Essentials of Second Language Teaching

K.V.V.L. Narasimha Rao

Essentials of
Second Language Teaching

Essentials of Second Language Teaching

K.V.V.L. Narasimha Rao

Essentials of Second Language Teaching

K.V.V.L. Narasimha Rao

Foreword

The Central Institute of Indian Languages was established on 17th July 196ɔ ᴛᴏ help, evolve and implement the language policy of the Government of India and to co-ordinate the development of Indian languages through research, training, material production for their use in education, administration and other public domains. The Institute has seven Regional Language Centres to impart 10 months intensive training in modern Indian languages to the teachers deputed by different State Governments and Union Territories.

With the Institute's special emphasis on training of language teachers both in mother tongue teaching and second language teaching, there is a need for preparation of handbooks and reference materials on the subject with special reference to Indian situation. The present volume entitled *'Essentials of Second Language Teaching'* authored by Dr. K.V.V.L. Narasimha Rao covers different aspects like the Concepts of Mother Tongue, Second Language and Other Language, Contrastive Analysis and Error Analysis, Drills and Exercises in Language Teaching, Tests and Examinations, Items, Types and their Preparation etc. I am sure that this volume will be useful to the teacher trainees in the Regional Language Centres who are imparted training in second language teaching. It will also be useful for the participants of orientation courses, and short term training programmes in language teaching methodology for teaching of languages as mother tongue and second language and language teachers at different levels in colleges and universities.

I commend the efforts of Dr. Rao who has vast experience in the areas of language teaching, language evaluation and testing.

<div align="right">

Omkar N. Koul
Director

</div>

Preface

The origin of language instruction in reality traces back to the origin and development of humanity wherein the inter-personal communication evolved. The formal instructional process including language instruction started from the period of Epics and Vedas and at that time, the entire process of instruction was only through oral medium. The primary reason for this is that, at that time, no script was in existence and hence no mechanism for written communication was possible. With the development of civilization including that of innovations, discoveries and devising of writing systems, the process of instruction could adopt the written medium also.

If one seriously examines the question as to when the other language instruction including second and foreign language instruction started, it would be clear that it emerged in the west during the period of Roman rule. As Greek was the official language in the west those days, the strategies and techniques for teaching the Greek language were initiated. Greek was an alien language for the learners. Consequently teaching of Latin also started. Most of the instructional programmes those days were need based, in the sense that they were meant for use in the army, administration and officialese. Subsequently, the process of imparting instruction in an alien language took a broader and general shape which necessitated the development of suitable instructional methodology and techniques. Several teaching methods emerged and the adoption of one or the other among these methods depended upon various parameters and criteria like the need and purpose of instruction, the time available, the skills to be developed, the age group and mental maturity of the learners, their previous language backgrounds and the like.

The education system of our country provides for teaching of three languages at the school level for which a formula has been developed and prescribed by the Govt. of India. According to this, the languages to be learnt in the non-Hindi speaking areas at the school level include the regional language, Hindi and English. In the case of Hindi speaking regions, the three languages include Hindi, English and another major Indian language preferably a South Indian language.

It is in the past 2 to 3 decades that a serious consideration about second and other language teaching was made. The experts consisting of linguists, educationists and the administrators realised the necessity to make second and other language instruction skill-oriented departing from the age old concept of language teaching which was primarily the teaching of literature and teaching about languages. The realization that the successful language instruction needs to be skill-oriented and the efforts thereafter resulted in designing of suitable and appropriate syllabii for the purpose, preparation of appropriate skill-oriented language material for use in various media, the instructional strategies, techniques and measures for testing and evaluation etc.

The author of this volume has been actively engaged in the area of second and other language instruction and allied areas thereof including language testing and evaluation. The experience gained during the past more than 27 years prompted the

author to prepare this brief volume which will be very useful and necessary for teachers undergoing training in language education.

It is expected that this volume will be specially useful for those teachers who are new to skill-oriented language instruction and who do not possess adequate background of linguistics and its applicaion to language teaching.

The subject has been dealt with in such a manner that it meets the requirements of the participants in various training programmes organized for language teachers in different parts of the country and to those who undergo language training in different Regional Language Centers of the Central Institute Indian Languages and those of the other organizations interested and engaged in second language instruction. The limitations kept in view in preparing this volume permitted the author to present the subject in only that much detail as to suit the requirements of the teachers undergoing language training in different organizations. It would be in all fairness that the author should admit that these limitations imposed a restriction on the author from dealing the subject matter in greater depth and in a more detailed manner. Thus, the purpose and scope of the present volume are limited to the extent of its being useful for language teachers and language trainees.

It is hoped that the present volume will be found useful and handy by the scholars involved in teaching languages as second and other languages and those who undergo language instruction.

K.V.V.L. Narasimha Rao

Acknowledgement

Table of Contents

Introduction

The word 'language' is normally referred to the communication systems adopted by human beings. In other words, it can be stated that language generally refers to the human language, although non-human communication systems exist like the language of birds, animals and the like. Even when one talks about the human communication system, the expression 'language' primarily refers to verbal communication. Human communication system has two aspects viz., (1) verbal communication and (2) non-verbal communication.

It can be generally observed in the day-to-day communication process that every human being adopts the non-verbal communication in some degree or the other simultaneoulsy with the verbal communication. The aspects of non-verbal communication provide either emphasis or reinforcement or effectiveness to verbal expression. While on the one hand, the normal human being in the process of communication adopts both verbal and non-verbal communications, on the other hand a certain section of the human society exists which consists of deaf and dumb. Such a section of society which is deprived of the ability to speak and hear are left with the only alternative of adopting non-verbal communication system for their existence and continuance as members of the society.

A normal human being is blessed with the abilities to make use of both verbal and non-verbal communication systems in his being a member of the society. To the extent that the verbal communication system is concerned, it is basically an oral process wherein the individual makes use of the sounds, words, sentences and the like relating to his own language for such communication. Therefore, keeping in view the elements of the human verbal communication system, linguists have defined 'language' as "a system of arbitrary vocal sounds". The smallest element of language is the sound and a systematic combination of such sounds results in meaningful expressions which can be either complete words or partial words. While complete words make sense, the partial

expressions within themselves do not provide any sense but, become meaningful when they are combined with some complete words. In the common man's language, those entities which provide sense and meaning in themselves are called words and those entities which in themselves are not meaningful but which assume meaning only when combined with complete words are called prefixes and suffixes and infixes. In the linguistic jargon, the complete words are called "free morphemes" and the others are called "bound morphemes". Just as a systematic combination of the sounds of language result in meaningful expressions, such systematic combinations of meaningful units result in the formation of phrases, clauses, sentences and the like. At this level, the expressions apart from being meaningful, provide complete meaning like a direction, an instruction, a statement etc. Even at a higher level of expression, a systematic assembling of the sentences is necessary for making a meaningful discourse or for developing a meaningful text, composition etc. Thus, it can be seen that there is a system involved in the human communication at all levels. As the sounds within themselves do not make any sense and a combination thereof in a particular manner only results in meaningful expressions and unsystematic and disorderly arrangements of such sounds results in meaningless expressions, it is clear enough to state that human communication system is necessarily systematic. Without the system being observed, communication fails. This can be substantiated with the following examples: For instance a word like "book" in English may be cited. This word consists of three sounds *b, u, k*. If only these three sounds are put together in the order mentioned, the resultant expression being 'book' conveys sense. If this order of combination is changed like *k, u, b*, etc., such combination does not convey any sense. It is evident from this example that the combination of sounds for making meaningful expressions has to be necessarily ordered and systematic. An example at higher level may also be seen. Consider a sentence like "The English movie is interesting". This sentence consists of the words *the, English, movie, is, interesting*. All these words, if arranged in this order only, make an acceptable sentence and if the order gets changed, the acceptability fails and depending upon the arrangement of words, the intended communication could also get distorted or even fail in toto. Thus it can be seen that even at the sentence level, the expression has to be systematic in nature. This aspect of communication, being systematic, will be true at higher levels also like speeches, talks, discourse, texts, composition and the like. It has been amply established in the above discussion that human verbal communication is primarily and basically systematic and without the 'system', the communication fails.

It is a well known fact that the human communication system, to begin with, was only oral and no written communication system existed from the beginning of human evolution. Even the instruction took place through oral medium only in the Gurukula system. The evolution of scripts and writing systems has been a much later development

to the evolution of human communication. Therefore, the communication system is primarily oral and secondarily written.

In support of the foregoing discussion, a very famous linguist Ferdinand D' Saussure, in the good old times argued that language pocess has a predetermined shape and system and that the elements relating to language are arranged in a predetermined order. Every aspect of language is dependent upon the smallest elements of language viz. sounds.

It is an extremely difficult task to clearly examine the origin and development of language. Besides the task being difficult, it would be an exercise in futility too, for the reasons that language could be approximately as old as the evolution of humanity. The development of language also took place simultaneously with human culture.

It might now be proper to discuss briefly about the structure of a language. As stated above, language consists of several oral sounds. The number and variety of such sounds in some degree or the other differs from language to language. The linguists argued that the structure of any language could be examined at four levels viz., (1) Phonetic and Phonological level (2) Morphological level (3) Syntactic level and (4) Semantic level.

Any human language could be easily and conveniently described at these four levels. Such description could be useful in atleast two contexts. If such a description is provided in respect of one and only one language, it provides an idea as to what the structure of that language is like and how that language could be made use of for developing primers, grammars etc. Such description of languages would be very useful and relevant in the context of language teaching and more particularly in the context of second and other language teaching. The second and other language teaching necessarily requires a comparison and contrast of the language already known to the learners and the language that is aimed at teaching/learning. The language already known to the learners will henceforth be called the source language (SL) and the language aimed at learning will henceforth be called the target language (TL). The comparison of the source language and the target language provides a description of similarities and differences between SL & TL. As such similarities and differences between SL & TL need to be studied at the four levels of language description mentioned above viz., Phonetic and Phonological, Morphological, Syntactic and Semantic, such inventories of similarities and differences between the two languages becomes very useful for the language teacher and for the material producer besides being helpful in syllabus framing. In this context a point needs to be clarified that language acquisition is basically a development of habits or habit formation. Such habit formation varies from language to language and from mother tongue to other tongue. In the process of "habit formation" in learning a

second or other language, there would be the interference of habits belonging to the native language/source language. Such interference could sometimes prove to be a hindrance in the way of learning an alien language and in certain contexts, it could prove to be helpful in acquiring the habits relating to the target language.

◻

Brief History of Language Teaching

L anguage is generally construed by a common man as the oral medium of expression adopted by human beings for interpersonal communication. For such expression, human being primarily adopts a series of sounds that can be produced by him through his oral track. A systematic combination of such sounds produced forms "language". Although several scholars and linguists agreed upon this definition, some of them argued that the scope of language is restricted to oral communication alone. But, there is a written aspect or written medium which forms part and parcel of human communication. According to Edward Hall, the non-verbal communication or signs and gestures made use of by human beings in the process of communication are also to be viewed as a part and parcel of language. At the same time, a significant point that should be taken note of is that the signs and gestures made use of by the deaf and dumb persons need to be kept apart from the purview of "language". Such signs and gestures made use of by the deprived section of the human community is labelled as "silent language".

Although most scholars expressed their opinion in line with what has been stated above, the modern scholars argued that language basically has a "form" which is expressed through two different media: (1) oral and (2) written.

Meaning
|
Form

Speech   Writing
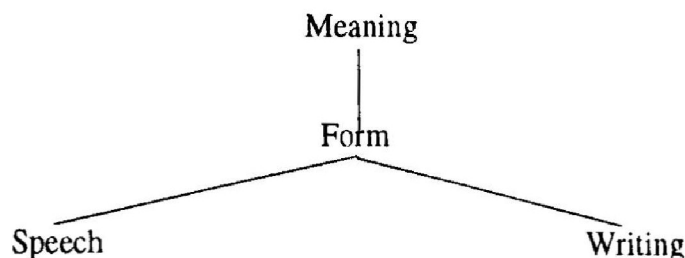
It is a known fact that different languages are spoken in different regions. The number of languages recognized in the 8th schedule of the Indian Constitution runs into

17/18 languages. According to the 1961 census of India, the number of languages existing in India is as many as 1652. While some of them have the status of being "languages", some others are called "dialects". The Indian census 1951 mentions that the number of languages including dialects in India as 845, while the 1961 census mentions the number of languages as 193 corresponding to 1652 dialects. The number of languages in our country kept on changing from time to time. But, it is unfortunate that there is no concrete evidence to establish the exact number of languages. According to 1981 census, the number of languages in India is 105 which includes 15 languages recognised in the VIII schedule of the Indian Constitution. However, the point to be made here is that in a vast country like India, the number of languages is very high and that different languages are spoken in different regions. It is a well established fact that while there exists the multiplicity of languages, there also exists the multiplicity of social settings, cultures etc. The diversity and multiplicity of languages have resulted in inadequacy of communication or even lack of communication among people living in different regions.

Broadly speaking, the Indian languages could be divided into four language families, viz., (1) Indo-Aryan (2) Dravidian (3) Astro-Asiatic and (4) Sino-Tibetan. Languages like Hindi, Bengali, Assamese, Gujarathi, Kashmiri, Marathi, Oriya, Punjabi and Urdu belong to the Indo-Aryan family, while languages like Kannada, Malayalam, Tamil and Telugu are the major Dravidian languages.

In spite of the fact that a number of languages belong to the same language family, it needs to be stated that there could be dissimilarities among them. A number of shared and common features could be noticed among languages belonging to the same language family. If people belonging to one region intend to visit another region or to communicate with people belonging to other regions, the main problem confronted within such contexts is the language problem. A practical and visible solution of this problem can be arrived at only when people keep an open mind and learn an alien language besides their own language. It is in this context that indepth discussion over language teaching, its origin and development becomes relevant. There is no exaggeration in argueing that the roots of language teaching emanated from Indian sub-continent. Language teaching and language learning started from the very early periods of Vedas and Puranas. Language teaching those days used to take place only through oral communication between the teacher and the taught, the reason being that scripts were not in existence at that time. Therefore, language learning process during those days was basically through imitation of the teacher. To the extent that second language instruction is concerned, it started in the western countries during the Roman rule. For the purpose of administration, the roman people studied the Greek language apart from recruiting the Greek language speakers as teachers. They had also recruited the slaves and workers who happen to be Greek language speakers with whom the authorities used to interact and the process of imitation and repetition enabled the officers in picking up the official language Greek.

With the continued progress in the Roman rule when it reached the international level, people started learning the Latin language. Apart from being the official language, Latin was adopted as the language of Church. This language was also adopted as the medium of instruction in schools. The non-existence of language text books and well defined teaching methodology became a problem for the teaching of Latin in Europe. Therefore, Latin language teaching remained restricted to its grammar only.

Simultaneously with the discovery and development of printing technology, scholars started contemplating as to how the language teaching methodology could be developed for Latin language teaching. To begin with, the epic texts in Greek and Latin were printed and through making them available to a larger audience, there were speculations that the Latin language could be picked up. A major problem in this process was that there existed a wide gap between the common man's language and the language adopted in the epics. The reason is very clear in that that the epics were written centuries earlier to adopting them for language instruction. In spite of all these, the bookish language was construed as the standard language. Therefore, the efforts to work out the grammar of Latin language and Latin language teaching methodology could not bear good fruits. For the reason that in spite of the possibility to read the books written in the literary language, it was not possible to adopt such language for oral inter-personal communication purposes. People started feeling that language should be suitable for the day-to-day communication purposes and therefore there is a need to study and learn the oral variety of language and that alone will be meaningful and useful. Therefore, the written variety of Latin language remained as "dead language".

It was around that period that D. Marinus argued that mere grammar is inadequate for purposes of language teaching and learning and therefore grammar-free methodology must be adopted for meaningful language learning. In this tradition, Luther and others have also argued that the rule bound grammatical principles should be minimally used for purposes of language instruction. Montaigne argued that he had never adopted either the grammar of Latin language or the grammatical principles thereof for learning that language. It was only through continued conversation with his parents and teachers that he could pick up the Latin language. He further argued that language atmosphere is absolutely essential for successfully learning any language. He went to the extent of stating that the pre possessed linguistic knowledge will vanish if the scope of language instruction is limited to grammar and the rules thereof.

With the passage of time, new and novel ideas relating to teaching started developing. In the beginning, it was thought that language teaching could be made possible through grammar and grammatical principles. Subsequently an idea started emerging that language teaching could become very effective and meaningful if the scope of grammar and the rules thereof is limited and minimal. Gradually, the opinions underwent a change in that that subsequent scholars argued that in the context of language teaching,

rule bound grammar should be given a secondary place and grammar must be inducted indirectly in the process of language teaching. According to Cominius, grammar should be kept in a corner and it is only through imitation and repetition adopting the reading skills that a language could be successfully learnt. In this process also, grammar could be inducted indirectly. Cominius, in the year 1931, in his monumental work "Reserata" (The Gate of Languages Unlocked) argued that adopting about a 1000 vocabulary items and making use of them in sentences could result in comprehending the meaning. Later in the book entitled "Didacta Magana", foundations were laid for the development of new language teaching methodology. Cominius, in his book "Linguarum Methodus Novissions", stated that teaching of grammar indirectly is necessary for successful language instruction and to make the process of language learning easy. It becomes necessary to use a variety of pictures etc. to develop the competence at the vocabulary level. Not much development took place in the area of teaching almost for two centuries after Cominius. It was in the year 1693 that John Lock published his volume entitled "Some Thoughts concerning Education". According to him, languages are not rule bound and the forms have attained only by chance. He stated that language teaching is possible only through imitation and repetition. It was towards the end of 18th century that second language instruction started taking place through translation from the native language to the second/target language. In the year 1783, Mardinger argued that some change in the process of language teaching methodology is essential and that the process of translation needs to be made, based on the grammatical principles. In the early 19th century, scholars expressed the view that grammar could be learnt indirectly through reading. However, as the language adopted in the books happens to be literary in nature, people started experiencing difficulty in learning the language for common purposes. To find a solution to this problem, Sidenstukar, in the year 1811, argued that in order to understand the grammatical principles, the use of simple and smaller sentences should be adequate. According to him, two things are necessary for purposes of language instruction, viz., (1) principles of grammar and vocabulary and (2) a few sentences for translation.

It is in this way that the significance of the native language/mother tongue in the context of second language instruction has been felt. According to the views expressed, the process of language instruction involves memorizing the grammatical principles, classifying the vocabulary items into different grammatical categories and making use of the grammatical principles through translation etc. As a result of these views, a kind of slogan and argumentation started emerging regarding language teaching. The forefronters included scholars like Claude Morsell. According to him, translation and grammatical principles should be completely done away with and that the texts should be understood only through listening and reading. And it is only subsequently that the process of speaking and writing should be developed. It was perhaps for the first time that language instruction was viewed as the development of language skills and not the

grammar or the grammatical principles. It was clearly stated at that time that a meaningful language instruction can become possible only by developing various language skills which are listening, speaking, reading and writing. In the year 1874, Saviour argued that apart from developing the language skills, the process of translation and understanding of grammar would facilitate in easier and faster learning of language. In 1866, Hennes had established a school related to language teaching and established a school proposing "a natural method" for language instruction. By the year 1880, "direct method" of language instruction and its wider applications were attempted. Subsequent to this, Govin argued that psychology plays a significant role in the process of language instruction and that it facilitates in easier reception and understanding of the messages. In addition to the psychological process, certain physical aspects like the body movement, movement of eyes etc., would perhaps help further in better understanding of the messages. It was also argued that the language skills need to be adopted in an orderly manner starting from the receptive skills and proceeding towards the expressive skills viz., from listening and reading to speaking and writing.

Approximately at the same time, another school of thought emerged that the phonetic and phonological description of the target language would prove to be very useful in the second and other language instruction. Accordingly, a new language teaching methodology was evolved. In the year 1882, Vietor had expressed the view that apart from the phonetic and phonological description of the target language, choosing of the spoken variety of the language would make the second language instruction easier and more meaningful. Subsequently, he suggested to his followers that instead of trying to understand the meanings of words in isolation, the target language learning could be made much stronger by making use of the vocabulary items in sentences and thereby trying to understand the context of usage besides the meaning at the vocabulary level. An added advantage would be in conceptualising the meanings in contexts. Subsequently in course of time, newer views, opinions and thoughts found entry into the area of language instruction. One of the novel ideas expressed was that adoption of such sentences in the teaching material would develop inquisitiveness among the language learners. If the sentences made use of are related to newer concepts for the learners, it would be desirable to explain the new vocabulary items through pictures, signs etc. Further, it is also desirable to include aspects relating to the target language culture in the second language instruction. It has been generally agreed that the teaching of grammar should take place only indirectly. Regarding teaching of grammar, it was suggested that no formal rules of grammar should be memorized by the language learners, but the principle involved should be derived through examples. As a result of the varying opinions and views about second language instruction, there arose a revolution against the Direct Method. The hidden reason behind was obviously that the significance of the language instructor finds a better and more important place than the language instruc-

tional material. Due to several problems of the kind apart from lack of proper and adequate knowledge about language teaching methods and due to unsystematic and unplanned procedures being adopted for language instruction, Direct Method did not prove to be satisfactorily functioning. Language instructor not being the native speaker of the target language resulted in engaging a native speaker of the target language as an informant in language instruction. This procedure resulted in imitating the informant. Under these circumstances, lot of confusion and ambiguity existed among the people to make out the difference between the Direct and Natural Method of language instruction. The belief during those days was that the process of learning a second language is almost the same as that of the mother tongue. With the passage of time, people interested in the area of language instruction clearly realized that the same rules and principles cannot be made applicable exactly in the same manner to both mother tongue acquisition and second/other language learning. Scholars have also realized that it would be essential for the language instructor to be a native speaker of the target language. Thus, detailed investigation and research started taking place in this area.

As an outcome of the deep investigations and research relating to language instruction, the significance of standard pronunciation and language structures as existed in the spoken variety of language were realized. According to this view, a systematic application and adoption of oral drills in language instruction and the phonological description of the target language are very important in second language instruction. It was further realized that adopting complete sentences and introducing new vocabulary items in second language instruction should be subsequent to the phonological description and standard pronunciation. Taking the basis of the sentence patterns adopted, the use of conversations, stories, descriptions etc., found a place in the second language instructional material.

The strong belief that still existed until the commencement of the 20th century about the direct method was that, only the target language should be made use of all through the process of second language instruction and no other language should find a place. According to this method, the commencement of second language instruction should be from the spoken variety of the target language and thereafter a gradual switch over/shift must take place towards the written language. Even before the introduction of the spoken variety of the language, the importance of understanding the phonological system and explaining the semantic aspects of the vocabulary through pictures and definitions was felt essential. The language structure was made clear through the instructional material. Even the reading material was developed based on the popular language usages. A little later, efforts were made to systematize the way in which the meanings of vocabulary items sould be clearly explained and similarly the structure of the target language. This resulted in the concept of "gradation" in preparation of instructional material and imparting language instruction. It was well established by then that second language

instruction must start from the simpler and smaller aspects of the target language and a gradual progression should be made towards complex and difficult aspects in a phased manner. The need in providing adequate instruction and teaching methodology for the language teachers was also realized. The congress of the international language teachers was organized in Vienna in 1898. The resolution and recommendations of this congress were that dramatisation and conversations have to be made use of for effective language instruction through Direct Method. Subsequently, in the year 1900, a proposal was made out in the congress that conversations and dramatisation should be adopted not merely at the elementary lelvels of language instruction, but even at high levels as well. Such proposals also were expressed that the class room atmosphere should be solely restricted to the target language alone. During the process of instruction, aspects relating to the target language habits and customs and culture have to be actively made use of. Further, the teaching of grammar must take place only indirectly and the written work should be accomplished through repetition exercises.

A standard shape of the Direct Method became possible in the year 1901. It was made use of for the first time in Germany and by 20th century, recognition was accorded to this method in the United Kingdom. But, gradually several insoluble problems started finding place in this method. The main problem was to find teachers for language instruction adopting this method. But, due to the adoption of this method through experimentation, it became useful in some degree and to some extent. Graded sets of exercises relating to vocabulary and grammar found place in this method of instruction. Translation at slightly higher level of instruction also found place. Although the concept of Direct Method came into being, but implementation had found different shapes and procedures in different places. This method was used until 1924. But in the mean time, Modern Language Association of America was established in 1892, the aims and objectives being providing consultation and advice about language teaching methodology, syllabus, etc. One of the most significant advices provided by this Association was that language teaching should not be restricted to the spoken variety of language alone. But, aspects relating to the literature of the target language, its culture, habits and customs should also be understood and exploited for better learning of a second language. The reason for such a recommendation was that the practice until then was merely to read in the second language and as a result, the oral usage of the target language in real life situations remained difficult. This resulted in the proposed formulation of Grammar and Translation methods by Thomas. He argued that second language learning should be more meaningful by acquiring the knowledge of grammar and becoming competent in translation from the source language to target language. Thus, grammar and translation methods of language instruction replaced the Direct Method during this time. According to this method, an active need for adopting smaller texts for translation and a standard and acceptable pronunciation of the target language and the knowledge of its grammar

were essential. Apart from that, the need for learning a second language was limited to the development of abilities for translation of texts from their mother tongue to target language. Simultaneously, the language instructional material based on all these principles started getting published. Maxilian Berlitz argued that neither the syllabus nor the instructional material could develop the abilities for using the spoken language among the learners. But on the other hand, the proponents and supporters of the grammar method argued that the importance of grammar will get diminished due to language instruction being restricted to the spoken variety of language and as a result, subsequently appropriate and acceptable language learning cannot take place. Because of the contradicting and conflicting ideas about language instruction, lots of changes started taking place in the language teaching methods.

In accordance with the emergence of a number of ideas and researches, several experiments related to language teaching started taking place in the United States from the year 1920 to 1935. An organisation called Modern Foreign Language Society was established specially for the purpose. It was inaugurated in the year 1923 and subsequently in the year 1927, the whole activity came to an end in Toronto (Canada). A detailed and exaustive report involving a number of aspects relating to language teaching was published running into 17 volumes. Coleman had brought out an abridged version of this detailed report. However, due to adverse criticism and comments about language teaching methods, gradually refutation and rejection of these methods started taking place. Therefore, certain other aspects were thought of and it was argued that those aspects need to be taken serious congnigence of in the context of language instruction. As a result, a number of ideas and arguments were made besides newer experiments in language teaching. Based on word count, sentence patterns etc., a method called "Reading Method" emerged. According to this method, texts must be developed based on a limited number of vocabulary items which will be made use of during the process of language instruction. The views expressed in support of this method were that understanding of such texts will facilitate easy learning of language. The concept of "silent reading" emerged according to this view. In a very short time, it was realized that in the process of "silent reading", there can be no role for the teacher to play. The status of language teaching remained in this manner until the second world war. It was at that time that the Americans started adopting specific teaching methods for training of the army personnel and they established special training centers for the purpose. Such programmes were called "Army's Specialized Training Programmes". As it was found that the effect and impact of the methodology adopted in these programmes was extremely useful, a formal label was given to this methodology as "Army Method". People started realising that there must be some specific reason for the tremendous success of these programmes, due to which language teaching became successful. But in fact, there is no language teaching method called "Army Method". The sole aim of the army personnel was to

learn the language, whichever the method might be. Thus, the so-called Army Method was a mixture and combination of several methods. At the same time, considering the views expressed by several scholars at that time, reformations and modifications started taking place in the teaching methodology. France Boas who was among the forefronters had expressed the view that "natural conversations" need to be given utmost importance in language teaching and the methodology adopted thereof should be imitation and repetition. Scholars like Edward Sapir and Bloomfield were among those who agreed in toto with the views expressed by Boas. They added another dimension in that that for purposes of imitation, repetition and role play; the number of learners must be very limited. Agreeing to the views expressed, contact with the target language must be as intense and as close as possible simultaneously emphasizing upon the written skills viz., reading and writing and the importance of grammar was stressed upon more. For purposes of imitation and repetition, the help of the native speakers of the target language needs to be taken. These views gained more significance based on the experiences gained in the language teaching centres during the world war period. Gradually, informants who happened to be the native speakers of the target language started getting substituted with the recruitment of language teachers whose native language happened to be the target language. With the passage of time, the importance of reading and writing in language instruction got multiplied. Not only this, the formal rules of grammar were actively made use of for the clarification and confirmation of the subject learnt. Such views were also expressed that language teaching could become much easier with the adoption of repetition, use of pictures, audio tapes, gramaphone and the like.

Language instruction in the schools at the time of second world war did not take place the same way for various reasons. Therefore, plans for an intensive study and research into the aspects of language instruction started taking place in a very brief period and the process of developing language instructional material also started. It was precisely at this time that stronger views about the use of language laboratory in language instruction were also expressed. After sometime, a dire and acute need was felt for learning of a number of languages for purposes of developing and promoting trade and business. This resulted in providing avenues for learning second languages simultaneously with the native language in the school. It was under these circumstances that several experiments were carried out and several modifications, changes and reformations took place in the area of language instruction. It can be stated that it was around the 19th or 20th century that a considerable number of language teaching methods emerged.

Language specialists and experts in language teaching methodology expressed different views regarding the number of language teaching methods. Some scholars like William Mackey had gone to the extent of saying that there are as many as 54 language teaching methods. However, about 10 to 12 language teaching methods among these became popular and were actively made use of. It is therefore desirable to briefly mention

about selected few language teaching methods. It is proposed to discuss about the following methods:

1. Direct Method
2. Phonetic Method
3. Reading Method
4. Grammar Method
5. Translation Method
6. Grammar-Translation Method
7. Audio-Lingual Method
8. Conversational Method
9. Situational Method
10. Bilingual Method
11. Natural Method
12. Electic Method

1. *Direct Method* : Direct method is perhaps the most popular method. According to this method, vocabulary actively made use of in day-to-day real life situations and the sentence patterns made use of in such contexts find an important place. Teaching of grammar must be contextualised. Emphasis is given to the natural language use which will be appropriate and suitable for conversational purposes. For this purpose, the necessary vocabulary and aspects of grammar etc., should be covered in the same lesson according to the topic. Aspects relating to grammar and vocabulary need to be developed among the learners through drills. The semantic aspects of the vocabulary made use of could be explained with the help of pictures, dialogues and concrete objects. The significance of this method is to adopt the skills of listening and imitation until after a strong base gets formed in respect of the habits related to language use. Most of the exercise relating to language instruction takes place in the class room only. Few weeks in the initial stages are set apart for developing good pronunciation. The material for reading is presented in the class room before the material is adopted for written skills.

2. *Phonetic Method* : This method is otherwise called the "oral method". It resembles the direct method in many aspects. This method stipulates the development of language instructional material suitable for listening skills. Thereafter, emphasis is laid upon the pronunciation in that that it starts with the sound and proceeds towards word, sentence etc. Subsequently, making use of these vocabulary items and sentence patterns, instructional material is developed involving conversations, short stories, descriptions etc. Language instructional material is presented in the phonetic script. Teaching of grammar takes place in the same way as it does in the direct method. The text listened to and read by the learners forms the basis for the written exercises.

3. *Reading Method* : As is clear from the title itself, language instruction primarily takes place through reading. Language instructional material is divided into small units

and each unit consists of small texts besides the explanation of vocabulary through contexts and translation and also through pictures and diagrams. It is only after gaining control over the vocabulary, short texts and stories etc., are read which primarily consist of the vocabulary previously presented. However, the newer vocabulary is explained adopting the same strategy.

4. *Grammar Method* : This method demands gaining of knowledge relating to formal grammar rules and stipulates that such study of formal grammatical rules is the prime and absolute need for language learning. Simultaneously with the grammatical rules, knowledge of some quantum of vocabulary also needs to be known and understood by the learners. Aspects related to language use need to be understood as per the formal grammar rules. Use of vocabulary items in sentence patterns are required to be made in accordance with these rules. Language learning through oral drills is not possible in this method. Aspects of pronunciation also do not find a significant place in language instruction as per this methodology. This method could be, in a way, construed as involving some kind of a psychological process. This method doesn't demand the language instructor to be a fluent speaker of the target language.

5. *Translation Method* : According to the translation method, the instructional material is required to be rendered in the target language from the source language. The process of such translation starts from easier texts and gradually move towards complex and more difficult texts. The process of translation is not mere word to word translation, but the exact rendering of the meaning is considered essential. In order to facilitate this process of exact and acceptable rendering from the source language to the target language, it is necessary to ensure that the texts made use of for the purpose should be very small. Even such texts must be graded in a manner that the process starts from simpler texts and proceeds towards difficult, more difficult and most difficult ones. The instructional material consists of certain questions and answers following the texts. Following these exercises, some suitable texts for translation from source language to target language and target language to source language are also given. Just like the grammar method, translation method could also be made use of for simultaneously teaching a larger number of audience. This method does not stipulate the need for language teacher to be a fluent speaker of the target language.

6. *Grammar-Translation Method* : It is evident from the title of the method that it is a combination of the grammar and translation methods. The prime aim of this method is to explain the grammar of the target language by making use of appropriate and formal grammatical principles. The vocabulary is based on the texts. The instruction starts with the formal rules of grammar and vocabulary and proceeds towards the translation of texts. This method demands the need for memorizing certain texts. The vocabulary memorized doesn't have much relevance with that introduced in the subsequent lesson. Normally, aspects of pronunciation don't find a place in this method.

Even if they find a place, it is very limited in ~~that~~ that at the most, two or three lessons are devoted for this purpose. The formal rules of grammar are divided and graded which are required to be memorized by the learners, the idea being that this could facilitate the learners to gain knowledge regarding sentence patterns.

7. *Audio-Lingual Method* : This method emphases upon the oral skills only for language learning purposes. The spoken variety of language is made use of for the purpose as the activity is concerned only with listening and speaking. In order to ensure that the oral skills are properly developed, the language instructional material should be prepared involving conversations and dialogues wherein the equal participation of the teacher and the taught could be ensured. At the end of each lesson, suitable and appropriate exercises for furthering the listening and speaking skills are given and suitable descriptions for understanding the grammatical principles are provided and the meanings of vocabulary items are also provided. According to this method, although primary emphasis is given to the oral skills, the written skills viz., reading and writing are included in a very limited manner. This method came to be known as audio-lingual method as the primary significance is given to the oral skills.

8. *Conversational Method* : There exist a lot of similarities between the conversational and audio-lingual methods. The basic difference between the two is with reference to the forms of lessons in the instructional material. The conversational method demands that the entire language instructional material should be in the form of conversations alone and no other form can find a place. On the other hand, although the audio-lingual method also adopts conversations for instructional purposes, some material could be in the form of stories or descriptions also. But for this difference, audio-lingual and the conversational method are one and the same.

9. *Situational Method* : According to this method, the instructional material should be mostly based on the real life situations, which are normally come across in a common man's life in different contexts and situations. Entire instructional material is based on these. To the extent possible, the format of the lesson could be basically conversations. Just as in the case of audio-lingual method, some instructional material could be in the form of short stories, descriptions and narrations. There is a very close resemblance between the situational method and the audio-lingual method.

10. *Bilingual Method* : As the very title suggests, two languages find a place in the process of language instruction. These two languages would be the native language of the learners and the target language taught. The basis for the development of this method is the study of similarities and differences between the native language of the learners and the target language and comparison and contrast thereof. The findings of such comparison and contrast form the basis for the target language instruction. The differences between the two languages at different levels of language description viz., phonetic, morphological, syntactic and semantic are explained through the native lan-

guage of the learners. The differences and contrast form the basis for the development of texts and exercises. Bilingual Method is believed to be next in importance to the Direct Method.

11. *Natural Method* : The similarities between the native language and the target language form the basis for the learning of an alien language according to this methodology. If the similarities between the two languages exists with reference to the form and meaning also, the process of language learning becomes much easier. Such common vocabulary between the two languages helps in effective and meaningful expressions.

12. *Eclectic Method* : In fact, there is no methods called "Eclectic Method" which is otherwise called a mixed method. To be very precise, this method is nothing but a unique combination of various aspects of different language teaching methods put together to suit the needs of the target audience for effective language instruction. Such combination of various aspects of different language teaching methods depends upon the purpose and the conditions under which language instruction is required to take place, the aims and objectives thereof and the other aspects like the time available for the purpose, the previous language backgrounds of the learners and purposes for which the target language is expected to be made use of.

Although, a large number of language teaching methods have been talked about, the real task of a language teacher is to devise instant strategies and methods to suit the needs of the audience. Strictly speaking, no language teacher could, at any time, argue that he is adopting one method or the other as precisely defined above. Therefore, claiming that a particular teaching method is being adopted cannot stand to reason and therefore to understand the concept of method is very tricky. In fact, the label of a 'method' could be ascribed to a combination of the language instructional processes, the language instructional material, the syllabus etc. put together.

A word of caution needs to be mentioned in this context. No teaching method could be cited in the context of native language instruction. Native language instruction is nothing but a natural process and at best it could be called as "natural method".

□

Language, Native Language, Second Language and Other Language

Language is generally understood as a medium of human inter-personal communication. The mechanism made use of by the human beings for the expression of their thoughts, ideas and feelings to the others' and also to receive the messages relating to others, thoughts, ideas and feelings is construed as the language. As already stated, with the evolution of humanity, the inter-personal communication to begin with took place through signs and gestures and subsequently verbal communication came into being. It is a well known fact that the writing systems were not in existence in the beginning and it is only a much later development that the scripts were devised which were made use of for written communication as an additional advantage for human communication. Thus, it can be seen that language, to begin with, was only oral and subsequently its written medium developed.

Although, from a common man's point of view of language is conceived, as a medium of communication, language scientists tried to give a scientific definition to language based on its components. It was realized that human beings make use of various kinds of sounds that can be produced through the oral and nasal tracks and it is only through those sounds and the combinations thereof, the verbal communication takes place. Thus the smallest constituent of a language was realised as an oral sound. These sounds in themselves do not communicate any sense or meaning. But, their orderly combinations or a systematic combination of such sounds makes a sense or conveys a meaning. It establishes that, in order for the verbal expression to be meaningful, it is necessary that the oral sounds are to be put together in a pre-determined order or system. To cite an example to substantiate this argument, any word can be taken like "Book". This word consists of threes sounds *b, u,* and *k.* These three sounds put in this order together convey the sense of a book. If the order of these sounds is changed such combination becomes meaningless. Thus, it can be clearly noticed that the oral sounds

produced by a human being in themselves to begin with were "arbitrary". It is the "systematic" arrangement of those sounds that assigns and bestows certain meaning. If this system fails, meaning also collapses. Therefore, the language scientists and linguists tried to provide a definition for language taking the basis as the arbitrary vocal sounds and the essentiality of 'system' thereof. They defined language as "a system of arbitrary vocal sounds." An important point to be taken note of in this context is that the systematic arrangement is necessary at different levels of language description. Incidentally, any language can be described in terms of four important constituents viz., the sound system, the word formation, the sentence formation and the meaning. These are called phonetics and phonology, morphology, syntax and semantics the in linguisic jargon.

"Language" is a broader concept in that that the variety of speech commonly made use of by a particular size of speech community is generally called language. In other words, it can be stated that language is region specific. For instance, in our country there are as many as 18 major regional languages finding place in the 8th schedule of the Indian Constitution. They are all the regional languages in the sense that the boundaries of the area in which each of these languages spoken is extend over a considerable and specified region. All the scheduled languages in India are called the regional languages and in fact the division of the Indian subcontinent into various states was based on the linguistic criterion. It has been clearly established that the variety of language keeps changing through very short distances like 7 to 8 kms.; however, retaining the inter-communicability. Such differences can be distinctly found with reference to any major language and considering these differences, linguists have named these different varieties of a language as its "dialects". While the dialects in themselves have their own form, they share a large number of characteristics among themselves besides their being inter-communicable, they are called the dialects of a particular language. Categorization of dialects can be on various considerations. On the one hand, the dialects could be regional and on the other, they could be either social or caste based or education based. They are generally called the "caste dialects" and "social dialects".

In the context of language education, the recommendations of the language specialists and the trend has been to adopt "the standard variety of language". Several conflicting and contradictory views exist as to what the "standard language" is. In spite of the contradictions and conflicts, it has been generally agreed that the standard variety of language is the one widely made use of in mass communication like the newspapers and journals, radio, television and the like. The above discussion leads us to conclude that even in a given region, a number of dialects exists and such number might vary from language to language. A very close examination establishes that the characteristics of each individual's speech retains its uniqueness in some degree or the other at some level of language description or the other and thus each individual possesses his own variety of speech. Such individual variety of speech is called "idiolect".

The discussion presented above makes it clear that even when one talks about "native language", differences exist between the language of home and the variety of language adopted for education. Therefore, these differences between the home language and the school language need to be kept in mind by the language educators in the framing of syllabus, preparation of language instructional material and techniques and strategies adopted for language instruction. While these aspects need to be considered in the context of native language instruction, the similarities and differences between the source language and the target language play a very important role in the context of second and other language instruction.

As discussed in the previous chapter dealing with different language teaching methods, it has been amply established that the constituents of a language are very significant in the process of language education. These become very significant simultaneously with their integration with various levels of language description in the context of discussion about the technology involved in language instruction. It is apt and necessary at this stage to briefly define the concepts of native language, second language and other language. Applied linguists and language teachers have frequently used the expressions like mother tongue, native language, second language, foreign language, other language, alien language etc., in a loose knit manner. There have been a number of heated arguments and contradictions and deferring views while thinking about and talking about the native language of an individual. Particularly, the concept of "mother tongue" has been in the lime light and so far, in spite of large number of beliefs, opinions, views, definitions etc. no precise definition has been arrived at as to what exactly the mother tongue is. It is a very well known fact that the expression *mother tongue* means differently to different individuals. Most people generally believe that mother tongue is the mother's language. Some others argue that it is the language spoken at home. Some others express the view that the mother tongue is language spoken by the parents. A certain section of people argue that mother tongue is the language which is naturally acquired by an individual from his infancy and childhood. Several other views different from the ones mentioned above also exist which are innumerable and which, in a way, do not deserve serious consideration. Some language scientists have argued that mother tongue of an individual is that language which he makes use of when suddenly woken up or pinched during sleep. Taking into consideration the various views and definitions put forward by language scientists and nonlinguists, the applied linguists arrived at a generally acceptable definition of mother tongue limited to the field of language instruction. They tried to define mother tongue as that language, the environment of which is available to the individual everywhere at home, in school and outside as well and the environment of which is available to him from his infancy and it is maximum in degree. Further, an individual possesses certain degree of competence with reference to the spoken skills viz., listening and speaking even before entering into the formal educational system. The

furtherance of oral skills and development of written skills takes place in the schooling system in a formal way. Although, this definition has been provided for the concept of mother tongue, keeping in view the possibility of avoidable controversies and criticism, even the language scientists and applied linguists preferred to call it a "native language" rather than "mother tongue".

The applied linguists and language scientists have provided similar definitions to the concepts of second language and foreign language also. According to them, a second language is the one the degree of environment of which is next to that of mother tongue (native language) of the individuals and it is available during the formal course of instruction and enough opportunities exist for the active use of that language. Further, all the skills relating to the second language are developed in the course of formal instruction.

The foreign language is the one which is taught and learnt within the four walls of the class room and no opportunities or avenues are available for the use of that language beyond the four walls of the class room.

Just as a number of controversies exist with reference to the concept of mother tongue, such controversies and disagreements exist as to what a foreign language means. Thus a foreign language could refer to a language of the alien land or it could be a language totally different from the native language of the learners. In order to be free from such controversies and disagreements, applied linguists and language teachers preferred to use the expression "alien language" instead of foreign language. Therefore, it is proposed to use the expressions "native language", "second language" and "alien language" henceforth in the present volume.

From the point of view of a language scientists, as already stated above, any language can be described in terms of its constituents at four levels viz., Phonetics and Phonology, Morphology, Syntax and Semantic. These four are called the levels of language description.

The concept of language teaching has also been highly controversial until the recent past. Infact, a look at he history of language teaching makes it clear that, in the name of language teaching, lots and lots of literature were taught. As a result of this process, although the learners could gain the knowledge of the literature contained in the language, they could not develop the ability of making use of that language in different situations. This experience led the scientists to make an intensive study as to what exactly the language teaching means and how it could be accomplished. It was realized that language learning primarily involves language use in different situations and contexts. Thus, the development of language instruction primarily involves developing the ability to make use of that language effectively in different contexts and situations. Thus, a difference was made out between "language use" and "language". Language use involves the skills for making use of it, viz., listening and understanding, speaking, reading

and writing primarily, while the language meant its constituents mentioned above. In course of time, it was also realized by the applied linguists that an integration of the language skills and the levels of language description is essential for any meaningful language instruction. The skills and the level of language description cannot become meaningful in themselves and it is only their integration that helps meaningful language instruction. The levels of language description no doubt make sense from the point of view of a descriptive linguist for purposes of analyzing a particular language.

In the process of presenting definitions about the mother tongue/native language/second language/foreign language/other language/alien language, it was briefly brought out that, with reference to the native language, an individual possesses a certain degree of competence with reference to the spoken skills even before the entry to the formal schooling system; whereas all the four skills are taken care of during formal instruction in the case of second and other languages. A look at the following table will make the concept much clearer.

Levels of Language Description / Language Skills(Basic)	Phonetics and Phonology (Sound System)			Morphology (Word Formations)			Syntax (Sentence Patters)			Semantics (Meaning		
	*NL	*L2	*OL	NL	L2	OL	NL	L2	OL	NL	L2	OL
Listening	N	Y	Y	N	Y	Y	N	Y	Y	N	Y	Y
Speaking	N	Y	Y	N	Y	Y	N	Y	Y	N	Y	Y
Reading	Y	Y	Y	N	Y	Y	N	Y	Y	N	Y	Y
Writing	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

*NL - Native Language/Mother Tongue, L2 - Second Language   OL - Other Language/Foreign Language/Alien Language. N = No . Y = Yes

In this context, it must be mentioned that there is an added dimension to the language education in that that the writing system/script also forms an integral part of language studies. The learners must be exposed to the script and writing systems mostly during the formal schooling. Although, in some cases, the script of the native language is taught to the children at home by their parents in a very informal way, it is generally accepted that exposure to the written skills with reference to NL, L2 and OL takes place only during formal schooling.

Most educational psychologists believe that language acquisition is a process of developing the language habits. It is a psychological process that takes place among the

individuals in the process of language acquisition. The applied linguists and the psychologists further believe that second or alien language learning is basically a process involving the transfer of language habits from their native language to the language learnt. In the context of language acquisition and language learning, two expressions are frequently made use of viz., (1) Source Language (SL) (2) Target Language (TL).

In tune with the arguments that the second and other language learning involves transfer of habits of the native language/source language, it becomes relevant and necessary to examine as to how the transfer of language habits takes place and what kind of problems and difficulties arise in the process of second and other language study. From this, it follows that for successful second and other language study, it becomes necessary to make a detailed comparison and contrast of the source language and the target language. Such comparison and contrast is required to take place at all four levels of language description. The process results in detailed lists of similarities and differences between the SL and TL which subsequently form the foundation and basis for planning second/other language instructional programmes. It may not be out of place to mention that any process of instruction and study, be it native language or second/other language or any subject for that matter, takes place in a carefully graded manner. The progression for successful study has to take place based on one of the following two criteria:

1. Simple to complex

2. Known to unknown

The first criterion is applicable in those contexts where no similarities exist between the SL and TL and the second criterion becomes applicable when there exist some similarities and differences between SL and TL. The first criterion becomes relevant in the case of other language instruction and second criterion becomes applicable in the context of second language instruction.

Planning of any language instructional programme, whether it is the second language instructional programme or other language instructional programme primarily involves four steps viz., (1) selection, (2) gradation, (3) presentation and (4) repetition. Incidentally number 4 is very significant in various contexts in the filed of language education.

"Selection" refers to the identification and setting apart of the elements of the target language based on which the language instructional programme, needs to be worked out. This process of selection is relevant and necessary with reference to all the four levels of language description. Thus, it involves the selection of the smallest units of target language i.e., the sound system, the process involved in formation of meaningful expressions i.e., morphology, the process involved in making complete meaningful expressions (syntax) and deriving the appropriate and relevant meanings thereof (semantics). As, in all probability, there would be some similarities between the SL and TL in the case of second language instruction, selection of those elements some of which are

totally new and some of which resemble the corresponding elements of the source language need to be worked out. The process of instruction starts from those elements of the TL which have resemblances with those of the SL and gradually proceed towards those elements of the TL which have no resemblances or relevance with the elements of the SL. This requires a plan and systematic arrangement of the similarities and differences between the elements of SL and TL. Such systematic arrangement is called "gradation". The third aspect relating to language instruction including language instruction material and language teaching relates to the form of presentation of the teachable new elements. It is generally referred to as "Presentation". It may be recalled that different language teaching methods argue in favour of adopting different lesson forms etc. Depending upon the choice of the teaching method, strategies and techniques and suitable lesson form need to be worked out in respect of various lessons in the instructional material. They can be either conversations or dialogues, narrations or descriptions, short stories or even running texts. All these are called the lesson forms and providing a suitable form for the lessons in the language instructional material is referred to as "presentation". The fourth aspect is "repetition". It is a well established fact that introduction of any new item possesses a stronger hold if it is built upon the previous knowledge. In order to ensure this, besides making sure that the development of instructional material and the process of instruction are suitably graded, it becomes necessary to briefly review the immediately preceeding instruction before the introduction of new items. This is called "repetition". Thus it can be noticed that the principles of preparation of language instructional material that need to be adhered to in the process of language teaching process are again four in number viz., (1) selection, (2) gradation, (3) presentation and (4) repetition.

Contrastive Analysis and Language Teaching

While discussing about the second and other language studies, it has been amply brought out that there is a significant role for contrastive analysis to play in the L2/OL teaching. It was also made clear that second and other language learning involves the "transfer of habits" of the native langauge. It was also pointed out that these "habits" basically refer to the constituents of the native language. All this makes it necessary for the programme planners, syllabus makers, material producers and language instructors to study and understand the similarities and differences between the source language and the target language. Such understanding requires a detailed comparison of the SL and TL at all the four levels of language description. Such comparison in the linguistic world is called "Contrastive Analysis". Before discussing in detail about contrastive analysis, it is necessary to mention that the impact of the habits relating to native language in the process of learning an alien language could, at times, be advantageous and helpful in nature and at some other times it may not be. The interference or impact of the habits of the native language with those of the target language could, on the one hand result in total loss or distortion in the intended meaning and at certain other times, the degree of communicability may get reduced. At the least, such interference might result in funny and unacceptable utterances for the non-native speakers. In order to overcome such aspects and to ensure an appropriate learning of a alien language, the comparison and contrast between SL and TL becomes quite essential.

It is a well established fact that every language has its own sound system. When one considers two or more languages from the point of view of examining and studying the similarities and differences, the process needs to start from the smallest elements of the language structure which is the sound. It is also a well known fact that the quality of sound differs depending upon the place of its occurrence. The variations of a particular sound with reference to its place of occurrence are called "allophones" whereas the meaningful sound in itself as such is called "phoneme". Phonemes are generally defined

as the meaningful sound units of a language. In the context of comparing two or more languages at the phonological level, atleast two possibilities exist -- (1) There could be some degree of similarity between the sounds of SL and TL, (2) The sounds under consideration in the process of comparison could exhibit totally different configurations between SL and TL. Such partial similarity and total dissimilarity could become the areas of difficulty and problems in the process of learning an alien language. The possibility of partial similarity becoming helpful in the process of acquiring the corresponding element in the target language cannot however be ruled out in toto. With reference to these areas where partial similarity exists between the elements of a SL and TL, the strategy adopted for enabling the learners to acquire exact pronunciation of a target language is to actively make use of "minimal pair drills". These involve the resembling sounds of the SL and TL which are presented in contrast to each other (a) in isolation and (b) in context. (words wherein the sounds in contrast occur in different positions i.e., initial, medial and final positions). The process involved in administering these drills consists of the following steps : (a) Ear Training (b) Imitation (c) Repetition and (d) Production.

Ear Training is adopted to make the TL learners ready to perceive the sounds in contrast distinctly and to enable them to make out the minute and significant differences between the elements of SL and TL through constant listening. The other three processes viz imitation, repetition and production enable the learners to acquire acceptable and exact pronunciation of the elements of the target language. An example or two will make this aspect clear. Consider the sound "/p/" in the case of English language. This sound has atleast three manifestations. When it occurs in the initial position of a word, it becomes aspirated [ph], as, in words like paper, pen, place etc. If this sound occurs in the medial position as in keeper, kept, Kapil etc., its manifestation becomes open or released [p=]. If the same sound /p/ occurs in the final position of the word like cap, tap, map, top etc., it becomes a complete stop. Such differences are not noticeable in most of the Indian languages. The manifestation of the sound /p/ in Indian languages remains the same almost without reference to the place of its occurrence. Such differences at the phonological level exist even between Indian languages and even among those languages which belong to the same language family. It is for this reason that a close study and examination of the sound systems of the SL and TL become crucial and necessary in the context of second/other language learning. Similarly, such similarities, partial similarities and differences between the SL and TL may exist at the other levels of language description also viz., morphological, syntactic and semantic levels. To cite an example or two in respect of morphological level. while the suffix '-lu' is the plural suffix in case of Telugu, the corresponding plural suffix in Kannada is '-galu', in Tamil it is '-gal'. In the case of Hindi, the -a ending singular items become plural, if that ending is shifted to '-e'. The -i ending singular items in Hindi become plural when the

terminal vowel is nasalized. Thus, it can be noticed that in certain cases, the features are similar though different in some degree and in certain other cases, they are totally different. It may be relevant to cite an example with reference to the sentence structure. In the case of the three south Indian languages viz., Kannada, Tamil and Telugu, the simplest sentence structure is possible without the use of any verb or the helping verb (Copula). For example, the expressions in Kannada, Tamil and Telugu corresponding to the English sentence "This is a book", are as follows:

idu pustaka (Kannada),

itu puttakam (Tamil), and

idi pustakam (Telugu).

The Malayalam language, though belongs to the Dravidian language family, exhibits a difference in that that the corresponding expression to the above example in Malayalam necessarily takes a copula "-aana" at the end of the sentence and it reads as: *"itu pustakam aana"*. Similarly the corresponding sentence in Hindi would be *"yah kitab he"*. The existence of copula is found in Malayalam and other Indo-Aryan languages including Hindi. However, the place of occurrence of the copula happens to differ from English to Malayalam and Hindi. In the case of English, the copula follows the subject noun/pronoun whereas in case of Malayalam and Hindi, it finds a place at the end of the object.

From the above examples, it can be noticed that the absence or presence of a particular entity could exist on the one hand and on the other hand, though the entity happens to be the same, the place of its occurrence happens to be different. The sentence formation without the use of a verb or a helping verb in Kannada, Tamil and Telugu are called "equative sentences". If we look at the general sentence patterns, most of the Indian Languages are SOV languages whereas English is SVO language. Even from the point of view of semantics, differences between languages do exist. They could be of various kinds.

1. The vocabulary item in the two languages could be exactly the same while the meaning in the two languages would be different.

2. The vocabulary items could be different in the two languages corresponding to the same meaning. To cite a few examples in this context, the word *"upanyasam"* in Telugu means a 'lecture', whereas in Hindi it means a novel. The word *"pramaadam"* in Telugu means danger, whereas in Tamil it means 'excellent'. The word *'pedda'* means big in Telugu, whereas in Kannada, it means a 'dunce'. These examples clearly establish the kinds of differences and similarities that any two languages could possess.

The foregoing discussion makes it amply clear about the reasons and significance of the differences and similarities between two languages which have a very significant

role to play in second and other language studies. It may not be out of place to mention that certain grammatical principles and rules between two languages may also exhibit similarities and differences. Therefore, a close examination of the structures of two languages (SL and TL) and the grammatical rules need to be compared and contrasted to work out the similarities and differences. Such a study is called Contrastive Analysis. Thus, the significance and importance of contrastive analysis in the context of alien language instruction gets well established.

Any language study needs to be perceived as a combination of atleast two aspects viz., (1) the linguistic aspect and (2) the non-linguistic aspect. The non-linguistic aspect primarily refers to the culture, habits and customs of the native speakers. In the context of second and other language education, a comparison and contrast of these aspects also needs to be made for effective and meaningful target language use. This point has been very strongly made out by the erstwhile linguist Robert Lado. Lado had very clearly argued about the significance of the study between the cultures of SL and TL in the context of language education. Such comparison and contrast of the cultures of the two languages becomes more relevant and significant at slightly higher levels of alien language education, rather than at the elimentary levels.

The variety of language used in different contexts also needs to be taken note of. For example, in English, the frequency of using the passive constructions is much more compared to the frequency of their occurrence in Indian Languages. So is the case with the adoption of reduced relative clause in Indian languages. Further, the kinds of sentence patterns and structures made use of in different disciplines also differ from language to language. The language of daily use is different from the language of formal instruction. Similarly, the language of law is different from the language of science. Such aspects also need to be examined in the context of second and other language instruction.

The findings of contrastive analysis of the SL and TL forms the basis for working out a suitable syllabus, developing instructional material and planning the techniques and strategies for second/other language instruction.

□

Error Analysis and Language Teaching

It has been amply argued and brought out in the previous sections that an alien language study would involve the influence and interference of the elements of the native language with those of the target language. It has further been made clear that such impact and interference would result in certain learning difficulties of the target language. These areas of difficulties and learning problems result in the learner's committing 'mistakes' in using target language. According to Pit Corder, "the errors committed by the learners in the process of their learning other language are communicative of the state of the learner's knowledge and of the ways in which he has learnt the second language". Applied linguists and language scientists have argued that all the "mistakes" committed by the other language learners in making use of the target language need not necessarily be the real mistakes which need to be handled by the language instructors. They have argued that the "mistakes" so committed can be of various types like deviations, lapses, mistakes and errors. According to them, "deviation" could be some kind of a funny expression with marginal degree of acceptance by a native speaker of the target language or uncommon expressions without the distortion in the intended meaning. In other words, such funny expressions do communicate the intended meaning. But, the structural or linguistic aspects of such expressions are uncommon or unnatural or unusual. "Lapses" are those deviations from the norm which are made unintentionally as a result of which the intended meaning could get distorted in some degree, but such instances are neither frequent nor common. "Mistakes" are such expressions which are grammatically inaccurate and which fail in communicating the intended meaning. The occurrence of such expressions labelled as mistakes is neither consistent nor very frequent. "Errors" are such expressions which exhibit a distinct deviation from the norm exhibiting ungramaticality and distortion of the intended meaning and the occurrence of which is consistent and frequent.

The Applied linguists and language scientists hold a very strong view that deviations, lapses and mistakes on the part of an alien language learner are tolerable in their

use of the target language. On the other hand, "errors" are neither tolerable nor acceptable either from the point of view of 'grammaticality' or from the point of view of 'communicability' and they should necessarily be removed and remedied to ensure effective and appropriate target language learning. It follows that "errors" become an essential part of the process of the other language instruction, be it a second language or other language. Before proceeding further with the discussion about the study of errors, a further clarification and a clearcut distinction needs to be brought out between "mistakes" and "errors". Mistakes are those deviations the occurrence of which is random whereas errors are those whose occurrence is consistent, frequent and systematic. While mistakes can be corrected by oneself, errors cannot be automatically corrected and they require certain degree of effort on the part of the learner as well as on the part of the instructor. Thus, the occurrence of mistakes does not matter much in the process of other language instruction whereas the occurrence of errors is of considerable importance and the problem needs to be tackled to ensure effective language instruction. Therefore, it is proposed to discuss in detail as to what an "error" means and how the problem could be tackled so that the learners overcome the errors in the process of their TL use.

The errors committed by the learners in the TL provide some evidence of a system of the target language at a particular point of time. This "system" is not the perfect one which occurs in the process of learning. A three way significance is assigned to these errors by Pit Corder. According to him, firstly the errors indicate as to how far the learner has progressed in achieving his aims and what remains to be taken care of further. Secondly, these errors provide the researcher an evidence of how a language is learnt or acquired and what are the strategies and procedures adopted by the learner in his discovering the target language. Thirdly, the errors are indispensable for the leaner himself as they can be recorded as a devise that the learner adopts to learn the target language. Further, it also provides a way for the learner to test his hypothesis about the nature of the target language.

The study of errors or "error analysis" is more important and significant for the language instructor as the errors provide a feed back for him about the effectiveness and efficiency of the instructional material adopted and the teaching techniques and strategies chosen. Error analysis also suggests to the instructor and the material producer as to what kind of modifications and changes and revision are required to be made in the syllabus, the instructional material and teaching methodology. It also provides appropriate and necessary information for working out remedial devices and preparing remedial instructional material.

As made out in the preceding chapter, possible errors and areas of difficulty can be predicted through the outcomes of constrastive analysis. Such outcomes are either confirmed or disproved by the actual errors noticed in the process of target language learning. Apart from this, errors could also locate and find out such difficulties and problem areas which may not have been predicted through contrastive analysis.

The task of other language learner is basically to notice whether the systems of the SL and TL are the same or different and if different, what is the nature of such differences and at which level of language description do they occur. According to Pit Corder, a large number of errors, though not all, are related to the systems of the source language. These are ascribed to the impact and interference of the elements of the source language with those of the target language.

The kind and nature of the errors generally indicate the nature and degree of the difficulties in language learning. While some cannot be overcome easily, some others facilitate mastering the elements of the target language. Contradicting opinions and views exist about this aspect. Saporta argues that the effect of the grammar of the learners' native language is inhibitory rather than facilitative in TL learning. Most scholars, applied linguists and educationists have expressed these strong opinions that learning a second language or other language involves the transfer of habits from the source language/native language. It is a well established fact that the second or other language cannot be accomplished in one leap or overnight. It involves a number of strategies and levels of achievement at different times and the process is time consuming. The type and degree of mastery of the target language differs from one stage to the other which can be studied based on the nature and number of errors committed and their reference with the elements of the native language.

In the process of learning an alien language, the question of treating and remedying errors arises in some degree or the other when the learner is capable of communicating in the target language with difficulty, however, managing to ensure the communication of the intended meaning without any distortion. Grammatical deviations and errors do occur at such stages. In other words, it can be stated that the learner is quite competent with reference to the 'communicative ability' while his 'grammatical competence' remains insufficient and defective. The variety of the TL at such stage is called "inter-language". The structure of such inter-language is different from the actual TL system. It may however exhibit resemblance and nearness or proximity to the target language system. This inter-language could also contain some elements of the source language in some degree or the other.

Language transfer involves those items, rules and sub-systems of the source language which occur in the performance of the inter-language. They are mainly based on the elements of the native language which are new and non-existent in the target language. Identification of such items, rules and sub-systems during the process of language instruction results in transfer of training.If they are based on the material, it is called the strategies of TL learning. On the other hand, if they are the result of identifiable approach of the learner to communicate and interact with the native speakers of the target language, it is called the strategy of SL communication. If they happen to be the generation of syntactic rules of the target language, it is called "over generalization" of the TL linguistic material.

While the concept of inter-language was proposed by Selinkar, Pit Corder has called the same as "Indiosyncratic dialect".

The errors committed by the second or other language learners can be broadly classified into two categories viz., (1) receptive errors and (2) expressive errors. The expressive errors can be very clearly noticed by the instructors whereas the former category of errors cannot be easily and readily noticed. However, the fact remains that, due to the occurrence of errors in reception, understanding and comprehension get effected. The receptive errors may be studied only indirectly which involves inferences drawn based on the responses of the TL learners in the TL which can be both linguistic and non-linguistic. For instance, one of the strategies for such identification is to elicit responses to question and making learners perform the tasks communicated. Another difference between receptive errors and expressive errors is that the identification and assigning the causes in respect of the expressive errors is quite possible while it is extremely difficult and rather impossible in certain cases in the case of receptive errors. Normally, error analysis is carried out based on the errors committed by a group of learners preferably by homogeneous group of learners possessing the same language backgrounds and the same native language and their previous linguistic knowledge is comparable in degree. However, the errors of a particular individual become significant only from the theoretical point of view. From the arguments presented above with reference to the difference between receptive and expressive errors, it follows that error analysis from the practical point of view is primarily undertaken with reference to the expressive errors. Expression could be either spoken or written. It is much easier and convenient to study the written errors rather than spoken as the mechanisms required for the purpose would be different and the one required for studying the "errors of speech" would be difficult to access. Whether the medium is written or spoken, the expression could be either spontaneous or controlled. Spontaneous expressions involve a very free and fluent use of language whereas controlled expression restricts the freedom for the language learner. Controlled expression basically refers to aspects like story telling, composition writing, paraphrase, precis, translation and the like. For the reason that controlled expression is error provoking, it is preferred to the free expression for purposes of error analysis.

Error analysis involves three stages. Viz., (1) Recognition and identification of the error, (2) Description of the error and (3) Explanation of the error. The third stage providing an explanation of the error helps in working out their remedial measures and making modifications, changes or even restructuring the syllabus etc. The remedial measures could be in the form of drills and exercises or complete lessons in themselves. The above three stages are sequentially and logically inter-linked and interdependent on each other.

The recognition of an error and its identification involves the comparison of the inaccurate and erroneous utterance with its corresponding acceptable form which facilitates working out the difference between the two very clearly. This difference works as the input to the second stage of error analysis viz., the description of the error. The aim behind such analysis is basically to familiarize the learner with the errors committed by him linguistically and psychologically. Further, such differences would facilitate the learners in realizing what the differences are between SL and TL and what steps he should adopt to master the TL expressions accurately and correctly. The explanation of an error involves a detailed linguistic description and is concerned with the way and means with which such errors could be overcome by taking recourse to their remedial strategies and techniques involving a wide variety of drills and exercises and may be complete lessons in themselves from time to time. Study of an alien language involves imitation and adoption of the features which not only include different levels of language description, but the formation rules also. The errors resulting form the adoption of SL rules are called "transfer errors". The other types of errors which are based on the formation rules are called "anological errors".

Irrespective of whether the errors noticed are transfer errors or anological errors, it is necessary to take steps for removing these errors. Once the errors are identified, the second step would be to describe the errors and thereafter relate them to the elements of the source language. Lastly, based on the relationship between the errors and the corresponding elements of the source language, the remedial measures must be devised in terms of drills, exercises etc. Thus, error analysis would facilitate an effective meaningful, appropriate and accurate learning of the target language.

□

Drills and Exercises in Language Teaching

A prime and essential requirement of meaningful and effective language instruction is the equal participation of the teacher and the learners in the process of instruction. As it has been discussed in detail in the preceding chapters, a more meaningful strategy of imparting language instruction would be to carry out the instructional programmes in a carefully graded manner and a gradual progression from one stage to the other needs to be ensured. It was also pointed out that in most cases, if not all, the spoken standard variety of the target language is adopted for use in all aspects relating to second and alien language instruction. In this context, it would be appropriate to discuss briefly about various components of a language lesson and the details thereof.

As language instruction is normally initiated with the development of spoken skills and then the learners are led towards the development of written skills, the overall communication and interaction actively takes place between the teacher and the taught. Therefore, the main text of the language lessons would be conversations or dialogues and descriptions and short stories. Other forms of the lesson, however, find a place in the instructional material but less in degree compared to conversations and dialogues. In order to ensure that the learners can actively make use of the language in daily real life situations and can meaningfully interact with the native speakers of the target language, the topics and themes for the lessons are so chosen that they relate to such aspects and situations that arise day in and day out. Added to this, "gradation" is a very significant part of planning the instructional programme, preparing the instructional material and carrying out the actual process of instruction. Therefore, the themes and topics chosen for the purposes of preparing instructional material are graded in such a manner that there is a smooth progression from one lesson to the other.

A language lesson primarily consists of the following components:

1. A brief introduction of the theme dealt with

2. New and difficult vocabulary items with glosses

3. The main text

4. Grammatical notes

5. Cultural notes

6. Drills for oral practice and

7. Exercises for written practice.

It is proposed to deal with the drills and exercises relating to language instruction in the following pages. As stated earlier, the difference between drills and exercises is that of the medium in that that the drills are administered orally for the development of spoken skills and exercises are administered through the written medium for the development of written skills. The structure and design of the drills and exercises but for the different language medium, remain one and the same.

Language drills and exercises can be primarily divided into three categories:

1. Mechanical

2. Manipulative and

3. Communicative

Mechanical drills are those wherein there is no independent exercise required to be made on the part of the learners. The task involved in these drills and exercises is a close observation of the stimulus provided by the teacher, exact imitation and identical reproduction of the stimulus which forms the response on the part of the learners. Such drills could be at all the levels of the language description viz., the sound, the word, the sentence etc. While the basic format of the mechanical drills is stimulus and response, an extended form to these drills is also given by adding some more dimensions as follows:

a. Stimulus (teacher)

b. Response 1 (learner)

c. Second stimulus (Teacher - for enabling the learners to compare their first response with the initial stimulus and rectify the mistakes (if any) and

d. Response 2 (Accurate and exact reproduction of the stimulus)

Thus, the mechanical drills can be either two phased or three phased or even four phased. Such drills and exercises which are designed at the level of a structure or language pattern, are called "pattern/structural drills". There are four important aspects to be remembered with reference to such structural drills. They are (1) One and only problem is attempted at a time. In other words, only one structure would be dealt with every

time. (2) Structural drills do not teach a morphological or sentence structure by itself. They provide practice in a complex structure in which the phonological, morphological and syntactic components exist. (3) A structure drill should be systematic in such a way that it creates and develops habits without the conscious knowledge of the learner. (4) The structural drills selected must help the learner in sustaining their interest and motivation in learning besides enhancing the maturity level of the learners. These drills must necessarily be related to the content and adequate support and guidance needs to be provided to the learners for internalizing the structures.

Manipulative drills are those which demand a certain degree of independent activity on the part of the learners. This independent activity depends upon the instructions and guidelines provided in the instructional material or by the teacher indicating as to what is expected from the learners. These drills involve a clear and essential understanding and comprehension of the stimulus provided so as to ensure appropriate and accurate responses with the necessary manipulations indicated in the instructions. Needless to state that comprehension refers to both vocabulary and structure involved.

The main difference between manipulative and communicative drills is with reference to the learner's ability to manipulate and use the language structure and the vocabulary in novel situations. The communicative drills involve the learner's ability to independently make use of the language structures and vocabulary in known and unknown contexts and situations. On the other hand, manipulative drills do not involve the independent use of the vocabulary and structures mastered by the learners independently by themselves in newer contexts and situations.

A large variety of drills and exercises are talked about in the context of alien language instruction. They can be broadly classified into 10 to 12 categories. They are as follows:

1. Repetition
    a. Verbatim repetition
    b. Open ended repetition

2. Substitution
    a. Simple substitution/single slot substitution
    b. Substitution in various slots/mixed slot substitution
    c. Substitution that forces a change in the structure
    d. Substitution that calls for a change in the cue
    e. Multiple slot substitution
    f. Progressive substitution/moving slot substitution

3. Expansion drill
4. Addition drill
5. Sentence formation drill
6. Fixed increment drill
7. Completion drill
8. Transformation drill
9. Transformation-combination drill
10. Translation drill
11. Question and answer drill
    a. Questions with affirmative answer
    b. Questions with negative answer
    c. Questions eliciting alternative answers
    d. Guided comment or reply drill
    e. Simple response questions/Yes-No questions and
12. Replacement drill.

Although, ideally speaking, it is desirable for the speacialised language instructors to know in detail about all the types of drills, the process of construction etc., it may not be that much necessary for general language instructors to know about the drills and exercises so much in detail and so much in depth. However, those types of drills which are considered important for a general language instructor would be discussed in brief here under.

Repetition Drill : The task involved in the repetition drill could be two phased, three phased or even four phased. This drill is based on the stimulus - response theory. The role of the language instructor and the language learner would be almost same in degree. Initially, the teachable item (at any level of language description) would be presented by the teacher with instructions to the learners that they must very carefully observe all the elements contained in the stimulus and make an attempt to repeat making their utterance resemble the stimulus provided by the teacher as closely as possible. Consequently, in a three phased drill, the teacher repeats the stimulus item again immediately after the learners' response so as to facilitate them to compare their utterances with those of the teacher and try to rectify the deviations, if any, between the stimulus and the response. The four phased drill provides, in addition, another opportunity for the learners to make a perfect and ideal repetition of the stimulus.

The process involved in this type of drill is machanical as no independent activity whatsoever is expected from the learner. Therefore, it is categorised as a machanical drill.

When such an exercise is involved through the written medium particularly with reference to the formation of letters, development of expressions of higher levels also forms part of the machanical exercise. In this case, the medium being written the task is lebelled as repetition exercise.

Substitution Drill : Substitution drill could be of both the types viz., (a) machanical and (b) manipulative. It becomes a machanical drill when the items given for substitution belong to one slot in an utterance and the items for substitution in the particular slot are provided by the instructor himself. That is to say that the learner is made to know the place of substitution in a given utterance, its grammatical category and a list of suitable words that could fill-in the particular slot without effecting any change in the cues. The only exercise expected from the learner is to make use of the words given separately in the identified place in the basic utterance. On the other hand, if the place of substitution is not identified by the teacher and the grammatical category of the items that should be substituted is not made known, the task of the learner becomes a little different and some kind of independent effort is expected from the learners. The task of identifying the grammatical category and in the event of the words given belonging to different grammatical categories, the possibility of their substitution at different places/slots would have to be made out by the learners. Thus, certain degree and some kind of manipulation is anticipated from the learners. Therefore, such a drill involving these aspects can be called manipulative substitution drill.

Substitution drills could be subcategorised into following:

1. Single Slot Substitution
2. Multiple Slot Substitution
3. Moving Slot Substitution
4. Mixed Slot Substitution

Single Slot Substitution is purely machanical in nature and the only exercise in-vovled on the part of the learner is to substitute one item at a time fitting into the same place in the basic utterance.

Multiple Slot Substitution involves simultaneous substitution of two or more words indicated by the teacher at a time in the basic sentence given.

Moving Slot Substitution involves substitution of words belonging to different categories and occuring in different places in a sequence either from left to right or right to left in sequence.

Mixed Slot Substitution involves the substitution of one item at a time, but, the place for substitution takes place in a hapazard or disorderly manner.

The following examples will exemplify the above:

Single Slot Substitution-

Basic sentence : The Book is good.

In the above sentence, the word book is chosen to be substituted by the following words, *house, theater, school, hotel* etc. The anticipated responses from the learners would be *"The house is good, The theater is good, The school is good"* and *"The hotel is good"*.

Multiple Slot Substitution -

Basic sentence : Children played foot ball yesterday.

The words *'children'*, *'played'* and *'foot ball'* in the basic sentence are chosen for simultaneous substitution with a set of three words each fitting into the three slots as follows: The sets of words simultaneously required to be substituted in the above sentence would be

1. We, saw, games
2. Boys, ate, food
3. They, drank, coffee

The resultant expressions expected from the learners by simultaneous substitution of the above three sets would be, *"We saw games yesterday"*, *"Boys ate food yesterday"*, and *"they drank coffee yesterday"*.

Moving Slot Substitution -

Basic sentence : We saw Kannada drama yesterday.

The words provided for substitution could change their places of occurance or slots in the basic sentence starting from the left towards right. Thus, the words given for subtitution would be *They, heard, Telugu, story, three days ago.* The resultant sentence expected from the learners would be, *"They heard a Kannada drama yesterday"*, *"They heard Telugu drama yesterday"*, *"They heard Telugu story yesterday"* and *"They heard a story three days ago"*.

Mixed Slot Subtitution

Basic sentence : Rama is going to the market to buy a book.

    proceeding

    pen

    bring

    house

The resultant sentences would be *"Rama is proceeding to the market to buy a book"*, *"Rama is proceeding to the market to buy a pen"*, *"Rama is proceeding to the market to bring a pen"*, and *"Rama is proceeding to the house to bring a pen"*.

It can be observed from the above that the places chosen for substitution in the basic sentence change in a random manner and not a systematic manner either from left to right or right to left. This random shift of the places of substitution is the reason for labelling this drill as mixed slot substitution. It is otherwise called random subtitution drill also.

The kinds of substitution drills indicated above are machanical in nature. They could be manipulative by giving the words for substitution belonging to different tenses and other structure words whereby, in the process of substitution, certain degree of manipulation in the responses will have to be made by the learners to make the resultant utterances grammatically acceptable. Such drills would become manipulative substitution.

Extension Drills : Extension drills provide the learners with an idea about the word order in a grammatical sentence in the concerned language. Further, these drills would also enable the learners as to how to build up different syntactic sentences. The teacher provides one word after the other and the learner is expected to add all these words in the same order so that a meaningful and grammatically acceptable utterance results in the language concerned. Consider the following example in Hindi:

Hindi - T : khaayaa 'ate'

L : khaayaa

T : khaanaa 'food'

L : khaanaa khaayaa

'ate food'

T : acchaa 'good'

L : acchaa khaanaa khayaa

good food ate

T : hootal me 'in the hotel'

L : hootal me acchaa khaanaa khaaya

hotel-in good food ate

'ate good food in the hotel'

T : kal (past) 'yesterday'

L : kal hootal me acchaa khaanaa khaaya

yesterday hotel in good food ate

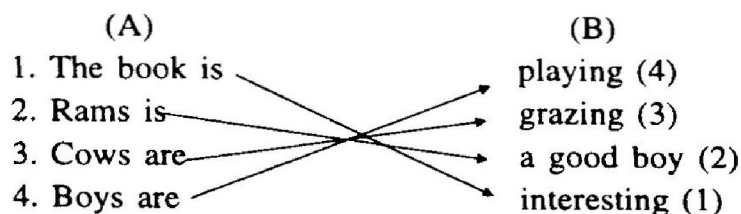'ate good food in the hotel yesterday'

T : goovind ne 'Govind'

L : goovind ne kal hootal me acchaa khaana khaaya

Govind yesterday hotel in good food ate

'Govind ate good food in the hotel yesterday'

Transformation Drill : As the very name of this drill indicates, the exercise involved would be to convert the basic utterance into different patterns like a statement to question, a statement to affirmative or interrogative, interrogative to affirmative, affirmative to negative etc. Consider the following:

Basic Sentence : The forest is thick and green. (Affirmative statement),

This sentence could be converted into negative as *"The forest is neither thick nor green"*. Similarly, the corresponding interrogative form would be *"Is the forest thick and and green?"*. Another possible form of interrogation could be *"How is the forest?"*

Matching Type Drills : In this type of drills, two sets of expressions are given in two different columns like column (a) and column (b). One expression chosen from each of the two columns have to be put together which would form grammatically acceptable combination. In order to accomplish such acceptable combination of one utterenace each from the two columns, the corresponding expressions are not given in the same order but they are mixed up. Therefore, the learner has to make a search of the corresponding expressions and match them by means of drawing arows between the items in column (a) and those in column (b). On the other hand, it is also possible that the learner could make out the acceptable grammatical combinations of the items from column (a) and column (b) and put them together separately. For example:

(A)	(B)
1. The book is	playing (4)
2. Rams is	grazing (3)
3. Cows are	a good boy (2)
4. Boys are	interesting (1)

Matching of items could be either indicated by the arows as shown above, or the suitable combinations could be indicated as *the book is interesting, Rama is a good boy, cows are grazing* and *the boys are playing respectively.*

Sentence Formation Drills : These drills involve providing a kind of chart consisting of a number of words by making use of which, the learners have to form sentences choosing the items from different frames in the chart. For example in Hindi

vah 'he'	skuul 'school(to)' ghar 'house(to)' sinemaa 'movie(to)' baazaar 'market(to)'	aana 'to come'

vee	skuul see	jaanaa
'they'	'from school'	'to go'
	ghar see calnaa	
	'from house' 'to walk'	
	ghar see	
	'from the movie'	
	baazaar see	
	'from the market'	

A number of sentences could be generated by choosing words from each frame. It would perhaps be appropriate now to mention about the completion and question-answer drills.

The completion drills involve providing the basic sentence with a blank which is expected to be filled-in with suitable words by the learner to make sensible and complete grammatical sentences. Consider the following examples:

Telugu -   T : maadhavi caala _____ pilla. (allari)

                    'Madhavi very _____ girl. (mischief)'

         L : maadhavi caala allari pilla

                    'Madhavi (is) (a) very mischeous girl'

Tamil -   T : liila oru _____ ponnu. (alaku)

                    'Leela is a _____ girl. (beauty)'

         L : Liilaa oru alakaana ponnu

                    'Leela(is)a beautiful girl'

Hindi -   T : ghar me sab loog _____ h . (buudhaa)

                    house in all people _____ are (old)

         L : ghar me sab loog buudhee he

                    house in all people old are

                    'all the people in the house are old'

Question-answer drill cannot be lebelled as a drill or exercises in the real sense. Many scholars prefer to call this a response drill. This involves posing of questions by the instructor anticipating grammatically and semantically acceptable responses from the leaners.

In the context of administering drills and exercises, certain precautions have to be taken by the teachers so as to ensure a higher degree of effectiveness in the process of learning. Following are certain precautions and suggestions for the teacher making use of drills and exercises in language instruction:

1. Before administering the drill, the learners should be explained the aim of the drill and the procedure to be followed.

2. The items in the drill should be short.

3. A system of hand signals (to start, to stop, to repeat, to repeat again, etc.) may be used so that the teacher's instructions to start, stop, repeat, etc., may not interfere with the stimulus and the responses.

4. The teacher should follow the response carefully and should give correct responses for reinforcement immediately after each of the learner's responses.

5. Besides chorus drills, individual response drill should also be administered which helps the teacher to locate individual learners' problems.

6. It is essential that all the learners should be involved in repeating the response in chorus drill. None should be ignored.

7. The teacher must be very careful in administering the drills. The sentences produced by administering the drill may be grammatical but they may not be semantically acceptable. This kind of confusion should be avoided by the teacher especially in the substitution drill.

8. The teacher should use normal speech in terms of speed, stress, intonation, etc. If he slows down or speeds up, it may not only distort the intonation but also the meaning as a whole. As a result, the learners may not be capable of understanding normal native speaker's speech in the target language. Slowing down or speeding up and unnatural pauses will confuse the learners.

9. The teacher should minimise the use of languages other than the TL in the administration of drills and exercises.

10. The teacher should repeat afresh after every learner, so that the learners should not imitate each other. The teacher should repeat once again after each learner, so that the correct version is always the last impression.

11. The teacher should not show partiality to any one learner. He should tell them that what he expects is superior performance from each other.

12. The teacher should neither concentrate on the weaker learners ignoring the better ones nor should he pay more attention to the better ones.

13. The teacher should stick to the vocabulary range of the learners at any one time.

14. Holding the attention of the class is very important. So the teacher should-

    (a) Surprise the learners by changing the order of calling on the learners.

(b) Name the learners after the question.

(c) If a learner misses a question, the teacher should provide the answer to that question and should ask a different question to another learner.

(d) The teacher should repeat the question/sentence if the learner finds any difficulty. He should ask the learners to close the text when the basic sentences are introduced in the class. It is very important that they concentrate on the sounds also.

15. The teacher should not make a learner repeat more than three times at any time. If the teacher is still dissatisfied, he may come back again to the same learner later.

16. The teacher should not imitate the learner's mispronunciation and he should never exaggerate or ridicule the learner's mistake. The best way to correct is to repeat the item. The simplest way to express dissatisfaction is to ask the learner to repeat again. It is very important that the learners use the learnt structures in communicating in an unanticipated context. So, the teacher should give a chance to the learners to use what has been learnt. Thus, the drill should be made in such a way that the learner can use them.

17. More often than not, boredom is due to the teacher. So, the teacher should not blame the class if it appears to be bored. On the contrary, he should try to eliminate the element of drudgery from the classroom teaching.

18. The teacher should always remember that his business is to teach and not just to humour the class.

19. The teacher should move deliberately from one place to another in order to ensure learners' attention.

20. The teacher should use some gestures, which may include the movements of head, hand and body to direct attention to emphasize importance, to express emotion, etc.

21. The teacher may use verbal and non-verbal reinforcers. Verbal reinforcers include expressions like -- good, excellent, come on, think, etc., and also repetition and rephrasing of learners' response which reinforces their behaviour positively and encourage them to participate. Non-verbal reinforcers include nodding, smiling, moving towards responding learners, carefully observing the responses and encouraging them to participate.

22. The teacher should use positive reinforcers which strengthen desirable responses of the learners and if he uses negative reinforcers, it weakens or negatively reinforces the responses of the learners. The positive

reinforcement includes non-verbal cues like nodding, smiling, looking attentively at responding students, etc., and verbal reinforcers, like yes, excellent, repeat, rephrase the response of the learners, etc. The negative reinforcement includes telling the learner directly that his answer is wrong and passing circastic remarks and non-verbal reinforcements, like frowning, staring, looking angrily at the responding learner (Passi, 1976).

❐

7

Tests and Examinations

Educationists, educational psychologists and language specialists have very well established the fact that from the point of view of skills and content in language education, there is not much difference between language instruction, language drills and exercises and also language tests and examinations. In other words, to put it in a common man's language, the same quantum of content and extent of skills form the basis for planning a language instructional programme, developing a relevant syllabus, preparing suitable instructional material including drills and exercises and further the preparation of tests and examinations. The second difference between language instruction and language tests and examinations primarily lies in that that while the process of instruction is indepth, wide and detailed; tests and examinations are narrower and limited to selected teachable items. Added to this, in view of the breadth and depth of instruction, the time consumed will be much longer. Another significant point with reference to language instruction is that an integral and most important aspect is the face to face interaction between the teacher and the taught. On the other hand, tests and examinations depend upon carefully selected items from among the wide range and detailed aspects of instruction based on which the tests and question papers are prepared. In this process, the test maker and the examiner will have to be extremely cautious in picking and choosing those aspects and elements of the instructional progrmme which are difficult for the learner to master or such items which, due to their resemblance with those of the source language, result in interference of the native language habits and exact reproduction on the part of the learners becomes difficult. That is to say that tests and examinations are based on a very careful selective basis to the extent that the skills and content are concerned whereas such a selective process does not find a place in the process of instruction. Contrary to the lengthy time process involved in the process of instruction, tests and examinations consume much shorter time.

In the context of testing and evaluation, several expressions/terms are made use of like evaluation, assessment, testing, measurement etc. All these terms do not mean exactly the same but however, they are inter-related. Evaluation is a broader concept which involves deriving and formulating the value judgements based on the outcomes of measurement and testing. The concept of evaluation is much broader in that that it could refer to various aspects of language instructional programme including the syllabus, instructional material, the grammar, the teaching methods, the media made use of, the teacher's abilities apart from the performance of the learner. Tests and examinations refer only to the performance of the learners. In other words, the process of evaluation is based on the findings of tests and measurements. Assessment is the process which could be placed between evaluation and testing/measurement.

Measurement and testing are very precise in that that the numerical scores which are exact in the nature happen to be the outcomes. Assessment is the process of assigning placements into different categories of the learners based on their performance in tests and examinations. Evaluation involves in addition to the placement, the recommendations for the follow up action wherever necessary, its nature and duration etc. It is not intended to go more into the details about the differences among the terms frequently used while talking about testing and evaluation. It is proposed to confine and restrict the following discussion to the methodology involved in preparing language tests and tools for examination.

Before drawing a distinction between tests and exercises, it would perhaps be desirable to make it very clear that the language drills and exercises are exactly the same made use of for the purposes of tests and examinations. The only difference is that the drills and exercises are highly varied and large in number whereas tests and examinations pick and choose the relevant and necessary types of drills and exercises. The items so chosen are filled into the form a formal question paper which covers teachable items of various kinds.

The "gradation" aspect is very essential to be observed in the process of developing good language tests and tools for examinations also.

While tests and examinations basically are the same from the point of view of purpose, the difference lies in that that tests are informal and frequently made use of for periodic observation of the learner's achievement based on which the remedial measures etc., are thought of and planned. Further, the outcome of the tests does not normally form the basis for either assessment or evaluation purposes. Thus, the tests are very informal in nature and do not count for the determination of success or otherwise of the learners in the instructional programme. On the other hand, examinations are formal, and they possess a pre-determined quantum of syllabus and the outcomes thereof form the decisive factors for placement of a learner and evaluatory steps to be initiated. Another small distinction between tests and examinations could be drawn in that that

the tests could be focussed around a small number of teachable items included in the syllabus and the instructional programme; whereas examinations cover a larger portion of the syllabus and the number of teachable items also will be much more in number and nature than the tests.

Any instructional programme, be it a language or any other subject, will have a defined set of aims and objectives which are expected to be achieved by the learners. As a result of undergoing the planned process of instruction i.e., to say that the difference between the learners competence at the entry point and their competence at the terminal point of instruction is predetermined. It can be diagramatically represented as follows:

| Learners' entry behaviour | → | Instructional Programme Aims and Objectives | → | Learners' Terminal Behaviour |
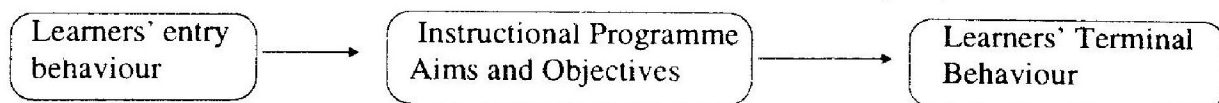
It would now be apt and appropriate to talk about the preparation of tests and examinations in language education.

Precautions for Construction of Good Language Tests

Any experimental design, framing a hypothesis etc., requires systematic procedure in order to ensure that the procedures adopted are appropriate and the goal is arrived at successfully. Similarly, the construction of language tests also requires a systematic procedure and adoption of various steps which may broadly be categorised as follows:

1. Planning the test
2. Preparing the test items and instructions
3. Reviewing and revising the test items
4. Pre-testing the material and analysing the results
5. Preparing the final form of the test

1. Planning the Test:

The planning of a language test mainly involves the following factors:

a) Determination of the general course objectives

b) Division of such objectives into their minute and sub-components.

c) Establishment of a general design of the test including the time factor.

a) *Determination of the general course objectives* : In order to have a broad idea of the content of a language test, the test maker must have a clear idea of what is going to be included in the test and what is broadly aimed at in terms of learner's achievement or the terminal behaviour. In other words, the test maker needs to have the content areas clearly written down before embarking on the task of test construction. Following is a sample of the description of content areas:

Content Areas:

(The content for an Intensive English Course for Beginners is organised around verb tenses. Other parts of sentences which combine well with each tense are grouped accordingly. In such a course meant for beginners, considerably large amount of times is spent on 'BE' patterns of verbs and on simple forms of other verbs in the present tense. At a later stage, other tense forms are presented more rapidly).

A.	BE Present tense Affirmative statements Negative statements Simple questions and short answers	Articles: a., an Noun plurals-Mass Nouns Frequency words always, usually, often, never Possitive pronouns Expletive There is/are...
B.	Affirmative statements Negative statements Simple questions and short answers	Expletive There is/are... Time and place Expressions with in, on, at. Compund Nouns ; Adjective Noun vs. Noun Noun (a green apple) (a wall clock)
C.	Other verbs Present tense	Requests and Directives (close the window) infinitives Two-word verbs (Call up, go out) etc. Possessive suffix or Nouns some/any there/then as replacives

b) *Division of the Course Objectives into their Components* : A second pre-requisite in the planning of a test is to clearly specify their learning outcomes in terms of the learner's terminal behaviour and divide them into sub-components and define them as narrowly as possible so that the test items are focussed upon these outcomes. Look at the following which are a sample of lerning outcomes stated in behavioural terms in respect of Intensive Course in English for beginners.

Statement of Learning Outcomes in terms of Learner's Terminal Behaviour

Intensive English Course for Beginners:

1. KNOWS basic elements of spoken and written English.
    1.1. DISTINGUISHES between minimal distinctive significant contrastive units of sounds or Phonemes.
    1.2. IDENTIFIES intonation patterns.
    1.3. IDENTIFIES stress patterns.
    1.4. DISTINGUISHES between lexical items and their inflections.
    1.5. IDENTIFIES basic parts of sentence patterns.
2. MANIPULATES these elements in controlled situations to produce grammatical English utterances.
    2.1. READS written dialogues with proper sounds, intonation and stress.
    2.2. SUSTITUTES individual lexical items in sentences (Grammaticality being maintained).
    2.3. TRANSFERS affirmative statements to negative and vice-versa and statements to questions and vice-versa.
    2.4. ADDS lexical items to sentences in proper positions.
3. UNDERSTANDS everyday spoken English and simple written English.
    3.1. FOLLOWS written and/or spoken test directions.
    3.2. COMPLIES with oral requests.
4. PRODUCES grammatical written English in novel situations.
    4.1. ANSWERS questions (oral or written) about a short paragraph.
    4.2. ANSWERS questions about real situations.
    4.3. COMPLETES dialogues in situations.
5. PRODUCES grammatical spoken English in novel situations.
    5.1. ANSWERS questions.
    5.2. ASKS pertinent or appropriate questions in grammatical English in simple conversations.
    5.3. MAKES pertinent or appropriate statements.

c) *Establishment of a General Design* : A third pre-requisite in the planning of a test is to establish a general design which is possible by preparing Table of Specifications which provides weightages assigned for different aspects of the content and the skills that are expected to have been mastered by the learners during the course of instruction. Following is an example of the table of specifications.

Table of Specifications
Intensive English Course for Beginners

UNIT1 Content	1. KNOWS Basic elements of spoken and written English	2. MANIPULATES these elements in controlled situations	3. UNDERSTANDS spoken & written English	4. PRODUCES written English	5. PRODUCES spoken English	
A. BE Present	1	8		7	Rating scale to be used in a structured oral interview and free conversation	16 items 32 %
B. BE Present C. Other		6		2		8 items 16%
Verbs	4	9	1	12		26 items 52%
50 items	5	23	1	21		50
%	10%	46%	2%	42%		100%

In addition to having the table of specifications for the establishment of a test design, it is also necessary to have the details as to which type of items are to be chosen for the testing of different skills and content areas. In other words, the examiner has to pre-determine the item types in respect of various language skills and the content areas. Needless to say that language test or examination has to be administered in a fixed amount of time and this factor has to be determined based upon the number of test items included and the level of difficulty of the items constituting the test.

2. Preparing the Test Items and Instructions

In order to have well made test items for inclusion in a language test, it would be necessary to prepare a larger number of test items which have to be tried out and reviewed

to ensure that the items are non-defective and perfect. Some items that may be found to be defective after review need to be discarded from their inclusion in the test. Only after a thorough review and try out of the test items, the required number of the perfect test items could be selected and retained for inclusion in the test.

While it is quite essential to ensure that test items are perfect and non-defective in the sense that it is unambiguous in the task presented for the examinees and each item has one and only one correct answer, it is also equally essential to provide the instructions or the directions as to what the examinees are expected to do while taking the test. These instructions should be brief, simple and unambiguous. Wherever possible, examples should be provided so that the examinee does not misunderstand or misinterpret the instructions. To the extent possible, it is also desirable to car-mark the time specified for each portion of the test and also the marks allotted to each portion.

3. Reviewing and Revising the Test Items:

Once the test items are prepared, it is always desirable to get them reviewed by experts other than the item writer himself so that the items possessing even minor defects could be avoided and the test as a whole made as valid as possible.

4. Pre-Testing the material:

Once a tentative form of the entire test is framed consisting of various test items after review and revision, in order to make the test a standard, valid and reliable one, it is always recommended that the tentative form of the test is administered to a large sample of subjects of the same standard and kind as those for whom the test is being constructed. In other words, the tentative form of the test has to be tried out which may indicate the defective items or the format which, in turn, will be helpful will in revising and giving a final standard form for the test. It is only then that the construction of the test aimed at becomes more valid and reliable.

5. Assembling the final form of the Test:

After the try out is over, various test items included in the test under each category need to be graded in order of difficulty and rearranged thereby giving a final form of the test.

It is only by subjecting the construction of language test to these five major steps that a good language test can be constructed and hence though these factors appear to be of trivial nature, they are very crucial and play a significant role in the construction of good language tests.

.

Item Types and Their Preparation

After having discussed about various factors that should be kept in view while embarking on the construction and development of good language tests, it would be necessary to discuss about various types of test items and the techniques involved in the preparation of various types of items.

Broadly speaking, different kinds of test items may be classified into two major categories, viz., subjective type and objective type. The very labels indicate that the evaluation of items falling under subjective type cannot be highly reliable as the judgement mainly depends upon the examiner's subjective assessment. The reason is that there are no set criteria for very precise evaluation of such items. On the contrary, the objective type of items are highly reliable as there will be well defined criteria for exactly assessing the responses of the examinees. While the open ended or the free response type of items are categorised as the subjective items which include translation, guided composition and free composition, the objective type of items include selection type, multiple choice, matching type, supply type and short answer type. The short answer type of items which could be either open ended or cloze items may belong to either the objective type or subjective type. This depends upon the anticipated answer for the question. If the anticipated answer is a word or a phrase which has one and only one correct answer and which demands the by the examinee to give the correct answer could be classified under the objective type. If the item demands the use of language on the part of the examinee and the anticipated answer is at sentential or higher levels, then such item is categorised as subjective. Thus the following chart will indicate the item types and their classification.

<p style="text-align:center">Item Types</p>

Subjective *(Open ended)*	Objective *(Close)*
Translation, Guided Composition, Free Composition, Essay, Paragraph	Constant Alternative, Mulptile Choice, Matching, Fill-in the Blank or Very Short Answer

<p style="text-align:center">Short Answer</p>

Little Reliability	Limited Reliability	High Reliability
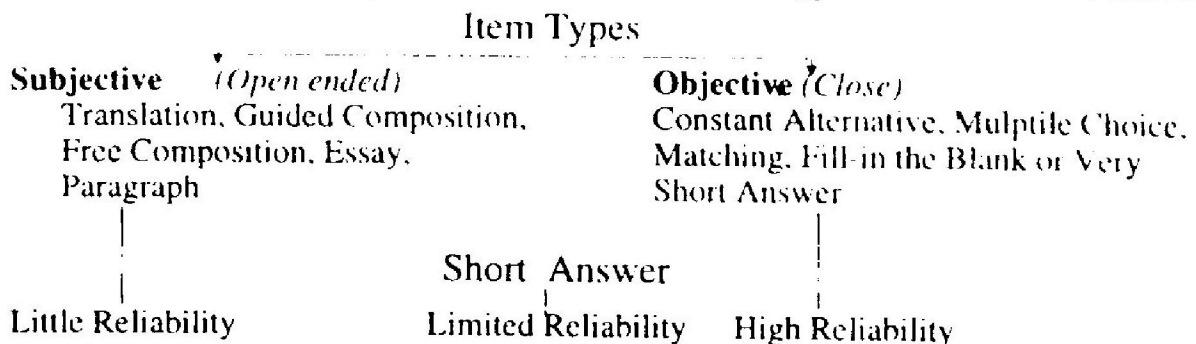
Before discussing about the techniques of preparation of different types of items, it would be necessary to briefly mention the typical characteristics of the subjective item types as opposed to those of the objective type of items. The open ended or subjective type of items proivde a chance for the examinee to express himself in his own words using the language structures known to him independently, whereas the objective type of items provide very little scope for the examinee for free expression. While the subjective items are useful for testing of higher order skills like translation, composition-guided and free, the objective type of items are useful in testing the lower order skills. The subjective type of questions provide an opportunity for the examinee to exhibit his skill in organising his ideas in a sequential manner and develop good narratives or descriptions whereas the objective type of items do not provide the scope for such activity. The ability of the examinee in using appropriate styles depending upon the subject discussed can also be tested through the open ended type of items. Such items will be useful in assessing the creative ability of the examinee to draw inferences.

In the context of test items, two terms are frequently used viz.,

A) Question
B) Item

Normally the term 'question' is used to refer to the open ended types including paragraph and essay type, whereas the term 'item' is used to indicate the objective type of items. The various item types referred to above can again be broadly categorised into two types viz.,

1. Selection Type
2. Supply Type

1. Selection Type:

In the selection type of items, the examinee has to make a choice which means that there is one and only one pre-determined correct answer. This is usually referred to as objective type of assessment and such items are said to possess high degree of reliability.

2. Supply Type:

The second cateogry viz., the supply type requires the examinee to supply or provide answers on his own. The answer could be either a word or a sentence or a paragraph or even a long essay. In this type of items, the examinee is free to choose, arrange and express his thoughts and ideas in a sequentially arranged manner and he can also exhibit his talent of creativity and his ability to draw inferences.

The characterstics and techniques of various types of test items may be seen from the following table:

Cloze Items

Item Type	Design	Construction	Comment
1. *Constant Alternatives*	The examinee is required to choose an answer from two or more alternatives that remain the same for a series of items. Statements may be provided each of which should be given response in terms of True/False or Yes/No or Agree/Disagree. Sometimes a series of True/False items may follow a passage involving comprehension.	a) The number of True & False items in the series is approximately equal. b) Statements should be definitely True or False. c) Statements should not be normally adopted from text books. d) Use of simple sentences to the extent possible is recommended minimizing complex and compound sentences.	a) Wide range of syllabus b) Highly objective and reliable c) difficult to construct good True/False items.
2) *Multiple Choice*	The examinee is required to select the correct answer from a group of alternatives provided	(a) The stem may be a direct question or an incomplete statement (b) Distractors must be plausible. They must be 'real' distractors to higher ability students' and attractors to lower ability students. (c) Length and precision of the correct answer should not provide a clue. (d) Correct answers should be randomly arranged.	(a) Highly objective and reliable (b) A wide range of abilities could be tested. (c) Wide coverage of syllabus. (d) Difficult to construct. (e) Probability of guessing depends upon the number of choices provided (.25 if choices are 4 and .20 if choices are 5)

3. Matching Items	Usually consist of two lists called 'Premises' and 'Responses'. The examinee has to match each premise with one of the responses (simple Matching). In Compound matching it may be necessary to match each premise with two or more responses. This in a way is a kind of item consisting of a number of multiple choice items put together.	(a) The basis for matching should be explicit. (b) Number of responses should be more than the number of premises.	(a) Highly objective and reliable. (b) Relatively easy to construct. (c) Chance of guessing is reduced. (d) Not suitable for testing higher order abilities.
4. Rearrangement Items	Examinees are required to put the randomly presented material into a meaningfully related order.	Words provided in a haphazard manner or without a sequence.	

Open ended

1. Simple Question	A direct question or a specific direction or a stimulus produces a word, clause, phrase or a sentence (one or two normally) as response.	(a) Elicits short clear-cut answer (b) A decision has to be taken whether orthographic or spelling mistakes are to be penalised. (c) Use of expressions from the text book should be minimised.	(a) No chance of guessing (b) Easy to prepare (c) Scoring not completely objective and reliability less. (d) Usually tests lower order abilities.
2. Completion	The examinee has to fill-in the blank with a work or a phrase	(a) Elicits short clea(a)Highly objective and reliable.	(a) No chance of guessing.

		(b) Decision needs to be taken as to whether orthographic or spelling mistakes need to be penalised. (c) Use of textual expressions should be minimised.	(b) Easy to prepare (c) Scoring not completely objective and therefore less reliable (d) Usually tests lower order abilities.
3. *Short Answer*	A direction, question o task a specific direction or a stimulus produces a few sentences or a small paragraph as response.	(a) Expressions like 'briefly' or 'short notes on' or 'what all you know' should be avoided in the questions. (b) Action oriented verbs should be used as far as possible. (c) Ask a clearly defined task. (d) Scope of the answer should be limited.	(a) Natural form of a question (b) Normally used for testing of comprehension, application, etc. (c) Less objective and hence less reliable.
4. *Long Answer*	Quite open for the test maker.		(a) Suitable for testing higher order abilities, like composition, creativity, style, critical examination, etc. (b) Vdery little objectivity and ;hence ;difficult to score. (c) Less reliable (d) Good scope for free expression on the part of the examinee.

Multiple choce items are used to test the knowledge, comprehension or even the applicational abilities. They may also be useful to test, to some extent, the examinee's

abilities like analysis, synthesis, inferences and even evaluation. Constructing items for testing these abilities is a little complex and difficult. In the context of the multiple choice items, following definitions should be kept in view:

a) Stem:

Stem is that portion of the item which is at the top of it in the form of a direct question or an incomplete statement following which the alternatives are provided.

b) Options/Alternatives:

Normally three or four or five alternatives are given as A, B, C, D etc., one below the other. These alternatives are called the options out of which one and only one correct answer exists.

c) Key:

The correct choice or option among the alternatives provided is called the key.

d) Distractors

All the choices or options provided under each stem other than the key are called distractors and they are contructed in such a way that the key is as close as possible to each of the distractors.

Testing of Test Items

In the disucssions regarding precautions for the construction of good language tests, it has been mentioned that the review and revision of the test items is essential for including them in the final form of the test. In order to ensure the validity and reliability of each item, well defined criteria may be set up to assess the quality of various types of test items which should be applied to ensure the quality of test items. Following are some general criteria applicable to all the types of test items: ,

1. Does the item measure an important learning outcome?
2. Is the item focussed to measure an important content area?
3. Is the level of difficulty of the test item in correspondence with the degree of achievement of the learner?
4. Is the item likely to be accurately answered by the learners possessing higher ability?
5. Is the item likely to be answered wrongly by learners possessing lower ability?
6. Is the item independent or does it overlap with the other items?
7. Is the item likely to provide a clue for the answers for any of the other items in the test?

In addition to the general criteria that may be adopted in respect of any type of test item, the following specific criteria may be adopted in case of the items of various types indicated.

a) Multiple Choice Items:

1. Is the stem precise and unambiguous?
2. Is the stem a complete question in itself or does it require the examinee to read the alternatives provided to understand what is being asked?
3. Is the context in which the question is being asked clear?
4. Does the stem include anything that has to be repeated in all the choices?
5. Are the choices given closer to each other in respect of
   (A) Content?
   (B) Structure?
6. Do the choices given include one and only one correct answer?
7. Are the distractors provided intensely closer to the key?
8. Is the language used in the items and instructions easy enough for the examinees to understand?
9. Are the vocabulary items used in the items and instructions within the level of comprehension of the learner?

b) Matching Type:

1. Does the item include only homogeneous material in the premises?
2. Is the number of responses enough so that the last of the premises can still have many options to choose from?
3. Does the item specify the basis for matching, type of matching etc.

c) Simple Answer or Completion Type:

1. Is the item constructed in such a way that only a single short answer is possible?
   (a word or a phrase or a clause or a simple sentence)
2. Is the question direct and simple?
3. Is the answer related to the main point in the statement?
4. Does the item with the blank space make enough sense so that the learner knows what is expected of him?
5. Are the directions given in clear and simple terms?
6. Is the question likely to be answered or interpreted in the same way by the teachers/students/examiners?
7. Is the difficulty level of the questions appropriate with the degree of learner's achievement?

d) True/False or Yes/No Type:

1. Does the item include one and only one significant idea in each statement?
2. Is the item precise enough to enable the examinee to judge whether it is true or false unequivocally?
3. Is the language used in the statements simple enough?
4. Does the item use negative statements sparingly and avoid double negatives?

The discussion presented above primarily deals with the objective type of test items. It would be necessary to discuss about the subjective types of items, their relevance and process of preparation. Broadly speaking the subjective test items can be divided into four or five categories. They are:

(1) Questions involving complete sentence answers (may be two or three sentences),

(2) Paragraph wrirting,

(3) Composition-

    (a) Guided composition

    (b) Comprehension cum composition

    (c) Free composition

(4) Essay wrirting

(5) Epitomization/Precis writing

(6) Translation

A brief explanatory note about each of these subjective types of items is presented hereunder:

1. Questions involving short answers

These questions are primarily based on the content at the same time a restriction on the usage of types of sentence patterns and vocabulary items could be specified by the exmainer. Incidentally, it may be recalled that language instruction is a unique and typical integration of the language skills, structure and content.

2. Paragraph writing

This involves a free and independent expression on the part of the learners generally based upon their exposure to the topics and themes besides class room presentation. The length of such expressions would normally be about ten to twelve sentences making a brief summary of an overall content relating to the theme. The significant point to be noted is that there is no constraint or limitation on the learners with reference to the usage of sentence patterns and vocabulary. Thus, the learners would be free to make use of such vocabulary items and sentence patterns they are familiar and confortable with.

3. Composition -

(a) *Guided Composition* - Guided Composition can be subcategorised into viz., (a) with picture cues, (b) with verbal cues (words). In either of the two subcategories of the guided composition, necessary and relevant guidance is provided by the examiner/ teacher for the learner to observe based upon which a carefully planned description or narration is arrived at by the learners.

If the cues provided happen to be logically and sequentially arranged, the task of the examinees becomes much easier and when such cues are disorderly, the task of the learner becomes difficult in that that he has to, begin with, carefully grade and arrange the cues in a logical and sequential manner based on which he has to develop the texts. Such texts must have a smooth and free flow of expression and gradual progression of ideas relating to the theme.

b) *Comprehension cum composition* - Comprehension cum composition is an exercise the primary basis of which are the two types of comprehension viz., listening comprehension and reading comprehension. If the scope of the comprehension exercises is limited to the testing of the task of comprehension alone, it remains at the level of comprehension in that that the questions following the comprehension texts could be disorderly and randomly placed.

If such comprehension questions following the texts for comprehension are suitably graded and arranged in such a manner that answers to these questions again presented in the same order of the questions itself, the resultant continuous expression becomes a brief summary or a gist of the original text.

c) *Free composition* - The concept of free composition does not require any explanation. It involves the development of a logically and sequentially arranged running text on a given topic/theme to which learners would have had sufficient and adequate exposure either in the class room or in their experience in the external world. It is also free in that that there is no prescription or restriction on the use of vocabulary items or sentence patterns on the part of the learners.

(d) *Essay writing* - There is not much difference between essay writing and free composition except that the essay writing involves arguments and refutations in respect of ideas presented. This aspect is not that much essential and necessary in free composition. Their writing attempts to assess the ability of the learners in appropriate argumentation, refutation and ability to draw conclusions.

e) *Epitomization/Precis writing* - Epitomization/Precis writing is an exercise involving the learner's ability to pick and choose the salient and significant points in a vast text and summarise them as briefly as possible without losing the continuity and linkage and without losing the important and significant aspects relating to the theme. This process further involves a very careful selection of the vocabulary items. It further

involves a very careful avoidance and deletion of certain linguistic items at various levels of language description.

f) *Translation* - Translation is a process of rendering a text from one language to the other. In the process of such a rendering, a number of points need to be kept in mind by the examinee. They are:

1. Exact and precise presentation of the theme.
2. Use of identical or comparable sentence patterns to those of L1.
3. Adoption of the styles and registers commensurate to those of L1.
4. Ensuring of providing suitable explanatory notes with reference to such aspects of L1 which do not have corresponding aspects in L2.

There are several other intricacies and principles involved in the art of translation which is beyond the scope of the present volume.

☐

Select Bibliography

Afikatabm A, 1971. Contrastive Linguistics and the Teaching of English as a Second Language. English Language Teaching XXV220-9.

Afolayan, A. 1971. Contrastive Linguistics and the Teaching of English as a Second Language, English Language Teaching Vol. XXV.pp.220-9.

Allen, Jones, J.1968. English Language Techniques in a Social/Cultural Dialect Situation. English Language Teaching XXII, 3, 199-204.

Allen, J.P.B. & S.Pit Corder (ed). 1975. Techniques in Applied Linguistics. The Edinburgh. Course in Applied Linguistics. Vol. 3. London: Oxford University Press.

Allen, J.P.B. & S.Pit Corder (ed). Testing and Experimental Methods: The Edinburgh. Course in Applied Linguistics, Volume-4, Oxford University Press, London, 1977.

Anastasi, Anne., Ed. 1966. Testing Problems in Perspective, Washington, A.C.E.

Anastasi, Anne. 1967. Psychological Testing, New York ; Macmillan.

Anastasi, Anne. 1964. Some Current Developments in the Measurement and Interpretation of Test Validity, Proceedings of the 1963 Invitational Conference on Testing Problems. New Jersey : E.T.S.

Anderson, Scarvia B. 1975. Encyclopaedia of Educational Evaluation, et al. San Francisco: Jossey-Bass.

Aslam, Mohammed. 1987. Communicative Language Teaching and General English Courses. The Journal of English Language Teaching 12,2:54-62.

Banathy, B., E.C Trager & A.Valdman (ed).1966. The Use of Contrastive Data in Foreign Language Course Development. Trends in Language Teaching. New York

Bannett, W.A. 1969. Aspects of Language and Language Teaching, London : Oxford University Press.

Bell, Rodger. 1981. An Introduction to Applied Linguistics, Batsford.

Bennett (W.A.). 1969. Aspects of Language and Language Teaching, London : C.U.P.

Bhargava, Rajul, 1986. Communicative Language Teaching: A Case of Much Ado About Nothing. Rajasthan University Studies in English. 18. Jaipur : Rajasthan University, pp 80-86.

Bloom, B.S. & Others. 1971, 1974. Taxanomy of Educational Objectives; Book 1 and 2, London ; Longman, 1974,1971.

Brook, N. 1964. Language and Language Learning. New York : Harcourt, Brace.

Buddhiprabha, P. 1972. Error Analysis : A Psycholinguistic Study of Thai English Compositions. M.A. Thesis, Montreal: McGill University.

Brunfit, C.J. & 1979. The Communicative Approach to Language

K.Johnson, (ed) Teaching. London : Oxford University Press.

Brunfit, C.J. 1984. Communication Methodology in Language Teaching. Cambridge : Cambridge University Press.

Canale, M. & Wain, M. 1980. Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing. Applied Linguistics 1,1 : 1-47.

Carroll, J.B. 1966. Research on Language Learning and Linguistics. Report of the North-East Conference. Modern Languages Association. Materials Centre. New York.

Carroll, John B. 1968. The Psychology of Language Testing in Language Testing Symposium. London : Oxford University Press, Ed. Alan Davies.

Carroll, J.B. 1971. Current Issues in Psycholinguistics and Second Language Teaching. TESOL Quarterly 5.

Cartier, Francis, A. 1968. Criterion - Referenced Teaching of Language Skills. TESOL Quarterly 2.

Clark, John L.D. 1972. Foreign Language Testing : Theory and Practice. Philadelphia : Centre for Curriculum Development.

Cooper, Robert L., 1970. What do we Learn When we learn a Language? TESOL Quarterly, Vol. IV, No.4, pp. 303-314.

Corder S. Pit. 1967. Error Analysis, In J.C.Richards (ed). Longman, London, pp. 19-27.

Corder, S.Pit. 1973. Introducing Applied Linguistics. Penguin.

Crothers, Edward & Suppes, Patrick. 1967. Experiments in Second Language Learning. New York Academic.

Dulay, H.& M.Burt. 1974. Errors and Strategies in Child Second Language Acquisition. TESOL Quarterly 8,129-36.

Duskova, L. 1969. On Sources of Errors in Foreign Language Learning. International Review of Applied Linguistics in Language Teaching 7, 11-37.

Ferguson, C.A. 1966. Applied Linguistics. North-East Conference on the Teaching of Foreign Languages.

Fisiak, J. (ed). 1981. Contrastive Linguistics and the Language Teacher. Oxford : Pergamon Press.

Fries, Charles C. 1945. Teaching and Learning English as a Foreign Language. Ann Arbor.

Fries, Charles C. 1965. A New Approach to Language Learning. In Allen. H.B. (ed). Teaching English as a Second Language, New York.

Hall, Edward T. 1959. The Silent Language, New York, Doubleday.

Harris, David P., 1974. Testing English as a Second Language, Bombay, Tata McGraw-Hill.

Harris, David P., 1970. Linguistics of Language Testing. in Language Testing Symposium ed. Alan Davies, Oxford University Press.

Hornby, A.S. 1965. The Situational Approach in Language Teaching. In Allen, H.B.(Ed). Teaching English as a Second Language. New Delhi : Tata McGraw Hill : 195-200.

Howatt, A.P.R. 1984. A History of English Language Teaching. London: Oxford University Press.

Jain, Mahavir, 1969. Error Analysis of an Indian English Corpus. Unpublished Paper. University of Edinburgh.

Jakobovits, Leon A. 1967. Second Language Learning and Transfer Theory: A Theoretical Assessment. Language Learning. 19.55-86.

Jakobovits, Leon A. 1969. A Psycholinguistic Analysis of Second Language Learning and Bilingualism. Illinois.

Jones, R.L. & Spolsky B.Z. Ed., 1975. Testing Language Proficiency. Virginia; Centre for Applied Linguistics.

Jones, R.L. & Spolsky B.(Ed.)., 1975. Testing Language Proficiency, Centre for Applied Linguistics. Washington D.C.

Lemon, N. 1981. Language and Learning : Some Observations on the Linguistics Determination of Congnitive Processes. In Lloyd, B. (ed). Universals of Human Thought.

Lindvall, C.M., 1961. Testing and Evaluation, New York : Harcourt, Brace & World.

Lyons, John., (ed). 1973. New Horizons in Linguistics. England : Penguin.

Marshall, Habes., 1972. Essentials of Testing, London : Addison Wesley,

Macintosh, H.G. & Morrison, H.G.,1969. Objective Testing. London : University Press.

Mackey, William F. 1969. Language Teaching Analysis, London : Oxford University Press.

Nadaraja Pillai, N. & S. Vimala. 1981. Error Analysis (In Tamil). Mysore: Southern Regional Language Centre (CIIL).

Narasimha Rao, K.V.V.L., 1979. Evaluation in Language Education. Mysore: Central Institute of Indian Languages.

Narasimha Rao, K.V.V.L., 1980. Bhasha Sastram-Bhasha Bodhana (in Telugu). Mysore.

Narasimha Rao, K.V.V.L., & N. Nadaraja Pillai. 1986. Drills and Exercises in Language Teaching. Mysore, Central Institute of Indian Languages.

Narasimha Rao. K.V.V.L., 1986. Evaluation of Language Used in Text Books in Telugu produced with UNICEF aid. Mysore : Institute of Applied Language Sciences.

Narasimha Rao, K.V.V.L. & Pattanayak, D.P. 1986. Evaluation of Language in Text Books: et.al. Theory & Practice. Mysore : Institute of Applied Language Sciences

Narasimha Rao, K.V.V.L., & M. Parandhama Reddy.1996. Bhasha Bodhana, Parikshana, Mulyankanam (in Telugu). Central Institute of Indian Languages, Mysore.

Narasimha Rao, K.V.V.L., 1999. Theory and Practice in Mother Tongue Education.

Palmer, F.R. 1971. Language and the Teaching of English. In N.Minnis (ed). Linguistics at large, Gollancz.

Pattanayak, D.P. 1969. Aspects of Applied Linguistics. Bombay: Asia Publishing House.

Pattanayak, D.P. 1974. Language Curriculum, Mysore : Central Institute of Indian Languages.

Pickett, G.D., 1968. A Comparison of Translation and Blank Filling as Testing Technique, English Language Teaching, Vol, 23.

Richards, Jack C. & T.S. Rodgers. 1986 : Approaches and Methods in Language Teaching. New York : Cambridge University Press.

Rivers, Wilga 1967. Listening comprehension, in Donoghue, Mildred, R.(ed). Foreign Languages and the Schools A Book of Readings, Dubugue, Iowa : Wm. C. Brown & Company.

Savignon, Sandra J. 1972. Communicative Competence : An Experiment in Foreign Language Teaching, Philadelphia : The Centre for Curriculum Development.

Savignon, Sandra. 1983. Fundamental Concepts of Language Teaching. London : Oxford University Press. VANEK,J.A. 1975. The Threshold Level, Strasbourg : Council of Europe.

Schachter, J. 1974. An Error in Error Analysis. Language Learning No. 24.

Selinker, L. 1969. Language Transfer. Gen.Ling. Vol. IX No. 2, pp. 671-92.

Subrahmanyam, P.S. 1984. Adhunika Bhaashaa Saastra Siddhaantaalu, Andhra Pradesh Sahitya Academy, Kalabhavan, Saifabad, Hyderabad-4.

Van, Els,T. (ed.al.) 1984. Applied Linguistics and Teaching of Foreign Languages. London: Arnold.

Vallette, Rebecca M. 1971. Evaluation of Learning in a Second Language, in Bloom. Benjamin, S.J. Thomas Hastings & George, T. Madams, (edss) Handbook of Formative and Summative Evaluation of Student Learning, New York: McGraw-Hill.

Waddle, C.D. 1966. The Use of Contrastive Data in Foreign Language Course Development. A.Valdman (ed). Trends in Language Teaching. New York.

Widdowson, H.G. 1977. The Communicative Approach and its Applications, English for Specific Purposes. 23-31.

Widdowson, H.G. 1979. Explorations in Applied Linguistics. London: Oxford University Press.

Wilkins, D.A. 1968. Review of A Valdman. Trends in Language Teaching. IRAL. 6.99-107.