MODULE 2- BASES OF LANGUAGE LEARNING AND ASSESSMENT
UNIT 6: LEARNING RESOURCES & ASSESSMENT IN LANGUAGE

a) Learning Resources
• Library as a learning resource

Introduction
'Education' and 'library' are two inseparable concepts, both being fundamentally and synchronically related to and co-existent with each other. Education is the result of acquired knowledge, observations and experiences, while a library is the fountain, source and storehouse of that knowledge and experience. Education cannot exist alone in the absence of library, and library has no meaning if it cannot impart education.

Meaning
- Library is a collection of source of information which makes accessible to a defined community for reference or borrowing. It contains books, periodicals, newspaper, manuscript, films, maps, prints, documents, microforms, C.Ds, cassettes, videotapes, DVDs, e-books, data basics and others.

- Libraries serve in 3 ways of learning and teaching-
  - ➢ It serves a practical role in sharing expensive resources, physical resources such as book, graphics, periodical and databases etc. These contents of libraries help in both ways i.e. teaching and learning.
  - ➢ Library is in preserving and organizing artefacts and ideas which make things accessible for future learners.
  - ➢ Libraries play a vital role in the social and intellectual manner by bringing together people and ideas.

- This practical role of sharing resources in between teachers and learners in the classroom motivates them to come forward in knowledge sharing and transforming.

Definition
"The library as a collection of resources in a variety of formats being organized by the experts or information professionals provide access, convenient to the digital as well as to the physical information to targeted services and achieve the mission of educational needs by promoting society as a whole."

- American Library Association

Types of Libraries
1. **Academic libraries:** It is considered all those libraries which serve the university, colleges and its affiliated organizations provide services to their students, faculty and staff members.

2. **Public libraries**: It serves the communities living around of all sizes and types without a creed and caste. The main mission of Public library is to serve the contemporary society and the general masses of the community from cradle to grave.

3. **School library:** It is considered as that type of library which serves the community, at school from kindergarten to grade 12. This type of library is affiliated with the school and helps the students and teachers in their academic goal.

4. **Special library:** it is considered as that type of libraries which serves a special community in their research activities and provides services in specialized environments of interest.

Types of library resources
1. Libraries are repositories and access points for print, audio, and visual materials in numerous formats, including maps, prints, documents, microform, CDs, cassettes, videotapes, DVDs, videogames, e-books, audio books and many other electronic resources.
2. Libraries provide facilities to access to their electronic resources and the Internet.
3. A modern library is redefined as a place to get unrestricted access to information in many formats and from many sources. They are extending services beyond the physical walls of a building, by providing material accessible by electronic means, and by providing the assistance of librarians in navigating and analyzing tremendous amounts of information with a variety of digital tools.
4. Libraries maintain collections that can span the spectrum of human knowledge and opinions. Collections include printed materials such as reference sets, paperback novels, biographies, children's and young adult literature, histories, newspapers, and magazines.
5. They also contain photographs, maps, art reproductions, sound recordings, and video recordings.
6. In addition to print and audiovisual materials, computer workstations with software, CD-ROMs, and connections to information worldwide through the Internet.

Role of library
1. Library creates and develops motivating, flexible, physical and digital learning spaces.
2. Library equips students with the skills which is necessary to succeed in a frequently changing technological, social and economic environment.
3. Library provides and promotes quality fictions to develop the students' habits and enjoyment in reading and enrich their intellectual, aesthetic, cultural and emotional growth.
4. Library support the teachers in access to relevant curriculum, information and professional development material within and outside the school and provide the opportunities to make a cooperative plan, implement and evaluate various kind of learning programme.
5. Library impact the academic achievement of students.
6. Library prepares individuals for and assists them in lifelong learning.
7. Library prepares individuals for productive employment in a high performance, information-based economy.
8. Library promotes the enjoyment of reading, viewing, and listening.

9. Library promotes functional literacy.
10. Library prepares individuals for responsible citizenship.
11. Library teaches information skills to their users.
12. Library provides leadership and expertise in the use of information and information technologies that are revolutionizing teaching and learning.
13. Library participates in networks that enhance access to resources located outside the local school or community.
14. Library provides intellectual and physical access to information and ideas for a diverse population with rapidly changing needs.
15. Library ensures free and equal access to information and ideas, unimpeded by social, cultural, or educational constraints.
16. Library ensures free and equal access to information and ideas, unimpeded by geographic constraints.
17. Libraries provide leadership and expertise by using information and its affiliation technology, which plays a role in teaching and learning process.

Conclusion

An ideal library provides stimulation and inspiration to both teachers and students which develops an interest in the subject and wider the horizon of students. The library is not only the centre of academic learning; it also provides us the best company when we are idle, free, lonely and bored. Today when there is a tremendous explosion in knowledge at the very fast pace, the library provides requisite supplementary material and extra reading to the students to understand the subject and get the required information.

• **E-resources (Blogs, E-books, Social networking sites) and CALL**

E-RESOURCES

E- Resources are the resources available on web pages and documents on the internet that provide useful information. They are educational in nature. Any support software available online can also be considered as a resource. It can be an online newspaper, magazine, or television website, peer-reviewed journal, web pages, forums, and blogs. They are also known as online resources, web resources, and internet resources.

BLOGS

Introduction

Like other types of new technology, blogs can be used in classroom environment; it also can be a useful tool to link communication between study groups within a class or other classes or even schools. If use effectively, blogs can create a learning environment that extend beyond the schoolyard.

<u>Meaning</u>

- Blog is short for web log.
- It's a bit like an online diary or journal, except blogs aren't necessarily private; instead they're created for an audience.
- And just like a diary or journal, a blog is relaxed, making it an easy and comfortable way for students to get writing.
- Blogs are written on all kinds of topics from A to Z.
- Readers can usually leave comments, which lead to discussions about the blog's content. For example, a blog about flipping your classroom can lead to a discussion between novice and experienced teachers about common questions, advice, tips, and clarifications.
- In education, blogs can be used as instructional resources. These blogs are referred to as edublogs. Microblogging is another type of blogging, featuring very short posts.

<u>Definition</u>

"A website containing a writer's or group of writers' own experiences, observations, opinions, etc., and often having images and links to other websites."

- Dictionary.com

<u>Types</u>

- Personal blog (owned and managed by a single person)
- Group blog (managed by many people)
- Micro blog (where a limited content can be sent at a time)

A teacher can use any of these types to enhance the teaching and learning of English.

<u>Role of blog in education</u>

1. **Classroom Management:** Class blogs can serve as a portal to foster a community of learners. As they are easy to create and update efficiently, they can be used to inform students of class requirements, post handouts, notices, and homework assignments, or act as a question and answer board.

2. **Collaboration:** Blogs provide a space where teachers and students can work to further develop writing or other skills with the advantage of an instant audience. Teachers can offer instructional tips, and students can practice and benefit from peer review. They also make online mentoring possible.

3. **Discussions:** A class blog opens the opportunity for students to discuss topics outside of the classroom. With a blog, every person has an equal opportunity to share their thoughts and opinions. Students have time to be reactive to one another and reflective. Teachers can also bring together a group of knowledgeable individuals for a given unit of study for students to network and conference with on a blog.

4. **Student Portfolios:** Blogs present, organize, and protect student work as digital portfolios. As older entries are archived, developing skills and progress may be analyzed more conveniently. Additionally, as students realize their efforts will be published, they are typically more motivated to produce better writing. Teachers and peers may conference with a student individually on a developing work, and expert or peer mentoring advice can be easily kept for future reference.

Application of Blog for teachers and students

- Teachers can use blogs to publish assignments, resources, and keep students and even parents up to date on class events, due dates, and content being covered.
- Teachers can also use blogs to help students' master content and improve their writing skills.
- Students can use blogs to publish their writing and educate others on a particular topic.
- Students can also create blogs for the club activities and other upcoming events in school.

Blogging platforms for teachers

- **Edublog.com** is the number one site for education blogs. It lets you create and manage teacher and student websites.
- **Kidblog.com** is a safe, secure publishing platform designed for grades k-12.
- **WordPress.org** is a free blogging site and a good choice if your blogs go public.

Effective blogging

1. **Guidelines and Expectations: Y**ou and your students need to know the rules before blogging begins. Guidelines can be published and updated right on your class blog for easy access by students.
2. **Integrate Classroom Curriculum:** Blogging can be used across the curriculum.
3. **English is for everyone:** Blogging not only requires subject knowledge, it also takes good writing skills. Even if you're using blogging in a math or science class, you should set some time aside to teach a bit of writing and grammar.
4. **The How To of Commenting:** encourage students to contribute quality comments while discouraging put downs and inappropriate language. Monitor comments and provide feedback.
5. **Be Realistic:** start off with a class blog focusing on one topic where students can contribute posts. Choose something the kids are passionate about or want to raise awareness about.
6. **Read other Blogs:** Take the time to read other classroom and student blogs.
7. **Be Consistent:** Blogging takes commitment. If posts are haphazardly published, reader base and student interest will most likely decline.
8. **Plagiarism:** Student contributions must be their own work. Don't post copyrighted images. Do post copyright free images
9. **Network with other Bloggers:** Encourage local and global collaboration by having students network with bloggers and follow other student blogs.
10. **Dive into Social Media:** If any of the blogs related to your classroom are made public, then you'll want to get more readership by connecting your blog with social media sites, such as Facebook, Twitter, and Pinterest.

Advantages

- Promotes autonomous learning by providing opportunities for students to take more control of their learning.
- Motivates students to become better readers and writers.
- Promotes discussion among students.
- Encourages the use of the Internet and the Web among students (and teachers)

Disadvantages
- All children may not be interested in blogging.
- It presumes that everyone has access to computers which may not be practical in all classrooms.
- It is time consuming as it takes efforts to blog or even read blogs regularly.

Conclusion

As the traditional classroom is changing nationwide and current and future careers are dependent on strong computer skills, blogging helps your students develop necessary skills for their continuing education and gainful employment. Consider the world of blogging as a creative, fun way to bridge literacy and across the curriculum and cover other learning standards at the same time.

E-BOOKS

Introduction

English is a universal language that connects people from one country to others. There are so many ways to master English, such as by reading a book. Today technology develops rapidly; it helps everything become easier than before. People no longer needed to run after information and to worry about living in a remote place with no libraries and bookstores. With e-book the source of knowledge is unlimited; it can be from anywhere, anytime, anything.

Meaning
- An E-book is a book in electronic format.
- It is downloaded to a computer, PC, Mac, laptop, PDA or any other kind of computer, and is read on the screen.
- It can have numbered pages, table of contents, pictures and graphics, exactly like a printed book.
- It is very simple and easy to purchase and download E-book through the Internet.
- E-books are basically text, images, and even audio/video packaged into a single electronic file.
- An E-book can exist in different formats (i.e., PDF, EXE-compiled HTML pages, PDA format), and the most used format is epub, and people usually need to convert pdf to epub format for reading.
- It has a number of interactive elements, like dictionaries and pronunciation guides. It can integrate video, audio, graphic, illustrations and even animations.

Definition
- "**E-book** is a book composed in or converted to digital format for display on a computer screen or handheld device"

  – Merriam-Webster.com
- "**E-book** is a book that is published in electronic form, for example on the Internet or on a disk, and not printed on paper"

  – Cambridge.org

Role of E-books in teaching

- The text encourages the students to interact with each other. It is said that the best learning always takes place when different brains work together. Discussions on the chosen text can help students break it down and explore it for what it really is. It can help them comprehend the concept properly.
- E-book allows the user to highlight a certain passage and search for keywords in the passage. This helps in referencing important aspect of the passage that would otherwise be lost in the maze of words. Marking important segments of the text allows students to visit the passage again or use it to make a point in a discussion.
- The teacher can also highlight or add comments and then share that E-book with the students. This possibility can help you guide students through the reading process.
- The built-in dictionary and other additional features aid the students, helping them understand difficult words and phrases.
- Some E-book devices allow Wi- Fi and make it possible for students to access websites through web links. E-books that have links to videos, and other activities online can make learning effective and interactive.
- E-books are simply fun for children and are a great way to keep motivation levels high.

Advantage

- **Interesting features:** E-book features may especially influence children's literacy skills: font size manipulation, text-to-speech tools, dictionaries, automatic page turning, and animation hotspots. It means that E-book features are more complete and exciting. The E-book can build up the motivation of the reader by its features.
- **Portable:** The E-book is very easy to be carried and accessed anywhere and anytime. The E-book is very portable, just finding the comfortable place and reading can be started. It does not take a long time to find the topic of the E-book you want to read.
- **Low lighting:** Gadgets needed to access the E-book. By using the device, it does not require illumination anymore, because gadget has its light. Reading E-book via gadget can be done in low light place, even in the darkness.
- **Save world:** The E-books are different from the books. The E-book is the electronic book that can be accessed through gadget or computer. Books consist of several sheets of paper and ink. It means the more people are using e-books, the less tree felling. It can be said that E-book can reduce the consumption of paper and ink.

Disadvantage

- **The device:** The device makes everything easy and practical. On the other hand, the device has limited battery life and has to be charged. In another case, the price of the invention is higher than the printed book.
- **Internet connection:** To access the E-book, it needs the internet connection. Sometimes, the reader may have technical problems, and the user would not have access to the E-book. Internet connection is not always available in the remote area.
- **Eyestrain:** Reading E-books always through the device and it is the impact on the readers' eyes moreover when the reader do it in a long time. Many of the readers get eye strain after reading the E-book.

- **Resistance to change:** In this modern era, there are many new technologies gadget innovated. Some people try it out, just because it is new, but the others avoid changing the core habit. Same as the E-book, some people try it out, but the others are still comforted by the printed book.
- **Security vulnerabilities:** The E-book vulnerable to the virus, the file will be lost. It needs some securities to protect E-book files. There are some securities applications are not free.

Conclusion

The E-book is a soft file of a published book itself. E-books help students more practice in access the knowledge and information from World Wide Web that may be the printed book are not available. However, the meaning of both e-book and published book are the same. It is guidance in seeking information about something.

SOCIAL NETWORKING

Introduction

The social media is the fastest growing network in the world. They play an important role in every learner's life. It is easier and convenient to access information, provide information and communicate through social media. Teachers and learners are connected to each other and can make good use of these platforms.

Meaning

- Social networking is a powerful tool for the teachers and the learners for personal and educational purpose.
- Social networking sites connect the people all over the world.
- It helps teachers and learners to maintain good interpersonal relations by useful chatting with one another.
- Professionally, social networking sites act as a resume, where people can contact the needy person for help.
- We can exchange our views; share our ideas, knowledge and information with members on social networking.
- We can comment on their views even.
- Social networking is also known as social media.
- Web 2.0 is a free open online site which requires a user account.
- It was first used in 1957 by J.A Barnes.

Definition

Social media is defined as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user- generated content."

- Wikipedia.com

Social Networking Sites

- Facebook is the biggest and arguably most powerful social network in the world with 1.55 billion active monthly users.
- Twitter is the "in the moment" platform and boasts a respectable 255 million active monthly users.
- Instagram is a visual platform, designed for people to post, share, and comment and engage.
- LinkedIn is a professional social networking site.
- Whats App, Google +, YouTube, Foursquare, Pinterest, Snap chat, wikis, and blogs

Importance of Social Networking in Education

- Social networking sites promote authentic, independent, autonomous and free learning;
- It is fun for learners and motivates informal learning;
- They promote meaningful interaction between the teacher and the learners;
- Huge amount of information is available in the form of videos, audios, online data which the learners and teachers can make use of;
- They support informal learning;
- They help the learners to clarify their doubts if they do not attend the class;
- Learners can share notes and information related to the instruction;
- Information is shared in the group quickly;
- The learners who are shy can also participate in discussions and conversations;
- The learners who are hesitant to open their mouth in the class may become active on social networking sites;
- They develop good communication between teacher and learners;
- The teacher can respond to the questions of the learners online beyond the classroom forum; and
- The teacher can help the learners to post their resume for a job.

English Language Teaching and Social Networking Sites

Social networking in language learning makes language learning more interesting, which is highly difficult through teaching methods. With the help of social networking sites, the teacher can make language learning more meaningful by posting various activities on social networking sites.
The teacher can:

- assign homework through social networking sites;
- send songs, videos, stories, images, online exercises lessons instructions through social networking;
- engage learners in practicing English language skills;
- provide more authentic input;
- develop critical thinking skills;
- personalize learning;

Role of the Teacher in Social Networking

The teacher can:

- create a Facebook page for the class and keep posting updates on a time line;
- give assignments to translate the content using in-line big translation tool and gauge its accuracy;
- create a twitter account and tweet in English to encourage learner-conversations;
- insist learners use English in conversation;
- create a YouTube account and ask learners to record video of their hobbies, thoughts, opinions, etc. and upload them;
- create a Pinterest account and pin some information related to English.

Merits

- Facilitate the interaction between students
- It facilitates the search for information
- Facilitates the sharing of resources and contents
- Generation of debates and activities to deepen on a theme
- It allows communication with professionals of any subject
- Streamlines the learning process
- Encourage research

Demerits

- De-protection of the students
- Dependency
- Distraction due to excessive use
- Reduction of human relationships
- Addiction to Social Networks
- Lack of consensus on legal aspects in Social Networks
- Publish personal information that can be used against us

Conclusion

Technology in Education assists the teacher to reach different learners in the classroom. There are individual differences among learners. The teacher has to identify the differences and reach the learners utilizing the technology effectively in the classroom to cater to their educational needs. The teacher has to be cautious about the negative effects of over-using the technology and develop awareness among learners about the ethical considerations of it. The learners have to understand value of social networking in the learning process.

CALL
(Computer-assisted language learning)

Introduction

In all educational system, the use communication and technology has certain place; therefore, computers play significant role in the learning process. Teaching English for a second-language learner can take benefit from using a computer. Indeed, a computer is a tool and medium that facilitates people in learning a language, although the effectiveness of learning depends totally on the users.

Meaning

- Computer-assisted language learning (CALL) is a program derived from CAL (Computer-Assisted Learning) which is implemented to language, but the use of computer here is mainly aimed at providing a language learning tutorial program.
- CALL means students learn language in any context with, through and around computer technologies.
- The main focus of CALL is on the application of computers in language learning.
- CALL has come to encompass issues of materials design, technologies, pedagogical theories and modes of instruction. Materials for CALL can include those which are purpose-made for language learning and those which adapt existing computer-based materials, video and other materials.

Definition

- "CALL is the search for and study of applications of the computer in language teaching and learning".

    - Levy, 1997

- "CALL is any process in which a learner uses a computer and, as a result, improves his or her language".

    - Beatty, 2003

Types

1. **CALL-specific software:** Applications designed to develop and facilitate language learning, such as CD-ROMs, web-based interactive language learning exercises/quizzes.
2. **Generic software:** Applications designed for general purposes, such as word-processors (Word), presentation software (PowerPoint), and spreadsheet (Excel), that can be used to support language learning.
3. **Web-based learning programs:** Online dictionaries, online encyclopedias, online concordances, news/magazine sites, e-texts, web-quests, web publishing, blog, wiki, etc.
4. **Computer-mediated communication (CMC) programs:** Synchronous - online chat; asynchronous - email, discussion forum, message board.

1. **Structural / Behavioristic CALL (1960s -1970s)**
   - View of Language: Structural (a formal structural system)
   - English Teaching Paradigm: Grammar-Translation & Audio-lingual
   - Principal Use of Computers: Drill and Practice
   - Principal Objective: Accuracy

   Characteristics:
   1. Repeated exposure to the same material is believed to be beneficial or even essential to learning.
   2. A computer is ideal for carrying out repeated drills, since the machine does not get bored with presenting the same material and it can provide immediate non-judgmental feedback.
   3. A computer is used as a tutor, presenting material and feedback on an individualized basis, allowing students to proceed at their own pace and freeing up class time for other activities.

2. **Communicative / Cognitive CALL (1980s -1990s)**
   - View of Language: Cognitive (a mentally constructed system through interaction)
   - English Teaching Paradigm: Communicative Language Teaching
   - Principal Use of Computers: Communicative Exercises (to practice language use; non-drill format)
   - Principal Objective: Fluency

   Characteristics:
   1. Grammar is taught implicitly rather than explicitly.
   2. Computers are used to stimulate discussion, writing or critical thinking. Students are encouraged to generate original utterances rather than just manipulate prefabricated language.
   3. The programs avoid telling students that they are wrong and are flexible to a variety of student responses.
   4. Computers are used as a tool (e.g., word processors, spelling and grammar checkers, and concordances) and the target language is used exclusively.

3. **Integrative / Socio cognitive / Socio constructive CALL (1990s -present)**
   - View of Language: Socio cognitive (developed in social interaction through discourse communities)
   - English Teaching Paradigm: Content-based
   - Principal Use of Computers: Authentic Discourse (to perform real-life tasks)
   - Principal Objective: Agency
   - Two types: Multimedia CALL (CD-ROMs) and Web-based CALL (on the Internet)

   A) Multimedia CALL

   Characteristics:
   1. They create a more authentic learning environment using different media.
   2. Language skills are easily integrated through multimedia.

3. Students have a high degree of control over their learning through hypermedia.
4. It facilitates a principle focus on the content without sacrificing a secondary focus on language form.

B) Web-based CALL

Characteristics:
1. It provides authentic synchronous and asynchronous communication channels. Language learners can communicate directly, inexpensively, and conveniently with other learners or native speakers of the target language at any time and in any place.
2. It can be one-to-one, one-to-many, or many-to-one.
3. Students can search through millions of files around the world within minutes to locate and access authentic materials exactly tailored to their own personal interests.
4. Students can use the Web to publish their texts or multimedia materials to share with partner classes or with the general public.

Principles
- Student/learner-centeredness (to promote learner autonomy)
- Meaningful purpose
- Comprehensive input
- Sufficient level of stimulation (cognitively and affectively)
- Multiple modalities (to support various learning styles and strategies)
- High level of interaction (human-machine and human-human)

Merits/ Advantages
1. Students can work at their own pace.
2. Individual attention can be given to each student.
3. It caters to different learning styles
4. It is very effective for drill and practice
5. It is effective for diagnosis and remedial teaching
6. It is psychologically sound as feedback is immediate
7. Very small units of learning can be taken up.

Demerits/ Disadvantages
1. Interaction with other students and teacher may reduce.
2. All questions may not be answered
3. Real time talking and listening is limited
4. It can be expensive and requires computer literacy/ proficiency

Conclusion
CALL is a learning process which each learner uses a computer to improve his/ her language. CALL not only introduces the students to technology but also brings positive effects which are increases students' motivation, encourages student-centered language learning and goes on with experiential learning, and it helps shy students. So, the teachers need to consider the use of CALL to make language learning interesting.

b) Techniques of assessment (Vocabulary, Grammar, Listening, Speaking, Reading and Writing / Composition)

VOCABULARY

Vocabulary tests are meant for testing the student's knowledge of vocabulary which is required to master in a particular class.

Following examples may be noted-

1) Use the following words in sentences of your own to show that you understand the meaning: Hostile
   - Stubborn
   - Courageous

2) Distinguish between the following pair of words by using them in meaningful sentences-
   - Abstain
   - Refrain
   - Advise
   - Advice
   - Answer
   - Reply

3) Explain the following words in simple English-
   - Edible
   - Imminent
   - Adequate
   - Innocent

4) Substitute one word for the following-
   - Which cannot be heard.
   - Which cannot be conquered.
   - A man who does not believe in God.
   - One who cannot be corrected or improved

5) Match the words in the following list-
   - Birds   bark
   - Dogs   fly
   - Lions   neigh
   - Horses   Roar

6) Supply the right words from the given list in the following sentences : Lost, Angry, Jealous
   - He ……… his temper.
   - You are………. with me.
   - She is………. of you.

7) Make the sentences with the following idioms and phrases-
   - Give up
   - By heart
   - Run down

Such examples can be multiplied. The teachers can easily plan suitable vocabulary tests for the students of various classes.

GRAMMAR

The knowledge of English grammar structures and correct use of words and sentences can be tested with the help of various questions.

Some examples are as follows-

1) Supply the right form of verb-
   - The boys (is, are) playing in the playground Ram (go, went) to Mumbai yesterday.
   - He (have, has) two sisters.

2) Change the voice of the following-
- Promise should be kept.
- It will be done by me.
- Her books have been stolen.
- I am learning English.

3) Change the narration of the following-
- She said, "I am reading this book".
- He said that his mother was writing letters.
- He told Ram that Mohan would go.
- He said, "I will help Mohan".

4) Change the following into negative-
- He will come to see me.
- Dogs are running.
- I shall be doing my work.
- He came last evening.

5) Correct the following sentences-
- He has many works to do.
- His hairs are all black.
- He gives food to the poor.
- The news was false.

6) Change into interrogatives-
- He smokes.
- He told him to go home.
- Anita is a teacher.
- Nothing succeeds like success.

The teacher can frame many other types of questions on various aspects of English Grammar

LISTENING

Although hearing is a natural process listening involves attention. Listening comprehension means the ability to recognize and understand what others are saying that is their accent, pronunciation, grammar, vocabulary and the meaning of their speech.

The following tests help the teacher to test the listening comprehension of the students.

1. Dictations, Jigsaw listening, listening to instructions, following route
2. Formal lectures, Face-to-face interactions, Telephone messages
3. Listening to Radio and TV presentations
4. Listening to Native Speakers' speech in all kinds of situations
5. Listening loudspeaker announcements, telephone conversations, radio news, interview, lesson, lecture, story-telling, shopping conversation, gossip, instructions, meetings, watching television, negotiations, watching movies
6. Theatre show is the situations through which we can test the listening comprehension of the students.
7. The teacher pronounces a word or sentence or a phrase, students listen to it and respond by writing in their own answer sheet
8. Students are given an opportunity to listen to Varieties of native speakers voices and students have to answer the questions after listening.
9. Language laboratory also assists in teaching listening comprehension to the students.

The teacher can instruct the students to listen to and act accordingly.

SPEAKING

The basic function of language is to interact and communicate. Speech is mainly for developing social contacts. The one who is able to produce the sounds correctly, use the appropriate stress, and intonation, the apt words, and structures to express him can be said to have mastered the skill of speaking.

There are a few ways to test spoken ability.

1. Topic-based discussions
2. Debates for and against a topic
3. Extempore speech: - A competition to test the speaking skill of the individual.
4. Short dialogues imagining real-life situations
5. Role-play: assuming the role of a person
6. Question and answers
7. Characterization
8. Interview
9. Viva voce

READING

Reading comprehension is the ability to read the text, process the text, understand the meaning of the text, and integrate with what the reader already knows. It requires the ability to understand the meanings of the words, from the discourse context, the ability to follow the organization of the paragraph and identify the references from the passage.

To test the reading comprehension the following tests are used.

1. Summarizing each paragraph after completion of the lesson
2. Instructional conversations or comprehension through discussions (classroom discussions, asking questions, testing understanding, applications, invite synthesis, evaluate and judge)
3. Testing non-verbal imagery
4. Testing visualizing ability
5. Partner reading and questioning each other
6. Graphic organizers
7. Asking the students to make connections between two concepts
8. Determine important elements of the paragraph

WRITING

Writing is the base through which the intellect is judged. It fosters the ability to refine the idea explains and presents it. It makes our thinking visible. Hence developing good writing skills is essential.

The following tests are used to test writing ability.

1. Testing the notebooks (home works, question and answer books) of the children
2. Encouraging children to write daily activities in their dairies and checking them
3. Instructing the children to prepare puzzles, word games
4. Encouraging copywriting and checking it
5. Encouraging children to write letters, emails to the relatives and friends

6. Dictation tests
7. Writing picture composition
8. Describing objects, events etc.
9. Assigning any written work (Essay writing, paraphrasing, subjective and objective tests)

COMPOSITION

The term composition literally means, 'putting of the words together' or connected from of sentences. The composition test should be framed by the teacher in such a way that the students express their own ideas and not the memorized material from books. It is, thus, a test of pupil's ability to express him rather than his test of memory. The test of composition should include certain structures and vocabulary items which the students must use in their composition. The composition test includes under the umbrella paragraph writing, story writing and letter or essay writing tests.

For example –

• Story writing: Develop the following outlines in test

A villager came to a town on horseback………tired………went to a shop for tea……….thief untied the horse……….rode away……….the police caught the thief………. 'It is my horse' the villager-'of which eye is the horse blind'. Thief- 'left'. The horse, not at all blind……….The villager got the horse.

• Letter writing: Imagine you are Raman. Last week you and your friend Rahul went to see a cricket match. Write a letter to your to your friend describing a cricket match you saw last week.

• Essay writing: Develop the given outline

Tall tree…..grows in sandy lands….. green leaves at the top…..its trunk…..fruit in bunches at the top…..only an expert can climb up….. uses…..trunk as beam…..ropes, mats, basket bags…… made of its leaves……wood as fuel……fruit tastes sweet.

c) Use of ICT in assessment

INTRODUCTION
ICT has not only changed the instructional system but the examination and evaluation system is also being influenced to a great extent. In the recent years several innovative initiatives have taken place in the field of examination and evaluation.

MEANING
ICT is an acronym that stands for "information communication technologies". Information and communication technologies are an umbrella term that includes all technologies for the manipulation and communication of information. ICT considers all the uses of digital technology that already exists to help individuals, business and organization. It is difficult to define ICT because it is difficult to keep up the changes they happen so fast. ICT is concern with the storage, retrieval, manipulation, transmission or receipt of digital data.

DEFINITION
The definition taken from the guidance in the QUA schemes of work for ICT is "ICTs are the computing and communication facilities and features that variously support teaching, learning and a range of activities in education."

USE OF ICT IN ASSESSMENT
- Supported by databases which can store and facilitate search and query, a number of applications have been developed to assess and evaluate products and processes. Examples can range from simple question banks, automatically generated question papers, online tests, automated assessment and feedback.
- Leveraging these applications for education can result in improved practices of tests and examinations. Not only can they reduce the time involved but also spare that time for the much needed academic input.
- Supported by audio-visual and interactive media it can enhance the range of questions, particularly the testing of higher order questions, which do not easily lend themselves to paper pencil tests.
- At a systemic level, an automated examination service can facilitate on demand examinations, allowing students to take the examination multiple times, without any increase in the administrative processes.
- ICT can be utilized for continuous comprehensive evaluation. Designing databases which can store student records of performance, longitudinal tracking of students can be undertaken more efficiently and guiding students towards improved performance in different areas of growth and development.
- Leveraging ICT to manage the examination system; enrolling students, issue of admission cards, information to students and schools, declaration of results, etc.
- Developing networks of teachers, educators, researchers and counselors; online courses for teachers and access to international practices; facilitation of research; forums for critical evaluation, introspection and analysis of student data, examination practices, research insights and teacher development.

- Developing question banks and software applications which can repurpose it to serve a range of tests and examinations; student support materials and resources to prepare students; guidance and counseling to students under stress.
- Automation of examination; In the short run, mechanisms for collection and compilation of student performance data across various tests and examinations, their analysis and feedback to the system; In the long run automated delivery and administration of tests and examination, online testing, leading to on demand examination.
- Integrating student performance data into a state wide MIS to facilitate analysis and research; feedback for system level planning; participation of teacher educators, researchers and educational planners.
- Error free online database of the students registered and appeared,
- Immediate evaluation of the answers and instant declaration of result.
- Better quality of question paper with 100% objectivity.
- Individualized and unique question papers of comparable difficulty level
- No possibility of malpractices and use of unfair means during conduct of exam and evaluation of answer sheets.
- No possibility of leakage of question paper as the questions are generated instantaneously through random assortment and appear one by before the student

CONCLUSION

It has been observed that ICT has a significant role to play in improving the standards in education hence its inclusion in the curriculum is a step in the right direction. The role of a teacher in the classroom is bound to change when ICT learning resources are used in schools. Since these resources can be sources of knowledge, a medium to transmit content, and a means of interaction and dialogue, teachers will become facilitators of learning.