

## Maxims of Teaching

### Maxims of Teaching

**Definition:-**Maxims are general truths drawn from the science of experience.

The maxims are universal and trustworthy so, every teacher is expected to have knowledge of different maxims as it helps them to proceed systematically and also helps in achieving desired outcomes.

- 1) **From known to unknown:-** The English teacher should try to relate the language material with the previous material or knowledge of the child. It is easier for learners to understand something which is known and relevant to them as it is easier to relate to.
- 2) **From whole to part:-**The knowledge of a subject should be given as a whole, not in parts. First of all, a teacher should sum up the lesson and then take up the individual positions and analyze them accordingly.
- 3) **Easy simple to complex:-**Easy and simple language material should be taught first then the difficult one.  
A teacher should present simple things to the students and gradually move on to the complex type. By learning simple things, they feel encouraged and ready to learn complex matters.
- 4) **From Concrete to Abstract:-** Lessons are best learnt when they start from concrete and then move on to the abstract. This is because; one can easily imagine or visualize a concrete object whereas abstract things involve imagination. The learners are familiar with concrete objects. Their imaginative power remains underdeveloped.
- 5) **From Definite to Indefinite:-** In teaching, definite things should be taught first because the learners have faith in them. Gradually, the knowledge of indefinite things should be given.
- 6) **From Near to afar:-** First of all, a child should be fully acquainted with his immediate environment and then gradually taught about those things which are far from his immediate environment.
- 7) **From real to unreal/ From Actual to representative:-** In the beginning of the learning-teaching process a teacher takes the hold of the real objects to make the concept clear. At a later stage, he can teach unreal content.  
For teaching effectively, the actual objects should be shown especially to young learners.

Representative things in the form of pictures, models, etc. should be used for the advanced learners.

- 8) **From Inductive/ Induction to Deductive / Deduction:-** In the Inductive method concept is classified with the help of the examples and then general rules are followed.  
While in the deductive method rules are explained and then the teacher gives examples. Thus for junior classes, the inductive method is appropriate and the deductive method is fruitful for senior classes.
- 9) **From Empirical to Rational:-** The learners at the beginning should be acquainted with direct truth. In later stages, rational thinking should be developed among students.
- 10) **From Psychological to Logical:-** While teaching the teacher should keep in mind the interest, age and aptitude of learners while selecting and organizing the matter.
- 11) **From Particulars to General:-** A language teacher should give specific or particular examples during teaching, latter he should use general examples and references.
- 12) **From Analysis to Synthesis:-** In analytical methods subject matter is divided into parts. Analysis helps the learner to understand the concept in a better way. Synthesis joins different parts of the subject matter together.

### Eclectic Methods

**Eclectic Method:-**The recently evolved method is the eclectic method which does not follow one method or set of ideas but chooses from a wide variety of methods and combines them to evolve a new method. The eclectic method contains the characteristics and merits of all the methods.

### Continuous and Comprehensive Evaluation

- Evaluation is the final stage. It is a systematic, continuous and scientific process.  
It is a relatively new technical term that deals with the all-round development of a child including his physical, social and intellectual development, as well his interest, aptitudes and abilities.  
Evaluation is an integral part of teaching which includes a series of activities designed to measure the effectiveness of the teaching as a whole.

**Some may summarize evaluation:-**

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1. A process of delineating, obtaining and providing useful information.
2. The act or process of determining the value of something.
3. A continuous assessment of the personality.
4. The measurement of the all-round development of a person.
5. A cumulative record should be kept to check the progressive account of the student.
6. The quality of the learner's learning.

For example-

- 1) A teacher measures Rohan's height to be 120cm (3 feet 12 inches) she evaluates his height when she says that he is short.
- 2) A teacher measures Hemlata's achievement in English to be 70%. She evaluates her achievement in English when she says that Hemlata's performance is satisfactory.

### Test→Measurement→Evaluation

Measurement helps in evaluation but is not the same as Evaluation. For ex.:-

Mohan and Sohan study in the same class. In the first test, they obtain 40 and 60 marks respectively in English. In the second test, both of them obtain 75 marks. Now in the second test, the measurement of their achievement in English is the same, yet the evaluation will differ when the teacher says that the rate of progress of Mohan is comparatively better than that of Sohan.

Thus the concept of Evaluation may be defined as one that.

- Puts the child and not the subject matter in the centre.
- Puts more emphasis on learning than teaching.

### Measurement

- A) It is the science of collecting and ordering information about objects to be studied.
- B) It is scientific in nature.
- C) It provides data for evaluation.
- D) It involves less techniques.
- E) It is not comprehensive.
- F) A few aspects of personality are tested.
- G) It covers the single aspect of subject matter and achievement.

### Evaluation

- 1) It involves the use of information collected by the process of measurement.
- 2) It is philosophical in nature.
- 3) It receives data from measurement.

- 4) It is comprehensive and integrated.
- 5) It involves a variety of techniques.
- 6) It gives stress on all aspects of pupil's behaviour and progress.
- 7) It involves value and purpose (Raman stood first in English).

Whereas

Measurement involves quantitative description (Raman got 93 marks).

- 8) Total personality can be tested through it.

### Characteristics of Evaluation:-

1. Evaluation is a more comprehensive term than measurement or testing.
  2. It presents a continuous process and overall efforts for knowing about the progress of the learner.
  3. It helps in knowing about the changes in behaviour related to the domain of learner's behaviour as a result of a process of teaching learning.
  4. It provides greater scope and flexibility for the use of a variety of means and techniques rather than limiting itself to certain tests or conventional examinations.
  5. It provides sufficient value judgment about the progress of the learner teacher's efforts and the effectiveness of the instructional programs.
  6. It provides quantitative as well as qualitative descriptions of the outcome of teaching learning process.
  7. Evaluation is a very comprehensive term. It involves objectives content, learning activities and evaluation procedures.
- The new concept of evaluation involves three things which are given below.

→ Objectives

→ Learning experiences

→ Tools and devices of evaluation.

### 1) Objectives:-

1. Knowledge
2. Understanding
3. Application
4. Skill
5. Attitude
6. Interest

### 2) Learning Experiences:-

1. Text books
2. Projects
3. Lecture
4. Problem

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5. Discussion

6. Activities

### 3) Evaluation Procedure:-

1. Oral

2. Written

3. Practical

4. Observation

5. Rating scale

6. Personality traits

### Importance of Evaluation

1. Evaluation is essential for sound decision-making.
2. Parents are eager to know the result of the education.
3. A good program of evaluation clarifies the aims of education.
4. It helps in the improvement of the curriculum.
5. Evaluation helps administrators, teachers and students.
6. Education is truly giant and an important enterprise for adequate teaching learning situation evaluation techniques are essential.
7. Educators, administrators teachers students and parents all work hard for the attainment of educational goals.

### Principles of Evaluation

#### 1) Principle of Continuity:-

Evaluation is a continuous process. The teaching proves and the evaluation procedure goes on together. It makes the students regular, punctual and systematic. Moreover, they acquire different teaching skills involved in the process of teaching and learning.

#### 2) Principle of Comprehension:-

Evaluation is based on the principle of comprehensiveness as it takes into consideration all the aspects of the overall personality development of the students. The term comprehensive refers to both the scholastic areas of student growth. The comprehensive evaluation covers the whole range of student experiences in the context of the total environment which includes aspects like physical intellectual, emotional and social growth.

#### 3) Principle of Objectives:-

Evaluation is directly linked with the educational objectives. It tries to find out how far the set objectives are being achieved.

#### 4) Principle of Learning Experiences:-

Learning experiences means the experience a student gains from the teacher and surroundings. This makes the curriculum better and correlated with life. It makes teaching real and more learnable.

#### 5) Principle of Totality:-

Evaluation is concerned with the total process of education. It means total behaviour of the individual i.e. intellectual, moral, social, physical and emotional is the concern of the teacher. In the teaching and learning of English, learning four skills is important.

#### 6) Principle of Student Centredness:-

In evaluation, child is the focus and not the subject matter and hence it should be in accordance with abilities, interests and aptitudes of the students. When the language material will be child centered the learner will be able to grasp it well.

#### 7) Principle of selection of Right type of technique:-

To get the complete picture of the progress towards a determined goal and purposes variety of evaluation techniques should be used.

#### 8) Principle of Co-operation:-

Evaluation must be done in co-operation with teacher, students, parents and the head of the institution.

#### 9) Principle of Quantity and Quality:-

Evaluation takes into consideration both quality and quantity. The total information about the personality of the child is not put up as separate entities rather they are integrated into a unified description of the child. thus, both quantity and quality are maintained in the evaluation.

### Scope of Evaluation

1. As certain progress of students.
2. Inspires and motivates students.
3. Diagnosis of the weakness of the students.
4. Give instruction about the interest of students.
5. Help in achieving the aim of education.
6. Improve instruction through evaluation.

### Continuous:-

Education is a continuous process. So, the progress of the students should be evaluated regularly and frequently.

### Comprehensive:-

The term 'comprehensive' means to both scholastic and non-scholastic areas of student growth.

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## Evaluation:-

Evaluation is the process of knowing up to what extent the desired changes have taken place in the students.

## Aims of Comprehensive and Continuous Evaluation

1. To improve teaching learning process.
2. To provide feedback and guidance to the learners.
3. To provide diagnostic data to the teacher.
4. To reduce examination phobia among children.
5. To help the children to realize their potentialities and capacities.
6. To help teachers in improving the level of achievements.
7. To provide direction to children and parents in their efforts.
8. To motivate both teacher and children to improve the teaching and learning process.
9. To provide remedial instructions.

## Significance of Comprehensive evaluation in Teaching of English:-

Significance of continuous evaluation lies in the fact, that all the efforts of the teacher are directed towards achievements of the students. Thus it can be used for remedial work and feedback. So comprehensive evaluation in teaching English enables the English Teacher.

1. To diagnose the difficulties or the weak areas of learners.
2. To know the level of the learners in learning and understanding various skills.
3. To find out areas of students' interest.
4. To judge the confidence level of students to speak and read.
5. To find out various difficulties of students regarding pronunciation.
6. To measure the effectiveness of teaching.
7. To provide remedial measures for the improvement and development of skills of the English language.
8. To provide the proper guidance counseling and placement of learners on the basis of their proficiency level.

## Limitations:-

1. Not successful for overcrowded classes.
2. Time-consuming.
3. Dearth of truly dedicated and competent teachers.

4. Some teachers threaten their students.

## Types of Evaluation

There are two types of Evaluations

1. Formative Evaluation
2. Summative Evaluation

## Formative Evaluation

1. It is administered during the lesson taught. It is a part of the course/unit.
2. It is a continuous and regular process to identify learning needs and adjust teaching.
3. It shows how the students are learning or to monitor the learning process.
4. It evaluates the level of understanding.
5. It is diagnostic and remedial.
6. It provides feedback to the teacher to modify the methods and prescribe remedial works.
7. It is flexible and developmental in nature.
8. Only a few skills can be tested.
9. The aim of this evaluation is to improve a student's learning and a teacher's teaching.
10. It helps to know what extent the instructional objectives are being achieved.
11. It is useful to the extent it remains informative, closely related to the things being taught, timely and frequently.

## Summative Assessment:-

1. It summarizes the final progress of the students. It is carried out less frequently than formative evaluation. Its purpose is to make a final judgement.
2. It shows how much the student has learnt.
3. It evaluates long-term memory.
4. It is rigid in nature.
5. Large no. of skills can be tested in this evaluation.
6. It emphasizes competence (capabilities).

## Difference Between Test and Examination Test:

The word test is derived from the Latin word 'testum'. It takes very little time. It is used to judge whether the matter taught to the students is still in their minds or not. The teacher can test understanding, grasping ability, intelligence etc. It is informal. Only those questions are put which have been taught.

## Examination:

The word is derived from the word 'examine' (Latin word examan). There are standards fixed up by the higher authorities like the educational department, the universities etc.

## Written Examination:



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These are generally of following types.

## **1. Essay type questions:**

In 1854 Horatio Mann experimented this type first in America. A teacher has to choose only few questions out of the whole course. It is an independent way of expression. These questions are descriptive and subjective in nature. The students can express themselves fully and write the answers. An examiner feels difficult to do justice in his job of marking the students. The examiner can be prejudiced, biased and subjective while checking the answers. He can give marks as per his whims.

### **Merits:**

A student can think and write continuously. He can develop his own style of writing. Creativity can be improved in writing. It is economical in nature. It leads to higher mental capabilities and encouragement.

### **Demerits:**

Some students write unwanted and too much lengthy answers. It has low reliability and it is devoid of any fixed objective. The examiner may turn prejudiced and biased. Full justice is not possible to the student's answer.

## **2. Short answer type questions**

The students are supposed to write "to the point", brief and short answers. Subjectivity is reduced in comparison to essay type questions. The teacher can design a large number of questions in the paper. The purpose of the types of the questions is served to a great extent. It provides a lot of satisfaction to the students who prepare the syllabus thoroughly.

### **Merits:**

The students write "to the point". There is less wastage of time and energy. These types of questions cover the whole syllabus.

### **Demerits:**

The thoughts of the students are ended. These questions hamper the creativity of the students. The students cannot develop their writing skills and skills of the expansion of ideas through such questions.

## **3. Objective type questions:**

It is a new type and high standard of examination. The answers of these questions are fixed (one set answer) and more comprehensive. It is easy to administer. A large number of items can be included, and a wide area of objectives

can be assigned. The students give the answers very objectively and the examiner also retains objectivity. Neither the teacher nor the student has any liberty or freedom in writing answers. A student has to prepare the syllabus thoroughly.

## **Types of objective type questions:**

### **(A) True/False Items-**

It is also called an alternative response item. These items identify correct statement of facts, definitions, terms and principles.

### **(B) Matching Type Items-**

The columns are given along with set directions. The first column for which matching is made, is called premises. The second column for which the selection is made is called responses.

### **(C) Multiple choice type test-**

These are most widely used objective type items. The statement in multiple choice item is known as stem.

The suggestions are called alternative choices or options. The correct alternative is the answer and the other alternatives are known as distracters/foils.

### **Merits:**

The question paper can be designed from the whole syllabus. No subjectivity on the part of the examiner or the examinee is involved.

### **Demerits:**

Many students try to give the answer by guessing. Setting up the question paper is a cumbersome job. Marking of the papers is also quite difficult.

## **TYPES OF TESTS:-**

### **A. Based on Purposes**

There are many kinds of tests; each test has a specific purpose and a particular criterion to be measured. Examples are proficiency test, diagnostic test, placement test, achievement test and language aptitude test.

#### **1. Proficiency Test**

The purpose of proficiency test is to test global competence in a language. It tests overall ability regardless of any training they previously had in the language. Proficiency tests have traditionally consisted of standardized multiple-choice item.

#### **2. Diagnostic Test**

Proficiency tests usually provide a general assessment of a person's full language skill set. In contrast, diagnostic tests identify specific strengths and weaknesses within that skill set.

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We can use this type of test to identify specific ways to improve.

### 3. Placement Test

These tests are used exclusively in language learning environments. A placement test measures skills in order to group similarly skilled learners together. In short it is used to place a learner in a particular group.

### 4. Achievement Test

The purpose of achievement tests is to determine whether course objectives have been met with skills acquired by the end of a period of instruction or not. Achievement tests should be limited to particular material addressed in a curriculum within a particular time frame. Achievement tests belong to summative assessments because they are administered at the end of a unit/term of study. They analyze the extent to which students have acquired language that have already been taught.

### 5. Language Aptitude Test

The purpose of a language aptitude test is to predict a person's success to exposure to a foreign language. Language aptitude tests do not refer to whether or not an individual can learn a foreign language; but it refers to how well an individual can learn a foreign language in a given amount of time and under given conditions. In other words, this test is taken to determine how quickly and easily a learner learns language in language course or language training program.

### Based on Response

There are two kinds of tests based on response. They are subjective test and objective test.

#### 1. Subjective Test

Subjective test is a test in which the learners ability or performance is judged by examiners' opinion and judgment. An example of subjective test is using an essay and short answer.

#### 2. Objective Test

Objective test is a test in which learners' ability or performance are measured using specific set of the answer, which means there are only two possible answers, right and wrong. In other words, the score is according to the right answers. Type of objective test includes multiple-choice tests, true or false test, matching and problem-based questions.