Teaching of Prose

TEACHING OF PROSE

“Prose is words in their best order”

Prose is meant for learning a language. Teaching prose means teaching reading with comprehension. The learners are taught the skill of reading. The next step is to teach them reading with comprehension. Reading with comprehension helps the learners to acquire new vocabulary and content words. The power of comprehension can be promoted through reading and listening.

Teaching prose enables the students to understand the passage, to read fluently, to enrich their vocabulary and to enjoy reading and writing. It enables the learners to extend their knowledge of vocabulary and structures and to become more proficient in the four language skills. It develops the ability of speaking English correctly and fluently.

The main aims of teaching prose are

a) literary and
b) content

To achieve the literary and content, the aims of teaching of prose should be intensive and extensive.

INTENSIVE READING:

Reading a text for accuracy is called intensive reading. It is done with the close guidance of the teacher. It forces the learners to pay more attention to the text. It involves the profound and detailed understanding of the text. It is primarily concerned with the developing of reading strategies.

The reading strategies are

1. Judgement
2. Reasoning
3. Interpretation and
4. Appreciation

Intensive reading is more an exercise in accuracy. Students do not read a text only for a specific purpose of information. A text is considered suitable for scanning of information, paying attention to the writer’s intentions, arguments, ideas, style, etc., The students are expected to answer all questions which involve their understanding of the text, grammar, vocabulary, writing, etc.,
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So, an intensive reading must be based on the structural syllabus.

1. It must be interesting.
2. It should be well graded.
3. Multiple numbers of colourful pictures are necessary.
4. The pictures should stimulate an interest in the lessons.
5. More opportunities for oral discussions before reading the text.
6. Difficult words, phrases and ideas should be clearly explained by the teacher.
7. It must have provisions for silent reading and reading aloud.

AIMS OF TEACHING PROSE:

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

GENERAL AIMS OF TEACHING PROSE:

To enable the students

1. To understand the passage and grasp its meaning.
2. To read with correct pronunciation, stress, intonation, pause and articulation of voice.
3. To enable students to understand the passage by silent reading.
4. To enrich their active and passive vocabulary.
5. To express the ideas of the passage orally and in writing.
6. To enjoy reading and writing.
7. To develop their imagination.
8. To prepare the students for world citizenship.

SPECIFIC AIDS:

The specific aims of prose change according to the subject matter like biography, play, story and essay.

SPECIFIC AIMS OF A STORY:

1. The learners learn a few facts through the story.
2. To teach morals.
3. To mould one's character.
4. Exposure to the style of story writing.
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SPECIFIC AIMS OF AN ESSAY:
1. The learners learn a few facts through the essay.
2. To make students curious about the subject of essay.
3. Exposure to the style of essay-writing.
4. To arrange ideas in an organized manner.

SPECIFIC AIMS OF A BIOGRAPHY:
1. The learners are exposed to the lives of great men.
2. To mould one’s character.
3. Aspiration for better things in life.
4. To inculcate in them desirable sentiments.

SPECIFIC AIMS OF A PLAY:
1. To provide opportunities for self-expression.
2. To play different roles.
3. To speak English in the conversational style.
4. To mould one’s character.

DIFFERENT STEPS INVOLVED IN TEACHING PROSE:
A prose lesson is not for memorization of questions and answers but for learning a language. The prose lesson contains structure, vocabulary, grammar, views and ideas for comprehension. The students read prose with comprehension and write sentences about the lesson using the correct structures and content words.

The steps for teaching of prose may be summed up as follows.
1. Introducing the prose lesson
2. Teaching structures
3. Dividing the text into smaller units
4. Teaching vocabulary
5. Model reading by the teacher
6. Silent reading by the students
7. Testing comprehension
8. Testing application
9. Loud reading by the students and
10. Giving assignment
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1. INTRODUCING THE PROSE LESSON
Introduction of a lesson is to fulfill two purposes.
They are;

a) To recollect the past knowledge.

b) To win student’s attention to the new subject.

Teachers should try to motivate the students to study the new lesson. The various efforts made by the teacher to create interest or to attract the attention of the students is known as preparation of the lesson. The teacher introduces the lesson by asking appropriate questions. He uses models or pictures. The questions arouse the interest for the new lesson. The teacher tests the previous knowledge of the students and links it to the subject.

2. Teaching structures:
A new structural item is presented by the teacher to enable the students to identify the new structures. In introducing structures, substitution table is of great help. It highlights the elements of the pattern and their order and nature.

Secondly, the teacher presents the structure in readily understandable situations. It helps the students to cleat its meaning and use. This helps them not only to understand the meaning of the new item but also its use in different contexts. Opportunities are provided to the students to use the structures themselves.

3. Dividing the text into smaller units:
Reading long passages of a text may be tiresome for the teacher. So, the text will have to be split up into smaller, more manageable units or sections. This will facilitate the teacher to present the lesson interestingly and efficiently.

4. Teaching vocabulary:
The teacher uses an object, a model or a picture to give clear ideas about new words and their meaning.

The meaning may be explained through ‘real situation’.

The purposes of expositions are:

i. To clear the meaning of difficult words, phrases & idioms.

ii. To make the comprehension of the passage easy.

iii. To promote intensive reading.
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5. Model Reading by the Teacher:
   The teacher reads the selected passage aloud. He should be careful about pronunciation, words, phrases & intonation in his reading before the students. His reading is observed by the learners and imitated. This model reading by the teachers helps the students for aural comprehension. The teacher gives instructions regarding postures and attention. The teacher should not be completely absorbed in his reading.

6. Silent Reading by the students:
   The teacher gives time for the students to read the passage silently. Silent reading is helpful for rapid reading, learning of new words and a quick understanding of meaning. A short time of five to ten minutes for silent reading is followed in every session.

7. Testing Comprehension:
   To check the students’ comprehension ability, the teacher asks questions to the students. The questions are from the taught passage. The question should be direct, short and objective based. The same procedure i.e. steps 4, 5, 6 & 7 can be followed for the other units of the lesson.

8. Testing application:
   The aim of application test is to evaluate the achievement of the learners. The questions may be of oral or written type. After teaching of structure or vocabulary, the teacher normally asks the students to do the exercises given at the end of the lesson.

9. Loud reading by the students:
   The teacher asks the students to read the taught units loudly in the class one by one. To develop clear pronunciation this loud reading is very much helpful. It improves the tone, rhythm and fluency. Each student is asked to read a short passage. At the end of reading, the errors of pronunciations are corrected. Students should be asked to keep the books 30 cm away from the eyes. They hold their books on the left hand and the right hand is free. The teacher needs to exercise more care at the time of students’ reading.

10. Giving assignment:
    Assignments to the students are given by the teacher for the following purposes.
    a) To remember the meaning and spelling of new words.
    b) To use the words in sentences.
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c) To write the gist of the passage.
d) To answer the questions.
e) To do the exercises based on the taught units.

Examples for task:
1. Read the sentences fast. [Drawing a picture of a girl]
2. Read the passage and answer the question [Comprehension exercise]

Lesson plan – Model

<table>
<thead>
<tr>
<th>Standard</th>
<th>VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>English</td>
</tr>
<tr>
<td>Period</td>
<td>Prose</td>
</tr>
<tr>
<td>Title</td>
<td>The Young Achiever</td>
</tr>
<tr>
<td>Time</td>
<td>135 min.</td>
</tr>
</tbody>
</table>

Sub unit 1) From Some are born --------------
----------- world.

Sub unit 2) From Kutraleeswaran swam
To across ---------to the core.

Defining competencies:
Motivation: (1. Introducing the unit/lesson).

Teaching Learning Materials:
Step I (2 & 4. Teaching Structure / Content / Words/Vocabulary)
Step II (3. Divide the text into small units, 5. Model Reading)
Step III (6. Silent Reading by the students)
Step IV (7. Testing Comprehension)
Step V (9. Loud Reading)
Step VI (8. Testing Application)
Step VII (Giving assignments)
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ALM – Alternative Learning Method for Prose Lesson
ABL – Activity Based Learning

Activity based learning is a new ladder approach in the teaching of English language. It is a simplified process of teaching and learning. It is more logical and natural. Learning involves listening, speaking, reading & writing. All the four skills are interlinked. Negligence of any skill will damage the learning process. Separate logos are assigned for each learning activity. The names of vehicles are selected as logos for English subject. These logos are distributed in the milestones.

The teacher cannot skip any of the steps in the ladder. There is provision for the learners in this method to proceed at their own pace. This method is followed at primary level in Tamil Nadu and Pudhucherry. In this Active based Learning method, evaluation is a continuous process.

Generally teaching of English to non English speaking people is a difficult task. Several attempts have been made to simplify the process of teaching English to non English people. This Activity based Learning method developed by the Department of Education with the assistance of UNICEF to teach English proved to be a success. This method is learner-centered and focuses on all the four types of skills.

Exposure to an English environment is an imperative aspect on the part of the learners to acquire the right type of pronunciation of English vocabulary. Adequate provision is made on the ladder approach to create an English atmosphere in the classroom. In the Activity Based Learning, the following activities are included in the learning process.

I Listening Skill:
- Rhymes
- The letters of the Alphabet
- The words relating to home & school environment
- Greetings and responses
- Informal Conversations
- Simple Commands & instructions

II Speaking Skill:
* Asking and answering simple common questions
* Making polite requests
* Saying, “Thank you”, and “Sorry” whenever necessary
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* Asking for permission
* Expressing their needs

III Reading Skill:
* Recognizing lower and upper case of letters of English
* Reading words with pictures
* Reading words without pictures
* Reading words

IV Writing Skills:
* Drawing and painting
* Drawing lines & curves leading to writing
* Writing letters of the alphabet
* Writing words

To attain perfection in the above said process of learning, a lot of activities are suggested. These activities are very carefully designed to suit to the age and grasping power of the children. As these activities are given in cards both the teacher and the pupils can use them quite easily and effectively. There are a good number of self learning activities given for the learners. This ABL method gives self satisfaction and a sense of achievement to the learners. There are provisions for fast learners to proceed fast in their learning and provisions for slow learners without any hindrance at their own pace. In this method, the children know very well what they have learned and what they have to learn later.

Evaluation is a continuous process in this Activity based Learning. To test the level of achievement of the Children test cards are provided. These test cards became an interesting activity and the children feel that evaluation is not a burden. There are examinations twice a year. In this ABL method, there are two types of Logos used in the process of learning. They are:

a) General Logos &
b) Specific Logos

General Logos:
1. Pencil
2. Custard Apple
3. Pot
4. Kit box
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1. Pencil indicates drawing, painting & colouring activities. This occurs once in the first year ladder and once in the second year.
2. Custard Apple gives practice in writing straight and slanting lines, left curves, right curves and circles through frames.
3. Pot: Fine muscle development activities such as crushing waste paper-clay or pasticene suggested.
4. Kit box: Introduction of all logos & cards to the students.

Specific Logos used in the ladder:
Baby-walker, tricycle, bicycle, cycle-rickshaw, motorcycle, car, auto, train, van, aeroplane, road roller, paraisal, boat, scooter, catamaran, rocket, bus and lorry.

ACTIVE LEARNING METHODOLOGY

Active learning methodology is also a form of activity based learning. It makes all learners to participate in learning. In this method the students involve in reading, writing, speaking, drawing, sharing, expressing the skills and questioning individually and in groups. Active learning involves students in doing things and thinking about what they are doing. According to Bonwell and Eison students must do more than just listen. They must read, write, discuss and solve problems. They must engage in higher-order thinking tasks. The tasks are analysis, synthesis and evaluation. Students like strategies promoting active learning than traditional lecture method. In active learning, the students are doing something including discovering, processing and applying information.

Many teaching strategies can be employed to actively engage students in the learning process. The activities in ALM improve skills in critical thinking, increase motivation and retention and interpersonal skills. Active learning involves students directly and actively in the learning process. Instead of simply receiving information verbally and visually, the students are receiving and participating and doing. Active learning methodologies require that the student must find opportunities to meaningfully talk, listen, write and read.

MERITS:

(1) Students are involved in learning.
(2) More emphasis on developing students’ skills.
(3) Students are involved in higher-order thinking (analysis, synthesis & Evaluation)
(4) They are engaged in reading, discussing and writing activities.
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Active learning shifts the focus from the teacher to the student. Active learning derives from two basic assumptions:

(1) That learning is by nature an active endeavour and
(2) That different people learn in different ways.

ACTIVE LEARNING METHODOLOGY

Lesson Plan Model

Topic :
Standard : 
Nature of the Topic :
Time : 90 minutes
Subject : English Grammar
Unit : II sec ‘C’

Technique : Chalk & Talk.

1. Introduction :
2. Understanding :
3. Mind mapping :
4. Summarising :
5. Discussion :
6. Writing Activity :
7. Revision :
8. Evaluation :
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EXTENSIVE READING

Extensive reading or reading for fluency involves reading of longer texts for pleasure. It is not meant for minute details. It is a fluency activity. The students can read on their own. This is called Rapid reading or Independent silent reading. The specific objectives of extensive reading are:

1. To understand the meaning as quickly as possible.
2. To increase passive vocabulary.
3. To develop taste for reading.
4. To develop the habit of reading for pleasure.
5. To concentrate upon subject matter.

The term extensive reading means to read silently and quickly. It helps to read without the help of the teacher. It trains the reader to understand the subject matter as quickly and efficiently as possible.

It plays a vital role in the learning of second/foreign language. The students are made to read as much as possible. They are given choice and freedom to select the books of their choice. Reading has its own reward. There are no follow up activities. The reading texts are within the linguistic competence of the reader. Students are permitted to read at their own pace. They choose when to read or where to read. This creates interest among the learners. So they learn to read faster without any disturbance.

Steps involved in Extensive reading

I) Introduction:
   1. The teacher gives main hints of the passage,
   2. He explains the difficult portions,
   3. He deals with difficult areas of a language,

II.) Silent Reading:
   The students should read silently and quickly.

III.) Question:
   The teacher asks questions to test the students understanding.

In extensive reading, the readers must read silently and understand the matter. This would create interest among the readers. The students may not be interested in reading text books. Interesting magazines, newspaper, etc., may be recommended.
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Advantages:
1. It helps in assimilation of ideas.
2. The classroom is busy and active.
3. It increases vocabulary.
4. It prepares students for library reading.
6. In extensive reading, a child practices what he has learnt.

Steps in teaching supplementary reader
A supplementary reader gives students additional reading practice. They learn to read through reading. It develops the skill of silent reading. The students are able to guess the meanings of some words from the context. They grasp the central idea of the passage. It improves their vocabulary.

They are able to understand the sequence of ideas and events. It extends reading experience. They consolidate the language learnt from the main reader. Finally the students enjoy reading.

A supplementary reader usually contains stories. Later stages biographies and historical events are introduced. Supplementary reader contains long passages with structural and vocabulary items. The students are familiar with the vocabulary. There may be new words and they are not explained. Students guess the meaning of the new words. It has pictures to help the students.

Do's and Don'ts
1. The Supplementary reader is done in the class.
2. One full period is allotted for each lesson or story.
3. Allow students to read and understand as much as possible.
4. Do not read out the passage.
5. Do not explain the content.
6. No translation of any portion.
7. Use relevant pictures to help the students understand.

Teaching a Supplementary Reader
Supplementary reader lesson involves a story or a chapter of a long story or a chapter of a long novel.
- Introduce the passage shortly.
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- A part of it is introduced to create interest among the students.
- Meanings for difficult words are not explained in detail. Mother tongue is used in translation. Black board is used to write the meanings.
- Pre-reading questions are presented on the black board.
- Students are asked to read silently.
- Group activities or discussions are followed to answer difficult passages. Different types of direct, local, factual and inferential questions are allowed. Make the students to speak in English while answering.
- Make students to retell the parts of the story or passage in English.
- Students are asked to write the answers at home.
- Select suitable passages for language study.

Teaching Continuous Writing

Writing is a productive skill which involves manipulating, structuring and communicating. Writing helps to strengthen the grasp of vocabulary.

 Appropriateness can be developed.

Writing involves

1. The ability to master the shapes of the alphabets. (Ortho Graphics)
2. Knowledge of the right combination of letters to form words. (spellings)
3. Skills in expressing oneself through the written piece.

To develop the skill of writing, the students must be motivated. Exercises involving writing activities may be provided in the learning. The first real writing that students do is copying. So, the following activities can be used to encourage writing.

Task – I  Copying
Task – II  Board Composition
Task – III  Completion with choice
Task – IV  Completing the paragraph
Task - V  Sentence Tables
Task – VI  Parallel Composition
Task – VII  Parallel composition with pictures
Task – VIII  Fill in the blanks
Task – IX  Task Composition
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Task – I Copying
The teacher introduces the words/sentences orally and the students repeat it. The teacher writes it on the black board. The students read it a number of times. Then they copy it.

Task – II Board Composition
A student builds up a sentence for which the teacher helps either through question or prompts. The teacher writes this on the board and then proceeds as before.

Task – III Completion with choice
The student completes the sentence on the board by choosing the item from the list.
I like playing _________

Cricket
Hockey
Football

Task – IV Completing the paragraph
It is a short reading exercise and oral work. After oral work, the teacher writes a few sentences on the board.
“The President lives in Delhi. She lives with her husband and children. The Prime Minister also lives in Delhi”.
The teacher writes sentences that have to be copied out, using information from the passage.

1. The President lives in _________. She lives with her _________.
2. The Prime Minister also __________ in Delhi.

Task – V Sentence Table
The sentence tables gives chances to construct more complicated sentences.
→she →eating →movie
When →Mala had finished →playing it has time to go to →market
→ I →sleeping →movie

Task – VI Fill in the blanks
The teacher writes on the black board sentences with a number of words missing.
Yesterday, we ________ to _________. We ________ with our ________ (zoo, ran, walked, went, go, family)
The teacher supplies all the required words in addition to new words. Children choose the correct words to fill up the blanks.

Task – VII Picture Composition
The teacher supplies with series of pictures with sentences. Students look at the pictures and complete the story.
PARAGRAPH

(1) **What is a paragraph?**
A paragraph consists of a topic sentence.
It is followed by a number of related sentences.
It usually ends in a concluding statement.

**Paragraph**
1. Topic Sentence
2. Supporting Details
3. Closing sentence or Concluding statement

(2) **Name the different types of paragraphs.**
There are five types of paragraphs. They are
1. Definition
2. Sequence
3. Classification
4. Description
5. Compare and Contrast

(3) **What is a topic sentence?**
It is the most important sentence in a paragraph. It sums up the whole idea of the para. It may come in the beginning, middle or at the end. It introduces the main idea of the para.

(4) **What are supporting sentences?**
Supporting sentences come after the topic sentence. They make up the body of a paragraph. They give details to develop and support the main idea of the paragraph. Supporting sentences may consist of facts, details and examples.

(5) **What is a closing sentence?**
A closing sentence is the last sentence of a paragraph. It restates the main idea of the paragraph.

**Paragraph Writing**
A paragraph is a number of sentences grouped together.
It relates to one topic or a group of related sentences that develop a single point.
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What is the prewriting stage?
The prewriting stage needs careful thinking and organization of ideas before writing.
There are six prewriting steps.
They are:
1. Think carefully about what you are going to write.
2. Open your notebook.
3. Collect related facts.
4. Pen down your ideas.
5. Find the main idea.
6. Organise your facts and ideas (in a way that develops the main idea).

What is the writing stage?
Turning the ideas into sentences is called the writing stage. There are five steps involved in this. They are:
1. Open your notebook and word processor.
2. Write the Topic sentence, supporting sentence and closing sentence.
3. Write clear and simple sentences to express the meaning.
4. Focus on the main idea of the paragraph.
5. Use dictionary to find additional words.

What is the editing stage?
The editing stage is checking the paragraph for mistakes and correcting them.
1. Grammar and spelling
2. Style and organisation
3. Finalising paragraphs

1. Grammar & Spelling
a) Check the spelling.
b) Check the grammar.
c) Reread the essay.
d) Presence of subject in each sentence.
e) Concord.
f) Check the verbs.
g) Meaning sentence.
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2. Style and Organisation
   1. Confirm the topic sentence.
   2. Confirm whether the supporting sentence focuses on the main idea.
   3. Confirm the closing sentence.
   4. Check all sentences focus on the main idea.
   5. It must be interesting.

3. Finalising Paragraph
   ‘The Publishing Stage’ is when you produce a final copy of the paragraph to submit.
   1. Make a paper copy.
   2. Show the work to your teacher, parents.
   3. Ask them for suggestion or hints to improve.

Name the different types of paragraphs and explain.
   1. Definition
   2. Sequence
   3. Classification
   4. Description
   5. Compare and Contrast

1. Definition paragraph :
   When writing a definition paragraph, you take an idea and explain what it is.
   It is defined as, It is a kind of ...........
   Ex: A pest is defined as ......
   A pest is a kind of ........

2. Sequence paragraph :
   Describing a series of events or a process in order is a sequence paragraph. This
   order is based on time.
   **Order - ** Time
   First, Second recently,
   Before, then, previously
   At last when, after
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3. **Classification Paragraph**:  
   Grouping of things or ideas with specific categories is a classification para.  
   Ex: Discussing two types of energy resources.

4. **Description paragraph**:  
   Describing about a person, place or thing. Even location of a place may be described.  
   Related words: size, length, resembles, in, on, etc.,

5. **Compare and Contrast**:  
   Writing about the similarities and differences between two or more people, places,  
   things or ideas. Ex: Compare two cars, two places.