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IDENTITY, INFLUENCE AND IMPACT**

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## TEACHING OF ENGLISH PROSE LESSON FOR LITERATURE STUDENTS

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### Abstract

Literature is the best that has been taught and said in English class room. The teaching of literature to be of value to the students must mean teacher's introduction to the best in thought and expression in the language. What he/she reads must touch his/her life in the deeper sense that it arouses in his/her emotions of satisfaction. The teacher has a greater responsibility in teaching English prose lesson because prose is nothing but spoken, read and written in language which everyone uses it in their daily lives. Hence, preparation of prose lesson becomes the primary duty of an English teacher, especially for English literature students. So, I will present a paper on the teaching of English prose lesson especially for English literature students, taking a prose lesson titled, "The Role of Discipline in Accelerating National Development" by N. R. Narayan Murthy. (A lesson from prescribed text book by National College (Autonomous), Jayanagar, Bangalore)

**Keywords:** Foreign language, second language, vocabulary, recapitulation, comprehension, presentation, pronunciation, passage, punctuation, method.

### Introduction

Since English is learnt as a second and foreign language, it is rather difficult for the students to have command over this language. Moreover, many students do not take keen interest in the study of English. Hence, the teacher has a greater responsibility in teaching it. There is an implied relation between the teacher and the student with certain clearly defined roles for each. The teacher should know what to teach and why he should teach that. The student should also know what he is learning and why he is learning. In the classroom the student is a passive recipient. Teaching the text has become a process of spoon-feeding. This type of learning or teaching does not help the student to improve his language, though he can answer the questions based on the text.

Some teachers begin their lecture by giving some introduction or background to the text. They think that this type of introduction helps the students to understand the text very easily. It is a fact that many students are not in a position to understand everything that the teacher teaches them in English. They simply memorise the same from some source and reproduce it in the examinations.

In our country, the teachers teach everything to the students. They spend much time teaching the students the things which they can find out for themselves. Teachers in fact should not teach them but facilitate them so that they allow the students to find out. They must remember one thing that giving information to the students is essential but it's not the primary function of the teachers. A student learns better by doing something rather by being taught what to do.

The teacher should keep in mind while presenting a lesson to the students a fact that the knowledge of English

of several students is not up to the mark. In such situations, the teacher has a great responsibility to attract the students' attention towards the lesson. Hence, the preparation of the lesson becomes the primary duty of a teacher.

In the classroom, the teacher should be a model for the students. He must read the text in such a way that the students must be attracted towards his teaching. The teacher should give due importance to the punctuation. This type of reading helps the students to learn spellings of the words. If the teacher finds any teacher who has not grasped anything, he should start with the drilling activity. To explain a lesson, a teacher can follow some methods like Eliciting Method, Translation Method, Reference Method, Usage Method and Deviation Method. While explaining a lesson, a teacher can divert the students' attention from the main lesson and after this, they should again be asked to come back to the lesson and read it silently. While doing this, the teacher should keep his eyes on all the students in the class. After this, the teacher should ask some questions to test the comprehensive power of the students.

To teach a prose lesson, recapitulation is very essential. If the teacher asks only questions, it may not serve the purpose. In recapitulation, the students should be asked to explain the important paragraphs of the lesson. The other methods of recapitulation are to fill in the blanks and to ask the students to explain any proverb or idiom, if it is in the lesson. Some clever students can refer to the current happenings which are related to the text during discussion.

Blackboard work is very essential while teaching a prose lesson. The teacher should write some difficult