

Pedagogy of English

**Bachelor of Education (B. Ed.)
First Year**

INTRODUCTION TO THE COURSE

The course "Pedagogy of English "is an endeavor to develop an understanding of the nature of English language and the importance of teaching of English. The course will enable the teachers to comprehend the theory & practices of teaching of English and critically reflect on their practices in order to make teaching more effective and innovative.

The course comprises of five units.

Unit 1 discusses the characteristics and functions of language. It gives an insight into the aims and objectives of teaching English. This unit also touches upon the status and scope of English in the global and Indian context.

Unit 2 deals with the historical background of language teaching. Different approaches, methods and techniques used in language teaching are also discussed in this unit.

Unit 3 focuses on the development of linguistic skills used for communication, such as listening, speaking, reading and writing.

Unit 4 describes the objectives and methods of teaching prose and poetry. This unit also sheds light on the use of multimedia, online resources and social networking sites in teaching of English language.

The last unit discusses the importance of planning in teaching English. The unit focuses on the preparation of year plan, unit plan and lesson plan. The unit also deals with the concept and important core skills of microteaching.

Pedagogy of English

Unit 1 Introduction to ELT

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1.1 Introduction

Mankind in the early ages observed other living creatures making noises to communicate their feelings. Gradually, human beings also acquired the skill of communicating a large number of things through what we now call language. Human beings alone have the complex skill of using language through speech and writing. We use our vocal organs to make different sounds, sound clusters, words, phrases and sentences.

Language is the result of evolution and convention. No language was created in a day or by a single person. It is mutually created by a group of humans to communicate. Languages also change and die, grow and expand, unlike human institutions. Every language is a convention of a community that passes down from generation to generation.

Language plays an important role in human life. We try learning and using language as a mean of communication as well as a social symbol of humanity. By using the language, one can make statements, convey facts or information, explain or report something and maintain social relations.

English is considered to be an international link language. It is very popular and is widely used by most people in the world. English is available to us as a historical heritage of British Empire in addition to our own languages. We should make the best use of English to develop ourselves culturally, scientifically, technologically and materially so that we can compete with the rest of the world (Kumari, 2014).

1.2 Objectives

This unit will enable you to:

- a.** understand meaning, characteristics and functions of language;
- b.** know principles of language learning ;
- c.** realize nature and scope of English language in India;
- d.** get some insight into different types of aims and objectives of Teaching English;
- e.** realize the objectives of teaching different skills of English;
- f.** recognize objectives of teaching prose and poetry; and
- g.** understand objectives of teaching English at different levels of education.

1.3 Meaning, Characteristics & Functions of Language

1.3.1 Meaning of Language

Before studying the nature and scope of English language, let's try to understand, 'What Language is?' Write your response to the question in the following box;

<p>Activity 1 What is Language?</p> <p>.....</p> <p>.....</p> <p>.....</p>
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The word 'Language' is derived from the Latin word 'Lingue' which means 'produced with the tongue'. Hence language means a thing which is produced with the tongue. Let's see some of the definitions by linguistic.

Edward Sapir:

"Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols."

Block and Tragers :

"Language is a set of arbitrary vocal symbols by means of which a social group communicates."

Otto Jespersen :

"Language is a set of human habits, the purpose of which is to give expression to human thoughts and feelings especially to impart them to others."

Bernard Bloch & George L. Trager:

"A language is a system of arbitrary vocal symbols by means of which a social group operates."

If we analyze all these definitions, we get a comprehensive definition of language, that is;
"Language is a set of arbitrary vocal symbols by means of which a social group operates, communicates and express their emotions, feelings and desires."

1.3.2 Characteristics of Language

Language is an inseparable part of human society. Human civilization has been possible only through language (Naeem, 2010). Language is basically human. It is different from animal communication. Let's look at some of the characteristics of language;

a. Language is Learnt

Language is not a born activity as crying and walking. It is not an automatic process. It has to be learnt. Any learner learns the language by imitation and practice.

b. Language is a acquired Behavior

Language is acquired behavior. If a baby or man is shifted to another community or cultural group, he will acquire the language spoken by that cultural community. For example; if an Indian family is settled in United Status, the children of the family will acquire the English language with an American accent.

c. Language is a System

Language is a system like a human body, just as body functions through different organs such as brain, heart, lungs. In the same way, language functions through sounds, words and structures.

d. Language is Vocal

The language is primarily observed speech. Speech is a fundamental thing is language learning, reading and writing are secondary. Through speech and modulation of speech, we get a clear picture of English inflexion.

e. Ever changing

No language on earth is static. Every language is undergoing changes in its grammar, vocabulary, structure and phonology with the course of time.

f. Language is for Communication

The main purpose of language is communication. Since it is so, a person's speech must be intelligible to others. For this, he must acquire the right pronunciation and intonation.

g. Language is Arbitrary

Language is arbitrary. There is no relationship between the words of a language and its meaning. The relationship between word and meaning is arbitrary. There is no reason why a language is called as 'Language' in English, 'Bhasha' in Hindi and 'Zaban' in Urdu.

h. Language is Based on Cultural Experiences

Every language is the product of a particular society and culture. 'Good morning', 'Thank you', 'Sorry' and such kinds of words reveal the culture of English people. In each language, there are words that show the specific culture of that community, such as; 'Asslamu alaykum', 'Khuda Hafiz', 'Shaba khair', etc shows the culture of Urdu speaking people.

i. Language is Made of Habits

A person can be said to have learnt a language when he can speak it without any conscious efforts. No language can be learnt without sufficient practice. A language is learnt by use and not by rules. Learning a language is a process of habit formation.

j. Language is Unique

Each language is unique. No two languages are alike. They cannot have the same set of patterns of structures, sounds, grammatical rules or words. The sounds, structures, vocabularies of every language have their own specialty.

1.3.3 Functions of Language

M. A. K. Halliday (1975) explained seven basic functions of language in his book, 'Exploration in the functions of language'. These seven basic functions can be summarized as follows:

a. The Instrumental Function

The word 'instrumental' means serving as an instrument or means. The instrumental function refers to the use of language as an instrument to make the recipient do something. For ex:

Requesting (Please, give me a glass of water. Will you do me a favour?)

Commanding (Open the door Throw away this garbage) etc.

It serves the function of 'I want' the satisfaction of material needs.

b. The Regulatory Function

'To regulate' means to control or to direct by a rule, method or principle. The regulatory function of language refers to the use of language to regulate the behaviour of others.

Instruction or teaching can be regarded as a type of communicative behaviour intended to cause the addressee to do something. It also includes advising and suggesting. For ex:

1. You should take some rest. (Advising)
2. You must not take things that don't belong to you. (Control through warning)
3. If you steal again I will smack you. (Control through threat)
4. You will make Mummy very unhappy if you steal again. (Control through emotional appeal)
5. Parking is not allowed. (Control through rule)

c. The Interaction Function

'To interact' means to 'to act one upon other or to talk with each other.' The interactional function of language refers to the use of language in the interaction between 'self and others'. It is a 'me and you' function. It is the contact-oriented function. It includes greetings (Good Morning, Happy Diwali, Happy Eid, Congratulation), sympathy (I share your sorrow, Keep patience, Allah will help you), gratitude (Thanks a lot, Thank you for your guidance, we are grateful for your contribution), compliments (Your dress is very good. How beautiful she is!), hostility (Go to hell, Get out of here), etc.

d. The Personal Function

The word 'personal' means private or of a particular person. The personal function of language refers to the use of language to express personal feelings and meanings. It aims at a direct expression of the speaker's attitude towards what he is speaking about. For ex: A poem, a speech, expression of love and sorrow, etc. Thus this function refers to the use of language either to express the speaker's feeling or to evoke feelings on the part of the auditor.

e. The Heuristic Function

The term 'heuristic' is a theory in education based on the idea that a learner should discover things himself. The heuristic function of language refers to language as a means of investigating reality, a way of learning about things that are using language to learn and to discover. It is the use of language for inquiry or questioning.

f. The Imaginative Function

'To imagine' means to form a picture of something in the mind, think of the probability of things. The imaginative function of language refers to language used to create a world of the

imagination. It is the use of language for its own sake to give pleasure imaginatively and aesthetically. For example:

*“If I was an apple and grew on a tree
I think I’d drop down on a nice boy like me;
I wouldn’t stay there, giving nobody joy,
I’d fall down at once and say, Eat me, my boy!”*

- Anonymous

g. The Representational Function

‘To represent’ means to depict, to show, to describe or to present in words. The representational function of language refers to language used to communicate information. It is the use of language to convey a message which has specific reference to the processes, persons, objects, qualities, states and relations of the real world around us. For ex: books, newspapers, magazines, novels, use of language in mass media, etc.

1.4 Principles of Language Learning

Children can learn any language as easily as walking, running, playing, etc. People generally assume that those who study in English medium schools are good at English and those who study in government schools are poor in English. Language learning has little to do with the medium of school. It rather depends on teachers' application of principles of language learning. Let us see what the principles of language learning.

a. Habit Formation

Language learning is a habit formation process. It is a process during which various language habits are formed. Therefore, listening, speaking, reading and writing habits are to be formed consciously and unconsciously.

b. Practice and Drill

Language learning is a habit-forming process. For this purpose sufficient practice and drill is needed.

c. Oral Approach

A child learns to speak his mother tongue before reading or writing it. This principle should be adopted in learning and teaching a second or a foreign language.

d. Natural Order of Learning

Listening-Speaking-Reading-Writing (LSRW) is the natural order of learning a language. In this order, a child learns his or her mother tongue without any formal instruction. So this natural order of learning should be considered while teaching English.

e. Multi-Skill Approach

All the four language skills are to be given their due importance when learning or teaching them. No skill should be overemphasized or neglected.

f. Selection and Gradation

One should proceed from simple to difficult in language learning; therefore, vocabulary and structures of language should be selected and graded as per their frequency, teachability and difficulty level.

g. Situational Approach

The English language should be taught in situations which is the natural way in which a child learns his mother tongue.

h. Exposure

A child learns his mother tongue because he is exposed to it. While learning a foreign language like English, exposure to it helps in learning it.

i. Imitation

The child learns his mother tongue by imitation. The English teacher must provide a good model of speech before the learners. Audio-visual aids should be used.

j. Motivation

Motivation plays an important role in learning a language. Thus, learners should be motivated.

k. Accuracy

The English teacher should insist on accuracy in all aspects of language learning. So learners follow their teachers and consider them as a role model.

l. Purpose

Purpose of language learning should be decided in the beginning. So it becomes a simple affair to design a course suitable for the purpose.

m. Multiple Approaches

The English teacher should not stick to a particular method of teaching. He should use all methods, approaches and techniques of teaching English as per the needs and requirements of learners.

n. Interest

The teacher should generate a great deal of energy and interest among learners so they will pay attention to learning a language.

o. Co-relation

If teaching-learning of English is co-related with real life then learner will realize the need of language learning and will take interest in it.

Activity 2
Enlist the activities normally teachers do while teaching English language in the classroom.

Discuss the relevance of the above activities with the principles of language learning.

1.5 Nature of English Language

English is a varied language that has absorbed vocabulary from many languages of the world. English is the most dynamic language of the world. Let us discuss the nature of English language

a. Receptive

Receptiveness is regarded as an extraordinary nature of English language. It has maintained its open door policy. It has adopted and accepted thousands of words from European, Asian, African, Indian, Japanese, Chinese and other languages. We can see a great impact on classical languages like Latin, Greek, Arabic, French and Sanskrit on English. English has the richest vocabulary due to its receptiveness (Kumari, 2014).

b. Heterogeneous

As English contains vocabulary from many languages, it has become heterogeneous in nature. In the process of adopting words from other languages, in some cases the original words as it is without change in meaning, but in some other cases, the spelling, pronunciation and meaning of original words from other languages was changed for instance; the French word, 'tour' and the Latin word, 'turris' became 'Tower' in English (Kumari, 2014).

c. Systematic

The system of English language functions through sounds, words and structures. The system of sound is known as phonology. The system of words is called as morphology whereas the system of structures is named as syntax. All these three systems are integrated with one another making an organic whole which is called as the English language.

d. Unique

English is unique in its nature. English is not 100% French, not German or Arabic, not Latin or Greek. English is English. English differs from other languages in its sounds, words, structures and functioning. Though English has adopted vocabulary from other languages, it has shaped them remarkably as if these words are its own.

e. Dynamic

English is a dynamic language. It is constantly changing. These changes are regular and systematic. If you study the history of English language, you will come to know the difference between Old English, Medieval English and Modern English. The old English words like; 'thou and thee' are now 'you and your.' In the age of technology, we have developed 'SMS English' where many short forms are used such as; 'you' is written as 'u', 'as soon as possible' is written as 'ASAP', and 'your' is written as 'ur'.

Our Bollywood stars mix Hindi with English, hence a new language comes into existence, that is 'Hinglish', where some sentences are spoken in English and some in Hindi. Sometimes, half of the sentence is spoken in Hindi and the other half in English. So English is a dynamic language, therefore, it is continuously changing throughout the world.

f. Creative

English is a highly creative language, that's why it has the richest literature in the world. A writer or speaker can write or speak something he has never written or said before. English literature has a wide variety of prose and poetry, fiction and non-fictional writing, such as;

novels, short stories, travelogues, fairy tales, science fiction, drama, songs, etc. Because of the creative power of English, English literature is very easy to listen and read.

g. Productive

English is also highly productive. One can make thousands and lakhs of sentences with its words. There is no need to learn by rote English sentences. We can produce sentences without effort. People speak and write in different ways and styles but still, the words and sentence structures are same. The world is rapidly producing knowledge with the help of English that is doubling every 13 months.

h. Symbolic

English is symbolic. Every English word, phrase or sentence represents some object, activity or idea. For ex; after listening to the sentence, 'Sami was singing a song.' we can visualize how Sami could be singing the song. The announcement, 'The Ajanta Express is arriving on platform no 1,' creates a mental picture of the train arriving on a particular platform. So, English is symbolic in its nature (Kumari, 2014).

i. Modifiable

English is extremely modifiable. It penetrates, fuses and assimilates with the local language of a given country to emerge in different modified and extended forms of English to be accepted, understood and enjoyed universally, such as; Indian English, American English, British English, Australian English, etc (Kumari, 2014).

j. Grammatical

English has its own grammatical rules and structures of sentences. These grammatical rules and sentence structures are necessary for proper relationship of the words in a sentence and to avoid ambiguity. It also clarifies the acceptable and unacceptable forms of sentences. For example; 'I am writing a book' is the correct order of present continuous tense rather than the sentence 'I book writing.' Therefore, Functional English grammar is essential for learning the English language.

1.6 Aims and Objectives of Teaching English in India

It is very necessary for a teacher to know the aims and objectives of teaching English. The teacher must know what changes can be brought about in his learner's knowledge and skills at the end of the course, term, semester, month, weeks and each particular lesson. If you observe

the actual practice of teaching English in India, unfortunately, you may realize that teachers teach English either to cover the prescribed course or to make the learners pass the exam. But these are not the aims and objectives of teaching English.

Let us try to understand the differences between aims and objectives (Kumari, 2014).

Aims	Objectives
Aims are what you want to achieve	objectives are what you will do to achieve them
Aim is setting a determined course in order to achieve a set target	an objective is a more specific target in order to achieve the goal
Aim is usually a long-term process	an objective is for short term
An aim can be slightly vague	an objective is always specific

1.6.1 Aims of Teaching English

Let us try to understand what are the aims of teaching English? It can be summarized as under

a. General Aim

The general aim of teaching English is to make the learner an effective user of English language.

b. Cultural Aim

The cultural aim of teaching English is to enable the learners to know all the cultural groups of the world in general and cultural groups of India in particular. It will help in exchanging cultural values and eradicating cultural evils; such as superstitions, ignorance, untouchability, intolerance, extremism, etc and a rich and tolerant multi-cultural society can be established.

c. Literary Aim

The literary aim of teaching English is to open the treasure of rich English literature for Indians, such as; poetry, drama, prose works and fiction and enable them to produce Indian English literature to communicate the Indian philosophy, culture, values and dynamics to the world.

d. Utilitarian Aim

The utilitarian aim of teaching English is to open the gates of opportunities in different fields of life, education, travel, science, technology and international affairs.

e. Linguistic Aim

The linguistic aim of teaching English is to enable the learners to understand the system of English words (Morphology), sounds (Phonology) and sentences (Syntax).

f. Integrative Aim

The integrative aim of teaching English is to inculcate the integrative quality of English language that unites people all across the world and India.

1.6.2 General Objectives of Teaching English

The general objectives of teaching and learning the English language can be summarized as follows:

i. Listening

It enables the learners to:

- a. listen to English sounds properly;
- b. listen to words with meaning expressed by others;
- c. give the response to the talk of the teacher;
- d. recognize and tell the meaning of the words and sentences expressed by the teacher;
- e. reproduce whatever he has listened from the teacher; and
- f. organize the ideas listened to.

ii. Speaking

It enables the learners to:

- a. use proper pronunciation in speaking English.
- b. use correct stress and intonation in speaking English.
- c. speak grammatically correct.
- d. tell the answers to the questions asked by the teacher.
- e. take part in debate and conversation.
- f. use appropriate vocabulary while speaking English.
- g. speak English fluently.

iii. Reading

It enables the learners to:

- a. read English letters, words and sentences correctly and properly.
- b. tell the meaning of the words and sentences provided in the written form.
- c. read English with proper stress, intonation, pronunciation.
- d. read lessons loudly and silently.
- e. read English with proper pauses.

iv. Writing

It enables the learners to:

- a. write English letters, words and sentences correctly.
- b. use capital and small letters at the proper places.
- c. use proper punctuation marks.
- d. write answers correctly.
- e. write a composition on a simple topic.
- f. express the thoughts and ideas in a written form.
- g. write grammatically correct.
- h. write English with proper speed.

1.6.3 Objectives of Teaching English at Different Levels of Education

Objectives of teaching English at different levels of education, primary and secondary levels are as under;

a. Primary Level

At the primary level learner should:

1. understand English when spoken;

2. acquire the reading ability and read the material that is appropriate for his level;
3. acquire a vocabulary enough to help him in the use of the language that he makes;
4. make simple statements through English;
5. speak with a pronunciation that is acceptable;
6. respond to short conversational questions and to ask questions himself;
7. write English legibly and coherently using proper punctuation and spelling; and
8. use English when he has to respond to calls, requests, greetings, etc. when he has to do the same to others.

b. Secondary Level

At the secondary level the learner should:

1. speak English fluently and accurately;
2. speak freely. They should think in English and speak it with ease and frequently;
3. express their ideas in English in the classroom at school, at home and in society;
4. respond and react to situations actively and not remain only a passive listener;
5. acquire the ability to understand the native speakers and also be able to respond to them;
6. compose freely and independently in speech and writing;
7. read books, newspapers and periodicals with understanding;
8. develop sufficient command over vocabulary that should include frequent and choicest English phrases and idioms; and
9. use reference material like encyclopedia, dictionaries, reference books, etc.

1.6.4 Objectives of Teaching English Related to Language Forms

The following are some of the curricular objectives related to prose and poetry lessons listed by M. Jesa (2005) in his book, *Efficient English Teaching*;

a. Prose

The teacher enables the learner to:

- a. listen to short speeches, narratives, commentaries;
- b. take notes on the listened piece of prose;
- c. enjoy puzzles and riddles;

- d. express ideas in one's own way;
- e. take part in seminars, discussions;
- f. present piece of dialogue;
- g. dramatize situations;
- h. express ideas selecting the appropriate words and functions;
- i. read and understand short essays;
- j. understand messages, advertisements, brochures;
- k. compile dictionary in a simple form;
- l. sequence ideas and present in writing;
- m. suggest appropriate title;
- n. expand an idea;
- o. write letters using different formats;
- p. write dialogue and reviews; and
- q. prepare reports and brochures.

b. Poetry

The teacher enables learners to:

1. listen to and recite poems;
2. appreciate rhythm and feelings;
3. collect recordings of poems;
4. write a few poetic lines; and
5. collect poems with the same rhythmic pattern.

1.7 Status of English in the Global and Indian Context - Scope of English Language

English is an international language. English has been playing an important role in our educational system as well as in our national life. English was supreme in the pre-independent India, because of British rule over India. English still occupies an important place and position in courts, trade, commerce, industry, educational system and national life of India. Let us see the scope of English through the following points;

a. An Official Language

English was the official language of administration during the British period. After the independence of India, English has been declared as the Associate Official Language of the Union of India for an indefinite period by an Act of Parliament in 1963. As such it dominates the administrative business at the centre as well as in the states. All the administrative work is done in English throughout the country.

b. Language of Court

English still continues to be the language of the courts. So far there is no other suitable language for legal business. Cases are presented and judgments are given in English in Supreme, High and District courts of India.

c. Language of International Trade and Industry

English dominates the fields of trade and industry in the country. Because all the work in these fields is carried on in English, such as; maintenance of accounts, audit and correspondence.

d. A Link Language

English is a national link language of India as well as an international link language of the world. It is the only language which is understood in all states of India and all countries of the world. We can establish social, economic, cultural and political relations with other countries and other states of India only through English.

e. A Library Language

English is the key to the storehouse of knowledge. Most of this knowledge is not yet available in Indian languages. It is in this context that the role of English as a library language becomes important in India.

f. Importance in Education

English plays an important role in the field of education. It is taught as a compulsory subject in most of the states in the country. It is the medium of instruction in technical, medical, law,

science, commerce and other institutions. A large number of English medium schools of SSC, CBSE, ICSE patterns are providing education through English as a medium of instruction.

g. Window to the Modern World

Pandit Nehru had rightly said, "English is our major window on the modern world." English is a window through which we can see the scientific, technological, agricultural and commercial developments taking place in the world. English is the only language through which we have distilled the essence of modern knowledge in all fields of human activity.

h. Importance in Social Life

English plays an important role in the social life of the country. The highly educated and sophisticated sections of our society find it more convenient to talk in English. Invitation cards are mostly printed in English. People generally put their signatures in English. People use thousands of English words in their day to day language. Bills in almost all the shops are given in English.

i. Lingua Franca of India and World

Lingua Franca means the language of communication used by people belonging to different languages. English is the Lingua Franca of not only India but throughout the world.

j. Language of Western Science and Arts

English was the key which opened the gates of western sciences and arts to Indians. By learning English, they not only got a peep into the western sciences and arts but some of them also acquired mastery over them. For ex: scientists like Raman, philosophers like Radhakrishnan, poet like Tagore, etc.

k. Language of Science and Technology

English is the language of science and information & communication technology on which the management and administration of the entire world is dependent. Without English, we cannot learn modern science and information and communication technology.

1. Language of our Literary Development

The credit of developing the Indian languages goes to English. By reading English books, Indian writers developed their own language and literature. The development of modern Indian novel, short stories, drama and literary criticism is entirely due to the impact of English on Indian languages.

Such are the reasons that helped English to become an important language in not only India but throughout the world.

1.8 Teaching English in Bilingual/Multilingual Contexts - Teaching English as a Second Language

According to Wikipedia (2017), 'A person's second language is a language that is not the native language of the speaker, but that is used in the locale of that person.' In other words, a second language is learned in addition to the mother tongue of the learner for its practical utility in day to day life and affairs. Therefore, the mother tongue of the learner is called as the first language or L1 and any language that is learned in addition to the mother tongue is known as second language or L2. Languages are also classified in many such types' i.e. third language (L3), foreign language, a dead language, classical language, target language, etc.

In the present context, English has acquired the place of the Second language in India for its national and global importance as a language of knowledge, communication, education, business, trade, commerce, science, technology and a window on the modern world. Therefore, English has been or used by Indians for utilitarian purposes, such as; for social, commercial, official and educational activities within the country and abroad, for listening to the national and global broadcast, for reading newspapers and books and to travel across the country or world.

It is very important for a teacher of English to make his learners equipped with the command of English which allows him to express himself in speech or in writing that can sustain them in the present world which functions through the English language. Teachers should realize the objectives of teaching English as a second language and enable the learners to:

- a. understand English when spoken;
- b. speak English correctly and fluently;
- c. read English with comprehension at a reasonable speed for gathering information and enjoy reading;
- d. write English neatly and correctly with proper speed and legibility;
- e. acquire knowledge of the elements of English for achieving a practical command of the language; and
- f. translate English into their mother tongue and vice-versa.

Keeping in view the above objectives the teacher educators should design the syllabus of English and teachers should plan their teaching activities. If you observe teaching of English in Indian classrooms, you will come across the following dull irrelevant activities of teachers, such as; writing new words on the blackboard with their mother tongue meanings, instructing learners to write them down in their notebooks, asking learners to memorize the words and their meanings by heart, reading aloud three to four passages of a prose and translating it into their mother tongue, explaining some grammatical items and telling learners to write down the answers to the questions given at the end of the lesson as their homework, etc. Through such activities, we are not going to achieve the objectives of teaching English as a second language. Teachers should follow the principles of language learning (Refer point 1.4 Principles of language learning in the present unit).

Activity 3

What is the status of English in your state? Discuss with the help of the following questions:

1. Whether English is taught as a second language or third language?
2. In which class does English instruction begin?
3. Whether English is taught as a compulsory subject or not?
4. Is English a compulsory subject at intermediate and undergraduate classes?
5. How is the policy of state government towards English language teaching?

1.9 Language and Educational Policy in India; Constitutional Provisions and policies of language education

Before the independence of India, English was an official language. It was the language of rulers, courts, banks, trade and industry, administration, link language between rulers and ruled and medium of instruction in schools, colleges and universities. So it occupied a privileged place in India. But with the attainment of Independence in 1947, the position of English in our education as well as in our national life came to be seriously questioned. Some national leaders supported English while some were committed to driving away English from India.

Many educationist and national leaders came to the conclusion that English should be replaced by one Indian language. But however, all of them were quite reluctant to drive away English from India owing to its worldwide importance. C.Rajgopalcharya, M.Gandhi, Pandit Jawaharlal Nehru supported English. Some leaders were advocating the Hindi language to be adopted as the national and official language of India but it was seriously opposed by some states of south India.

India being a multilingual country was in need of a language policy because it was a sentimental issue for its people. The forefathers of this country wisely dealt this issue through constitutional provisions and addressing the diverse language needs of the country. Let us know some of the constitutional provisions that define the language policy of India.

Article 343 : Official language of the Union

- 1. The official language of the Union shall be Hindi in Devanagari script. The form of numerals to be used for the official purposes of the Union shall be the international form of Indian numerals.*
- 2. Notwithstanding anything in clause (1), for a period of fifteen years from the commencement of this Constitution, the English language shall continue to be used for all the official purposes of the Union for which it was being used immediately before such commencement:*

Provided that the President may, during the said period, by order authorise the use of the Hindi language in addition to the English language and of the Devanagari form of numerals in addition to the international form of Indian numerals for any of the official purposes of the Union.

Notwithstanding anything in this article, Parliament may by law provide for the use, after the said period of fifteen years, of

- a. The English language, or*
- b. The Devanagari form of numerals, for such purposes as may be specified in the law.*

Article 350A: Facilities for instruction in mother-tongue at primary stage

It shall be the endeavor of every State and of every local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups and the President may issue such directions to any State as he considers necessary or proper for securing the provision of such facilities.

Article 351: Directive for development of the Hindi language

It shall be the duty of the Union to promote the spread of the Hindi language, to develop it so that it may serve as a medium of expression for all the elements of the composite culture of India and to secure its enrichment by assimilating without interfering with its genius, the forms style and expressions used in Hindustani and in the other languages of India specified in the Eighth Schedule, and by drawing, wherever necessary or desirable, for its vocabulary, primarily on Sanskrit and secondarily on other languages.

All of the above articles or their sub-clauses clearly shows that the country has given due importance to English, Hindi and all other regional languages concerning their international, national and regional importance respectively.

Kothari Commission (1964-66) precisely introduced a ‘three language formula’ that advocates:

- a. The First language to be studied must be the mother tongue or the regional language.

- b. The Second language – In Hindi speaking States, the second language will be some other modern Indian language or English, and in non-Hindi speaking States, the second language will be Hindi or English.
- c. The Third language – In Hindi speaking States, the third language will be English or a modern Indian language not studied as the second language, and – In non-Hindi speaking States, the third language will be English or a modern Indian language not studied as the second language (Teaching of Indian Language, Position paper, NCERT, 2006.). But now in most of the states of India, English is taught as a compulsory subject from standard one to graduation. Today, Indian learners learn English as a second language.

The National Policy on Education (1986) and its revision, Programme of Action (1992) presented a detailed report regarding; three- language formula, improvements in the linguistic competencies at the different stages of education, Provision of facilities for the study of English and other foreign languages, and Development of Hindi language as a link language. The policy emphasized the use of regional languages as medium of instruction in higher education. The report mentioned the following:

“The energetic development of Indian Languages and literature is a sine qua non for educational and cultural development. Unless this is done, the creative energies of the people will not be released, standards of education will not improve, knowledge will not spread to the people and the gulf between the intelligentsia and masses will remain if not widen further. The regional languages are already in use as media of education at the primary and secondary stages. Urgent steps should now be taken to adopt them as media of education at the university stage.”(National Policy on Education (With Modifications Undertaken In 1992), page no. 39)

The POA (1992) in chapter 18, ‘Developing Languages (page no 94 – 98),’ observed that the implementation of the three language formula had been less than satisfactory on account of;

- a. All the languages are not being taught compulsorily at the secondary stage
- b. A classical language has been substituted for a modern Indian language in some States
- c. No concrete provision yet exists (though a scheme is likely to take off very soon) for the teaching of South Indian languages in the Hindi speaking states

- d. Duration for compulsory study of three languages varies and
- e. Competency levels to be achieved by learners of each language have not been precisely specified.

POA (1992) suggested following recommendations for the effective implementation of the Three Language Formula:

- a. Decision by States, State Boards of Secondary/schools education, etc., to make the study of three languages compulsory at the secondary stage;
- b. Prescription of the class from and the duration for which three languages will be taught;
- c. Specification of objectives of teaching different languages. The State Boards of Secondary Education will be asked to take uniform decisions in line with the recommendations of NCERT and CBSE in these matters; and
- d. Specification of levels of language proficiency to be reached in respect of each language. Language institutions under the Ministry like Kendriya Hindi Sansthan (KHS), Central Institute of Indian Languages (CIIL), Central Institute of English and Foreign Languages (CIEFL) in consultation with NCERT would be asked to prescribe minimum competencies to be achieved.

POA (1992) also suggested a plan of action to implement the above recommendations. After POA (1992), the most noteworthy recommendations were given by National Curriculum Framework (2005).

The policy suggested promoting Hindi as a link language in the following recommendation:

“Every effort should be made to promote the development of Hindi. In developing Hindi as the link language, due care should be taken to ensure that it will serve, as provided for in Article 351 of the Constitution, as a medium of expression for all the elements of the composite culture of India. The establishment, in non-Hindi States, of colleges and other institutions of higher education which use Hindi, as the medium of education should be encouraged.”(National Policy on Education (With Modifications Undertaken In 1992), page no. 40)

Another noteworthy language policy can be seen in National Curriculum Framework (2005). National Curriculum Framework (2005) in its third chapter, ‘Curricular Areas, School Stages and

Assessment, page no; 36-37' sheds light on language education in the country and suggested following guidelines:

- *Language teaching needs to be multilingual not only in terms of the number of languages offered to children but also in terms of evolving strategies that would use the multilingual classroom as a resource.*
- *Home language(s) of children should be the medium of learning in schools.*
- *If a school does not have provisions for teaching in the child's home language(s) at the higher levels, primary school education must still be covered by the home language(s). It is imperative that we honour the child's home language(s). According to Article 350A of our Constitution, 'It shall be the endeavour of every State and of every local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups'.*
- *Children will receive multilingual education from the outset. The three-language formula needs to be implemented in its spirit, promoting multilingual communicative abilities for a multilingual country.*
- *In the non-Hindi-speaking states, children learn Hindi. In the case of Hindi speaking states, children learn a language not spoken in their area. Sanskrit may also be studied as a Modern Indian Language (MIL) in addition to these languages.*
- *At later stages, the study of classical and foreign languages may be introduced.*

Home language means mother tongue of children. NCF (2005) asserted the importance of multilingualism and mentioned that "*Multilingualism, which is constitutive of the identity of a child and a typical feature of the Indian linguistic landscape, must be used as a resource, classroom strategy and a goal by a creative language teacher. This is not only the best use of a resource readily available but also a way of ensuring that every child feels secure and accepted and that no one is left behind on account of his/her linguistic background (NCF(2005), p. 36).*"

In this way, we have taken a short account of language policy of our country.

1.10 Points to Remember

In this unit, we tried to understand meaning and characteristics of language. It is the language that differentiates human and animal communication. We also looked at Halliday's' basic functions of language that shows different uses of language in our day to day life. We have also seen various principles of language learning that are essential for a teacher to remember and apply while teaching any language.

As we know now that the nature of English language is very dynamic and teachers of English should also develop the same dynamic nature in themselves. The scope of English language is unlimited in this era of globalization and so the same is with English language teaching. So, it is very necessary for a teacher of English language to know the aims and objectives of teaching different skills and different types of literary forms and teaching English at different levels of education and teaching English for different purposes. As the future of English is very bright, the same is of English teachers.

In the next unit, we will study different approaches, methods and techniques of teaching English.

1.11 Glossary

First language (L1): generally a person's mother tongue or the language acquired first.

Foreign language: a foreign language is one which is studied to know the life of another nation and its people.

Second language (L2): a second language is learned for utilitarian purposes in addition to the mother tongue.

Target language: the new language which a person is learning.

Home language: it means 'mother tongue' of the children. The term was used in NCF 2005.

1.12 Unit End Exercise

Write short notes on the following:

1. Characteristics of language

2. Nature of English language
3. Scope of English language
4. Aims of teaching the English language
5. Objectives of teaching English at different levels of education
6. Difference between aims and objectives
7. Discuss the constitutional provisions and language policy of India

1.13 Suggested Reading

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Unit 2 Different Approaches/Theories to Language Learning and Teaching

Structure

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- 2.3 A Brief History of Language Teaching**
- 2.4 Grammar–Translation Method**
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 - 2.4.2 Merits of Grammar-Translation Method
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- 2.15 Other Methods and Approaches in Brief**
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 - 2.15.3 Multilingual Education (MLE)
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- 2.16 Points to Remember**
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- 2.19 Suggested Reading**

2.1 Introduction

In any society, language is important to communicate productively. Without an intelligible language, the geometrical progression of any society is impossible. The best example is the story of Babel in the Holy Bible.

Briefly, during the time of Noah, people were wicked and God punished all of them with the great flood except Noah, his family members, and male and female from every species in the animal kingdom.

After the great flood, the people became sinful once again and they knew God would be angry with them and He would punish them once again with the destructive flood. Therefore, they wanted to escape from the anger of God by constructing a tower. God knew their plan and He confused the tongues of the people and they could not build the tower anymore due to the incomprehensibility of the language they were speaking to one another.

This incident proves the point that our lives would become terrible if we do not know or comprehend a language. In addition to political, economic, social and religious reasons, we need language(s) to communicate and to lead our lives well; Hence, we learn as many languages as possible and that's where the method(s) and approaches to language teaching come into action.

In this unit, we shall know about various methods and approaches that are used in language teaching – starting from the Grammar-Translation method to the Natural approach – Traditional to Humanistic approaches.

2.2 Objectives

At the end of the unit, the student-teacher:

1. knows the history of English language teaching;
2. understands various approaches and methods comprehensively;
3. understands the method(s)/approach(es) s/he should use in his/her English classroom;

4. comprehends important terms related to English language teaching.

2.3 A Brief History of Language Teaching

Before we learn some important theoretical aspects of English language teaching, it is imperative to know the history of language teaching, in brief.

Latin was a popular and an important language which was widely learnt in most parts of Europe and middle-east region for many centuries. However, due to various religious, political, and economic phenomena Latin slowly lost its importance among masses. French, Italian, and English gradually gained popularity during the sixteenth century in Europe.

Latin gradually faded away but the study of Latin has become a model to learn a foreign language - analysis of its grammar and rhetoric - from the seventeenth to the nineteenth centuries. Learners studying at grammar schools in England were introduced to Latin grammar. Children learnt grammar rules, declensions and conjugations, etc through rote learning (Kelly, 1969; Howatt, 1984). After the learners attained required levels of proficiency, they were taught advanced grammar and rhetoric.

In the sixteenth and seventeenth centuries Roger Ascham, Montaigne, Comenius and John Locke had tried reforming curriculum and suggested how Latin should be taught (Kelly 1969; Howatt, 1984). By the nineteenth century, the approach to studying Latin had become an established practice to study a foreign language. A foreign language textbook in mid-nineteenth century had lessons planned around grammar points. Grammar points were identified, and rules were explained using illustrations.

In the nineteenth-century, a foreign language textbook laid stress on rules regarding word formation and sentence structure, which the teachers explained and the learners memorized later on. The oral exercises were minimal and a few written exercises were given to explain the rules. Books published by Seidenstucker and Plotz during this period were note-worthy. The textbook of Seidenstucker had detached sentences to demonstrate rules. He divided his text into two parts.

The first part had rules and necessary examples. The second part had French sentences for translation into German and vice-versa. Plotz too followed the same kind of a pattern. Teaching a foreign language in this manner was known as Grammar-Translation Method or Classical Method.

The three major views related to language are:

1. The **structural** view: language comprises structures they carry meaning (e.g. grammar).
2. The **functional** view: language is a medium to complete a certain function (e.g. requesting, enquiring, etc.).
3. The **interactive** view: language is a means to make and maintain social relations in society, concentrating on *patterns of moves, acts, negotiation and interaction found in conversational exchanges*. This view has been influential since the 1980s.

Activity 1

What is your view about language?

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Definitions of *approach, method, and technique*

Anthony (1965) put forth the idea of *approach, method, and technique* in the following way:

*An **approach** is a set of...assumptions dealing with the nature of language teaching and learning.*

*A **method** is an overall plan for the orderly presentation of language material... and all of which is based upon, the selected approach.*

*A **technique** is that which actually takes place in a classroom. Techniques must be consistent with a method, and therefore in harmony with an approach as well.*

2.4 Grammar–Translation Method

The grammar–translation method originated in the 1500s when Latin was extensively studied as a foreign language due to its importance in various fields like academia, business, etc. but the use of Latin gradually declined during the century, and it was substituted by English, and other European languages. Eventually, people studied Latin as a subject rather than a language for communication.

Modern languages also appeared in school curricula in the 19th century and language teachers used the same grammar-translation method to teach the languages. In the 19th century, grammar-translation textbooks had target language grammar. It had separate and disconnected grammar rules for learners to memorize, a bilingual vocabulary list, and sentences were provided to learn and translate.

2.4.1 Principles of Grammar-Translation Method

The following are the principles of grammar-translation method:

- a. Emphasis is on reading and writing consequently;
- b. L1 is used while teaching;
- c. Learners learn grammar rules deductively;
- d. Rote learning is encouraged;
- e. Grammar drills and translation from L1 to L2 are common;
- f. “Form” is more important than “content”;
- g. Evaluation is based on translation of texts; and
- h. The textbook is the only teaching-learning material.

Roger Ascham, Montaigne, Comenius and John Locke attempted to reform grammar-translation method. Later, Berlitz, Passy, Viëtor, and Jespersen shed light on the problems of grammar-translation. They supported teaching L2 in L2 itself – supporting speech and text.

2.4.2 Merits of Grammar-Translation Method

1. Both the teacher and the learner use L1 while teaching and learning respectively;
2. Translation of new words provides clear understanding to the learner;
3. The teacher need not strive for accuracy;
4. The philosophical principle, known to unknown is followed. Hence, the learners easily comprehend teaching points;
5. The teacher is relaxed while teaching, as the efforts she has to put in is minimal, and
6. The teacher can evaluate the learner’s comprehension easily

2.4.3 Demerits of Grammar-Translation Method

1. It does not improve the oral fluency in English;
2. It is tedious and uninteresting as the learners have to memorize words and rules;
3. It does not build confidence in the learners;
4. There is no restriction in using L1 in class;
5. Language items learnt are away from real life situations;
6. The learner is unable to use English in day to day communication; and
7. This method focuses only on reading and writing. Speaking is ignored.

Activity 2

Do you think you can use this method in your English classroom? Give reasons

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2.5 Direct Method

This method was developed at the end of the nineteenth century and it challenged the views on Grammar-Translation method. Gouin and others tried to put forth a method based on scientific observations of children's language learning.

Franke (1884) put forth a proposition that monolingual language teaching could be effective by associating form and meaning. Target language should be used actively in class and grammar rules must not be explained. The learner has to pick up the grammar of L2 as in the case of their L1, by exposing themselves to the language, inductively (Thornbury 2000). The textbook is not used in the initial years of learning and teacher decides what to teach. Direct Method lost its popularity by 1920s in Europe and it was the first teaching method recognized by language teachers and experts. It moved language teaching into the 'methods era'.

2.5.1 Principles of Direct Method

The language learning principles of the direct method are:

1. Teaching is done in the target language. Mother tongue/native language of the learners is neglected;
2. Everyday vocabulary and sentences are given importance while teaching;
3. Target language grammar is taught inductively;
4. Teaching items of the lesson are introduced to the learners orally;
5. Teacher and learner communicate orally in question and answer form;
6. Realia, pictures or demonstration is used to teach vocabulary. The technique of association of ideas is used while teaching abstract vocabulary;
7. Listening and speaking skills are given importance; and
8. Pronunciation and grammar are crucial.

2.5.2 Merits of Direct Method

1. L2 is learnt just like learner's L1
2. Learner avoids L1 and thinks in L2
3. Audiovisual teaching aids are used to make learning easier

4. Emphasis is on speech. Hence, errors are corrected as and when they made.

2.5.3 Demerits of Direct Method

The Direct Method failed to consider the ground realities like:

1. English teachers must possess native-like fluency in English.
2. It is “the product of enlightened amateurism” (Richards & Rodgers 2007: 13).
3. Using only the target language to explain vocabulary is like *performing verbal gymnastics*.

Activity 3

Can you use this method in your English classroom? State reasons.

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2.6 Audio-Lingual Method

As Direct method had serious drawbacks the Audio-Lingual Method came into existence. It was popular during the 1960s, especially in the United States. The other reason for the development of the Audiolingual Method was that the United States emerged as a major international power after the II World War and the demand for teaching English to immigrants and foreign learners also grew up.

This method stressed the need for oral drilling, pronunciation, and “mastery of the formal properties of language”, which implies good grammatical habits (Dendrinos 1992: 113) or ‘structure’ (Richards & Rodgers 2007: 52).

The Audiolingual Method declined as the learners could not apply skills learned in the class in real life situations. Theoretically, Noam Chomsky, a noted linguist, argued that languages were *generated* from the learners underlying knowledge of abstract rules (Chomsky 1966: 153).

2.6.1 The Principles of the Audio-Lingual Method

1. Language is for communication;
2. Language is learnt using the natural order: listening, speaking, reading and writing;
3. Language is learnt contextually;
4. Repetition and drilling are common as language learning is a part of the habit;
5. Substitution drills are common to make learners know how language is used;
6. Grammar structures are taught first, then vocabulary;
7. Rules are taught using examples;
8. Errors are corrected immediately;
9. Teachers are the role models of language usage; and
10. Teachers teach the culture of the target language.

2.6.2 Merits of the Audio-Lingual Method

1. It is grounded on a solid theory of language learning;
2. The method is easy and functional to teach a large group of learners;
3. This method emphasized listening and speaking skills more;
4. Visual aids are used for effective vocabulary teaching; and
5. It lays stress on correct pronunciation and structure.

2.6.3 Demerits of the Audio-Lingual Method

1. ELT practitioners and scholars have disregarded this type of learning as this method is based on behaviourism.
2. Communicative competence is not given due importance;
3. The four basic skills are not given equal importance;
4. “Form” is given more importance than “meaning”; and
5. Pattern practice, drilling, and memorization are mechanical in nature. The functional aspect of a language and its *organic usage* are ignored.
6. Teacher dominates the method.

Activity 4

How does Audio-Lingual Method differ from Direct Method?

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2.7 Structural Approach

This method encourages a learner to master the structures of English. A structure is an arrangement of phrases in a sentence. This approach presupposes English comprises 'structures' and they can be taught by systematic selection and gradation of the structures and vocabulary. Grammatical structures are learnt by language drills and repetitions in the early stages. Learners have to attain mastery in using 275 graded structures and 3000 root words.

This method uses the following for teaching English:

- 1. Word order: Word order or sentence structure can change the meaning
- 2. Function words: Function words modify the meaning of a sentence.
- 3. Inflections: an affix (prefix or suffix) can change the base form of a word.

2.7.1 Principles of Structural Approach

Prof. F.G. French has put forth the following principles:

- 1. Learners have to fix up habits of the English language patterns;
- 2. Learners' activities are more important than those of the teacher;
- 3. Oral work is the base for the other language skills are built up;
- 4. The structures of English are mastered – they are to be picked up, practised and fixed in mind;
- 5. Meaningful situations are created by dramatization to teach language skills and
- 6. The teacher teaches one language item at a time.

2.7.2 Selection of Structures

As the structures of English are the basic teaching points in this approach, the teacher selects the structures based on the following principles:

- a. Usefulness: the structures, which are used frequently.
- b. Productivity: the structures which entail the other structures.
- c. Simplicity: the structures which are simple in terms of form and meaning.
- d. Teach-ability: the structures which are easy to teach.
- e. Frequency: the structures with a high rate of occurrence.
- f. Range: the structures which occur in various contexts.
- g. Coverage: the structures which cover a number of meanings
- h. Learnability: the structures which are easy to learn.

2.7.3 Gradation of Structure

Structures of English are graded based on the following patterns which are taught together or separately during English language teaching course:

A. Grouping

- a. Phonetic grouping: based on sound. For example: cat, rat, mat etc.
- b. Lexical grouping: based on words used in the same context.
- c. Grammatical grouping: based on similar sentence pattern.
- d. Semantic grouping: based on words having a similar meaning.
- e. Structure Grouping: based on structures which fit each other.

B. Sequencing

- a. Grammatical sequencing they are placed one after the other depending on their context.
- b. Semantic sequencing they are sequenced depending on their meaning.
- c. Lexical sequencing it depends on the phrases which go together

C. Types of sentence pattern

There are different patterns of sentences. They are:

- | | |
|---|--|
| a. Two-part patterns | Birds fly (birds/fly) |
| b. Three-part patterns | She is sleeping (she / is / sleeping) |
| c. Four-part patterns | Sresta went to shop (Sresta/went/to/shop) |
| d. Patterns beginning with 'there',
'Wh' type question | There are two chocolates in my bag. Where is your college? |
| e. Patterns of command/request | Come here, Go there, etc. |
| f. Formal pattern | Good afternoon, Thank you etc. |

D. Sentence types

The structures have the following sentence types:

- | | |
|-----------------------------------|--|
| a. Declarative sentence: | It makes a statement.
Example: I want to be a good teacher. |
| b. Imperative sentence: | It gives a command or makes a request.
Example: Please write it down. |
| c. Interrogative sentence: | It asks a question.
Example: Where are you going? |
| d. Exclamatory sentence: | It expresses a feeling such as surprise, happiness, etc.
Example: Hurrah! We have won the game. |

2.7.4 Merits of Structural Approach

- The controlled practice of structures leads to improvement of accuracy over a period of time;
- Structures are taught based on the principles of selection, gradation, patterns of sentences and types of sentences. Hence, a lot of time is saved;
- English is taught in meaningful contexts; and
- Speech is given importance.

2.7.5 Demerits of Structural Approach

- a. Learners' LI is not utilized in teaching and learning;
- b. Language use is a matter of creativity. Teaching a limited number of structures may restrict learner's potential to use the language; and
- c. Language drills and repetitions are mechanical.
- d. In order to teach English using structural approach, teachers should be well-versed with linguistics, especially syntax.
- e. Oral work is overstressed.

Activity 5

What is your opinion about the structural approach?

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How do you select and grade the structures?

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2.8 Situational Approach

The situational approach had been developed from the 1930s to the 1960s by British Applied Linguists, Harold Palmer and A.S. Hornsby. These two people knew the direct method and the work done by 19th century applied linguists like Otto Jespersen and Daniel Jones, and they tried to develop a positivist approach to teaching English.

The situational approach ensures that the language taught is practical. The vocabulary and sentences are used in real situation or simulated situation so that the meaning of words are

associated with situations. For an example, learners know the meaning of “pencil”, not because they have looked it up in a dictionary, but by hearing sentences like: “Write with a pencil!”; “Sharpen the pencil!” etc. Even if the classroom environment is irrelevant, teacher’s innovativeness helps learners to comprehend it in a situation outside the classroom.

The objective of teaching English is to make learners use it in their daily life. Therefore, translation and mechanical drills cannot help learners connect language to real-life situations. They, in fact, lead to boredom, and there is no relationship between what is being learnt and practised in daily life. *Meaning, context* and *situation* are very important to teach a language. The vantage point of situational approach is its principle of variety and simplicity. It is due to this characteristic feature, even slow learners are engaged in what teacher or peers do and say in the classroom. Learners cooperate with one another and they are excited to learn English using it in imaginary situations, especially when they enact a situation in class. Besides all these, a noteworthy point is that situational approach demands much from the English teacher. S/he must be fluent in English, *have a reading invention*, be able to evaluate learners’ comprehension level and offer a revision.

2.8.1 Principles of Situational Approach

1. Language learning is habit-formation;
2. Mistakes should be avoided;
3. Language skills are presented orally first, then in written form- to improve the effectiveness of learning;
4. Examples are better than *analysis* for language learning;
5. Meanings of the words are presented in *linguistic* and *cultural context*;
6. Opportunities are created for learners to associate the meaning of new words with parallel situations;
7. New words are introduced as and when it comes in the class;
8. Language materials are used to create appropriate situation;
9. Continuous repetition of language items;
10. The teacher raises questions related to created situation and s/he answers them;
11. Revision is important;
12. There is a continuous chain of actions from the teacher; and

13. Teachers' statements and actions go together continuously.

2.8.2 Merits of Situational Approach

1. Meaning well as the structures, are used in an appropriate situation;
2. Learning is easy and effective. English is real and interesting; and
3. The learner gets good exposure to English, L1 is discouraged.

2.8.3 Demerits of Situational Approach

1. Only limited vocabulary and structures are taught;
2. It is useful for teaching lower-class learners;
3. Drilling makes the class uninteresting and weary; and
4. This approach demands highly competent teachers.
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Activity 6

Compare and contrast structural and situational approaches.

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2.9 Dr. West's New Method

Dr. West had done research on teaching English as a foreign language in India and developed this method as a response to the Direct Method. This method focuses on the English language needs of Indians. He states that learners in India need to read English, write it, speak it and comprehend it when spoken.

According to Dr. West, teachers should teach silent reading skills first to improve reading comprehension skills. So, teachers lay more emphasis on the habit of silent reading. In order to

develop silent reading as a habit in learners, he proposed a reading book, which has interesting reading text and selected vocabulary. Dr. West recommended an essential vocabulary-list of 2,280 words, which have been classified as:

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|----------------------------------|------------------------------------|
| a. General Words: | excellent, beautiful, polite, etc. |
| b. Essential words: | that, in, the, will, etc. |
| c. Common environmental words: | pencil, table, pen, plate, etc. |
| d. Specific environmental words: | plant, park, stream, hill, etc. |

New words are spread evenly across the lesson. Mother tongue is used based on necessity. Supplementary materials are used to arouse interest in learners for silent reading. Learners' reading comprehension is evaluated using tests.

According to this method, English is a skill subject and that reading English is the easiest way to speaking and writing. The method also stresses the need to relate the written work with oral work. In this method, grammar is considered *not as a diet, but as a drug*.

The West's method lays emphasis on three important elements:

- a. reading,
- b. readers with selected and graded vocabulary, and
- c. well-judged use of the L1.

2.9.1 Principles of Dr. West's New Method

The following are the principles of the method:

1. Memorization and mimicking are common in language learning;
2. New structures are explained in L1;
3. Grammar is taught inductively using model sentences;
4. Initially, conversation practice is given in a controlled environment; and
5. Lectures, discussions and dramatization are used in the intermediate and advanced levels.

2.9.2 Merits of Dr. West’s New Method

1. Learners improve their silent and extensive reading comprehension skills phenomenally by using different types of questioning – local, global and inferential; and
2. Any teacher can teach this skill, especially silent reading.

2.9.3 Demerits of Dr. West’s New Method

1. Too much of attention is given to silent reading and it is difficult to evaluate;
2. Reading in the initial stage is dull and uninteresting;
3. Reading has been given an exaggerated status; and
4. The order of acquiring basic skill has been challenged.
5. It does not help Indian learners to achieve the four-fold objectives of language learning.

Activity 7

Do you agree with Dr. West regarding the New Reading Method that he had proposed? Give reasons.

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2.10 Bilingual Method

C.J. Dodson (1967) was the proponent of the bilingual method. It is used for teaching a foreign language and it is complementary to the audiovisual method. From the beginning, the sandwich technique is used to convey the meaning bilingually. The mother tongue is used for bilingual pattern drills.

The bilingual method follows three stages (presentation, practice and production) while teaching English but ELT practitioners and scholars have neglected it. Butzkamm & Caldwell (2009) have taken forward Dodson’s ideas and Hall & Cook (2012: 299) supported it.

2.10.1 Principles of Bilingual Method

1. Meaning of new words, phrases, idioms, sentences and grammatical rules is conveyed through L1 in the initial stage of the lesson;

2. Pattern practice is given only in English; and
3. L1 is used only by the teacher to explain vocabulary and phrases.

2.10.2 Merits of Bilingual Method

1. Learners’ L1 scaffolds L2 learning;
2. Learners become functional bilinguals;
3. Avoids meaningless and tedious parroting of the learning input;
4. Learner comprehends grammar and vocabulary easily with L1. Time is saved; and
5. Importance is given to L1 and its culture.

2.10.3 Demerits of Bilingual Method

1. If the teacher fails to understand this method, there is a danger of making this method into translation method;
2. There is every chance to get confused while differentiating the features of the L1 and foreign language;
3. The teacher must be fluent in L1 and L2 also; and
4. Learners may rely more on their L1.

Activity 8

Critically analyze the method and give your opinion along with reason whether it can be used in your classroom to teach English.

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2.11 Total Physical Response

James Asher developed Total Physical Response (TPR) based on his experiences. This method is based on the coordination of language and physical movement. Learners act according to commands given by the teacher. The learners learn 12 to 36 words in an hour of teaching. Teachers are advised to treat learners’ mistakes empathetically - like a parent. Total physical response lessons use a wide range of realia, posters, etc. In the beginning, teaching-learning aids

are not necessary to teach lessons. As learners progress in terms of proficiency, a teacher may use items s/he finds in the classroom.

Asher proposed three hypotheses based on his observations:

1. Learning language should be free from stress;
2. Language learning engages the right hemisphere of the brain; and
3. Basically, language is learnt by listening;

The total physical response is often used with other approaches/methods/techniques. It is popular among beginners and young learners.

2.11.1 Principles of Total Physical Response

1. Listening is stressed upon; speaking is not important in the early stages of learning;
2. In the initial stages, learners can respond to the teacher in L1;
3. Listening comprehension skills are the most effective strategy to develop speaking skills;
4. Learners are given enough time to acquire speaking skills through listening;
5. The objective of the method is to develop fluency;
6. Lessons are developed around grammar, especially around the verb;
7. Grammar is learnt by induction – through *code breaking*;
8. ‘Meaning’ is at the heart of a lesson. Therefore, learners learn vocabulary and commands based on verbs;
9. Teachers are solely responsible for deciding the listening input; and
10. Teachers have the freedom to use other techniques along with TPR.

2.11.2 Merits of Total Physical Response

1. TPR is criticized for being suitable only for beginner level learners;
2. The teacher need not prepare too much to teach the lesson;

3. Mixed ability class benefits more;
4. It uses the participatory approach; and
5. It is useful for teaching learners with dyslexia.

2.11.3 Demerits of Total Physical Response

1. It uses commands, which are inadequate to learn English;
2. Learners do not get the chance to use English creatively; and
3. It takes too much of time before moving to full communication situations.

Activity 9

Reflect on the merits and demerits of Total Physical Response and give your comments on it.

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2.12 Whole Language

The "whole" language has its origin in a "holism". Holism is a response against behaviourism, which emphasizes that learning takes place with stimuli and responses. Holists regarded it as a *reductionist* perspective, which does not recognize that "the whole is greater than the sum of its parts." Further, holists argue, analysis of individual behaviour cannot help us determine how the human mind works and learning is impossible by analyzing chunks of the learning system. This is the theory behind *the whole language*.

The activities used for Whole Language instruction are: dialogue journals, portfolio-writing, learner-made books, story writing, writing conferences (Richards and Rodgers, 2001)

The whole language rose to popularity in the late 1980s and the 1990s and it became an alternative educational paradigm to many methods and approaches. Though it was admired during this period, educators who believed that skill instruction was essential for learning and some researchers in language education were doubtful about the claims made by the approach.

2.12.1 Principles of the Whole Language

1. Stress is laid on comprehension in reading and express meaning in writing;
2. knowledge is created using constructivist approaches - learners interpret the text and freely express their ideas in writing;
3. Importance is given to high-quality culturally diverse literature;
4. Integrate literacy into other domains of the school curriculum,
5. Frequent reading in the form of guided reading, reading aloud and independent reading
6. Reading and writing for real purposes;
7. Emphasis is on understanding the meaning-making role of phonics, grammar, spelling, capitalization and punctuation in diverse social contexts;
8. Concern for learner's attitude; and
9. Supporting cooperative learning among learners.

This approach is primarily dependent on the learners' cognitive skills of reading. They are as follows:

a. Sub-lexical reading

It is a type of reading which associates character/s or with sounds.

b. Lexical reading

It is a type of reading which acquires words or phrases without giving attention to the characters or groups of characters that form them.

Ken Goodman, in 1967, wrote a widely cited article in which he stated that reading is a "psycholinguistic guessing game". He proposed four "cueing systems". These cueing systems help learners to guess which one comes next:

1. graphophonemic: refers to the shapes of the letters, sounds and what would come next.
2. semantic: refers to word expected next based on the meaning of the sentence.
3. syntactic: refers to word class which would make sense based on the grammar.
4. pragmatic: refers to how the text works, the purpose for reading and predict

meaning as learners read.

2.12.2 Merits of Whole Language

1. Learner gets enough freedom to construct his own meaning of what he reads;
2. As language is associated with culture, learners are exposed to English culture through native English literature to learn it quickly;
3. Language exists in every discipline. Hence, language integration across the curriculum helps learners to learn English fast; and
4. Cooperative learning among learners helps learners to learn collaboratively.

2.12.3 Demerits of Whole Language

1. Too many reading activities are used.

Activity 10

How sound is the theoretical perspective of Whole Language approach?

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2.13 Communicative Language Teaching (CLT)

It accentuates *interaction* as the means and the definitive objective of learning. Language learners in CLT learn and practice English through interaction with one another and the teacher. Learners talk about personal experiences with peers, and teachers teach topics which encourages language skills related to various situations. The most important goal of CLT is to enable the learners to communicate in the target language. This approach does not use a textbook to teach English but develops oral skills before moving to reading and writing.

In addition, teachers select classroom oral activities which are effective for developing communicative abilities and fluency in the target language. These activities include active

conversations and creative responses from learners. Language activities differ depending on the level of language class.

Six kinds of activities are used commonly in communicative language teaching classrooms. They are: group work, role-play, interviews, information gap, opinion sharing scavenger hunt, etc.

One of the prominent aspects of this approach is the role the teacher assumes in the classroom.

Breen and Candlin put forth the roles teacher assume in a CLT class. They are as follows:

- i. Facilitator: facilitates the communication process among learners in the classroom.
- ii. Independent participant: act as an *independent participant* in the classroom to promote teaching and learning.
- iii. Needs analyst: teacher decides and takes initiatives to address language needs of learners.
- iv. Counselor: the teacher is a model communicator and coordinates speaker's intentions and listener's comprehension.
- v. Group process manager: Teacher sets the classroom as a place for communication and communicative tasks.

Initially, language teaching was regarded as a cognitive task, which involves memorization. Afterwards, it was considered to be socio-cognitive, which involves both the cognitive abilities and language associated with social customs, tradition and circumstances.

During the 1960s, Noam Chomsky focused on *competence* and *performance* in language learning, which gave birth to CLT. In the 1970s, linguists, Michael Halliday and Dell Hymes laid down the conceptual foundation for CLT. Communicative language teaching sprang to popularity in the 1970s due to the failure of conventional language teaching methods, and rise in demand from society for effective language learning.

Prior to CLT, the major language teaching method/approach was situational language teaching. This method gave less importance to direct communication. Applied linguists in Britain, were

skeptical about the efficacy of situational language teaching and Chomsky challenged the structural theories of language and stated that those theories were unable to explain diversity that exists in actual communication. Candlin and Widdowson too observed that the other language learning methods/approaches were ineffective in language classrooms.

Dell Hymes' concept of *communicative competence* originated from Chomsky's idea of the linguistic competence of a native speaker. Subsequent scholars, particularly Michael Canale, developed the concept fully.

Canale and Swain (1980) defined communicative competence in terms of four components:

- a. grammatical competence: competence of learners related to rules of language – grammatical and lexical.
- b. sociolinguistic competence: competence of learners related to understanding the social context in which communication takes place.
- c. strategic competence: competence of learners related to strategies that interlocutors make use of, to initiate, terminate, maintain, repair and redirect communication.
- d. discourse competence: competence of learners related to the interpretation of individual message elements - cohesion and coherence.

2.13.1 Principles of CLT

The principles of CLT are as follows:

1. Fluency and accuracy are essential;
2. Along with listening comprehension and speaking, reading and writing can also be taught;
3. Contextualization of language and meaning are important;
4. The learner should be able to communicate;
5. L1 is used judiciously; and
6. The class is made lively and interactive with pair and group work.

2.13.2 Merits of CLT

1. Learners acquire fluency and accuracy;
2. Pair and group work build learners' confidence and learning is interesting;
3. Learners get sufficient opportunities to practice language through tasks; and
4. Learning is motivating and meaningful.

2.13.3 Demerits of CLT

1. Teacher's involvement in teaching is less.
2. This approach may not work well with large classes; and
3. This approach will be successful only with those teachers, who are fluent and accurate in English.

Activity 11

What are the advantages of Communicative Language Teaching?

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Activity 12

What are the different types of competences? How are they useful to a speaker of English?

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2.14 Natural Approach

Stephen Krashen and Tracy Terrell developed this approach during the late 1970s. After its formulation, they further developed the theoretical basis of this method. Terrell and Krashen published the results of their work in, *The Natural Approach* in 1983. It was mainly intended for learners at basic / beginners level.

The main objective of the approach is to promote language acquisition in a classroom in a natural way. Therefore, it gives more importance to vocabulary, creating intrinsically motivating

situations, communication, exposure to English input, reducing learners' anxiety than on grammar-learning and error-correction of learners. The learning environment is made comfortable. The learner's produce language as when they feel comfortable after receiving sufficient comprehensible language input. This approach has been linked with Krashen's monitor model.

The approach uses activities which promote subconscious language acquisition. Some of them are:

- a. content activities: these activities help learners to learn a culture, a new subject, reading in English.
- b. affective-humanistic activities: these activities help learners to learners' own ideas, opinions, experiences about something.
- c. personalized language activities: these activities help learners to use English while playing language games.
- d. problem-solving activities. these activities help learners to communicate with each other while finding solutions to a problem.

2.14.1 Principles of Natural Approach

Terrell puts forth three principles:

- a. The focus of teaching is on communication. The form is not given importance.
- b. Speech develops slowly and it is never forced.
- c. The early speech follows natural steps (yes/no response, one-word answers, list of words, short phrases, complete sentences.)

Terrell states that there are stages for the emergence of language

Early speech stage: Learners' speech will come out after enough communicative input. Learners give answers to simple questions, using single words and phrases in English.

Speech emergence stage: learners do activities, which need advanced English, such as role-plays, problem-solving activities, etc.

The natural approach is often regarded as a language teaching application of Krashen's monitor model. Krashen proposed five hypotheses in monitor model:

- a. Acquisition-learning hypothesis: there is a clear distinction between Learning (conscious) and acquisition (subconscious) of language. Only acquisition leads to fluency.
- b. Monitor hypothesis: consciously learnt language is used only to monitor output.
- c. Input hypothesis: comprehensible input given should be one step higher than (+1) that of the learner's present level of knowledge (i). Only then, language is acquired. It is known as comprehensible input, "i+1".
- d. Natural order hypothesis: learners acquire grammar of English in set order, and it is unaffected by teaching.
- e. The affective filter hypothesis: learners acquire English, with little or no effort, when they are *relaxed* and *open* to learning.

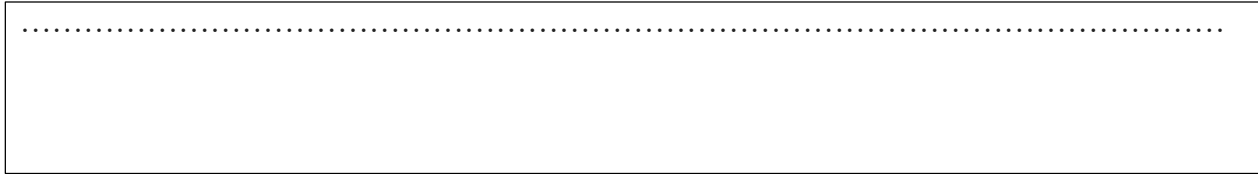
2.14.2 Merits of Natural Approach

- 1. It is simple to understand
- 2. It coincides with the knowledge about the L2 acquisition.
- 3. It could be tried along with the prevailing English classroom practices.

2.14.3 Demerits of Natural Approach

- 1. It may take a lot of time before language emerges naturally; and
- 2. In language acquisition, the grammar may not be picked up in the order of difficulty level.

Activity 13
Critically analyze the approach and give your comments.
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2.15 Other Methods and Approaches in Brief

2.15.1 Deductive Method

It is one of the methods to teach grammar. It is used with learners who have acquired some English. In this method, the teacher explains the rule first and then gives examples. Later, the teacher helps learners to apply the rule showing pictures, asking them to do some tasks, etc. Attention is paid to subject and predicate agreement. There are no activities to practice the grammar item.

2.15.2 Inductive Method

It is one of the methods to teach grammar. In this method, the teacher provides examples first, and then, formulates rules based on the examples given. Teaching and learning are made interesting using contextualized situation. Plenty of practice is given. Teachers must be accurate in English and competent in teaching.

2.15.3 Multilingual Education (MLE)

It refers to "first-language-first" education. Learners must study in their mother tongue first and learn other languages later, during schooling. Proponents of MLE state that the second language acquisition is like a "two-way" bridge. The learners know how to move back and forth between their L1 and L2 or other languages. They take their socio-cultural experiences to the classroom and connect them to second foreign language learning. Multilingual Education thrives on the foundations of Freire's critical pedagogy, Lev Vygotsky's scaffolding, Piaget's theory of cognition and Gramscian theory on education. MLE involves the community to create their curriculum and restrict the theoretical hegemony.

2.15.4 Multilingual Pedagogical Approach

It is a set of principles used to different degrees in various approaches or methods depending on learners, curriculum and teaching context. In this approach, firstly, teachers help learners utilize their present knowledge. Secondly, learners use previous language learning experiences while learning a new one. Finally, learners evaluate and transfer previously employed learning strategies, to the extent useful, to a new language learning context.

This approach needs competent teachers to:

1. understand learners' *cognitive* and *affective* differences.
2. know how to advance learners' multilingualism
3. team up with other language teachers to improve learners' multilingualism.
4. be multilingual and be an example for their learners.
5. be aware of *cross-linguistic* and *metalinguistic* aspects.

2.15.5 Constructive Approach

This approach represents the move from education based on behaviourism to education based on cognitive theory. Constructivism enables active learning and learners make their own meaning and construct their own knowledge regarding a concept in a lesson.

One of the main objectives of constructivist teaching is that learners are taught how to take initiative for their own learning experiences. It is learner-centred and supports individualization of learning and autonomy. Action-oriented constructivist language learning is encouraged through collaboration, creation, projects and self-teaching. It develops awareness regarding learning, about language and intercultural aspects. *It is holistic with content-oriented perspective, authentic and complex learning environment.*

Thematic Learning

It is a method, which lays emphasis on selecting a precise theme for teaching one or more concepts. In this, information is integrated and it is used for demonstrating the topic. This method enables learners to recognize how language is used across various subjects in terms of vocabulary, tense, structure, etc.

Thematic learning assists learners to acquire knowledge contextually and holistically and they could associate their classroom tasks to their real-life situations. It is an experiential learning.

Thematic learning empathizes with the interests of learners and their talent. It promotes teamwork in the heterogeneous group.

Activity 14

How do constructivism and multilingual pedagogical approach help learners to acquire the language? What are their merits?

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2.16 Points to Remember

We have discussed principles, merits and demerits of some important methods and approaches in this unit and we have learnt that each method/approach is based on certain theoretical principles and practical experiences. But we have to understand that we cannot use as any of these methods/approaches as per our likes while teaching English to our learners. It depends on learners as to which method/approach should be used by the teacher. Therefore, a teacher selects a method or methods, approach or approaches or eclectic method depending on his/her learners – their needs, previous knowledge, social background, mother tongue, parental and societal expectations, and job requirements. Another important point is that if these methods/approaches do not work, you can use your own methodology, being innovative.

2.17 Glossary

First language (L1): learners' mother tongue or native language or the language which is acquired first.

Second language (L2): Besides the mother tongue, a second language is learnt/acquired for practical purposes.

Foreign language: a foreign language is one which is learnt/acquired for a specific purpose; for job, commerce and trade, to know their culture, etc.

Target language: the new language which an individual is learning. It could be a second or a foreign language.

2.18 Unit End Exercise

Very Short-answer type questions

1. In the sixteenth and seventeenth centuries who tried to reform curriculum?
2. "Form" is more important than _____ in grammar-translation method
3. In structural approach _____ are graded.
4. Semantics refers to _____.
5. What is the syntax?
6. What is speaking vocabulary?
7. What is reading vocabulary?

Short-answer type questions

1. Write down the principles of Grammar-Translation Method
2. What were the reasons for the decline of direct method?
3. What are the sub-categories of communicative competence? Explain.
4. How does Constructive Approach help learners acquire language?
5. Why does Dr. West's New Method lay more emphasis on "reading"?
6. What is the importance of "Natural Approach" in English Language Teaching?

Long-answer type questions

1. If you have to use the Bilingual method in your English classroom, what could be the reasons for using it?
2. What is your understanding regarding the Whole Language Approach?
3. Critically analyze the Communicative Approach.
4. What are the principals and merits of Natural Approach?

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Unit 3 Acquisition of Language Skills

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3.1 Introduction

English language teaching in India has been facing multiple and complex challenges due to the diversified schools and its extremely diversified learners. Usually, methods and skills of language teaching are limited and entry behaviour of the learners in the classroom is unlimited in terms of their background and mental level. Here, the role of teachers of English language becomes much courageous in order to deal with such diversified children in a limited resource environment. Reading and listening are considered as receptive skills and writing and speaking are considered as productive skills in language teaching and learning. On the other hand, listening skill complements speaking skill and reading skill complements writing skill. The majority of the schools in India still dominantly practice reading and writing as a core component of teaching and listening and speaking as a peripheral activity.

This unit largely deals with the development of different linguistic skills used for communication, such as Listening, Speaking, Reading and Writing.

3.2 Objectives

The present unit will enable the learner to:

- know the sub-skills of listening
- know the sub-skills of speaking and different strategies to improve speaking skills
- know the sub-skills of reading and also about the study skills
- know various stages and process of writing along with reference skills
- familiarise themselves with the basics of English phonetics
- know the role of language laboratory in English language teaching and learning.

3.3 Listening and Speaking

This subunit first deals with listening skills and followed by speaking skills.

3.3.1 Sub Skills of Listening: The real-life communication provides several supplementary skills for listening; some of the widely used listening skills are described here.

- Intensive Listening
- Extensive Listening
- Critical Listening

Although there is watertight compartment to differentiate among above-discussed types of listening, for specific understanding of listening skill based on the popular use are discussed as follows.

Intensive listening

It is a listening activity with a particular purpose/objective. In this listening activity, in order to get specific information, a listener fully concentrates to receive the text/materials. For example, classroom listening activity by the learners for examination purpose; instructions given by the guardians at home; or given by the coach at the playground, etc. is the process of intensive listening.

Extensive Listening

It is a listening activity which is casually performed by the listeners with a low level of concentration, motivation and without specific objectives. A listening activity which is long and exhaustive is considered as extensive listening. For example, routine classroom listening activity, listening in the day to day communication, simple chat while walking, etc. are the process of extensive listening.

Critical Listening

It is intensive listening along with judging the listening materials with a positive and negative aspect of listening materials. Many textbooks refer critical listening as a part of intensive listening, but the evaluation of listening material beyond the level of mere intensive listening makes it critical listening. For example, after intensive listening the class teacher, playground coach or the guardians, an analysis of what is right or wrong to be judged by the listener based on the previous readings and experiences can be considered as the process of critical listening.

3.3.2 Sub-skill of Speaking

There are several sub-skills used for effective oral communication and some of these are discussed here as an activity for speaking skills.

Story-Telling

Story telling is an activity in which a speaker narrates the story before the listeners in an efficient way so that listeners understand up to a maximum extent. There are some strategies for good storytelling, such as keeping listeners motivated and concentrated on speakers and speaking. For example, the style adopted by the teacher of English literature class can be the most suitable to comprehend this subskill.

Role Play

Roleplay is again an essential activity of speaking skill in which, a learner acts and behaves like an other person with the help of dialogue and speech mimicry. This is so effective that one act of

role play for five minutes can transact the text and communication of fifty minutes as well. Role play is practised in the literature as well as language classroom, in order to make learners understand better communication.

Speech and Conversation

The formal speech is one of the most popular forms of standard oral communication. It is widely used across the classes in school education to familiarise the learners with the formal and standard use of English language. On the other hand, the formal conversation between two or more learners based on certain topics/ objectives helps learners to learn the delicacies and nuances of oral communication. It also helps learners to learn effective and convincing ways of speaking in the English language.

3.3.3 Tasks, Materials and Resources for Listening Skills

There are numerous types of listening material and resources available for listening to the English language. It depends on the situation, location, context of the learners to use listening materials and resources. For example, listening materials in the English language for learners from rural India would be entirely different from listening material of urbanised location, schools of metropolitan cities or the schools of CBSE/ICSE board. It varies in India due to a diverse population and their socio-educational background. There are three major sources of listening material available for English Language Teaching and Learning which are described below.

- Authentic Listening Materials
- Pre-Recorded Listening Materials
- Live Listening Materials

Authentic Listening Materials

It consists of the listening items not spoken for the purpose of teaching listening. In another way, the recordings of the live announcements, speeches or discussions, etc. which was recorded in real life situation are called authentic listening materials. For example, recording of live English

classroom without the knowledge of teachers, cricket commentary, debate and discussion of the meetings, recordings of the street communications among locals, etc. to feel the real-life listening in unreal or classroom conditions are considered as authentic listening materials. It helps learners to prepare for the real world listening.

But, there are some limitations to authentic listening materials, such as difficulty is understanding the variety of sounds and speeches due to the use of language for non-standards listening purposes.

Pre-Recorded Listening Materials

It consists of a variety of listening materials used by standard speakers available in recorded format. Recorded listening materials are made for teaching listening in the classroom situations. For example, the CD/DVD attached with a book of listening activity, Oxford/Cambridge Dictionaries are the classical way of teaching-learning listening skills.

There are numerous advantages of using authentic listening materials; some of these are discussed here:

- Opportunity of listening to standard language used by the authentic or native speakers
- Minimise the scope of listening to dialect influenced/mixed language
- Scope of repeated listening practice for better understanding
- Provides highly careful English listening material because it is meant for public purposes.

Live-Listening Materials

It consists of actual listening activities done by the listeners inside/outside the classroom. This is one of the most suitable listening materials for the learners and teacher of listening skills. It provides the opportunity to control over the listening materials by stopping and clarifying the doubts by the live speaker. On the other hand, due to the higher speed of delivering text by the speakers, sometimes it is hard to comprehend the listening text, especially from the unknown speakers.

3.3.4 Tasks, Materials and Resources for Speaking Skills

There are various resources and study materials available for developing speaking skill. Good command over listening leads to good command over speaking skill. Therefore, it is suggested to have listening materials as a supplement to speaking materials. The recording devices, such as Audio Recorder, CD-based recorder, MP3 recorder, etc. helps in recording the speech and conversation. Recording helps to improve speaking skills in a later stage. Audio-visual resources, such as OHP, Projector, Desktop, Laptop, etc. also supplement in developing effective oral presentation and speech.

Apart from these, the British Council of India, Cambridge India Press, Oxford University Press, Orient Blackswan Publication, IGNOU, The EFLU, etc. have constructed multiple audio-visual aids for a diverse group of learners in order to help learners of different grades in understanding better speaking skills. They have also prepared graded series of speaking activities books/materials along with CD/DVD attached.

Some of the popular tasks for speaking as well as listening are given below:

Story-Telling

Storytelling is a narration of the social and cultural experiences from one individual to another. Learners are eagerly engaged in such activity.

Dialogue

Dialogue is a conversation between two or more people for the purpose of communication. It is the most popular communicative activity that people are mostly engaged with in everyday life.

Situational Conversation

Situational conversation is practised in the classroom to engage learners' mind to think over particular idea actively. A particular situation is given to the learners to speak and deliberate upon.

Role Play

Roleplay is an interesting activity among learners. It offers to act on behalf other's character/role. Here learner assumes him/herself to be somebody else and acts accordingly.

Simulation

Simulation is to behave based on some real-life activity, such as acting like Doctor in hospital emergency, acting like traffic police on the road, etc.

Speech

The ability to express feelings, ideas and thoughts in a formal setting with a live audience is called Speech.

Games

The physical activities for the purpose of pleasure - individual, pair or group is called games.

Pictures

The portrait/sketch which is mostly used as teaching aids in the school setting is also called Picture.

Multimedia Resources

It consists of audio, visual, computer, ICT and other allied materials used for teaching-learning in institution.

3.3.5 Conclusion

Listening and speaking are the most frequent activities in human communication/conversation. This language skill was neglected from the course content of English language until communicative approach became popular during the 1970s and 1980s. Listening skills can be considered as most vital to develop speaking skills as well as for communicative purposes. In recent years, the advancements in multimedia, information and communication technologies and modern language labs have paved positive ways towards English language communication. Use of advanced technologies will certainly motivate learners in developing better command over listening skills leading to language communications. Speaking is one of the most demanded language skills in modern India. Since language is basically speech, therefore language can basically be considered as a spoken language. Unfortunately, speaking is a skill largely neglected in Indian classrooms. The importance of English has grown in India due to its increasing use in day to day life. When it is said that English is a global language, it also means that spoken English has largely made English as a global language. The present requirement of encouraging the use of English language in India can be better initiated with the school level education.

3.3.6 Listening and Speaking Activities and Tasks

There can be numerous ways in which listening activities can be initiated; some of the activities are given below.

- Listen to the local English news on television or radio and try to write down main themes of the news items.

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- Listen to the recorded news items in slow motion and write the complete news as it is spoken.

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- Listen to your favourite television show in English and create a dialogue situation in your peer group.

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- Prepare an authentic material and resource for second language speakers of English.

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- Record your speech for presentation with prior practice and proper practice. Now find the difference in your speaking confidence.

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- Suggest the strategies to improve speaking skill to the learners of poor English language background.

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- Was speaking skill neglected during your schooling? If yes, then how?

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- Classroom instruction does not provide enough scope for speaking, do you agree with the statement, if yes, why?

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- What is the most important factor of the negligence of speaking skill in school? How will you resolve this issue?

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3.4 Reading Skills

“Reading is a process that negotiates the meaning between the text and its reader”

<http://study.com/academy/lesson/what-is-reading-definition-process.html>

3.4.1 Sub-Skills of Reading

There are several sub-skills of reading which vary from grade to grade and orientation (rural/urban) of the learners. Two of the most popular sub-skills of reading i.e. skimming and scanning are described below.

Skimming: Skimming is a style of reading in which the reader just takes a glance at the text available to him/her. It is also called as casual and reading without a particular objective. For example, reading newspapers, magazines, novel/fiction reading, etc.

Scanning: Scanning is a style of reading in which the reader looks for some particular piece of information out of large texts. It is also called as serious and focused reading. For example, reading newspaper or magazine for getting certain information useful for the reader. Reading the book for getting answers to particular question or research paper and article reading can be considered as scanning.

3.4.2 Importance and Development of Reading Skills

“Reading is basic to Democracy” opined Prof. Krishna Kumar (Former Director, NCERT).

Reading is a cognitive process of language development by glancing at written text for knowing its meaning. Reading is one of the most used skills in conventional language teaching. Reading is an active process, although it is called receptive skill, for language acquisition. The activity of reading is primarily practised for getting information from the written texts. India is a multilingual country yet English language plays a central role in almost every affair of Indian life. The first activity in language teaching begins largely with reading which is widely practised as well. The importance of English language is paramount in the era of globalisation in India.

3.4.3 Types of Reading

Generally, there are two types of reading used in Indian schools and by the Indian learners i.e. reading aloud with adequate production of voice, and silent reading is in which sound is not produced. A brief description of both the types of reading is given below.

Loud Reading: Loud reading is a type of reading conventionally practised for reading in India. Higher pitch and voice production for uttering words and sentences are considered as loud reading. It also helps learners to understand the content in a better way, especially in the case of the poor power of attention. It also promotes rote learning.

Silent Reading: Silent reading is a type of reading mostly practised by the mature readers. Here production of high pitch and voice is not required, rather an utterance of sound and words are kept unheard by others. It is helpful for fast reading and a better understanding of the concept.

3.4.4 Extensive and Intensive Reading

Extensive reading is for the sake of pleasure and it is usually a long and exhaustive text of reading, such as novel reading, story reading, etc.

Intensive reading is a reading activity for gaining detailed and specific knowledge about a particular subject, such as reading a text book for getting an answer, reading the newspaper for editorials, etc.

3.4.5 Referencing/Study Skills

Referencing skill mostly consists of the use of dictionary skill, thesaurus skill and use of encyclopaedia while reading and its comprehension.

Dictionary Skill: Use of dictionary for better reading comprehension has been widely practised by new language users especially while reading. In modern times, the new technologies have offered various type of dictionary, such as Electronic Dictionary, Mobile App based dictionary, computer-based dictionary, an inbuilt dictionary with MS Word, etc. These electronic and ICT based dictionaries have revolutionised the perfect use of English language.

Thesaurus Skill: Thesaurus is another form of a dictionary with an advanced version of synonyms, antonyms and, its usage for a better understanding of the word and its contextual meaning. The thesaurus is used at an advanced level of language learning. Thesaurus is popularly used for higher education in India, but modern English medium schools have also started usage of a thesaurus in its ELT syllabus.

Encyclopaedia Skill: Encyclopaedia is a higher and advanced form of the dictionary for a conceptual and theoretical understanding of the word and its concept. It provides the detailed and historical origin of the word along with meaning and illustrations which help advanced level learning to comprehend the subject-specific concept, not merely the word meaning.

3.4.6 Conclusion

Reading is one of the most popular learning activities among all language skills, because most of the time learners use their visual sense, and reading is the immediate follow-up activity of visual experiences. Therefore, reading is no more considered a passive activity rather an active process of reading comprehension. Prior knowledge of the language, grammar and vocabulary are core to reading comprehension. Inference and prediction of words and its meanings in the texts are important for a learner to understand the writing in a complete sense. In another word, encoding and decoding of the written text by the reader which is intended by the author/writer is called reading in the real sense.

3.4.7 Activities

- Read a passage from the newspaper, magazine, research paper etc. and find the major difference in terms of language usage, structure, style, etc.

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- Why is reading in English important to the non-English medium learners?

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- Enlist the reading materials which require silent reading and loud reading. Perform this activity with learners who study English as a first language and as a second language.

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3.5 Writing Skills

Writing is one of the most important productive skills in language teaching and learning. Popularly, writing and speaking are considered as a final product, but writing is also an essential part of the process of language production. Therefore, the successful production of language in terms of writing can only be conceived with good command over the process and background work for a final piece of writing.

3.5.1 Stages of Writing

Pre-Writing: Pre-writing is the first stage of writing which begins with planning. This stage requires thorough background knowledge about the topic and a proper direction towards the execution of writing plans.

Writing: This is the actual stage of putting the ideas into the paper with the help of topic planning, using adequate vocabularies and grammatical arrangements. It also requires a proper combination of coverage of topic with an introduction, central theme and concluding the topic. The last stage of writing consists of editing and proofreading before coming to the final draft of the writing.

Publishing: Publishing is the final stage of writing which is done after an edited version of written texts. It requires consultation with the publishing house/agency and bringing out with the printed version of written texts for public use.

3.5.2 Process of Writing

Writing is considered as a process as well as product in the expression of language. A learner has to follow the steps given below before completing a writing task.

Conceive the idea: Conceiving the idea is the first process to begin the writing where previous knowledge of the writer and proposed topic for writing is amalgamated.

Planning to execute writing: This is the process under which the writer plans to describe the different parts of writing. It includes the structure for introduction, the main body of the theme of topic and conclusion which are done in paragraphs and stepwise.

Actual writing: This is the phase of the drafting under which the writer actually writes with the help of adequate use of vocabulary and grammar. It requires thematic clubbing of ideas into an essay or article form. This phase is a rough draft of the writing subject to revision in the next part.

Reviewing and Editing: This is the process of writing considered as most important because it applies proofreading, language and content editing and

finalisation of the draft as well. It can also be considered as the pre-stage for publication.

Final draft: This is the process of providing finishing touch, modification and beautification stage of an article or essay to be sent for publication.

3.5.3 Note-Taking and Note-Making

Note taking: Note taking is a writing activity based on listening or reading stages. It is brief and pointed in nature which helps the writer to jot down important items for future use. This is an important activity but mostly considered incomplete without note making activity.

Note Making: Note making is another important activity in the process of writing. It requires the writer to revise the points taken during note-taking with the help of other related resources. It can also be considered as a revised activity of important points made while reading or listening.

3.5.4 Formal and Informal Writing

Formal writing: Formal writing is performed for structured and professional purposes. Writing letters to the authority for official purposes is considered as formal letter writing. A letter to the Principal, Vice Chancellor, Head of the Department, etc. is an example of formal writing.

Informal writing: Informal writing is performed as writing for casual purposes. It can be considered as a written form of spoken conversation language. For example: letters written to parents and friend.

Poetry: It is a part of literature, it helps in creative poem writing.

Short Story:	It is also a part of literature which engages learners in writing limited narratives.
Diary:	It is a very creative and real-life expression activity which people do to documents one's experiences.
Notices:	It is a short intimation used in the offices for formal communication purposes.
Articles:	It is a detail writing on some particular idea or thought relevant to the stakeholders of a particular discipline.
Report:	It is a written a document of any formal meeting, seminar, conference, etc.
Dialogues:	It is a communicative activity between two or more people.
Speech:	It is an oral as well as written activity meant to address the public of defined audience.
Advertisement:	It is a promotional activity in which a written or visual piece of information is spread to the mass.

3.5.5 Higher Order Skills

Creative thinking-writing:	Writing a piece of paper with divergent ideas which include imagination, fantasy, creativity, etc. is considered as creative thinking or writing.
Questioning:	Questioning is again considered a higher order skill because it engaged the individual or group to think over, understand, comprehend and then make some query in terms of oral or written form.
Critical writing:	Critical writing is considered as higher order activity because it demands creative writing regarding bias-free, negative, positive and neutral ideas related to a particular topic/subject.

3.5.6 Conclusion

Writing is a comprehensive skill used for the final production and expression of thoughts. It has been the foremost powerful mode of expression to reach the wider audiences. The effective writing skill is considered as an agent of change in the society and, its illustrations can be observed through almost every significant movement in the world. As writing is also regarded as one of the most challenging language skills, the core of writing is the mastery of vocabulary, grammar and a sound reading habit in the related area. Writing is the expression of the writer on particular topic/thought but, it should always be reader-friendly and targeted to the audience.

3.5.7 Activities

Sit down with a friend and have a slow chat. Comprehend the conversation and write down in a notebook. At the end of the conversation try to match each other' written texts. Look for similarities and differences.

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Write a paragraph on “introduction” and “conclusion” of a topic.

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What are the stages of writing? What are the stages you have followed while writing?

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Discuss with your friends on the importance of note-taking and note-making. Identify the different situations when these writing activities are very important to practice.

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Identify the best writer you think about and enumerate his/her writing strategies. Write an essay/paragraph using a similar style of writing.

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3.6 Introduction to Phonetics

3.6.1 Basics of Phonetics

Speaking English with correct pronunciation is one of the most challenging tasks with Indian learners also because language is considered primarily as speech. Multiple influences of several languages and dialects have also hindered in getting standard English language in India.

3.6.2 Phonetics

The scientific study and classification of sounds is called phonetics. The English language has 44 sounds, which consist of 20 vowel sounds and 24 consonant sounds. Out of 20 vowel sounds, 12

are pure vowel sounds and 8 are diphthongs. The details of vowels and diphthong are illustrated and described with examples

Vowels: Vowels are sounds produced with open vocal track without any interruption of the tongue. Example: /u/, /e/, /i:/, etc.

Consonants: Consonants are sounds produced with obstruction from different organs of mouth, it may be a partial or full obstruction or combined with a vowel sound. Examples: /b/, /p/, /t/, etc.

3.6.3 Stress

While producing sounds, words or sentence, special emphasis in terms of loudness is given to particular syllable is called stress.

3.6.4 Intonation

The modulation, rise and fall in pitch in a speech based on the importance of words are called intonation.

A new learner of English often confuses with sounds and alphabet of English. It is to clarify that sounds and letters are different and one letter may consist of one or more than one sound.

3.6.5 International Phonetic Alphabet (IPA)

In the chart given below phonemes of English and their examples are given.

vowels

IPA	examples
ʌ	c <u>u</u> p, l <u>u</u> ck
a:	<u>a</u> rm, f <u>a</u> ther
æ	c <u>a</u> t, bl <u>a</u> ck
ə	<u>a</u> way, cin <u>e</u> ma
e	m <u>e</u> t, b <u>e</u> d
ɜ:	t <u>u</u> rn, l <u>e</u> arn
ɪ	h <u>i</u> t, s <u>i</u> tt <u>i</u> ng
i:	s <u>e</u> e, h <u>e</u> at
ɒ	h <u>o</u> t, r <u>o</u> ck
ɔ:	c <u>a</u> ll, f <u>o</u> ur
ʊ	p <u>u</u> t, c <u>o</u> uld
u:	bl <u>u</u> e, f <u>o</u> od
aɪ	f <u>i</u> ve, <u>e</u> ye
aʊ	n <u>o</u> w, <u>o</u> ut
ɔʊ	g <u>o</u> , h <u>o</u> me
eə	wh <u>e</u> re, <u>a</u> ir
eɪ	s <u>a</u> y, <u>e</u> ight
ɪə	n <u>e</u> ar, h <u>e</u> re
ɔɪ	b <u>o</u> y, j <u>o</u> in
ʊə	p <u>u</u> re, t <u>o</u> urist

consonants

IPA	examples
b	<u>b</u> ad, l <u>a</u> b
d	<u>d</u> id, l <u>a</u> dy
f	<u>f</u> ind, <u>i</u> f
g	<u>g</u> ive, fl <u>a</u> g
h	<u>h</u> ow, <u>h</u> ello
j	<u>y</u> es, <u>y</u> ellow
k	<u>c</u> at, b <u>a</u> ck
l	<u>l</u> eg, <u>l</u> ittle
m	<u>m</u> an, le <u>m</u> on
n	<u>n</u> o, t <u>e</u> n
ŋ	s <u>i</u> ng, f <u>i</u> ng <u>e</u> r
p	<u>p</u> et, m <u>a</u> p
r	<u>r</u> ed, t <u>r</u> y
s	<u>s</u> un, m <u>i</u> ss
ʃ	<u>s</u> he, cr <u>a</u> sh
t	<u>t</u> ea, g <u>e</u> t <u>t</u> ing
tʃ	<u>ch</u> eck, <u>ch</u> urch
θ	<u>th</u> ink, b <u>o</u> th
ð	<u>th</u> is, m <u>o</u> th <u>e</u> r
v	<u>v</u> oice, f <u>i</u> ve
w	<u>w</u> et, <u>w</u> indow
z	<u>z</u> oo, l <u>a</u> zy
ʒ	pl <u>e</u> as <u>u</u> re, v <u>i</u> s <u>i</u> on
dʒ	<u>j</u> ust, l <u>a</u> rg <u>e</u>

Source: <https://www.google.co.in/search?q=ipa+linguistics+chart+with+example>

3.6.6 Conclusion

Phonetics is one of the most neglected linguistic activities among all language skills. Indian schools have focused more on reading and writing skill. It is important to suggest that knowledge of the standard language can be achieved by correct pronunciation of sounds and words in the English language. This sub unit dealt with different sub-skills of Phonetics, such as Vowels, Consonants, Stress and Intonation along with an illustration of different sounds of English language.

3.6.7 Activities

Write down 10 vowel and consonant sounds of Urdu language and transcribe it into IPA symbols and sounds.

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Write sentences in English, identify and mark stress and intonation with examples.

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3.7 Role of Language Laboratory in Acquisition of Language Skills

Language laboratory is a place in the school/institution which provides additional facility to learn and practice different skills of English language using technology. Language lab helps in learning the standard pronunciation of language items such as vowels, consonants, speech, etc. In recent time, language lab has become a popular tool for personality development which is

equipped with modern audio-visual recording device, ICT and other electronic media related instruments.

3.7.1 Language Laboratory



3.7.2 Benefits of Language Laboratory

- Language lab promotes enthusiasm and motivation among learners to learn new language
- Language lab helps in making an interactive environment
- It provides equal opportunity for learning to all
- It gives opportunity to listen to authentic and standard pronunciation
- It also helps in recording and listening to one's own voice which is very helpful in improving communication
- It limits the scope of miscommunication and transmission loss

3.7.3 Conclusion

Language laboratory is the most result oriented supplement in schools/institutions for the knowledge and practice of standard sound and language pronunciation. The recording and feedback mechanism in language laboratory is the point of attraction among teachers and learners of English language.

3.7.4 Activity

Identify which part of language lab is most beneficial for you, give reasons?

.....
.....
.....
.....

3.8 Points to Remember

- Intensive listening is a listening activity with a particular purpose / objective.
- Extensive listening is a listening activity which is casually performed by the listeners.
- Critical listening is intensive listening along with judging the listening materials with a positive and negative aspect of listening materials.
- Good command over listening leads to good command over speaking skill.
- Reading is the immediate follow up activity of visual experiences.
- Writing is the expression of the writer on particular topic / thought.
- Knowledge of the standard language can be achieved by correct pronunciation of sounds and words in the English language.

3.9 Glossary

Accuracy	Use of language with fewer errors.
Acquisition	the process by which language skills are developed – particularly in infancy
Audience	The person or people who receive a message
Audio-visual aids	Teaching aids such as audio, video, overhead projection, posters, pictures and graphics.
Body language	What your posture, gestures, and movements tell the audience
Dialect	The variety or form of a spoken language peculiar to a region, community, social or occupational group.
Fluency	Natural, normal, native-like speech characterised by appropriate pauses, intonation, stress, register, word choice, interjections and interruptions.
Intonation	the use of pitch in speech to create contrast and variation
Listening	Listening is a linguistic activity in which deliberate and purposeful hearing takes place.
Message	The main point and supporting details, provided for a purpose
Reading	Reading is a linguistic activity in which one recognises the text and comprehend the intended meaning.
Scan	To read quickly for specific information; a reading stratagem.
Skim	To read quickly for the main idea or general information; a reading stratagem.
Speaking	Speaking is a linguistic activity, which involves communicating ideas and messages through commonly spoken oral language to others.
Speech	the oral medium of transmission for language
Tone	The feeling or attitude the speaker has toward the topic
Verb	a term expressing an action or a state of being
Vocabulary	the particular selection or types of words chosen in speech or writing
Vowel	the open sounds made in speech – as (mainly) distinct from consonants
Writing	the use of visual symbols to represent words which act as a code for communication

Writing

Writing is a linguistic activity in which a writer put down text message into paper/electronic screen to communicate with others.

3.10 Unit End Exercises

Long-answer questions

- What are the strategies for good reading comprehension?
- Differentiate the extensive, intensive and critical listening.
- What will you suggest for good speaking skill to secondary class learners of Urdu medium school?
- Define and differentiate Note taking and Note-Making with suitable examples.

Objective/ Very short-answer questions

- LSRW stands for
- Hearing with intention and purpose is called.....
- IPA stands for
- Which of these is a productive skill: Listening..... Reading..... Writing.....
None of these
- Which of these is receptive skill: Listening..... Speaking..... Writing..... None
of these
- High and low pitch are the steps of
- Use of Encyclopedia is a part of: Listening skill..... Higher order skill.....
Reference skill..... None of these.....
- The number of vowel sounds in English language 5..... 16..... 20..... 24.....
- The number of consonant sounds in English language 21..... 20..... 24..... 16.....
- Skimming is a sub-skill of Listening..... Reading..... Writing.....
Speaking.....

Short-answer questions

- What do you understand by listening comprehension?

- Write three advantages and disadvantages of using different listening materials for listening skills.
- What is the difference between listening and hearing? Discuss it with suitable examples.
- What are the characteristics of good listeners?
- Why is teaching listening important in secondary schools in rural India?
- What do you understand by reading comprehension?
- Why is reading considered as a basic skill to language learning?
- Use of silent and loud reading for different kinds of readers, explain it.
- Define scanning and skimming with suitable examples.
- What do you mean by speaking skill? How is speaking different from reading?
- How is role-play different from storytelling? Provide suitable examples.
- What is the importance of IPA in the English language?
- Why is writing considered the most difficult language skill? Explain.
- Why is writing called as a productive language skill? Justify your argument.
- What is the importance of writing skill in English communication?
- What are the processes and stages of writing?
- Define “stress” and “intonation”.
- What are the characteristics of good writing skill?

3.11 Suggested Reading

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Unit 4 Developing Integrated Skills and Use of ICT in ELT

Structure

4.1 Introduction

4.2 Objectives

4.3 Prose

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4.5 Use of Multimedia in ELT

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4.7 ELT and Social Networking Websites

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4.7.4 ELT and Social Networking

4.7.5. Role of the Teacher in Social Networking

4.8 Points to Remember

4.9 Glossary

4.10 Unit End Exercises

4.11 Suggested Reading

4.1 Introduction

Etymologically the word "prose" is derived from the Old French "prose" which in turn originated in the Latin expression "prosa oratio" which means "literally straight forward or direct speech."

Prose is the written in words, phrases, sentences, paragraphs and chapters. It utilizes punctuation, grammar and vocabulary to develop its message. Prose is made up of fiction and nonfiction. Fiction includes novels, Mystery stories, detective stories, romance, short stories, historical fiction etc whereas Nonfiction writing includes essays, autobiographies, speeches, journals and articles.

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

A textbook is a major tool in the hands of a language teacher to teach prose and poetry. In our schools, graded textbooks are followed for teaching English as a second language. Through the textbooks, various language skills have to be taught. Generally, intensive reading skill is cultivated through the detailed textbook while the extensive reading skill is practised through the supplementary readers.

No doubt language can be taught without the textbook but it may result in unnecessary repetition and waste of time and energy. At the same time, learners do not progress in a proper manner as they don't have any ready reference. If the textbook is carefully and properly planned it will be useful for both the teachers and the learners.

4.2 Objectives

This unit will enable you to:

- understand the objectives of teaching prose and poetry;

- understand the method of teaching prose and poetry;
- acquaint with the use of multimedia in ELT; and
- acquire knowledge about online resources in ELT and social networking sites.

4.3 Prose

4.3.1 Prose Textbook

Textbook helps us in the following manner.

- It gives meaning and purpose to the teaching-learning process.
- It keeps the teacher and the learners focused as it is based on the prescribed syllabus.
- It avoids unnecessary repetition and learning.
- It facilitates learning.
- It serves as a memory aid for the learners.
- It reinforces what the learners have already learnt.
- It prepares the ground for writing.
- It supplements learner's language experience.
- It serves as a guide to the teacher.

Activity 1

What is the use of textbook?

What happens if we do not have a textbook for teaching the English language?

-

4.3.2 Types of Prose

Prose includes fiction and non-fiction items.

- Fiction includes novels, mystery, detective, romance, short stories, historical fiction, and narratives.
- Nonfiction writing includes essays, autobiographies, speeches, journals and articles.

We can divide the prose into the following types according to function.

- **Narrative:** Narration is generally called as story-telling. It is narrated in chronological order of events. Narrative questions like what happened, how did it happen? Who did it? Where was it done? Personal experiences, accidents, reports etc. belong to this category.
- **Argumentative:** It persuades to believe something. It examines different facts and opinions and arrives at a conclusion.
- **Descriptive:** It describes prose, and focuses on significant details. This description could be related to persons, places, processes, and objects.
- **Informative:** It communicates information, generally it is seen in newspapers, reports, textbooks, etc.

Activity 2

Mention the different types of prose you have read?

4.3.3 Elements of Prose

Prose is organized in paragraphs and they have important elements of fiction. They are **plot, character, theme, setting, the point of view, style, and figures of speech**. These components together create a complete literary work, whether a novel or a short story. It is not necessary to have all elements in a piece of prose. The elements of fiction assist the teacher to explain the content in an effective manner with literary insight.

- **Plot:** It is the sequence of incidents or events through which an author constructs a story
- **Character:** It is a person or other being in narrative work of art which may be real or fictional.
- **Theme:** It is a central idea or central insight of the story.
- **Setting:** It is the setting of a story is its overall context.
- **Point of view:** It is a way of considering or particular attitude.
- **Style:** It is the manner in which an author uses words, constructs sentences, incorporates non-literal expressions, and handles rhythm, timings and tone.
- **Figures of speech:** A word or phrase that has a meaning other than the literal meaning.
Examples of figures of speech are as follows:
 - Irony:** it is a figure of speech in which words are used in such a way that their intended meaning is different from the actual meaning of the words
 - Symbol:** a symbol is a person, place, or thing to representing an abstract idea or concept.
 - Simile:** a figure of speech involving the comparison of one thing with another thing of a different kind, used to make a description more emphatic or vivid
 - Metaphor:** a figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable.
 - Image:** Visually descriptive or figurative language, especially in a literary work.

4.3.4 Objectives of Teaching Prose

Activity 3

What is the purpose of teaching English prose at the school level?

Prose teaching is meant for language learning. It is through prose teaching that learners learn reading comprehension, pronunciation, vocabulary, content words, and grammar. Prose enables learners to understand the passage, to read fluently, to enrich their vocabulary and to enjoy reading and writing. It develops the ability to speak English correctly and fluently.

Teaching English prose enables the learners to:

- understand the passage and grasp its meaning.
- read with correct pronunciation, stress, intonation, pause and articulation of voice.
- enrich their active and passive vocabulary.
- express the ideas of the passage orally and in writing.
- enjoy reading and writing.
- develop their imagination.

The teaching of prose involves intensive and extensive reading.

Intensive Reading

Intensive reading involves learners to read in detail with specific learning aims and tasks. It helps learners to pay more attention to the text. It involves a profound and detailed understanding of a text. It primarily helps learners to judge, reason, interpret and appreciate.

The objectives of intensive reading are to:

- improve rapid reading practice
- enhance interpreting text
- understand the meanings of the words
- To understand the textual meaning

Extensive Reading

Extensive reading involves reading of longer texts for pleasure. This is called rapid reading or independent silent reading. It helps learners 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 objective of extensive reading is to help learners to:

1. understand the meaning quickly;
2. increase passive vocabulary;
3. develop the habit of reading for pleasure; and
4. pay attention to the content.

The Objectives of Teaching a Story

- to enjoy reading;
- to mould one's character;
- to understand the style of story writing; and
- to inculcate values.

The Objectives of Teaching an Essay

An essay:

- develops curiosity in learners;
- helps learners to gain information;
- develop creativity in learners;
- provides exposure to the style of writing an essay; and
- helps learners to arrange ideas in an organized way;

The Objectives of Teaching Biography

A biography:

1. provides exposure to the lives of great men.
2. moulds the character of the learners.
3. provides inspiration
4. provides a role model to the learners

The Objectives of Teaching a Play

A play:

1. provides an opportunity of self-expression;
2. helps learners to play different roles;
3. helps learners to know the conversational style; and
4. provides an opportunity to enjoy by enacting.

4.3.5. Procedure for Teaching Prose

Activity 4

How do we teach prose lesson?

What preparation do we do before actual teaching?

The teacher must read the unit thoroughly before teaching prose. There are three lessons in each unit one prose lesson one poem and one story. The central theme of the unit is same. After choosing the lesson to be taught, the teacher has to divide the lesson into various segments,

keeping in mind the duration of the period, learners' abilities etc. Later, the content is divided into reading segments and the teacher has to identify the difficult vocabulary (active and passive) , grammatical structures. Finally, the teacher selects appropriate methods to present them creating situations, and using teaching aids.

Earlier language was taught using Herbertian steps. They are as follows:

4.3.6 Herbertian Steps to Teaching Prose

- Aims and Objectives
- Specific objectives
- Learning outcomes

Steps in the Herbertian Model:

- **Motivation/Testing Previous Knowledge**

The teacher asks questions to elicit free responses from the learners for a new lesson. The teacher will ask questions from the previous lesson. Then the teacher writes the responses of the learners on the chalkboard and draws the attention of the learners towards the lesson.

- **Declaration of the Topic**

After motivation, the teacher elicits the title of the lesson from the learners and writes the title of the lesson on the chalkboard.

- **Teaching Vocabulary**

The teacher reads the content to be taught and selects active and passive vocabulary from it. Then situationally with the help of flash cards, situations, and/or real objects explains the meaning of the vocabulary through discourse.

- **Teaching Structures**

The teacher identifies the grammar structures with the help of situations and substitution table to explain it to the learners.

- **Words for Pronunciation**

The teacher selects the words which are difficult for the learners, writes on the chalkboard and pronounces loudly and asks the learners to repeat till they learn the correct pronunciation.

- **Model Reading by the Teacher**

The teacher reads the selected paragraph loudly with proper pronunciation, stress, intonation and pauses while learners listen to the teachers and try to imitate.

- **Second Reading by the Teacher**

The teacher reads the selected passage for the second time for the learners.

- **Reading Aloud by the Learners**

The learners read aloud the passage with proper pronunciation, stress, intonation and pause.

- **Silent Reading by the Learners**

The learners read the passage silently and comprehend the central idea or theme, concentrating on the meaning of the passage.

- **Comprehension Questions by the Teacher**

The teacher asks comprehension questions to the learners to evaluate their comprehension of the passage.

- **Explanation of the Content by the Teacher**

The teacher explains the content with suitable examples and writes the summary on the chalkboard.

- **Recapitulation**

The teacher recapitulates the entire lesson with the learners regarding vocabulary, structures, and the lesson as a whole.

- **Evaluation**

The teacher evaluates the learners by asking relevant questions from the lesson and determines how far the set objectives have been achieved.

- **Home Assignment**

The teacher gives a home assignment to the learners regarding the content which has been covered in the class.

4.3.7 Teaching Prose following Continuous Comprehensive Evaluation (CCE) Method

The CCE method involves pre-reading, while-reading and post-reading activities.

Pre-reading

Pre-reading is an activity before actual reading or skimming the text to get an overview of the content which increases speed and efficiency of reading.

Objectives of Pre-reading Activity

The learners:

- make a guess of the story from the chapter headings;
- predict what will happen from the pictures; and
- choose new and difficult vocabulary from the story.

The teacher:

- teaches the vocabulary and review them;

- tests the comprehension of the learners; and
- asks the learners to use the vocabulary in their own sentences.

While-reading

During the process of reading, learners integrate the knowledge and information which they are reading for better understanding.

Objectives of While-reading Activities

The learners:

- comprehend the text
- predict what happens next
- find the information from the paragraph

Post-reading

This stage helps the learners to summarize, reflect and question what they have read recently.

Objectives of Post-reading Activity

The learners:

- comprehension is tested;
- think different conclusions to the story or ending in the groups
- share their ideas in the classroom
- summarize the story in their own words
- talk about their favourite character of the story

Activity 5

What difference do you find in traditional and humanistic approaches to teaching and evaluation in English?

Steps of Teaching Prose Lesson

- **Pre-reading**

The teacher interacts with the learner in an informal way to psychologically tune them to the classroom activities. They sensitize the learner by showing a visual clipping, a news report, a photograph or face sheet. Then the teacher asks analytical questions eliciting free responses of the learners. Questioning helps the learners to make intelligent predictions on what they are going to learn.

- **Reading involves many micro-processes.**

- **Individual Reading**

After making an intelligent prediction the learners are curious to find out what is there in the content. Hence they start reading the content despite few barriers caused by new vocabulary and structures. The facilitator instructs the learners to underline the difficult words.

- **Collaborative Reading**

Learners talk to each other and share their experiences and ideas related to the content read. They share the meaning of the vocabulary with their peer group.

- **Questioning by the Facilitator**

The facilitator asks reflective and inferential questions which assist the learner to understand the context of the content.

- **Reading Aloud by the Facilitator**

The facilitator reads the content with proper stress and pause.

- **Post-reading Session**

The major activity of this session is the construction of a discourse by the learner through interaction, brainstorming and presenting ideas by few individuals. Then the facilitator explains the meaning of the words, explains the structure situation ally involving the learners in various discourse.

- **Editing**

The discourse constructed by the learners may have certain errors. These errors are rectified in the classroom by the facilitator during the process of discourse. Then learners are instructed to edit the aspects written on the chalkboard and refine it. The facilitator edits the learners' version and gives a constructive feedback.

4.3.8 CCE Based Prose Lesson Plan

Day	Item	Teacher activity	Learner activity	Evaluation	TLM	CCE
Reading –A prose lesson						
1	Pre-reading face sheet/ trigger	Questioning	responding			
2	Reading segment-1	Pre-reading reading Post-reading				
3	Reading segment -1 discourse editing	Editing/writing				
4	Reading segment-2	Pre-reading reading Post-reading				
5	Reading segment-2 discourse editing	Editing				
6	Reading segment-3	Pre-reading reading Post-reading				
7	Reading segment-3 Discourse editing	Editing				
8	Reading segment-4	Pre-reading reading Post-reading				
9	Reading segment-4 Discourse editing	Editing				

10	Exercises	-				
11	Project allotment					
Reading segment-B poetry lesson						
12	Stanza -1	Pre-reading reading Post-reading				
13	Stanza-1 Discourse editing	Discourse editing				
14	Stanza-2	Pre-reading reading Post-reading				
15	Stanza-2 Discourse editing	Editing				
16	Stanza-3	Pre-reading reading Post-reading				
17	Discourse editing	Editing				
18	Stanza-5	Pre-reading reading Post-reading				
19	Discourse editing	Editing				
20	Exercises	-				
Reading segment-C story						
21	Reading segment-1	Pre-reading reading Post-reading				
22	Editing	Editing				
23	Reading segment-2	Pre-reading reading Post-reading				
	Editing	Editing				

25	Reading segment-3	Pre-reading reading Post-reading				
26	Editing	Editing				
27	Reading segment-4	Pre-reading reading Post-reading				
28	Exercises	Editing				
29	Project work	-				

4.4. Poetry

Poetry is a literary work in verse. It is a writing of graceful expression, great beauty, a piece of art with emotional sincerity or intensity. It is a way to understand how language and symbol system work. It is worthy of expression of emotions deep feelings and aesthetics or a sense of what is beautiful about the world.

Poetry is a medium through which the poets express their emotion and thought with a musical tone of words. According to Wordsworth, poetry is, "the spontaneous overflow of powerful feelings recollected in tranquility". Poetry has two kinds of subject matter – that which is supplied by the external objects, such as deeds, events and the things we see around us and that which is supplied by the poet's own thoughts and feelings. The former gives rise to objective poetry, the latter to subjective. In the first, it is about what he has seen or heard; in the latter, he brings to bear his own reflections upon what he has seen or heard.

4.4.1 Types of Poetry

- Ode: It is usually a **lyric** poem of moderate length, with a serious subject, an elevated style, and an elaborate stanza pattern.
- Sonnet: It is a short rhyming poem with fourteen lines. It uses iambic meter in each line and has rhyme.
- Elegy: It is a **lyric** poem that mourns the dead.
- Ballad: It is a **narrative** poem that has a musical rhythm and can be sung.
- Limerick: A five-line witty poem with a distinctive rhythm. The first, second and fifth lines, the longer lines, rhyme. The third and fourth shorter lines rhyme. (a-a-b-b-a).
- Haiku: This ancient form of poem writing is renowned for its small size as well as the precise punctuation and syllables needed on its three lines.
- Epic: A lengthy narrative poem in grand language celebrating the adventures and accomplishments of a legendary or conventional hero.
- Narrative: A narrative poem tells the story of an event in the form of a poem. There is a strong sense of narration, characters, and plot.
- Free verse: A Free Verse Poem does not follow any rules. Their creation is completely in the hands of the author. the poet is free to experiment with rhyme meter, number of lines, number of stanzas, and line formation in order to convey the idea. There is no right or wrong way to create a Free Verse poem.
- Couplet: Two lines of verse which rhyme and form a unit alone or as part of a poem.

4.4.2 Objectives of Teaching Poetry

The objectives of teaching poetry are as follows:

- to enable the learners to recite poems with proper rhyme and rhythm;
- to enable the child to enjoy recitation of the poem;
- to develop the learner's power of imagination;
- to train learners in emotions;
- to develop a love of poetry reading and writing;
- to enable the learners to appreciate the poem;
- to understand thought and imagination contained in the poem;

- to appreciate the rhyme, and style of the poem;
- to develop aesthetic sense; and
- to create love for English poetry.

Activity6

What are the objectives of teaching poetry at the school level?

4.4.3 Planning for Teaching Poetry

To plan for poetry lesson the teacher has to read the poem thoroughly several times to understand the internal meaning or hidden meaning of the poem. Then the teacher should divide the stanza according to the length of the poem keeping in view duration, periods allotted, and mental level of the learners. To explain flashcards, news paper clippings, roller board can be used. The teacher has to concentrate on the central ideas given by the poet, emotions, rhyming words, description and vocabulary.

4.4.4 Procedure of Teaching Poetry – Herbertian Model

- General aims and objectives
- Specific objectives
- Learning outcomes
- Steps

The steps are as follows:

- Motivation/testing previous knowledge
The teacher asks questions related to the theme of the poem to trigger motivation and elicit free responses from the learners for a new poem whereas, for the poem already taught, the teacher will ask questions from the previous lesson. Then the teacher writes the responses of the learners on the chalkboard and draws the attention of the learners towards the lesson.

- Announcement of the topic
After motivation, the teacher elicits the title of the lesson from the learners and writes the title of the lesson on the chalkboard.

- Providing information about the poet
The teacher provides detailed biographical information on about the poet such as date and place of birth, early life education, parentage, growth and development of the poet and the works published apart from the contribution of the poet to literature.

- Teaching vocabulary
The teacher explains the meaning of the words in the poem situationally or with flashcards.

- Reading aloud by the teacher
The teacher recites the poem with proper rhyme and rhythm.

- Second reading by the teacher
The teacher reads the poem for the second time.

- Reading aloud by the learners
The learners read the poem with proper rhyme and rhythm.

- Explanation of the poem by the teacher
The teacher explains the poem and gives the gist or central idea of the poem.

- Silent reading by the learners

The learners read the lesson silently understanding the central idea of the poem.

- Comprehension questions

The teacher asks comprehension questions to check whether the learners understood the poem or not.

- Recapitulation

The teacher recapitulates the entire poem with the meaning of the words, rhyming words, central theme etc.

- Evaluation questions

The teacher asks questions to evaluate the comprehension of the poem.

- Home assignment

The teacher gives the home assignment to the learners.

4.5 Use of Multimedia in ELT

Multimedia is content that uses a combination of different content forms such as text, audio, images, animation, video and interactive content. The term *multimedia* was coined by Singer and artist Bob Goldstein

Multimedia may be broadly divided into linear and non-linear categories:

- Linear: active content progresses often without any navigational control for the viewer such as a cinema presentation;
- Non-linear: uses interactivity to control progress as with a video game or self-paced computer-based training. Hypermedia is an example of non-linear content.

Multimedia presentations can be live or recorded. A recorded presentation may allow interactivity via a navigation system. A live multimedia presentation may allow interactivity via an interaction with the presenter or performer. Multimedia finds its application in various areas like advertisements, art, education, entertainment, engineering, medicine, mathematics, business and scientific research.

The rapid change in technology has influenced teaching-learning process also. Teachers need various resources to teach to the learners and develop concept clarity. They use various methods and techniques to meet the needs of the learners. Multimedia technologies offer new ways of presenting the concepts. As multimedia is readily available to all language teachers they can integrate it into their lessons because learners now-a-days are surrounded by technology which fascinates them and it can provide new approaches to language teaching and learning.

Activity 7

Can you list the multimedia you use in daily life?

4.5.1 Advantages of Using Multimedia in ELT

Multimedia motivates learners to learn English. The traditional methods of teaching English are unattractive and uninteresting to the learners but at present multimedia technology with the help of multi-sensory approach motivate the learners to learn English quickly and easily.

- Multimedia technology creates a real life or native speaking country context with which learners can learn the pronunciation of the native speaker.
- It develops learners communicating ability which is highly impossible with the traditional method.
- It breaks the monotony and boredom of the traditional class teaching and stimulates the learners for interactive learning.
- Creates a positive environment for classroom activities such as debates, discussions and interaction between teachers & learners.
- It provides real-life language materials through native speakers communication.
- It encourages learners' communication skills and positive thinking ability.
- It provides an opportunity to share the information among large groups of learners.
- In traditional classroom speaking, communication is difficult but multimedia technology and language laboratory make it possible.
- It saves time and energy of the learners learning.
- It improves the ability to listen and, speak and thus develop communicative competence.
- The traditional method of teaching provides information but multimedia technology goes beyond it and creates real environment for the teaching of English language.
- It reduces the time of learning and boosts up memory.
- In fact, multimedia technology in teaching focuses on the active participation of learners and enhances the importance of interaction among learners and between teachers and learners.

- Multimedia technology provides opportunities to learn English outside the classroom situations.
- Use of multimedia in ELT makes the class lively, and interesting, motivating the learners to participate in the classroom activities.
- It enriches the sharing experiences through which the learners can receive abundant information about the language.

Highlighting the importance of its use, Healey and others say, "Bad teaching will not disappear with the addition of even the most advanced technology; good teaching will benefit from appropriate use of technology to help learners achieve their goals.

This technique makes the language class lively and interesting, motivating the learners to participate in the classroom activities. Multimedia technology has its own features such as visibility and liveliness that produce special enthusiasm among the participants.

4.5.2 Disadvantages of the Use Multimedia in ELT

- Excessive dependency on multimedia makes the teacher and learners slaves.
- Many teachers lack competency in the use of multimedia effectively.
- Multimedia is supplementary but not primary to teaching the language.
- Use of multimedia may enhance motivation but interpersonal communication and interaction among the learners is hindered.
- Learners become viewers rather than the active participants in the classrooms.
- Real teaching along with reflective questioning by the teachers is lost in the use of multimedia.
- It ignores the spontaneity in the learners' mind and neglects thinking, strengthening learning capacity and problem-solving.
- The abstract thinking of learners would be restricted and thereby their logical thinking would fade away.

Multimedia technology should be used as an assisting tool for language teaching and should not replace the role of teachers.

4.6 Online Resources for ELT

In ancient days when information was highly structured, learners used to visit college library for their reference, assignments, research reviews and project work. This has changed dramatically due to the introduction of internet and online resources. Access to internet and online resources has made seeking information very easy.

4.6.1 Definition

Online 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 electronic resources, web resources, and internet resources.

4.6.2 Importance of Online Resources

- E-resource provides access to thousands of magazines, newspapers and more than the library could possibly subscribe to in paper format.
- They include publication subscriptions.
- We can search for an article on a particular subject from many different publications at the same time.
- They help us to get the information which is not available in the books
- They help us to obtain the current, latest and up to date information.
- They provide authoritative, current, objective reference material readily available through a search engine.
- They are freely available to library users.
- They are easily available through internet.

- There is no need to wait for the library to open for accessing books.
- It saves time energy and efforts on the part of the user.

4.6.3 Advantages of Online Resources for ELT

The learners understand the importance of English language in the global context and prefer learning English as a second language. In this context, apps and online resources make learning easier.

- Instead of repeating common English phrases in a classroom setting, ESL learners can play games and complete exercises while learning the language.
- The teachers prepare activities for the learners at different levels. The teachers can select the items depending on their needs and the level of the learners.
- YouTube videos on different topics related to the English language are available for the learners to watch and learn the language.
- Vocabulary games, puzzles are available online. Sites are accessible on phone or iPods.
- An online resource assists learners to learn idioms.
- Learners can learn natural sounding dialogues, phrases and terms that are not available in the dictionary.
- English songs, proverbs, jokes and stories are available for the learner's online podcasts.
- Learners can learn the language according to their convenience, of time and space.
- YouTube and Podcasts allow the learner to hear the English language being spoken.
- There are many programmes which make the learners listen rapidly and memorize the things.

- The well-respected VOA special English program, offers streaming podcasts, Facebook lessons, YouTube tutorials, mobile phone applications, and webcasts, free of charge. Apps are ideal for ESL learners.
- Every situation and context can be an opportunity to learn through conversation.
- Apps such as Test Your English, Dictionary.com, and 250 Grammar Quizzes can be downloaded on any smartphone.
- Online resources are available for visual and verbal learners.
- Chat rooms, games, competitive tools, informative lessons, concentration games, vocabulary tools, charts, diagrams, youtube lessons, listen and speak lessons, pictures and reading exercises, etc. cater to the needs of all types of learners.
- Online resources are cost-effective. There are thousands of programmes for ELT learners.

These online resources make ELT more interesting in language learning by giving exposure to native speakers' language usage and pronunciation.

4.6.4 Online Resources for ELT

There are thousands of online resources available on the websites. The teachers of ELT and the learners can make use of it depending upon their requirement. They are as follows:

British Council, Oxford University Teachers' Club websites provides: lesson plans, phonemic chart, articles, classroom activities, literature in the classroom, teacher training, English language centre study zone, English grammar, John Flemings grammar, ESL Blues, label me, TEFL tunes, music English Lessons, English club, Randalls ESL cyber listening laboratory, Takako's Great Adventure, tall tales, academic English cafe, ESL galaxy, comic creator, puzzle maker, breaking news English, etc.

Some of the Internet resources for the English Language are:

- <http://a4esl.org/>
- <http://carla.acad.umn.edu/>

- <http://www.eslcafe.com/>
- <http://resources.hkedcity.net/>
- <http://iteslj.org/ESL.html>
- <http://www.teachitprimary.co.uk/>
- <http://www.teachingenglish.org.uk/>
- <http://www.teachitprimary.co.uk/>
- <http://www.tefl.net/esl-lesson-plans/>
- <http://www.language-education.com/eng/index.asp>
- <http://www.edufind.com/english/grammar/>
- <http://www.rong-chang.com/>
- <http://www.englishclub.com/>
- <http://www.webenglishteacher.com/index.html>

4.7 ELT and Social Networking Websites

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.

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.

4.7.1 Definition of Social Networking

The social network is a theoretical construct useful in the social sciences to study relationships between individuals, groups, organizations, or even entire societies. The term is used to describe a social structure determined by such interactions. The ties through which any given social unit connects represent the convergence of the various social contacts of that unit.

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.

The following are the social networking sites:

4.7.2 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

4.7.3 Importance of Social Networking in Education

Learners are surrounded by technology. They are aware of various implications of technology. Hence there is a need to use this technology in a constructive manner because it assists in the following way:

- 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.

4.7.4 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 practising 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.

Activity 8

What are the advantages of using social media?

4.8 Points to Remember

Technology in Education assists the teacher to reach different learners in the classroom. Teaching is not a one-size-fits-all business. 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.

4.9 Glossary

Assignment:	a task or piece of work allocated to someone as part of a job or course of study.
Intensive reading:	it involves learners reading in detail with specific learning aims and tasks
Extensive reading:	it involves learners reading texts for enjoyment and to develop general reading skills.
Herbertian steps:	Herbartianism is an educational philosophy, movement, and method loosely based on the educational and pedagogical thought of German educator Johann Friedrich.
Motivation:	it is the process of stimulating people to actions to accomplish the goals.
Recapitulation:	it is an act or instance of summarizing and restating the main points of something.
Social network:	The social network is a theoretical construct useful in the social sciences/ to study relationships between individuals, groups, organizations, or even entire societies.
Multimedia:	is content that uses a combination of different content forms such as text, audio, images, animation, video and interactive content.

Online resources: are the resources available on web pages and documents on the internet that provide useful information.

4.10 Unit End Exercise

Very short answer questions

Define the following terms:

- Aims
- Objectives
- Poetry
- Prose
- Instructional Technology
- CCE
- Formative Test
- Summative Test
- Multimedia
- Networking
- Social Networking

Short-answer questions

- What is the purpose of teaching prose at high school level?
- What is the importance of textbook in prose teaching?
- What are the advantages of having a textbook?
- What are the different types of prose?
- What are the elements of prose?
- What is the contribution of Herbartian lesson planning?
- What is Herbartianism?
- What is CCE?
- What is the difference between summative and formative assessment?
- Why do we teach poetry?
- What are the objectives of teaching poetry?
- What are the elements of poetry?

- What are the different types of poetry?
- Define multimedia?
- What are the uses of multimedia in education?
- What are the uses of multimedia in teaching English?
- What are the advantages of multimedia to the teacher?
- What do you understand by the term online resources?
- What are the online resources which are available for teaching the English language?
- Define social media.
- List out various social media available for education?
- How can a teacher make use of social media?
- What are the disadvantages of social media?
- How do you develop awareness about the proper use of technology among the students?

Essay-answer questions

- What do you understand by the term “instructional planning”?
- What are the aims and objectives of teaching prose?
- What are the aims and objectives of teaching poetry?
- Explain in detail the Herbertian steps?
- What is CCE? How do you teach a prose lesson following CCE method
- What are the advantages and disadvantages of multimedia in education?
- How can teacher of English make use of multimedia for effective teaching of English language?
- What are the various online resources available for an English teacher? Explain it in detail.
- How can an English teacher make use of social networking sites? Explain with suitable examples.
- Prepare a lesson plan for teaching prose.
- Prepare a lesson plan for teaching poetry.

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Unit 5 Planning for Teaching English

Structure

5.1 Introduction

5.2 Objectives

5.3. Importance of Planning

5.3.1 Instructional Planning

5.3.2 Phases of Teaching

5.3.3 Stages of Preparation and Planning for Teaching

5.4 Year plan and Unit plan, period plan

5.4.1 Format of Year Plan

5.4.2 Unit plan

5.4.3. Format of the Unit plan

5.4.4. Period plan

5.5 Lesson planning - Herbertian steps versus Constructivist approach

5.5.1 Herbertian steps of lesson plan

5.5.2 Constructivist approach

5.5.3 Continuous Comprehensive Evaluation

5.5.4 Importance of CCE

5.5.5 Formative and summative assessment

5.5.6 Difference between formative and summative assessment

5.5.7 Evaluation of scholastic areas

5.5.8 Evaluation of co-scholastic areas

5.5.9 Academic standards and competencies

5.5.10 Lesson plan format based on CCE

5.6 Microteaching

5.6.1 Meaning of Microteaching

5.6.2 Objectives of Microteaching

5.6.3 Characteristics of micro teaching

5.6.4 Steps of micro teaching

5.6.5 Phases of micro teaching

5.6.6 Important Core skills of micro teaching

5.6.7 Merits of micro teaching

5.6.8 Demerits of micro teaching

5.7 Points to Remember

5.8 Glossary

5.9 Unit End Exercise

5.10 Suggested Reading

5.1 Introduction

Living a life without planning is like eating meals without cooking, i.e., eating them raw. Planning helps us to organize our lives, set a direction in our lives, and finally, become successful in our lives. Without planning our life is aimless. Planning is as important in our lives as having a vision, aim and a goal. No one can simply live a life based on ad-hoc decisions and rules.

Planning is preparing a sequence of action steps to achieve some specific goal. If we do it effectively, we can reduce much the necessary time and effort of achieving the goal. A plan is like a map. Planning is also crucial for meeting our needs during each action step with our time, money, or other resources. Planning helps us in deciding short term and long term goals; it helps us to make decisions faster. In the words of Alan Lakein "Failing to plan is planning to fail" Alan Lakein.

The teaching-learning process also needs proper planning. In this unit, we will attempt to explain about instructional planning, year plan, unit plan and lesson plan and micro teaching.

Activity 1

Make a list of activities you plan in your daily life?

.....
.....

5.2 Objectives

This unit helps you to:

1. understand the importance of planning for teaching
2. learn how to prepare year plan, unit plan and lesson plan
3. understand the concept of micro teaching

5.3 Importance of Planning for Teaching English

Teaching is an integral part of the process of education. It is a system of actions intended to induce learning. Its special function is to impart knowledge, develop understanding and skill. In teaching, interaction occurs between the teacher and the learners by which the learners are diverted towards the goal. Thus the sole element of teaching is the mutual relationship or the interaction between the teacher and the learners which advances the learners towards the goal.

Planning for teaching-learning process is known as Instructional planning. Instructional Planning is the ability of the teacher to visualize and forecast into the future of what, why and how of the teaching-learning process.

5.3.1 Instructional Planning

1. Provides logical sequencing and pacing of lessons.
2. Economizes cost, time and energy
3. Provides for a variety of instructional objectives.
4. Creates the opportunity for higher level of questioning
5. Provides guidance for the teachers
6. Correlates instructional events. Develops a sequence of well-organized learning experiences.
7. Presents a comprehensive, integrated and meaningful content at an appropriate level.
8. Prepares pupil learners for the day's activities.

Instructional planning depends on the teacher expertise in the subject, their knowledge, and attitudes, beliefs, orientations and the teacher's social background. There are a number of factors which effect Instructional planning. They are Learner's interests, age, class, motivational levels,

their previous knowledge, textbook, type of content and instructional material, resources and the time available etc. Instructional planning is essential to plan the course content.

Teaching is a complex task. For performing this task, a systematic planning is needed. Teaching is to be considered in terms of various steps and the different steps constituting the process are called the phases of teaching.

5.3.2 Phases of Teaching

1. Pre-active Phase of Teaching

This phase includes all those activities the teacher does before entering into the class. The teacher plans for the lesson in this phase. Planning includes identifying the objectives to be achieved and content to be taught, organizing the content, finding out the methods, techniques for teaching and the audiovisual aids to be used in the classroom.

2. Interactive Phase of Teaching

This second phase of teaching includes the execution of the plan. In this stage, the teacher after entering the classroom perceives the size of the class, looks at the learners, and try to understand the learners, their group dynamics and then initiates the class through verbal interaction.

The teacher finds out the previous knowledge of the learners by providing stimulus, gets the feedback and starts deployment of strategies through positive or negative reinforcement.

3. Post-Active Phase of Teaching

This is the stage to analyze and evaluate learner's performance and learners learning by preparing various tools and techniques.

5.3.3 Stages of Preparation and Planning for Teaching

There are four stages of preparation and planning for the teaching process.

1. Preparation stage 1

The very first thing to consider while planning for a learning experience is considering the aims and objectives of the subject, an approach for learner learning, content organization, teaching approach, assessment techniques, resources and evaluation techniques.

1. Preparation stage 2

It involves content details organizational details and teaching details of the lesson for execution of the lesson.

2. Preparation stage 3

It involves the rehearsal of whatever preparation the teacher did in the first and second stage related to lesson plan, materials, illustrations, learner activities, imagining the situation in the classroom and having a rehearsal.

3. Preparation stage 4

It deals with teachers self-evaluation through reflective journals, learner evaluation, or evaluation by the colleagues.

5.4 Year Plan, Unit Plan and Period Plan

Before the start of the academic year, teachers plan for the year. A yearlong plan is intended to give an overview of our curriculum at a glance. Year plan helps us to stay on track each month in meeting the curriculum goals that we have set for the year. Yearlong planning enables us to see the big picture. It helps us to align our standards, our assessments, our holidays and themes, as well as our larger units. If our year plan is ready we can focus on implementation. It deals with our capabilities and cognitive load.

5.4.1 Format of Year plan

Subject:

Month	Total days	working days	Unit Number	Sub unit	Assignments	projects	Activities	Tests	Remarks
June	30								
July	31								
August	31								
September	30								
October	31								
November	30								
December	31								
January	31								
February	28								
March	31								
April	30								
May	31								

5.4.2 Unit Plan

Like year plan the teacher has to prepare a unit plan in their subject. The process of Unit plan preparation forces the teacher to reflect on what the teacher wants to accomplish in each unit and in each class and how best they can do so. It helps the teacher to utilize the time in a productive manner. It gives a clear idea of content or the unit to complete in that particular month, the activities to be taken up, and the assignment to be given to the learners and the projects to be assigned to the learners. In most of the graded textbooks of state and NCERT books Unit plan is already mentioned for the convenience of the teacher. However, the teacher has to prepare Unit plan keeping in view the chapter to be completed within that month.

Successful unit plans help you to organize individual lessons into a coherent structure. Careful attention to advance planning will provide important benefits for both teachers and learners.

5.4.3 Unit Plan Format

Name of the month:

Name of the Teacher

Subject:

Class:

Unit Number	Title of the Unit	Subunit	Activities to be taken up	Projects to be given

5.4.4 Period Plan

A period plan is also known as lesson plan of the teacher which the teacher is going to execute in the classroom. It helps the teacher to plan the lesson beforehand keeping the mental age and chronological age and needs of the children.

It builds up the confidence of the teacher and assists the teacher to plan for a method of teaching, techniques of teaching, organize content in a systematic manner, and plan for TLM and Audiovisual aids to be used in the classroom to support the lesson based upon the laid objectives. It assists the teacher to frame

The relevant question, such as comprehension question, reflective questions beforehand and through this question the teacher can evaluate the effectiveness of their lesson. Self-introspection and evaluation helps the teacher to improve the teaching in future.

5.5 Lesson Planning - Herbertian Steps versus Constructivist Approach

The lesson plan is the teacher's detailed description of instruction for the lesson. It is prepared by the teacher to guide class learning. Preparation of lesson plan depends on the subject, needs of the learners, their mental and chronological age etc. It helps to organize the content in an organized manner to achieve intended learning outcomes.

German Educator Johann Friedrich Herbert (1776-1841) gave his ideas on teaching and instruction which is known as Herbertianism. He has presented five steps of Instruction.

5.5.1 Herbertian Steps of Lesson Plan

1. Preparation

It is the stage where the new material or content learnt will be related to past to motivate and establish connection with past experiences of the learners

2. Presentation

It is the way of presenting the concepts following various methods, techniques and strategies.

3. Association

Through assimilation of new ideas association or link is developed in learning.

4. Generalization

Leading mind beyond the level of perception and concrete

5. Application

Using acquired knowledge in a utilitarian way

The Steps for Teaching of Prose:

1. Motivation/Testing previous knowledge
2. Declaration of the topic/announcement of the topic
3. Teaching vocabulary
4. Teaching structure
5. Teaching Grammar items (synonyms, antonyms, idioms, phrases)
6. Dividing the text into smaller units
7. Model reading by the teacher
8. Second reading by the teacher
9. Explaining the content(setting, character, themes, plot, style)
10. Loud reading by the learners
11. Silent reading by the learners
12. Testing comprehension through questioning
13. Recapitulation
14. Home assignment

5.5.2 Constructivist Approach

Constructivism is basically a theory based on observation and scientific study about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When we encounter something new, we have to reconcile it with our previous ideas and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know.

In the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging learners to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing.

A contrast between the traditional classroom and the constructivist classroom is illustrated below.

In a traditional classroom:

1. teaching begins with parts of the whole—emphasizes basic skills;
2. the curriculum is fixed;
3. textbooks and workbooks are given importance;
4. teacher gives/learners receives;
5. the teacher assumes directive and authoritative role;
6. assessment is through testing;
7. knowledge is inert; and
8. learners work individually.

In a constructivist classroom

1. teaching begins with the whole – expanding to parts;
2. learner interests are pursued;
3. teachers use primary sources or manipulative materials;
4. learning is interaction – building on what learners already know;

5. the teacher interacts and negotiates with learners;
6. assessment is through learner works, observations, points of view, tests. Process is as important as product;
7. knowledge is dynamic – it changes with experiences; and
8. learners work in groups.

In a constructivist classroom, the teacher's role is to prompt and facilitate discussion. Thus, the teacher's main focus should be on guiding learners by asking questions that will lead them to develop their own conclusions on the subject.

Activity 2

What are the different ways through which the learners learn?

.....
.....

5.5.3 Continuous Comprehensive Evaluation (CCE)

The CCE system was introduced by the Central Board of Secondary Education (CBSE) in 2009 with the enactment of the Right to Education (RTE) Act to bring about a holistic development among learners. The main aim of CCE is to evaluate every aspect of the learner during their presence at school. This is believed to help reduce the pressure on the child during/before examinations as the learner will have to sit for multiple tests throughout the year, of which no test or the syllabus covered will be repeated at the end of the year. The CCE method is claimed to bring enormous changes from the traditional *chalk and talk* method of teaching. As a part of this new system, learner's marks will be replaced by grades which will be evaluated through a series of curricular and extra-curricular evaluations along with academic activities. The aim is to decrease the workload on the learner by means of continuous evaluation by taking a number of small tests throughout the year in place of a single test at the end of the academic program. Only Grades are awarded to learners based on work experience skills, dexterity, innovation, steadiness, teamwork, public speaking, behaviour, etc. to evaluate and present an

overall measure of the learner's ability. This helps the learners who are not good in academics to show their talent in other fields such as arts, humanities, sports, music, athletics, and also helps to motivate the learners who have a thirst for knowledge.

5.5.4 Importance of CCE

1. CCE reduces stress and anxiety of children and adolescents during the examination period.
2. It reduces dropout rate as there will be less fear and anxiety related to performance.
3. The syllabus will be covered systematically giving importance to learning rather than teaching.
4. Learners develop concept clarity.
5. It promotes holistic development of the personality of learners.
6. It focuses on the co-scholastic areas also.
7. It is expected to prepare the learners for life by making learners physically fit, mentally alert and emotionally balanced.
8. The learners will have more time on their hands to develop their interests, hobbies and personalities.
9. It will enable the learners, parents and teachers to make an informed choice about subjects in Class XI.
10. It will motivate learning in a friendly environment rather than in a fearful situation.
11. It will equip learners with Life Skills especially Creative and Critical thinking skills, social skills and coping skills which will keep them in a good stead when they enter into a highly competitive environment later on.

Activity 3

What are the activities that help in the holistic development of the students in life?

.....
.....

5.5.5 Formative and Summative Assessment

Formative Evaluation

It is the tool used by the teacher to continuously monitor the learner's progress in a fearless and supportive environment. It involves regular descriptive feedback by providing a chance to the learners to reflect on their performance and improve upon it. A regular formative test raises the self-confidence and self-esteem of the learners and improves their performance tremendously. Formative tests focus on the process of teaching and learning. It helps the teacher to modify the methods, techniques and strategies of teaching. it is conducted several times throughout the year.

Summative Evaluation

Summative assessments are used to evaluate learner learning, skill acquisition, and academic achievement at the end of a project, unit, course, semester, program, or school year. It is a graded test and marked according to the grads or scale. It certifies the level of achievement at a given point of time.

Activity 4

What are the ways through which we can assess the children s performance?

.....
.....

5.5.6 Difference between Formative and Summative Assessment

Basis for comparison	Formative assessment	Summative assessment
Nature	Diagnostic	Evaluative
Purpose	To check understanding ability	For promotion to other class
What is it?	It is assessment for learning	It is assessment of learning
Method	Ongoing process	At specific intervals
Frequency	Monthly or quarterly	Terminal or at the end
Aims at	Enhancing learning	Measuring learners competency
Goal	Monitoring learner learning	Evaluating learner learning
Weight of grades	Low grades	High grades

5.5.7 Evaluation of Scholastic Areas

Scholastic subjects are assessed using two modes: Formative Assessment (FA) and Summative Assessment (SA). Formative Assessment usually comprises of Class Tests, Homework, Quizzes, Projects, and Assignments directed throughout the year. Summative Assessment measures how much a learner has learnt from the class through an examination/test conducted at the end of a term.

For institutions following the CCE grading system, typically an academic year is divided into two terms. Each term will have two FAs and one SA. The Weightage allotted to each term and assessment is as follows:

	Term 1			Term 2		
	FA1	FA2	SA1	FA3	FA4	SA2
Weightage	10%	10%	30%	10%	10%	30%
Term Weightage	FA1+FA2+SA1=50%			FA3+FA4+SA2=50%		

On the whole:

Formative Assessments (FA) = FA1+FA2+ FA3+FA4 = **40%**

Summative Assessments (SA) = SA1+SA2 = **60%**

Scholastic Assessment grades are generally given on a 9 point grading scale.

5.5.8 Evaluation of Co-Scholastic areas

Co-scholastic areas are assessed using multiple techniques on the basis of specific criteria. Assessment of co-scholastic areas is done at the end of the year, and grades are generally given on a 5 point grading scale.

5.5.9 Academic Standards and Competencies

Academic Standards

They are the standards of quality and excellence expected at a particular standard which is considered as benchmarks of rigour of curricula and examination. These standards are intended to ensure mastery of information and prepare learners for entry into the next grade and beyond. Every class or grade or standard have academic standards to be achieved by the learners.

Competencies

They are the ability to do something efficiently. Every subject is expected to develop certain competencies among the learners.

Teaching Prose Based on CCE Method

It involves pre-reading while reading and post-reading activities. Let us see the objectives of these activities.

Objectives of Pre-reading Activity

It helps learners to:

- make a guess of the story from the chapter headings;
- predict what will happen from the pictures;
- choose new and difficult vocabulary from the story;
- teach the vocabulary and review them;
- test the comprehension of the learners; and
- use the vocabulary in their own sentences.

Objectives of While-reading Activities

It helps learners to:

- know their comprehension;
- predict what happens next; and
- find the information from the paragraph /stanza.

Objectives of Post-reading Activity

It helps learners to:

- test the comprehension of the learners;
- predict what happens next;
- think different conclusions of a story or ending in the groups;
- share their ideas in the classroom;
- summarize the story in their own words; and
- talk about their favourite character of the story.

I. Pre-reading

The teachers interact with the learner in an informal way to psychologically tune them to the classroom activities. They sensitize the learner by showing a visual clipping, a news report, a photograph or face sheet. Then the teacher asks analytical questions eliciting free responses from the learners. Questioning helps the learners to make intelligent predictions on what they are going to learn.

II. Reading: It involves many micro-processes.

a. Individual reading: After making an intelligent prediction the learners are curious to find out what is there in the content. Hence they start reading the content despite with a few barriers caused by new vocabulary and structures. The facilitator instructs the learners to underline the difficult words.

b. Collaborative reading: Children talk to each other and share their experiences and ideas related to the content read. They share the meaning of the words with their peer.

- c. **Questioning by the facilitator:** The facilitator asks reflective and inferential questions which assist the learner to understand the context of the content.
 - d. **Reading aloud by the facilitator:** The facilitator reads the content with proper stress and pause.
- III. Post-reading session:** The major activity of this session is the construction of a discourse by the learner through interaction, brainstorming and presenting ideas by few individuals Then the facilitator explains the meaning of the words, explain the structure situational involving the learners in various discourse.
- IV. Editing:** The discourse constructed by the learners may have certain errors like grammatical errors, syntax, morphology, punctuation, spelling etc. These errors are rectified in the classroom by the facilitator during the process of discourse. Then learners are instructed to edit the aspects written on the blackboard and refine it. The facilitator edits the children's version and gives a constructive feedback.

5.5.10 Lesson Plan Format Based on CCE

Day	Item	Teacher activity	Learner activity	Evaluation	TLM	CCE
Reading –A prose lesson						
1	Pre-reading face sheet/ trigger	Questioning	Responding			
2	Reading segment-1	Pre-reading Reading Post-reading				
3	Reading segment -1 discourse editing	Editing/writing				
4	Reading segment-2	Pre-reading Reading Post-reading				
5	Reading segment-2 discourse editing	Editing				
6	Reading segment-3	Pre-reading reading Post-reading				
7	Reading segment-3 Discourse editing	Editing				
8	Reading segment-4	Pre-reading reading Post-reading				
9	Reading segment-4 Discourse editing	Editing				
10	Exercises	-				
11	Project allotment					
Reading segment-B poetry lesson						
12	Stanza -1	Pre-reading reading Post-reading				
13	Stanza-1 Discourse editing	Discourse editing				

14	Stanza-2	Pre-reading Reading Post-reading				
15	Stanza-2 Discourse editing	Editing				
16	Stanza-3	Pre-reading Reading Post-reading				
17	Discourse editing	Editing				
18	Stanza-5	Pre-reading Reading Post-reading				
19	Discourse editing	Editing				
20	Exercises	-				
Reading Segment C Story						
21	Reading segment-1	Pre-reading Reading Post-reading				
22	Editing	Editing				
23	Reading segment-2	Pre-reading Reading Pos- reading				
	Editing	Editing				
25	Reading segment-3	Pre-reading Reading Post-reading				
26	Editing	Editing				
27	Reading segment-4	Pre-reading Reading Post-reading				
28	Exercises	Editing				
29	Project work	-				

5.6 Micro-teaching

5.6.1 Meaning of Microteaching

The art of teaching is a complex process. It simply doesn't mean transforming knowledge from one to another. It requires good verbal and non-verbal communicating skills. It requires various techniques to transfer the knowledge effectively. Hence, emerged a concept of micro teaching.

Micro teaching is an Innovative technique used for the teacher trainees to enhance their classroom teaching skills, attitude and behavior. This concept was first introduced by Dwight.W Allen in mid-1960 s at Stanford University.

Micro-teaching is a teacher training technique which aims at modifying Teachers behaviour according to the specific objectives. It is a controlled practice that makes it possible to concentrate on teaching behaviour in the learner-teacher training programme. Micro-teaching has been defined in a number of ways, some selected definition are given below.

Allen. D.W (1966): Micro Teaching is a scaled down teaching encounter in class size and class time.

Allen. D.W and Eve. A.W (1968) Micro-teaching is defined as a system of controlled practice that makes it possible to concentrate on specified teaching behaviour and to practices teaching under controlled conditions.

Bush. R.N (1968): Micro teaching is a teacher education technique which allows teachers to apply clearly defined teaching skills to carefully prepared lessons in a planned series of 5-10 minutes to encounter with a small group of real learners, often with an opportunity to observe the result on videotape.

Singh. L.C (1977): Micro teaching is a scaled down teaching encounter in which a teacher teaches a small unit to a group of five pupils for a small period of 5-20 minutes. Such a situation offers a helpful setting for an experienced or inexperienced teacher to acquire new teaching skills and to refine old ones.

5.6.2 Objectives of Micro teaching

1. To enable teacher trainees to learn and assimilate new teaching skills under controlled conditions
2. To enable teacher trainees to master a number of teaching skills
3. To enable teacher trainees to gain confidence in teaching

5.6.3 Characteristics of Micro teaching

1. It is an individualized training technique
2. It is a part of practicum for teacher trainees.
3. It is not a teaching method or technique.
4. It scales down the complexities of real teaching practicing one skill at a time
5. It reduces the class size to 5 - 10 pupils
6. It reduces the duration of lesson to 5-10 minutes
7. It limits the content to a single concept.
8. Immediate feedback helps in improving, fixing and motivating learning immediate peer feedback and feed back through tape recorder and CCTV.

5.6.4 Steps of Micro teaching

- | | |
|--------|--|
| Step 1 | Teacher-educator provides the theoretical information about micro teaching to the learner teachers. |
| Step 2 | The teacher educator gives the demonstration of the skill in micro teaching in simulated conditions to the teacher trainees. |
| Step 3 | Student-teacher plans a short lesson plan on the basis of the demonstrated skill for his/her practice. |
| Step 4 | The student-teacher teaches the lesson to a small group of pupils. His lesson is supervised by the peer group and supervisors. |
| Step 5 | On the basis of the observation of a lesson, the supervisor gives feedback to the teacher trainee. |

- Step 6 In the light of the feedback given by the supervisor, the teacher trainee re-plans the lesson in order to use the skill in the more effective manner in a second trial.
- Step 7 The revised lesson is taught to another comparable group of pupils
- Step 8 The supervisor observed the re-teach lesson and gives re-feedback to the teacher trainee with convincing arguments and reasons.
- Step 9 The teach re-teach cycle may be repeated several times till adequate mastery level is achieved.

5.6.5 Phases of Micro teaching

There are three phases of micro teaching procedure:

1. Knowledge acquisition phase (Pre-active phase): In this stage provide knowledge about teaching skills, observe the demonstration of teaching skills and analyze and discuss the demonstration of the teaching skills.
2. Skill acquisition phase(Inter-active phase) It includes activities such as planning and preparation of micro lesson for a skill, practicing the skill, evaluation of the practised skill and re-plan and re-teach and re feedback till the desired level of skill is achieved.
3. Transfer phase (Post-active phase): It gives the opportunity to use the skill in normal classroom teaching and integrate the different skills practiced.

Teaching skills may be defined as a set of teacher behaviour which is especially effective in bringing about desired changes in pupil-teachers. The activities and behaviours that facilitate learning in the learners are known as teaching skills. The instructional techniques and procedures used by the teacher in the classroom are also known as teaching skills.

5.6.6 Important Core Skills of Micro teaching

1. Questioning skill: They are instructional cues or stimuli that convey the learners the content elements to be learned and directions on what they are to do and how they have to do it. They are important for interactive investigation of the content.

Questions motivate learners, increases learners participation, arouse learner's interest and compel them to think at higher cognitive level concentrating on the subject content keeping them alert.

2. Explanation skill: To present the subject matter in a simplified form before the learner and making it acquirable is explanation skill. It involves the ability of the teacher to describe logically the how, why and when concept. It requires fluency in the language and subject expertise.
3. Stimulus variation skill: It is described as the deliberate change in the behaviour of the teacher in order to sustain the attention of the learners throughout the lesson. It determines the teacher's liveliness in the classroom. It includes teachers body movements, gestures, eye contact, voice modulation and pause.
4. Blackboard skill: It is an important effective visual aid for teaching. Teachers make extensive use of blackboard for writing, Drawing. legibility, neatness, clarity, visibility are the components of blackboard skill to be mastered for proficiency.
5. Response management skill: It is the ability to answer the queries of learners for information in a continuous and consistent manner to satisfy their curiosity and maintain sustained interest.
6. Reinforcement skill: **It is the skill for strengthening the connection between stimulus and response. Positive reinforcement increases learners' response.**
7. Classroom management skill: It refers to the wide variety of skills and techniques that teachers use to keep learners organized, orderly, focused, attentive, on task, and academically productive during a class.

5.6.7 Merits of Micro teaching

1. It helps to develop and master important teaching skills.
2. It helps to accomplish specific teacher competencies.
3. It caters to the need of individual differences in the teacher training.
4. It is more effective in modifying teacher behaviour.
5. It is an individualized training technique.
6. It employs real teaching situation for developing skills.
7. It reduces the complexity of teaching process as it is a scaled down teaching.
8. It helps to get deeper knowledge regarding the art of teaching.

5.6.8 Demerits of Micro teaching

1. It is skill oriented training not content.
2. A large number of trainees cannot be given an opportunity for re-teaching and re-planning.
3. It is time-consuming technique
4. It requires special classroom settings.
5. It covers only a few specific skills.
6. It deviates from normal classroom teaching.
7. It gives rise to administrative problems while arranging.

Activity 5

What are the different ways through which we can develop professional skills among the school teachers?

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5.7 Points to Remember

A lesson plan is like a roadmap for the teacher which tells them why to teach, what to teach, how to teach. An effective lesson plan addresses three important aspects of teaching-learning. They are, objectives of teaching, teaching-learning activities, teaching-learning materials and strategies of teaching. A good lesson plan should be learner-centric provide an opportunity for the children to interact, raise doubts, and inculcate reflective thinking, critical thinking and creativity of the students. It should be supported by good and relevant teaching aids, along with the effective communicating ability of the teacher. It should make use of the past experiences of the children and help them to construct the knowledge of their own. The teacher should create a friendly and non-threatening environment identifying the individual differences among the students to achieve set objectives in a pleasant environment.

5.8 Glossary

Instructional planning: It is a system of actions intended to induce learning.

Micro teaching: It is a scaled down teaching

5.9 Unit End Exercise

Very short-answer type questions

1. What is instructional planning?
2. What is pre-teaching?
3. What is while-teaching?
4. What is post-teaching?
5. What is year plan?
6. What is the unit plan?
7. What is the constructive approach?

Short-answer type questions

1. Define instructional planning
2. What are the phases of teaching?

3. What is the importance of year plan?
4. What is unit planning?
5. What is lesson planning
6. What is the importance of lesson planning?
7. Define constructive approach?
8. What are the merits of constitutive approach?
9. What are the academic standards?
10. What do you mean by competencies?
11. Define formative assessment?
12. Define summative assessment?
13. Explain micro teaching cycle?
14. Explain micro teaching skills?

Essay-answer type questions

1. Define Instructional planning and as a teacher how do you plan for your English lesson?
2. Prepare a year plan for VIII class students?
3. What are the merits and demerits of the constructive approach?
4. What is meant by CCE What are its merits?
5. How does the implementation of CCE reduce stress upon the students? Explain.
6. What are the differences between the traditional method of teaching and CCE based teaching?
7. Define micro teaching and explain its important features?
8. What are the merits and demerits of micro teaching?
9. What are the different skills of micro teaching Explain?
10. Explain the process of micro teaching with the micro teaching cycle?

5.10 Suggested Reading

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