

***CONCEPT OF THE LESSON PLAN IN  
ENGLISH LANGUAGE TEACHING  
AT THE INTERMEDIATE LEVEL  
IN ANDHRA PRADESH***

A Dissertation Submitted to the  
University of Hyderabad in partial fulfilment of  
the requirements for the award of the degree of

***MASTER OF PHILOSOPHY  
IN  
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BY  
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*Let everything that has breath  
praise the Lord almighty Jesus Christ,  
for he is good. His love endures forever.  
Praise be to the Lord my Rock.*

**- THE HOLY BIBLE**

## CERTIFICATE

This is to certify that **CH. Joseleena** worked under my supervision for the M.Phil degree in English (ELT). Her dissertation titled "**CONCEPT OF THE LESSON PLAN IN ENGLISH LANGUAGE TEACHING AT THE INTERMEDIATE LEVEL IN ANDHRA PRADESH**" represents her own independent work at the University of Hyderabad. This work has not been submitted to any other institution for the award of a degree.

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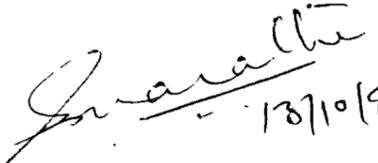
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## DECLARATION

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This is to certify that I, **CH. Joseleena**, have carried out the research embodied in the present dissertation under the supervision of Dr. M.Sridhar for the full period prescribed under M.Phil. ordinances of the University of Hyderabad.

I declare to the best of my knowledge that no part of this dissertation was submitted for any degree to any institution.

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To  
the memory of  
*Bhagyam and Joseph Chintala*

...

*P. J. Raja Rathnam*  
*my beloved grand parents, whom I miss most.*

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# CHAPTER 1

## INTRODUCTION

### 1.0 STATEMENT OF THE PROBLEM:

The present study attempts to explore and evaluate the concept of lesson plans in English Language teaching at the Intermediate level in Andhra Pradesh. This study also focusses on the preparation that a teacher has to make prior to the writing of lesson plans. This preparation inlcudes the entire planning right from the framing of goals and objectives to the evaluation procedures.

### 1.1 THE NEED FOR THE STUDY :

In the survey that was conducted by the researcher, many teachers expressed their views that they do not follow lesson plans while teaching English. The teachers also have certain myths in their minds about lesson plans-- that lesson plans are rigid and allow no flexibility; that they hinder creative teaching; that they are not needed at all as one can remember everything that one wants to teach; that they are not practicable as it is impossible to follow a single model plan for all lessons and all situations and that writing lesson plans is a laborious and time consuming act .

In some other cases, lesson plans have lost all their credibility as writing them has become a routine aspect in teaching. The reasons that could be cited for this deterioration are: First, the teachers lack knowledge in preparing lesson plans that are effective in the classroom, even as lesson planning is done as part of the

teacher's schedule, which is made compulsory in some colleges. As such the lesson plans that these teachers prepare are based either on the guidance that they receive from their colleagues or on what little knowledge they have regarding preparing lesson plans. Second, no specific training is given, nor is it made a requirement for teachers of English at the Intermediate level. As remarked by Rangarao,

Most of the college lecturers in A.P., both in Junior and Degree College have not had any professional training..... This is specially true of lecturers of English most of whom are M.A.'s in literature. The Universities in the State have not been preparing them for the profession of second language teaching at the Intermediate level. (1984 : 40).

As such, many teachers are not aware of the ways of effective and skill based teaching and are less informed about the concept of lesson plans. Thus they end up preparing lesson plans that do not suit the teaching items nor the needs of the students. Hence, there exists a wide gap between what one prepares as lesson plans and what one implements in the form of lesson plans in the classrooms.

While a brief reference has been made in Hari Padmarani's M.Phil., dissertation (1994) to the ways in which objectives figure in the process of planning, no detailed work has so far been done on the concept of lesson plans at the Intermediate level in particular. Hari Padmarani's work deals with the objectives of teaching/learning English at the Intermediate level in Andhra Pradesh. She talks enormously about the mismatch that exists among the objectives of the course, textbooks, teachers and students.

This study, however, attempts to evaluate the concept of lesson plan, the problems associated with it and also attempts to provide a solution to the problem in the form of model lesson plans.

## **1.2 THE SCOPE OF THE STUDY:**

The study aims at not just evaluating the concept of lesson plans in English Language Teaching at the Intermediate Level in Andhra Pradesh, but also looks at the aspects concerned with lesson planning as a whole.

Though teachers are aware of the steps followed while writing lesson plans, many of them still lack both the knowledge of what goes into lesson plans and the approaches that are used in preparing lesson plans. In other words, they are not aware of the preparation that is required on the part of the teacher prior to the writing of the lesson plans.

The survey that was conducted by the researcher proved to be very informative. A questionnaire was administered to the teachers of English who teach Intermediate classes to elicit their responses with regard to lesson plans and to find out how far they help in teaching English as a second language effectively. Brief interviews were also conducted with some teachers by the researcher.

The lesson plans that are taught to the teacher trainees in the colleges of education in Andhra Pradesh are presented and analysed as they are symptomatic of the lesson plans at the Intermediate level for the sake of evaluating the concept of the lesson plans. This was done because there is no formal training for college teachers either at the Intermediate or degree levels.

Finally, this project not only presents the perspectives and problems associated with the concept, preparation and implementation of lesson plans in the classroom, but also attempts to find certain means to solve some of these problems. As said earlier, there is no specific training given to the teachers of English at the Intermediate level in Andhra Pradesh. Hence this study hopes that the teachers would get a comprehensive idea of lesson planning. Some model lesson plans too are given, so that a teacher who goes through this work is benefitted to some extent.

### **1.3 THE LIMITATIONS OF THE STUDY:**

This work clearly needed narrowing down to manageable proportions as the researcher was persuaded by a combination of factors, including the framework of this study, the nature of her teaching experience and her views on which aspects of the teaching of English most need attention today. It is felt that if more attention is paid to the teaching of the skills of language by preparing focussed and effective lesson plans, the teaching of English for the Intermediate students in a country like ours, will become more meaningful.

A large scale experiment for the purpose of this study was not possible because of constraints like time and the sample size in the survey that was conducted. For want of time, the researcher could not observe the classroom performance of the teachers who responded to the questionnaire.

### **1.4 THE PLAN OF THE STUDY:**

The following chapter provides an insight into the various aspects that help the teachers in preparing effective lesson plans right from defining goals and objectives to the guidelines for evaluation. An analysis of the questionnaire

administered to the teachers and the format of the lesson plan that is taught in the B.Ed., Colleges of Andhra Pradesh is presented in Chapter 3: Chapter 4 is an attempt on the part of the researcher, to provide a solution to the problem cited in the study, in the form of five model lesson plans based on the skills of the language. The last chapter discussess the conclusions arrived at and makes some recommendations and suggestions.

## **CHAPTER 2**

### **PREPARATION PRIOR TO THE LESSON PLAN**

Planning lies at the heart of successful teaching. Much of Language teaching is rendered ineffective in the absence of right planning at the right time. And, proper planning brings efficiency in a teacher's work and gradual progress towards language mastery in a pupil's work. (K.K.Bhatia, 1981: 299)

#### **2.0 IMPORTANCE OF PLANNING IN TEACHING :**

It is this idea of planning that lies at the core of the present study. Teaching a language is a serious business and must be conducted carefully. Language is essentially a skill. It is not a content subject like Physics, Economics, Statistics etc., which aim at imparting information and fill the human mind with knowledge.

A skill may be called an ability to do something well which can be acquired only through practice. Language is a complex skill, involving four primary aspects, such as, listening, speaking, reading and writing. As Chastain says ,

The specific subject matter objectives in modern languages at the present time are stated as the ability to use the four language skills. More specifically, at the end of the course the students ,

- (1) should be able to understand (native) speech,
- (2) should be able to express themselves orally, although not at a native performance level.
- (3) should be able to read for comprehension and
- (4) should be able to communicate in simple written form, again not at a native level proficiency, within the limits of vocabulary and structure covered in the course.

(1971 : 274)

The teacher of English at the Intermediate level, the stage that is considered a turning point in a student's career in a country like ours, has the responsibility of equipping the students with the basic skills of language. The primary objective of teaching language at the Intermediate stage should be, "to make the students good at communication. English at this level should function as the vehicle of thought of expression falling in line with the modern concept of second language teaching" (Rangarao, 1984 : 40).

Also the teacher of English at this stage should have immense enthusiasm, wide ranging imagination and an effective plan, all of which will give a picture of the goals and objectives of what the teacher is going to teach in the class, the different activities of both the teacher and the taught, the creation and maintenance of a congenial environment and the evaluation techniques. Hence the concept of lesson plan is a manifestation of various ideas which help a teacher accomplish his/her task while teaching a unit.

Planning the work is what Huebener calls, “anticipatory teaching, for the learning situation is lived through, mentally in advance” (1965 : 118). Therefore, it is necessary for a teacher to plan lessons because a lesson that is taught without pre-thinking and preparation is a waste of time and energy.

Planning a lesson involves pre-viewing and reviewing of the contents of the lesson and their relation to the language skills that the teacher wants the student to acquire, thinking about the various devices for the implementation of the activities proposed, anticipating the consequences after the successful execution of the plan and finally the overall evaluation of the same.

Besides, the teacher picks up his/her mental courage and self-confidence by planning the lessons in terms of, motivation, presentation, evaluation and control over the class situation. Not just this, a plan helps in teaching a particular unit of the lesson within the prescribed time, easily and effectively. Thus, a plan that is prepared effectively and implemented successfully helps the students get varied experiences that fulfill the objectives of learning and gives the teacher a satisfaction of the work done.

What aspect can be more important in the field of education, than a lesson plan which reflects the values that one wishes to impart in the teaching process?

## **2.1 DEFINING GOALS AND OBJECTIVES:**

Having considered the importance of planning at the Intermediate level in English Language Teaching, we shall now look into the aspect of defining goals and objectives. Before planning a lesson, the teacher of English has to first direct his/her thinking towards the goals or aims or purposes and the objectives.

As Romiszowki says :

.... An Educational Aim, Goal or Purpose can be fairly general statement of intent, not necessarily stated in a systematic way. An Educational objective (or instructional objective) on the other hand, is a precise statement of intent, stated in a systematic way.

( 1981 : 43)

The terms such as goals, aims or purposes however are often used interchangeably in language pedagogy. According to Hari Padmarani, “ .... there is no distinction being made between goals, purposes and aims” (1994 : 4). In this study, we shall refer to them as goals, the term most commonly used to describe them.

Planning a lesson is a very complicated process which involves all-sided thinking and imagination. Before the teacher of English decides upon the goals and objectives of a particular unit from a given lesson, he/she is required to thoroughly go through the teaching material which plays a crucial role in determining the goal of that teaching unit first, and then the objectives under it later, in a systematic way. To quote Chandramouli :

... considering the importance of the Intermediate Stage as a terminal as well as a preparatory course, formulation of objectives at this stage must be meaningful, realistic and attainable to the students. They should be defined and stated clearly in terms of

skills and knowledge which the students are expected to possess at the end of the Intermediate course.

(1991 : 30)

Many teachers of English at the Intermediate level fail to state clearly defined goals and objectives for a particular teaching level. It is the goals and objectives which will ensure that a lesson is prepared and taught effectively, the success of which can be measured and verified later.

Goals have also been defined as follows :

... Goals are broad and general expressions of aims, purposes or desired outcomes. They are useful in stating purposes of an area of the curriculum.... In identifying priorities. goal statements assist the teacher in communicating programme goals and in conceptualizing desired outcomes for the year.

Here is a representative of a goal statement : To develop basic skills in oral and written communication.

( Hannah, 1977 : 21 - 22)

An objective, in contrast to a goal, is stated in quantifiable terms. Hence they are measurable and are subject to verification. Being measurable, they provide a way of verifying a particular goal that one implements and to what degree that is achieved. An elaborate study of the objectives of teaching or learning English at

the Intermediate level in Andhra Pradesh has been made by Hari Padmarani. She defines the term “objectives” as follows : ... An objective is narrower in nature than an aim and enables us to operationalise the ideas embodied in an aim..... An objective is stated in more precise terms than an aim and an aim transforms into a series of objectives“ (1994 : 6-7).

An example of an objective could be, to develop an ability to answer questions in correct English and to develop an ability to write brief answers in one’s own correct English.

Goals and objectives are also related to the level at which one is teaching. As Chastain says : “...the choice of the objectives, ofcourse, depends upon many factors - the teacher, the students, the community and/or the times.“ (1971 : 274) For example, if a teacher who teaches English at the Intermediate level, wants the students to speak English correctly in a given context, then the goal can be stated as follows:

To understand the speech of the teacher and express one’s own ideas correctly in English.

The objectives on the other hand, in this situation, can be stated as follows:

To develop an ability to answer questions in correct English.

To develop an ability to ask simple correct questions in English.

To develop an ability to express words and phrases.

To develop an ability to describe incidents, experiences etc.

Therefore, in the light of the information given above, it can be said that, once the teacher has identified his/her goal in order to teach a particular unit from a given lesson, he/she should translate that goal or purpose into objectives. The objectives should be written in such a way that they can be verified upon the completion of a given task. In the next section of this chapter, we shall see as to how these goals and objectives are prepared and formulated.

## **2.2 PREPARING GOALS AND OBJECTIVES:**

In order to prepare goals and objectives, one needs first to answer questions such as these: (1) what to teach (2) what the student will have to do to demonstrate his/her having learnt and (3) what the teacher will do to facilitate learning. In a well planned lesson, there is a combination of goals and objectives which will present and illustrate the instruction programme of the teacher.

As said earlier, once the goal of a particular teaching unit is decided, the objectives of that unit should be stated clearly so as to communicate everything that is intended in the goal stated. If an objective does not communicate what is intended in the goal, then the first step towards planning of a lesson is not properly made. To quote Chastain :

Careful planning is crucial to successful teaching and it is doubtful that anyone can be a good teacher unless he states his objectives and plans his activities in the class room. Certainly such pre-planning is necessary to ensure maximum effectiveness. Successful teaching activities do not suddenly burst into flame by a process of spontaneous combustion sparked by the inextinguishable enthusiasm of the teacher and his charges. They result from much hardwork and pre-meditation. In other words, he (the teacher) must plan his work before being able to work his plan.

(1971 : 269 - 270)

Secondly, a teacher can easily get confused and/or mislead his/her students if an objective is ambiguously stated. This will not just lead the teacher into speculation but make students go off in all directions at once or go in too few directions. This problem will be compounded if one begins to test and evaluate his/her students. For instance, a teacher who teaches English grammar for students at the Intermediate level, with the objective of focussing on verbal and written recall, states the objective in the following manner :

"Students will be able to recall in writing a complete sentence i.e., a group of words expressing a complete thought. A sentence begins with a capital letter and ends with a fullstop."

The teacher may then ask the students to write a short essay and reminds them to be aware of writing complete sentences throughout their essays. While going through the essays, the teacher may be amazed to find innumerable sentence fragments and run-on sentences.

The teacher, in this case expected the students to interpret the objective in such a way that they would learn more skills than those stated in the objective. Here, the teacher has written the objective too narrowly in the sense that, the objective should not have stated that, a sentence begins with a capital letter and ends with a fullstop. Though this point is important to remember while writing sentences, the teacher should emphasise, more on the point, that a sentence should express a complete thought and allow students to write sentences that would make sense in the first place and then, in a step by step manner, explain to the students as to what other points they should follow while writing sentences. Thus the teacher should sometimes take extra care in stating a few specific objectives in the place of one broadly or narrowly stated objective. Ideally, an objective must communicate one's full intent and do so unambiguously.

While formulating objectives, special attention must be given to individual differences among students, to variations in learning styles and rates, to differing interests and capabilities and to variations in levels of attainment. Persistent attention should be given to outcomes of truly fundamental importance. Unanticipated outcomes of instruction must not be overlooked because of the focus on stated objectives. Frequently, an activity will trigger responses other than those the teacher expected. These related attitudes or interests may have significant effects in specifying the responses related to dimensions of learning which will be a deterrent to the clear statement of the objectives.

In short, objectives should be viewed as tools that are useful in improving teaching and learning, not as a set of arbitrary and rigid requirements that hinder creative teaching and learning.

In the following sections, various techniques or activities related to the teaching and evaluation aspects which had been discussed by some eminent writers in the field of language pedagogy such as Bowen, Quina, Mackey, Hannah and Michaelis are carefully chosen and presented here for the students at the Intermediate level. The teachers of English at this level need to be conversant with knowledge available on the subject as part of the preparation prior to the lesson plan.

### **2.3 TEACHING TECHNIQUES OR ACTIVITIES:**

... A technique is a classroom activity. It is a contrivance used to accomplish an immediate objective.

(Venkateswaran, 1995 : 136 - 137)

We have examined ways to formulate objectives and ways of translating objectives into lesson plans in the previous section. Now, the teacher should be able to accomplish the stated objectives and provide a rationale for these objectives. In the process, the teacher has the opportunity to create or adopt certain techniques or activities through which his/her objectives are expressed.

Bowen (1985) talks about many activities and techniques that can be implemented in the class room by teachers of English at all levels. The techniques or activities presented below are an attempt on the part of the researcher to provide the teacher of English with the suitable techniques or activities at the Intermediate level from those that are given in Bowen's work. The teachers should be aware of different activities and drills that are practised by other teachers in different places so that they adapt them to suit their own requirements in the classrooms. Some activities might seem to be difficult to implement in the classroom, especially in view of our large classes where individual attention is not possible, to perform such activities for a lot of time and patience is required on the part of the teacher. But they can be implemented, if the administration, students and teachers are made accountable for all the activities and drills conducted in the classroom.

From the survey that was conducted by the researcher, more than half the number of teachers expressed that they follow the lecture technique of teaching. Without making a value judgement on the technique called lecture, it can be said that the lecture is the most popular and stable technique that a teacher follows in the classroom at the Intermediate level.

Hence, success in school and college work is crucially dependent on the students' ability to understand the lectures and other class activities. Though listening is considered a passive skill, it requires an ability to receive, analyse and interpret the oral speech in English, thus re-creating the message.

### **2.3.1 LISTENING ACTIVITIES:**

The teacher should first engage the students in activities that are verbal and interactive but involve a minimum of response in the second language. As pointed out by Bowen (1985 : 94 - 98), the response in these exercises should be limited to Yes/No, True/False, simple answers to Wh-questions, usually answers that consist of one word. This type of activity is most useful if it is moulded to suit the circumstances of the individual students.

An activity which involves students to listen to an excerpt from a lesson and then answer a few questions posed by the teacher, can also be very useful to develop the students' listening comprehension. They may be allowed to make written notes if they wish to.

An excellent and appropriate activity for listening comprehension is story-reading by the teacher. Stories can be selected wholly for the pleasure of listening to them. The stories must suit the interests of the students, that is, stories which are not too complicated linguistically and not too long.

The teacher should read for short periods on successive days rather than try to finish a story in one day. The teacher should answer questions students may wish to ask about things they do not fully understand. If a story does not go down well with them, it should be abandoned and replaced by another. The teacher should read in a way that enhances the appeal of the story using a clear well modulated voice.

“Eavesdropping” is a good technique that will enhance listening comprehension in students. The students should be asked to do this activity

discretely and publicly, anywhere in a crowd, say, in a theatre, at a counter in a department store, on a municipal bus, at a sports event etc. The students should seek answers to such questions as, description of participants, circumstances, locale, purpose of the conversation, context of exchanges and unusual features of the discourse. Then they can report to their teachers and classmates. The teacher can grade these efforts by judging completeness, accuracy and relevance.

Finally, an ideal assignment in listening comprehension that is highly relevant to the student needs, as a participant in the learning process at the Intermediate level, is a presentation of recorded lecture. This helps the students in interpreting and understanding lecturers.

### **2.3.2 SPEAKING ACTIVITIES:**

The ideas presented here are obtained from a reading of Bowen (1985 : 107 - 108 ; 113 - 114). When it comes to speaking, one of the most effective techniques of getting students to talk is through picture description. The students do not have to understand complicated directions or cues. They can simply tell what they see or some leading questions can guide their observation to specific features that they interpret. This is a useful skill that sharpens both observation and language.

Conducting interviews is an excellent way to employ speaking skills. With the teacher's help and guidance, the class can work out a set of questions that can be addressed to another student or to a visitor if possible. The teacher should explain what kind of questions are appropriate in that situation. Then the students who were engaged in this activity can present their report to the class and let the class ask other questions. The teacher can also conduct a mock employment

interview with the student taking the part of the applicant. No special preparation need be given for this assignment. The teacher should engage two groups of students in an informal debate on an interesting topic. Whatever one says the other will disagree. Then the one that made the first statement tries to justify it.

Translation can also be a very appropriate activity that will develop speaking skills in the students. Each student should be given a note that has a written instruction or message in the student's native language. Then they should be asked to translate that instruction or message into the second language.

### **2.3.3 READING ACTIVITIES :**

According to Bowen (1985 : 241 - 245), to help the second language students develop reading skills, the teacher should first convince the students to accept two principles. 1. It is not necessary to understand the exact meaning of every new word in order to understand a passage. 2. It is not necessary to understand some of the words at all.

These points are easy to demonstrate. The teacher should first ask the students to read a passage in which a number of words have been deleted and then answer the comprehension questions on the passage. The students will be surprised to find that their comprehension has not been significantly impaired.

There are two very simple and important techniques that a teacher should teach while making the students read a passage. The first one is called skimming. The student glides over the surface of the text, reading selected important parts rapidly in order to get an overview of content and organisation. The second technique is called scanning, which means that the student looks through the text rapidly to locate specific information. This rapid reading is done at a speed

faster than the speed with which one usually reads a text of average difficulty. Hence, skimming and scanning are examples of reading with incomplete information.

The significance of the timed reading exercise is an increase in the degree of comprehension and in speed as the class progresses. These exercises over a time will increase a student's regular reading speed. Here are the instructions that a teacher should follow while conducting a twenty minute timed reading lesson.

1. Get a watch with a seconds hand.
2. Select a passage of approximately 400 words, which is relatively easy for the class. Write 10 comprehension questions, five based on information and five on inferential skill.
3. Set a 5-minute time limit and indicate all 10-second periods on the blackboard from 10 to 5:00.
4. When 5 minutes have passed, have students stop whether they have finished the passage or not and answer the comprehension questions without looking at the passage.
5. Review answers to comprehension questions while students check their own papers. Seventy percent of accuracy is adequate.

Keeping records of a student's progress helps both the students and the teacher. The students should be observed by the teacher while they are reading in the class. The teacher should make mental notes of the problems of students and give individual help where needed.

#### **2.3.4 WRITING ACTIVITIES:**

As rightly said by Bowen (1985 : 261, 272 & 273), the most important writing exercise for students at the Intermediate level is writing paragraphs and short essays on their own. Simple paragraph structure should be introduced carefully and taught one step at a time. Separate lesson and practice exercises should be devoted to the concepts of the topic sentence, the main idea, supporting details and the concluding sentence. Paragraph writing assignments should be suggested with topics likely to be of immediate interest and use to the students.

Dicto-c<sup>o</sup>mp is another interesting activity with regard to the writing skills of Intermediate students. A short passage easily within the range of comprehension of the students should be selected and the subject of the passage should be introduced to the class. The teacher should write and explain on the blackboard words or phrases which are likely to be new to them. The passage should be read to the class four times by the teacher. The students should be allowed to ask any question after the first three readings. Soon after the fourth reading, the teacher should ask the students to write down the composition with the original ideas and sequences and using words from the original passage as and when they remember them. The teacher should then evaluate the compositions for correctness of meaning and structural accuracy.

In another writing activity, which is called limited timed writing, the teacher should introduce a subject related to the reading activity. After the class discussion, students write as much as they can on the subject in seven minutes. If this activity is carried on once a week, the students will be able to see marked progress in organisation of facts and ideas as well as dramatic increase in the number of words which can be written per minute.

### **2.3.5 NON-VERBAL ACTIVITIES:**

There are also certain non-verbal techniques, which will help the students free themselves from the tyranny of words and social conventions to discover a different dimension of knowing and experiencing.

Quina, (1989 : 150, 152 & 165) talks about these activities at the school level specifically for teachers during their first years of teaching. These non-verbal techniques mentioned below may seem to be vague in a typical Indian classroom where English is taught as second language. But they are included as alternatives for a teacher of English in a case where the emphasis on the activities related to the skills of language may drive the class to a monotonous stage.

Traditional objects or physical entities like a trophy or a memento which the class has collectively won or some old photographs of the class picnics that elicit past memories are particularly useful in recalling past incidents including past successful learning experiences. The teachers can use these objects effectively by having the students recall and write descriptions of experiences from the past. This technique enhances the writing skills of the students in a manner which will be interesting to them.

Dreams contain all the elements for good story telling. The students should be encouraged to write or speak about their dreams. As they experience no restrictions, whatever language they have acquired comes out freely. The students should be allowed to work in groups and should be encouraged to write comments on each other's group ventures.

Sensory stimulation can be entirely self-created as one supplies both stimulus and response. It can also be elicited by the teacher by giving a series of words or actions as a stimulus and then allowing the students to experience whatever comes up to their mind. If nothing happens, then the word is allowed to pass. The students then report their sensations and associations through writing or actions.

In teaching any aspect, humour can be injected to increase rapport. Even grammar which is considered a dry subject, can be made interesting and enjoyable through the use of humour.

The technique called "Mind Maps" can also be very effective in assisting the students to learn any difficult aspect. For example, the teacher provides a stimulus in the form of some reading material which the students are supposed to read silently. The student is then instructed to draw a circle at the centre of the page and write a word or short phrase in the circle that represents the summation of the experience. He then draws lines away from the circle, writing associated words and phrases on the lines. Ideas related to the central concepts are represented by new lines drawn from the centre. The process can be shifted towards a verbal activity simply by having the student translate the Mind Map to a fellow student, a group or the entire class.

Finally, music can also be used in many ways in teaching the second language, either to anchor a desired response from a person or to promote relaxation or else to establish a mood.

### **2.3.6 CONCLUSION:**

Presented above are some of the very useful and effective techniques or activities of English Language Teaching for the Intermediate level students. These activities have all been selected on the basis of the experience that the researcher had in teaching English for the students at the Intermediate level and on the survey that was conducted. Hence the learning aptitude in general, of the students at the Intermediate level has been kept as the background information in selecting not just these activities but also the teaching drills and aids in the following sections of this chapter.

### **2.4 TEACHING DRILLS :**

Any language teaching plan must take into account the fact that a language is a system of habits. Therefore there needs to be a provision in the plan for converting what is taught into a habit. This can be achieved through the language drills. As Chastain remarks :

In introducing drills to the class, the teacher should spend a few minutes explaining their purpose. Those students who realize that language is a habit and that habit requires practice diligently and to co-operate fully than those who are merely told to repeat ..... At the end of the drill phase, they (the students) must demonstrate an ability to form the proper patterns.

(1971 : 208)

Given below are some of the drills pertaining to listening, speaking, reading, and writing respectively, which have all been derived from Mackey's work, titled "Language Teaching Analysis" (1965 : 421 - 437). Although this book was written prior to some of the present developments in the field, it is the most complete and comprehensive of the methods books and deserves to be a standard reference book.

Mackey suggests these drills to the students at all levels who basically learn English as a foreign language. That is the reason why many of the drills that he had suggested in his work are elementary when we look at them in the context of students learning English as a second language at the Intermediate level. Nevertheless, there are some drills which suit the students learning English as second language. These drills have been chosen on the basis of their suitability for students at the Intermediate level.

#### **2.4.1 LISTENING DRILLS:**

- A) Recordings with film strips: This drill requires equipment. As such this drill can be used with great difficulty in Indian schools and colleges. But it is a kind of comprehension drill, where sentences are so spaced as to permit the teacher to change the picture on the screen. Each picture depicts what is said on the recording. Later the teacher can discuss and ask a few questions to test how much attention the students have paid listening to this exercise. This drill can be very interesting to the Intermediate level students.
- B) Motion picture films: This drill again can be executed with great difficulty. Screening films specially made for language teaching with graded vocabulary

shown several times has proven to be very productive. But if this responsibility is shared both by the people who manufacture and bring out textbooks along with the people who are involved in school administration, it can be of great use to the students, in improving mainly the listening capacity and also the speaking abilities of the students.

#### **2.4.2 SPEAKING DRILLS :**

- A) An interesting way to make the learners express themselves at the Intermediate level in English, is to let them prepare small skits and short plays. Likewise, model dialogues can also be dramatised. This drill can be very successful if the teacher avoids long plays in which only a few students get a chance to speak. This drill also helps the students to use certain dialogues unconsciously in their conversation and at the same time they can be encouraged to write their own lines.
- B) **Topical Talks:** This drill is useful for expanding vocabulary. First, the teacher should teach and explain briefly the new and difficult words of the topic. After that the students should be encouraged to ask as many questions as they can about the topic. The students should be allowed to copy down the answers given by the teacher. This drill intends to make the learners speak and ask questions and give the answers themselves. A useful device for converting reading vocabulary into speaking vocabulary is through a reproduction exercise. First the class reads a passage which they can understand silently. Then the teacher reads the same passage slowly and aloud. Then all of them close their books and discuss the passage.
- C) **Descriptive and Narrative Drills :** The teacher will put on the board the name of a person, place or thing. Then the learners should be asked to give

a description in their own words. Topics should be related to the learners' interest and not the teacher's choice. Narrative drill is supposed to make the class prepare a story or something of their invention and then they should orally express but not read what they have prepared.

#### **2.4.3 READING DRILLS :**

- A) **Scrambled Sentences:** The sentences of an anecdote is jumbled and numbered. An illustration of the anecdote can be drawn on the board. The learners try and give the number sequence which gives the story. Another such drill could be true or false drill. Here, the teacher should write on the board a mixed series of true/false statements and number them. Then the learners would identify them and answer in yes/no. In the same manner, the learners should be given lists of related words containing one word which does not belong to the series. The learner is made to underline the word.
  
- B) **Read and Answer Drill:** A series of questions should be written on the board and numbered. Each learner can come and read the questions and answer them orally.
  
- C) **Extensive Reading:** The teacher may decide to expand the context further through reading. When the students are acquainted with a wide variety of contexts, the new teaching item becomes all the more meaningful and easier to remember. This may be achieved through the use of reading material incorporating the new teaching point and written within the learner's vocabulary. The reading may be started in class and finished at home or it may be done entirely at home. If the question forms have been taught, the learners may be asked to prepare questions on what has been read as home work.

#### **2.4.4 WRITING DRILLS :**

- A) **Written Action Drills:** These include all drills whereby the learner observes actions and writes down what he sees. They may be of the do and write type, where the learner describes actions he has just performed, or of the look and write type, where he describes the actions of others. Another drill is also similar to the above ones, but here, the learner looks at a picture and writes about it.
  
- B) **Written Textual Drills:** Practice in writing may be provided through texts which have been either written on the blackboard, duplicated by the teacher or supplied in the work books of the course. Written exercises on the teaching points might be given either as classwork or as homework. These exercises may range from filling in blanks to writing compositions, depending on the level of the students.

#### **2.4.5 CONCLUSION :**

All the drills discussed above can be of no use without the teacher's positive attitude, enthusiasm and patience. But equally important is the role of the teacher's imagination in the classroom. The next section deals with how vital is the role of the teacher's imagination in helping the students get imaginative experience beyond the reach of the classroom.

#### **2.5 TEACHING AIDS:**

Language learning at the Intermediate level is most unsuccessful due to the failure of the teacher's imagination. Very often the teachers fail to realise that

words alone may not suffice to create or picture, the situation in the minds of the students that is intended by the teacher. Hence there is a great need for making use of aids in one form or the other by the teacher.

The teaching aids that are discussed here, are some of the aids that F.L. Billows talks in his book titled, *The Techniques of Teaching English* (1962 : 130 - 135 : 141-142, 148, 152-153). This is an attempt to bring in some of those aids that suit the students and the teachers at the Intermediate level.

### **2.5.1 THE TEXTBOOK:**

The textbook is perhaps the most important of all the visual aids. The role of the textbook, in fact, is to represent and give a foretaste of all those books which the learner aspires to read. But in a country like ours, it can be said that, the textbook is the only tool for a teacher to bring the target language inside the classroom and deal with it. First, the teacher should not confuse his/her role with the role of the textbook by just interpreting everything that is there in the text. Instead, the teacher has to train the students to reflect on what they read and their reading should stimulate new expression first in speech and then in writing. Second, each lesson in the given textbook, should be taught in such way that together they stand for a set of language skills and associated vocabulary. Third, a good teacher is always aware of the fact that every lesson must have its roots in the preceding lesson and its branches and flowers in the succeeding lessons. No lesson should be treated as an isolated entity and taught for itself alone. Hence it is the responsibility of the teacher to relate the student to the textbook by his/her experience of the world, in order to develop in the students various skills of the second language.

### **2.5.2 THE BLACKBOARD:**

Though the simplest classroom aid of all is the blackboard, it has great possibilities for pictorial representation. Yet, the teachers seldom use it except for writing lists of words or sentences. But the fact is that the students find it very difficult to listen attentively to a description of an object even if it is given in a language that is quite simple to understand. A pictorial representation on the blackboard will be very effective in a case such as this. In fact, a drawing is much better than a verbal description, because in a drawing, the teacher can represent each object by a visual symbol made to resemble the object so that no effort of memory is needed to remember what is said on the part of the student.

The best type of blackboard drawing is a rapid sketch which is expressive like a caricature but not necessarily accurate. Only the essentials can be indicated. The teacher must never draw silently on the blackboard, wrapped in concentration over what he/she draws. Instead, he/she must constantly, comment and invite comment on what he/she does. The great advantage of a blackboard drawing is that it takes shape under the eye of the student. The teachers lose this advantage by preparing the drawing in advance.

### **2.5.3 PICTURES :**

Pictures cut out of old magazines or newspapers can be used by the teachers for class teaching. These pictures should only show representative objects which the students can hardly confront through any other medium. This suggests that there is no need to show pictures that the students ought to experience with their own eyes and hands. Besides, those that are specially prepared for classroom use show as much diversity of situation and action as possible so that there is an

opportunity for the students to infer from what is not visible in the picture at all. The students' success in expression in the presence of pictures depends on the pictures being new and interesting when they are put up. They should not be allowed to become stale by being displayed when they are not used.

Pictures intended for decoration, which include, photographs, paintings, drawings etc., should not be considered as a direct teaching aid but they can be used as a point of departure for discussion. They have a very important role to play in establishing appropriate background and also establishing a sort of "mental set".

#### **2.5.4 FILM STRIPS AND PROJECTORS :**

Though it is difficult to equip every class with film strips and projectors, it can be said that, they help in making an impression on the minds of the students that ultimately results in the learning of a language. The teacher can show a film silently with the sound switched off and give simplified commentary on it in the vocabulary range of the students. After showing it once or perhaps twice, the teacher can show it with the sound switched on. Although a good deal of language may still be beyond the students, they will understand the situations and what is going on. This will bring more of the language within their range than they would normally grasp or even notice.

The film strip is the handiest medium for projection since the images can be seen sharp and clear with a good projector. One can use the continuous present tense for what one is showing, the future tense for what may be expected to be seen in the next frame, and past tense for what has been seen in previous frames. One can also go back to see whether the students have remembered them correctly.

### **2.5.5 SKITS AND DRAMA:**

In a language classroom, actual representation of an action in a dramatic manner represents the action better than any picture can, because there is live movement involved in it. It refers to the importance of gesture in the teacher, and the ability to show a scene and communicate the experience of it to the class by acting it out with suitable gestures, movements and facial expressions.

Also, the students can do different things by giving their actions the right verbal accompaniment. Especially in the later years of the course, scenes in prose passages that are to be studied can be brought alive for the class by representing them as skits or in a dramatic form with the help of a group of students.

### **2.5.6 PUPPETRY:**

Another convenient extension of classroom drama is puppetry. Students who are too nervous to speak fluently in front of the class can often speak and quite fluently too if they are behind a screen and speak for a puppet they manipulate with their hands. If both the teachers and the students find insufficient time in the school in order to prepare and carry out activities with puppets, spare time puppet clubs can be formed which can fulfill the needs of the school for puppets and even carryout puppet shows.

### **2.5.7 OTHER AIDS :**

Although many teachers view the classroom windows as a possible source of distraction, they can be considered as a valuable aid to the teacher. The window frames a sample of the life of the world outside the school. It is often the only

accessible link that the class has with everyday life. For example, the teacher may spend ten or twenty minutes at the window, talking about what can be seen and afterwards make a rough representation of their principal features on the blackboard for further discussion.

Finally, a mirror is a valuable aid in teaching pronunciation of those words/sounds which cause problems of intelligibility to the students. If each student of the class has a small pocket mirror, they can observe the shape of their mouth, as they pronounce sounds that give them difficulty. Once the students have got used to what the correct shape feels like, and have learnt to move their lips automatically when they speak a particular sound, it means that they have overcome the greatest difficulty in pronouncing the sound of a word correctly.

#### **2.5.8 CONCLUSION :**

These are some of the aids that a teacher at the Intermediate level can think of using while teaching English. It should not be taken for granted that these are the only aids that a teacher can make use of in the classroom. On the contrary, a teacher can think of many such aids according to the learning needs and purposes. Therefore, it can be said that teaching aids act as stimuli and they can brighten up the classroom and bring variety and interest into the lessons.

Thus the topics dealt with in the three previous sections, namely, teaching activities or techniques, teaching drills and teaching aids, form a very important part of the preparation that the teacher makes prior to the writing of a lesson plan. A knowledge of what technique works and when or which aid will be the most effective to drive home the point or what drill can emphasize the teaching unit that

is taught etc., is very crucial to a teacher of English. Not just this, a well informed teacher who is aware of various techniques, drills and aids will always be a step ahead in teaching the skills of the language, provided the administration, students and the teachers are made accountable at every step of language teaching/learning.

## **2.6 TIME MANAGEMENT :**

The effective teacher is an organised teacher. Organization here means much more than clear lesson plans. According to Quina (1989:300- 309), to be effective, the teacher needs a total commitment to the best use of professional and personal time. Such a commitment empowers one not only to be highly effective at work, but also to experience a high level of satisfaction in work and leisure.

First, one should create a goal towards one's profession. Every teacher should look over at the yearly goals and write them down as to how they will be achieved. These can be broken down into weekly and daily objectives. To keep track of these activities, every teacher should keep a notebook and a pocket calender. They should allot some time in the evening and morning to make up the daily list of objectives. By setting a definite time, there are increasing chances of their forming a firm habit of following objectives towards their profession also. By using the daily time table, one can automatically speed up the completion of the daily tasks because by the time the day's work gets over, and the teacher has his/her list clearly written and prioritised, all that he/she needs to do throughout is refer to them and follow the list. Hence, the teacher can speed up his/her work performance very easily.

Another way of increasing one's productivity is by using wait time. Many teachers allow themselves to become bored and frustrated by placing themselves in a situation where they have nothing to do. Instead, such time can be used to plan some lessons, outline their ideas etc. Sometimes, when many tasks come at once, the teachers tend to be overwhelmed by them. The best thing to do at that time will be to take on the easy job first, complete it quickly as this gives one the energy to go on to the larger tasks.

Organising one's work space does not mean setting up a rigid environment. It does mean setting up an environment that supports one's work. The work space should be comfortable and distraction of a serious kind should be avoided. Research shows that music can aid concentration in work. The teachers should learn to delegate and train the students to perform tasks that can maximize their skills and learning opportunities and at the same time reduce their work load. Daily interaction can be speeded-up and increased in quality by using clear modes of communication. Quality of work and leisure can also be enhanced through the creation of meaningful projects that are systematically translated into daily activities.

Hence, the above argument shows how one can be totally responsible for using time in the most productive and satisfying ways, both in one's professional and personal life. In the next section of this chapter, we shall deal with some of the guidelines that the teachers should follow while evaluating the students' performance in the classroom.

## **2.7 GUIDELINES FOR EVALUATION :**

... A good system of assessment after all, should encourage students to work at precisely what is important in a course and to make the best use of time.

(Beard, 1970 : 179)

Hannah and Michaelis (1977 : 37-63) have based their suggestions with regard to evaluation procedures on the pre-service and in-service teachers at the school level. Though some of these procedures are strictly meant for students at the school level, many of these procedures can be used conveniently for students at the Intermediate level.

Before one could think of evaluation with regard to a second language such as English at the Intermediate level one should be clear about the fact that English should be taught in India as a second language, the aim being to enable the learners to acquire a working knowledge of the language. The objectives therefore would be to enable the students :

- a) understand simple spoken English
- b) understand simple written English
- c) express themselves in simple spoken English
- d) express themselves in simple written English

The above four objectives determine the following four skills to be developed among the students.

- a) Skill in listening
- b) Skill in speaking
- c) Skill in reading
- d) Skill in writing

### **2.7.1 INFORMAL OBSERVATION :**

One of the most effective and widely used techniques of evaluation is direct informal observation of the students as they participate in ongoing classroom activities. The extent to which the objectives are being attained can be determined on the spot as the students engage in learning activities. For example, the teacher can observe the students' performance as they speak out words and use other skills, express attitudes and interests in discussions, and other activities. Immediate feedback can be obtained through this observation which can be put to use in improving instruction and meeting individual needs.

In addition to the informal observation, specially arranged formal situations may be used to focus on the students' activity and the teachers' observation. Situations such as these may be made a regular part of instruction so that they provide useful information in the form of reactions of the students and the data on the development of various skills. Some of the formal techniques and the guidelines to follow them are listed below.

### **2.7.2 INVENTORIES AND QUESTIONNAIRES :**

Inventories and Questionnaires are designed to survey the students' general interests and attitudes to illustrate curriculum related assessment of objectives. This information can help the teacher plan the activities, topics, individual

assignments etc. Tallying and analysing total class response on individual items is useful in determining group interests, attitudes, etc.

For example : if the teacher wants to find out about how the students feel with regard to various activities that are to be performed in the classroom, then a sample question would be as follows :

How do you feel about these activities?

Direction : Underline "like" if you enjoy the activity underline "so-so" if you are willing to do it but don't particularly like or dislike it. Underline "dislike" if you don't enjoy it.

1. Listening to the teacher as he narrates.	Like	So-So	Dislike
2. Answering the questions	Like	So-So	Dislike
3. Taking part in the discussion	Like	So-So	Dislike
4. Noting down in the notebook	Like	So-So	Dislike
5. Writing words/phrases on the blackboard	Like	So-So	Dislike
6. Looking at pictures and answering questions	Like	So-So	Dislike

Guidelines for preparing Inventories and Questionnaires are:

1. The objective should be clear.
2. Items or questions that will yield needed information should be listed.
3. A means of response, oral or written that the students can handle should be provided.
4. Items and questions should be simple and brief.

### 2.7.3 CHECKLISTS AND RATING SCALES

Checklists and rating scales are helpful guides in observing the students performance during activities and to the examination of whatever they produce. They are also useful to aid the students in their own self-evaluation.

On the checklists, a blank space is provided for simply checking each behaviour or skill when it is demonstrated. Rating scales have the additional feature of providing an opportunity to record a judgement about the quality of performance or the skill demonstrated. Many checklists may be converted to rating scales through the addition of appropriate scales. For example, the ability of conversation/spoken skills.

#### RATING SCALE

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Evaluation Criteria	Very good	Good	Acceptable	Poor	Very Poor
	4	3	2	1	0
1. Ordinary conversation					
2. Ability to answer questions					
3. Ability to follow requests and commands					
4. Boldness in talking					
5. Clear expression					
6. Total					

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#### **2.7.4 TEST ITEMS:**

- Λ) Multiple choice items are widely used to assess a wide range of objectives. The first part of the item should be a clear statement of the question. The choices should be approximately of the same length so that the correct or the best response does not stand out. "None of the above" or "all of the above" should be used as choices only when there are definitely correct or incorrect answers. Here is an example of a multiple choice item:

Objective: To name the uses of nouns

Item : In what ways are nouns used in sentences?

- a) As indicators of an action
  - b) As modifiers of other words
  - c) As subjects and objects
- B) True/False, Yes/No, Right/Wrong and similar test items are called alternative response items. They are useful when the teachers want the students to verify or reject a sentence presented. Giveaway terms such as usually, sometimes, often in true statements and always, never, impossible in false statements should be avoided.

Here are some examples:

1. Read each statement given below. If the statement is true circle " T " and if it is false circle "F"

- a. Although our bodies will perish, our souls will not die. T/F
- b. Universities are the hopes of our national leaders. T/F

C) Matching items are useful in assessing the students' ability to associate elements, identify relationships and identify pairs that go together. The same kind of items should be placed within each column to reduce confusion and yet make the choices more difficult. More items should be placed in one column than in the other to expand the number of options. Columns should be arranged in alphabetical, chronological or other order to aid the student in scanning the material and eliminating possible clues.

Given below are sentences that are divided into two groups A & B. Write the number of the sentence from column B in a circle against the sentence in column A that matches it properly.

A	B
a) He died	1. as you are a girl
b) You can't go there	2. at the age of 60
c) Will you come to me	3. and learn English

D) Short Answer Items are useful in assessing details or sentences that the students should recall in context. The items should be short, specific, to the point and call for a brief response. Completion and fill in the blank items should not contain so many blanks that the students become confused. Each question should call for one correct response and the type of desired response should be clearly indicated.

**Example: Write an appropriate answer against each question given below in not more than 25 words.**

1. What is the distinction between (a) thinking and musing (b) knowledge and wisdom.
  2. Write a small paragraph expanding the idea contained in the proverb “ Practice makes man perfect “
- E) Essay items are useful in assessing higher-level objectives such as organising and expressing thoughts and feelings, taking and defending a position on an issue etc. Each essay item should include a fairly specific focus than non-restricted items. The teacher should be clear about the objectives before writing the essay questions. Questions should be properly phrased in accordance with the objective so that the student will have a better idea of the task to be performed.

**Example: Write answers to the following questions in not more than 150 words.**

1. Bring out the comparison between the school boy and the caged bird.
2. If a life that has no time to stand and stare the beauty of nature is poor, what according to you is a rich life?

#### **2.7.6 CONCLUSION :**

These evaluation procedures help the teachers of English to check as well as rate the students' performance formally. Hence, the programme of evaluation is not confined to the mere satisfaction of the teachers concerned or to the promotion or declaration of results. It is expected to directly lead to improvement, modification and betterment of the instruction.

## **2.8 CONCLUSION -- END OF THE CHAPTER :**

All of the above guidelines, reminders, do's and don't's included in this chapter obviously suggest that a teacher who teaches English as a second language at the Intermediate level has to work very hard to be prepared for a lesson that is to be taught, as against the commonly held view that once they become teachers, all of a sudden, they would gain all the knowledge there is to know about teaching the second language.

Many teachers still view lesson plans with aims, objectives, background information, main steps, timing and organisation like a strong medicine unwanted. They often complain that they do not have confidence in what they write as lesson plans. The biggest problem these teachers encounter is the materials they have to work hard to obtain and the preparation they have to make before actually writing lesson plans. Added to these problems, institutional factors and curricular constraints may also serve as hurdles that they may have to cross. Moreover, the teachers, being non-native speakers of English in a country like ours may lack the confidence to let the students have a free hand in the activities of the classroom. But these same teachers may feel more comfortable and secure with a predictable or controlled activity called "lesson plan". In the words of Chastain :

Inseparably associated with the concept of the word teaching is the concept of purposes, goals, and objectives ( Lesson Planning ). To teach, one must teach something to someone. Planning assists the teacher in selecting and arranging the most efficient sequence of learning activities for arriving at the stated goals. (1971 : 298)

An understanding of all the points discussed in this chapter is very essential whether or not all these points are included in the lesson plan that one prepares. This understanding is a “must” for every teacher as it forms the background information. Therefore the purpose of this chapter is to bring into light the various ingredients that help a teacher of English at the Intermediate level in preparing effective lesson plans. A teacher who is determined can find ways to adapt and compromise with all the existing factors by directing his/her energy towards creative and organised teaching.

It should be remembered that while preparing a lesson plan, one should be particular of the fact that, too much of emphasis and too detailed a plan may deprive a lesson of its spontaneity. On the other hand a teacher should be aware of the difficulties that accompany a too flexible plan. Given a classroom situation with a lesson, an ideal approach could be that a teacher should be flexible but stay focussed on the plan as the lesson progresses. To conclude, the points discussed would serve as a review and an opportunity to rethink about designing effective lesson plans and to reflect on one’s own practices in the classroom. It serves too perhaps as a reminder that language teachers are not mere teachers but much more than that.

## **CHAPTER 3**

### **ANALYSIS AND INTERPRETATION OF THE DATA**

#### **3.0 Introduction:**

Having considered the ideas that help a teacher of English at the Intermediate level, with regard to the preparation that is required prior to the writing of lesson plans, this chapter throws light on the data collected from the survey that was conducted by the researcher. First, the views expressed by a section of the teachers with regard to lesson plans in particular and effective language teaching in general, are summarised and analysed. The data that was collected from this survey proved to be very interesting and informative. In fact, this data helped the researcher to a great extent in designing the model lesson plans (Chapter 4). Second, the format and the contents of the lesson plan that is taught to the pupil teachers' in the B.Ed., colleges of A.P., at the time of their training is presented and analysed. The conclusions that are made from these surveys are summarised and presented at the end of the chapter.

#### **3.1 THE TEACHER QUESTIONNAIRE--AN ANALYSIS:**

The questionnaire has been administered to fifteen teachers who belong to various set-ups and have different backgrounds. As such they could be considered representative of a cross-section of teachers. Only fourteen teachers had given back the questionnaires.

The questionnaire asks twenty questions that are very simple to answer but are fundamental to the purpose of this project. All the questions are framed in a very simple and clear-cut manner, so that it is easy for the teacher who answers

the questions to make up his/her mind quickly. Here is a detailed description and analysis of the responses of the teachers.

Questions numbering one to six deal with the details of the particular teacher such as name, age, the name of the college, experience of the teacher, classes that the teacher teaches and whether the teacher is trained or untrained in his/her profession. Half the number of the teachers, i.e., (seven) out of fourteen teachers are teachers who taught at the Intermediate level with the experience of at the least two years. But only two out of the seven teachers are trained teachers, with B.Ed., as their degree of training.

This suggests that there are many teachers who are untrained in the field of teaching, especially at the Intermediate level. Hence they are likely to be less informed or most of the times uninformed about the ways of effective language teaching. A few teachers received training through B.Ed., course, the only course offered to the teacher candidates in A.P. This means that there is no specific training given to the teachers at the Intermediate level.

Among the rest of the seven teachers, four have taught at the school level, their classes ranging from the first to the tenth. They are all experienced teachers but only one of them has a certificate/diploma in the field of teaching. The remaining three teachers belong to a different category and have taught at the graduate and post graduate levels with more than five years of experience. All of them are trained teachers, having taken a certificate/diploma.

The questionnaire was also given to the teachers at the school and degree levels in order to find out whether they have undergone any kind of training or not. Almost all the teachers in these categories are trained and experienced teachers.

This suggests that training of any kind is considered very essential at the school and perhaps at the degree level, which is very different from the response given by the teachers at the Intermediate level.

The next set of five questions are related directly to the topic of this dissertation. The seventh question asks the teachers whether they follow lesson plans when they teach English. Ten teachers out of fourteen said they do not follow lesson plans. Among the remaining four teachers who follow the lesson plans only three are trained teachers.

Though unfortunate, it is true that many teachers do not follow lesson plans while teaching English. It is also found that mostly trained teachers have said that they follow lesson plans when they teach English. This suggests two possibilities. The teachers who said that they do not follow lesson plans are either not sure of themselves in preparing lesson plans or they are not aware of how and what goes into the preparation of lesson plans and the difference they bring to the classroom activities.

The reasons teachers have cited for not being able to follow a lesson plan cover almost all the options given by the researcher. This suggests that there are some deeply entrenched myths about lesson plans that need to be confronted first.

Lesson plans can perhaps be rigid, if they are followed as mere formulae. As a teacher, one must take the responsibility of making them flexible to accommodate many possibilities.

Though many teachers believe that creative teaching can only be possible without a lesson plan one should not count on insight or inspiration as a substitute for planning. Moreover, in terms of stages of development, creativity usually follows planning.

It is true that, some experienced teachers appear to be teaching without a plan, but their plan is mental and is largely an accumulation of many plans. In fact, writing out a plan in advance will profit any teacher whether she/he is experienced or inexperienced because the very process of thinking about the lesson plan is sure to open new ways of seeing the old patterns.

For a teacher with less experience, initially, writing a lesson plan might seem to be a laborious and time-consuming act. But it smoothens the work and helps in the long run. Once the habit of planning lessons is formed, one can easily think of the ways and means of making lessons all the more interesting.

Even as many teachers still feel that there is only one right way of writing a lesson plan they realise it is not practicable. But the fact is that, the format of a lesson plan is determined largely by one's purposes or goals. It is not a matter of one format being correct or another being incorrect. It is a matter of appropriateness to one's purposes. In each case, the purposes and assumptions about instruction determine the format.

The next question in the questionnaire was put to elicit information as to whether in preparing lesson plans, the teachers write a plan for every lesson or not. Out of the four teachers who said they follow a lesson plan, one said that plans are written for every lesson while two teachers said they do not write a lesson plan for every lesson. Surprisingly, the two teachers who said they do not follow a lesson plan at all said that they write plans for every lesson.

Significantly, some teachers said that they prepare lesson plans for the sake of preparing them and do not follow them in the classroom, which in fact was the case with most of the teachers in the place where the researcher had worked and

perhaps, elsewhere too. This fact shows the present state of the concept of lesson plan in English language pedagogy and the lack of awareness on the part of the teachers in preparing effective lesson plans.

In the next question, teachers who follow lesson plans were asked to mention whether they prepare sketchy or elaborate lesson plans. Three of them said they like to prepare sketchy plans and only one teacher said that he likes to prepare elaborate plans.

From the opinions given by the teachers, in the brief interviews conducted by the researcher and also through the questionnaire, it is clear that the teachers preferred sketchy rather than elaborate plans. This information was helpful to the researcher in preparing the model lesson plans.

In the eleventh question, all the teachers who do not follow lesson plans said that they feel so because they remember what they want to teach. This suggests that the teachers preferred a broad and practical plan in their minds which they could follow spontaneously than follow a plan that gave directions at every step.

The twelfth question aimed at finding out whether the teachers preferred skill-based teaching of English or knowledge based teaching. Except one or two teachers, almost all the teachers expressed their opinion, at least on paper, that they follow skill-based teaching. It remains a matter of speculation as to how far they practice this kind of teaching in the classroom. Whatever may be the case, this bit of information has provided an insight into the minds of the teachers that they like to follow skill-based teaching of English.

The thirteenth question required the teachers to rate the given objectives of teaching English, according to their order of preference. While a couple of teachers said speaking skills are important, the rest of the teachers have all said that reading and writing skills top their list of priorities.

Here, reading and writing skills were given more priority than speaking and listening skills by the teachers. More often than not, the teachers want their students to read and learn by-heart the given notes and write everything without mistakes in the examination. Probably this is what they mean by reading and writing skills. Hence, it is no surprise that speaking and listening skills are not considered important by these teachers. Anyhow, the model lesson plans in chapter 4 suggest that all the four primary skills of language are equally important, as one skill leads to another and no skill can be isolated from the other as such.

In the next question, the teachers were supposed to mention the teaching aids they use in the classroom, apart from the textbook, blackboard and chalk. More than half the number of teachers, said that they do not use any aids while teaching English other than the common aids mentioned. A few others said they use tape recorder, pictures, charts etc.

This is a common fact that in many schools and colleges of India, teaching aids apart from the text books, blackboard and chalk are unknown to the students and not used by the teachers. Keeping this fact as a ground reality, the researcher has made sure that the model lesson plans in chapter 4 include teaching aids other than textbook, blackboard and chalk which are affordable and easy to use in the classroom both by the teachers and the students.

The fifteenth question throws light on the methods that the teachers follow when they teach English. Eight out of the fourteen teachers expressed that they follow the lecture method when they teach English. Among the others five teachers said that they follow communicative method of teaching. Two of them said they teach with a combination of two or three methods.

Though lecture method is considered as having many ills in it, it is the most popular method of teaching English in our country. It is suggested that a combination of two or three methods would be an ideal method to teach English.

The sixteenth question deals with the difficulties the teachers face while implementing a lesson plan in the classroom. Here also, the reasons cited by the teachers, cover almost all the options given by the researcher. Lack of time and lack of resources are the reasons that figure prominently. This question too has helped in preparing the model lesson plans, keeping in mind, the two major difficulties the teachers encounter.

The next question aimed at finding out what the teachers do when they fail to implement the lesson plan. The teachers said they would either abandon the lesson plan completely and start teaching spontaneously or they would just chat with the students on some topic not related to the lesson they are teaching. The teachers who follow lesson plans are found to be quite prepared to teach spontaneously. The experienced teachers would be in a better position to handle a situation such as this.

The eighteenth question is a straightforward one, to which the teachers were supposed to respond in yes/no about whether preparing a lesson plan will help them teach English effectively. Surprisingly, nine out of fourteen teachers were

of the opinion that a lesson plan helps them teach English effectively. The rest held negative opinions. Some of the teachers who said they do not follow a lesson plan, expressed their opinion that a lesson plan actually helps them teach English effectively.

This response had in fact prompted the researcher to construct the model lesson plans with the hope that a plan which is focussed and less complicated may serve the purpose of many less informed and untrained teachers.

The nineteenth and twentieth questions are so framed to let the teachers express their views freely in the light of the question number eighteen. The views of all the nine teachers who said lesson plans help in teaching English effectively were expressed differently but the content was the same. They were of the opinion that, lesson plans help them to be focussed, make the classroom atmosphere more meaningful and the activities interesting. They also help the teacher to prepare in advance so that it will ease the burden of teaching.

Contrary to this, the five teachers who said lesson plans do not help them in teaching English effectively, were of the opinion that planning makes the activities look very artificial, that it leads to more confusion, that it conditions the mind of the teacher, that it cannot be of any use to solve the practical problems in the class.

The researcher also had very brief interviews with some of the teachers who expressed that, the administrative set-ups, the examination pattern and the attitude of the parents as well as the teachers towards language, in particular English, deprive them of the interest they have towards teaching English, using innovative methods.

### **3.1.1 CONCLUSIONS :**

1. There are many untrained language teachers at the Intermediate level, who are less-informed about the ways of effective teaching.
2. No specific training is given to the teachers at the Intermediate level. Even those trained, have no training other than B.Ed.
3. Teachers do not follow lesson plans while teaching English though they prepare for the sake of keeping to a rule.
4. Skill-based teaching with sketchy lesson plans are preferred by many teachers.
5. Teaching aids other than textbook, blackboard and chalk are not used by a majority of teachers.
6. Lecture method of teaching a language in schools and colleges is still found to be very popular.
7. Many teachers believe that lesson plans help in teaching a language effectively.

### **3.2 THE EXISTING LESSON PLAN :**

#### **3.2.0 INTRODUCTION :**

The lesson plans that are taught to the teacher candidates in the B.Ed., colleges of A.P. are meant for school level, that is from class eight to class twelve. It is found that the same plans are followed every year without change in any manner. An example of this is found in Appendix 2. It is also found that no training is given specifically to the teachers at the Intermediate level. As observed by Ranga Rao:

The universities in the state have not been preparing them (the teachers) for the profession of second language teaching at the Intermediate level. Even the B.Ed.,

possessed by school teachers and Head Masters, later promoted as Junior Lecturers, is not of much help to them, as this training is mostly theory oriented and in any case, not geared to the demands of multi-skill language teaching at the Intermediate level.

(1984 : 47 - 48).

As such, the researcher had to take these lesson plans which are primarily meant for the school level, as they are symptomatic of the lesson plans at the Intermediate level.

### **3.2.1 THE FORMAT OF THE EXISTING LESSON PLAN :**

In the first column of the B.Ed., lesson plan, details of the pupil teachers such as the school in which the lesson plan is being implemented, the level of the class, duration, subject, unit and sub-unit of the study material are provided. The level of the class in which the lesson plan was implemented was ninth standard and the duration was about forty five minutes. The subject of course was English and a unit or lesson called "Run Boy Run" was taken, out of which paragraphs one to six (sub-unit) were taught on particular day.

The next column deals with teaching/learning points :

- a) Structural language item: use of conjunction "and".
- b) Words for active vocabulary: "help" and "heavy".
- c) Words for passive vocabulary: "path" and "distance".
- d) Words for pronunciation "gratitude", "embarrassment" and "humiliated".
- e) Comprehension of the content in the passage.

The third column is divided into sub-columns, as follows:

Step	:
Teaching points	:
Instructional objectives	:
Specifications	:
Teacher's activity	:
Pupil's activity	:
Teaching/Learning Material	:
Blackboard work	:

1. In the first stage, under the "teaching points", it is written "motivation" and under "teacher's activity", it is said that the teacher motivates the students by saying "good morning", to which, the students respond positively under the pupil's activity sub-column.
2. Here, it is said that the teacher introduces the word "and" situationally and contextually.
  - a) Presentation: The teacher asks a few questions in order to make the students recognise the range and the meaning of the word.
  - b) In the "teacher's activity" column, it is said that the teacher asks the students to recognise the word "and" with the help of the substitution table given. ( A model of substitution table is given separately).

In the pupil's activity column it is said that the students make some meaningful sentences on their own with the help of the teacher.

- c) Production: Here the teacher asks the students to make some sentences by using the word "and".

Vocabulary: The students acquire the knowledge of the elements of language.

3. a) Presentation: Here, the presentation of active words "help" and "heavy" is made. The teacher asks a few questions to make the students recognise the sound, meaning and the knowledge of the usage of the word.

- b) Practice: Here, the teacher asks the students to practise the word so that they make some meaningful sentences.

- c) Production: The teacher asks the students to make some meaningful sentences by using the word. The students are supposed to perform as the teacher expects.

"Heavy" -- the same steps, namely, presentation practice and production are followed with this active word as described earlier with the word "help".

### **PASSIVE VOCABULARY:**

"Path" and "Distance": The teacher presents the word situationally and contextually and asks the students to make their own sentences, and the students are expected to perform as the teacher wants them. The students are expected to identify the sound, meaning and their usage. The teacher writes the meanings of these two words on the blackboard.

### **Words for pronunciation:**

1. "Gratitude" The teacher asks the students to pronounce the words with proper stress, accent and intonation.
2. "Embarrassment" The students pronounce words after the teacher
3. "Humiliated" does.

### **Content:**

1. Motivation (testing the previous knowledge) The teacher asks a few questions to motivate the students in order to understand the content, based on the previous day's knowledge.
2. The teacher then declares the topic and reads the passage aloud with pauses, accent, stress and intonation. The students observe the text in order to get the central idea of the passage.
3. Silent reading of the passage by the students.  
The teacher asks the students to read the passage and helps them in reading.

### **COMPREHENSION QUESTIONS :**

The teacher asks a few questions related to the passage and the students are expected to recall the subject matter of the passage and present ideas and thoughts correctly.

### **RECAPITULATION :**

The teacher makes the students reproduce what they have studied during the day by asking:

1. Make your own sentences using "help".
2. Give the meaning of "distance".

### **ASSIGNMENT :**

The teacher writes some questions on the blackboard for an assignment.

a) Write the meanings of the following words.

a. bar

b. nerve

b) Match the following:

A

B

1. Glenn

1. a place

2. Floyd

2. 8 years

3. Kansas

3. 13 years

### **3.2.2 AN ANALYSIS OF THE EXISTING LESSON PLAN:**

To begin with, an analysis of the format of the lesson plan that is followed in almost all the colleges of education in A.P., will make it clear that, in the teaching and learning points column, the specific objectives are stated. But it is not clear as to what skill the teacher wants to impart in the students which, in fact, could have been stated in the form of an aim or a purpose. Hence the very first look at the given lesson plan will lead us to confusion. Even in the space where the

details of the class and the lesson are given, there is no reference made to any particular aim or goal in teaching a particular lesson. As one goes through the lesson plan, it becomes slightly clear that the lesson plan is supposed to deal with vocabulary and grammar of that particular unit from the lesson.

With regard to the objectives that are stated, they are short but specifically mentioned. It now remains to be seen as to what techniques and aids are used to launch and achieve these objectives. It is very disappointing to notice that "motivation" is of no priority at all. Motivation here just means the teacher coming and greeting the students by saying "good morning". Obviously, this greeting by the teacher cannot alone serve as motivation for the students. In any lesson, no matter what language skill the teacher wants to teach, motivation plays a very important role. It actually helps the students come out of all their preoccupations and makes them prepare mentally for that unit or the lesson.

In the presentation column, it is said that the students recognise the usage of the word and also recognise the meaning of the word. This is something which can easily be assured on paper. Indications should be given as to how they can be recognised. That is to say, will the students be in a position to recognise the given conjunction "and" all at once or with just one or two questions asked by the teacher? Even if this works with some good students, what would happen to the rest of them?

In the sub-column, "practice", it is indicated that the students acquire "the knowledge of application", under the column "instructional objectives", but here again, it is not specified as to what would be the means to help the students achieve this knowledge.

There is a slight sign of clarity in the “teaching activity” column, where words such as “drill” and “substitution table” are used. But statements like “students respond positively”, “students give answers to the questions”, go to show that assumptions are made from the teacher’s point of view. There are no indications of alternatives.

In the case of vocabulary, the three steps mentioned under the teacher’s activity, are as follows:

1. The teacher presents the word “path” situationally and contextually and asks the students to make their own sentences.
2. The teacher presents the word situationally, contextually and orally.
3. The teacher asks the students to pronounce the words with proper accent and intonation.

Now it should be noted that all the three activities mentioned fail to specify how the teacher actually presents the words. There are absolutely no specific details pertaining to the words and their presentation in the classroom. Things are obviously taken for granted.

In the third activity mentioned, it is ridiculous to expect a ninth standard student to pronounce the words with stress, accent or intonation. Though it is mentioned in the pupil’s activity column that the students repeat the word after the teacher does, they should have been some indication given as to what steps the teacher would take to ensure that the students pronounce the words correctly.

The next step in the lesson plan deals with the comprehension of the passage. Here also, there is a fair amount of vagueness. In the instructional objective

column, it is written that they (students) understand “spoken English”. It is improper to state this as an instructional objective. An objective defines an aim that the teacher wants to achieve. It actually states various steps that the teacher undertakes, say an activity, in order to implement an aim.

Then again under specification column, it is blindly assumed that the students recognise the sound and structure in the passage. What if the students are unable to recognize the said things or even fail to get the central idea of the passage? The alternatives are indicated nowhere in the plan. The assignment given to the students at the end of the plan, gives weightage to the comprehension part of the lesson, whereas the grammar and vocabulary dealt with at the beginning of the plan have here taken a back seat.

### **3.2.2 CONCLUSION:**

To conclude, all that can be said is that, a lesson plan which is supposed to aim at clarity in the proceedings of the class activities, to make them more focussed and meaningful, to organise and structure the lesson more comprehensively and to bring out a picture of the class and the happenings there that ultimately eases the work load of the teacher and paves the way towards effective teaching is here definitely not as it should be. No reference has been made to the kind of materials that will be used and procedures are not indicated.

Hence, it can be said that there is a lot of room for improvement especially in the motivation and presentation areas where the activities should be focussed and alternatives have to be indicated wherever necessary. The whole plan should be made more from the learners' point of view and assumptions should be based on logic. Follow up activities should be formulated in such a way that they

strengthen the day's knowledge and lead to the next day's work. Therefore, it is the contents in the plan that one prepares which are more important than the format. A format can be altered as and when one likes according to the goals and purposes of teaching, but the contents have to be focussed, practical and result-oriented.

In the following chapter we shall not just only with what is needed to make the format of the lesson plan effective in order that the contents therein can be easily implemented, but also the model lesson plans for teachers of English at the Intermediate level. The model lesson plans will first deal separately with each of the four language skills, that is, listening, speaking, reading, writing and then provide a final model lesson plan based on all four skills of the language.

## **CHAPTER 4**

### **DESIGNING EFFECTIVE LESSON PLANS**

#### **4.0. INTRODUCTION:**

Over the years, teaching English in our country has undergone a tremendous change in becoming a result-oriented process. The students are more interested in learning English for specific and practical purposes. In such a situation, the best that a teacher of English can do at the Intermediate level, is to teach every lesson with the available resources as a vehicle to launch the four primary skills of language i.e., listening, speaking, reading and writing, instead of explaining the stories or the content in the textbook and giving notes to those lessons.

As observed and suggested by Rangarao :

The stress at this level should be not on content but on communication abilities, the objectives of English Language teaching at the Intermediate level can be that of giving individual guidance to students in listening, speaking, reading and writing skills, leading to the ability to read simple books in English and communicate freely with others for everyday needs, using the language correctly and appropriately.

(1984 : 41)

In the next section of this chapter, we shall deal with the aspects that make the format of the lesson plan effective and easy to implement in the Intermediate classroom.

#### **4.1 FORMAT OF AN EFFECTIVE LESSON PLAN :**

The nature of the lesson plan will depend on the nature of the lesson. There are different kinds of lessons which are taught for different purposes. When the lesson is about language, its grammar is emphasised. A lesson can be affective when it appreciates literature and practical when it teaches people to use the language. It is the latter type of lesson which concerns us here. It is a type which necessarily involves a certain amount of learner participation and the more the participation, the more planning is required.

In teaching English as a second language, there are various aspects to cover. For instance, the teaching of grammar points, composition, reading for comprehension etc. The same steps of a lesson plan do not serve to carry out different aspects. However, the main purpose of all the lesson plans of English as a second language is the development and practice of the various skills of language. The specific steps of lesson plans for one aspect, say answering brief questions after listening to a passage on the tape-recorder, do not work for a lesson plan on reading skills, in which a specific activity might just be reading a short passage from a handout in the allotted time. According to Chastain :

In the daily lesson, the teacher attempts to put his knowledge of theory, language and general guidelines for language teaching into practice. He knows that the students do not suddenly acquire skills, so he should

plan to spend at least part of each period in review, in doing the assignment, and in introducing new material to be assigned for the next class period. Sequenced in this manner, the students are exposed to all assigned material in at least three consecutive classes. In attempting to build always from the old to the new, from known to the unknown, he can organize the class period in the following sequence: Review, View and Pre-view; generally speaking, approximately one fourth of the class period should be spent in review, one half in viewing the assignment and one fourth in pre-viewing new material and making the assignment.

(1971 : 281)

Following is the format of a daily lesson plan, suggested by Quina, (1989 : 71 - 72) which is not based on any particular lesson. In fact, this format can be considered as a general one, which can be broadly applicable and suitably modified to any kind of lesson and is very effective in obtaining specific results.

**DAILY PLAN :**

I. Type of lesson

II.i. Grade level

ii. Time allotment

III. Goals and Objectives

A. Goal of the teaching unit

(Sample terms: Know, Understand, Appreciate, Grasp, Enjoy, Believe etc.)

**B. Objectives of the teaching unit**

(Students will be able to write, recite, present, identify, differentiate, compare, contrast etc.)

**iv. TECHNIQUE OF TEACHING :**

(Lecture, discussion, demonstration, workshop, silent reading, guided fantasy etc.)

**v. PROCEDURES :**

**1. Motivational activity:**

(How the teacher stimulates interest among the students towards a particular teaching unit.)

**2. Developmental activities:**

(This stage refers to the actual presentation of that particular teaching unit in the form of activities performed in the class in order to drive home the teaching points.)

**vi. MATERIALS:**

(Books, pictures, handouts, charts, tape-recorder, film projector etc.)

**vii. EVALUATION:**

(This stage refers to the follow-up activities after the completion of the teaching of the particular teaching unit, which tests how far the teacher was successful in teaching the particular unit and the level of attainment in the students.)

Well, a teacher of English should always be clear whether the format is suitable to his/her goals and objectives. It would be profitable to try to experiment now and then with regard to the format of the lesson plan that he/she prepares.

From time to time, he/she must stretch himself/herself by trying an alternative format and then take note both of the experience of himself/herself and that of the students, of students' learning and his/her learning as a teacher. Here are some of the model lesson plans which are designed and presented by the researcher based on the skills of the language.

## **4.2 MODEL LESSON PLANS: PRE-VIEW**

The foregoing models of lesson plans are designed in such a way that they obtain specific results. This section of the chapter is an attempt to provide solutions to the problem cited in this project i.e., the difficulties and problems the teachers face in every step of preparing and implementing lesson plans at the Intermediate level. Therefore, it can be said that these model lesson plans can be highly workable, if formulated and implemented in a focussed manner. But what results would one want to obtain from them?

One may wish to get the results that are hybrids of all the five models displayed, that is, a plan which is a combination of all the four skills of language, or plans that are based on a couple of skills or sometimes a plan that is based on one skill at a time. One may even wish to create a format that is startlingly different, unique in every way.

Finally it should be remembered that if one happens to find a better way one can change these plans. Effective teachers will experiment with alternative formats depending on their purposes.

### **4.2.1 MODEL LESSON PLAN I : LISTENING SKILLS**

The teaching of listening comprehension as a separate skill is a recent innovation in language teaching. Listening is simply considered as an adjunct of

speaking. But it is a skill that must be taught and that does not happen automatically. One of the teacher's most important tasks is to provide a variety of purposeful listening activities throughout the entire language course.

At the Intermediate and advanced levels, the teacher must make the effort to find suitable taped material for listening activities. It is not enough for the students merely to listen to each other and the teacher. They must also have frequent opportunities to listen to a variety of different speakers talking at normal conversational speed.

**LEVEL OF THE CLASS:** Intermediate first year

**TEXT:** Intermediate (first year) Part I English Poetry and Prose Selections. Published by Board of Intermediate Education, Hyderabad, Andhra Pradesh.

**CLASS SIZE :** Forty

**CLASS TIME:** Fifty minutes

**MATERIALS:** Tape-recorder, Cassette that has a recorded lesson, Chalk, Textbook, and a Camera to display in the classroom.

**TITLE OF THE LESSON:** "With the Photographer" by Stephen Leacock

**LESSON's OBJECTIVES:** To improve the listening comprehension of the students and help them retain and transfer information.

**INSTRUCTIONAL STRATEGY :** Response-giving and discussion.

**PREVIOUS LESSON :** The class has briefly dealt with the vocabulary part of this lesson without the teacher revealing the title of the lesson.

**ACTIVITIES:**

1. Warm up -- motivational activity
2. Listening to the tape recorder
3. Answering brief questions
4. Students listen as the teacher reads aloud from the text.
5. Discussion
6. Evaluation
7. Follow-up activity -- homework

**Teacher**

**Learner**

1. Shows a camera to the students and asks a few questions to warm up. What is this object called? Would you like to take a photograph?  
(If you have a camera, fine. If you do not have a camera where will you go to take a photograph?  
What does the photographer do inside the studio?  
How does the studio look like?  
Do you like the questions which photographers usually ask and so on....)

The Students respond to the questions.

2. **The teacher then asks the students to close all their books and listen to the conversation on the tape recorder.**

**(The conversation is between the photographer and the author of the lesson, which had taken place in a photo studio. The exact conversation is found in the lesson too. If there is no tape-recorder facility, then the teacher can just read out the lesson with different voices without mentioning the title of the lesson or asking the students to open their text books.)**

**The students listen with full attention.**

3. **Asks a few questions about the conversation. Where is the conversation taking place? How many people are there? Who are the two people in the conversation? How do you know that one of the two persons is a photographer?**

**The students respond to the questions. If they find them difficult to answer, some clues are given by the teacher as and when necessary.**

4. **Now, as the students listen with their books closed, the teacher reads loud and clear, the same passage from the text, which the students have heard a little while ago on the tape.**

**The students listen carefully.**

- |    |   |  |
|----|---|--|
| 5. | The teacher asks the students to identify the new words they have heard in the passage.   | The students come up with words such as drooping, enthusiasm, severely, crawled, apparently, frantic, sighed etc.                  |
|    | The teacher explains the meanings of these words briefly.   | The students listen and try to understand the meanings.  |
|    | The teacher then engages the students in a discussion to make them say what happens in the passage.   | The students participate by giving responses.  |
| 6. | Evaluation: The teacher asks a student from each row to come up and give the summary of the passage in his/her own words. They are given a few minutes to discuss.  | The students come one by one. In case they have a problem in giving the summary the teacher would help them as and when necessary. |
| 7. | Follow-up Activity--Homework: The students are asked to listen to the national news on Television or Radio and note the contents of the news. Then, they should write and present a report on the contents that they have noted. The teacher gives a choice for the students who find it difficult to understand the terminology used in the news to write a report on their favourite English serial (on any one episode). |  |

Note : The passage of this lesson is given in Appendix No.3.

#### **4.2.2 ' MODEL LESSON PLAN II - SPEAKING SKILLS:**

Learning to speak a second language is a lengthy process. The students may practise sentences and do oral drills. These activities are all preliminary to actual conversation. In the classroom the teacher should try to allow for some true speaking activity, either guided conversation or at later stages, free conversation during every unit. Second language is one course in the curriculum where the students should be encouraged to talk a great deal in the classroom because this will help them in expressing themselves correctly and freely in the long run.

It is the responsibility of the teacher to assume two roles. First the teacher must be a meticulous judge and correct mistakes in the initial language learning stages. Second, at the more advanced stages the teacher must be a coach who encourages and reviews the student performance. The teacher will move from one role to another, most frequently.

**LEVEL OF THE CLASS:** Intermediate first year

**TEXT:** English Poetry and Prose Collection published by Board of Intermediate Education, Andhra Pradesh.

**CLASS SIZE:** Forty

**CLASS TIME:** Fifty minutes

**MATERIALS:** Pictures, Chalk, Paper and Pencils

**TITLE OF THE LESSON :** All About a Dog by A.G.Gardiner

**LESSON's OBJECTIVES:** 1. To answer questions orally in complete sentences using four past tense forms correctly.

2. To form sentences orally using a given number of second language words in the proper order.

**INSTRUCTIONAL STRATEGY :** Response-giving (oral and written), discussion and blackboard work.

**PREVIOUS LESSON:** The class has completed the comprehension and the vocabulary part of the concerned lesson.

**ACTIVITIES :**

1. Motivational Activity
2. Presentation of four forms of past tense.
  - a. Third person singular
  - b. Third person plural
  - c. First person singular
  - d. Second person singular
3. Question and answer drill on tense
4. Review of the material
  - a. Oral
  - b. Written
5. Communication activity
6. Presentation of word order
7. Drill on word order
8. Follow-up activity--Homework

### **MOTIVATIONAL ACTIVITY:**

1. The teacher should ask, using familiar vocabulary, questions about the students' names, their whereabouts, likes and dislikes.
  
2. Presentation of four forms of past tense :
  - a. Third person singular. Example: The little animal sat blinking. (The teacher explains briefly and asks questions based on third person singular from the lesson; the class answers while the teacher helps them when they find it difficult.)

Questions: What did the conductor do when he came inside the bus?

How was the younger woman dressed?

What did the younger woman carry in her lap?

Why was the conductor angry?

What did the conductor say to the lady?

and so on until the students understand the teaching item and find it easy to answer.

The teacher should then make the entire class repeat the answer in full sentences.

- b. Third Person Plural: The teacher should first give one or two examples from the lesson and explain them briefly.

Example : Two women and a man got in together and filled the vacant places.

The teacher explains this example briefly.

The teacher asks questions based on third person plural from the lesson.

The class answers while the teacher helps them when they find it difficult.

The teacher asks questions from the lesson such as:

Why were all the people angry in the bus?

**How many passengers got down the bus and walked away?**

**What were the policemen doing near the bus?**

**Who had disappeared up the stairs?**

**Who discussed savagely the conduct of the conductor?**

**What are meant to be observed in spirit, but not in letter?**

**C. First and Second person singular :**

**The teacher introduces the first and the second person singular in a conversation.**

**Example: Teacher : I was tired. Were you tired Sachin?**

**(Answer with “yes”)**

**After teacher helps him: Yes I was tired.**

**Teacher: Were you feeling sick yesterday, Jack?**

**Jack: Yes, I was feeling sick yesterday.**

**Teacher: Did you watch a movie last week, Vineeth?**

**Vineeth: Yes, I watched a movie last week.**

**Questions based on first and second person singular from the lesson are asked by the teacher:**

**1. “You have got a cough as it is.”**

**Who said this to whom?**

**What is “you” in the sentence. First person/Second person?**

**2. “This was the opportunity and he intended to make the most of it”.**

**Who is “he” in the sentence and what do you call him, First person or Second person?**

**3. “I saw trouble brewing.”**

**Who is “I” in the sentence? What do you call it, First person or Second person?**

3. **QUESTION/ANSWER DRILL ON TENSE :** The teacher displays a picture with line drawings of a bus with passengers sitting and a small dog just near the door of the bus. Three policemen stand near the footpath.

The teacher asks questions based on the pictures in the past tense.

Example: Where was the conductor standing?

Where were the passengers sitting?

Where was the dog?

Where did the policemen stand?

Was the bus standing on the road or in the bus depot?

4. **REVIEW OF THE TEACHING POINTS:**

- a. The teacher reviews all the four forms of past tense. The teacher gives examples and the students identify the form of the tense. Later the students give out examples as the teacher directs them.
- b. The teacher then distributes written material (handouts) in which students write examples against each form of the tense.

Example:

1. One of the passengers pulled the bell.

Write the tense and form of this sentence and give an example of the same kind.

2. It was a moment of triumph to me.

Write the tense and form of this sentence and give another example.

3. None coming, he returned to his seat.

Write the tense and form of the sentence and give another example.

4. Two or three passengers got off and disappeared into the night.  
Write the tense and form of the sentence and give another example.

#### 5. COMMUNICATION ACTIVITY:

The students are encouraged to read out their answers, examples and later discuss with their classmates and the teacher. The teacher clarifies all their doubts. Thus this activity paves the way to real conversation in English.

#### 6. PRESENTATION OF WORD ORDER:

Position I	Position II	Position III
a. He	pulled	the law on his side
b. It	saw	having a real holiday
c. The bus	linked	the bell violently
d. The younger woman	came in	bitterly cold night
e. Then	was	trouble brewing
f. The conductor	was	dressed in seal skin
g. Someone	was a	got his roles
h. I	has	savagely discussed
i. His embittered soul	she	employing
j. The little dog	was	immovable
k. His conduct	had	came back
l. He	was	at the lights
m. He	was	and took the fares

NOTE: Combinations are to be made orally by the students from each position looking at the blackboard. The second position should never be changed.

7. Drill on word order : The teacher scrambles the words by mixing them and asks the students to form as many sentences orally as possible.
8. Follow-up activity -- Homework: Imagine you having travelled in a bus in an interior area. At one of the stops, a villager got into the bus with two small goats. The conductor did not notice them at that time. After a while when the bus started, he noticed the goats.

Describe what follows orally in your own words in the next class by working within your respective groups.

(Students are allowed to prepare at home a rough draft so that it helps them in discussing the following day.)

Note : The passage of this lesson is given in Appendix No.4.

#### **4.2.3 MODEL LESSON PLAN - III: READING SKILLS**

Reading is the one skill the students use after they have left the classroom. It is also the skill that is retained the longest. Reading requires the comprehension of what is written. The first stage in reading process is learning sound-symbol correspondences, either directly or by reading aloud sentences and words that have been mastered orally. Then the students learn to read these same words and sentence patterns in new combinations. From the reading of sentences, the student progresses to the reading of paragraphs and short passages. The following model lesson plan suggests ways of introducing students to the point where they can study longer passages.

**LEVEL OF THE CLASS : Intermediate second year**

**TEXT : Intermediate Second Year Part I English Poetry and Prose Selections.  
Published by Board of Intermediate Education. Andhra Pradesh.**

**CLASS SIZE : Forty**

**CLASS TIME : Fifty minutes**

**MATERIALS : Handouts, Pens and Pencils.**

**TITLE OF THE LESSON : "Computers" by Peter Laurie.**

**LESSON'S OBJECTIVES : To develop specific reading skills which include the ability to skip and read at different speeds for different purposes.**

**INSTRUCTIONAL STRATEGY : Blackboard work, Discussion and Attempting the questions given in the handout.**

**PREVIOUS LESSON : The class has completed the skills related to the previous lesson and has been exposed to short reading exercises.**

**ACTIVITIES :**

1. Motivational activity
2. Blackboard work by the teacher
3. Distribution of handouts
4. Reading by the students
5. Discussion of the answers

6. Evaluation
7. Follow-up activity -- Homework

Teacher	Learner
<ol style="list-style-type: none"> <li>1. Asks the students the following questions to motivate them. Questions are related to the topic of the lesson.               <ol style="list-style-type: none"> <li>a. What is a gadget that resembles a T.V.?</li> <li>b. How many of you have seen a Computer?</li> <li>c. What is the use of a Computer?</li> <li>d. Do you like to learn how to operate a Computer?</li> </ol> </li> <li>2. Writes the following pre-questions on the blackboard.               <ol style="list-style-type: none"> <li>a. What is the passage about?</li> <li>b. What is the myth in the passage?</li> <li>c. What are the facts about Computers?</li> </ol> </li> <li>3. Distributes the handout containing a reading passage on "Computers" (Appendix - 5 ).</li> <li>4. Gives the class 15 minutes to read the passage and find answers to the pre-questions, written on the blackboard.</li> </ol>	<p>Respond to the questions.</p> <p>Take down the pre-questions written on the blackboard.</p> <p>Each receives a handout of their own.</p> <p>Read the passage and find answers to the pre-questions.</p>

- |   |   |
|---|---|
| <p>5. Discussion of the answers.<br/>(The teacher discusses answers with the students in case some of the students are not able to answer the questions. The teacher gives individual attention and helps the students find answers.)</p> | <p>The students confirm their answers with the teacher.</p>       |
| <p>6. Gives five minutes to read the passage for a second time. Gives extra five minutes to students who find it difficult to read quickly.</p>   | <p>The students quickly read the passage for the second time.</p> |
| <p>7. Asks the class to answer the questions related to the passage on "Computers" in the handout itself.</p>   | <p>Answer the questions given in the handout.</p>                 |
| <p>8. Discussion of the answers.</p>  |   |

Note: The questions that are given in the handout are presented below :

1. The misleading imagination about Computers is that
  - a. People can operate Computers.
  - b. Computers think like people.
  - c. Information is preserved in Computers.

2. In this sense the Computers and programs are half-alive because they
  - a. have something magical about them.
  - b. are handled by the people who are normal human beings.
  - c. perpetuate the thinking of their creators.
  
3. What can Computers do?
  - a. They will make the programmers some sort of supermen.
  - b. They help people “bottle” their thoughts.
  - c. They save and surpass our bodies’ labour.
  
4. "The business is not difficult, it is just tricky" -- What do we mean by “tricky” and how is it that the business is not difficult?
  
5. People with much slighter skills are beginning to be in demand to manage Micro Computers in business. What is suggested here?

#### **FOLLOW-UP ACTIVITY--HOMEWORK**

The students are asked to read the same passage given in the handout thoroughly so that they will be in a position to present what the passage is all about in their own words, either orally or in writing, the following day.

Note : The passage of this lesson is given in Appendix No.5.

#### **4.2.4 MODEL LESSON PLAN IV:WRITING SKILLS**

Writing may well be considered the most difficult of all the language skills. Yet, good writing skills are essential to academic success and a requirement for many occupations and professions.

• The most serious writing problems arise when the students try to translate a native language sentence word for word into a second language equivalent. At the early levels, the teacher can combat this tendency by providing leading questions and cues in the second language. Here is a sample lesson plan which shows how a short composition exercise results in improving vocabulary and gradually in better writing skills.

**LEVEL OF THE CLASS :** Intermediate second year.

**TEXT :** Intermediate Second Year. Part I English Poetry and Prose Selections  
Published by Board of Intermediate Education. Andhra Pradesh.

**CLASS SIZE :** Forty

**CLASS TIME :** Fifty minutes.

**MATERIALS :** Chalk, Handouts, English Reader, Notebooks, Pens and Pictures.

**TITLE OF THE LESSON :** "My Struggle for an Education" by  
Booker T. Washington.

**LESSON OBJECTIVES :**

- a. To develop the students' ability to use a variety of descriptive words and phrases in their writing.
- b. The students should be able to list words that describe a picture, person, object or a topic.

**INSTRUCTIONAL STRATEGY: Response-giving, Discussion and Group activity.**

**PREVIOUS LESSON :** The class has completed the comprehension and vocabulary part of this lesson.

**ACTIVITIES :**

1. Motivational activity
2. Brain storming
3. Time-focussed writing
4. Group activity
5. Evaluation
6. Follow-up activity--Homework

1. **Motivational Activity:** The students quickly say whatever words come to their mind when they see the topic word being put up on the board by the teacher. The topic word is 'Education'.
2. **Brain storming:** Here, the students rapidly exchange information about the topic word. The teacher should not disclose the activity behind this, i.e., writing a time-focussed paragraph on the topic. This helps the students discuss freely and gather information.
3. **Time-focussed writing:** The students write quickly in five minutes about the topic they have discussed a short while ago with their peers. The teacher should inform students that what they write is important and not how they write.

4. **Group activity :** This activity requires the class to be divided into small groups of five students each. Each group is given handouts of a paragraph, or two which should be made precise by reducing it to one third of their original length and a suitable title should be given.

Here the paragraphs that are given in the handout:

One day, while at work in the coal mine, I happened to overhear two miners talking about a great school for coloured people somewhere in Virginia. This was the first time that I had ever heard anything about any kind of school or college that was more pretentious than the little coloured school in our town.

As they went on describing the school, it seemed to me that it must be the greatest place on earth. Not even Heaven presented more attractions for me at that time than did the Hampton Normal and Agricultural Institute in Virginia about which these men were talking. I resolved at once to go to that school, although I had no idea where it was, or how many miles away, or how I was going to reach it. I was on fire constantly with one ambition, and that was to go to Hampton. This thought was with me day and night.

5. **Evaluation:** The students should be able to write a short essay using not less than ten descriptive words fully focussed on the topic given below with short well structured sentences.
6. **Follow-up Activity--Homework :** Write a short essay about your experiences in joining a reputed college in a city.

**HINTS : Leaving Home - Some Money - Pickpocket - Misery - Reach Destination on Foot - Interview - Intelligent Replies - Principal's - Kindness - Admission - Your Delight.**

#### **4.2.5 MODEL LESSON PLAN V: BASED ON ALL FOUR SKILLS OF LANGUAGE**

The present model lesson plan is based on all four primary skills of language. This lesson plan is designed in order to bring out the fact that, a lesson can be prepared and planned in such a way that all four skills can be taught at the same time. The previous four model lesson plans are based separately on each skill of the language, so that a clear idea is developed as to how a skill can be taught through any given lesson. Also, it may be found that some lessons suit well to teach only one or two skills. In that case a teacher may just concentrate on those skills while teaching a particular lesson, and teach the remaining skills according to the suitability of the other lessons. Hence, teaching of language skills depends on the suitability of the lessons, purposes, teaching materials etc. But this does not rule out the possibility of teaching all the four skills with just one lesson in hand. Here is a demonstration of that possibility.

**LEVEL OF THE CLASS : Intermediate second year**

**TEXT : Intermediate Second Year. Part I English Poetry and Prose Selections Published by Board of Intermediate Education, Andhra Pradesh.**

**CLASS SIZE : Forty**

**CLASS TIME : Fifty minutes**

**MATERIALS : Handouts, Chalk, Papers, Pens etc.**

**TITLE OF THE LESSON : "Ant and the Grasshopper" by Somerset Maugham.**

**LESSON's OBJECTIVES :**

- a. The students should be able to comprehend what they have listened and express orally by themselves.
- b. The students should be able to read and comprehend the given passage quickly and produce the information through writing in their own words with less number of mistakes.

**INSTRUCTIONAL STRATEGY : Lecture, Discussion, Response-giving and Self-evaluation.**

**PREVIOUS LESSON : The class has completed the skills related to the previous lesson. This lesson is completely new to the students.**

**ACTIVITIES :**

1. Motivational Activity.
2. Listening to what the teacher reads out.
3. A short discussion.
4. Students read the given handout.
5. A detailed discussion.
6. Students write their own answers to the given questions.
7. Evaluation.
8. Follow-up Activity -- Homework.

1. The teacher tells a very interesting fable in a delightful manner. The teacher leaves the class guessing as to what will happen next. That teacher then asks the students to listen to what he/she reads out attentively and to pick out the new words and the difficult words. (The teacher reads out the first paragraph from the handout given in Appendix-6).
2. The students listen to what the teacher reads attentively and come up with the difficult words and the doubts they have.
3. The teacher distributes handouts in which the first four paragraphs of the lesson are printed. Before this activity, the teacher explains the fable briefly and this leads to a short discussion about what the students have listened to.
4. The students read the given handout. Ten minutes are given for this activity.
5. The teacher would then involve the students in discussion about the handout given. The teacher tries to extract the story from the students. While the discussion goes on, meanings of the difficult words are given by the teacher. Care should be taken to conduct a lively discussion. All the students should be encouraged to participate in the discussion.
6. After discussing very clearly, the teacher dictates the following questions and asks the students to write brief answers in their own words. Given below are the questions:
  1. Why did the author sympathise with the grasshopper?
  2. Why was George Ramsay so gloomy?

3. What was the advice of the author to George?
4. Why did Tom give up his job and desert his family?
5. How did Tom spend all the money he borrowed?
6. How did Tom blackmail his brother?

Note:- If the students don't have enough time to write brief answers to the questions given above, then they are allowed to complete the remaining work at home.

7. Evaluation: The teacher corrects their papers the following day. Grammatically correct answers are given weightage.
8. The students are asked to write meanings to all the difficult words in their books while going through the lesson at home, upto the point it was taught by referring to their pocket dictionaries.

#### **FOLLOW-UP ACTIVITY--HOMEWORK :**

The teacher asks the students to write a long answer to the question given below in their own words:

Bring out in your own words the contrast between George and Tom upto the point you have studied.

Note : The passage of this lesson is given in Appendix No.6.

#### **4.3 CONCLUSION: END OF THE CHAPTER**

Effective lessons rarely happen just like that. Even when the occasional unexpected success occurs spontaneously, it is most likely to happen to the

teacher who has had sufficient experience in the field of teaching a second language. But this does not entirely mean that a less experienced teacher cannot teach an effective lesson. It should be remembered that, more often than not, spontaneous success favours a prepared mind and hence it becomes indispensable for the less experienced teacher to prepare in advance for the lesson that is to be taught. One useful suggestion for less experienced teachers with regard to lesson plans is as follows:

The teacher should outline the plan in a brief form on a small card which can be kept in the textbook for quick reference. Later, what has been achieved during the lesson can be marked on the card for use as a guide when elaborating the plan for the next lesson. A file of these cards should be kept and examined from time to time so that the young teacher can see how to improve planning for subsequent lessons.

(Rivers, 1981:483).

This means that planning lessons ahead is essential before they are taught as the act of planning gives a sense of direction of goals and an opportunity to reflect upon one's choice of strategies and techniques for achieving these goals. It also permits one to be clear about the criteria for assessing pupils' response. But planning need not prevent flexibility or spoil spontaneity. Indeed, good planning allows for the possibility of unforeseen digressions that quickly prove themselves to be unexpectedly rich avenues of exploration. Therefore, no plan should be so rigid as to prevent any deviations or alterations.

## **CHAPTER 5**

### **CONCLUSION**

**5.0 INTRODUCTION:** This chapter sets out the findings of the study and suggests a method of skill-based teaching of English at the Intermediate level in Andhra Pradesh. Though the title of this study suggests that it deals with the concept of the lesson plan in English language teaching at the Intermediate level, the study infact significantly focusses on the preparation that the teacher has to make prior to the writing of lesson plans in a very elaborate manner, that is, right from the defining of goals and objectives to activities, drills, aids and finally to the time management and the evaluation procedures. Though it is suggested that this information would serve as a foundation to the teacher of English, it is felt that successful implementation of a given plan does not entirely depend on only the teacher but on the administration and the students as well, because accountability on every one's part will result in the betterment of teaching/learning process as a whole.

#### **5.1 FINDINGS:**

The findings of the survey that was conducted by the researcher indicate that though many teachers at the Intermediate level do not like to follow lesson plans while teaching English, they are not fully against the concept of the lesson plan. It was found that the teachers like to follow lesson plans that are sketchy, focussed and which are based on the skills of language.

Further, it has been found that the format and contents of the lesson plans that are taught to the pupil teachers in the B.Ed., colleges of Andhra Pradesh do not fulfill the needs of the students at the Intermediate level. They also fail to help the teachers in experimenting with the format and the contents of the lesson plans and to focus on the changing trends of language pedagogy. Hence, the study shows that these lesson plans have a strict format and are not appropriate to equip students with the language skills they need.

However, it is felt that the information given in chapter 2 as the preparation prior to the lesson plan should be considered as foundation for any teacher of English in our country. It suggests that the teachers should not stop trying better ways of preparing and implementing lesson plans.

Finally, the model lesson plans offered by the researcher in chapter 4 are designed to throw light on the skills that can be taught through the various lessons at the Intermediate level. It should be understood that ultimately it depends on the individual teacher as to what skills he/she wants to teach and how they can be taught with a particular lesson as the base. This attempt is only to show a particular way in that direction. There may be several other ways which the teacher may want to explore eventually.

## **5.2 SUGGESTIONS FOR FURTHER RESEARCH:**

The present study confined itself to the concept of the lesson plans at the Intermediate level and how the basic skills of language that the students should acquire by the end of the Intermediate course can be achieved through effective teaching and focussed lesson plans.

1. A wider survey and an extended study of planning in the teaching of English at the Intermediate level may go a long way in emphasizing the need for teacher training at this crucial stage.
2. The study can be extended to each skill of the language dealt with separately and elaborately at the Intermediate level.
3. An attempt to study the concept of the lesson plans at the degree level, initiating the students to the study of literature through the specific use of selections, literary types and authors which will lead to a detailed study of the teaching of literature can be taken up.

## APPENDIX - 1

### QUESTIONNAIRE TO THE TEACHERS

1. Name :
2. Age :
3. Name of the school you are working :
4. Experience :
5. Are you a trained teacher or an untrained teacher ? :
6. Classes you teach :
7. Do you follow a lesson plan when you teach a lesson in English? : Yes/No
8. If your answer is no, tick any one reason for not being able to follow a lesson plan when you teach English.
  1. It is laborious.
  2. It is not practicable.
  3. It is rigid and allows no flexibility.

4. It is not needed as one can remember what one wants to do and say, as there is no time.
5. It can be created as one progresses with the lesson.
9. Do you prepare a lesson plan for every lesson you teach? : Yes/No
10. Is the plan you prepare sketchy or elaborate? : Sketchy/Elaborate
11. Is the plan you prepare for every lesson in English made on paper or in your mind?
12. Mention one aim against each sub-column with regard to teaching the lessons related to
- a) Reading skills
  - b) Writing skills
  - c) Speaking skills
  - d) Listening skills
  - e) Vocabulary
  - f) Grammar

13. Rate the given objectives of teaching English according to your order of preference.

a) To enable students to read any given material in English properly. ( )

b) To help students pick up as many new words as possible from a given lesson. ( )

c) To develop an ability in students to describe through speech an incident or an experience. ( )

d) To make students write grammatically correct sentences or paragraphs. ( )

e) To enable students write any given dictation correctly in English. ( )

14. Apart from the textbook, blackboard and chalk what other aids do you use while teaching English? Tick the suitable item/s.

1. A tape recorder
2. Charts
3. Handouts
4. A film projector
5. Pictures

Or specify any other aids you use.

15. What method of teaching do you usually follow when you teach English?

Tick any one of them.

1. Lecture method.
2. A method with games and drills.
3. A method which follows the use of mother tongue.
4. Communicative method.
5. A method that uses visual-aids, charts etc.

Or specify any other method that you follow.

16. What are the difficulties you usually face when you are implementing a lesson plan in the classroom? Tick the suitable one.

1. Too many questions asked by students.
2. Your lack of memory to remember the format of the lesson plan.
3. Your hurry to finish the day's portion.
4. Lack of interest on the part of the students to respond.
5. Your lack of confidence in the plan you prepare.
6. Lack of resources to execute various activities.
7. Lack of time.

17. When you realize that you are not able to implement the lesson plan you have prepared, what other alternative do you take up? Tick the suitable one.

1. You abandon the lesson plan completely and start teaching spontaneously.

2. You try to divert students' attention and involve them in some activity.
  3. You just go through the previous day's work and give students some kind of home work.
  4. You just chat with students on some topic which is not related to the lesson you are teaching.
18. Do you think preparing a lesson will help you in teaching English effectively.
- Yes/No
19. If your answer is yes, mention one reason as to how it will help you as a teacher.
20. If your answer is no, give one reason as to why you think so.

THANK YOU.

**APPENDIX - 2**  
**CONTENT MATTER**  
**from RUN, BOY, RUN**

**-- WILLIAM HERMAN**

Racing across the Frozen Kansas earth, thirteen-year-old Floyd Cunningham lowered his head and called upon his young muscles for more speed.

Behind him, far to the rear, came little Glenn, his eight-year old brother. At each step of their pounding feet, the distance between them grew greater. The little fellow panted heavily and tried to keep up.

As Floyd approached the wooden fence which barred their path, he thrust his hands forward, pressed them against the fence top and swung himself over. A moment later Glenn followed, going through the same gestures. But the fence was much too formidable an obstacle for an eight year old. Glenn tumbled roughly on the hard ground.

Floyd started to laugh. Then he saw the hurt look and humiliation on the face of his little brother. Instead he smiled, reached over the fence and helped him to the other side. "You have a lot of nerve, Glenn", he said admiringly. "Why, I wouldn't even have tried to jump that fence when I was eight. You sure have a lot of nerve."

A big grin of embarrassment and gratitude replaced the humiliated look on Glenn's face. As he looked into the sympathetic, strong eyes of his older brother, he realised all over again how fortunate he was to have someone like Floyd in the family.

**I. PRELIMINARIES**

1. Name	G. P. MADHAVI		
2. Roll No.	128	3. School	ISLAMIA HIGH SCHOOL
4. Class	IX E/M	5. Date	6. Period
7. Duration	4-5 Mts	8. Subject	English
9. Unit	"Run, Boy, Run!"	10 Sub-unit	Paragraphs 1-6
Topic :			

**II. CONTENT ANALYSIS**

**1. Teaching Learning Points :**

- A] Structural language item : Use of conjunction "and"
- B] Words for active vocabulary. "Help" and "Heavy"  
 Words for passive vocabulary: "Path" and "Distance"
- C] Words for pronunciation "Gratitude", "Embarrassment"  
 and "Humiliated"
- D] Comprehension of the content in the passage.

Steps	Teaching Points	Instructional Objectives	Specifications	Teacher's Activity
I	<u>GREETING</u>	The students	gets interested	The teacher moti-
A]	<u>MOTIVATION</u>	and attention.		Vates the students by saying "Good Morning children".
II	<u>TEACHING</u>	The students	The students	The teacher introduces
	<u>ITEM :</u>	acquire the	recognise	the word situation-
	<u>CONJUNCTION</u>	knowledge	the teach-	ally and context
	<u>"and"</u>	of elements	ing item.	tually.
		of language.		
A]	<u>PRESENTATI-</u>		They recog-	1) What do we eat?
	<u>ON:</u>		nise the	a) what do we drink?
			usage of	
			the word.	
			They recog-	3) Can you join
			nise the	these two sentences?
			meaning	
			of the word.	
B]	<u>PRACTICE</u>	The students	The students	The teacher asks the
		acquire the	acquire the	students to drill
		knowledge	knowledge	with the word
		of application	of forming	"and" with the
			sentences	help of substitution
			in new	table given by him.
			situations	
			using a	
			particular	
			word.	

Pupils' Activity	Teaching Learning Material	Black Board Work
The students responds positively.		
Students give answers to the questions.		
We eat food. We drink water.		We eat food. We drink water.
We eat food and drink water.		We eat food and drink water.
The students make some meaningful sentences of their own with the help of teacher		

SUBSTITUTION TABLE		
1] A table		four chairs.
2] A knife		a spoon.
3] My father	and	Mother.
4] Work hard		You will pass.
5] Go		Buy one mango.

Steps	Teaching Points	Instructional Objectives	Specifications	Teacher's Activity
C]	<u>PRODUCTION</u>	The students acquire the skill of making new sentences of their own.		The teacher asks the students to make some sentences by using the word "and".
	<u>VOCABULARY</u>	The students acquire the knowledge of elements of language.		
i]	<u>ACTIVE WORDS:</u>		1] They identify the sound of practical word.	The teacher presents the word situationally & orally.
i]	<u>"HELP"</u>			
A]	<u>PRESENTATION:</u>		2] They recognize the meaning of the word in the passage.	1] what will you do if you see a blind man crossing a road &
			3] They get the knowledge of usage of the word.	
B]	<u>PRACTICE:</u>	The students	They develop	The teacher asks

Pupils' Activity	Teaching Learning Material	Black Board Work
acquire the	skill of	Students to drill
The students give some meaningful sentences as the teacher expects.		
- School bags, lunch box		
- heavy		
They will make sentences under the guidance of the teacher by using all words.		
They make some meaningful sentences using the word.		
		(103)

Steps	Teaching Points	Instructional Objectives	Specifications	Teacher's Activity
ii]	<u>PASSIVE</u>	The student	1) They identify	The teacher presents
	<u>VOCABULARY</u> : acquire the	by the sound	of the word	the word situation-
1)	"Path"	Knowledge of	elements of	ally & contextually
		elements of	language.	and asks the
			rise the	students to make
			meaning &	own sentences-
			usage of the	
			word.	The teacher pre-
2]	"Distance"	The students	They identify	sents the word
		acquire the	by the sound	situationally
		knowledge of	of the word	Contextually &
		elements of	& its usage	orally.
		language.		
III	<u>WORDS FOR</u>		They recog-	The teacher asks
	<u>PRONUNCIATION</u> :	The students	nise the	the students to
		get knowled-	Sound &	Pronounce the
1)	Gratitude	ge of the	Phonetics	words with
2)	Embarrassment.	Sound of	of the words	Proper stress,
		the word.	2) They say	accent & intonation.
3)	Humiliated.		the words	
			for proper	
			Pronunciation.	
IV	<u>CONTENT</u>			1] Who is A.T. Usha?
1]	<u>MOTIVATION</u>			2] In which field
	<u>TESTING</u>			did she gain
	<u>THE PREVIOUS</u>			recognition?
	<u>KNOWLEDGE</u>			3] How could
				you encourage
				a boy if he is running
				a <del>short</del> race.

Pupils' Activity	Teaching Learning Material	Black Board Work
The students understand the meaning and usage of the word and they make use of the word in their sentences.		Path = way .
They know the meaning & usage of the word "Distance"		Distance = length
The students pronounce the words after the teacher says the sounds word.		1) Gratitude 2) Embarrassment 3) Humiliated .
An athlete Running		
Run		
		(105)

Steps	Teaching Points	Instructional Objectives	Specifications	Teacher's Activity
	<u>DECLARATION OF THE TOPIC</u>		<del>1) They</del>	The teacher declares the topic of the day.
2)	<u>Reading the Passage aloud by the teacher</u>	They understand spoken English.	1) They recognize sound & structure. 2) They try to get central idea of the Passage.	The teacher reads the passage with Pauses, accent, stress & intonation.
3)	<u>Silent reading of the Passage by students.</u>	They avoid speed in reading & Comprehension.	They understand the Passage & develop the habit of reading.	The teacher asks the students to read the Passage & helps them in reading.
V	<u>COMPREHENSION QUESTIONS:</u>	They reproduce the content matter.	1] They recall the subject matter of the Passage. 2] They find suitable title for the Passage. 3] They present ideas & thoughts correctly. 4] They find the original spirit of the Passage.	1] Where did the story take place? 2] How old was Glenn? 3] How old was Floyd? 4] What was their relationship? 5] What were they doing?

Pupils' Activity	Teaching Learning Material	Black Board Work
The students listen to it carefully		"Run, Boy, Run!"
The students observe the structure of the sentence looking into the text.		
The students reads the passage silently getting comprehension.		
- In Kansas.		
- Eight years		
- Thirteen years old.		
- They were brothers		
- Racing.		
		(107)





### **APPENDIX - 3**

from WITH THE PHOTOGRAPHER

-- STEPHEN LEACOCK

'I want my photograph taken' I said. The photographer looked at me without enthusiasm. He was a drooping man in a grey suit, with the dim eye of a natural scientist. But there is no need to describe him. Everybody knows what a photographer is like.

'Sit there', he said, 'and wait'.

I waited an hour.

After an hour the photographer opened the inner door.

'Come in', he said severely.

I went into the studio.

'Sit down', said the photographer.

I sat down in a beam of sunlight filtered through a sheet of factory cotton hung against a frosted skylight.

The photographer rolled a machine into the middle of the room and crawled into it from behind.

He was in only a second--just time enough for one look at me--and then he was out again, tearing at the cotton sheet and the window-panes with a hooked stick, apparently frantic for light and air.

Then he crawled back into the machine again and drew a little black cloth over himself. This time he was very quiet in there. I know that he was praying and I kept still.

When the photographer came out at last, he looked very grave and shook his head.

'The face is quite wrong', he said.

'I know', I answered quietly'. I have always known it'.

He sighed.

**APPENDIX - 4**  
**ALL ABOUT A DOG**

**-- A.G. GARDINER**

It was a bitterly cold night and even at the far end on the bus the east wind that raved along the street out like a knife. The bus stopped, and two women and a man got in together and filled the vacant places. The younger woman was dressed in sealskin, and carried one of those little Pekinese dogs that women in sealskin like to carry in their laps. The conductor came in and took the fares. Then his eye rested with cold malice on the beadyeyed toy dog. I saw trouble brewing. This was the opportunity for which he had been waiting, and he intended to make the most of it. I had marked him as the type of what Mr. Wells has called the Resentful Employee, the man with a general vague grievance against everything and a particular grievance against passengers who came and sat in his seat while he shivered at the door.

'You must take that dog out', he said with sour venom.

I shall certainly do nothing of the kind. You can take my name and address', said the woman, who had evidently expected the challenge and knew the reply.

'You must take that dog out--that's my orders'.

'I won't go on the top in such weather. It would kill me', said the woman.

'Certainly not' said her lady companion. 'You've got a cough as it is'.

'It's nonsense', said her male companion.

The conductor pulled the bell and the bus stopped. This bus doesn't go on until that dog is brought out. And he stepped on to the pavement and waited. It was his moment or triumph. He had the law on his side and a whole busful of angry people under the harrow. His embittered soul was having a real holiday.

The storm inside rose high. 'Shameful', 'He's no better than a German', 'Why isn't he in the army?' 'Call the police', let's all report him'; Let us make him give us our fares back'; 'Yes, that's it, let's make him give us our fares back. 'For everybody was on the side of the lady and the dog.

That little animal sat blinking at the dim lights in happy unconsciousness of the rumpus of which he was the cause.

The conductor came to the door. 'What's your number?' said one, taking out a pocket-book with a gesture of terrible things. There's my number', said the conductor imperturbably. 'Give us our fares back--you've engaged to carry us--you can't leave us here all night'. 'No fares back', said the conductor.

Two or three passengers got out and disappeared into the night. The conductor took another turn on the pavement, then went and had a talk with the driver. Another bus, the last on the road, sailed by indifferent to the shouts of the passengers to stop. "They stick by each other--the villains" was the comment.

Someone pulled the bell violently. That brought the driver round to the door. Who's conductor of this bus?' he said, and paused for a reply. None coming, he returned to his seat and resumed beating his arms across his chest. There was

no hope in that quarter. A policeman strolled up and looked in at the door. An avalanche of indignant protests and appeals burst on him. 'Well, he's got his rules, you know', he said genially. 'Give your name and address'. 'That's what he's been offered, and he won't take it'. 'Oh', said the policeman, and he went away and took his stand a few yards down the street, where he was joined by two more constables.

And still the little dog blinked at the lights, and the conductor walked to and fro on the pavement, like a captain on the quarter-deck in the hour of victory. A young woman, whose voice had risen high above the gale inside, descended on him with an air of threatening and slaughter. He was immovable as cold as the night and hard as the pavement. She passed on in a fury of impotence to the three policemen, who stood like a group of statuary up the street watching the drama. Then she came back, imperiously beckoned to her 'young man' who had sat a silent witness of her rage, and vanished. Others followed. The bus was emptying. Even the dashing young fellow who had demanded the number, and who had declared he would see this thing through if he sat there all night, had taken an opportunity to slip away.

Meanwhile the Pekinese party were passing through every stage of resistance to abject surrender. 'I'll go on the top', said the sealskin lady at last. 'You mustn't'. 'I will'. 'You'll have pneumonia.' 'Let me take it'. (This from the man). 'Certainly not' – she should die with her dog. When she had disappeared up the stairs, the conductor came back, pulled the bell, and the bus went on. He stood sourly triumphant while his conduct was savagely discussed in his face by the remnant of the party.

Then the engine struck work, and the conductor went to the help of the driver. It was a long job, and presently the lady with the dog stole down the stairs and re-entered the bus. When the engine was put right the conductor came back and pulled the bell. Then his eye fell on the dog, and his hand went to the bell-rope again. The driver looked around, the conductor pointed to the dog, the bus stopped and the struggle recommenced with all the original features, the conductor walking the pavement, the driver smacking his arms on the box, the little dog blinking at the lights, the sealskin lady declaring that she would not go on the top-and finally going.

'I've got my rules', said the conductor to me when I was the last passenger left behind. He had won his victory, but felt that he would like to justify himself to somebody.

'Rules', I said, 'are necessary things, but there are rules and rules. Some are hard and fast rules, like the rule of the road which cannot be broken without danger to life and limb. But some are only rules for your guidance, which you can apply or wink at, a commonsense distates like that rule about the dogs. They are not a whip put in your hand to scourge your passengers with, but an authority for an emergency. They are meant to be observed in the spirit, not in the letter-for the comfort and not the discomfort of the passengers. You have kept the rule and broken its spirit. You want to mix your rules with a little goodwill, good temper'.

He took it very well, and when I got off the bus he said 'Good night' quite amiably.

**APPENDIX - 5**  
from COMPUTERS

-- PETER LAURIE

The cheapness of small computers has spread them in their hundred, thousands all over the world. Millions of people are beginning to worry that they -- and perhaps more alarmingly their children -- are incomputerate, an even worse disadvantage than illiteracy. Certainly, it is true now that the computer sector of many national economies is one of the few that show any signs of life. Young Computer Scientists straight out of the University command substantial salaries as professionals in the hardware and software industries. People with much slighter skills -- perhaps no more than a few months experience of self-taught BASIC -- are beginning to be in demand to manage microcomputers in business.

There is a myth, which has been carefully fostered by the giant Computer Corporations, that there is something magical about Computers and the people who run them. The legend has got about that computers are "electronic brains" and that programmers are some sort of supermen. The fact is that computers are very stupid and the people who program them are normal human beings. Any one who can count from 0 to 7 on his/her fingers and make 8 can learn to be a programmer. The business is not difficult, it is just tricky.

It is very misleading to imagine that computers can "think" like people. They cannot. They have no more a mind of their own than a lawn-mower. However, they make it possible for people to "bottle" thought.

You work out how to do a particular job or solve a problem, write a program, and the Computer will then apply your thinking to that job or problem, as long and as often as you like. In this sense Computers and programs are half alive because they perpetuate the thinking of their creators.

## **APPENDIX - 6**

from **THE ANT AND THE GRASSHOPPER**

-- **W.S. MAUGHAM**

When I was a very small boy I was made to learn by heart certain of the fables of La Fontaine, and the moral of each was carefully explained to me. Among those learnt was the Ant and the Grasshopper which is devised to bring home to the young the useful lesson that in an imperfect world, industry is rewarded and giddiness punished. In this admirable fable ( I apologise for telling something, which everyone is politely, but inexactly, supposed to know) the ant spends a laborious summer gathering its winter store, while the grasshopper sits on a blade of grass singing to the sun. Winter comes and the ant is comfortably provided for, but the grasshopper has an empty larder: he goes to the ant and begs for little food. Then the ant gives him her classic answer.

"What were you doing in the summer time?"

"Saving your presence, I sang, I sang all day, all night".

"You sang, why, then go and dance."

I do not describe it to perversity on my part, but rather to the consequence of childhood, which is deficient in moral sense that I could never quite reconcile myself to the lesson. My sympathies were with the grasshopper and for some time I never saw an ant without putting my foot on it.

In this summary (and as I have discovered since, entirely human fashion) I sought to express my disapproval of prudence and common sense.

I could not help thinking of this fable when the other day I saw George Ramsay launching by himself in a restaurant. I never saw anyone wear an expression of such deep gloom. He was staring into space. He looked as though the burden of the whole world sat on his shoulders. I was sorry for him. I suspected at once that his unfortunate brother had been causing trouble again. I went up to him and held out my hand.

"How are you?" I asked.

"I'm not in hilarious spirits," he answered.

He sighed.

"Yes, it's Tom again."

"Why don't you chuck him? You've done everything in the world for him. You must know by now that he's quite hopeless."

I suppose every family has a black sheep. Tom had been a sore trial to him for twenty years. He had begun life decently enough; he went into business, married and had two children. The Ramsays were perfectly respectable people and there was every reason to suppose that Tom Ramsay would have a useful and honourable career. But one day, without warning, he announced that he didn't like work and that he wasn't suited for marriage. He left his wife and his office. He had a little money and he spent two happy years in the various capitals of Europe. Rumours of his doings reached his relations from time to time and they were profoundly shocked.

He certainly had a very good time. They shook their heads and asked what would happen when his money was spent. They soon found out: he borrowed. He was charming and unscrupulous. I have never met any one to whom it was more difficult to refuse a loan. He made a steady income from his friends and he made friends easily. But he always said that the money spent on necessities was boring; the money that was amusing to spend was the money spent on luxuries. For this he depended on his brother George. He did not waste his charm on him. George was a serious man and insensible to such enticement. George was respectable. Once or twice he fell to Tom's promises of amendment and gave him considerable sums in order that he might make a fresh start. On these Tom bought a motor car and some very nice jewellery but when circumstances forced George to realise his brother would never settle down he washed hands off him. Tom, without a qualm, began to blackmail him. It was not very nice for a respectable lawyer to find his brother shaking cocktails behind the bar of his favourite restaurant or to see him waiting on the box seat of a taxi outside his club. Tom said that to serve in a bar or to drive a taxi was perfectly decent occupation, but if George could oblige him with a couple of hundred pounds he didn't mind the honour of the family giving it up. George paid.

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