc.
- 6. Composition means to write on some topic of his own interest in a systematic way. Simple essay writing, story writing, letter writing, dialogue writing, a poem, etc., are some of the forms of composition.
- 7. Composition is the proper organization. Clarity and effectiveness of the subject-matter are same of the important points or the theme, are kept in mind while writing composition.
- 8. In composition, the main theme is communicated in an organized and systematic order.

1.4.4 The Objective of Teaching Composition:

The following are some of the objectives of teaching composition:

1. To encourage the students to express their ideas in writing in an organized and systematic way.
2. To communicate information that could be followed readily by the intended reader.
3. To enable the students to arrange their ideas in writing at a reasonable speed and with accuracy.
4. To enable them to recall appropriate vocabulary and use it in sentences.
5. To enable them to make use of appropriate punctuation marks for clarity of ideas.
6. To enable them to fix the structures and vocabulary already learnt by them orally.
7. To develop among students the communicative competence through writing.

1.4.5 Principles of Teaching Composition:

1. Principle of Proper Selection: only such topics should be selected as are of interest. Topics should be meaningful and experience based.
2. Principle of Gradation: It implies that the selection of topics should be made in accordance with the age, ability and class-level of the students.
3. Principle of Utility: The topics selected for composition should be related to day to day life of the students.
4. Principle of Group Involvement: The composition work should involve the whole class so that group thinking could take place. The involvement of all classmates in thinking will help the students to exchange their views and suggest new ideas through mutual discussion.

To be continued...

- 5 Principle of Oral Practice: Oral-Composition-Practice should be given to students before asking them to write anything. This will reduce the chances of doing mistakes in the written work.
- 6 Principle of Sequence: The subject-matter should have some sequence. It should not look disconnected collection of ideas.
- 7 Principles of timely correction: The written work of students should be corrected within reasonable time limit otherwise students will carry the mistakes with them till the time of correction.
- 8 Principle of Follow up: After knowing the difficulties and problems of students, the teacher should find suitable remedial measures to remove their difficulties and mistakes.

1.4.6 Types of composition

There are mainly two types of composition

1) Oral composition

2) Written Composition

- There are again two types of Oral Composition

1) Guided composition

2) Free composition

- There are two types of written composition

1) Guided composition

2) Free composition

1.4.7 Types of Free composition:

- 1) Paragraph Construction
- 2) Paraphrasing
- 3) Letter writing
- 4) Application writing
- 5) Essay writing
- 6) Narrative writing
- 7) Descriptive writing
- 8) Story writing
- 9) Precis writing
- 10) Ideas of the extension