

Teaching English In HSC Classes—II

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THEY should remember that Writing English is an art and can be acquired only by practice.

Letters AND APPLICATIONS

(5) The students should be able to make correspondence with friends and relatives. They are expected to have a knowledge of writing official applications. Different parts of the letters should be known accurately by the students. The teacher should give stress on writing a letter or application containing all the parts properly comprehended and arranged.

(6) The passages for the comprehension test are useful also. It may be noted that the amount of written work should be done in classes is to be limited by the amount that the teacher can correct. Written works if go uncorrected and uncorrected will not produce expected results and may also discourage the students in taking tests or doing home works.

(7) It is of great value in teaching English as a foreign tongue. When students are asked to write a composition on a given topic they may leave out certain points finding it difficult to express them in English but in translation they are bound to translate the thought presented in the mother tongue.

The students should not

translate word for word. They should be very careful in writing out correct English expressions because this translation is very liable to degenerate into purely literal translation and to inculcate the use of wrong English expressions. Words in one language do not always have exact counterparts in another language and corresponding idioms can not often be found. So we should compare and contrast English and vernacular idioms to do useful work in this

ENGLISH LITERATURE

(1) In teaching prose pieces the different elements of interest like plot place time and atmosphere should be thoroughly discussed and type of the story like terrifying or humorous etc. must be indicated. Characters of the prose pieces should be analysed.

(ii) After introducing the blackboard the model reading should be done by the teacher.

(iii) New words and expressions should be explained as reading goes on. The mother tongue may be used if other means takes time and cannot help the teacher at all.

(iv) Incidental questions may be asked to the weaker section of the class to see whether the matter is understood when the reading proceeds.

(v) Individual reading may be taken and errors of mispronunciation are to be corrected.

Meanings should be given on the blackboard.

(iv) Questions on the prose pieces should be given on the blackboard and later discussed in the class. These should be orally practised and written down by the students in the exercise books.

(2) Poetry : In teaching poetry the teacher should proceed in a planned way.

(i) The summary of the poem or the ideas contained in it should be explained first instead of starting with minute details of the poem.

(ii) The type of the poem must be indicated. It may be lyric or sonnet or narrative or elegy etc. It may not perhaps fall in any category.

(iii) Model reading should be given by the teacher. Reading aloud of poems is essential for the students. The students should learn properly to read with stress, intonation and punctuation.

General questions may be asked and discussed in the class. The teachers should ask the students to learn the titles of the prose pieces and poems and the names of the writers and poets correctly.

The teachers may discuss the lives of the writers and poets and their other famous works when they introduce the new lesson on the blackboard.

If all those things are taken into consideration the students at HSC classes will be able to know English in the best possible ways and the difference of standard between S.S.C. and HSC English Text books may be properly bridged and closer connections between the two may be fabricated.

Finally, the great task of teaching English may be made easy and simple if we keep in mind the wise saying of the prophet "patience is light."