English Language Teaching

M.A. English
(Second Semester)

Directorate of Distance Education
Maulana Azad National Urdu University
Hyderabad-32, Telangana- India

English Language Teaching
For
M.A. English
2nd Semester

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Message

Maulana Azad National Urdu University (MANUU) was established in 1998 by the Act of Parliament of our beloved country. The four mandates of the university are (1) promotion of Urdu language, (2) accessibility and availability of professional and technical education in Urdu medium, (3) providing education through traditional and distance learning mode, and (4) a specific focus on women's education. These are the points that distinguish this central university from all other central universities and give it a unique feature. It has been emphasized even in the National Education Policy 2020 to achieve education in mother tongues and regional languages.

The very objective of promotion of knowledge through Urdu is meant to facilitate the accessibility of contemporary knowledge and disciplines to Urdu knowing community. For a long time, Urdu has remained devoid of scholarly materials. A cursory glance over a library or shelves of a book seller substantiates the fact that Urdu language is diminished to only a few "literary" genres. The same situation can be seen often in journals and newspapers. The writings available in Urdu take readers sometimes to the meandrous paths, sometimes involve emotionally in political issues, sometimes illuminate religions on creedal background, and sometimes burdened our minds with complaints. Further, the Urdu reader/community is unaware of the today's most important areas of knowledge whether it is related to his own health and life or related to the financial and commercial systems, whether it is related to machines and gadgets around him or the issues related to his environment or vicinity. The unavailability of content related to the above domains of knowledge has created an atmosphere of apathy towards attaining knowledge that exhibits the lack of intellectual abilities in Urdu community. These are the challenges that Urdu University is confronted with. The scenario of Self Learning Materials (SLM) is also not very different. The unavailability of course books in Urdu at school level comes under discussion at the commencement of every academic year. Since the medium of instruction of Urdu University is only Urdu and it offers almost all the courses of important disciplines, the preparation of books of all these subjects in Urdu is the most important responsibility of the University. To achieve these objectives, the Urdu university was commenced in 1998 with Distance Learning.

I am immensely pleased that due to the hard work of the concerned faculties and full cooperation of the writers, the process of publications of books has begun on massive scales. For the students of Distance Learning, the process of preparing and publication of Self Learning Materials (SLM) has begun in a minimum possible time. The books of first Semester got published and sent to the students. The books of second Semester too will be sent to the students shortly. I believe that we will be able to meet the requirements of a large Urdu knowing community through our Self Learning Materials and will fulfill the mandate of this University, and justify our presence in this country.

With best wishes.

Prof. Syed Ainul Hasan
Vice Chancellor
MANUU, Hyderabad

Message

You all are well aware that Maulana Azad National Urdu University began to function from 1998 with the Directorate of Distance Education and Translation Division. Regular mode of education commenced from 2004 and various departments were established which were followed by the appointments of faculty. Self-Learning Material was prepared through writing and translation with full support of competent authority.

For the past few years UGC-DEB kept emphasizing on synchronizing the syllabi of distance and regular mode to enhance the level of distance learning students. Accordingly, at Maulana Azad National Urdu University, the syllabi of distance and regular mode are synchronized by following the norms of UGC-DEB and Self Learning Materials are being prepared afresh for UG and PG courses containing 6 blocks - 24 units and 4 blocks - 16 units respectively.

Distance education system is considered highly effective and beneficial around the globe. The large number of people enrolled in it stands a witness to the same. Realizing the literacy ratio of Urdu speaking population, Maulana Azad National Urdu University implemented Distance education from its beginning. In this way, the university reached out to Urdu speaking population through distance learning method prior to regular. Initially, the study materials of Dr. B. R. Ambedkar Open University and Indira Gandhi National Open University were borrowed. The intention was to prepare our own study materials rapidly and not to be dependent on other universities but the intent and effort could not go hand in hand. Consequently, it took plenty of time to prepare our own Self Learning Material. Eventually, the task of preparing Self Learning Material commenced systematically at war foot. We had to face numerous hindrances but never gave up. As a result, university started to publish its own study material at high speed.

Directorate of Distance Education runs fifteen courses consisting of UG, PG, B.Ed, Diploma, and certificate courses. In a short span of time, courses based on technical skills will be started. A huge network of nine regional centers (Bengaluru, Bhopal, Darbhanga, Delhi, Kolkata, Mumbai, Patna, Ranchi, and Srinagar) and six sub-regional centers (Hyderabad, Lucknow, Jammu, Nooh, Varansasi, and Amravati) was established to facilitate the students. One hundred and forty four Learner Support Centres (LSCs) and twenty Programme Centres are run simultaneously under these regional and sub-regional centers to provide educational and administrative support to the students. DDE also utilizes ICT for its educational and administrative activities.

The admissions in all programs are done only through online mode. The soft copies of Self Learning Material for students are made available on the website of Directorate of Distance Education. In near future, the links of audio and video recordings will also be made available on the website. In addition, SMS facilities are being provided to students to have better communication. The students are informed through SMS regarding various facets of programs such as course registration, assignment, counseling, exams, etc.

Directorate of Distance Education will not only play a vital role to bring educationally and economically backward Urdu speaking population into the main stream but also in the increase of Gross Enrolment Ratio.

Prof. Mohd Razaullah Khan
Director, Directorate of Distance Education
MANUU, Hyderabad

Introduction to the Course

The M.A. English programme is designed to give a sound knowledge in English Language, Literature and Literary Theory so as to empower the prospective students for higher studies and employment apart from helping them prepare for competitive exams. It is spread over two years (four semesters) minimum duration. The objectives of the programme are as follows:

a**.** to provide a sound base in English Language

b. to provide insights into the development of English and the phonological, morphological,

    syntactical and stylistic aspects of language

c. to provide knowledge in the teaching of English

d. to explore the various literatures in English

e. to provide exposure to the different genres, movements and periods of English literature

 f. to facilitate critical and analytical abilities

 g. to introduce literary theory and criticism

h. to build confidence among the learners with language skills in English

 i. to enable the working target group to enhance their qualifications and

 j. To facilitate higher education in the open distance learning mode.

At the end of the two year post graduate programme in M.A. English, the learner would have mastered the theoretical knowledge of the English language and literature. The learners would be able to appreciate literatures in English, take up critical analysis, understand the different movements, periods and concepts in the study of English language and literature. The two year programme will prepare the learner for competitive examinations, for employment and for research by developing their skills apart from leading to refinement.

The course "English Language Teaching" aims to introduce the Learners to the English language teaching and learning process. It also provides them with basic information about the history of English language in India, the theories, methods and approaches to ELT, LSRW skills, curriculum, pedagogy, testing and evaluation. The course is divided into four Blocks, each Block has four Units. The status of English in India, the English as a second or foreign language, the bilingual and multilingual context are also covered in this course.

This SLM is supplemented by audio-video lessons. You may visit IMC MANUU YouTube channel http://youtube.com/u/imcmanuu for the complete list of AV lessons in English.

With you in your journey through the fields of English language and lite

Prof. Gulfishaan Habeeb
Programme Coordinator

English Language Teaching

Unit-1: History of English in India

Structure

1.0   Introduction

India was under the colonial rule of the British Empire before 15 August, 1947. So even before Independence English language was already in use. It was the official language of the rulers. It was used by the officials in the courts, banks, trade and industry and for administrative purposes. In many notable educational institutions, the medium of instruction was English. It was a link language between the British and the Indians. It occupied a privileged place in the country.

After the independence of India, the position of English in our educational, political and administrative set up was seriously questioned. The support for the English language was divided. Some people supported the English language, while some desired to do away with it. Many eminent scholars came up with the idea of replacing the English language with one of the Indian languages. However, for any developing nation, the need of the English language to survive in the global society could not be neglected by any means. Hence, English has occupied a place of an associate official language of India for many decades even after the independence.

1.1 Objectives

The objectives of this Unit are to help you:

- acquire the knowledge about history of the English language in India
- know about various recommendations of the British Government to expand the English language across India
- explore historical events that led the English language to flourish in India during the ccolonial rule
- uunderstand recommendations of various Commissions and Committees about English Language Teaching in India
- aappreciate various language policies adopted in India

1.2 Historical Background

Initially, the British came to India at the start of the 17th century and established the East India Company for trading purposes. However, gradually they ended up as rulers for almost two centuries. The British education system in India can be traced back to 1813 CE wherein the East India Company was given the responsibility of education in India. The Charter Act (1813), emphasized the revival and improvement of literature along with promotion of sciences among the learned natives of India.

1.2.1. First Phase of English in India - 1765 to 1813:

During this phase, the English language was gradually introduced by the British. They wanted to form a group of Indians who could be able to serve the rulers as assistants or officials and operate as a communicative link between the British and the Indians. At first, the British were apprehensive about introducing the English language among the Indians. Randle Jackson,

who was one of the members in the House of Commons, advised not to impart education in India as it would result in losing the colonies as in the case of America. But, after the Battle of Plassey in the year 1757, the circumstances were changing rapidly. In contemplation of winning over the colonies, the East India Company was compelled to educate the native Indians.

The British government set up two educational academies namely Calcutta Madrasa and Benares Sanskrit College in 1781 and 1791 respectively. They provided grants for introducing English education in these institutions. The Christian missionaries, who came to India mainly to preach Christianity, also made efforts to introduce English in the country. The missionaries also made efforts in establishing Christian institutions across the country. English was taught as part of the curriculum in these institutions.

1.2.2   Second Phase - 1813 to 1834:

Thomas Babington Macaulay and Raja Ram Mohan Roy were two of the influential figures who played a prominent role in spreading English in India. Ram Mohan Roy was leading an association of Indians who were demanding education in English for its people. This association had a perception that learning the English language would be more beneficial for the people than any other regional language for the educational, scientific, socio-economic and international objectives. Lord Macaulay's determination was bolstered by the effort of this group of Indians and eventually he passed his notable Minute on Education in 1835.

As the English language spread its roots in the Indian education system, more Indians were attracted by English education in this period. The native languages of India, on the other hand, were facing a great disruption in this phase. Five universities had been established in Bombay, Allahabad, Calcutta, Madras and Lahore by the end of the 19th century. The development of the English language gave rise to a large number of English-knowing people in the country and the language was recognized as an official and the academic language of India. It replaced many Indian languages including Persian from many areas of education, administration, business, and trade and finally acquired great prestige in the country.

1.2.3   Third Phase - 1834 to 1853:

Lord Bentinck requested Lord Thomas Babington Macaulay to chair the General Committee on Public Instruction in 1834. This choice allowed him to compose his famous Minute, which became known as Macaulay's Minute, in the year 1835. In the Minute, it is strongly advised that western learning be

communicated solely through English, as the medium of instruction. Macaulay clearly mentioned the aim of education in India is to "form a class who may be interpreters between us and the millions whom we govern; a class of persons, Indian in blood and colour, but English in taste, in opinions, in morals, and in intellect." He also felt that "A single shelf of a good European library was worth the whole native literature of India and Arabia."

Check your progress:

1. Calcutta Madrasa and Benares Sanskrit College were set up in 1781 and _____ respectively.

2. Macaulay's Minute _____ was passed in the year 1835.

1.2.4 Wood's Despatch of 1854:

Sir Charles Wood was the President of the English East India Company's Board of Control at the time. He had also served as India's Secretary of State. He had a significant influence on the spread of education in India. Charles Wood's Despatch was sent to Lord Dalhousie, the Governor-General of India in 1854. According to Wood's Despatch, primary schools should adopt vernacular languages. The use of an Anglo-vernacular medium in high schools was strongly encouraged, and English was indicated as the medium for higher education. Therefore, Wood's Despatch is regarded as India's 'Magna-Carta' of English education.

As a result of Wood's Despatch, universities were established by different Acts in 1857 at Bombay, Calcutta, and Madras. All these universities were based on the pattern of the London University. It was the period when so much was being done for higher education to promote English language that primary education was neglected along with regional languages.

1.2.5 Indian Education Commission and other Commissions:

The exclusive use of English as the only medium of instruction at higher levels of education was met with concern by various Education Commissions. The Indian Universities Commission (1902) noted its concern over the negligence of regional languages. The Calcutta University Commission (1917) wrote that:

"We are emphatically of opinion that there is something unsound in a system of education which leaves a young man, at the conclusion of his course, unable to speak or write his own mother tongue fluently and correctly. It is thus beyond controversy that a systematic effort must

henceforth be made to promote the serious study of vernaculars in secondary schools, intermediate colleges and in the universities."

Check your progress:

1.   Which language was the link between British and the Indians?

        _____

2.   What has been regarded as India's 'Magna-Carta' of English Education?

        _____

3.   Who were the two influential figures that played a prominent role in spreading English in India?

        _____

1.2.6 Status of English in India after Independence:

During the 20th century, the roots of English have been strengthened in India and it was emerging as an influential language of the period. Kachru, B.B., in *The Indianization of English: The English language in India* mentions the prominent increase of educational institutions after World War I. Schools and other higher education institutions were growing across the Indian territory. This resulted in the spreading of bilingualism in the country naturally to more extent i.e., it has been spreading not only among the middle classes but also in the lower classes of the country (Kachru, 1983).

Since then, the period has seen phenomenal growth in English-knowing people in India and, even after the attainment of independence from British in 1947, the English language has made continuous progress and its legacy has been firmly rooted in the Indian soil. In fact, even after the independence, various commissions and committees have emphasized the need for English education from time to time. The English language has been given recognition as an associate official language by many government policies. Its present status is that it is recognized as an associate official language, and it also acts as an inter-state language in India. Under the domain of education, it is recognized as library language and language of science and technology.

1.2.7 Provision of the English Language in the Indian Constitution:

There are many constitutional provisions that deal with the usage of English in government offices. They are as under:

Article 120	Article 120 talks about the language that is to be used in the Parliament which states that – "Notwithstanding anything in Part XVII, but subject to the provisions of article 348, business in Parliament shall be transacted in Hindi or in English." Further, it permits that any member, who cannot communicate in the said languages in the Parliament, may express himself/herself using his mother tongue.
Article 210	Article 210 talks about the language which should be used in the Legislature: "Notwithstanding anything in Part XVII, but subject to the provisions of article 348, business in the Legislature of a State shall be transacted in the official language or languages of the State or in Hindi or in English." Here also it permits that any member who cannot communicate in the said languages in the Legislature may express himself/herself in his mother tongue.
Article 344	Article 344 clarifies about the composition of the Commission and Committee of Parliament on official language thus: *"The Commission has to be constituted, comprising of a chairman and other members. These members would represent different languages mentioned in the 8th Schedule to the Indian Constitution."*
Article 348	Article 348 tells us about the language that has to be used in the Supreme Court of India and the High Courts. The Article states: "All transactions in the Supreme Court and all the high Courts of the country and all texts of Acts, Bills and orders should be in the English language. With the permission of the President, the Governor of a state can use Hindi or any other state official language for the proceedings. However, in such case, English version of the documents must be published in the official gazette of that state."
Article 349	Article 349 makes it clear about the special procedure for enactment of certain laws relating to a language. It states that, "without considering the recommendations of the Commission and the report of the Committee of Parliament on official language, the President should not sanction any bill or amendment regarding usages of language for official purpose."

Table 1.1: Constitutional Provisions on usage of English language

1.2.8 Indian Education Commissions on Language Policy:

Various commissions and committees had different suggestions on English language teaching in India. The following are the recommendations of different Commissions:

1.2.8.1 University Education Commission (1948-49):

Dr. S. Radhakrishnan, who was a Professor of Eastern Religions and Ethics at Oxford University, chaired the commission. The major recommendations included improvement in the standard of teaching, post-graduate training and research, women's education, university examination, and medium of instruction. Regarding the medium of instruction, the commission recommended that English should be replaced with any other Indian language in higher education. Furthermore, it also suggested that, "English should be studied in high schools and in universities to keep in touch with the living stream of evergreen knowledge." The Commission explained the importance of English as under:

> Now it is true that the English language has been one of the potent factors in the development of unity in the country. In fact, the concept of nationality and the sentiment of nationalism are largely the gift of the English language and literature to India. This debt alone is so considerable and the fear that in the absence of the binding force of English, reversion, to old differences and divisions is so great, that many advocate the retention of English as an instrument for the continuance, and fostering of the unity which it has helped to create. But in addition English has supplied us with the key to the fundamental ideas of modern civilization, to modern science and philosophy and, what is even more important, for all practical purposes English will continue to be our principal means of maintaining contact with the outside world. Besides, English is an international language and if catastrophic events do not alter the present posture of world forces it will soon be the world language.

The prediction of University Education Commission became the reality of today's world wherein English is the world language.

1.2.8.2 Secondary Education Commission (1952-53):

Dr. A. Lakshmanaswami Mudaliar, then Vice-Chancellor of Madras University, chaired the Commission. The major recommendations of the Commission included improvement of vocational education, personality development, secondary education, technical education, setup of multipurpose schools, curriculum instructions and languages. Regarding the English language,

the Commission suggested that English should be taught at various levels of secondary schools. Elementary English should be taught to those who have not studied English in the initial stage and Advanced English to those who had studied English in the early stage.

1.2.8.3 Education Commission (1964-66):

This Commission was chaired by Prof. D. S. Kothari, Chairman, University Grants Commission (UGC), New Delhi. The major theme of this commission was national development through education. Its report focussed on education and national objectives, relation of education to life, aspirations and needs of people, national integration, common school system, vocationalization, etc. major recommendations included common school system, ten years of schooling of general education, specialization in classes XI & XII, (10+2 schooling formula)vocational and technical education, standardization of school curriculum, etc.

One of the remarkable recommendations was the introduction of the Three-Language Formula. As per this formula:

(i)   At the lower primary stage, only one language should be studied compulsorily which should be the mother tongue or the regional language of the child.

(ii)   At the higher primary stage, two languages should be taught on a compulsory basis- (1) the mother tongue/ regional language and (2) the official or the associate official language of the Union.

(iii)   The options should be available for the students to opt, and it suggested that in Hindi speaking states English could be opted and in non-Hindi speaking states, Hindi could be opted as a second language.

At the lower secondary stage (Classes VIII-X), three languages should be taught compulsorily. The first language should be the mother tongue/ regional language of the child, the second language in Hindi speaking states should be English and the third language of any other modern Indian language. In non-Hindi speaking states Hindi could be the second language and English or any other modern Indian language could be opted as a third language.

1.2.8.4 National Policy on Education (1968):

In 1967, the Indian government formed a committee for preparing the draft of National Policy on Education. The areas covered under the policy report were free and compulsory education, teacher education, science education and research, work experience and national

service, secondary education, university education, adult education, games and sports, education of minorities, examination, and development of languages.

Under the domain of language development, the policy emphasized on development of regional languages, three-language formula, Hindi, Sanskrit, and international languages in which teaching of English has been emphasized. The Policy emphasized the study of English and other international languages. It states that "World knowledge is growing at a tremendous pace, especially in science and technology, India must not only keep up this growth but should also make her own significant contribution to it. For this purpose, the study of English deserves to be specially strengthened."

1.2.8.5 National Policy on Education and the Programme of Action (1986):

National Policy on Education - 1986 had its recommendations in many areas which were proposed by different Task Forces. The Ministry of Human Resource Development had launched the Programme of Action (POA) in the same year after a series of discussions with states. The Programme of Action was the result of much hard labour of some of the topmost educational administrators, theorists, and planners. The programme covered a vast gamut of significant educational parameters. It emphasized the continuation of the Three-Language Formula:

The National Policy on Education, 1986 has reiterated in respect of languages the policy elaborated in the National Policy on Education, 1968. Briefly, the policy emphasizes the adoption of regional languages as the media of instruction at the university stage; vigorous effort at implementation of the three language-formula; improvement in the linguistic competencies of students at different stages of education; provision of facilities for the study of English and other foreign languages; development of Hindias the link language, as provided for in Article 351 of the Constitution; teaching of Sanskrit at the university stage as part of certain courses like Indology, Indian History, Archaeology etc.; serious effort at translation of books from one language to the' other; and the preparation of bilingual and multi-lingual dictionaries (POA, 1986). "

The revised National Policy on Education in the year 1992 also emphasized the continuation of the three-language formula.

1.2.8.6 National Education Policy (NEP) 2020:

The Policy lays much emphasis on the study of Indian languages, and we could not find any clarity about the study of English language as such. It states that:

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More HEIs, and more programmes in higher education, will use the mother tongue/local language as a medium of instruction, and/or offer programmes bilingually, in order to increase access and GER and also to promote the strength, usage, and vibrancy of all Indian languages. Private HEIs too will be encouraged and incentivized to use Indian languages as medium of instruction and/or offer bilingual programmes (NEP 2020).

It further emphasized the expansion of regional languages and their translation. It also says that efforts should be made to develop high-quality learning content and other important written and spoken material that must be made available to the public in various Indian and foreign languages (NEP 2020).

Check your progress:

1. Who was the chairman of the University Education Commission in 1948-49?

   _____

2. Which commission has recommended 10+2 schooling formula?

   _____

3. Which language has been emphasized in NEP 2020?

   _____

1.2.8.7 Let Us Sum Up:

English language proficiency has become crucial for the Indian population and adds value in almost all the fields including business, education, finance, etc. In the present scenario, English language proficiency is recognized as an essential skill for any Indian to survive in the global village. English has become dominating language in the field of Media, Internet, Trade and Tourism. According to studies, 50% of all personal communications, e-mails, and messages are sent in English throughout the world. Most of the electronically stored information in the world is in English. This language is counted as an integral part of our educational systems due to its deep-rooted contact for more than 150 years in our country.

The 1965 Act recognized that English would be continued to serve as an associate language of the Union. English has been approved as the associate official language officially, as a matter of fact; we have reached the stage where English is a part and parcel of the socio-cultural, political, administrative, and educational domains in India. Furthermore, many states and union territories of India have adopted English as an official language. Notably, India is counted as the third largest English book-producing country after the United States and the United Kingdom.

Today, English is being identified as an Associate Official Language in India while Hindi is recognized as the Official Language of the Union. English is also adopted as an official language in many Indian states and union territories including Manipur, Meghalaya, Nagaland, and Tripura. Whenever there is an attempt to recognize Hindi as the national language, it is strongly opposed by the southern states. However, it seems difficult to remove English from its place as it has emerged as a lingua franca, a language of communication which is widely extended particularly among the elite educated Indians. It also seems difficult to replace the regional languages which are used by the masses, with a single Indian regional language.

1.3 Learning Outcomes

After studying this Unit, you should be able to know the history of the English language in India; understand the various recommendations of the British Government to expand the English language across India; understand the recommendations of various Commissions and Committees on the English Language Teaching in India and appreciate various language policies adopted in India.

1.4 Glossary

CE(Common Era): CE means Common Era. It is a secular term used instead of AD (Anno Domini)

East-India Company: English company formed to carry out trade with East-Asia and Southeast Asia and India

Official language: The language that is given special legal status within a country

Missionaries: People sent on a religious mission (here) to spread Christianity in a foreign country

*Magna Carta***:** Great Charter

Transaction: (here) Interaction between people

Three-language formula: A language learning policy in which three languages are taught to the learner

Bi-lingual: Using two languages- the target language (the language to be taught)and the mother tongue of the child

Multi-lingual: Using many languages

Recommendations: Suggestions or proposals as to the best course of action

Vibrancy:	Striking brightness of colour
HEIs:	Higher Education Institutions
GER:	Gross Enrolment Ratio
PoA:	Programme of Action

1.5 Sample Questions

1.5.1 Objective questions:

1. Macauley's Minute was passed in the year _____.

    (a) 1854

    (b) 1835

    (c) 1919

    (d) 1920

2. Who was the leader of the group of Indians who was demanding English education?

    (a) P. Jawahar Lal Nehru

    (b) M.K. Gandhi

    (c) Raja Ram Mohan Roy

    (d) Sardar Patel

3. Which article says that business in Parliament shall be transacted in Hindi or in English?

    (a) Article 120

    (b) Article 210

    (c) Article 344

    (d) Article 348

4. The three-language formula was recommended by _____.

    (a) University education commission (1948-49)

    (b) Secondary education commission (1952-53)

    (c) National Policy on Education (1986)

    (d) Education commission (1964-66)

5. NEP 2020 emphasizes mainly on

    (a) Mother tongue/Regional languages

    (b) English

    (c) Hindi

(d) Sanskrit

B. True and False

1. NEP was introduced in 2019.

2. NEP means National Educational Performance.

3. Mahatma Ghandi was born in Gujraat.

4. Sanskrit is official language of India.

5. Maulana Abdul Kalaam Azad was the first education minster of India.

1.5. 2 Short answer questions:

1. How did English spread in India during the British rule?

2. Why is Wood's Despatch called the *Magna Carta* of English Education in India?

3. Why did Christian Missionaries want to spread English in India?

4. Which Article of the Indian Constitution talks about the language to be used in the parliament?

5. Which Commission introduced the three-language formula?

1.5.3 Long answer questions:

1. Explain the historical background of the English language during the British period.

2. Write a detailed note on the various Indian constitutional articles about the usage of the English language.

3. Why has the three-language formula been recommended by various Commissions? Give a detailed description.

1.6 Suggested Learning Resources

• Aggarwal, J.C. (2010). *Landmarks in the History of Modern Indian Education, 7th Edition*. Penguin Random House.

• Gupta, R.S, & Kapoor, K. (1991). *English in India: Issues and Problems*. Academic Foundation, Delhi.

Unit-2: Present Status of English Language in India

Structure

2.0   Introduction

English has spread by leaps and bounds in the modern era. The invention of television, internet and smart phone has given further stimulus in its global rapid expansion and acceptance. The English language in India began its journey as a much-despised language. English language made a lot of progress from being a reviled instrument of oppression to a half-heartedly adopted "lingua franca" to an upper-class status symbol to its current place as a second language. Perhaps, calling it the first language of some Indian society's upper strata would not be incorrect. Just as the status of the language was constantly reinvented, so was its paradigm, which went through a wide range of changes. Our attempt in this Unit is to look at the present status of the English language in India while revisiting its journey through time, its spread in phases, and its acceptability as a global language.

2.1   Objectives

The objectives of this Unit are to:

- understand how English has spread in India

- know how Indian English evolved into a distinct variety

- explain various phases of English language teaching in India

- appreciate the position of English as a global language

- describe the current status of English in India

2.2 Present Status of English Language in India

As you studied in the previous Unit, English came to India long ago. Over the years, the language gained popularity and acceptability. Currently, it enjoys the position of lingua franca in the country and a second language necessary to benefit from technology, higher education, and much more. Therefore, it is necessary to briefly revisit how the language came to India, spread throughout the country, and became one of the official languages. You have already learned this in the previous Unit.

2.2.1 Journey of English in India:

The English language came to India along with the British tradesmen and colonizers. However, English education began spreading with British colonialism. The East India Company arrived for trading but was used to strengthen British imperialism. The Charter Act of 1813 stressed the importance of education in India and the revival and improvement of literature. Literature primarily implied English literature. English education had been promoted by Christian missionaries in early phases. They started educational activities by 1542 itself upon the arrival of St. Francis Xavier. Later, the movement spread throughout India and created a lasting influence on education in the country. This paved the way for a new direction for education, better educational infrastructure and western ways of teaching and learning.

Lord Macaulay, in his Minute of 1835, supported Western education in India. He advocated English language as the medium of instruction. Later, Hunter Commission (1832), Lord Auckland's Minutes (1839), and Wood's Despatch (1854) suggested many recommendations, to make English education, a lasting feature in India. The altered political situation in postcolonial India had raised a difference of opinion about continuing English education in India. Gandhiji was against educating Indians in English as it affected national respect. At the same time leaders like Maulana Azad, C. Rajagopalachari and Jawaharlal Nehru realized that abolition of English would be a great setback to progress. To quote C. Rajagopalachari: "We in our anger against the British people should not throw away the baby (English language) with the bathwater (English people)."

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Nehru considered English as a major window to the world and its closure would risk our future. The Official Language Committee Report of 1955 stated English as one of the foremost languages in the world and a medium of international communication. The commission argued that though Hindi is the national language, English could be used as a second language for specific purposes. One of the major reasons which made possible the retention of English was the fact that different states in India had different languages and English linked them together. Reviewing the spread of English in the country, Kachru (1983) pointed at three stages: 'missionary', 'government policy', and 'diffusion'. Krishnaswamy and Krishnaswamy (2006) in another analysis talks about five stages: the foundation of the East India Company and the introduction of Christian missionaries marked the beginning of 'exploration.' In the second stage, there was 'consolidation' where English-speaking Indians were appointed in offices and English became the official language of education in 1873. In the 'dissemination' stage, English language was spread through the establishment of several schools, colleges, and institutions. It happened after the foundation of the British administration. In the next stage, there was a relationship between English and power, riches, and social prestige. Krishnaswamy and Krishnaswamy linked recent shifts in the use of Indian English to technological advancements and termed it 'globalization'. These stages resulted in the development of Indian English, a variant of English. Hence, it becomes pertinent to look at how a distinct variety of English has evolved in the land of many languages.

Check your progress:

1. Who propounded Wood's Despatch? _____

2. Wood's dispatch is popularly known as _____

3. When was *East Indian Company* established?_____
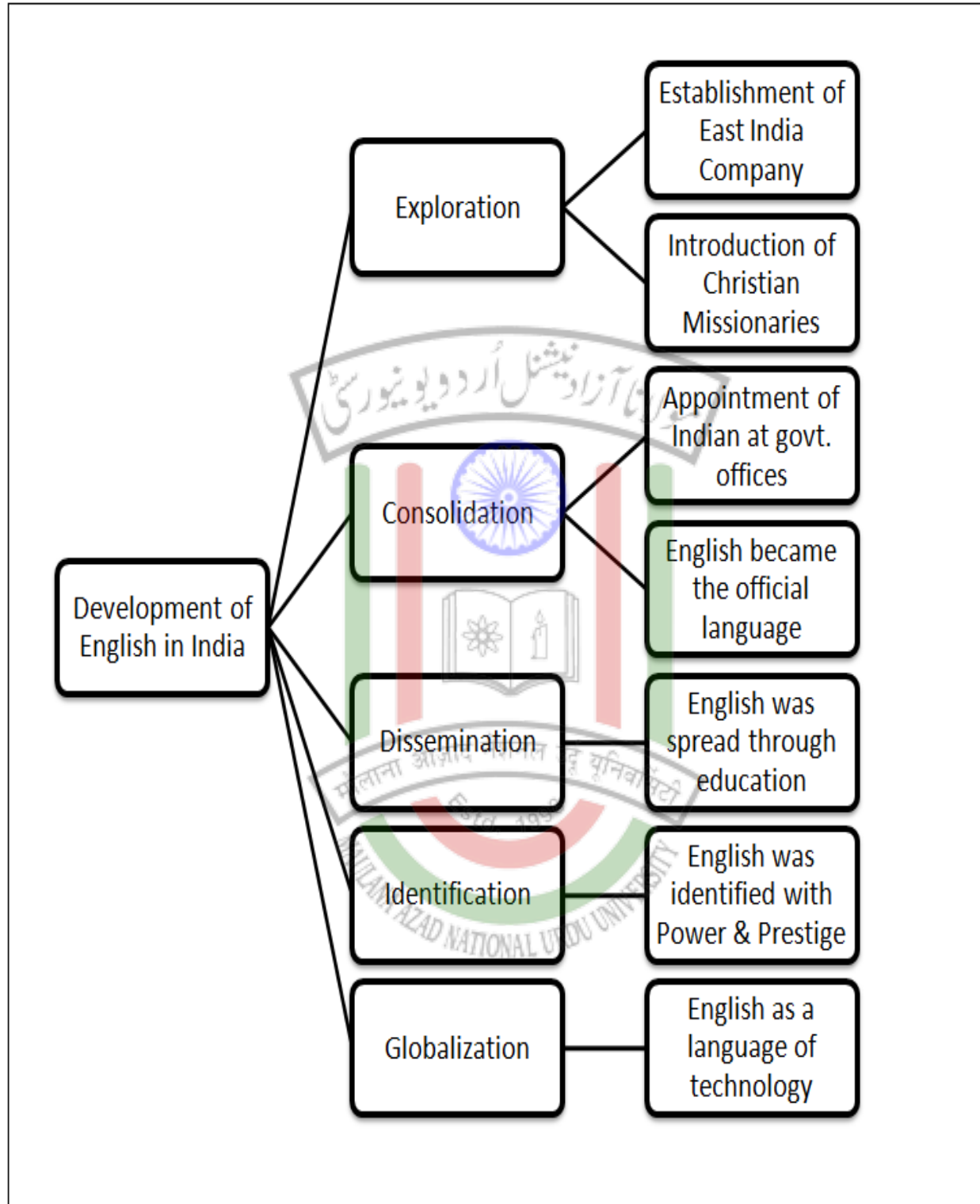
Figure no. 2.1: Five Stages of Development of English in India (Krishnaswamy & Krishnaswamy)

2.2.2   Indian English- A Distinct Variety:

McArthur (1998) terms Indian English as 'a sub-variety of English', clearly distinct from other varieties such as American English, British English, Australian English, etc. A Circle of World English is formed by sub-varieties and regional or standard varieties. Kachru's (1992) "three concentric circles model," which determines the spread and functional areas of English in these rings, is one prominent model. To explain the variants, the model takes a geographical and genetic approach. In this model, he divided countries into three categories where English is spoken: "Inner Circle," "Outer Circle," and "Expanding Circle." He explains it further thus:

"The Inner Circle is made up of the traditional bases of English and its speakers are the ones in charge of providing the norms. These places are where the norms are created and from which they spread to the other circles. Some of the countries that conform to the Inner Circle are the USA, UK and Canada.
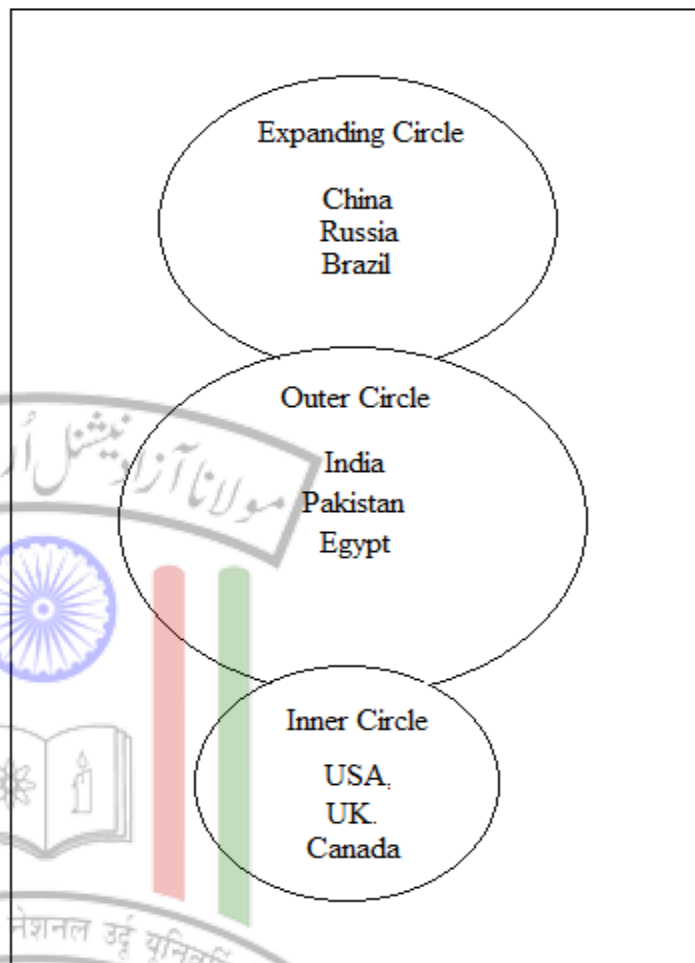
Figure no.2.2: Three Concentric Circle Model

The Outer Circle represents the places where they speak official non-native varieties of English because of their colonial history. The speakers of these places are the ones who challenge the norms and develop them and are mainly ESL (English as Second Language). Some of the countries that belong to this circle are India, Pakistan and Egypt.

The Expanding Circle is made up of EFL (English as Foreign Language) speakers where English is not usually spoken. In this circle, the speakers have to follow the rules established by the Inner Circle and developed by the Outer one. Some examples of countries that fall in this circle are China, Russia and Brazil." (Kachru, 1996).

Non-native English varieties, such as Indian English, have been advanced and branded in various ways, such as lingua franca. These non-native varieties are largely classified into three categories:

(i)   English as a first language

(ii)   English as a second language (ESL), and

(iii)   English as a foreign language (EFL).

Some experts argue that English is the lingua franca in the country and it is used for commercial and official purposes by persons from various intercultural backgrounds, or different first language backgrounds or mother tongues (Jenkins (2009), Seidlhofer (2005), Meierkord (2004). Hence, English is not only the lingua franca but also an acculturated language as a result of contact between native English speakers and Indians, which aided in its reach and fame. In this respect, the language evolved into a distinct variety that is "distinct from that spoken in other regions of the world" (Baldridge 2002).

In India, a standard non-native variant of English was eventually developed, which was spoken by Indians who were educated and bilingual. The variety has become comprehensible to both non-native English speakers and native English speakers. The standardization does not preclude the existence of sub-varieties of English spoken throughout the country. What is identified as a standard version of Indian English, on the other hand, is a variety of English that is accepted and understandable by non-native and native English speakers alike. We could find an Indian English dictionary, which is an instance of the kind of standardization that is advised for educational reasons. In terms of vocabulary and morpho-syntax, such variants of English are in line with what is allowed in native speakers' English.

The most significant distinction may be how Indians use their native languages to convey meaning. Alternatively, the same idea is expressed in several ways. Nevertheless, English has experienced significant modifications as a result of the linguistic influence of native Indian languages. Krishnaswamy and Krishnaswamy (2006) argued that "the status of English in India is unique." They stressed that the "English of Indians is neither a foreign language nor a second language nor a dialect of English - it is a modulect, a 'lect' that works as a module." As a result, they claimed that the extensive usage of English and the vast number of Indians, who speak it, had resulted in a separate variant known as Indian English (2006).

English serves various purposes for Indian speakers and their total skill and familiarity with the language is significantly greater than that of those in nations where English is

unquestionably a foreign language (e.g. China, Iran, etc.). Nevertheless, many people may be hesitant to classify English in India as a second language, owing to the predominance of several regional and indigenous languages that have been spoken in the countries for time immemorial and their effect on English.

According to *Oxford Learner's Dictionary*, "The second language is a language that somebody learns to speak well and that they use for work or at school, but that is not the language they learned first." According to certain popular linguistic interpretations of the concepts of a second language (L2) and a foreign language, the second language is defined as "a language taught to immigrants to a nation where it is the native language." Especially, L2 learners acquire the language to communicate with native L2 speakers; second language learning (ESL) is defined as "learning a language while it is in use." English as a second language, on the other hand, has not always been limited to circumstances where it is regularly used in the learners' context. In India, English is predominantly being learned and taught as a second language.

2.2.3   English in India: Teaching & Learning:

Today English has entered the fabric of India's culture. In the post-Independence era, language controversy between Hindi and non-Hindi speaking factions paved the way for English to gain ground. The Official Language Act (Amendment) 1967 restored English to its pre-independence status. It became the associate language of the Union of India without any time limit. Hence, the government of India was bound to ensure further progress of English in the country. To attain this objective, there was no alternative left but to begin teaching English in schools, colleges and universities. The spread of English has helped the literate people to exchange their ideas freely. English language has been playing the role of a link language in our country where people speak different languages in different regions. They are neither acquainted with the languages of other states nor are they always familiar with Hindi language, resulting in a serious communication gap.

In other words, English has been playing a key role in strengthening our unity and in making the educated Indians aware of the strong currents of world culture, enabling them, thereby, to develop a comprehensive outlook. Our access to the fields of science and technology has been made possible on account of the knowledge of English which has led to a great awakening in us. India is one of the few places in the world where English is taught on a massive scale. It has its own challenges of infrastructure and implementation. The country has a variety

of syllabi in use, according to the needs of the learners. In some states and streams, English is the only medium of instruction and it is taught as a subject from class one. There are, on the other hand, states and streams where English is a purely optional subject available from class six.

When English began to emerge as the global language in the last quarter of the 20th century, the Indian classroom was also changed chiefly as a result of the change in the learner's environment. The Indian economy's liberalization ushered in a slew of new reasons to learn the language. In the past century, learners who majored in English went into teaching or the civil service, but a whole new range of career options has come up to choose from. For instance, call centers that require trainers to provide communication skills to their personnel, multinationals that want marketing people to be taught spoken English, and medical transcription centers that require efficient translators and reporters.

Those wishing to immigrate to the United States, Canada, Australia etc require expert assistance in passing tests such as the TOEFL and IELTS. As a result, the opportunities for English language teaching (ELT) in India are limitless nowadays. Despite its slower rate of development, ELT in India has broadened its scope and methodologies. Consequently, there is an increasing tendency, scope, and aim to reach the ELT cone's end. Interestingly, ELT in India follows the rest of the world albeit at its own pace. ELT has sub-branches such as; English for Academic Purposes (EAP) and English for Specific Purposes (ESP).

According to the different levels of the paradigm and its needs, ELT appears to be in three transient stages in terms of approach:

| Stage 1 | Government-Run Institutions | At the first level are government-run institutions, namely primary, secondary, and higher secondary schools. Because the main goal of these learning centers is to provide inexpensive and funded education to the general masses, ELT teaching may not be positioned at the broadest end of the cone for the simple reason that the teachers there lack access to the most up-to-date materials and research due to economic and geographic constraints. Most of these schools are the only educational providers in rural and isolated areas where they can properly meet the minimum criteria on their own. Planning organizations in urban regions are now concentrating on progress through teacher training, curriculum modifications, and advanced materials. This level of ELT appears more communicative in nature with language and literature fully interwoven. |

Stage 2	Semi-Government Institutions	Institutions that are semi-government or operated by private managing entities with government funding are at the second level. Undergraduate colleges and postgraduate universities are also included. A spurt of growth and development can be seen here. Teachers have reached the broadest end of the cone in certain classes, are aware of students' requirements and alter methods accordingly, and use a sensible blend of engagement and communication in the classroom. In others, straight talk-chalk lectures that are largely teacher-centered make a witness feel trapped in a time warp. Positively, there are practicing instructors in the middle of these two poles who are attempting to adapt their teaching practices and exploring other methodologies. Institutions range from apathetic to proactive, just as there is a diverse bag of teaching techniques. While some administrations have invested substantially in state-of-the-art, fully equipped language laboratories, others do not have access to even a modest audio player.
Stage 3	Private Sector Academies	The third level is made up of purely private sector academies that promise to turn trainees into skilled English users in a set amount of time for a set fee. They are equipped with the most up-to-date equipment, such as interactive multimedia software. Academic jobs are scarce; a rising number of skilled professors are flocking to these institutions. As students are in a rush to get a part-time job or pass the IELTS, they frequently enroll in academies in addition to their undergraduate coursework.

Over the first few years, after communicative language training was implemented in India in the 1980s, it was a resounding failure due to a lack of appropriate context. In India, this environment is well-established, thus students are amenable and actively encourage more learner-centered classes. Around the year 2000, the context of the entire teaching environment began to shift. Socioeconomic forces played a significant influence in this transformation, which continues to be active today. The deregulation of the Indian economy allowed many overseas brands to enter the Indian markets. Youthful and English-speaking employees are needed in call centers, shopping malls, trade shows, etc. There is a mushroom growth of institutes and academies in the third category above, delivering the full range of English proficiency from IELTS to fluent speaking.

By providing a wide spectrum of exposure to English, the internet has played a vital role in creating a resource-rich environment. Becoming web-savvy has become a must, and the only

way to do so is to learn English. Students have begun to build communication skills in a less intimidating atmosphere by using various forms of technology such as chat rooms, discussion forums, emails, and, more recently, social networking groups on Twitter, Facebook, Skype, WhatsApp, and other social media platforms. It brings tremendous change for the craze over using English online. These are only a few of the reasons that have combined to provide a solution to ELT's impasse.

In India, ELT has gone a long way since 1880, when only 60% of primary schools employed English as a medium of instruction. Up until 1940, the grammar-translation method prospered, and English's spread remained random, confined to education and office circles. By 1970, drills and exercises based on structural linguistics were beginning to appear in Indian classes. All professional courses started to be offered in English at this time, and English had also proved itself as a library language and a subject for independent study. In comparison to other English-as-a-first-language countries, where ELT was established as an autonomous topic about 1940, India did not have ELT until 1980. Similarly, in comparison to the 1940s in these nations, the language laboratory became an element of the ELT paradigm around 1985.

CALI, or Computer Assisted Language Instruction, was introduced in most schools in 1960, but it was not introduced in the Indian classroom until 1985; it has since evolved into CALL, or Computer Assisted Language Learning, in some locations. Due to clear financial constraints and the typical Indian belief that learning may not take place without the presence of a human teacher, both CALI and CALL have not been widely implemented. Although large corporations, call centers, and certain private institutions support CALL, CALI has not yet acquired widespread favor. Between 1970 and 1980, Communicative Language Teaching (CLT) entered both India and the West, with the exception that the Indian setting was not ready for CLT. As a result, it took nearly two decades for learners and teachers to adopt it. At about the same time, teachers began to see the need of integrating language and literature.

After 1995, India made up for the slow elephant years by expanding the apex of the ELT cone with a generous mix of approaches that fall under the umbrella of CA, or Communicative Approach. All of these developments are reflected in the classrooms where CLT is still used. In India, the entire process of curriculum modification is filled with time-consuming and inefficient procedures, so despite CLT's minimal success, it has not been removed from courses. This has been for the better in the long term since, on the one hand, teachers have been able to familiarize themselves with its approach and methodology; on the other hand, the modified and changing

context has aided its current expanding success. Because learners are part of the larger environment, they are aware of the growing demand for linguistic and communicative proficiency in English. Currently, an increasing number of students combine part-time work (requiring English proficiency) with their studies; what was once an exception is becoming the norm. As a result, the topic of English competency remained the same, as the majority of Indians began to learn English but failed to master it.

The goal of learning a second language is to communicate in it, both in written and spoken form. The success in developing the ability to converse in a target language requires strategic teaching and training which the learners should receive. However, many schools and colleges fall short of training learners to develop their oral proficiency in English. It has been observed that teaching English as a second language emphasizes more on developing reading and writing skills rather than listening and speaking skills. This is because the learners are mostly assessed based on their writing skills whereas other language skills are rarely tested in the examinations. The ability to communicate in English is increasingly needed both for higher education and employment. Despite this, the present curriculum, teaching methodology and evaluation system in the educational institutions are not designed to address the problem. Even after learning English for twelve years at school, the learners' oral proficiency is much below the expected level. Effective oral communication skill is the ability to express one's ideas and views clearly, confidently and concisely.

It can take a variety of forms, ranging from a spontaneous conversation that cannot be planned to involvement in meetings that take place in a controlled environment with a definite agenda. Oral communication also takes place in face-to-face conversations or listening sessions, group discussions, telephone calls and other circumstances to express meaning. Multilingual skills are considered a salient component of the new global engineers. Communication skills are an important part of an engineer's career in the industry, and some graduates have realized that they need to improve their communication skills to meet the needs of the industry. Insistence on the use of English in the classroom and emphasis on fluency rather than accuracy would help the learners to participate enthusiastically in the activities given in the classroom.

In the world connected with the internet, English language teaching and learning advanced dramatically with educators and language experts from across the globe contributing to its betterment. Hence, it has become essential to understand English as a global language in our quest to determine the present status of English.

Check your progress:

1. Do you know the full form of IELTS? Expand it.

   _____

2. What do you understand by 'Inner Circle'?

   _____

3. In which year did Macaulay deliver his 'Minute'?

   _____

2.2.4   English: A Global Language

English is one of the foremost international languages in the world today. It has acquired a unique status among world languages. It has been acknowledged as a "global language" or referred to as the lingua franca of the modern era. Even though English is not an official language in the vast majority of countries, it is now the most often taught foreign language. Under international treaties, it is the official language of aviation and maritime communications. English is the official language of the United Nations and many other international organizations, including the International Olympic Committee. In the European Union, English is the most widely studied foreign language. Many countries around the world have English-language books, periodicals, and newspapers. It is the most widely used language in sciences as well.

Over the centuries, the language has had a significant impact on India's socio-political, economic, cultural and intellectual life. English continues to be a powerful force for societal transformation. It provides simple access to immense literature, science and technology, social media, and a growing number of books, magazines, and newspapers available throughout the world. English is already spoken as a first language in more than 40 countries worldwide and as a second language in more than 55 nations, and it appears that the language is on an irreversible rising trajectory. As a result, after 1950, an increasing number of people around the world began to study it for a variety of reasons. This ever-increasing interest in the study of English has resulted in the expansion of the domain of English Language Teaching (ELT), which is primarily concerned with teaching general English. Nonetheless, new world factors prompted a specific (occupational, professional or vocational) interest in studying a specific domain of the English language. Today, English is the most commonly spoken language in the world and the principal means of international communication, and this trend is expected to continue.

When Shakespeare was a young man, and English was not in global use, but only of small reach. As of 2021, the Ethnologue survey places English as the topmost spoken language in the world. It has 1.348 billion speakers. The survey reveals that English is spoken by a staggering 370 million native English speakers, whereas it remains a second language for 978 million people. It indeed indicates the global success of English and its role as the lingua franca of business, travel and international relations.

2.2.5   English in India: Present Status

English has assumed a very important role in a globalized world. In India, it is increasingly being perceived as a very important language and occupies a prestigious place. In India, English is the language of banking, commerce, and industry. It serves the purpose of a 'link language' among the educated people in our country. English-knowing people prefer to use English frequently in their personal life as well as official matters. This indicates people's love for this language. English has been used for years as the associate official language of the country, the associate medium of higher education, and also the international link language. In India, it is utilized by a community of individuals and institutions for interpersonal and inter-institutional communication in a variety of situations.

In disciplines such as education, medical science, and others, the English language has had a direct and indirect impact on India. Text materials in the fields of science, engineering, and technology, as well as medical, are only available in English. Furthermore, there is no single language that can bring the entire country together. People in India speak a variety of languages, and they are hesitant to learn a single Indian language. Given the foregoing, acquiring English as a second language has become a need in the Indian educational system (Murali 2009). The teaching of English as a second language in India has been universally recognized from its inception.

The term "English as a Second Language" (ESL) was coined in the 1920s to describe a second language that serves a practical and beneficial purpose. In India, English is taught as a required subject in universities, schools and colleges. It acts as a linguistic bridge in India, connecting people from various linguistic backgrounds. Because English is the most significant language of communication in multinational corporations across India, the usage of English oral communication at work is considered as the most vital skill lacking among graduates of higher education institutions. As a result, English language learning has become nearly mandatory in India, especially for rural students.

After the television revolution, the use of mobile phones, emails, and the internet has changed the world dramatically in the twenty-first century. It has ushered in a new era in which English communication has become a must for standing out in a competitive world. India too opened its doors to the free market thereby letting opportunities in for the Indians who could communicate in English.

In a global market, it may be difficult for anyone who does not know how to communicate in English. On the professional level, a job seeker's personality is not just determined by his qualification. It is also often based on his ability to communicate effectively in English. As a result, it is important to acquire good English language skills. In fact, English is a major medium of education, publishing, international negotiation, and business management around the world. It is the official language of shipping, air travel, as well as the dominant language of science and technology, commerce and computers. Interestingly, over a billion people speak English at various levels of proficiency. In our country alone, millions of Indians speak English.

For this reason, English has often been referred to as a "world language" and the lingua franca of the modern era. India had witnessed mushrooming of English institutes across the country. The governments at the center and state level continue to make policies and invest in promoting English education. With the internet, blogs, YouTube, websites and podcasts, English learning has become easier than before for the common man from any part of the world. There are many resources for learning English on the internet, such as English learning software, English learning e-books, English tutorials, and so on, and they all give necessary information to help learners grasp and master the language effectively.

We must make the most of English in order to further our cultural and material development and compete with the finest in the world of thought and matter. The English language serves as a portal to the rest of the globe. In India, it has a bright future and its learners can shine too.

The National Education Policy 2020 attempts to restore the mother tongue/regional language not only at the school level but also in higher education. The herculean task of translating available textbooks in English into regional languages is being taken up under the initiative of the Government of India.

2.3 Learning Outcomes

At the end of this Unit, you should be able to understand how English has spread in India; how Indian English evolved into a distinct variety; the various phases of English language teaching in India; the position of English as a global language and the current status of English in India.

2.4 Glossary

CALL: Computer Assisted Language Learning

ELT: English language teaching

ESL: English as second language

EFL: English as foreign language

IELTS: International English Language Testing System

2.5 Sample Questions

2.5.1 Objective questions:

Answer the following**:**

1. The full form of ELT is _____.

2. Macaulay delivered his famous Minute in the year _____.

3. ESL stands for _____.

4. _____ said English is a 'window to the world.'

5. The full form of CALL is _____.

6. The Inner Circle means _____.

7. _____ is an English testing service.

8. The three circles of English Kachru talks about are _____.

9. _____ and _____ are two sub-branches of ELT.

10. TESOL stands for _____.

2.5.2 Short answer questions:

1. Discuss the Three Concentric Circles Model.

2. Explain ESL.

3. Briefly discuss ELT in India.

4. What does the Outer Circle mean? Illustrate.

5. Write a short note about opportunities of learning English online.

2.5.3 Long answer questions:

1. Discuss the journey of English education in India.

2. Write a detailed note on Indian English as a distinct variety.

3. Explain the importance of English as a global language.

2.6 Suggested Learning Resources

- Howatt, Anthony Philip Reid, and Henry George Widdowson. *A history of ELT*. Oxford University Press, 2004.

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- Krishnaswamy, N., and Lalitha Krishnaswamy. *The Story of English in India*. Foundation Books, 2006.
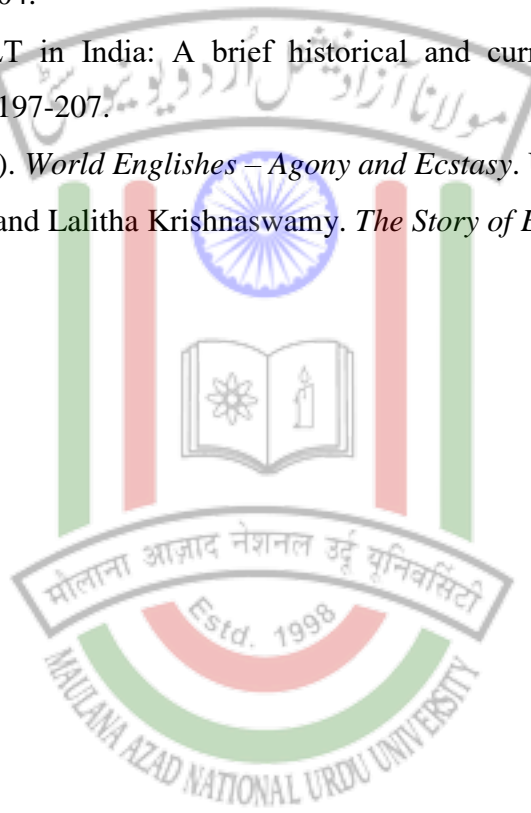
Unit-3: English as Second/Foreign Language

Structure

3.0 Introduction

For a person who wishes to attain proficiency in English, it becomes necessary to learn all the four fold skills of language learning, i.e., Listening, Speaking, Reading and Writing (LSRW). New advances in English teaching and learning methods are occurring all around the world. A large portion of the global population now learns English as a second language (ESL) or as a foreign language (EFL). This group continues to grow at a faster rate than that of native English speakers (Shore 2001). English has risen to second language status in India due to its national and international significance as a language of education, knowledge, communication, trade, business, commerce, science and technology, as well as a window on the modern world. Hence, the teaching of English is assuming great importance. Teacher of any subject, who instructs in English to students, has also assumed the role of an English teacher who must address the unique demands of the students in an ESL or EFL setting. In this Unit, we shall discuss the difference between ESL and EFL, the teaching of ESL in the Indian context, and various methods and approaches related to TESL.

3.1 Objectives

The objectives of this Unit are to:

- define English as a Second Language
- define English as a Foreign Language
- differentiate between ESL and EFL
- describe methods and approaches of teaching ESL
- describe methods and approaches of teaching EFL
- differentiate between TESL and TEFL
- explain teaching of ESL in the Indian context

3.2 English as Second/Foreign Language

3.2.1 English as Second Language: (ESL)

English as a Second Language (ESL) "is an umbrella term used to define those for whom English is not their native language. ESL speakers are also sometimes called NNS (non-native speakers), which emphasizes the fact that they are not native-born to a country speaking the language" (*The Sage Encyclopedia*, 2017). *The Cambridge Dictionary*states: "ESL means English as taught to people whose main language is not English and who live in a country where English is an official or main language." It means the setting could be a country where English is not the native language but it plays a significant role (e.g., India).

Also, students who are not native speakers of English have traditionally been referred to as ESL students. In many circumstances, the word 'second language' sometimes appears erroneous because some students arrive at learning centers speaking English as their third or fourth language. To better express the underlying language reality, several individuals and institutions have chosen the term"Teaching English to Speakers of Other Languages" (TESOL). The term "English as an Additional Language" (EAL) is also used in several places. For example, the term "English Language Learner" (ELL) has gained popularity in the United States of America. The problem with the term 'ELL' is that in most colleges and schools, everyone is learning English without regard to their language backgrounds.

ESL also refers to specialized language education methods for people who do not speak English as their first language (L1). For example, EFL, ESL, and TESOL developed after WWII,

and in Britain, until the 1960s no substantial distinction existed between ESL and EFL, both of which were placed under English Language Teaching (ELT). In the case of ESL, the word has been applied to two types of education that overlap but are fundamentally different: ESL in the learner's native country (e.g. the UK) and ESL for immigrants to ENL countries (e.g. US).

In general, countries can be classified as having English as a native language, second language, or foreign language. The first classification is self-evident. Essentially, ESL relates to the linguist Braj Kachru's 'Outer Circle' as explained in "Standards, Codification and Sociolinguistic Realism: The English Language in the Outer Circle" (1985). He has divided the English-speaking countries of the world into 'three concentric circles' as you already studied:

1. Inner Circle: These countries are the traditional bases of English, where it is the primary language that is Great Britain and Ireland, the United States, Canada, Australia, and New Zealand.

2. Outer or Extended Circle: These countries represent the earlier spread of English in non-native contexts, where the language is part of the country's leading institutions, where it plays a second-language role in a multilingual society. e.g. Singapore, India, Malawi, and 50 other territories.

3. Expanding Circle: This includes countries that represent the importance of English as an international language though they have no history of colonization and English has no special administrative status in these countries, e.g. China, Japan, Poland, and a growing number of other states. This is English as a foreign language. The expanding circle is the one that is most sensitive to the global status of English. It is here that English is used primarily as an international language, especially in the business, scientific, legal, political and academic communities."

3.2.2 English as a Foreign Language: (EFL)

One part of the discussion so far was about English as a second language. English is also a foreign language in many parts of the globe. In a country where English is NOT the native language or dominant language, it could be a "foreign" language. It means that English is widely taught in schools and colleges but it plays no significant part in social or national life. For instance, in a country like Japan, Japanese is a common language of communication and education. Hence, an average person may not require English or any other foreign language to go about his daily business, let alone to grow socially or professionally.

The difference between ESL and EFL can be in terms of students and location. In the case of ESL, English has communicative status within the nation. Students in an English-speaking country are typically taught ESL. On the other hand, students in a foreign, non-English speaking country are taught EFL. Furthermore, ESL and EFL teachers may instruct differently to meet the demands of ESL and EFL students. Because EFL students are likely to have fewer opportunities to speak English, an EFL instructor may include several oral exercises in their lesson plans. Teachers of ESL, on the other hand, may focus on overall language skills and also spend time assisting their students with the integration process including receiving a library card, and so on.

Students of ESL learn the language in an English-speaking setting. English is also spoken outside of the classroom. The student here is learning English so that he or she can comprehend and communicate it outside the classroom. In an EFL learning environment, the student learns English in the classroom while continuing to speak his or her native tongue when she or he leaves the classroom. An ESL instance may be a Bangladeshi boy who immigrated to the UK with his family; he speaks Bengali with his family members within the house while speaking English at school the rest of the day. He needs to improve his English skills so that he can stay up with his homework and interact effectively with his classmates. On the contrary, an Arab girl learning English in a Saudi school learns it as a foreign language. During her English sessions alone she has to comprehend and speak English. For the remaining of the day at home, she speaks her native language. It makes no difference if she learns English slowly or knows English less; this will have no impact on her day-to-day life at school or outside of it.

In our discussion on the teaching of EFL, one more concept needs our attention i.e., TESOL. It is important to know the distinction between TEFL i.e. "Teaching English as a Foreign Language" and TESOL. TEFL teachers instruct non-native English Language Learners (ELLs) in nations where English is not the primary language, whereas ESL teachers instruct non-native ELLs in countries like the United States. However, TEFL educators may realize that the abbreviation TESOL (or variants thereof) is frequently used to designate TEFL in other countries.

Check your progress:

1. Differentiate between EFL and ESL.

_____

2. Kachru divides the English-speaking countries of the world into three circles. What are they?

_____

3. What is the full form of the acronym TESOL?

_____

3.2.3   Teaching of ESL / EFL:

Language skills can only be learned by practicing them. A child speaks his/her mother tongue at home, playground, school, or anywhere else. The child has the motivation or desire to learn the language because if they are unable to communicate themselves in their mother tongue, it is likely that some of their basic needs would go unmet. On the other hand, learning a **second language** is different. Classroom activities must therefore provide sufficient motivation and scope for practicing the language. Objectives of teaching a second language are determined by the general educational aims, which differ from nation to nation and time to time. Some of the goals of language instruction are to help people think more clearly i.e. logical thinking and brain training, self-awareness and maturity of students, appreciation of literature and culture, and communication with persons from other nations.

In the case of the mother tongue, the child learns it quickly and instinctively because of the suitable atmosphere and extensive exposure to the language. However, acquiring a second language involves conscious effort, and in most circumstances, exposure to the second language is restricted (Bose 2007). For second language acquisition, the majority of students prefer classroom teaching (James1996). Attitude, self-confidence, motivation, duration of exposure to the language, surroundings, classroom settings, availability of competent teachers and family background are the elements that influence the process of learning a second language (Verghese 2009).

The goal of teaching any language is to enable students to effectively play their communicative roles by allowing them to choose a language or languages from their linguistic repertoire, and select registers and styles appropriate to the role or roles they are playing from that language or languages. "Teaching a second language is a process of helping our pupils make appropriate register choices out of their total register range... register shift. i.e., the ability to shift registers according to shifts in the situation is one of the crucial conditions for success in handling a second language effectively. If you do not know your lines, you are no use in the play" (Verma 1969).

Mostteaching techniques include a perspective on L2 learning. For example, grammar-translation instruction stresses explanations of grammatical topics since it believes L2 learning involves the acquisition of conscious information. Because L2 learning is seen as emerging out of the give-and-take of communication, communicative teaching methods require students to converse with one another. Teaching ESL is not the same as teaching EFL. This distinction has an impact on the teaching of English.

In ESL classes, students often learn general English, which helps them feel at ease at school and communicate effectively with their new peers. The students are also instructed on English language abilities that would assist them to succeed in their other subjects, such as history and mathematics. It is quite common in the majority of ESL programmes. Students are often exposed to English-speaking culture regularly, albeit their comprehension may be limited due to their language skills.

In many EFL programmes, English is quite often taught in a traditional manner, that is, by learning a series of linguistic constructions in graded levels of difficulty. The traditional approach to teaching English is based on the sequential acquisition of linguistic structures. Learners require as much exposure to the language as possible. In the absence of opportunities for EFL students to practice language skills outside, they must get enough chances to learn within the classroom.

Let us look at the methods and approaches used in both ESL and EFL classrooms.

3.2.3.1 TESL: Methods and Approaches:

Throughout history, several language teaching approaches and methods were tested and used. A few of them gained popularity. A quick survey anda basic understanding of these would be useful. There are many methods and approaches used for TESL, such as: Direct Method, Grammar Translation Method, Audio-Lingual Method, Communicative Language Teaching (CLT), etc. Some of the methods have been dealt with in detail in the seminal work of Richards and Rodgers titled *Approaches and Methods in Language Teaching*.

The **Grammar-Translation Method** emphasizes teaching grammar of the target language's literature, thereby increasing the understanding of learners on the language. Learners are given reading passages to read in target language and translate into a native language.

Because no translation is allowed, the **Direct Method** (TDM) allows students to learn the target language directly; hence instruction happens in the target language. Visual aids and learning materials are used to elucidate the meaning. Grammar is taught inductively while the focus

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remains on speaking and listening. It is based on the assumption that any language can be learned in the same way as a first or native language.

The behaviourist concept that language learning is the adoption of a set of correct linguistic habits underpins the **Audio-Lingual Method**. The learner repeats patterns till he or she can do it independently.

Communicative Language Teaching (CLT) emphasizes the importance of teaching communicative competence above linguistic competence, emphasizing functions over forms. Students frequently work in small groups on communicative tasks using actual materials.

Total Physical Response (TPR) emphasizes listening comprehension first, replicating the early phases of mother language acquisition, before going on to speaking, reading, and writing.

Gattegno's **Silent Way** states that instruction must be subordinated to learning, and that pupils must establish their own internal accuracy criteria. All four skills must be taught from the beginning: reading, writing, speaking, and listening.

Counseling-Learning is a term used to describe how **Community Language Learning** (CLL) applies psychological counselling practices to learning. The use of Counseling-Learning philosophy to teach languages is known as Community Language Learning.

Lozanov's method, **Suggestopedia**, aims to help students overcome psychological hurdles to learning.

In the beginning, the **Oral Approach and Situational Language Training** stressed spoken language teaching. New language points are introduced and rehearsed in the context of a situation. The classroom language is the target language.

Music is played as the **dialogues** are being delivered. Students simply sit back and listen to them being read to them, then practise the language in a light-hearted manner during the "activation" phase.

Each approach or method has its own set of advantages and disadvantages. It is up to the trained teacher to decide which one to use and when.

3.2.3.2 TEFL: Methods and Approaches

Even though there are numerous approaches to teaching methodology in EFL/TESOL, two commonly used teaching methods in EFL classrooms are "PPP" (present, practice, production) and "ESA" (engage, study, activate).

(i)   **PPP** (Present, Practice, Production)**:**

In this approach, "present" means the process of eliciting and using students to see whether they already know the target language (which they will learn) and provide it if others cannot do so. The target language is typically shown on the board as dialogues or structure charts. The percentage of "teacher talk" in presentations is higher than in other parts of the class, ranging from 65 to 90 percent of the time. As much as 20 to 40 percent of the total lesson time is taken by this section of the class. The learners then "practice" the target language in one to three tasks that range from highly structured (they receive activities with little room for error) to less structured (as the material is mastered by them). Although written activities can give a structure for the verbal practices, these activities should incorporate as much "student discussion" as possible.

In practice, "student discussion time" should account for 60 to 80 percent of the time, with teacher speaking-time accounting for the remainder. This component of the session can take anywhere from 30 to 50 percent of the overall lesson time. The "production" stage of the class is when students utilise the target language in structured talks about themselves, their everyday lives, or situations. It must include student conversation for up to 90% of the time, and this portion of the lesson must take up to 20 to 30 percent of the total class time.

The basic form of a PPP lesson is customizable, as it is evident, but one crucial aspect is the transition to less-controlled and easily utilized and created speech from controlled and structured speech. In PPP (or any other method), another key element is the quick decrease in teacher speaking-time while student speaking-time increases with the progress of the lesson. One of the most typical mistakes made by inexperienced teachers is that they talk more than needed. EFL students have very few opportunities to utilize the language they are learning, and the EFL classroom needs to be designed to provide that opportunity.

(ii) **ESA** (Engage, Study, Activate)**:**

ESA is similar to PPP but differs particularly because it is meant to facilitate movement back and forth between the phases. Each level, however, is in the same order as the PPP stages. Proponents of this method emphasize its flexibility in comparison to PPP, and this method, as defined by its proponent Jeremy Harmer, employs more elicitation and emphasizes student "engagement" in the early phases of the session. In each session, regardless of approach, eliciting students' knowledge and thoughts, as well as their engagement, are wonderful ideas. An instructor could emphasize on elicitation in the early phases of the class to assist shape where it advances with the progress of the lesson.

When both methods are seen from a strict perspective, ESA is superior to PPP. However, PPP is generally an easier way for teacher-trainees to grasp swiftly, and it may be utilized just as student-friendly and flexibly as ESA.

(iii)   **TBL (**Task-Based Learning**):**

Task-Based Learning (TBL) is one more method recommended in some TEFL programmes. This method is very similar to teaching functions in a PPP planned class. The key concepts are as follows:

a. teach something helpful and relevant to the students;

b. have them practise it in a controlled fashion that ensures success; and

c. give them scope to use the language in their own situations.

3.2.4   Teaching English as a Second Language (TESL) in India:

Developments in the field of English language teaching (ELT) have affected countries across the globe, including India, where English is taught as a second language (ESL). The importance of English is widely recognized. "Throughout India, there is a belief among almost all castes and classes in both rural and urban areas in the transformative power of English. English is seen not just as a useful skill but a symbol of better life, a pathway out of poverty and oppression" (Graddol, 2010).

Learners of English want to master communicating effectively in the spoken language. Consequently, a variety of courses for teaching spoken English have emerged. Computer Assisted Language Learning (CALL) has prompted the employment of language laboratories, which has resulted in new innovations in the teaching of English. A growing number of people are using English learning software that has been produced. Numerous private institutions offer spoken English classes. Particularly in major cities, the language trainers help learners acquire the required proficiency in communication skills in general and spoken skills in particular.

In rural parts of India, the scenario is different. Because English is not their first language, students in India's rural and semi-urban areas confront numerous challenges. They speak English as a second language. Because they have a native language and then Hindi, English becomes the third language in many regions. Learners from rural locations encounter greater challenges during the language acquisition process than learners from urban areas. The majority of parents in urban areas are educated. As a result, the domestic setting aids students from urban areas in learning the language swiftly. However, a learner from rural areas may not get the opportunity to

practice all the four language skills i.e. Listening, Speaking, Reading, and Writing when learning the English language.

In addition, the Indian classroomhas its own distinct features which are as follows:

- English is taught as a subject rather than a skill.

- It has mixed ability groups.

- In rural areas, the learning-teaching process is primarily conducted in the vernacular language, and the high student-to-teacher ratio results in inefficiency.

- Students do not have the opportunity to communicate and learn English because they live in a rural setting.

- A larger size of the class means individual attention may not be paid to the student.

- Students are first-generation learners, so they lack parent guidance.

- The Bilingual method or Grammar Translation Method is used to teach English.

Learners of English face multiple issues in the Indian context. The mother tongue often gets in the way of proper pronunciation when learning to speak English. Both the students and the teachers may speak English with regional accent. Listening is a crucial skill that is often overlooked in Indian classrooms. It is undervalued because teachers assume that students will naturally acquire this skill without any additional training. In Indian classrooms, one rarely finds peer-teaching, role-playing, and group activities. The amount of time a teacher spends talking is more than half of the time allotted. Students often listen passively. They are seldom encouraged to seek clarifications or ask questions. They are not encouraged to read at home or in the classroom. Despite receiving years of English instruction in school and college, students often fail to master the language. They are unable to write good English, use English confidently in speech, and comprehend English discussions. Because the erstwhile British government intended to develop a class of Indians who would function as a buffer between the natives of the territory and the British, the teaching of English in the country had been text-oriented.

Teachers of English are unable to fulfil their duties effectively due to a lack of teaching tools, technical assistance, and a suitable environment in which to teach English. Teacher preparation programmes often fail to provide teachers with the necessary knowledge, skills, and abilities to effectively teach the subject in the classroom. The situation is made worse by the fact that English has never been the language of commerce in rural parts of the country, leaving teachers with little opportunity to put what they have learned into practise. A clear picture of the problems that the teachers of English in India face emerges from the findings of H.N.L. Shastri (1977):

- large, frequently unmanageable, numbers of students

- the students' weak English proficiency

- a lack of enthusiasm for English can border on dislike

- the heaviness of an unattainable syllabus

- most of the prescribed texts are unsuitable for language instruction.

- lack of physical facilities that could allow for intensive teaching (e.g., smaller groups, libraries, language laboratories, etc.); and

- outdated examination system which tests memory rather than language control and allows students to 'pass' in English without having learned the language.

All this has the effect of making the teacher and his/her efforts in the class somewhat irrelevant. The designers of the curriculum have the responsibility of defining the educational needs of the learner and identifying all the means whereby these needs can be fulfilled. In other words, the curriculum should provide a comprehensive plan on which the entire system of learning and teaching can be based.

In addition, countries like India and Canada have bilingualism as a reality. Bilingual children encounter difficulty in learning to read Standard English. Various studies have endeavoured to find the most effective approaches for helping bilingual children learn to read successfully. Venezky (30) has summarized some of these findings. He found that there are four main approaches used in the studies:

(1) **Native Literacy Approach**:

An effective method for teaching a country's national language (English) to non-native speakers, as it is believed, is to first teach literacy in the native language, then teach the national language orally (or concurrently with the teaching of reading in the first language), and eventually teach reading in the national language. This approach is possibly appealing as (a) reading instruction can begin at a younger age if the native language is taught first; (b) the child's cultural heritage is recognized and honoured; and (c) learning to read is done in the language with which the child is most comfortable.

(2) **Dialect Approach**:

In this approach, the child first learns to read in the non-standard dialect with which he enters the school. Its primary merit is that the child receives "powerful ego support" as a result of the attention shown to his language. One of the demerits of this approach is the difficulty of preparing special materials for each dialect group.

(3) **Standard Language Approach**:

In this approach, teaching English as a second language or dialect is the first step in teaching reading contrary to teaching standard English as the only language or dialect. This approach has been advocated by some because it is felt that it is easier to start English as a second language in kindergarten than earlier. It is also felt necessary that if the learner is to feel at ease in the reading scenario, he or she must be taught not only the Standard English language but also some standard English culture.

(4) **Common Core Approach**:

In this approach, materials that minimize dialect and cultural differences are developed in the Standard English. To reduce dialect disparities, rigorous comparisons of Standard English and significant non-standard dialects are required. The content of reading materials on a school subject such as science or civics, which the children learn together as common experiences in the school context, is an excellent way to minimize cultural differences.

Research studies show that there is no conclusive evidence that one approach is superior to another. It is recognized, however, that Standard English reading materials should be introduced at some point in the school situation. Venezky (30) suggests that such **reading materials** be used under the following conditions:

a)   Before teaching reading with Standard English materials, children whose dialects diverge significantly from Standard English should be taught the standard dialect. However, standard English should be considered as a second dialect and not as the standard dialect.

b)   Reading materials should be both dialect-free and culture-free in content, vocabulary, and syntax.

c)   Allow the child to translate from normal written English to his own speech, regardless of his dialect; dialect discrepancies should not be regarded as reading faults.

In short, it may be stated that many researchers back the idea of teaching a foreign language along with its culture.

*Check your progress***:**

1. List any two problems that the teachers of English encounter in the Indian classroom.

3.3 Learning Outcomes

At the end of this Unit, you should be able to define English as a Second Language and as a Foreign Language. You should be able to differentiate between ESL and EFL and describe methods and approaches of teaching ESL and EFL.

3.4 Glossary

Bilingual: A person knowing more than one language

Erstwhile: Previous, former, old

Endeavoured: Attempted

Ability: Capacity

Differentiate: To distinguish between things/people

3.5   Sample Questions

3.5.1 Objective questions:

Answer the following in one sentence each:

1. The term TESOL means _____.
2. ESL/EFL stands for _____.
3. 'Inner Circle' refers to _____.
4. 'Outer Circle' refers to _____
5. English is taught as EFL in India.   True/False
6. L1 stands for English as _____.
7. In _____approach, materials that minimize dialect and cultural differences are developed in the Standard English.
8. The S in LSRW stands for _____.
9. Jeremy Harmer is the proponent of ESA method.   True/False
10. CALL in English language teaching stands for _____.

3.5.2 Short answer questions:

1. Write a note on ESL.
2. Examine EFL in brief.

3. Briefly discuss the Grammar Translation Method.

4. Learning a language is learning a skill. Justify.

5. Write a short note on teaching a second language.

3.5.3 Long answer questions:

1. Critically examine teaching English as a second language in India.

2. Bring out similarities and differences between ESL and EFL.

3. Write a detailed account of methods and approaches of teaching English.

3.6   Suggested Learning Resources

- Broughton, Geoffrey, et al.(2002) *Teaching English as a foreign language*. Routledge,

- Gebhard, Jerry G. (2006) *Teaching English as a foreign or second language: A teacher self - development and methodology guide*. University of Michigan Press,

- Richards, Jack C. and Theodore S. Rodgers. (2014.) *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press,

- Verghese, C. Paul. (1989.) *Teaching English as a second language*. Sterling Publishers Pvt. Ltd.
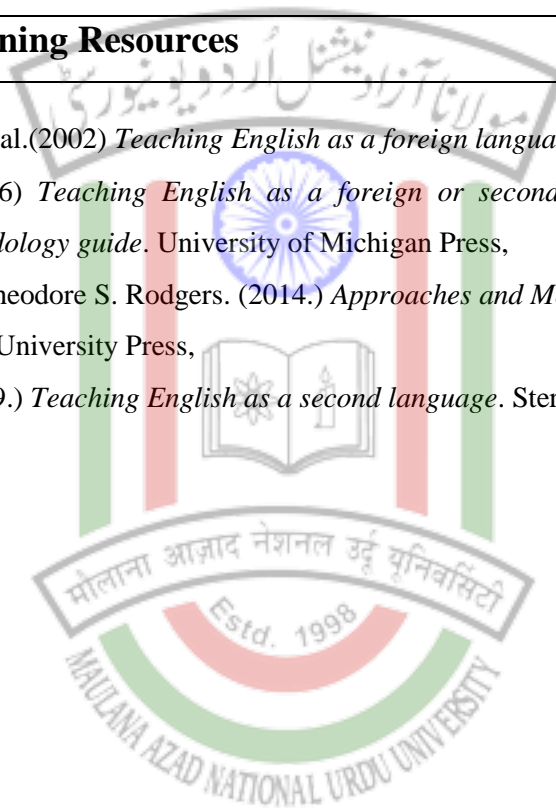
Unit-4: Teaching English Language in Bilingual and Multilingual Context

Structure

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4.0   Introduction

Language is a necessity for people to communicate at personal and social levels. Therefore, the acquisition of language starts at the cradle itself. Based on sequence and usage, the number of languages acquired by a learner is classified as L1, L2 and L3. A learner's first language, which a child acquires, is known as L1. In most cases, L1 is the child's mother tongue or native language. L2 is a learner's second language which is spoken in addition to one's native language. It is learned after childhood and maybe the first foreign language acquired. L3 is a non-native language that is used or learned when a person knows one L2 in addition to one or more L1 languages (Brown, 2006 & Hammarberg, 2009).

A country like India is truly multilingual. On a 10 rupee currency note of India, one finds as many as 17 languages. The country has 22 scheduled languages, including English. However, people of India use their respective regional languages and mother tongues in everyday life. For

them, English serves as a link language and medium of instruction (MI) at school, college or university levels of education. In this Unit, we shall learn about bilingualism, multilingualism, a variety of characteristics of a multilingual classroom, and teaching and learning of English language in a multilingual context. The National Education Policy 2020 lays importance on the mother tongue/regional language. Hence, it is all the more necessary to understand bilingual and multilingual classroom situation in the teaching of English.

4.1 Objectives

The objectives of this Unit, are to:
- define bilingualism and multilingualism
- present an overview of multilingualism in India
- explain the status of English in Multilingual Context
- distinguish Code-Switching, Code-Mixing and Translanguaging
- identify Mother Tongue Influence (MTI) in language learning
- explain various methods of teaching the English language

4.2 Teaching English Language in Bilingual and Multilingual Context

4.2.1 Bilingualism and Multilingualism:

Bilingualism and multilingualism are very common phenomena all over the world. Sometimes, both the terms are used interchangeably. Bilingualism is defined as the capacity to converse fluently in two languages. According to the European Commission (2007), Multilingualism is "the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives." In European policy texts, a difference is now made between multilingual (represents communities made up of speakers of various languages) and plurilingual (represents persons who speak several languages).

Though multilingualism has overtaken bilingualism in academic discourse, the subtle distinction between the two is not often clear. A few positions on the subject could be summarized as follows: Bilingualism involves "two languages rather than additional languages" and it "can include more languages" (Cook & Bassetti, 2011), while multilingualism refers to "two or more languages" (Aronin & Singleton, 2008) but "bilingualism or trilingualism are

instances of multilingualism"; and for some scholars, "bilingual means users of two languages and multilingual means three or more" (De Groot, 2011).

There is a difference between individual bilingualism and societal bilingualism. Individual bilingualism is the possession of two or more languages by an individual and the scope of societal bilingualism expands to the uses of those languages and their impacts on each other in the area of wider communication.

Multilingualism is both a personal and a collective phenomenon and refers to the usage of languages in society or it can refer to an individual's aptitude. Individual multilingualism and societal multilingualism do not have to be mutually exclusive. When compared to people who live in a monolingual culture, people living in a multilingual community may speak more than one language. Multilingual people have traditionally been found in locations where regional or minority languages are spoken, as well as in border areas. Nevertheless, both the widespread use of English as a lingua franca and the migration of people to cities across countries, have resulted in a variety of additional scenarios.

Individual multilingualism is sometimes referred to as plurilingualism. The Common European Framework of Reference for Languages defines plurilingualism as "the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social agent, has the proficiency of varying degrees, in several languages, and experience of several cultures." Pluralism, according to the preceding definition, is an inclusive system that involves the use of multiple relevant languages in a learning/teaching context. Individual multilingualism can result in significant disparities in language acquisition and user experiences. Individuals can learn multiple languages simultaneously if they are exposed to two or more languages from birth, or they can learn them sequentially if they are introduced to a second or additional language later in life. There is a significant difference between additive and subtractive multilingualism at the societal level. In additive multilingualism, a language is added to the speaker's linguistic repertoire while the first language is still being developed. Subtractive multilingualism, on the other hand, refers to instances in which a new language is learned and replaces the first.

4.2.1.1 Benefits of Multilingualism:

There are more than 5000 languages in the world today, divided into numerous language families. Multilingualism evolved from the coexistence of all of these languages. Knowing two or more languages became necessary for communication among speech communities as well as

between individuals. The necessity to communicate across speech communities leads to multilingualism. Due to globalization and increased cultural communication, multilingualism is no longer a luxury but a need all over the world. Furthermore, it is not a new phenomenon; it was also popular in ancient times.

Multilingualism has several advantages, including access to information from other cultures; easier communication between diverse language and cultural groups; increased work chances; a child's cognitive growth; a larger perspective, and so on. In September 2008, the European Commission for Multilingualism noted: "Linguistic and intercultural skills increase the chances of obtaining a better job. In particular, command of several foreign languages gives a competitive advantage. There is empirical evidence that skill in several languages fosters creativity and innovation: multilingual people are aware that problems can be tackled in different ways according to different linguistic and cultural backgrounds and can use this ability to find new solutions."

4.2.2 India: A Multilingual Society:

India is a cluster of diverse languages and cultures. It is no doubt a multilingual society. Many regional languages have their own richness and value. One need not deny that the mother tongue is a bundle of feelings and expressions that comes as hereditary from the ancestors. The change of educational reforms has facilitated a child who speaks mother tongue at home to get educated in the second language like English. Therefore, it can be stated that bilingualism is a growing phenomenon in the country. As per the 1991 census, nearly 20 percent of the population claimed to know a second language, with over 7 percent claiming to know a third, and bilingualism was increasing at a pace of 1 percent every three years. However, according to 2001 data published in 2009, a quarter of the population in India claimed to know a second language, and 8.5 percent claimed to know a third.

The country's Constitution, education system and working practices acknowledge linguistic diversity. For example, Telangana State offers its government services in more than one language, i.e., English, Telugu and Urdu. According to the Anthropological Survey of India, the country still has 25 different writing systems in use. Even though the Roman spelling is rarely used for Indian languages, the trend appears to have altered in the age of the internet. In text-messaging, Hindi, Urdu, and other languages are increasingly emerging in Roman script. Because there are so many scripts, many students who learn three languages in school also learn

to read in three scripts. Multilingual education, according to Rukmini Nair (2009), should be viewed as a resource rather than a hindrance.

In India, English continues to enjoy official status and plays an important role in the education system as a legacy of British colonialism. To confine ourselves to the Indian scene, we have come a long way from the Babu, Butler or Kitchen Englishes of colonial times, but what we vaguely call Indian English (IE) still remains in a melting pot torn between the need to cope with local requirements and the desire for greater approximation to Standard English (SE). Kachru (1966) defines standard IE as "the English used by Educated Indians". These are the individuals responsible for shaping Indian English through literature, journals, newspapers, television, radio, and government communications. According to Verma (1978), "By Indian English, we mean English in India." English in India is used by a vast body of educated people as their second or third language.

4.2.2.1 Three-Language Formula:

The three-language formula has offered an educational solution to the country's language diversity. The debate about the role of English in Indian education has been going on for a long time. In India, inter-state communication was a challenge due to a lack of uniformity across various regions. Hence, the **Official Language Act** was enacted in 1963 which provided for continued use of English alongside Hindi indefinitely. But the problem of diversity in education was far from over. A three-language formula was proposed by the central government and subsequently incorporated in **National Policy on Education (NEP), 1968**. The NEP 1968 noted that "regional languages were already in use as the media of education in the primary and secondary stages". Further, it recommended: "At the secondary stage, State governments should adopt and vigorously implement the three-language formula, which includes the study of a modern Indian language, preferably one of the southern languages, apart from Hindi and English in the Hindi-speaking States….. Suitable courses in Hindi and/or English should also be available in universities and colleges with a view to improving the proficiency of students in these languages up to the prescribed university standards." When the NPE 1986 came out, it made no change in the 1968 policy on the three-language formula.

However, **NEP 2020** made it clear that the three-language formula would be continued while keeping in mind the need to foster both multilingualism and national unity. Further, it made a slew of modifications to the earlier policy:

- The NEP 2020 also claimed that the three-language formula will be more flexible and that no language will be imposed on any State.

- Whenever possible, the home language/mother-tongue/local language/regional language will be used as the medium of instruction until at least Grade 5, but preferably until Grade 8 and beyond.

- States, regions and students will choose the three languages that children will learn, as long as at least two of the three languages are native to India.

The emphasis on mother tongue in NEP 2020 reaffirms what educators and development agencies have long advocated - using the child's mother tongue as the primary medium of instruction. Expert consensus on any subject has rarely been so stable in educational circles over such a lengthy period of time. UNESCO in 1951 concluded in a meeting: "We think all children should at least begin their schooling in their mother tongue, and that they will benefit from being taught in their mother tongue as long as possible." In 1953, it recommended that "every effort should be made to provide education in the mother tongue" while also aiming to ensure universal access to English.

4.2.2.2 Bilingual and Multilingual Education:

In its simplest definition, **bilingual education** is "the use of two languages for learning and teaching in an instructional setting and, by extension, multilingual education would be the use of three languages or more." More clearly, **multilingual education** refers to "the use of one's native tongue, a regional or national language, and a foreign language" (e.g. English).

Providing effective education for all in today's world necessitates taking into account the numerous different cultural and linguistic settings that exist in modern civilizations. Language, and in particular, language education and the choice of instruction language, are crucial concerns at the center of the quality argument. Educational policymakers face the difficult task of ensuring language education standards for a country's whole population while also safeguarding the rights of those who belong to certain linguistic and ethnic groups. All learners are expected to learn together through access to common educational resources in inclusive education. Parents, community members, instructors, administrators, and policymakers are all important players in the system. All of these professionals must be accommodating to the various needs of students. Rather than being viewed as a problem, it should be viewed as an opportunity. The inclusive education philosophy promotes good teaching practices and positive interaction between teachers and students to improve the quality of education for all students in a classroom.

Foreign versus non-foreign environments, formal versus informal settings, and monolingual versus multilingual situations are all examples of circumstances in which second language learning takes place. The present NCERT curriculum framework also promote multilingual education in India.

4.2.3   English in Multilingual Classroom:

By and large, English is taught as a second language (ESL) in a majority of Indian educational institutions. Foreign vs. non-foreign environments, formal vs. casual settings, and monolingual vs. multilingual situations are all examples of situations where second language learning takes place. Students in a multilingual classroom know and use two or more languages at home or in their community. It is also one in which students are expected to master at least two languages. It has elements like regional language (e.g. Hindi), the local language (e.g. Telugu) and learners' mother-tongue (e.g. Urdu). In a multilingual classroom, noticeable characteristics include the difference in race, gender, socio-economic status, and religion. From language acquisition perspective, certain key issues encountered in the multilingual classroom could be listed as under:

Exposure-	Learners' have no exposure to the English language outside the classroom
Anxiety-	Learners of a new language show anxiety in acquiring English, as they fear committing mistakes in using the language.
Linguistc Background -	Learners' weaknesses in English make them shy and nervous, and they often indulge in code-switching.
Syllabus-	Learners lack behind due to the slow pace of learning, and syllabi do not fulfill the practical needs of the learners.
Teacher-	Teachers of English lack proper training to effectively impart language education in the multilingual classroom.

From the teacher's perspective, a few challenges are:

Instruction-	Finding the right instruction for different oral/written proficiency levels in one class

Cultures-   Adapting to various cultural backgrounds in one class to integrate all learners.

Objectives-   Finding curricular objectives according to multilingual pedagogies.

Besides these challenges, research in India and Ghana on multilingual classroom and English medium instruction conducted by The Open University in collaboration with British Council and Education Development Trust (2017) came out with the following findings:

(i) Pedagogy – the language of instruction can constitute a barrier to good pedagogic practice;

(ii) Teacher language – competence in the language of instruction is vital, as is valuing of a flexible approach to the language used to enable learning;

(iii) Student language – the language of instruction can limit opportunities for communication.

In the same research report, a few obstacles regarding implementing English medium instruction were listed as:

- Lack of shared understanding of the LEP and how it should be implemented (particularly relevant for government schools).

- Broader issues within the education system were perceived as hindering the provision of quality bilingual education (for example, assessment systems).

- A dearth of resources.

- Urgent need for clarification about classroom practices that teachers can adapt to support EMI and the development of English language competence.

- Lack of appropriate teacher training and professional development.

In order to achieve desirable goals of language competence and proficiency, both curriculum and syllabus need to be relevant and robust. Any curricular reform should take into account the reality that what is relevant and necessary today may not be appropriate tomorrow. The curriculum in countries like India is based on its diversity. A complete language curriculum should incorporate parts of language, culture, and people's practices into the learning process following local requirements and concerns so that students may connect with real-life circumstances. Similarly, a syllabus, which serves as a vehicle for achieving language education's goals, is influenced by a variety of requirements and issues that a curricular framework seeks to address. Textbook authors must create content that allows teachers to engage students with their peers and immediate environment. The basic goal of a good syllabus is to enable the student to gain linguistic competency in several domains.

Learners of English in bilingual or multilingual classrooms display a variety of unique characteristics, including code-switching, code-mixing, and mother-tongue influence. In the next section, we will briefly discuss these concepts.

Check your Progress:

1. Define bilingualism.

    _____

2. What is multilingual education?

    _____

4.2.4 Code-Switching, Code-Mixing, Translanguagin:

Many multilingual communities with languages in contact experience code-switching or language mixing. Bilingual speakers choose one language over another depending on the purpose or social context of an utterance, which is known as code-switching. Code mixing is a hybrid or mixed language that combines at least two languages. Code-mixing emphasizes hybridization while code-switching stresses "movement from one language to another". Mixing and switching are likely to occur in the speech of all bilinguals to some extent.

Multilingual students are influenced by factors like their social and environmental backgrounds, and as a result, they build their own idiosyncratic language, which includes code-switching as a distinct and identifiable habit of L2 development. This language would then become a part of a person's English learning, according to Yule (2012).

In her research on multilingual learners, Jorda (2005) regarded code-switching as "a component of bilingual communication". She claims that there is a distinction between L2 and L3 learning, claiming that L3 development is characterized by a) non-linearity, b) maintenance, c) individual diversity or idiosyncrasy, and d) interdependency and quality change. According to Maureen (2013), "code-switching is a natural phenomenon in L2 development" and has a "positive impact on L2 development" because it serves "a variety of functions in the classroom", such as "vocabulary and concept development", the need for clarity and emphasis, providing a "learning strategy for L2 acquisition", and usually assisting students in maintaining and developing their L2.

Multilinguals frequently transition between their languages within and across sentences, a behavior known as code-switching. Due to misunderstandings about language and learning, such practice—whether on the part of teachers or students—has often been seen poorly in both

multilingual and foreign language classes. It does, however, occur frequently in teacher discussion and in connection with other classroom management activities, whether consciously or unconsciously. The extent to which students' code-switch in the classroom is largely determined by whether or not it is enabled and encouraged.

When communicating concepts and information to students in the classroom, teachers in most multilingual countries practice code-switching. Code-switching is more limited in scope than **translanguaging**, which is "the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential" García (2009). As a result, translanguaging casts doubt on the idea of multilinguals speaking separate 'designated languages.' The goal of pedagogic translanguaging in multilingual classrooms is to encourage students to use these fluid communicative practices to improve inclusion, cross-linguistic transfer, cognitive processing, validation and engagement of all their language resources.

In India, classroom code-switching is often as an acceptable pedagogic method for the teaching of English. Teachers frequently use classroom code-switching and have a positive attitude toward it.

4.2.5   Mother Tongue Influence: (MTI)

The term "mother tongue" refers to the language or languages with which people are most familiar and proficient. It is a child's first language that is learned in the house from other members of the family. It is instinctive. The phrase 'local languages', on the other hand, is chosen since some people have difficulties naming a single mother tongue. In other words, mother tongue is the language that one is being introduced freshly by ones native community. It is only through the first language that a person sees and perceives the world.

The influence of the first language (MTI) on the target languages (e.g. English) happens without proper realization of the fact that it is common in many vernacular medium school students. When the instructor pronounces a word wrongly, the students also imbibe the same kind of pronunciation. The problem lies in the instructor who is also overpowered by MTI. Overcoming those MTIs are a bit difficult when practicing or conversing with people who have a similar kind of problem. These common errors can be rectified by watching/listening to videos and audios regularly.

The impact of mother-tongue on the second language and its investigations were analyzed only in the early 20th century. It was common among everyone and was not considered

a big hindrance. The technological revolution has compelled almost many third-world countries to become experts and enterprising in English. Owing to the industrial transit the multilingual environment became common. In order to achieve mastery in using the English language, various studies were carried out on the obstacles in speaking English. The errors identified were based on syntax, semantics, the impact of first language, transliteration, fillers, pronunciation, dialectal influence, intonation and stress on syllables, voice modulation so on and so forth.

4.2.6 Methods of Teaching English:

Any discussion on English language teaching necessitates mentioning of traditional methods such as Direct, Natural, Grammar Translation, Bilingual, Total Physical Response (TPR), Communicative Language Teaching (CLT), Eclectic, etc. In **Direct method**, all teaching is done in the target language while focus remains on speaking instead of grammar. Students study grammatical rules and then apply them by translating sentences between the target language (e.g. English) and the native language (e.g. Urdu) in the **Grammar Translation Method**. On the other hand, CLT focuses on teaching language through real-world assignments and problem-solving, emphasizing students' ability to communicate in real-life situations. In C.J. Dodson's **Bilingual Method** teachers use the mother tongue (e.g. Urdu) to achieve the target language (e.g. English). In this method, the traditional three P's are used: presentation, practice, and production.

In India, three experiments were carried out at the Central Institute of English (CIE), Hyderabad. The first experiment was conducted by Sastri (1967) in a Kannada medium school at the class-IV level. The second experiment was conducted in a Telugu medium school at the class-IV level by Murthy and the third experiment was conducted by Nalini Nagarajan. All these experiments showed that the Bilingual Method is suited to the conditions of classroom teaching and learning in this country. Sastri's findings are as follows:

a.   The Bilingual Method is simple both from the point of view of teaching and learning.

b.   This method is superior to the Direct Method so far as comprehension is concerned.

c.   The Bilingual Method makes it possible for practice and provides more active contact with the foreign language.

d.   It increases the rate and amount of learning in the classroom.

e.   The Bilingual Method creates better attitudes in the pupils towards learning English.

f.   This method establishes rapport between the teacher and the pupils.

The Bilingual Method was viewed positively by academics for the possibilities of its use in Indian classrooms, but its pedagogic viability at the college level education then remained to be tested. After such experiments, English Teaching in India has seen phenomenal changes including the introduction of new syllabi and instructional materials. In addition, in-service training centers and English Language Institutes were set up in various states. As the context changed, objectives and syllabus demanded reconsideration and reform. The emphasis shifted to the development of language skills.

Earlier, there was no serious effort on the part of colleges and departments of English to develop any kind of integrated ELT strategy. The college teachers of English seldom follow any "method" for teaching English. Traditionally the teaching of English at the school or college level has been based on:

a. the study of selected literary texts

b. lectures on these texts, and

c. providing notes on the expected questions

On the other hand, a "method" represents three things:

➢ a reliable taxonomy of objectives (i.e. what precisely needs to be done),

➢ a detailed analysis of the means whereby these objectives can be achieved, and

➢ an operational plan for achieving the specified objectives through the selected means.

The traditional methodology clearly lacked such a framework. The teacher lectured without regard to the learner's receptive capacity. The fact that language is a sort of activity has been overlooked for far too long. Language is, in essence, an activity, and it is through activity that one learns a language. There is no shortcut to learning a language: one learns to talk by speaking, and one learns to write by writing. The more one is made to speak or write the better chances of ones learning to do so. The process of teaching, therefore, should take cognizance of this and prepare the learners to use the language efficiently in situations that they are likely to encounter in life. These considerations make the role of the teacher increasingly challenging. Students learn better by doing things than by being told about those things.

Most English language course in India promote a "multi-skill approach," which includes speaking, writing, reading, and listening. As 'reading' is still considered the most important skill in our country, the multi-skill approach prioritizes it. This priority stems from the assumption that English is largely used as a "library language" in India.

The second study group's report (1971) predicted that English would be widely used as a library language, with a focus on reading rather than expression. The teaching materials were altered by the change in the standing of English in India. Courses in English served to help the students "achieve competence in areas of language relevant to their specialties". Hence at the college level, the stress was on cultivating the abilities of independent reading and study including the use of reference techniques. Reading silently with attention and comprehension was the main activity required of the student and this formed the main technique for use in the classroom. Such reading activity should be followed by oral discussion and language exercise. The oral activity was chiefly intended as a support for reading and writing.

Though all these methods have been experimented with in the Indian multilingual classrooms, CLT remains a popular method for English language teaching in the country. And the teachers continue to use an eclectic approach in teaching the language.

Finally, after a thorough discussion on teaching English in a multilingualism context, it can be stated that methods, materials, teacher training and classroom transaction could be organized in a way that the languages of learners are never pushed into oblivion and English still gets acquired with required levels of proficiency.

4.3 Learning Outcomes

After studying this Unit, you should be able to define bilingualism and multilingualism and have an overview of multilingualism in India. You should be able to distinguish Code-Switching, Code-Mixing and Translanguaging and understand Mother Tongue Influence (MTI) in language learning.

4.4 Glossary

Language: The ability to communicate using words.

Scientific: Of or having to do with science.

Prevarication: The quality of deceiving, fake, false and lie.

Auditory: Aural or hearing.

Communication: The state of exchanging data or information between entities.

Verbal Communication: The use of words to convey a message. It is also called oral communication.

Competence: The system of linguistic knowledge possessed by native speakers of the language.

Spontaneous: Self-generated; happening without any external cause

Mother Tongue: The language one first learned; the language one grew up with; one's native/ first language.

4.5 Sample Questions

4.5.1 Objective questions:

Answer the following:

1. The term *bilingualism* means the use of _____ languages.

2. In Direct method, all teaching is done in the _____ language.

3. The full form of MTI is _____.

4. In code-mixing two or more languages are fuse together as a _____ language.

5. By and large, _____ is taught as a second language (ESL) in a majority of Indian educational institutions.

6. Multilingual education, according to _____ (2009), should be viewed as a resource rather than a hindrance.

7. ESL stands for _____.

8. What is Indian English?

9. _____ number of languages are found on a 10 rupee note.

10. The Bilingual Method was introduced by _____.

4.5.2 Short answer questions:

1. Write a note on Bilingualism.

2. What do you understand by Code-Switching?

3. Briefly discuss the benefits of multilingualism?

4. What does Mother Tongue Influence (MTI) mean? Explain.

5. Write a short note on the Bilingual Method.

4.5.3 Long answer questions:

1. Examine India as a multilingual society and the use of three-language formula.

2. Bring out similarities and differences between Bilingualism, Multilingualism and Plurilingualism.

3. Write a detailed account on Code-switching and Code-mixing.

4.6 Suggested Learning Resources

- Erling, Elizabeth J., Lina Adinolfi, and Anna Kristina Hultgren. "Multilingual Classrooms: Opportunities and Challenges for English Medium Instruction in Low and Middle Income Contexts." *Education Development Trust* (2017).

- García, Ofelia, and Li Wei. "Language, bilingualism and education." *Translanguaging: Language, bilingualism and education*. Palgrave Pivot, London, 2014. 46-62.

- Hoffmann, Charlotte. *Introduction to Bilingualism*. Routledge, 2014.

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Unit-5: Theories of Teaching English

Structure

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5.2 Behaviorist Perspectives
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    5.2.3 Behaviouristic Perspectives on Language Teaching
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5.0 Introduction

English language teaching is a field that is largely concerned with the implementation of principles, methods, or activities underlying a larger theoretical perspective. Understanding these theoretical perspectives is vital for its practitioners. This enables one to be more equipped and informed practitioners of language teaching. As language teachers, we have a wide range of choices and assumptions in the teaching-learning process. However, we need to be aware of the implications of these choices and assumptions in the classroom practices and understand the theoretical background on which it is based.

Developing an awareness of the thoughts that govern our actions in the classroom is critical to classroom teaching practices. By increasing awareness of different theoretical perspectives and backgrounds, you will be able to understand why you do what you do and make

necessary changes to accommodate and facilitate better learning among your students in the classroom.

This Unit presents you the theoretical frameworks of language learning and teaching. There are several schools of thought related to teaching and learning of languages that orient us to the different notions and perspectives about language and nature of learning. The language teacher is required to develop an awareness of the theories and the implications of these schools of thought /theories before implementing them in the classroom.

5.1 Objectives

The objectives of this Unit are to:

- describe different theories of teaching English
- understand the major principles and characteristics of these theories
- explore the merits and limitations of major theories of teaching English
- apply these theories in language teaching contexts

5.2 Behaviorist Perspectives

A child is exposed to a wide variety of speech sounds spoken by family members and parents during the early stage of its life. The child slowly and gradually begins to correlate certain sounds with the circumstances in which they occur. The mother while feeding the child caresses with lots of loving sounds and endearments. These sounds become delightful and pleasurable even if food is not served to the child. Language conditioning can be observed from this very stage.

The child learns to distinguish the sound of its mother's affection while she feeds it and begins to imitate some of the speech sounds it is exposed to, in order to control the environment and get the desired response from its mother. In order to get the desired response from its mother, the child may randomly make a variety of utterances and noises. If the mother perceives any of these utterances related to food, she immediately feeds the child, and the child gets satisfaction with this behaviour. Eventually, the child learns that, in order to get the appropriate response from its mother, it must create a verbal cue or *stimulus*. Throughout the process, the child attempts to produce the sounds in order to get the desired result. When a particular sound or

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utterance gets rewarded with as desired, the associative bond between stimulus and response is created and conditioned depending on the satisfaction it obtains from the reward.

The behaviourist framework explains this process as the hunger drives the child to make random utterances. Whenever a specific speech sound among random utterances triggers a desired response from the mother, this specific behavior gets rewarded while another irrelevant behaviour is overlooked.

The bond of association is formed when a behaviour pattern is rewarded. The child gradually starts to understand the link between his or her speech and the response it evokes. The child is slowly able to guess, recognize, and get assured that which specific speech sound yielded the desired response from its mother, and subsequently the child makes that specific utterance whenever it requires. Non-rewarding behaviour of the child, on the other hand, is withdrawn slowly in the absence of the desired reward and gets extinguished.

Language learning and teaching are closely connected to the psychological process. The process of language learning and teaching from the perspective of behaviourism can be explained in terms of conditioning. The two models of conditioning - classical conditioning and operant conditioning and its implications in language teaching are now discussed.

5.2.1 Classical Conditioning:

Behaviour constitutes an individual's response to a given stimulus. Dogs generally seem to salivate (response) when it sees food (stimulus) but they do not salivate when a bell rings up (neutral stimulus). Dogs show a distinct pattern of behaviour in the first setting, but not in the second.

Now, if a habit of serving food to a dog soon after ringing a bell is adopted for a while, the dog begins to salivate also on hearing the ringing of the bell and even if food is not accompanied. The dog learns to correlate the sound of a bell with the presence of food. This is referred to as the dog being "conditioned" to salivate when the bell rings. In other words, the dog has learned a new pattern of behaviour that it did not have before and that is not natural to it in certain ways. As a result, it appears that learning is a process of association.

The famous Russian psychologist, Pavlov's renowned experiments, known as Classical Conditioning, are based on this principle. The stages involved in Pavlov's classical conditioning are presented below: (*Source: Internet)*
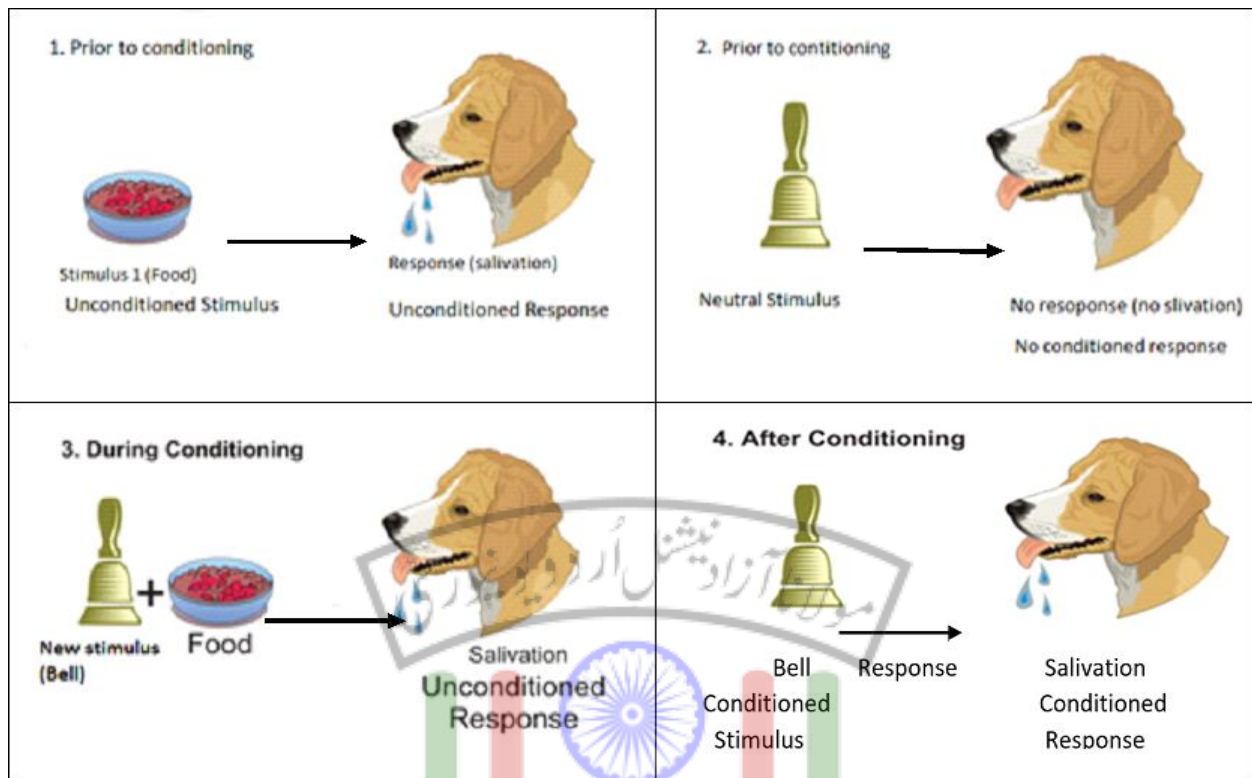
1. The first stage, prior to conditioning the above image exhibits that there is a natural bond between the unconditioned stimulus (food) and the unconditioned response (salivation)
2. The second stage, prior to conditioning, shows that only ringing up of bell, (neutral stimulus) does not stimulate the dog to salivate.
3. In the third stage, during conditioning, food is served to the dog after ringing up a bell each time. The dog develops gradually a bond of association with both the stimulus neutral stimulus (bell) and unconditioned stimulus
4. In the fourth stage, after conditioning the dog salivates only on ringing of a bell even without food.

Pavlov came to the conclusion from this experiment that the dog learns to associate the sound of the bell with the presence of food and begins to salivate only on hearing the ringing of the bell. He concluded that learning takes place due to the association and connection of stimulus and response (S-R).

5.2.2 Operant Conditioning: A behaviorist also holds the belief of a different kind of conditioning called operant conditioning which also provides a framework for learning and

teaching languages. The following are some of the characteristics of experiments conducted on this form of conditioning:

A pigeon is caged with a mechanical lever that when pressed, delivers a grain pellet. The bird continues to move around a lot in the cage and mistakenly presses the lever and receives a grain pellet. Every time it presses the lever through random movement, it receives a grain pellet. Soon the bird learns and identifies that pushing the lever produces pellets of grain. So, now whenever the bird feels hungry and needs food, it presses the lever without experimenting with the random movement in the cage. we can say that the pigeon is conditioned to use the lever to fulfill its needs.

The stages involved in the operant conditioning are presented below
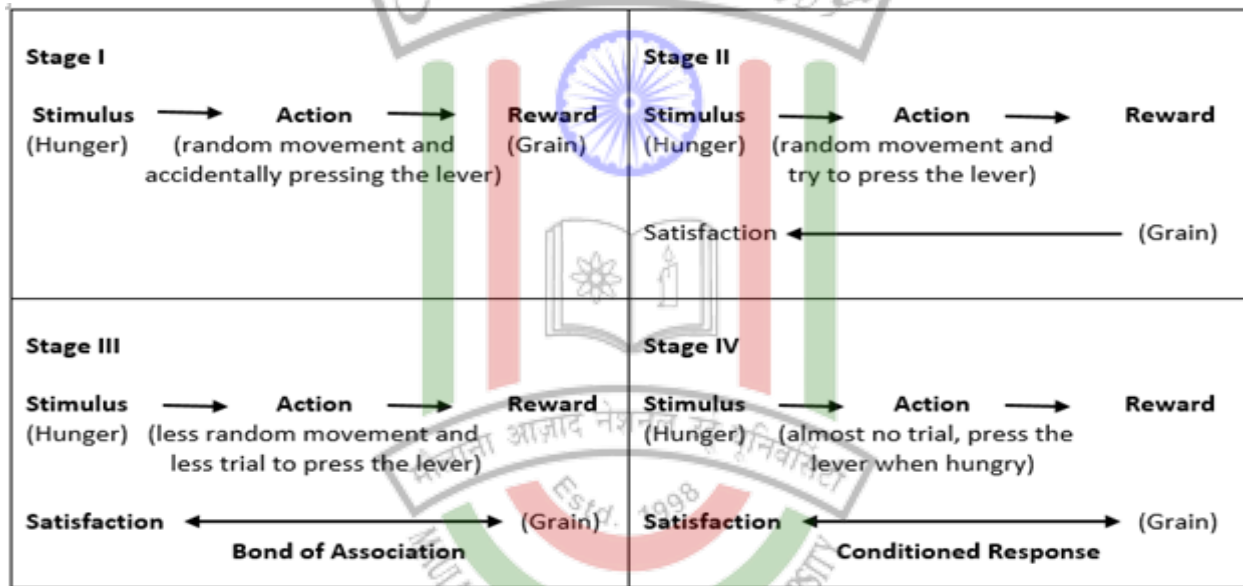
Source: Internet

1. In the beginning, there is no prior association or connection between stimulus and response. Pressing the lever for pellets of grain is accidental and with random movement pigeon in the cage presses the lever.

2. The delivery of the pellets of grain is rewarding to the pigeon. So, it further experiments with the lever with random movements in the cage.

3. The action of pressing the lever is satisfying to the organism. So repeated action forms a bond of association.

4. A bond between stimulus (hunger) and conditioned response (pressing the lever) is established after repeated actions and satisfying rewards.

The bond is strengthened when a satisfying reward is provided, and it is lost when a satisfying reward is not provided. As a result of this principle, activities or actions that result in gratifying outcomes are likely to occur repeatedly, but behaviour that results in non-gratifying outcomes is less likely to take place.

Check your progress:

1. Who propounded the Classical Conditioning approach?

_____

2. The bond of association is formed when a behaviour pattern is _____.

5.2.3 Behavioristic Perspectives on Language Teaching:

The following implications of the behaviorist view of language learning are important for language teachers:

• Language can be better learned when enough exposure and sufficient practice is provided for language use.

• Meaningful teaching and learning of language depend on the context or situation that instigates the use of language. When teaching language, it is essential that the instructor introduces each new pattern of language in a relevant circumstance. Language cannot be taught apart from its context.

• The effort is a prerequisite to producing the correct linguistic responses. Language teachers should provide enough opportunity for their learners to make effort, try out and practice the new language items till a correct response is elicited each time at certain intervals.

• Students, tend to lose focus after some time while they're in the learning process. Teachers must maintain the focus of their students at all times, not just during class.

• Students should be exposed to receptive skills; listening and speaking before giving any practice on productive skills in speaking and writing.

• Feedback on the learners' responses should be immediately provided. Feedback help learners identify their mistakes and put their efforts in the right direction and learn quickly.

• Learning becomes more productive and quicker when students are provided the right conditions to give maximum correct responses. Incorrect responses lead to the development of an unproductive behaviour that affects the process of conditioning.

• The items assigned for learning must be ensured and reinforced before any new item is presented for learning.

5.2.4 Limitations of the Behaviorist Perspectives:

There is no doubt that practice and use are crucial for learning a language. But if practice only resorts to rote memorization, drills and repetition then it is difficult to achieve meaningful learning. It is important to apply, use and communicate in a variety of contexts to learn a language effectively. Feedback plays an important role in the process of learning. On the other hand, it interrupts the flow of the learning process if not used appropriately. The behaviorist approach advocates immediate feedback on learners' responses. Frequent and quick feedback on learners' responses limits learners' attempt to think, construct and try out more thoughtful and meaningful responses.

Behaviorist approach expects that learners should give only the correct response each time without making any mistakes. it does not acknowledge that making mistakes in language learning is part of the learning process before correcting responses are elicited. The past experience of the learner plays an important role in the learning process, behaviourists do not believe in the past experience of learners as a resource for future learning and deny its effect on learning. It does not appear that behaviourism differentiates between human and non-human participants or between higher and lower orders of learning. The effectiveness of learning appears to be based on the efficiency of control. As a result, it seems to appear that this theory does not acknowledge the unique nature and individual differences of human learning.

Language education has flourished and received substantial support from behaviourismdespite strong disagreement with many of the principles promoted by behaviorist and widespread discontent. Many languages teaching approaches, methods and materials were developed based on behaviorist principles.

Learning is the result of manipulation in behaviourism. The behaviour may be shaped and moulded through a process known as conditioning. This process involves reinforcing the behaviour that is sought and eliminating the behaviour that is unwanted. Environment plays an important role in learning and views all learning as a process of habit formation in behaviourism. Language is learned by imitating and repeating sounds, words, phrases, and sentences used among people in the environment. Learners mostly copy and repeat what is presented in the environment as input. When they repeat correctly, they get a reward or some

kind of reinforcement. According to this approach, the fundamental goal of teaching is to assist students in developing the necessary habits and abilities. This is accomplished by careful monitoring and repetition as well as the purposeful grading and ordering of inputs.

In this section, we gave you an introduction to the behaviorist school of psychology, covering its characteristics, implications for language learning and teaching, as well as its limitations. In the next section, we will introduce you to another school of thought in psychology, cognitive psychology.

5.2.5 The Cognitive Perspective:

When it comes to helping our students improve their language skills, many of us wonder what should we do to assist our students to learn more effectively? We are always looking for new ways to engage students in our classes effectively. In general, behaviourism, and cognitive psychology have all had an effect on how languages are learned and taught in the last eighty years. In the previous section, you learned about behaviorist views of learning in general and language learning in particular.

The behaviorist theory of learning has faced major challenges. Learning a language is increasingly recognized as requiring much more than just the formation of proper habits and skills. The environment, although significant, does not always play a decisive role always in learning. Neglect of underestimating the meaning, on the one hand, and learners' perspectives, on the other, are seen as huge shortcomings of behaviorism.

Behaviorists do not acknowledge the past experiences of learners and treat each new piece of learning as unrelated to the previous learning, but cognitive psychology considers past learning experiences as resource for new learning and solving new problems. According to cognitive theory, learners have a cognitive map of their world that comprises the total of all learning. New learning experiences are assimilated and accommodated into the learner's cognitive map when they come into contact with it. The learners' ability to evaluate and comprehend new experiences is enhanced by the cognitive map. Such continual reassessment and subsequent adjustment to the environment appears to be an essential part of learning.

Several studies on apes show that they are intelligent enough to understand the situation at hand. For instance, in one experiment an ape was placed in a cage with a bunch of bananas hanging from the roof that was out of reach of the ape. It was a challenge that had been designed for the ape to reach banana with the help of some canes that were placed in the cage. However, the pieces of canes had to be first attached together to make it long enough to reach the banana.

In an attempt to get to the bananas, the ape started jumping to reach the bananas. After many trials, the ape discovered that the bananas were hanging too far away to get by jumping. It stopped trying to jump and began experimenting with the pieces of wood sticks. This indicates that animals are capable of thinking, and this shows that they are able to act differently in order to solve the problem.

When these apes tried and failed repeatedly, some of them stopped and appeared to think of an alternate method that may solve the problem instead of continuing with jumping. It appeared that they were trying to learn more about the problem and get an insight so that they could figure out how to solve it. In the experiment, not all of the apes were able to attach together the pieces of cane to make a longer cane, but some of them were able to join them together and were rewarded for their efforts.

This is in contrast to the findings obtained from the previous studies done by the behaviorists, which claimed that the only way to learn is by trial and error. The cognitivists are of the opinion that learning is dependent on both the development of perceptions and insights. They believe that discovery or problem-solving is the fundamental component of all learning. So it is evident that the cognitivist position seems to be more appealing as an explanation for how humans learn. Those who believe in the behaviorist theory of learning see students as nothing more than mindless machines that can be programmed at will. The cognitivist approach places the learner at the center of the learning process. A crucial aspect of a cognitivist perspective is that it emphasizes the learner's participation and perspectives in the learning process.

According to cognitivists, the steps in the learning process can be characterized as follows:

- The learner encountering a new situation recognizes it as a problem to be solved.
- An investigation of the new problem is carried out by the learner, who attempts to identify the aspects or components of the problem.
- Through the use of mental schema, the current circumstance is compared to those that have been experienced in the past in an effort to ascertain whether it is identical or different.
- The comparison offers a possible course of action, plan, or strategy for addressing the new problem.

- The suitable course of action plan or strategy is put to the test, and if it fails, it is discarded, and an alternate plan or strategy is devised. If, on the other hand, the plan is successful, it is incorporated into the schema for use at a later time.

Check your progress:

1. What is cognitive perspective?

_____

5.2.5.1 The Cognitive Perspective on Language Teaching:

In contrast to behaviorists' emphasis on repetition and practice, problem-solving and hypothesis formulation has gained significant relevance as learning mechanisms in cognitivism. Mechanical drills were formerly thought to be beneficial for establishing or reinforcing appropriate language habits, but they were regarded as inadequate in the present context of learning. For instance, the usage of a substitution table to practice sentences and expressions was highly prevalent in which there was no room for error in the replacement of words or phrases in the substitution table.

The behaviorists believe that repeated practice is beneficial, while the cognitivists devalued this form of learning and regarded it as thoughtless activity. The cognitivists argue that this kind of activity is ineffective because it does not challenge the student to think and there is little scope for learning. It is possible that even the improved version of the substitution table, which stimulates the learners to think, and if they don't pay attention there is a chance of making errors, may not be insightful enough for the cognitivist, because it is possible that the student is just practicing the same rule over and over again.

The practice of allowing the students to learn only one item and not moving on to the next until the complete mastery of the previous item is achieved in the past is no longer valued. The cognitivist theory emphasized whole is more important than its part and stresses meaningful learning and higher-order thinking. For example, tasks or activities requiring the students to use correct grammar forms may simultaneously require them to use correct pronunciation. In such a situation when students are required to work on two different assignments at the same time, it produces a kind of pressure that keeps the learners' minds more awake and improves the overall learning process. It is thought that when a student is exposed to a wider variety of language patterns, they are better able to quickly understand the whole of the connection that exists in language, which in turn helps them to expand their knowledge of how language functions.

The cognitivist believed that making mistakes is part of the learning process. Errors in language learning help the learners learn language naturally. Ignoring learners' errors encourages them to develop the confidence to experiment with the language and try to learn from errors. This theory has contributed to refocusing attention on the learner rather than the teacher. It is now recognized that learning is much more valuable than teaching. A teacher can only encourage learning and not make it happen. The role of the teacher is to contribute to the development of an environment conducive to learning. However, this does not entail that behaviourism has provided an inadequate basis for the teaching and learning of languages. The basic premise of behaviourism is still significant today.

5.2.6 The Innatist Perspective:

In the past few years, some psychologists, most of whom were influenced by Noam Chomsky, have come together to study how people naturally learn languages. Children go through different stages or phases as they learn their first language. These stages or phases happen at predictable ages. Surprisingly, regardless of the language being learned, all children appear to hold the same sorts of language structures during respective phases of their language development. Based on these observations, psycholinguists believe that the human child is born with a biological component known as the Language Acquisition Device, or LAD, that predisposes it to language learning.

According to Chomsky, the development of linguistic skills in children is quite similar to the growth and development of other biological processes in children, which occurs in a certain way among all children. The environment is only responsible for a minimal part of a child's development; the remaining aspects are determined by the child's biological make-up. Chomsky stated that although children are exposed to language that includes incomplete phrases and sentences and slips of the tongue, still they differentiate and understand what is correct and what is incorrect and what is appropriate and what is inappropriate, etc. He came to the conclusion that children's minds are not blank slates to be filled by mimicking words they hear in their surroundings. Instead, he proposed that children are born with an innate capacity to autonomously uncover the basic patterns of a language system based on the natural language samples they are given access to.

The hypothesis of the Innate Language Structures appears to be validated by neurological studies. It was proven that specialized areas in the human brain govern language activities. When these areas are impaired, certain language functions are affected. Thus, a certain correlation

appears to exist between the organic structure of the brain and the structure of human language. Another viewpoint innatists hold, is the *Critical Age* for language acquisition. A child appears capable of acquiring languages without difficulty till puberty. Approximately at the age of 12, this innate ability for language acquisition appears to diminish. The ability to acquire a second language appears to be declining with age. As we become older, the parts of our brain that regulate our linguistic abilities tend to stiffen and our natural ability to acquire a second or third language seems to decrease.

Check your progress:

1. The hypothesis of the Innate Language Structures appears to be validated by _____ studies.

2. The ability to acquire a second language appears to be declining with _____.

5.2.6.1 Limitations of Innatist Perspective:

The work that Chomsky did on language was primarily theoretical. He did not conduct any research on actual children. Chomsky did not make any concrete assertions on the implications of his theory for the acquisition of a second language. The framework of Universal Grammar may be suitable for comprehending the acquisition of a first language, but it does not provide an explanation for the learning of a second language, particularly by learners who have moved beyond the critical period.

5.2.6.2 Krashen's Monitor Model:

Chomsky's innatist theory of language acquisition served as a platform for one of the most influential applied linguists, Stephen Krashen, to establish perhaps one of the highly debated models for second language learning, the Monitor Model. Krashen's monitor model was presented in terms of five hypotheses.

1. Acquisition/learning hypothesis
2. Monitor hypothesis
3. Natural order hypothesis
4. Comprehensible input hypothesis
5. Affective filter hypothesis

Let us study each one of these in detail now.

1. Acquisition/learning hypothesis

First language acquisition is the primary focus of Innate Language Structure. Most children acquire their first language on their own without the aid of a classroom, textbooks, or an instructor. As a result, the child has no idea that they are actually learning anything at all. But the children will eventually have to acquire a new language, whether it is a second or third language for the child. This requires exposure to a classroom, teacher, textbooks, etc. - an altogether new form of artificial learning circumstances. Krashen describes the natural, unconscious process of learning a language as language acquisition, and the artificial, imposed and conscious process that takes place in a classroom is referred to as learning of language.

2. Monitor hypothesis

The monitor hypothesis, states that when people speak spontaneously in a second language, they use what they have acquired as a "monitor" to make tiny adjustments and fine-tune language wherever required. This kind of adjustment takes place only when the speaker or the writer has sufficient time and is concerned about the appropriate use of language.

3. Natural order hypothesis

The natural order hypothesis suggests that children who are learning their first language acquire grammatical structures in a particular, fixed sequence known as the "natural order," and that certain structures are learned initially while others are learned later. Krashen's theory accords to this idea and takes into account the acquisition of a second language.

4. Comprehensible input hypothesis

The comprehensible input hypothesis states that acquisition happens when an individual is exposed to comprehensible language that has **i + 1**. The symbol **i** denotes the level of language already acquired, while the '**+1**' is one step just above the acquired level.

5. Affective filter hypothesis

The learner's emotional state is referred to as the affective filter. A learner's ability to pick up a new language is hindered when she/he is stressed, nervous, bored, or experiencing a high filter level. On the other hand, when the learner is confident and motivated or when the affective filter level is low, the learner is more likely to learn the new language item effectively. A supportive and soothing environment may lower the emotional filter of the language learner, generating conducive conditions for language acquisition.

So far, we have looked at three perspectives on learning a second language: behaviourist, cognitivist, and innatist perspectives. We will now look at the interactionist perspectives.

Check your progress:

1. Mention any two hypotheses of Monitor Model.

_____

2. Who proposed the Monitor Model?

_____

5.2.7 Interactionist Perspectives:

The relationship between a child's natural capacity to learn and the context in which they acquire language has long been studied by developmental and cognitive psychologists. According to the critics, the innatist perspective concentrates too much on the product aspect of language acquisition and almost no attention on the process or developmental aspects of language acquisition. Language acquisition mostly takes place by interacting with others, according to interactionist theorists.

It is possible for a second language learner to come to the conclusion that she needs to make changes in her understanding or usage of the new language if she notices that the new language does not make sense to her. Interactional strategies such as testing comprehension, seeking clarification, verifying interpretation, practice, and paraphrasing can be used by the teacher to help students understand. Through the use of interactional changes, students are given the opportunity to focus on aspects of their second language production that require attention. Learners can not only hear the words or grammatical structures they want to learn, but they can also notice the features in their new language that need to be rectified or modified through clarification and modification of the message.

Vygotsky observed that language develops primarily from social interaction. He argued that in a supportive and interactive environment, children are able to enhance their thought and language. Interaction with adults and other children provides the child with scaffolding to acquire language.

5.2.8 Let Us Sum Up:

In this Unit we studied four of the most important theories about how people learn a second language. You have probably already realized that a single theory can never adequately explain the intricacy of second-language acquisition. Each of the behaviourist, cognitivist,

innatist and interactionist theories aids our understanding of second language acquisition and ultimately influences our decision about how to teach and what to teach.

5.3   Learning Outcomes

At the end of this Unit you should be familiar with the theories of teaching English; the behaviorist perspective; the cognitive perspective and the innate perspective.

5.4   Glossary

Language Learning: The conscious process of learning a language. It requires formal training and education to learn a language. For example, learning a second language require efforts and resources to learn.

Language Acquisition: The non-conscious process of learning a language. Learners learn a language without the aid of any formal instruction or training For example, learning the mother tongue does not require much effort and resources. Children learn by themselves through exposure.

First Language: A person's first language, also called their native language, mother tongue, or L1, is the first language or dialect she/he learned from parents or exposed first as a child.

Second Language: A person's second language, or L2, is a language that is not his or her first language, mother tongue, or L1. Instead, it is a language that the person learned later and uses at work, school, or college.

5.5   Sample Questions

5.5.1 Objective questions:

1. Which one of the following theories focuses on the inborn ability of children to learn language?

    (a) Behaviourist theory

    (b) Innatist theory

    (c) Cognitive theory

    (d) Interactionist theory

2. In second language acquisition theory, who coined the terms learning, acquisition, and input?

    (a) Piaget

    (b) Vygotsky

(c) Stephen Krashen

(d) Skinner

3. Who among the following psychologists stated that language develops primarily from social interaction?

(a) Noam Chomsky

(b) Jean Piaget

(c) Lev Vygotsky

(d) BF Skinner

4. Which of the following ages is the starting point for language development in children?

(a) from birth

(b) from early childhood

(c) from late childhood

(d) from pregnancy

5. The critical period for language learning declines after:

(a) 5 years of age

(b) After adulthood

(c) After puberty

(d) After puberty

B. True or False

1. L1 is also called native language of a person.

2. L2 is the language that we use at schools or work place.

3. EFL means English as Foreign Language.

4. TOESL means Teaching of Elementary School Learning.

5. English is official language of India.

5.5.2 Short answer questions:

1. What do you mean by conditioning?

2. Discuss the implication of operant conditioning to language learning

3. Define the difference between learning and acquiring a language.

4. What was the reason for dissatisfaction with behaviourist perspective of language learning and teaching?

5. Briefly describe the principles of learning according to cognitivists.

5.5.3 Long answer questions:

1. What are the implications of three laws of learning for language teachers?
2. Discuss in detail the theories of teaching English.
3. How does cognitive theory help learners learn language?

5.6 Suggested Learning Resources

- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Longman.
- Ellis, R. (2015). *Understanding second language acquisition - Oxford applied linguistics* (2nd ed.). Oxford University Press.
- Lightbown, P. M., & Spada, N. (2013). *How languages are learned - Oxford handbooks for language teachers* (4th ed.). Oxford University Press.
- Mackey, A. (2013). *The Routledge handbook of second language acquisition*. Routledge.

Unit-6: Methods of English Language Teaching-I

Structure

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6.0   Introduction

Method is basically a process adopted by a teacher to achieve the goals of lesson and make learning easy and effective. It involves planning, delivering and evaluating learning with a group of students. It is a complete plan for the sequence of activities to be undertaken while

teaching. It is procedural in nature. The major aim of teaching English is to facilitate acquisition of language and in order to fulfil this aim different methods of teaching English need to be used, as using only one method will not help in achieving this aim. Every method is different in its objectives achieved, structure/procedure and principles operationalized. A careful selection of appropriate teaching is required in order to achieve effectiveness in teaching learning. Bertrand Russel stated that there is a close connection between what is to be taught and how it should be taught.

6.1 Objectives

The objectives of this Unit are to:
- Understand the different methods of English language teaching
- apply/use different methods in the English language classroom
- comprehend important terms related to English language teaching

6.2 Grammar Translation Method

The Grammar Translation Method is one of the oldest methods used in pedagogy of English. It is based on the way Greek and French languages were taught. When English was introduced into the education system in India in the 19th century by the British, Indians were not familiar with English language. It was a foreign language and thus could not be taught directly. It had to be taught using one of the familiar languages – mother tongue/regional language. The Grammar Translation Method follows the precept of direct translation of words, phrases and sentences from English to the already known/mother tongue. Insistence on correct grammar, teaching vocabulary and its memorization through bilingual mode and teaching of structures using comparison and contrasts with the mother tongue is a general procedure adopted in this method.

6.2.1. Principles
The Principles of the Grammar Translation Method are as follows:
- The unit of teaching in this method is the "word."
- The dominant language is the mother tongue/regional language as all explanations are communicated using it.

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- Translation helps in conveying the meanings of the words, phrases and sentences effectively and thus enhancing comprehension.

- There is a comparative study of sentence structures, meanings, words, etc. between the two languages. Comparisons and contrasts with the mother tongue help in more effective learning.

- This method follows the maxim of "known to unknown" i.e. mother tongue to English.

- There is an assumption that the knowledge of rules is essential for learning languages. So the focus is on teaching rules rather than using the language.

6.2.2 Procedure

The following procedure is followed in the Grammar Translation Method:

- Sentence is read in English and then translated into a familiar language.

- The teacher asks questions in English, then translates them into the mother tongue, students then explain the answer in the mother tongue and finally the teacher helps them to translate the answers into English.

- Meanings, idioms, phrases, etc. are explained in the mother tongue.

- Grammar rules and their technicalities are also explained in the mother tongue using both English as well as regional languages.

6.2.3 Merits

The merits of the Grammar Translation Method are as follows:

- It is one of the familiar approaches to teaching languages and hardly requires any teaching aids. The use of mother tongue facilitates the learning of English.

- It is an economical method as the teacher's and student's time, money, efforts are saved. It is one the fastest and quickest methods of teaching English.

- It is a useful method for large classes. Translation helps all the students of the class understand very quickly without the need for individual attention.

- It increases the comprehension of the students of the content of the passage or lesson though not about the English language itself.

- It is a psychologically sound method as it proceeds from 'known to unknown' which is an important maxim for better understanding and effective learning.

- Testing of comprehension is done easily. The teacher can easily assess the student's English comprehension as they give answers in their mother tongue.

- It enriches the vocabulary. Translation helps in building the vocabulary of the students very quickly. The need for complicated definitions and long explanations is overcome as the students understand the correct meaning of words through the medium of translation.

- Accuracy in grammar is easily achieved. Comparison of English grammar with the grammar of the mother tongue helps in simplifying the process of learning and reduces any chances of error.

6.2.4 Limitations

The Grammar Translation Method has some limitations too. These are as follows:

- Text based. The whole teaching learning process is based on pre-determined texts. Practical based materials are not used thus reducing application of language learned as it does not emphasize the practical use of the language.

- Strengthens mother tongue rather than target language (English). It helps to develop the vocabulary of the mother tongue but not the target language.

- Communication is a longer process because of the steps involved. The students listen to questions/ideas in English > translate into mother tongue > think in mother tongue > form answer in mother tongue > then translate it into English > and finally answer/respond in English.

- Theoretical knowledge is given more importance than practical knowledge. Learning of rules of a language (theoretical) does not result in learning a language as language is used and adapted according to the situations (practical). According to Dr. Ballard, "To speak any language, whether native or foreign entirely by rule, is quite impossible."

- Creates confusion in the mind of the learner as the sentence formation in the two languages could be different.

- Un-natural method. A child learns language in the sequence of first-listening, second-speaking, third-reading and last-writing, but in Grammar Translation Method learning process begins with reading, followed by writing which is unnatural.

- Neglect of speaking skill. Speech is an important element of language. There are languages without scripts, but there exist no language without a spoken form. This method overlooks the development of speaking skills.

- Absence of drill and practice of sentence structures. The Grammar Translation Method does not provide any scope for drill and practice of sentence structures. Hence, accuracy and fluency of speech is compromised.

- **Lack of habit formation.** Language is a habit and habit formation does not take place as there isno drill and practice of sentence structures which is undertaken in this method.

- **Precise translations are not possible.** Translations are limited to the vocabulary of the mother tongue and so precise matching of words in two different languages is not at all possible. Idiomatic expressions are specific to a language and thus translations are not possible at all. Even if it is done the result will be very ridiculous.

- **Students are passive learners.** Students are passive learners and not active learners as they are mainly only listening, it is the teacher who is active in the class and students listen passively, and so adequate language skills are not acquired.

- An **uninteresting method**. It is a dull and mechanical method and text book based. There is little or no use of instructional aids which makes the lessons dull and boring.

Check your progress:

1. The unit of teaching in Grammar Translation Method is _____.
2. Accuracy of _____ is stressed in this method.
3. Theoretical knowledge is _____ important than practical knowledge.

6.2.5 Direct Method:

The direct method is also known as the 'reform' method, 'natural' method' or 'anti-grammatical' method. The direct method emerged as a reaction against the Grammar Translation Method. The major postulations of the direct method were in disagreement with the Grammar Translation Method. This method was based on the conviction that learning a foreign language is akin to learning the mother tongue or L1. It is the most natural way of teaching English as it aims to create a direct bond between the English word and its meaning, thought and expression. It is founded on the psychological theory of behaviorism that learning takes place through direct and immediate association between experience and expression which makes learning the language and using the language possible. The basic aim of Direct Method is to empower the learner to think in English and to develop language fluency and thus techniques of conversation, discussion and reading are used in order to create associations between the experience and expression without the use of mother tongue in common everyday situations.

6.2.5.1 Principles

The principles of the Direct Method are as follows:

- Use of Mother tongue is prohibited. English is taught through English only. The mother tongue (regional language) is banned in the classroom. Instructions are to be given in English. No comparative study is done between the mother tongue and English.

- The unit of teaching is the "sentence." Many words in English have more than one meaning which may be connotative in nature and thus sentences are used as the unit of teaching so that meanings can be taught contextually.

- Oral Practice. The Direct Method emphasizes speech. Practical usage of the language is stressed upon. i.e., knowledge of using the language is important. Oral practice strengthens the bond between objects and ideas.

- Incidental Grammar taught by the Inductive method. Examples of language use are presented and then the rules are elicited from the students. This leads to retention of learning.

- More opportunities for learning new vocabulary. New words are taught by associating the word with the concept (visual and symbolic) and meaning which leads to strengthening of the vocabulary.

- Direct connection between thought and expression is established. Learner develops the ability to think in English and also answers in English thus gaining real command of the language.

- It follows the psychological maxims of "simple to complex" along with "known to unknown" (where previous knowledge is used).

6.2.5.2 Procedure

There is direct association between experience and expression. The figure given below attempts to explain the direct association between experience and expression. First oral drill is taken up and practice is provided. For example, to teach the word "apple" and its meaning, first the object apple is shown and students are encouraged to repeat the word apple. Then the object *apple* is replaced by the written word *apple* and students are encouraged to understand the link between the spoken word *apple* and the written word *apple*. Look at the image given below to understand this.

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	i.A link between the word and the concept/meaning or idea is established. ii.Eg. - Show an Apple and say 'Apple'.
	a.Oral Drill and practice
	i.A link between spoken and written word. ii.Substitute the real object with the written symbol iii.Eg. - Write the word 'Apple' on the Blackboard and say 'Apple'
	a.Oral drill, reading and writing practice

(Source: Internet)

6.2.5.3 Merits

- **Natural method.** A child learns language in the sequence of first-listening, second-speaking, third-reading and last-writing. In the direct method the same sequence is followed.

- **Speech fluency.** Speech is emphasized. A lot of opportunities presented to practice conversations and thus fluency of speech is attained.

- **Good pronunciation is developed.** The teachers present a model of speech which is copied by the students. Thus, the students have a good model of pronunciation which helps in their English pronunciation.

- **Use of audio-visual aids.** Audio-visual aids are an essential component of the Direct method which aids in better understanding.

- **Students are Active Learners.** Students are not passive recipients they are involved in the whole process of teaching-learning.

- **Interactive classrooms.** There is a more interactive atmosphere in the classroom as the teaching-learning is two way and more participatory.

- **Student interest is developed.** The use of teaching aids as well as interactive approach in teaching learning process makes the learning more interesting.

- **Learning is more permanent and stable.** The students are motivated and involved in the whole process of learning and this leads to greater retention and deeper learning.

- **All the skills of LSRW are developed fluently**. The method starts with development of listening and speaking skills due to which the students are able to read and write more efficiently later.

- **Follows some popular maxims.** Some popular maxims followed in this method are - known to unknown, simple to complex, concrete to abstract and particular to general.

- **Less scope for errors.** The Direct Method emphasizes speech and also stresses on a lot of practice which leads to little or no mistakes/errors.

- **Improved Comprehension.** Comprehension is ascertained due to a direct association of word and its meaning.

6.2.5.4 Limitations

- **Competent teachers** are a basic requirement of this method as they are the models from whom the students learn. If their language proficiency is inadequate they will set a bad example for the students which will defeat the purpose of this method.

- **Non-availability of teaching aids**. Certain nuances and abstract terms can only be explained using the vernacular language for accurate understanding.

- **Large classes.** This method is not suitable for large number of students in the class as individual attention is a prerequisite of this method. Smaller classes are advisable for the success of this method.

- **Lengthy Verbal explanations.** Lengthy verbal explanations are required to make the students understand the meanings of abstract words. Apart from being difficult for the teacher, lengthy verbal explanations lead to boredom in the classroom.

- **An Incomplete method.** The Direct Method overemphasizes speech. Reading and written work are neglected.

- **High Expectations.** The objective of this method is fluency in English which is difficult to achieve in the Indian context.

- **Uneconomical method.** It is not an economical method as teaching aids have to be prepared, relevant examples thought of which requires a lot of time, money and efforts.

*Check your progress***:**

1. The unit of teaching in Direct Method is a _____.
2. A direct connection between _____ and _____ is established.

6.2.6 Audio Lingual Method:

The audio-lingual method/army method is used in the teaching of foreign languages. This method came into being during the World War II. It is founded on the premise of the behaviorist theory of psychology, which postulates behavior is learned by a combination of repetition and reinforcement (positive or negative) thus strengthening positive actions and eliminating negative actions. It is similar to Direct Method as in this method also English language is taught directly without using the medium of the mother tongue. LSRW is the sequence in which language is to be learned. Listening is the base for developing expertise/competence in speaking. Articulation/pronunciation is developed via listening. Listening is foundation for speaking, Activities for development for listening are given importance. The listening and speaking skills are practiced systematically followed by reading and writing leading to habit formation. The audiolingual method stresses on accurate pronunciation and grammar. Language is learned by habit-formation and mistakes are bad habits and hence should be avoided.

6.2.6.1 Principles

- **Dialogue and conversation.** The teaching-learning material is presented in a dialogue form.
- **Imitation.** The learners are given an opportunity to imitate and then memorize to form habits.
- **Overlearning** helps in permanent learning and automated responses.
- **Drill and practice**. Repetitive drills are used to teach structural patterns.
- **Good Pronunciation** is emphasized.
- **Inhibited use of Mother tongue.** Language is taught directly without use of mother tongue.
- **Contextual Vocabulary.** The vocabulary is taught only in context.
- **LSRW** Each skill is taught individually.
- **The language laboratory** is an important teaching aid.

6.2.6.2 Procedure

- Language instruction is conducted in a language laboratory or laboratory like settings.
- The order of LSRW is followed using dialogues incorporating vocabulary and common structures.

- The teacher presents the correct model of the sentence/word and students repeat it.
- Memorization of the dialogue through oral drills is done line by line by the entire class, followed by groups and subsequently by an individual.
- The teacher would then continue by substituting words in the same structure.
- Grammar is learned by memorization of form and practice till spontaneous use is achieved.
- Oral lessons are followed by reading and writing of dialogues learned.

6.2.6.3 Merits

- Systematic development of **Aural-oral skills.**
- **Habit formation.** The language is learned best through formation of habits and helps in fast communication. It helps in automatic learning without stopping.
- **Effective inculcation of vocabulary** through appropriate audio-visual aids.
- **Meticulous Pronunciation.** Is achieved through use of repeated drill and practice.
- **Suitable for large groups.** It is easy to teach larger groups by this method.
- **Psychologically sound** as it is designed and founded on the behaviorist philosophy of language learning.
- **Appreciation and interest** are developed as language is learned.

6.2.6.4 Limitations

- **Teacher dominated:** As the method uses controlled and guided learning.
- **Passive Learners:** The learner is in an inactive role and does not have much control over the content or method of learning.
- **Neglects Analytical learning:** There is no scope for analytical learning as the techniques of drill, pattern practice and memorization/rote learning are used.
- **Form is more important than meaning:** Resulting in meaningless learning and thus listening comprehension is neglected.
- **Unequal weightage to LSRW:** The same weightage is not given to all the four skills. The skills of listening and speaking are given more importance.
- **Language processing is hindered:** "Audio-lingual method seems to banish all forms of language processing that help students sort out new language information in their own minds" (Jeremy Harmer, 2001).

- **Mechanical learning method:** due to drill and practice as the main techniques used.

Check your progress:

1. Audio-lingual method focuses on _____ skills.
2. It is based on _____ theory of Psychology.
3. Teaching material is presented in _____ form.

6.2.7 Dr. West's Reading Method:

Michael West is the proponent of this method, whose main objective is that any learner who is learning English as a 2nd or 3rd language and not as the1st language or mother tongue should be able to read and understand English. West states that, "Indian boys need most of all to be able to read English, then to write it, and lastly to speak it and understand it when spoken." A great importance was attached to reading and emphasis was placed on different reading methods – model reading, loud reading, silent reading, etc.   West believes that "learning to read a language is by far the shortest road to learning to speak and write it." According to him acquiring reading proficiency in a language is easier than acquiring speaking proficiency in the language. So, the teacher's main aim should be to develop the ability of focused silent reading. West's method stresses on three important components while reading - reading practice, readers with specified vocabulary and cautious use of the mother tongue.

6.2.7.1 Principles

- As English is the language of science and technology and most of the documented knowledge is available in English, developing reading skills is of great help to students.
- Reading efficiency can be acquired very easily at a younger age and this ability should be taken advantage of in learning a language.
- Dr. West's Method is founded on the psychological principle that children listen and understand before speaking. So, the art of speaking is not emphasized in this method.
- Students in India do not have the appropriate environment for learning English. Hence, reading skill which is receptive in nature can be more easily acquired than speaking skill which is productive in nature.
- Students are exposed to a wide variety of ideas via reading which helps them in appreciating other languages and different cultures.

- Students should be familiar with the functions of structural words. They should also have knowledge of semantics.

6.2.7.2 Procedure

- **Focused silent reading** to foster the student's comprehension ability.
- **Books** - Special reading books containing motivating reading material and a specific vocabulary.
- **Vocabulary** - The new words should be uniformly spread in the lesson and repeated continuously in order to ensure familiarity.
- **Teaching Aids** - A good number of pictures should also be provided.
- **Mother Tongue** - The mother tongue should be used judiciously according to requirement.
- **Oral Work –** Oral work is done as loud reading before silent reading and is considered to be a prelude to reading.
- **Speech Training** – loud reading is the only practice provided for speaking.
- **Theoretical grammar** is not independently taught, but is used for remedial purposes as and when required.
- **Assessment -** Comprehension exercises are used to test reading comprehension.
- **Extensive Reading** - Supplementary readers are prescribed to practice and develop interest in reading and language.

6.2.7.3 Merits

- **Selection and gradation of vocabulary** was initiated by West as a prerequisite of this method.
- **Effective in developing Reading Skill.** West's Method is an effective teaching method for reading.
- **A suitable method for teaching English when it is a second or foreign language**. As only an inert/passive knowledge of the language is required for accessing literature in English.
- **Interesting text books.** The readers and supplementary readers are designed according to the interests of the learners.
- **Propagates comprehension** or understanding of the language.

- **Strengthens Vocabulary.** The method makes use of an extensive set of vocabulary which is strengthened through practice.

- **Self-learning is developed.** This method encourages extensive reading and thus encourages learning by the students and subsequently acquisition of knowledge is encouraged.

- **Simple and Easy method.** It is an easy teaching method as it does not require much preparation by the teacher.

- **Active learners.** Students are actively involved in the process of teaching learning as they are required to undergo various types of reading.

6.2.7.4 Limitations

- **Overemphasis on one skill of reading.** Dr. West has glorified the reading skill by stating that "Reading is by far the shortest road to learning to speak and write a language." Reading may contribute to the development of speaking and writing but it calling it as "the shortest road to learning" will be a misnomer.

- **Difficult or impossible to supervise or evaluate the silent reading** of the students. As silent reading is done by the students on their own it is difficult to assess whether the students are actually reading.

- **Un-Psychological.** Starting the language learning process with reading can at times be dry and boring for the students as there is no variety in the activity, so, it is un-psychological.

- **Learning to speak is easier than learning to read.** West's premise that reading efficiency can be acquired very easily at a small age is not favored by educationists. The general view is that speaking skill is more easily acquired than reading or writing skills.

- **Overlooks Sentence structures.** Dr. West has stressed the significance of vocabulary but disregarded the importance of sentence patterns in attaining mastery over language.

- **Too much importance to silent reading.** This method ascribes excessive significance to silent reading. Silent reading does play a vital role in the learning of a language but not as much as assigned by West.

- **Neglects oral work.** Due importance is not given to oral work. Lack of oral work at the initial stages of language learning is irrational and not psychological.

- **Teaching skills in isolation is not possible.** The distinction between and isolation of speaking and reading skills is not practical.
- **Objectives of Language learning are not achieved.** Proficiency in LSRW is the main objective of language learning and these are not achieved in West's method.
- **Grammar and composition are neglected.** There is no mention of the two important components of a language -Grammar and Composition, which makes it an incomplete method for learning a language.

Check your progress:

1. West's method focuses on _____ skill.
2. Readers with _____ vocabulary should be used.

6.3 Learning Outcomes

This Unit introduced you to the Grammar Translation Method, the Direct Method, the Audio-Lingual Method and Dr. West's Method. At the end of this Unit you should have understood the principles and the procedure for use of these methods apart from the merits and limitations of these methods.

6.4 Glossary

Lexical item: Vocabulary.

Accuracy: Having no scope for errors/ mistakes.

Active learners: Student engagement and participation.

Active listening: Listening with demonstration of understanding.

Active vocabulary: Vocabulary in constant use.

Analytical learning: Learning in a linear, step-by-step way with sequential methods of organizi tasks or information for themselves

Assessment: The act of judging or deciding the amount, value, quality, or importance of something

Aural-oral skills: Listening and speaking skills

Contextual Vocabulary: Word meaning as it relates to a place, or meaning in a written text

Extensive Reading: Reading for enjoyment and to enhance reading skills

Imitation: Simulate or copy something

Incidental learning: Unintentional or unplanned learning that results from other activities.

Inhibited use: Impediment to free activity, expression, or functioning.

Interactive classrooms: An interactive classroom supports interactive and active learning

Intonation: Change in the pitch and sound when speaking

Maxims: A concise expression of a fundamental moral rule or principle

Oral Work: Work which comprises of listening and speaking skills

Overlearning: Practicing newly acquired skills beyond the point of initial mastery.

Pronunciation: The way in which a word is pronounced.

Psychologically sound: Mentally sound or sane.

Self-learning: Learning done by oneself, without a teacher or instructor

Silent reading: To read without saying the words

Slow learner: A slow learner if his or her thinking skills develop at a notably slower rate than that of his or her peers

Structural items: Grammatical "patterns"

Syntax: Word order in sentences

6.5 Sample Questions

6.5.1 Objective questions:

A. Examine the following sentences and state whether they are **true or false.**

1. Text book is the base of Grammar Translation Method.
2. Speaking is emphasized in Dr. West's Method.
3. The unit of teaching in the direct method is a sentence.
4. The Audio-lingual method is also called Army method.
5. Mother tongue dominates in the Direct Method.

B. Fill in the blanks:

1._____method helps in developing skills in grammar, reading, vocabulary and translation.

2. Meticulous pronunciation is achieved in _____.

3 .The main objective of _____ method is reading.

4. Positive and negative reinforcement is used in _____ method.

5. Grammar and composition are neglected in _____ method

6.5.2 Short answer questions:

1. Can Grammar Translation Method be used in today's classrooms? Comment.
2. Enumerate the steps used while teaching with the Direct Method.
3. Discuss the limitations of Direct Method.
4. What are the principles behind the use of the Audio-Lingual Method?
5. Dr. West's New Method lay more emphasis on reading. Comment.

6.5.3 Long Answer Questions:

1. What are the different methods of teaching English language? Examine each one of them in detail.
2. Explain the principles behind the Direct Method of teaching English. What are its merits and limitations?
3. Is audio-lingual method a good method of teaching? Explain in view of its merits and limitations.

6.6 Suggested Learning Resources

- Brown, H. D. (2002) *Principles of language learning and teaching* (4th ed.). New York: Longman.
- Diane Larsen, Freeman. (2002) *Techniques and principles in language teaching*. Oxford University Press.
- Hall, Graham. (2011) *Exploring english language teaching: language in Action*. New York: Routledge.
- Nagaraj. [sixth since 1996].(2005) *English language teaching: approaches, methods, techniques*. Hyderabad: Orient Longman Private Limited.

Unit-7: Methods of English Language Teaching - II

Structure

7.0   Introduction

In the previous Unit we have learned about the general methods of teaching English basically in the order in which they were introduced. In this Unit we will learn about more specific methods of teaching English like the Bilingual Method, the Total Physical Response Method and the Silent Way Method which were introduced in English language teaching with some specific objectives in mind.

7.1   Objectives

The objectives of this Unit are to make you:
- know about the different methods of English language teaching.
- understand the various methods of English language teaching.
- apply/use different methods in the English language classroom.
- comprehend important terms in English language teaching.

7.1   Bilingual Method

The bilingual method was put forth by C.J. Dodson Wales as a method of foreign language teaching. The bilingual method gives a standardized process in which the printed sentence and the oral utterance are presented together along with a picture strip. Lam (2001) defines bilingualism as "the phenomenon of competence and communication in two languages". This method needs L1 and L2. In this method the teacher and the students use two different languages; English and mother-tongue. The proponents of the bilingual method believe that mother tongue aids in achieving fluency in another language (in this case English).

Bilingual method is a combination of the Direct Method and Grammar Translation Method. However, there are some differences too. The differences are as follows:
- Bilingual method lays stress on oral language
- Teaching starts as bilingual and ends as monolingual
- The teacher is allowed use of both languages (mother tongue and English)
- The students are given sentence structure drills
- The written and the oral utterances are presented together along with a picture strip from the start itself.
- The meanings are given in both languages at the outset making the language input meaningful.

7.1.1   Principles
- **Compare and contrast of two languages.** This method uses the similarities and differences found in mother tongue and English. If the learner understands these differences then learning the second language is easier.

- **Mother tongue facilitates learning**. The second language can be acquired through the medium of mother tongue. The situations faced by a child while learning the mother tongue are replicated in learning English which facilitates easy and accurate learning of the language.

- **Better comprehension**. Comprehension and understanding are enhanced due to use of mother tongue.

- **Restricted use of mother tongue.** The teacher is allowed use of both languages (mother tongue and English). The students use of mother tongue is prohibited.

- **The sentence is the unit of instruction.** Teaching unit is a complete sentence which leads to more proficient language use.

- **Mother tongue is withdrawn after sufficient fluency is attained.**

7.2.2 Procedure

The bilingual method follows **3**Ps formula**: presentation, practice, production.**

Presentation - The teacher's model reading of dialogue. The students listen passively with their books closed. Second Reading - Student repetition with the teacher with books open. Sentence wise meanings in the mother tongue are provided by the teacher. The teacher repeats the sentence two times with meanings in the mother tongue.

Practice - Then teacher and students practice together the presented topic of language learning.
Production - The learners at first make new sentences by substituting words and structures learned before and later, students make their own sentences or join sentences to deal with new situations. This bilingual technique prevents students from giving meaningless answers. The mother tongue is no longer required, and the exercise becomes monolingual. This stage is called production and is the vital step to genuine spontaneous communication.
Teaching aids - The written sentences, the oral utterances and pictures

7.2.3 Merits

- **Motivation to learn.** Comprehension helps in enhancing motivation and retention.
- **Avoids Mechanical learning.** It is a syntactic and semantic exercise and practice at the same time, thus a cognitive exercise, which prevents the students from becoming mechanical.

- **Meaningful learning.** The use of mother tongue ensures that the meanings of concepts are easily conveyed as well as easily grasped by the students

- **A good role Model.** The teacher presents the language to be learned with proper pronunciation, intonation and rhythm and thus is a good model for the student to copy.

- **Simplifies the teacher's work.** The bilingual method makes explanations of difficult words and grammar easy by using the mother tongue.

- **Restricted use of mother tongue.** The teacher is allowed use of both languages (mother tongue and English). The students' use of mother tongue is prohibited.

- **Association of the concrete with the abstract.** The bilingual method makes use of picture strips as well as written texts to accompany the dialogues of the language. This allows students to see the concrete form i.e., the written form of the words along with their oral representation.

- **It is economical.** Teaching aids are not required hence time and efforts are saved as meanings are explained in the mother tongue.

- **Both fluency and accuracy are achieved.** The Bilingual Method's emphasis on speech and structural pattern practice promotes accuracy and fluency.

- **Students turn into functional bilinguals.** Mastery over two languages helps the students to function equally well in both languages.

- **Gives prominence to other languages.** Thus it negates the belittling or substitution of one language for another.

- **Accessibility is ensured.** The familiarity and comfort as the mother tongue is being used. Thus, ensuring that all the students learn equally well.

- **Discipline.** English teachers sometimes find it difficult to handle students due to communication gap. Using the mother tongue helps in delivering the instructions related to lesson activities and behavior thus keeping a control over the students.

- **Builds a strong foundation for reading and writing skills.** The bilingual method uses written form of the language right from the start which helps in building a strong foundation for future learning.

7.2.4 Limitations

- **Teachers should be bilingual.** The teacher should know both the mother tongue of the students and English.

- **Over reliance on mother tongue.** Student's may develop over reliance on their mother tongue. It can develop a bad habit of trying to understand all concepts using the medium of mother tongue.

- **Teacher's competence in use of this method.** The teacher needs to be well versed in the principles behind this method to make sure that it does not end up as the grammar-translation method. The teacher needs to be particularly cautious in maintaining the focus on oral work at the initial stages and the principles of 3P should be followed judiciously.

- **Grammatical structures are over emphasized** and conversation practice is neglected.

- **More useful at secondary stage than at primary stage.** The Bilingual Method is more suitable for the secondary students as the mother tongue needs to be fully developed in order to use it to learn the target language.

- **Restricts free and independent thinking by students.** All the activities in the class are teacher directed and hence students are denied any opportunity for free and independent thinking.

- **Translations are mostly approximate not accurate.** It is sometimes rather impossible to provide an equivalent word in the mother-tongue.

- **May be confusing.** A comparison and contrasting of the features of the two languages may sometimes lead to confusion in the students.

Check your progress:
1. Bilingual method was put forth by _____.
2. Mother tongue is used only by _____ in the class.

7.2.5   Total Physical Response:

Total Physical Response (TPR) method was developed by James Asher. It is a language teaching method in which speech and action are combined together. It is based on the way that children learn their mother tongue. The students are given oral instructions and the students are required to respond physically. Sufficient practice will lead to spontaneous production of language by the students. The method promotes comprehension.

7.2.5.1 Principles

- **Comprehension is the goal.** Comprehension is important for successful learning of language and physical responses. It is important to understand the level of students

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comprehension which is possible by observing the students physical responses.

- **Grammar is taught inductively.** The inductive method is used for teaching of grammar. Subconscious acquisition of the grammatical structure precedes conscious understanding of rules of grammar.

- **Meaning is more important than form.** Meaning is of utmost importance which sets TPR apart from other methods.

- **Oral Fluency is the end result.** Even though most of the time in class is spent in eliciting physical responses, the final goal is to develop students' oral fluency. Asher says that listening comprehension skills paves the way to the development of spoken language skills.

- **Speaking is delayed until comprehension skills are established.** The learner is a listener and a performer responding to commands individually or collectively in the initial stages. The coordination of speech and action facilitates language learning.

- **The role of the teacher is central.** The teacher directs the whole learning process and thus plays a central role.

- **Stress-free environment maximizes learning.** Students are not compelled to speak by the teachers. They delay speaking till students learn the language by listening and start speaking spontaneously.

7.2.5.2 Procedure

In the classroom the teacher plays the role of a parent.

- The teacher gives commands; students understand and act according to the commands. Teacher repeats instructions in different ways; students follow and do the action.

- This is repeated a few times till students are able to say the words orally also as they enact. After due practice the students give the commands to their classmates and whole class.

- A more effective way is with the students forming a circle with the teacher at the centre and moving as they enact the action.

- Role of mother tongue. The method starts off by using the mother tongue but then the mother tongue is not used at the later stages. The meaning is usually conveyed through actions.

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- Interaction: There are two types of interaction in class. Student-Teacher and Student-Student interaction. Teacher speaks and students respond through physical actions i.e., non-verbally.

- Evaluation. Observation of actions forms the basis of evaluation.

- Errors. It is expected that students will make errors at the beginning which are generally overlooked.. Only major errors will be corrected by the teacher just like a parent corrects a child's mistake. More errors are corrected at the later or advanced stages of learning as we progress towards accuracy.

7.2.5.3 Merits

- **Active and interested students.** Students enjoy the physical activity and moving around in class. It is a fun method, students enjoy it and it lifts the pace and the mood.

- **Little or no preparation by teacher.** Limited materials and planning mean it's simple for teachers to prepare.

- **Suitable for all types of learners.** TPR success does not depend on aptitude of the child. It is suitable for a class with mixed ability. Kinaesthetic learners (who respond well to physical activities) and visual learners are most benefitted by this method. Introvert students are also benefitted as they are not required to perform individually.

- **Suitable for both small and large groups.** Class size is not a problem,

- **Effective learning.** Physical movement and language are combined which results in effective learning.

- **Sharpens the brain.** Students actively use both the left and right sides of their brains.

- **Listening skills are enhanced**. The learners are encouraged to listen. Thereby their listening skills are enhanced.

- **Lowers stress.** Students are not forced to speak which helps in lowering inhibitions and stress.

- **Provides change.** Students enjoy the change of pace, activity and atmosphere of the classroom.

- **Comprehension is enhanced.** Comprehension is a major outcome of the TPR method.

7.2.5.4 Limitations

- **A beginner's method.** TPR is suitable for beginner levels and not higher levels because it restricts student opportunity for creative expression of their own thoughts.

- **Limited utility value of language learned.** Commands and imperative sentences are mostly used in this method which has limited use in real life.

- **Cannot cover entire syllabus.** You can not teach everything with it. Only some elements of language can be taught by this method.

- **Overuse may lead to repetitiveness.** TPR when used a lot becomes repetitive and the students will subsequently lose interest. The novelty of learning is lost in repetition.

- **It may sometimes be embarrassing.** Students as well as teachers who are not used to such things might find it embarrassing. It can be a challenge for shy students.

Check your progress:

1. TPR method was propounded by _____.
2. TPR method stresses on _____ activity.

7.2.6 Suggestopedia:

Suggestopedia method was propounded by Georgi Lozanov. The name of the method is a combination of the words "suggestion" and "pedagogy". The main principle behind this method is that learning can be enhanced when it is complemented by suggestion and de-suggestion. It is also known as subliminal accelerated learning. This method vouches the importance of relaxation of mind for maximum retention of material. Suggestopedia helps in creating an outside-the-box learning experience. Suggestopedia enhances language learning results and assures that this method can help in teaching languages nearly 3-5 times faster than other methods. Suggestopedia claims that the students will be more receptive to learning when they are relaxed and comfortable. In suggestopedia in keeping with the former statement lessons are conducted with soothing music being played in the background. Suggestopedia aims to create a positive impact through a pleasing environment and experience which helps students to get rid of the negative associations that usually accompany learning.

7.2.6.1 Main Features of Suggestopedia

• **Use of soothing background music.** All activities in the classroom are accompanied by the use of soothing back ground music.

• **Conducive atmosphere.** The classrooms are arranged in such a way that the students feel relaxed and peaceful

• **Use of Mother Tongue and English.** Both the target language/mother tongue are used in the classrooms.

• **Conducive Environment.** The classrooms are bright and cheerful with comfortable chairs

• **Suggestion and de-suggestion by teacher.** The teacher actively suggests positive thoughts and de-suggests negative thoughts into the learner's minds.

• **Printed Materials are provided.** Printed target language dialogues with translation in mother tongue accompanied by vocabulary and grammar notes

• **Reading accompanied by Music.** The teacher reads the dialogues with matching the rhythm and intonation with the music.

• **Home work.** The students are required to read the dialogues just before sleeping and on rising as homework.

• **Use of games, songs and Q&A.** The activities are conducted in the class using games, songs, dialogues and questions and answers

7.2.6.2 Procedure

The students do not sit on familiar hard backed benches but instead comfortable armchairs are used. During reading sessions soft or dim lights are used with soft music playing in the background in order to create a calm and serene atmosphere during the lesson. A lesson based on Suggestopedia has four phases: introduction, concert session, elaboration, and production.

• **Introduction/ Deciphering:** In the first phase, written and spoken content are introduced by the teacher with the English text on the left side and its translation on the right side. The matter is taught in "a playful manner", vocabulary and grammar are not analyzed.

• **Concert session (Active & Passive):** The active session involves reading of the dialogues by the teacher by matching the rhythm and intonation with the music as in a

concert with the use of dramatic voices and gestures to ensure and retain the attention of the students. New vocabulary does not prove to be a deterrent to learning on the contrary it helps students with contextual learning. In the passive session normal reading at a normal speed is done by the teacher with music being played in the background. Students listen in a relaxing atmosphere.

- **Elaboration:** The student activities consist of expression of their learning by singing songs, acting and playing games. The teacher acts like an advisor, mentor and guide. The students show their understanding through acting, songs, and games.

- **Production:** English is spoken spontaneously by the students and all interaction in the class takes place in English without any intrusion or correction by the teacher.

7.2.6.3 Merits

- **Music facilitates learning.** Many researchers have concluded that use of music in the background enhances learning. Music helps in reducing stress, encourages positive behavior and stimulates creativity. It also increases the concentration of the students.

- **Power of Mind is Utilized.** Suggestopedia demonstrates the power of mind.

- **Relaxed Learning.** State of relaxation augurs well for efficient learning.

- **Stress Free Learning.** Stress can be overcome by using music as it helps the students to relax.

- **The comfortable classroom environment leads to enjoyable learning.** The classroom is a comfortable space with a positive ambience; thus, students are relaxed and able to enjoy their learning.

- **Motivates the students.** The easy availability of materials and resources combined with a comfortable atmosphere and no fear of ridicule or judgement motivates the students towards learning.

- **Loud reading helps students learn.** Loud reading of the passage/dialogue helps students understand vocabulary in context before learning it.

- **Engaging and enjoyable experience.**As reading is accompanied by music as in a concert/theatre with the use ofdramatic voices and gestures makes the experience engaging and enjoyable for the students.

7.2.6.4 Limitations

- **Impractical Method.** It is not possible to provide comfortable chairs/seating to all the

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students as is playing music at all times.

- **Emphasizes Memorization.** The method places a lot of stress on memorization, with no emphasis on comprehension. Language is not a mere reproduction but also an understanding and interacting by using language in novel situations.

- **Music can prove to be a distraction.** Music may prove to be more of a distraction specially if it is accompanied by lyrics. All students do not like the same type of music hence choosing the right music can also prove to be challenging.

- **Suggestopedia relies on docile students.** All students are not docile enough to follow teachers orders blindly they may challenge or question conflicting views.

*Check your Progress***:**

1. Who was the proponent of Suggestopedia?
   _____

2. The teacher actively suggests _____ thoughts and de-suggests _____ thoughts into the learner's minds.

7.2.7 The Silent Way:

The Silent Way was devised by Caleb Gattegno. The main premise of this method is that if the teacher is silent in class, it gives more opportunity to the students to use the language. The Silent Way method makes use of colour charts and the coloured Cuisenaire rods to teach language. The basic premise of this method is simple but yet powerful as it emphasizes student's learning and not teacher's teaching. In this method the teacher remains silent for most parts of the lesson. The students play an active role in the class and the teacher plays a passive role. This method emphasizes learner autonomy and the teacher is a facilitator and a guide who monitors the student's progress and provides necessary feedback - verbal as well as nonverbal wherever required. Use of language in context, structural syllabus and pronunciation along with functional vocabulary are the basis of this method. Translation and rote learning are strictly avoided. Evaluation is done mostly by observation. Silence is used in this method to enable students to focus their attention, encourage responses by the students and correct errors wherever required.

7.5.1 Principles

- **Discovery and creation facilitate learning and not repetition and memorization.** Learning is treated as a creative, constructive and problem-solving activity involving active

students.

- **Physical objects facilitate learning.**Silent Way uses Cuisenaire rods of varying length to teach simple commands, sound colored word charts to teach pronunciation and colored Fidel charts to teach spelling.

- **Discovery Learning is used.** The learner tries to solve problems while using the language and thus learns the use of appropriate language and understands its mechanism. **According to** Benjamin Franklin

 "Tell me and I forget

  Teach me and I remember

  Involve me and I learn"

- **Silent teacher leads to more speaking by students.** The silent way method requires the teacher to be silent and the students to speak.

7.5.2   Procedure

The teacher begins by instructing students on pronunciation using a multi-coloured chart in which each colour represents a different sound. After the students have learned the sounds using repetition charts with colour coded short words are used. Some sample charts are given below:

Silent Way charts & Cuisenaire Rods
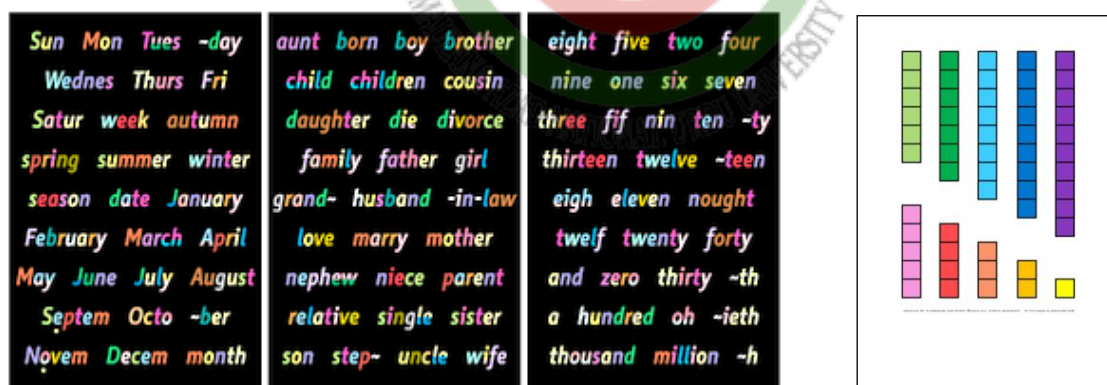
Once the connection between the colours and the sounds is established, **pronunciation of simple words** is taught without any verbal intervention.

7.5.3 Merits

- **Student-directed learning.** Students are active participants and they decide the course of learning.

- **Problem-solving skills are developed.** Students are forced to solve any problems that arise while learning as the teacher does not provide any input.

- **Increased studentengagement. S**tudents are engrossed, engaged and completely involved in the learning process.

- **Stress free learning. N**o criticism from the teacher reduces any stress or fear in students.

- **Self-learning.** Deeper interactive and independent work of students using the language is possible as students develop ability to learn by themselves.

- **Learning through problem solving has the following benefits.** Abilities ofcreativity, discovery and retention are enhanced.

7.5.4 Limitations

- **Harsh method.** The Silent Way method is a difficult method as the student is isolated and communication with the teacher is restricted.

- **Unfamiliar method.** Students have never experienced this distant attitude of the teacher and may not be sure about how to handle the situation.

- **Not suitable for all students.** An average or below average student will find it difficult to learn by this method without any help from the teacher.

- **Students may lack feedback.** Verbal or written feedback is necessary nonverbal feedback may or may not be understood by the students

- **All aspects of language cannot be covered.** The material used i.e., the sound-colored word charts and Cuisenaire rods cannot be used to teach all aspects of the language. Other materials will be required for complete learning of a language.

*Check your progress***:**

1. The teacher's role is _____ in the silent way method.
2. Students are _____ participants in this method.

7.3   Learning Outcomes

This Unit introduced you to the Bilingual Method, Suggestopedia, the Total Physical Response method and the Silent Way Method. At the end of this Unit, you should have understood the principles, the procedure for use of these methods and the merits and limitations of these methods.

7.4   Glossary

Abstract: A thought or an idea which does not exist in a physical or concrete form.

Accessibility: Easy to approach, reach, enter, speak with, use, or understand**.**

Alternative teaching strategy: Alternatives to the standard patterns of teaching.

Colored Cuisenaire rods: Wooden rods in 10 color-coded lengths (in 1cm increments from 1cm to 10cm)

Communicative proficiency: Ability to use language with fluency and accuracy in different settings and contexts.

Concrete: Existing in a material or physical form; not abstract.

Conducive atmosphere: Right conditions for something good to happen or exist.

Deciphering: Succeed in understanding, interpreting, or identifying (something).

Functional bilinguals: Individuals or groups of people with knowledge and proficiency in use of two languages.

Outside-the-box: Creative and unusual ideas.

Over reliance: Excessive dependence on or trust in someone or something.

7.5   Sample   Questions

7.5.1 Objective questions:

A. Examine the following sentences and state whether they are true of false.

1. Bilingual method is considered as a combination of the Direct Method and the grammar translation method.

2. Suggestopedia method makes use of color charts and the colored Cuisenaire rods.

3. Autonomy of learner is emphasized in silent way method.

4. TPR method is an example of the comprehension approach to language teaching.

5. The silent way method makes use of soothing background music.

B. Fill in the blanks:

1. _____is also known as subliminal accelerated learning.

2. The phenomenon of competence and communication in two languages is called _____.

3. Only the Teacher uses L1 in the class room in _____ method.

4. The bilingual method makes use of the traditional three P's which are _____, _____ and _____.

5. _____ method advocates that coordination of speech and action will boost language learning.

7.5.2 Short answer questions:

1. How does bilingual method differ from the grammar translation method?

2. Explain the steps involved in teaching using suggestopedia.

3. What are the 3 p's of the bilingual method?

4. Will you use silent way in your classroom? Justify.

5. What are the benefits of using TPR?

7.5.3 Long answer questions:

1. Critically analyze the merits and demerits of the Bilingual method.

2. Explain the important features of Suggestopedia.

3. What are the different methods of teaching English language? Examine each one of them in detail.

7.6   Suggested Learning Resources

- Brown, H. D. (2002).*Principles of language learning and teaching* (4th ed.). New York: Longman.

- Cook, Vivian. (2008) *Second language learning and language teaching*. London: Hodder Education.

- Richards, Jack C.; Rodgers, Theodore S. (2001) *Approaches and methods in language teaching* (2nd ed.). Cambridge, New York: Cambridge University Press.

Unit-8: Approaches of Teaching English

Structure

8.0 Introduction

A language teacher is always concerned with two important aspects of teaching; what to teach? and how to teach?

The first 'what to teach' is generally prescribed by the Department of Education/University Board of Studies/Management Board and usually, it is not in the hands of the teacher to decide. Teachers have very limited scope to change it. However, the teachers have enough liberty and choices to the second question 'how to teach'. Teachers can choose a method as per the needs, interests, and motivation of the students. However, here is where teachers must think deeply which strategy will assist best in their students' learning . It is critical for language teachers to be aware of the different approaches that govern their actions in the teaching.

The practitioners of English language teaching (ELT) began their studies from 1930s to determine the best method of teaching English. Meanwhile, there were numerous advancements in other fields such as psychology and linguistics that were thought to be useful in effective classroom teaching. Consequently, several approaches and methods of teaching English have emerged.

8.1 Objectives

The objectives of this Unit are to:

- describe different methods approaches of teaching English.
- understand the major principles and characteristics of these methods and approaches.
- examine the advantages and disadvantages of each method and approach.
- discuss how these methods and approaches can be applied in different situations.

8.2 The Concept of Approaches and Methods

Theories about the nature of language and language learning guide the practice of language teaching. As a whole, these theories represent an approach. A method is the practical implementation of an approach. The approach is thus at the level where the method draws on language learning theories.

There are three different views or approaches about the nature of language that influence the methods of language teaching.

(a) Structuralist view/approach

The structuralist approach asserts that each language has a unique structure that is produced by the combination of different components such as grammar, phonology, morphology, etc.

(b) Functionalist view

Language, in the functionalist view, is a means for expression and communication and accomplish certain function.

(c) *Interactionist view*

An interactionist view of language perceives it as a tool for the exchange of ideas, viewpoints and communication to build and maintain relationships and social

connections among people.

These three views represent three models of language learning. Each one of them provides the theoretical support for a particular teaching method. In the last two Units, you learned about the methods of teaching English. In this Unit, you will learn about the approaches to ELT.

8.2.1 The Structural Approach:

This approach asserts that language is made up of a set of structures or patterns. Once a learner has learned the required structures or patterns, he or she can effectively use the language. The arranging of patterns of words or word groups in a sentence to form meaningful units of speech is referred to as structure. The skeleton of the language is made up of the structural words. Sentences cannot be constructed without the use of structural words.

8.2.1.1 Principles of the Structural Approach

The following are the principles of structural approach:

- A sentence serves as the teaching unit in this approach to teaching.
- The structure of a sentence is more important than learning new vocabulary.
- This approach places an emphasis on the use of everyday language and encourage the use of tasks and activities in the classroom
- Structures and vocabularies are selected and graded based on certain criteria before teaching through this approach.
- Graded structure and vocabulary are used to present the structure.
- New structure is introduced through suitable situation.
- Through oral drills such as repetition and substitution, students practice structure.
- When learners have achieved a considerable level of mastery and control in oral fluency, they are encouraged to focus on other language skills.

8.2.1.2 Procedure

The procedure followed in teaching English using the structural approach is as follows:

- The teacher should choose the appropriate sentence structure while keeping in mind students' prior knowledge.
- The teacher should consider situations and activities to introduce the structure.

- For the introduction of the new structure, relevant vocabulary should be used.

- The teacher should give examples of how the structure works.

- Structures that have been learned should be practiced enough in different situations.

- To avoid learning by rote, different tasks, activities, and exercises should be used.

- The level of complexity of the tasks and activities should increase to prevent boredom and sustain interest.

- Periodically, learning and retention of the acquired structure should be evaluated.

8.2.1.3 Advantages of the Structural Approach

The following are the advantages of the structural approach:

- Learners' interests and standards are taken into consideration while selecting and grading learning situations and materials.

- This approach is founded on sound psychological and linguistic theories.

- Structures that have been learned are given practice in a variety of contexts. This gives the learner the confidence to use the language in a variety of situations.

- After each new structure is taught, students are given practice immediately and periodically, so they naturally learn the language.

- This method is based on the natural process of language learning.

- The major goal of this strategy is for a learner to be able to apply structures naturally in real-life circumstances.

8.2.1.4 Limitations of a Structural Approach

This approach has the following limitations and drawbacks:

- All the languages skills are not giving equal importance. Oral practice has been overemphasized.

- This approach necessitates the use of a specifically produced textbook with graded structures and vocabulary items to teach. The preparation of such textbooks requires experts.

- To teach using this approach, highly qualified teachers and professionals are required.

- The native language of the student is not used in this approach. sometimes it is difficult for the learners to understand everything in English.

- The rigid sequencing of word pattern and overemphasis on drill repetition may hinder the learners' inventiveness.

Check your progress:

1. What is the structural approach in ELT?

_____

2. Mention any two principles of structural approach.

_____

8.2.2 Situational Approach:

This approach was developed as a response to the structural approach. The structural approach was mostly form-oriented or emphasized the study of grammar. The structural approach didn't give the attention to meaning it deserved. A situational approach was proposed as a solution to this problem.

People always use language in a situation. A child learns his or her native language quickly and easily because every piece of language is demonstrated to him or her in some situation. The child figures out what it means from what is going on. No one tells him or her what the word means.

The assumption underlying the situational approach is that the target language should be taught in the same way that the child learns his first language. The situation could be real or it could be created for teaching purpose. When a piece of language is used in a certain situation, it sticks in the minds.

8.2.2.1 Principles of the Situational Approach

The following are the principles of situational approach:

- Language exists in a situation. Therefore, new language items should be offered in a context that makes sense.
- Students should be given opportunities to correlate the meaning of new terms with the produced context.
- After the connection between the situation and the expression fixed, doing so automatically becomes a habit.
- Situations, real or made up, make teaching and learning work.
- Appropriate examples, together with the context, aid learners in understanding meaning.

- Situations that are familiar, such as those at school, the playground, and so on, should be introduced first.

8.2.2.2 Advantages of the Situational Approach

The advantages of the Situational Approach are as follows:

- This approach is beneficial for both young and adult students.
- This method makes the learning experience alive, involving and engaging.
- The learner stays alert and involved throughout the process of learning.
- Situational approach has a constructive effect on the minds of learners.
- This avoids rote learning and memorization by requiring students to make inferences based on the context in which the language is used.
- This approach helps students develop their imagination and creativity as well as their language skills.

8.2.2.3 Limitations of Situational Approach

Despite many advantages this approach is also not free from certain limitations. The following are the limitations of this approach:

- This approach does not give equal importance to all the languages skills. The development of reading and writing skills are substantially ignored.
- A limited set of vocabulary and sentence structures can be taught with it.
- The overuse of drill and practice make the class monotonous.
- This method cannot be used to teach prose, poetry, or composition.
- This approach cannot be used to teach from textbooks.
- To teach using this method, teachers need to have a high level of expertise and extensive training.

Check your progress:

1. What is situational approach?

_____

2. Mention any two principles of situational approach.

_____

8.2.3 Communicative Approach:

Language learning and teaching has evolved from a form-based to a meaning-based approach, shifting from a rigid system to an eclectic approach, and transforming from teacher-centered to learner-centered classes are all encompassed by the term communicative approach. The communicative approach is a new and modern way to teach English. This approach was popularized by sociolinguist Dell Hymes. According to him, the goal of language teaching is to develop communicative competence. It was felt that students who were taught using the structural approach lacked communication skills. It places an emphasis on language's role in interpersonal communication.

8.3.3.1 Characteristics of the Communicative Approach

The goal of the communicative approach is to ensure that every learner has the ability to communicate effectively in a variety of contexts. It pays less attention to grammar and more attention to how language is used. It emphasizes the meaning of words in real-world circumstances and situations. It emphasizes the use of authentic material in the teaching learning process. Learning to figure out speaker's or writer's intention is an important part of learning process. The students' mistakes are accepted and viewed as a natural part of the process of learning to communicate and they are given chance to give their opinions and thoughts in a variety of settings. The students use language through communicative activities such as games, role-plays and problem-solving tasks.

8.3.3.2 Advantages of the Communicative Approach

The advantages of the communicative approach are as follows:

- Memorization of the rules of grammar or rote learning is discouraged in this approach.
- Students are assessed on the basis of how well they communicate instead of how well they remember information.
- This approach helps students build confidence in social situations during interaction.
- This approach tends to be a more student-centered and situation-based method of language teaching.
- Students' participation and interest are sustained in the class through this approach.

8.3.3.3 Limitations of the Communicative Approach:

Despite many benefits, this approach has also some limitations that are as follows:

- This method does not give sufficient regard to grammar and structure.

- To teach using this method, teachers need to have a high level of expertise and extensive training.

- This approach demands the establishment of communication-friendly environments.

- This approach may not be effective in large classes.

Check your progress:

1. Mention any two characteristics of communicative approach?

_____

2. Give any two advantages of the communicative approach?

_____

8.2.4 Constructivist Approach:

The constructivist approach emphasizes that knowledge is constructed by the learner via interaction with the environment. Constructivism is a new teaching approach in which students build their own knowledge by interacting with one another and drawing on prior experiences. Constructivism held that knowledge is not something that can be simply passed down from teacher to student. The students learn best when they are able to develop their own knowledge and make their own meaning. Orienting learners, learning how to learn is the major goal of constructivism.

8.2.4.1 Principles of Constructivist Approach

The following are the principles of constructivist approach to the teaching of English:

- Classroom involves pair work, group work or any other social forms of learning.

- Negotiation and scaffolding support the learner in learning process.

- Previous knowledge and experiences of the learner is highly valued.

- Teachers role in this approach is to facilitate discussion and learning.

- Teachers use learning material based on student's background or familiar situations.

- Activities such as role play, discussion and debates, presentation, interaction, cooperative and collaborative learning are the important features of this approach.

8.2.4.2 Advantages of the Constructivist Approach

The advantages of the communicative approach are as follows:

- It lays emphasis on learning how to think.
- This approach gives students autonomy to choose what they want to learn,
- This approach believes in experiential learning and discovery learning rather than rote memorization.
- This approach emphasizes interpersonal communication skills.
- Constructivism promotes collaboration and exchange of ideas in the classroom.

8.2.4.3 Disadvantages of the Constructivist Approach

The disadvantages of the communicative approach are as follows:
- Long term and extensive training is required for teaching through constructive approach.
- This approach is suitable for small or average class size.
- Customization of the activities to suit the learning experiences of the learners may not be always feasible.

Check your progress:

1. The constructivist approach emphasizes that knowledge is constructed by the learner by interaction with the _____.

2. Constructivism promotes _____ and exchange of ideas in the classroom.

8.3 Learning Outcomes

In this Unit we have discussed the various approaches to teaching English. We have also discussed the principles, characteristics, advantages and disadvantages of the approaches. At the end of this Unit you should be able have a sound understanding of the different approaches to ELT, their principles, merits and limitations.

8.4 Glossary

Target language: The language which is being taught or learned. It can be second language or foreign language.

Mother tongue: Mother tongue refers to an individual's native language, i.e., a language tha he or she learned from birth. It is also known as a first language.

Method: A method is a set of pedagogical principles for bringing the contents into practice.

Approach: Approach refers to a collection of ideas, beliefs, and principles that assist the teacher in determining what should be taught, why it should be taught, and how it should be presented.

8.5   Sample Questions

8.5.1 Objective questions:

1. The natural order of learning a language is _____.

    (a) Speaking - Listening - Reading - Writing

    (b) Reading - Speaking - Listening - Writing

    (c) Listening - Speaking - Reading - Writing

    (d) Writing - Reading – Speaking - Listening

2. English is _____ language of India.

    (a) an official

    (b) an associate official

    (c) a first official

    (d) none of the above

3. Which method or approach supports the use of mother tongue while teaching and learning of English?

    (a) Direct Method

    (b) Grammar Translation Method

    (c) Audio-Lingual Method

    (d) Communicative Approach

4. Which method or approach does not allow the use of mother tongue or native language while teaching and learning English?

    (a) Direct Method

    (b) Grammar Translation Method

    (c) Structural Approach

    (d) Bilingual Method

5. The primary aim of communicative approach is to _____.

    (a) develop communication competence of the learners

    (b) develop linguistic competence of the learners

(c) help the learners learn English through mother tongue

(d) get the mastery of the grammar rules and structures.

B. Fill in the blanks:

1. Structural Approach was developed by_____

2. Structural Approach aims at_____

3. Direct Method aims at_____

4. Who proposed Direct Method_____?

5. Audio Lingual Method aims at_____

8.5.2 Short answer questions:

1. What is the main principle of structural approach?

2. Mention the principles of communicative approach? What is the importance of situational approach?

3. What is communicative competence?

4. What are the limitations of constructivist approach?

5. Examine the procedure followed in structural approach.

8.5.3 Long answer questions:

1. Describe situational approach? How can this approach be used to teach English?

2. Design a lesson plan using communicative approach of teaching English.

3. Examine in detail the different approaches in ELT.

8.6 Suggested Learning Resources

- Larsen-Freeman, D. (2002) *Techniques and principles in language teaching*. (2nd ed.). Oxford University Press.

- Nagaraj, G. (1996) *English Language Teaching*. Calcutta: Orient Longman.

- Prabhu, N.S. (1987) *Second Language Pedagogy*. Oxford: Oxford University Press.

- NCERT(National Curriculum Framework Position Paper National Focus Group on Teaching of English. New Delhi: NCERT. 2005.

Unit-9: Listening Skills

Structure

9.0 Introduction

In the previous Units you learned about the methods and approaches to ELT. Now let us talk about the language skills. In English or in any language, skills are broadly categorized into four i.e., Listening, Speaking, Reading, and Writing (LSRW). In this Unit we are going to discuss listening skills. But remember, listening and speaking go hand in hand. These skills are interdependent. Listening is a receptive skill while speaking is an active skill.

Receptive Skills	Productive Skills
AKA Passive Skills	AKA Active Skills
Listening and Reading	Speaking and Writing
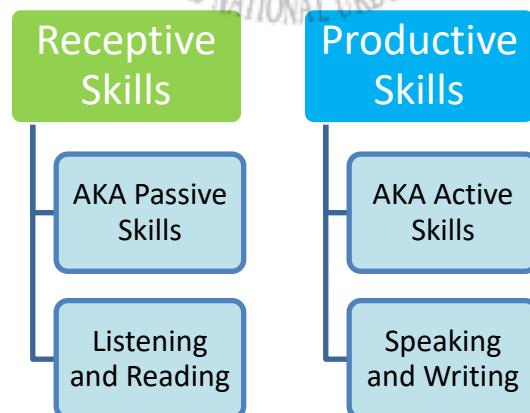
In the next few Units you will read about the other three skills. In this Unit we will discuss listening as a language skill.

9.1 Objectives

The objectives of this Unit are to:

- acquaint you with listening skills
- know about the difference between hearing and listening
- acquire knowledge about different types of listening
- know about various processes of listening
- understand different barriers to listening
- examine activities to develop listening skills
- know about the characteristics of an effective listener

9.2 What is Listening?

International Listening Association (1996) defines listening as "The process of receiving, constructing meaning from and responding to spoken and/or nonverbal messages." Bostrom (2011) The acquisition, process, and retention of information in the interpersonal context. Hence listening the process where the listener hears the audio string (the message), comprehend it, interpret it, and finally respond to the message in verbal and/or non-verbal way. Listening is not necessary understanding everything you hear. It is a skill which involves the process of paying thoughtful attention to what is being said. It is an active process by which one makes sense of, evaluates, and responds to what one hears. It is also an interactive process and therefore the listener will be actively involved in the entire process of the conversation.

The process of listening involves the elements such as receiving, understanding, remembering, evaluating, and responding. Let us study each one of them now.

Receiving: It is the intentional focus on hearing a message from the speaker, which happens when we avoid the confusing mixture of background noise so that we can hear to the actual message. At this initial stage, we are still only hearing the message.

Understanding: At this stage, we comprehend the meaning of the message we hear. Though we interpret the message, it is not that easy because sometimes we make mistake by attaching our own meaning to the words we hear, that may not be the same which the speaker has intended.

Remembering: This stage involves the remembering and recalling the message we hear. Remembering the message is important so that we can recall it whenever we are required to and to respond to the message we hear.

Evaluating: Here, basically we judge the message and assess it. We evaluate the message by thinking whether the message is making any sense, or whether the points made, are valid. The speaker should speak clearly and present his ideas in a logical way so that his message is evaluated positively. He can also support the points he made, by giving valid reasons.

Responding: This is the final stage where the listener gives the feedback or the response to the speaker verbally and/or non-verbally. This is necessary to give the response to the speaker so that the speaker may have the idea whether we got the message or not.

Hearing vs Listening:

Hearing is a natural phenomenon of an individual in which one perceives and receives sound with the help of ear. It is not a forced or voluntary process. It is a physiological act. It happens on its own. It occurs continuously without the intention of the individual. On the other hand, listening is a skill in which the individual perceives the sounds and makes meaning out of it. It happens intentionally. It is a psychological act. Let us understand the differences between hearing and listening with the help of this table.

Basis of comparison	Hearing	Listening
Meaning	Hearing is the natural ability of an individual to perceive the sound by receiving the vibrations with the help of ears.	Listening is the conscious process in which the individual receives the sound by paying attention to understand and analyse it.
Process	It is an involuntary (passive) process.	It is a voluntary (active) process.
Occurs at	It takes place at sub-conscious level.	It happens at conscious level.
Act	Hearing is a physiological act.	Listening is a psychological act.
Concentration	Concentration is not required in hearing.	It requires concentration to listen.

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What is it?	It is an ability.	It is a skill.
Use of senses/organs	Only one	More than one

Process of Listening:

Bottom-Up Processing

Bottom-Up processing is the process of understanding the information through sound analysis, word meaning or grammar (Gebhard, 2000). For example: Your cousin invites you to a party and you have never been to his house before. He will give the directions and you may listen to it carefully and take notes if needed. In this case, comprehension is attained when we divide and decode the message in chunks. The competency to separate the group of sentences into individual bit of words becomes more essential here, if we want to remember the name of a particular street in this case, or any specific instruction to find a particular mode of transport. Bottom-up listening activities can help learners to understand enough linguistic elements of what they hear to then be able to use their top-down skills to fill in the gaps. (Morley)

Top-Down Processing

Top-Down processing refers to the use of schemata or the knowledge to understand the given information. The schemata relate to the speaker's daily experiences about the heard topic (Gebhard, 2000). For example: Your friend shares his experiences of a holiday trip which was fabulous. Once the conversation about the holiday trip has been initiated, your knowledge about the kind of situations that can be experienced on holiday trips come to mind and helps you to 'match' the messages against your expectations of what you might hear. Listeners, by using their previous knowledge of the context and the co-text, should either be able to guess the meaning of the unknown word or understand the general idea without getting distracted by it (Morley).

9.2.1 Types of Listening:

There are different types of listening. Let us discuss few common types of listening.

1. **Attentive/Comprehensive/ Informational listening:** This type of listening requires high level of concentration and undivided attention. This happens when an individual wants to learn something, and the information is retained for a longer duration in the memory. For example: listening to the class lectures, listening to educational e-books or podcasts, listening to the processes, procedures, or the directions. This type of listening is commonly found in coaching and training programs too.

2. **Reflective or Sympathetic Listening:** This type of listening happens when reflections are created in your mind and takes your psyche to a different level of thinking. In other words, reflective listening is a state when the speaker's message generates associated feelings and thoughts in the mind of the listener. For example: when you listen to your friend sharing his good or bad experiences, you begin to have an associated feeling i.e., you feel happy or sad or feel the same way your friend does at the moment.

3. **Discriminative Listening:** Discriminative listening is the type of listening that is based on differentiation of sounds i.e., pitch and intonation of the words and phrases. In discriminative listening an individual tries to understand the intricacies of the sounds and the words that they listen to. With the help of discriminative listening persons can make out the meaning of the emotions behind the message they listen. This type of listening is the foundation of all other forms of listening. Example: While watching movies in the language you do not understand, you try to comprehend the meaning of the dialogues through pitch, intonation, and the non-verbal cues.

4. **Selective or Biased Listening:** Can you recall the time when you were in a classroom and the teacher was taking attendance by roll call? You would be attentive only when your turn to answer the roll call is about to come. You probably turned out to be a 'selective listener' there. In this type of listening, the listener has the presumption that the entire message is not worth listening to, and he/she needs to be attentive only for a selected segment of the speech. Here, the attention is paid only to a selected portion of the speech rather than listening to the entire speech.

5. **Pretended Listening:** At times it may so happen that we are forced to be seated in a seminar hall and listen to the speaker even though we are not really interested in doing so. In this situation, we are not listening to the speaker, yet we must make the speaker believe that we are listening to the lecture carefully. Here, the way of nodding the head, using smart expressions, and taking fake notes convey that we have been paying undivided attention. But the reality is completely the opposite. But remember! this type of listening is not at all recommended in formal situations.

6. **Critical Listening:** As a critical listener you listen to all parts of the message, analyze it, and evaluate what has been said. Critical listening also involves critical thinking where mental judgments are made based on what we hear. Our objective as a critical listener here is to

evaluate the heard message and decide whether the heard content is valid. Example: debates, problem solving, discussions, etc.

7. **Appreciative Listening:** This is the type of listening where you listen for enjoyment or appreciation. Think about listening to your favorite singer or standup comedian, for instance. You usually listen to your favorite songs because you enjoy listening to them. Few common types of appreciative listening are listening to the religious sermons or lectures, listening to the music, listening to a motivational speech, listening to poetry, listening to an audio book, or listening to a standup comedian who entertains us.

9.2.2 Teaching Listening:

In a dynamic classroom, both the teacher and the students need to be effective listeners. Developing listening skills help foster learning in the classroom by helping learners master the content of the course, ask relevant questions, and learn to think critically about the content learned. Listening skills also play an important role in personal and professional success and are especially important for students, for whom the language of instruction is not their first language.

Listening activities for the classroom:

There are a number of activities that can be conveniently conducted in ELT classrooms. Let us discuss some of them.

1. **Brainstorming:** Provide a topic that interests the students and ask them to think and come up with the words or phrases related to that topic and let them speak those words/phrases aloud before the class. This activity not only develops the listening and speaking skills among the learners but also enriches their vocabulary.

2. **Describe the picture:** This activity provides an opportunity to the students to share their ideas, expressions, and feelings by describing the picture shown. You can go with the simple observation to an advanced level where you can ask the students to build a story around the image and share it with the class.

3. **Roleplay:** It is said to be an effective way to develop listening and speaking skills among the students. Here the students can be assigned different roles of imaginary persons and asked to perform accordingly, or you may also provide them an imaginary situation where they can perform on their own. The roleplay can be scripted or non-scripted according to the learner's age group.

4. **Narration:** This activity is loved by the learners a lot. You may narrate the story, or you can also pick up few students to narrate a story in front of the class and ask others to listen to it

carefully. You may also evaluate the students by asking questions from the narration. You may also initiate a discussion on theme or characters of the story.

5. **Pair work:** Pair activities such as interviews or telephonic conversations are also a good way to develop listening as well as speaking skills among the learners. Divide the students into pairs and give clear instructions about the activity. Let the students have the conversation on their own or you may provide the cues.

6. **Just a Minute (JAM):** This is also an interesting activity where the students are asked to share their views on the given topic for a minute. You may assign topics according to the interest and age of the learners.

7. **Dictation:** One of the best activities to develop listening skills among the students is dictation. Here the teacher dictates the words, phrases or sentences and the students copy the same in their notebooks. But this is completely a teacher-centred activity hence we must use it to the minimal. It cannot be used extensively in language classrooms else it will create a monotony in the classroom.

There are other activities which can be conducted such as dramatization, summarization, question of the day, oral questioning, listen and repeat, listening to the conversation, listening to the podcasts, listening to the instructions, etc.

9.2.3 Barriers to Listening:

Many a times, when we are have a conversation with someone, we get distracted by the background noises or when a person is giving a speech and suddenly the speaker's microphone stops working, we cannot listen to the speaker clearly. At other times, when there is a connectivity issue during a video conferencing session, we might miss a portion of the speech in that duration. These are few examples of barriers to listening. There are different kinds of barriers to listening. Let us understand them.

Physical barriers: A physical barrier to listening can be defined as an element or a physical factor that acts as a distraction to hinder the listening process. A physical barrier can be natural or man-made. Environment (noises and distractions), time differences, technical disturbances (connectivity issues or microphone problems), and faulty modes of communication (not using microphone/speakers for large seminar halls) are all factors that can create a physical barrier to listening.

Physiological barriers: Physiological barrier refers to the inability to listen clearly due to any physical inability such as hearing impairment, hearing loss, distance between people and sometimes noise and distraction also create physiological barrier to listening.

Psychological barriers: Psychological barriers are known as emotional barriers which means the psychological state such as attitudes, opinions, consciousness status, emotions, etc. of an individual that deeply affect the ability to listen. Communication is largely dependent upon the psychological state of a person. If the person is psychologically sound, meaning emotionally and mentally sound, he can communicate effectively. Some of the psychological barriers include lack of attention, poor retention, emotions, distrust, premature evaluation, etc.

Cultural barriers: Cultural differences many a times create barriers between listeners and speakers that hinder effective communication. These differences may include speakers' pronunciation, accent, and listener's presumptions about the heard information or sometimes the roles of speaker and listener during the conversation. These differences can create barriers to listening where the listener may not be familiar with the speaker's speech patterns.

9.2.4 Characteristics of an Effective Listener:

Some of the characteristics of an effective listener are given below. A good listener:

- pays attention to the speaker
- always maintains a positive posture
- avoids distracting mannerisms
- keeps attention focused on the speaker
- maintains eye contact with the speaker
- nods and smiles when appropriate
- keeps focus of his/her comments on the speaker
- accepts the ideas and feelings of the speaker and encourage him to speak more
- empathizes with the speaker
- probes in a helpful way (but does not cross examine) for Ex: "Could you tell me more about that? Why did you feel that way?
- follows up the conversation for Ex: "A few minutes ago you said that . . . "
- paraphrases to ensure that he/she has understood correctly
- summarizes the progress of the conversation from time to time

9.2.5 Let Us Sum Up:

Listening is one of the important skills of communication. It is not same as hearing. It is an interactive process where the listener hears the message, understands and evaluates it before responding. It is a skill which can be learned and improved. Though it is known as a passive skill, yet it needs active involvement of the listener during the process of listening. There are different types of listening such as comprehensive listening, reflective listening, pretended listening, selected listening and critical listening. There are many activities that can be conducted in the classroom to develop listening skills among the learners such as brainstorming, pair work, telephonic conversation, roleplay, etc.

We have also studied that there are certain barriers to listening such as physical barriers, physiological barriers, psychological barriers, and cultural barriers. We have also discussed the characteristics of an effective listener which include maintaining a positive posture, avoiding distractions, maintaining eye contact with the speaker, focusing attention, probing, paraphrasing, summarizing, etc.

9.3 Learning Outcomes

At the end of this Unit you should be able to understand listening as a skill, the difference between hearing and listening, the process of listening, the barriers to listening and the characteristics of a good listener.

9.4 Glossary

Syllable: A unit of pronunciation having one vowel sound

Stress: A relative emphasis given to a syllable in a word.

Transcribe: To convert speech representation of a language

Monophthong: A vowel that has the same sound throughout its pronunciation

Diphthong: A complex vowel sound that begins with the sound of one vowel and ends with the sound of another vowel

9.5 Sample Questions

9.5.1 Objective questions:

1. Listening skills are also known as _____.

(a) Active skills

(b) Productive skills

(c) Receptive skills

(d) None of the above

2. Hearing is a _____ act.

(a) Physical

(b) Physiological

(c) Psychological

(d) Social

3. Sometimes we do not actually listen, but we appear as if we are listening carefully. Which type of listening is this?

(a) Comprehensive listening

(b) Selective listening

(c) Reflective listening

(d) Pretended listening

4. In which type of listening are all message heard but attention is paid to the selected portion of the speech?

(a) Critical listening

(b) Reflective listening

(c) Selective listening

(d) Discriminative listening

5. This is not a physical barrier to listening: _____

(a) Emotions

(b) Noise

(c) Connectivity issues

(d) Distance

B. Self- Activity:

1. One Physical barrier of listening_____

2. One Cultural barrier of listening_____

3. One Psychological barrier of listening_____

4. One linguistic barrier of listening_____

5. One cultural barrier of listening_____

9.5.2 Short answer questions:

1. Though listening is a passive skill, yet it needs active involvement of the listener during the listening process. Why?

2. What is the difference between comprehensive listening and reflective listening?

3. Enumerate few barriers to effective listening.

4. How does pair work help in developing listening skills among the learners?

5. What are the different elements of listening process?

9.5.3 Long answer questions:

1. Compare and contrast between hearing and listening.

2. How can we develop the listening skills among the learners? Explain with examples.

3. What are the characteristics of an effective listener? Describe in detail.

9.6   Suggested Learning Resources

- Bostrom, R. N. (2011). "Rethinking conceptual approaches to the study of "listening" *International Journal of Listening*, 25, 10-26. doi:10.1080/10904018.2011.536467

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- Mujumdar, A. (2019) *Teaching English as a second language: theory and praxis* (First ed.). SAGE Publications Pvt. Ltd.

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https://edge.sagepub.com/sites/default/files/listening_section_01_module01.pdf

https://www.britishcouncil.org/voices-magazine/five-essential-listening-skills-english-learners

https://www.researchgate.net/publication/309293240_Teaching_Listening_Skills

Unit-10: Speaking Skills

Structure

10.0 Introduction

Speaking is considered as one of the language skills in English language teaching and learning curriculum. Speaking skills are also known as productive skills in English language communication. Conventionally, it was not widely acknowledged as an important skill in pre-independent India which observed dominance of grammar-translation method and structural approach in which oral and speaking skills were not at the centre-stage of language communication teaching.

Speaking is an act of communication that depends upon active listening. It involves a conversation through which a speaker communicates and expresses ideas/feelings to the listener by

uttering some meaningful words and sentences. Speaking plays an important role in oral communication and also influences many persons at a time as a form of instant communication from one to many.

10.1   Objectives

The objectives of this Unit on speaking skills are to:

- help in generating speaking habits with clarity, fluency and efficacy
- enable you to communicate and share ideas/feelings with others immediately
- enable correct pronunciation of the sounds, words and speech sentences for effective communication
- develop effective communicative skills

10.2   Speaking Skills

The linguistic ability to effectively convey messages in oral form from one person to another or a group without losing any segment of meaning is called speaking skill. Speaking skills involve various methods, strategies, and the art of transferring meaningful spoken languages. Knowledge of words, meanings, the art of pronunciation, understanding the audiences, importance to listening, feedback mechanism, etc., are the key factors required in developing speaking skills. Oral production of sounds, words and a combination of words with fluency, accuracy and coherence are considered core to speaking skills. It intends to develop and helps in practising the English language in a much more effective manner ultimately developing an oratory competency. Vocabulary, grammar, pronunciation, fluency, accuracy, etc. are the core competency required for developing good speaking skills. Figure1 presents four basic elements of speaking skills.
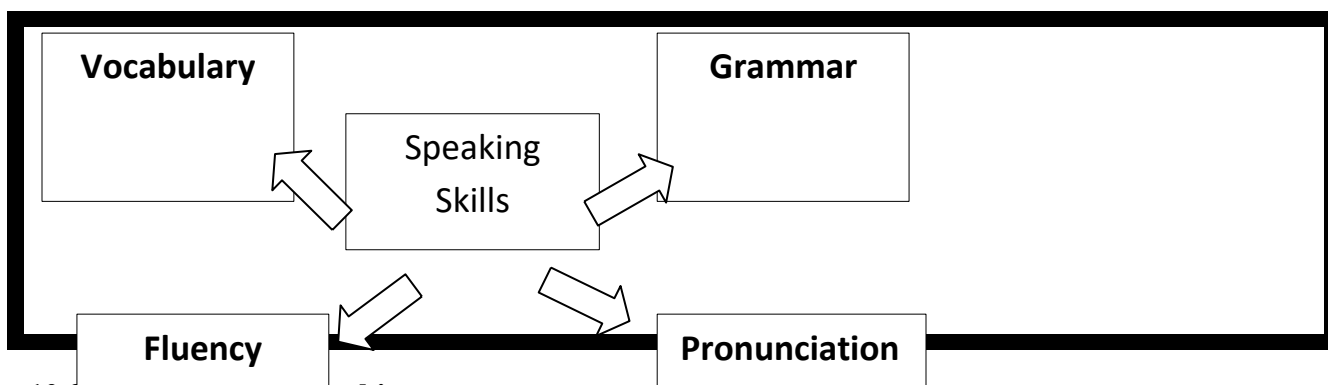
10.2.1 Functions of Speaking:

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Spoken and written language have very different societal functions based on the use and need of communication. Children begin speaking, much earlier than any other language activity such as reading and writing, in the mother tongue. Most of the communities across the globe have a spoken form of language but not all have a written form and reading communication.

The learning of speaking skills means creating sounds that can be used to understand and communicate the message. While the purpose of the speaking skills focuses on the verbal communication of some ideas, facts, feeling etc., it helps in improving language sense for generating sounds of the speech used in the communication. This skill also helps in learning correct pronunciation and the meaningful sounds required for the use of oral communication. Practicing speaking skills needs to be done in an appropriate speed while speaking in order to make it understandable to the listeners.

Given below are the major functions of speaking: oral communication can be categorized on the following basis:

- Expression: *Today, I am feeling happy.*
- Direction: *Give me a glass of water, please.*
- Information: *Today is a public holiday.*
- Literary: *Indian classical songs are soothing in nature.*
- Heuristic: *Wearing a mask is necessary during the Covid period.*
- Declarative: *I give up this assignment.*

10.2.2 Techniques of Speaking Skills:

Among language skills, speech is primarily the essence of language. A child learns sounds since childhood through the communicative experience available in the surrounding.   Learning speaking skills is the cheapest way to communicate, followed by reading and writing skills. Listening and speaking skills are important not only for the beginners but also for advance learners. Some of the popular techniques of acquiring speaking skills are described as follows:

- **Role-play**: is the act of performing the character of another person. This is a popular exercise in developing speaking skills among intermediate and advanced learners.

- **Story telling and narration**: Story telling means narration of some events and activities by someone else in his/her own words. For example, the story of a film by one friend to other friends.

- **Question-answer**: This is another way of oral communication in which one person asks a question and another person responds and vice-versa. This happens very often in the higher level classrooms between students and professors.

- **Discussion**: Discussion is another way of oral communication in which deliberations are done based on academic background and previous knowledge. Usually, it is conducted between two persons. There is another form of discussion called group discussion in which more than two persons are involved.

- **Problem-solving**: This is also a unique way of oral communication in which a problem is given to the individual or more than one individual to solve and discuss it with each other using logic, reason and justification.

- **Mimicking technique**: This is a technique to develop oral communication by exactly imitating and copying in terms of oral and physical behaviour.

- **Showing visuals**: Showing visuals and letting the learners interpret the visuals is another technique of developing spoken skills, especially among advanced learners. This technique uses the power of imagination and creativity to interpret and express orally.

- **Showing videos on interaction**: Showing videos on interaction between individuals and groups is one step advanced strategy of showing visuals. This technique helps the speaker interpret more conveniently and also helps in learning interaction strategies in pair and group.

- **Use of Mobile technology**: Mobile is the most convenient electronic device which can be used to enhance oral communication. One can have the world of knowledge and more specifically the videos and digital resources to learn the oral conversation, public speech, use of YouTube videos, audio and video recording, self-feedback mechanism, and many more. This device is of multipurpose use and cost-effectively as well for learning speaking skills among all levels of learners; beginners, intermediate and advanced.

- **Oral composition**: Oral composition is another way of enhancing speaking techniques, especially among intermediate and advanced learners. Here, learners are suggested to first speak out loudly what he/she wants to write down. It helps in building confidence as well as creativity among the learners.

- **Language apps**: There are numerous language learning applications available on the internet and the web-world. Many of them are available freeof cost. Some of the applications are purchased versions but very useful. Youtube, Duolingo, BBC App, Babble, LinguaLift, etc.

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are some examples. There are also many apps promoted by the higher education departments of the government, such as by the AICTE, UGC, SWAYAM, DIKSHA, etc.

10.2.3 Type of Speech:

Speaking skills are central to the idea of communication. While speaking in public or during the interpersonal conversation, four main speech patterns are used.

Memorized: A well-scripted speech prepared by a public speaker and spoken identical to the script is called memorized speech. It is also seen among the politicians who are not well versed with the speech delivery and use such style of public address.

Extempore: A style of speech without any advance preparation and largely based on one's own common sense and previous knowledge is called extempore speech. Extraordinary and intellectual personalities use such a style of public speech.

Manuscript: Addressing the public with well documented and well-planned speech is called speech based on the manuscript. Public speakers such as, popular politicians, professors, scientists, etc., use this style of public speech in order to attract and motivate the listeners.

Impromptu: This is a style of speech in which a speaker has to speak a few words or sentences without any preparation. It is called impromptu speech because the speaker starts speaking on the spur of the moment without prior preparation. This is a short or brief speaking style largely meant to just fulfil the norms with little speech sentences.

10.2.4 Characteristics and Strategies of Speaking Skills:

Strategies to improve speaking skills are pointed out and described below:

- Learners must think about the reason for communication followed by ideas he or she wants to convey to the listeners.
- Confidence level is required to begin the speaking communication, especially about the core messages.
- Speakers must have grammatical competencies and also the language commands of words, phrases and speech sentences he or she wants to convey to the listeners.
- A speaker must understand the social norms before beginning to speak especially negative and positive social norms such as culture friendly, gender-friendly, non-offensive languages particular to the culture, society or communities.
- Speaker must use discipline and a positive manner which should be listener-friendly as well on one hand, yet maintain a neutral attitude on the other hand.

- Fluency while speaking is core to communication and therefore, murmuring, fumbling, slow voice, etc. must be avoided in order to communicate and speak effectively. It also conveys a strong and friendly message to the listeners about the speakers and contents.

- A speaker must have adequate command over the styles of language, how to speak, how to pronounce different sounds such as vowel, consonants, stress, intonation, etc for effective communication.

- Understanding the listener's language level in terms of beginner, intermediate or advanced is core to developing speaking skills.

- A speaker must use, choose and deliver such a topic/ideas which are interesting, motivating and beneficial for the listeners so that adequate discussion, question-answer, debates can be generated for the furthering of the knowledge.

- A speaker must encourage listeners to engage with different activities so that information and ideas reach properly to the audience.

- Expression of childhood experiences, hobbies, likes and dislikes have to be focused through good speaking skills and effective communication in the English language in order to rehearse and practice for strengthening communicative skills.

- Word games, vocabulary enrichment exercises, rephrasing of the speakers/teachers expression, etc. are some of the popular modes of learning speaking skills in a common day to day communicative life.

10.2.5 Public speech and interaction:

Public speaking is an active and live presentation of the ideas and knowledge before the public where the audience also wants to listen to the speaker. It can cover a diverse variety of topics, issues and ideas from society. Here the objective of making a speech may be to educate, entertain, inform, motivate and influence the listeners. In order to make such speech attractive, these days electronic devices, ICT resources and social media are also used for wide circulation and make it more interesting to the learners. A public speaking presentation may be completely different from a one-to-one interaction and online presentation. A public speech is generally limited to the time, level of audience and limited places. On the other hand, an online presentation that is posted on the web has freedom and autonomy besides, less scope of two-way communication and lesser accountability as well. The asynchronous online presentation and speech provide an opportunity to speak and address the public without being much worried about their emotions, likes, dislikes and feedback. Yet, public speech in a face to face mode is the most effective way of presentation where the

audience can be convinced with the ideas and topics delivered by the speaker. Similar is the case in synchronous online presentations.

One-to-one interaction is also a way of interpersonal communication and speech where only two persons are involved in sharing ideas. Although it may be the best way to communicate yet very limited in terms of the number of audience/listeners.   Public speech, online presentation and personal interaction are the different modes of speech where public speaking is used yet, public speech is the most authentic way to share and convince the audience.

Barriers to effective oral communication:

The following are the common barriers to oral communication:

- incomplete speech sentences
- redundant and overlapping oral communication creating a barrier between speaker and listeners
- lack of feedback and question-answer session that is interactive communication with the listener
- lack of consistency and fluency
- socio-cultural bias or lack of understanding of socio-cultural differences

10.2.6 Learning Activities:

Some learning activities that may be introduced in a classroom situation to improve speaking skills are given below:

- self-introduction and introducing others
- extending wishing and greetings
- telephonic conversation
- information sharing
- asking, requesting, commanding
- situational conversation
- providing/seeking clarification and giving responses
- expression of opinion
- public discussion and participation
- narration and interpretation
- reporting an event
- describing things, persons, places

- Roleplay

Check your progress:

1. The four main speech patterns are _____.

2. Mention any two barriers to oral communication.

_____

10.2.7 Phonetics and Pronunciation in Speaking Skills:

Phonetics is the science of sound production in language. It is a branch of science dealing with how sounds are uttered and received. It deals with the mechanism of producing, combining, manner and tone of sound utterance.

10.2.7.1 Pronunciation and Sounds:

In a speech sentence, a learner depends highly on the sounds, their utterance, style, tone, stress pattern, etc. while speaking in the public or during two way speaking communication/interaction. Especially during making a public speech, stress pattern makes a huge difference between less effective and more effective speakers. According to a rough estimate, about 4000 languages are spoken across the globe. Yet, the sound and word formation patterns are never similar in two different languages. This is the unique feature of spoken languages across the culture and countries. Every language has its own dialect and sound pattern while uttering the sound and completely distinct from other languages and dialect. In the English language, 26 letters of the alphabet are taught for writing and speaking purposes. But there are 44 sounds in the English language which consists of 24 consonant sounds and 20 vowel sounds. Further, these vowel sounds and consonant sounds are also categorized according to place and manner of articulation.

10.2.7.2 Vowels and Consonants:

The English Phonemic Description:

In the first Semester, you have already studied the structure of modern English. You are already aware of classification and description of vowels and consonants and the speech organs. Let us quickly go through these and the sounds of English once again. In British English, there are twenty distinct sounds which are called vowel sounds out of these, twelve are called pure vowel/monophthongs and eight are called diphthongs. The 44 sounds of English are listed below:

Vowel sounds

i: :   sheep - eagle - field

ɪ :   ship - busy - started

ʊ :   good - put - should

uː :   moon - grew - through

e :   bed - dead - said

ə :   about - police - the   Monophthongs

ɜː :   bird - hurt - work

ɔː :   door - walk – saw

æ :   apple - cat - mad

ʌ :   up - money - cut

ɑː :   car - bath - safari

ɒ :   not - what - because

ʊə :   your - pure - tourist

ɔɪ :   boy - point - oil

əʊ :   coat - low - note

ɪə :   ear - here - career

eɪ :   train - say - plane   Diphthongs

eə :   hair - careful - there

aɪ :   by - high - fine

aʊ :   now - our - house
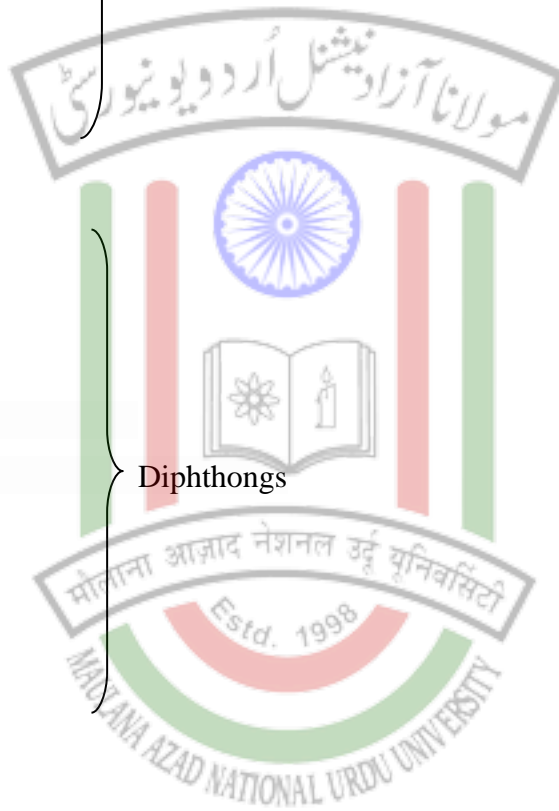
Consonant sounds

p :   pen - hopping - jump

b :   ball - hobby - herb

t :   table - little - watched

d :   dog - added - played

tʃ :   chips - itch - picture

dʒ :   jam - danger - fudge

k :   key - car - luck

g :   green - hug - league

f :   fire - laugh - phone

v :   video - move - of

θ :   thick - healthy - teeth

ð :   mother - this - with

s :   see - city - notice

z :   zebra - cosy - has

ʃ :   shop - nation - special

ʒ :   television - visual - leisure

m :   man - tummy - lamb

n :   no - funny - knife

ŋ :   sing - uncle - angry

j :   yes - onion - view

l :   light - smelly - feel

r :   right - berry - wrong

w :   win - where - one

h :   house - hungry - who

10.7.2.3 Speech Organs:

Pronunciation is a complex system of producing sounds using different parts of the organs of the oral cavity as well as pharyngeal area. There are different speech organs used while speaking and producing phonetic sounds in the English language.

Lungs

- Larynx
- Pharynx
- Uvula
- Nasal
- Teeth
- Trachea
- Vocal Cords
- Palate
- Oral Passage

•　　　Tongue

•　　　Lips

10.7.2.4 Effective Pronunciation Skills:

There are some good pronunciation strategies which may be applied in a classroom situation. Some of these are mentioned below:

- practical based sound producing exercises as per IPA (International Phonetic Alphabets)
- audio-visual aids for learning phonetics and pronunciation and in making an effective speech
- A language friendly environment
- drilling at individual and group levels in the use and practice of standard sounds and speech
- listening to news anchors of BBC, CNN, NDTV English, and to talk shows in English
- use of target language exclusively

*Check your progress***:**

1. Write two diphthongs.

_____

2. How many sounds are there in the English language?

_____

10.2.8 Let Us Sum Up:

Simplicity and direct communication are the foremost characteristics of the English language which distinguishes the English language from any other language. An effective speaker makes use of limited but effective use of sounds, words and sentences. Employing logical and coherent speech sentences, connecting devices, and consistency enrich the speaking skills and help the speaker to be confident while delivering public speeches.

10.3   Learning Outcomes

After studying this Unit, you should be able to understand the concept of speaking skills, enhance the use of speaking skills in daily life, use and pronounce the English sounds, letters, words and sentences in a correct manner and become effective speakers of English language

10.4 Glossary

Intonation: The rise and fall of tone in a speech sentence. Intonation is important in speaking to avoid monotony and make the speech interesting.

Phoneme: Any distinct unit of sound in a language that distinguishes one from another is called phoneme.

Rhythm: The regular and repeated pattern of sound in speech communication which is also harmonious in nature is called rhythm.

Fluency: The ability to speak and write accurately and with the adequate speed in a speech sentence is called fluency.

Accuracy: Degree of error-free and correct use of language in a speech sentence, especially with respect to grammar and structure.

Pause: A temporary stop in speech sentence while speaking is called pause. Like comma (,) while writing.

Clarity: The quality of being coherent and intelligible while making a speech in a particular language is called clarity.

Pace: Expression of language with a particular speed while speaking is called pace. Pace is important in public speech and should be decided upon, based on the level of listeners.

Slang: A category of words that is used informally and among known people from similar languages and cultures.

Tone: Providing greater strength and firmness on a particular speech sentence or word is called tone. It is also used while speaking to make others know about the attitude of the speaker.

Clarity: Clarity is composed of several speech skills such as projection, enunciation and pace while speaking. It is important in speaking skills to understand by the listeners without any difficulty.

Diphthongs: A sound which is formed by the combination of two vowel sounds is called diphthongs. For example: ʊə   your - pure - tourist;

Monophthongs: A sound which is formed by the single vowel sound is called diphthongs For example: ɑː   car - bath - safari;

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Fluency: A linguistic ability to read and speak with adequate speed, accuracy and expression is called fluency.

10.5   Sample Questions

10.5.1 Objective questions:

1. Speaking is called a _____.

   (a) Receptive Skill   (b) Productive Skill (c) Descriptive (d) None of these

2. How many vowel sounds are there in the English language?

   (a) 44   (b) 24   (c) 20   (d) 12

3. How Many Consonant sounds are there in English language: (a) 44 (b) 20   (c) 24   (d) 12

4. How Many diphthong sounds are there in English Langauge: (a) 10   (b) 08   (c) 12   (d) 06

5. Phonetics is a science of_____.

   (a)Communication   (b)Language   (c) Listening   (d) Sound

6. Which of the following is not a part of speech organs of the mouth?

   (a) respiratory system   (b) phonatory system

   (c) articulatory system   (d) communicative system

7. Which of the following is a spontaneous type of public speech?

   (a)Descriptive   (b) Manuscript   (c) Extempore (d) all of the above

8. Which of the following is not a function of speaking skills?

   (a) Expressive   (b) Informative   (c) Literary   (d) Impressive

9. Which of the following is not a technique of speaking skills?

   (a) Story-telling (b) Problem-solving(c) Role-play(d) Documentation

10. Which of the following is not a part of the basic elements of speaking skills?   (a) Description (b) Grammar (c) Pronunciation (d) Fluency

10.5.2 Short answer questions:

1. Describe speech organs used for producing sounds.

2. What are the functions of speaking/speech?

3. Describe strategies for effective speaking skills.

4. Define and describe types of speeches.

5. Explain vowel sounds in the English language with examples.

10.5.3 Long answer questions:

1. What do you understand by speaking skills? Explain ways of effective public speaking with suitable examples.

2. What is the role of phonetics in speaking? Describe ways of effective pronunciation skills.

3. Examine the importance of speaking skills in detail.

10.8 Suggested Learning Resources

- Tickoo, M.L. (2003) *Teaching and learning English.* Hyderabad: Orient Longman Publication.

- Nagaraj, G. English (2021) *Language teaching: approaches methods and techniques.* Hyderabad: Orient Blackswan.

- Sadanand, K &Punitha, S. (2014) *Spoken English: A foundation course*. Hyderabad: Orient Blackswan.

Unit-11: Reading Skills

Structure

11.0 Introduction

"Reading is to the mind, what exercise is to the body."

You would be wondering why do we need to enhance reading skill? What is the purpose of reading? These types of questions must be there in your mind. Well, we all know that language is a means of communication. To learn a language, a student must master the four core language skills, listening, speaking, reading, and writing (LSRW). These four abilities are often learned in the following order: listening first, then speaking, then reading and writing. Reading is one of two

receptive abilities (hearing and reading) utilized for text comprehension or understanding. Reading a written text provides us with information. Understanding or comprehension of the text's message is critical here. Reading without comprehension of the text, for whatever reason, is not reading. To correctly receive messages, we must engage with the text. This is also dependent on how we interpret and/or negotiate the text's meaning.

Meaning and Definition of Reading

The ability to comprehend written or printed words is referred to as reading. It is the process of looking at written symbols and letters, converting them into proper sounds, and comprehending their meaning. The symbols are used by the reader to activate information from his or her memory, which is then used to come at a credible interpretation of the writer's message.

A frequently used and accepted general definition is that reading is a process in which a reader gives meaning to and receives meaning from print. This means that in order to gain meaning from a book, readers put their backgrounds, experiences, and emotions into play.

Reading is a process of using one's eye and mind to understand a literal as well as hidden meaning of what the writer is trying to convey. It is a skill which involves both physical and mental activities simultaneously. It is the ability which enables the pupil to read with the purpose of extracting from the printed pages, in print or digital format, the thought, facts and the information as efficiently as possible.

Texts, readers (receivers of information), engagement with the text, and information interpretation are all part of the practice of reading skills.

Need and Importance of Reading

Reading is one of the habits that is acquired throughout the schooldays that helps shape a person's entire life. It requires our attention to the greatest degree. It opens the gates of knowledge. Reading acquaints a learner with the latest trends and happenings the world over. Themore a person reads, the more knowledgeable he/she is. It enhances experience.

Reading is also a source of joy and perennial happiness as it makes us interact with the writings of renowned writers and poets whose adornments of the language have no parallel. Reading leads to better understanding of the language hence it gives a better hold on language. It equips the learner with complete control over words and patterns which they are to use during speaking or they are to listen while someone is speaking. Reading with understanding enhances information,

knowledge and wisdom. It helps you enhance comprehension and you gradually become able to find even the hidden meaning of a text.

Purpose of reading

Reading is a complex activity that necessitates the use of several skills. These skills, when combined, contribute to the ultimate aim of reading, i.e., reading comprehension. Reading is a purposeful activity. It may be used to discover new knowledge or to reaffirm already held opinions. Reading can also be done for enjoyment or to increase one's grasp of the language being read. Reading's purpose is to relate the ideas on the page to what you already know. To connect the concepts, the reader must understand the subject being discussed.

11.1 Objectives

The objectives of this Unit are to:

- define the term 'reading'
- describe the types of reading
- explain various reading techniques
- describe methods of teaching reading
- understand stages of teaching reading
- enumerate the characteristics of a good reader

11.2 Types of Reading

Reading can be classified under various heads. There are mainly six types of reading which are as follows:

11.2.1. Loud Reading:

Reading aloud, also known as 'oral reading,' is an effective method of learning the language code. It is motivating for the young children and can therefore be well utilized for practicing the structures. It is also a useful tool for quickly checking reading comprehension and improving pronunciation.

At least for the first two months, no book should be introduced and consequently no oral reading should be done. During these months, sufficient practice in oral work should be given. Oral reading should be introduced later.

The following are the **aims of loud reading:**

- to enable pupils to read with expression and comprehend the meaning of words and phrases
- to develop a taste for silent reading among the students
- to teach pupils how to read with proper pronunciation, articulation, intonation, emphasis, and rhythm
- to improve their ability to recognize diverse sounds

The **process of loud reading** is divided into two steps:

i. The teacher gives a model reading presentation. This model reading should be correct pronunciation, intonation, stress, rhythm and pauses. The teacher does it a number of times until she/he thinks that the students have followed the objectives of reading. If the students request model reading repetition, the teacher should provide it. The goal of model reading is to achieve pupils' auditory training.

ii. The model reading by the teacher is followed by loud reading by the students. This exercise can be done first on individual basis followed by group practice. In this case, the teacher should pay close attention to correct pronunciation of the students as required.

The **advantages of loud reading** are as follows:

i. Model reading by the teacher teaches the students the right pronunciation and manner of reading.

ii. It aids in the elimination of pupils' faults in pronunciation.

iii. When reading aloud, many sense organs such as the eye, ear, and mouth are at work, and their appropriate synchronization makes reading enjoyable.

iv. Following the teacher's model reading, the approach employed is the imitation method, which is a natural way for children to learn things.

The **disadvantages of loud reading** are given below:

i. At times, people read aloud without fully comprehending what they are doing.

ii. Reading aloud can be a cause of botheration to the people in the vicinity. It is not allowed specially in libraries and reading rooms, for it causes disturbance and distraction.

iii. A child who does a lot of loud reading is unlikely to become a silent reader

11.2.2 Silent Reading:

The mind is completely engaged in this task and so silent reading is regarded to be the greatest type of reading. It is a more effective method of reading and, as a result, more practical and useful in everyday life. In silent reading, learners usually read a passage while abstaining from

making sound, whispering, murmuring or even moving lips while reading. As soon as the youngsters have learned some degree of fluency in reading aloud, they should be introduced to silent reading. It is useful at the advanced/higher levels of learning a language. Silent reading gives a sense of fulfillment and achievement.

The **aims of silent reading** are as follows:

     i.   To allow learners to read without disturbing others by making noises audible to them.

    ii.   To make the students develop the faculty of comprehending the written words with ease, fluency and speed.

    iii.   To enable the students to read at their own pace.

    iv.   To broaden the students' reading vocabulary.

    v.   To enable them to derive pleasure out of reading.

The process of silent reading is given below:

     i.   The teacher tells the learners what silent reading is and what are its aims.

    ii.   The teacher instructs the learners to read a paragraph aloud.

    iii.   The teacher takes a round of the class and checks whether learners are whispering or murmuring. He also supervises the posture of the learners.

    iv.   Giving them a judicious time for silent reading, the teacher asks a few questions to test their understanding. These questions should be simple and direct.

The **advantages of silent reading** are:

     i.   Silent reading is an efficient way to read that saves both time and energy.

    ii.   Silent reading helps develop power of concentration in students.

    iii.   It is unquestionably beneficial when studying in higher grades, since learners are always pressed for time.

The **disadvantages of silent reading** are as follows:

     i.   Beginners do not find it attractive.

    ii.   Silent reading hardly introduces the students to pronunciation.

    iii.   It is impossible to determine whether or not the learners are reading.

    iv.   Students' mistakes during silent reading cannot be remedied.

11.2.3 Intensive Reading:

Intensive reading is when students work through a relatively brief passage under the supervision of a teacher and attentively and in detail evaluate it. The goal is to have a full and comprehensive grasp of the text. Material for intense reading is selected with the goal of enhancing the student's judgement and discriminative reasoning of interpretation and appreciation. Students learn to scan for information, read carefully and attentively, and extract the major ideas and arguments. The logical evolution of ideas and writing style are also given consideration.

Aims of Intensive Reading

    i.   To help learners understand the text's sense and meaning.

    ii.   To encourages the students to gather information from the text.

    iii.   To increase students' active vocabulary.

    iv.   To enable students to understand, speak and write correct language.

Process of Intensive Reading: The following steps are used in intensive reading:

i.   **Introduction:** Here two methods are followed. First, the teacher gives an introductory talk to arouse the interest of the students and to familiarize them with the subject matter and its background. Second, the teacher tests the previous knowledge of the students by asking some questions on the subject itself or on a subject allied to it.

ii.   **Model reading:** The teacher now demonstrates a model reading. He reads the text with correct pronunciation, stress, rhythm, pause and stress. The teacher's model reading is a crucial component of intensive reading. The first model of reading is with the books of the students closed in order to give aural benefit to them. The second model of reading is given with the books open so as to familiarize them with the text in both spoken and written form.

iii.   **Reading aloud by students:** Students should be asked one at a time to read aloud. The teacher should continue to point out errors in pronunciation, emphasis, intonation, and other areas. The goal of this activity is to help them overcome their errors and hesitations when reading and speaking.

iv.   **Explain various characteristics of the text:** New words, phrases, sentence patterns, grammatical points, and special references should all be explained by the teacher. He should explain the synonyms of the words in order to facilitate understanding by the pupils.

v.   After thoroughly explaining the text and its different characteristics, the teacher attempts to assess the students' understanding level. This test aims at finding out if the students have grasped the general meaning of the text and if they have understood the vocabulary used; besides if they can use the words and phrases on their own.

Advantages of Intensive Reading

There are various advantages to intensive reading. Among them are:

    i.   Intensive reading broadens students' vocabulary, particularly their active vocabulary. The students learn about numerous word usages and phrase patterns that they may utilize on their own to improve their language skills.

    ii.   The students find grammar being used in its practical connotation, and they can see many of their doubts being cleared.

    iii.   Acquaintance with new vocabulary and sentence patterns enhances the power of expression of the students.

Disadvantages of Intensive Reading

The disadvantages of intensive reading can be enumerated as follows:

    i.   The intense reading process is time-consuming and exhausting.

    ii.   Intensive reading often does not interest the students

    iii.   Excessive emphasis is given on the explanation of the text which may cause boredom among students

11.2.4 Extensive reading:

By extensive reading we mean a large amount of reading for one's own pleasure. It gives students a wonderful opportunity to improve their reading speed while also developing their reading interests and habits. Outside of the classroom, students usually do extensive reading on their own. It supplements classroom learning by providing essential reinforcement of language already provided in the classroom. It also gives students excellent experience in abilities like as inferring meaning from context when structures and terminology are unfamiliar.

Aims of Extensive Reading

    i.   To help students comprehend the meaning of the passage quickly

    ii.   To improve the students' passive vocabulary.

    iii.   To develop a taste for reading in the students.

    iv.   To inculcate in students the habit of self-study.

    v.   To enable the students to read for pleasure and recreation.

Process of Extensive Reading

The procedure of extensive reading involves the following steps:

    i.   The teacher should give an introductory talk about the text or story for extensive reading.

ii. The learners should be provided with texts that are appropriate in length and content for their level.

iii. The teacher should pose questions with regard to comprehension level of the students after they have finished silent reading.

iv. When all units have been read, students might be invited to describe the gist or summarize the chapter in their own words.

Advantages of Extensive Reading

The following benefits come from extensive reading:

i. It improves vocabulary particularly thepassive vocabulary of the students.

ii. It keeps the entire class engaged and occupied.

iii. It helps in assimilation of the ideas gathered from the text.

iv. It prepares the students for intensive reading as well as wide reading, as the students get to feel interested about library reading.

v. It develops the habit of self-study in learners who then design their own strategy that works for them.

Check your progress

1. Mention any two types of reading.

_____

2. Give any one disadvantage of intensive reading.

_____

11.2.5 Supplementary reading:

Supplementary reading bears a very close resemblance of extensive reading. It is also called subsidiary reading. It is carried out directly under the teacher's direction and supervision. The purpose of supplemental reading is to augment rigorous reading. It is often added in the middle stage with one to three more readers. The teaching style is comparable to extensive reading. It can be done twice or three times a week, depending on what the instructor or school administration thinks is appropriate.

11.2.6 Library reading:

This kind of reading is akin to supplementary reading because it also acts as a subsidiary to extensive reading. The only difference between extensive reading and library reading is that the

former is done under the supervision of the teacher, while the latter is carried out independently on one's own. This kind of individual reading is carried out for recreation, gaining knowledge and information. It is not necessary that library reading should be done within the four walls of a library. It can be carried out anywhere, including the comfort of one's house.

Library reading can be introduced regularly in the time table of the school. Under it, the students can be distributed books form the library. After judicious time has been given for silent reading, the teacher can pose questions as may be relevant to the books or texts. However, questions must be interesting and recreational.

The interest of the students towards library reading can be aroused if the teacher poses an interesting question to the students and informs them about the books in the library in which, its answer can be found. Library reading can also be emphasized by organizing reading competitions in which comprehension should form the core.

11.2.7 Reading techniques:

We will now study the different reading techniques. Reading techniques may be classified as skimming and scanning. Let us now look at both in detail.

11.2.7.1 Skimming

By skimming, we mean looking quickly over a piece of writing or a document to determine its basic substance, major idea(s), or essence. We do this when we wish to check whether anything is relevant to our own field of study or research, when we scan the page of a newspaper to see if there is anything worth reading in depth, or when we browse through a book to find its subject matter.

Steps for skimming

(a) Read the title

(b) Read the introductory paragraph

- Every other paragraph's initial sentence should be read.
- Take a look at the headers and sub-headings.

(c) Read the subtitles and comprehend the relationship between them

(d) Read the final paragraph or conclusion

11.2.7.2 Scanning

By scanning, we imply glancing over a large portion of a text in order to find a single item or piece of information. As a result, this talent also includes the capacity to reject or disregard

irrelevant information. It is the type of reading we do when, for instance, we read through a biographical account to find out the date on which a certain event occurred.

In each of these strategies, the reader moves his or her gaze over the text, allowing him or her to focus on just the beginnings and endings of paragraphs, chapter headers and sub-headings, and so on. They let a reader to concentrate on specific areas of a book that are worth spending time on.

Steps for scanning

i. Specify what information you are looking for.

ii. Try to predict how the solution will appear and what hints you may use to assist you find it. For example, if you were seeking for a specific date, you would scan the text for numbers exclusively.

iii. Use headers and any other tools that may assist you in determining which sections may contain the information you want.

iv. In scanning, a reader can skip a large amount of text without reading or understand them.

11.2.8 Methods of Teaching Reading:

The primary methods of teaching reading are as follows:

i. **Alphabetic method:** Also known as ABC Method or Spelling Method this method gets the students acquainted with the letters of alphabet after which they are shown how words are formed with units of letters of alphabet. That is, the word is taught as composed of the alphabetical units; for example, d-o-g makes dog, t-a-b-l-e makes table, and so on.

ii. **Syllabic method:** This is a method in which syllables are considered as unit of words instead of letters of alphabet. Under this method, the syllables are taught directly and are combined to form various words and sentences.

iii. **Word method:** This method is also known by the names of "global method", "look and say method" or "see and say method." This method is considered useful because the word is the unit for various practical purposes. It is a unit of meaning and thought, and it has its own peculiar shape, as different spelling makes a different word. Under this method, the word is presented as a compact unit. It can be done by a number of methods, such as in the book or by the use of teaching aids. Help of the pictures can be taken in the lower levels, helping them to recognize words for pictures, and gradually moving to the abstract concepts.

iv. **Phrase method:** The phrase method is an improvisation over the alphabetic method. It can be categorized somewhere between the word and sentence methods. In this method, the

teacher draws a phrase on the blackboard and presents it to the pupils, explaining its meaning and other characteristics. The teacher gradually familiarizes the students with more and more of these units and tasks.

v. **Sentence method:** This method considers a sentence as a unit of teaching. According to this method, the true unit of thoughts and feelings is a sentence. It is utilized in conveying a proper sense. A sentence is uttered as a single unit, and it was the reason that this was taken as a unit under this method.

vi. **Story method:** This method is a further development of the sentence method. In it, the unit of teaching is a story or simple text which comprises four-five sentences. This method includes in its embrace other methods such as sentence method, phrase method, word method, etc. because it teaches them all in graded teaching. It is based on the assumption that the students have natural inclination for stories and they take interest in them.

vii. **Phonic method:** The phonic method is usually applied in western countries, as well as some schools in India. It is based on the assumption that sounds of the letters, and not their names, are the units of a word which help recognition of pronounced word and help in production of a spoken word. So, the sounds should be taught first, followed by the syllables, words and sentences.

viii. **Dr. West's New Method:** The method was developed by Dr. M.P. West, who had devoted his life to finding out new methods in every sphere of teaching-learning. He had developed this method as a reaction against the direct method in which Dr. West stressed the need of establishing a direct link between the word and its meaning without resorting to the mother tongue.

This method is based on two assumptions:

(i) English should be studied from the utilitarian basis

(ii) It is a means of lingua franca at an international level with due emphasis on understanding and cooperation.

11.2.9 Stages of teaching reading:

There are three stages of teaching reading:

11.2.9.1 Pre-Reading

The purpose of this reading stage is to spark the students' curiosity. All of the teacher's questions can be answered by the students. Pre-reading is determined by the pupils' prior experience or knowledge. Some activities may be used to prepare for pre-reading, such as:

Using pictures: It means that a teacher will show a picture or an image to the students in order to elicit their opinions on the subject of reading. In this scenario, the students will attempt to describe the substance of the picture that the teacher provides, as well as answer certain questions concerning the picture.

Completing the title: After selecting the image, the teacher will ask the students to provide a suitable title for the image, to which the students will respond.

11.2.9.2 Whilst-reading

The task is assigned by the teacher before the pupils read the material during the activity. It is called "surface problem". It is possible to do so using a variety of activities, such as

i.   Simple **wh**-questions (factual),

ii.   Table completion.

iii. List.

During this stage, the learners read the text rapidly and complete the assignment independently while the teacher assesses their work. After the students have completed the surface problem exercises, the teacher assigns assignments based on the content they have read. It is called "deep problem". It is possible to accomplish so by:

i.   Introducing a more challenging **wh**-question.

ii.   Giving true or false statement with reason.

iii. Giving problems with new terms by deducing their meaning from context.

11.2.9.3 Post reading

Post-reading is the final task in which students must communicate in English. It was also intended to improve the students' comprehension. This action can be carried out by:

i.   **Retelling the content of reading text:** In this instance, the teacher will be aware of the student's readiness to master the reading content. Students recount the material in their own words.

ii.   **Summarizing the content:** It is possible to do this by utilizing a key word to summarize the text's substance.

iii. **Giving other suitable communicative activity:** In this scenario, the students will respond to the difficulty identified in the text. During this exercise, students finish the

task assigned to them by the teacher, while the teacher supervises and checks the entire group.

11.2.10 Characteristics of a Good Reader:

A good reader has several characteristics:

i.   He/she has a purpose for reading and makes predictions about the content of a passage.

ii.   Uses multiple strategies to check the understanding of a text.

iii. Reads faster.

iv.   Makes relevant observations.

v.   Forms opinions about the text.

vi.   Identifies the key ideas.

vii. Draws inferences from the words, lines and paragraphs.

viii. Draws background knowledge as they read.

ix.   Summarizes a text that has been read.

11.2.11 Let's Sum Up:

In this Unit, we have learned that reading is one of the two receptive skills (listening and reading) which are used for understanding or comprehension of some text. It is the ability to make sense of written or printed words. The ultimate purpose of reading is comprehension.

- the types of reading are *loud reading, silent reading, intensive reading, extensive reading, supplementary reading, and library reading.*

- loud reading is also known as 'oral reading'. It enables students read with expression as well as comprehend the meaning of the words and sentences

- in silent reading, learners usually read a passage while abstaining from making sound, whispering, murmuring or even moving lips while reading.

- intensive reading entails students working through a relatively brief passage under the supervision of a teacher and attentively and in detail evaluating it.

- extensive reading entails reading in large quantities for one's personal pleasure. It gives students a wonderful opportunity to improve their reading speed while also developing their reading interests and habits.

- subsidiary reading is another term for supplementary reading. It is carried out directly under the teacher's guidance and supervision. The purpose of supplemental reading is to augment intensive reading.

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- library reading is carried out for recreation, gaining knowledge and information. It is not necessary that library reading should be done within the four walls of a library. It can be carried out anywhere, including the comfort of one's house.

- skimming means looking quickly over a piece of writing or a document to determine its basic substance, major idea(s), or essence.

- scanning implies glancing over a large portion of a text in order to find a single item or piece of information.

- by scanning, on the other hand, we mean darting over the text to search for a specific item or piece of information that we wish to discover.

- methods of teaching reading include alphabetic method, syllabic method, word method, phrase method, sentence method, story method, phonic method, and Dr. West's New Method.

- three stages of teaching reading are "*pre-reading,*" "*whilst-reading*" and "*post-reading.*"

11.3   Learning Outcomes

At the end of this Unit you should be able to understand the definition and meaning of reading, the types of reading, techniques of reading, stages of reading and the purpose of reading. You should be able to apply the knowledge gained through this Unit in your ELT.

11.4   Glossary

Reading: It is the ability to comprehend what is written or printed.

Loud Reading: Oral reading is another term for loud reading. It allows students to read expressively and comprehend the meaning of words and phrases.

Silent Reading: In silent reading, learners usually read a passage while abstaining from making sound, whispering, murmuring or even moving lips while reading.

Intensive Reading: Reading a text carefully and in depth to gain a complete comprehension.

Extensive Reading: Reading extensively and fluently for pleasure, with no outside assistance.

Skimming: Rapidly going over a text to determine its main substance, primary idea(s), or essence.

Scanning: Quickly going over a text to find a specific piece of information, skipping over extraneous stuff.

Fluency: Reading at a suitable pace, with accuracy and expressiveness

Comprehension: Making sense of text by using past information, understanding vocabulary and concepts, drawing conclusions, and connecting essential ideas.

Decoding: Using knowledge of phonics to transform letters or graphemes in a word to the sounds they represent, and then blending the sounds to read the word.

11.5   Sample Questions

11.5.1 Objective questions:

1. Reading involves the sequence _____.

    a.   Content-expression

    b.   Reading-writing channel

    c.   Both (a) and (b)

    d.   None of these

2. The type of reading is _____.

    a.   Oral reading/loud

    b.   Silent reading in library

    c.   Both a and b

    d.   None of these

3. The objective of oral reading is _____.

    a.   Correct pronunciation

    b.   Keeps attentive

    c.   Helps in understanding

    d.   All of these

4. One of the following is not a type of reading _____.

    a.   Loud reading

    b.   Silent reading

    c.   Descriptive reading

    d.   Supplementary reading

5. One of the following is not the name of the same kind of reading _____.

    a.   Rapid reading

    b.   Intensive reading

    c.   Extensive reading

    d.   Independent reading

6. One of the following is not a method to teach reading _____.

    a. Syllabic method

    b. Phonic method

    c. Grammar method

    d. Phrase method

7. Syllabic method is taught with the help of _____.

    a. Letters

    b. Syllables

    c. Words

    d. Phrases

B. True or False

1. Reading increases our understanding

2. Skimming is related to reading skill

3. Scanning is related to reading

11.5.2 Short answer questions:

1. What do you understand by the term 'Reading'?

2. What is the need of reading skill in language learning?

3. What are the types of reading skills?

4. Indicate the relationship between vocabulary and reading.

5. What are the advantages and disadvantages of intensive reading?

11.5.3 Long answer questions:

1. Define Reading as a skill and enumerate the objectives of teaching reading. Examine how these objectives can be fulfilled in a language classroom.

2. Discuss the types of reading in detail. .

3. Examine in detail the chief methods of teaching reading and the different stages of teaching reading?

11.6 Suggested Learning Resources

- Alan, S. & David, M. (1993). *The modern language teacher's hand book.* Oxford University press, Oxford.
- Doff, A. (1998). *Teach English: A training course for teachers*. The British Council & Cambridge University Press, Cambridge.
- Grellet, F. (1981). *Developing reading skills*. Cambridge: University Press.

Unit-12: Writing Skills

Structure

12.0 Introduction

"Writing today is not a frill for the few,   But an essential skill for the many"

The quotation emphasizes that writing is a crucial and much-needed skill. It is not only necessary for a few people or professionals; it is a requirement in virtually everyone's life. Writing is one of the four skills - listening, speaking, reading, and writing - of language learning. It is the most complex skill since it is formed via the use of the other three skills. Writing is also a vital aspect of communication. We express ourselves and transmit our views to others through writing. It is a critical skill for academic success as well as later in life. It takes a lot of effort and expertise to communicate effectively using this skill.

12.1 Objectives

The objectives of this Unit are to:
- define the term 'writing'
- explain the need and importance of writing
- describe aspects of writing
- enumerate characteristics of good handwriting
- explain approaches to teaching writing skills
- enumerate methods of teaching writing
- describe types of writing composition, sub-skills & stages of writing
- assess writing skills

12.2 Writing Skills

Writing is a component of LSRW which is often considered the most difficult in language learning both as ESL and EFL. It requires conscious effort and practice. It is not enough to know how to speak English or listen to English or read English. It is important to be able to write in English. Good communication depends on the written text too. In the global scenario in the present times, the boom in internet connectivity, in social media, in travel and communication necessitates that we acquire and improve our writing skills. In digital mode, there are several apps that facilitate writing including the auto-correct and predictive text options readily available on almost all smart phones. *Grammarly* is another software that facilitates digital writing experience. Artificial Intelligence (AI) has made great impact on the writing process in the digital format. Let us now look at the meaning and definition of writing.

12.2.1.1 Meaning and Definition of Writing:

Writing is one of the most important productive skills in language teaching and learning. It is a form of expressing one's ideas, thoughts, and feelings. It is the ability that allows authors to convert their thoughts into meaningful words and connect with the message at a cognitive level. It holds a special position in all forms of communication. It is the act of writing letters or symbols on any surface, whether it be paper or anything else. "Writing is the painting of the voice," Voltaire once observed. The goal of writing is to communicate in a clear and effective manner. In contrast to hearing and speaking, which are innate human abilities, writing requires a purposeful and conscious effort on the part of the student.

Different linguists have different definitions of writing. According to one definition, writing is the representation of a language in a textual medium using a set of signs or symbols. Writing exercises and other activities assist students in learning the vocabulary and grammar covered in the lesson. The overall goal of writing is to assist students in expressing their thoughts and ideas in written form.

12.1.2 Need and Importance of Writing:

Writing is quite important. It has been around for thousands of years. It has been one of the most complex abilities to consciously train since its inception. Writing helps with language learning because it allows for experimenting with vocabulary, phrases, syntax, and other aspects of language. The ability to write enhances oral and reading practice.

Writing is intended to express thoughts, ideas, and facts in simple and straightforward language. Students must understand the art of effective writing in order to achieve at both the academic and professional levels. All students require good writing skills in order to complete their school and employment requirements.

A good writing ability enables the writers to deliver their message to a much bigger audience with clarity and ease. In written communication, proper grammar, punctuation, and spelling are essential. Writing requires precision. Errors are more likely to create an unfavourable impression. A professional should build solid writing abilities in order to be a successful writer. The following are some of the reasons showing the importance of writing skills:

i. to enhance communication abilities

ii. for making presentations, reports

iii. for gaining employment and job progression

iv. writing technical documents, research papers, and presenting accurate facts and information

v. qualifying in examinations

12.2.1.3 Aspects of Writing:

Writing plays an important role in the teaching of any language. We communicate our thoughts and feelings through the medium of writing. There are two components to writing work:

i. Handwriting

ii. Written composition

Initially, the child is taught the technique of handwriting, which includes appropriate pen/pencil handling. Though the method of holding the pencil/pen appears to be a simple technique, it is the fundamental basis upon which the entire structure of writing is built.

12.2.1.4 Characteristics of Good Handwriting:

i. **Legibility:** Legibility of handwriting is related to "ease of reading" and hence poses no obstacle to the reader.

ii. **Simplicity:** Letters should be plain, bold, and free of all unnecessary and elaborate strokes.

iii. **Uniformity:** The size of letters should be consistent. Each letter should be of a reasonable and consistent size. Their height-to-width ratio should be proper and consistent.

iv. **Distinctiveness:** It means that each letter should have a unique shape, to avoid being confused with another.

v. **Proper spacing:** The word should be spaced evenly. No word should be connected by a strike with a subsequent word, nor should it be separated by an excessively long space.

vi. **Speed:** Children should be able to write neatly and legibly, with a typical speed.

vii. **Adjustment between writing and thinking:** This suggests that while writing, the mind and hand should be in such a state that thinking does not take precedence over writing. There should be no omissions of words or phrases owing to hurried writing.

viii. **Attraction of grace:** Handwriting should be attractive to the eyes at first look in order to capture the reader's attention.

12.2.1.5 Causes of Poor Handwriting:

i. It is primarily due to bad examples being imitated.

ii. Over crowdedness and bad furniture in schools.

iii.   Writing activities offered in tiring situations.

iv.   Use of fountain pen or ball pen in the early phases.

v.   Rough notebooks can foster the habit of rushed, illegible handwriting.

12.2.1.6 Preparation for Training of Writing:

Proper preparation is required prior to teaching writing. This stage contains three components, which are as follows:

i.   **Free hand drawing:** The writing process should begin with an artistic practice. Students should believe they are getting art practise. The teacher should enable them to draw pretty huge shapes of varying size and orientation on the chalkboard or large sheets of brown paper.

ii.   **Controlled drawing:** To provide children-controlled practice, the aforementioned forms should be sketched between lines on paper.

iii.   **Acquaintance with written forms:** Before beginning writing practice, students should become familiar with written forms. The teacher may do this by writing the students' names on their books, desks, or other things. He may also affix labels to boxes carrying various materials.

Check your progress:

1. Give two characteristics of good handwriting.

_____

2. Mention any one reason for bad handwriting.

_____

12.2.2 Approaches to Teaching Writing Skill:

Writing approaches are essential in every writing lesson. Teachers should determine the approach that needs to be applied in one particular lesson for a particular reason. Identifying the correct approach in a writing classroom is crucial to see an effective outcome. There are several approaches to teaching writing skills. Some notable approaches are:

i.   **Product approach:** The term 'product approach' refers to a writing process that seeks to see the end result. Students frequently replicate a model text in order to create one. To put it another way, students imitate a sample piece offered by the teacher. For example, in writing classes, teachers present examples or model compositions for students to follow, and students create similar compositions based on the models.

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ii. **Genre approach:** A genre approach emphasizes diverse styles of writing and text types that are interwoven with societal requirements. It has several advantages, such as teaching students a range of sentence forms for various text types. The goal of this technique is knowledge and a certain genre, as well as a communication reason that will allow authors to interact with the community.

iii. **Controlled-to-free approach:** This focuses on the value of grammar, mechanics and syntax. This method of instruction entails teaching in a certain order, such as first teaching sentence practice and then paragraph manipulation. Initially, the student does the activity under careful supervision, followed by independent writing.

iv. **Free-writing approach:** This approach focuses on quantity rather than quality, with less emphasis on error correction. The instructions state that the focus should be on the content and the audience. Learners are urged to focus on fluency and content while maintaining a superficial handle on form. The method presupposes that grammatical correctness improves with time.

v.   **Pattern-paragraph approach:** It aims to analyse and reproduce model writings, with a focus on organization above all. Learners are taught English writing features through replicating sample texts, organizing jumbled sentences in order, selecting/creating subject sentences, and adding or eliminating sentences.

vi. **Grammar-syntax-organization approach:** This encourages students to concentrate on several aspects of writing at the same time. Writing tasks are designed to help students pay attention to grammar and structure while also providing them with terms like first, then, and finally to help them order their content.

vii. **Communicative approach:** In this approach, the focus is on the goal and target audience of the write-up. Learners do real-life tasks such as writing official and casual letters.

viii. **Process Approach:** The process approach places a high value on the process of obtaining the end product. The writing process consists of four stages: planning, drafting, rewriting, and editing. Using this method allows writers to go back and forth to enhance their work. Students can enhance their writing abilities in the classroom as scaffolding occurs. Because feedback is provided by teachers and peers, students have the opportunity to improve their writing skills.

12.3 Methods of Teaching Writing:

There are generally four methods of teaching writing:

- Kindergarten method
- Tracing method
- Free imitation method
- F.G. French's method

12.2.3.1 Kindergarten method: Under this method, a play-way method is used. It adheres to the fundamentals of the kindergarten system of education. In it, a kindergarten box is utilized, which contains various forms of plastic or wood that may be moulded or linked to construct new letters, both capital and small. It has the following merits:

- It is based on play-way method.
- It is interesting.
- It is easy.
- It suits the personality of toddlers.

However, this method has demerits too. One such demerit is that students might have already learned writing their mother tongue through this method. They may not take interest in this method.

12.2.3.2 Tracing method: Tracing means to move a writing object over a dotted or given line or formation. In this method, the students are taught to trace the dotted or other frames with the letters of alphabet.
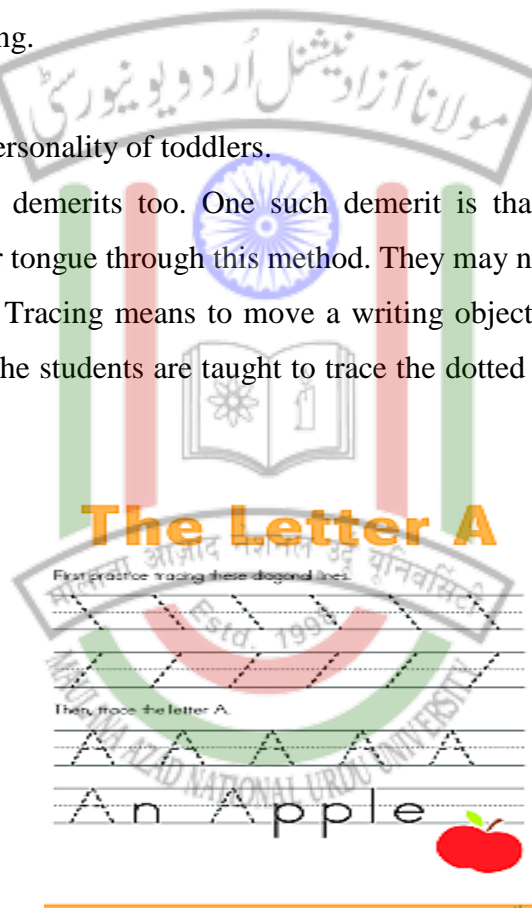
For practice in this manner, the teacher can utilize printed handwriting books available in the market, or they can draw dotted or lined letters in a notebook that students trace.

There are certain merits of this method. They are as follows:

- Children learn by imitation, and this technique adheres to the principles of imitation learning.
- There is no possibility of incorrect learning.

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However, this method has demerits too:

- This method is solely based on imitation, and as a result, it limits the development of free writing ability.

- It also fails to account for individual differences.

12.3.3 Free Imitation Method: According to child and human development experts, imitation is one of the most significant ways we learn new knowledge. The children learn to replicate or reproduce provided figures of letters from the blackboard or flash cards using this method.

This method has the following merits:

- Students are given the opportunity to demonstrate their competence and expertise.
- They become self-dependent.
- Individual problems are readily identified and remedied.

However, this method has demerits too. These are:

- There is always the possibility of making a mistake when copying.
- Development is slowed down as a result of errors.
- If a child copies certain words inaccurately, the teacher must try hard to point out the copying errors.

12.2.3.4 F. G. French's Method: French, an educationist, believed that children should not be taught to write the letters of the alphabet from the beginning. Rather, they should be taught to draw some strokes that allow movement of their hand as a prelude to eventually writing letters. As the student imitates the teacher in this method, it shares all of the benefits and drawbacks of the Free Imitation Method.

Check your progress:

1. What are the four methods of teaching writing?

_____

12.2.4 Written Composition:

What you learned in the Section given above was with specific reference to school children in the initial years of learning the English language. Some of these are also applicable in the case of adults leaning the English language. Let us now look at how after learning basic handwriting skills and basic writing skills, the learner can progress to writing compositions.

12.2.4.1 Forms of Written Composition:

The major forms of written composition are:

i. **Descriptive writing:** Its primary function is to describe. This writing style comprises providing extensive information about any character, setting, event, or circumstance. When a writer takes the time to provide specific details in his or her description, it can become poetic. It frequently employs figurative language, such as idioms, personification, simile, exaggeration, and alliteration.

ii. **Narrative writing:** Its primary goal is to tell a story. It is a literary style in which many characters are established and then what happens to them is written down. Sometimes a writer may write it from the perspective of one character; this is known as first person narrative.

iii. **Expository writing:** Its primary goal is to explain. This is a subject-oriented style in which the writer focuses on telling/explaining about a topic/subject without offering any personal perspectives.

iv. **Persuasive writing:** Its main purpose is to persuade. In contrast to expository writing, it is a type of writing that incorporates the writer's thoughts and prejudices. The writer presents effective and sufficient reasoning and reasons to persuade others of her/his point of view.

12.2.4.2 Sub-Skills of Writing:

Writing has certain sub-skills which determines the quality of a person's writing skill. The following are some examples of sub-skills:

i. Editing the script in terms of handwriting, spelling and punctuation
ii. Specifying grammatical relationships
iii. Use of cohesive devices to exhibit relationships between elements of a written text
iv. Overt and covert communication of information/knowledge in writing.
v. Communicating conceptual meaning.

Writing Skill Development Tree
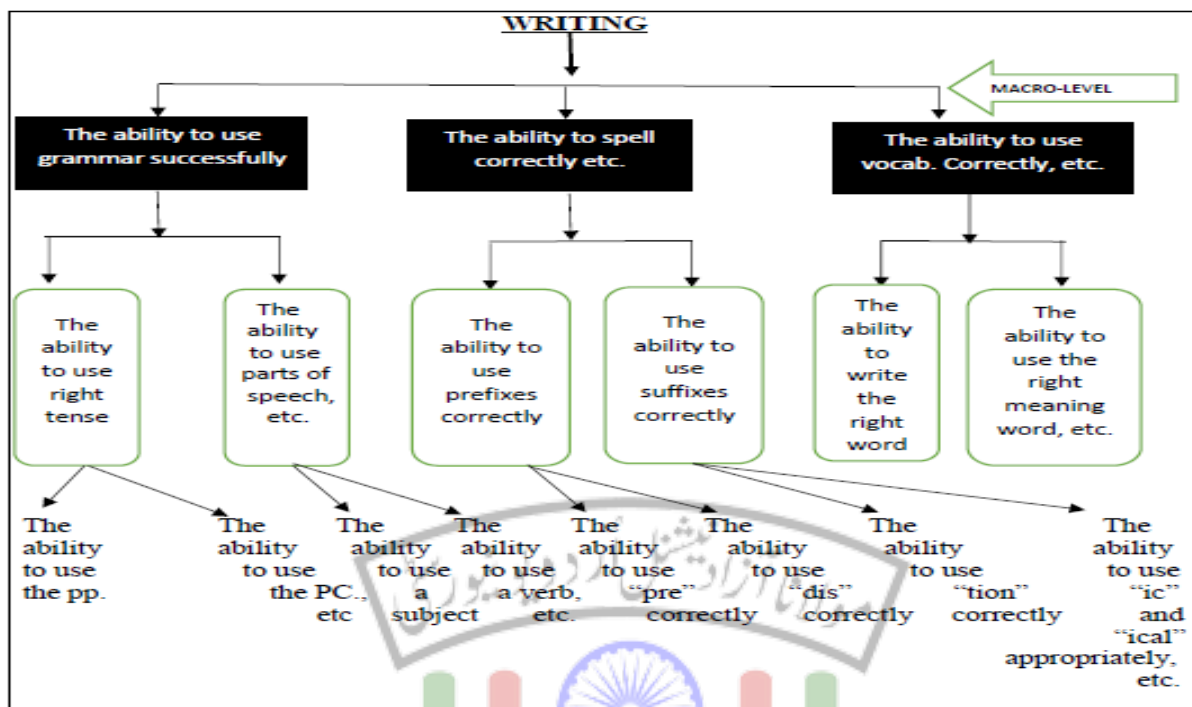
Source: Albaaly (2010)

12.4.3 Principles of Good Writing:

i.   **Purpose:** First and foremost, the writer must understand why he or she is writing.

ii. **Use clear language:** Use conversational language and a level of vocabulary that your audience will understand.

iii. **Be objective:** Present the information objectively

iv. **Choice of appropriate words:** Your style is determined by the words you employ. Your writing should be simple so that the reader understands the key message.

v.   **Punctuation:** We don't need any commas, full stops, question marks, or other punctuation while we talk. However, if you do not utilize commas, full stops, and other punctuation marks in your writing, the reader may find it difficult to read and comprehend. Hence, punctuation has a significant impact.

vi. **Grammatical correctness:** There must be no grammatical errors.

12.2.5 Stages of Writing:

Effective writing is a systematic process of generating and composing messages in order to meet the demands of the audience. A good writer goes through a series of steps that result in a successful piece of writing. They begin with a strategy and consider what will be delivered and when it will be conveyed. Following the completion of the first draft, the writer is continually

evaluating, modifying, and participating in the creative process. The authors go through the following steps during this process:

- Planning/Pre-writing Stage
- Composing/Organizing ideas
- Reviewing and Editing/Post-writing Stage

12.2.5.1 Planning/Pre-writing Stage: At this stage, students let their ideas flow freely and take notes on what comes to mind. They jot down keywords to preserve a record that can be used as a reminder in the future. Essentially, students work independently, without critiquing any ideas (to hold or refute). They are open to new ideas and do not limit themselves to linguistic issues.

12.5.2 Composing/Organizing ideas: It is decided whether or not to retain the ideas obtained earlier in the process (the irrelevant ones). The leftover thoughts are then carried and structured into a logical order.

12.5.3 Reviewing and Editing/Post-writing Stage: Revising begins with a thorough examination of your initial draft to see whether you have accomplished what you set out to do. You will analyse how close you have come to reaching your initial purpose, as well as where and how far you have fallen short of it. Editing is a thorough review of the document to check that everything is as you intended and that there are no mistakes that you will later regret.

12.2.6 Assessment of Writing Skills:

Assessment is an essential component of learning any task/skill/concept. Assessment can be used for a variety of goals, but the basic goal remains the same: to enhance instructions for each student. The quality of any form of writing piece is governed by the sub-skills of writing.

i. **Focus:** It denotes how clearly a piece of writing expresses and maintains the central idea/theme, or unifying point. The writer must be conscious of the audience, and this should be conveyed throughout the write-up.

ii. **Organization:** It refers to the order and transitions between thoughts. This sequencing and arranging takes place at both the **micro** (paragraph level) and **macro** levels (text level). The write-up is divided into three sections: the **beginning** (which contains the style and tone of the writing to be written); the **middle** (which has five elements: sequencing, description, issue and solution, cause and effect, and comparison and contrast); and the **end** (depends on the objective or purpose of the write-up). In order to build a well-organized write-up, linkages between concepts should be strong and employed as bridges.

iii. **Support & Elaboration:** It refers to the type and quality of information offered to explain, illustrate, or characterize anything. The two key terms to consider while providing details in the write-up are 'sufficiency' and 'relatedness'. The specifics should be clear and understandable. The use of transition words should be carefully shown.

iv. **Style:** It emphasizes the tone, phrasing/rhythm, and discourse level. Word choice, phrase flow, tone of voice (chatty, impersonal, serious, sarcastic, etc.) are all factors in determining style.

v. **Mechanics:** It highlights errors in grammar, punctuation, and citation. This requires a well-written piece with no misspellings, appropriately capitalized words, well-punctuated phrases, and no fragments or run-off sentences. Standard English rules are observed. Furthermore, writing should be tidy, intelligible, and in the proper format.

12.2.7 Factors Responsible for Writing Problems:

The following factors are responsible for writing problems:

i. In today's world, writing is not given the attention it deserves. It is regarded as a supplementary talent to speaking. As a result, reading and writing culture could not develop in academic and social settings.

ii. Learners are never taught that they must be good writers.

iii. Writing does not receive an adequate quantity of instructions and pedagogy.

iv. Writing was identified as the least preferred talent.

v. The system of examination promotes memorization and plagiarism over original writing.

vi. Another element identified to be interfering with learners' ability to produce well-organized text is writing anxiety.

vii. There is a lack of teacher training in the teaching of writing skills. The teaching manner of the teacher is out of date.

viii. In and out of the classroom, there is a lack of writing practice and time.

ix. Lack of motivation in learners as well as teachers.

x. In schools, there is a lack of an atmosphere and resources for the development of writing abilities.

xi. The use of digital format for writing has greatly impacted the writing skill. Handwriting, punctuation and spelling which are essential to writing skills are often neglected and left to Artificial Intelligence (AI).

In addition, there exists two kinds of challenges in teaching-learning of writing skills. These two kinds are: problems faced by learners and by teachers. The learners' problems are:

(a) Lack of vocabulary

(b) Grammar problems

(c) Lack of motivation

(d) Learning environment.

The teacher's problems include:

(a) hard to boost motivation in learners: Mostly students see writing as difficult and boring activity as it requires lot many things to know like relevant ideas on the topic, grammatically correct sentence, vocabulary to make sentences, structure of text etc.

(b) level difference of learners: Heterogeneity in the level of writing skill creates trouble for teachers in designing effective activities for writing.

12.2.8 Let Us Sum Up:

In this Unit, we have learned the following:

- Writing is the ability that allows authors to put their thoughts into meaningful language. It is a 'productive skill' that allows us to express ourselves and share our thoughts with others.

- Purpose, use of clear language, objectivity, punctuation, and grammaticalcorrectness are some of the principles of good writing.

- Writing has two aspects:
  (i) Handwriting
  (ii) Written Composition

- Characteristics of good handwriting includes legibility, simplicity, uniformity, distinctiveness, proper spacing, speed, adjustment between writing and thinking; and attraction to grace.

- Approaches to teaching writing skills are numerous, which include product approach, genre approach, controlled-to-free approach, free-writing approach, pattern-paragraph approach, grammar-syntax-organization approach, communicative approach; and process approach.

- Four prominent methods of teaching writing are Kindergarten Method, Tracing Method, Free Imitation Method; and F.G. French's Method.

- Major types of written composition are: descriptive writing, narrative writing, expository writing; and persuasive writing.

- There are three stages of writing:

  (i) Planning/Pre-writing Stage

  (ii) Composing/Organizing ideas

  (iii) Reviewing and Editing/Post-writing Stage.

- The sub-skills of writing are Focus, Organization, Support & Elaboration, Style, and Mechanics.

12.3   Learning Outcomes

At the end of this Unit, you should be able to know the definition and meaning of writing, the need for and importance of writing and the aspects of handwriting. You should also gained knowledge about the Approaches and Methods of teaching writing apart from gaining an understanding of the stages of writing.

12.4   Glossary

Acquisition: The process of acquiring language skills.

Brainstorming: An exercise in which participants offer as many thoughts as they can on a certain theme.

Coherence: The arranging of ideas in such a way that the reader can simply follow from one point to the next.

Editing: Revising a nearly finished document for sentence-level mistakes, spelling, grammar, and typos.

Exposition: A writing that explains

Informal writing: Assignments designed to improve students' comprehension and communication skills.

Narration: Writing about an incident or set of occurrences; recounting an account of something; a story

Pre-write: A process through which an author generates ideas about a topic, questions those ideas, and creates lists or other structured ways of understanding the need for the questions.

Proofreading: Close reading of a text, using symbols of correction, examining it for errors in conventions, mechanics and/or grammar

Revision: Process by which a writer looks again or re-visits ideas presented in an early draft

Writing: The use of visual symbols to represent words which act as a code for communication.

12.5   Sample Questions

12.5.1 Objective questions:

1. The characteristic(s) of good writing is/are_____.

    a.   Legibility

    b.   Uniformity

    c.   Simplicity

    d.   All of these

2. Writing involves the sequence _____.

    a.   Expression-Content

    b.   Content-expression

    c.   Both (a) and (b)

    d.   None of these

3. Which one of the following is a method of teaching writing?

    a.   Kindergarten Method

    b.   Tracing Method

    c.   Imitation Method

    d.   All of these

4. Among the language skills, the most difficult is _____.

    a.   Listening

    b.   Speaking

    c.   Reading

    d.   Writing

5. Practising new structures and functions is a purpose of _____ activity.

    a.   Writing at sentence level

    b.   Writing at text level

    c.   Writing at word level

    d.   Writing at paragraph level

6. Choose the most appropriate statement:

    a.   Writing is supreme.

    b.   Speech is supreme.

c. Writing and speech do not influence each other.

d. Writing systems may derive from speech in a historical sense, but in modern society the dependence is mutual.

B. True or False

- Pre-writing is a stage of writing.

- Drafting is the first stage of writing.

- Editing is done after completion of the draft.

- Proofreading helps to find out spelling and other errors of the draft.

12.5.2 Short answer questions:

1. What is the role of writing in our life?
2. What are the features of good handwriting?
3. Describe the stages of teaching writing.
4. What is Free Imitation Method?
5. Define the Tracing Method.

12.5.3 Long answer questions:

1. Define and explain the term writing. List the characteristics of good writing, the factors responsible for writing problems and the assessment of writing skills.
2. Describe the general considerations to be kept in mind while teaching writing skills.
3. Enumerate the approaches and methods of teaching writing and examine the stages of writing.

12.6 Suggested Learning Resources

- British Council (2003). *Approaches to Process Writing*. Retrieved from http://www.teachingenglish.org.uk/article/approaches-process-writing

- Jean Wyrick. (1990). *Steps to writing well with additional readings.* 6th ed. Thomson: Wadsworth, Boston, USA.

- Liz, Hamp-Lyons, and Ben Heasley. (2006). Study writing. 2nd ed. Cambridge University Press.

- NCERT & EdCIL (India) Ltd. (2012). *Teaching of English at primary level in Government schools.*

Unit- 13: Curriculum: Definition and Characteristics

Structure

13.0 Introduction

Nowadays, English plays a significant role as a subject in the curriculum and overall education system. Its function is not limited to mastering the learners' communicative skills but also to gaining knowledge of common life skills for lifelong learning. It has well been contested that English is the most effective means of international communication. Learning English as a second language allows learners to discover and exchange ideas associated with scientific knowledge, explore cultures, develop feelings, and acquire a sense of global citizenship. English also helps develop personal qualities and abilities required for global education and jobs in the international market and live a prosperous life. It is also proved that through English language learning, one can understand the diversity of western cultures, their lifestyle, the values associated with western customs and rituals, and so on. The process of learning a second language, such as English, also helps to realize the values associated with the culture of other native tongues and inculcate respect towards those languages and cultures.

In India, the position of English is quite interesting. The language is taught as a first, second, or third language or a mandatory subject in the general curriculum. It is also directly connected with

other academic disciplines or subjects like arts and literature, mathematics and natural sciences, physical sciences and other experimental activities, etc.

The primary purpose of teaching English in India is to enable the students to develop their communication skills and enhance their LSRW abilities, i.e., listening, speaking, reading and writing, and mastering linguistic performance of using this language. Communication competence and mastery over linguistic knowledge are essential. Thus, they are linked with the needs and abilities of a learner. Accordingly, need-based and customized content is often included in the teaching curriculum. Generally, all this comes under the Language Proficiency Framework, and the said language proficiency framework is taken into consideration while developing the curriculum. So, let's first understand the conceptual design of the curriculum.

In education, the term *curriculum* means the sum total of learners' experiences in the educational process. Further, the term often refers to seeing a learner's experience in the context of given instructions or achieving the aims and objectives of teaching and learning. The curriculum is a highly effective tool for achieving the aims and objectives of education and life.

13.1   Objectives

The objectives of this Unit are as follows:

- to understand the concept of *curriculum* in detail

- to understand and explore the opinions and views of different experts on the *curriculum*

- to explore the conceptual framework of the *curriculum*

- to understand and describe the characteristics of the *curriculum*

13.2   Concept of Curriculum - Meaning, Definition and Characteristics

The concept of the curriculum generally refers to the soul of the educational process. It plays a very crucial role in the whole education system. It is a means to an end in the process of education. If education is considered learning, the curriculum is the state of that learning. If education deals with how? And when? Curriculum deals with what? Generally, in education, the curriculum is acknowledged as the course of study and different subjects of that course or courses. Still, the subjects are a mere part of the syllabus, and the curriculum is the overall planned learning experiences given to the learners in a school or an educational institution.

13.2.1 Meaning of Curriculum:

In education, the curriculum is considered one of the integral parts of education because the aims and objectives of education are reflected in the curriculum. In simple words, the aims of life and society determine the curriculum, which is actually subject to continuous change. Various scholars attempted to describe the term curriculum as the central gist within its broad scope of activities by which larger goals are achieved.

The term curriculum is derived from the Latin word *currere*, which denotes run way or to run a course. Hence, a curriculum is a course or pathway to reach a goal or destination. It generally refers to a particular course of study at a school, college, or university. It may be considered a collective of all the courses provided in a school, college, or university. It is a fundamental aspect on which the teaching-learning process is based. As mentioned above, the curriculum is considered a program that constitutes a small part of a total learning situation. However, it is the most palpable because it replicates the objectives and philosophy of an educational program.

13.2.1.1. Narrow Meaning of Curriculum:

We can understand the concept of curriculum in its narrow and broad sense, so let us have a detailed look at the narrow meaning of curriculum.
In its narrower sense, a curriculum is a tool that helps to achieve the predetermined aims and objectives of education. It includes the classroom activity that focuses on a few specific subjects in the area of study. It is just considered a means to an end.

- Its scope is limited to classroom activities only.
- Its primary focus is on teaching subjects only.
- It is a mere preparation for a degree and certificates
- The main emphasis is on the development of mental abilities and
- Teachers and administrators exclusively control it.

Check your progress:

1. Curriculum is a tool that helps to achieve the predetermined _____ and objectives of education.

2. The word curriculum is derived from _____ language.

13.2.1.2 Broad Meaning of Curriculum:

In its broader sense, the concepts of curriculum refer to the sum total of all the experiences a learner gains by participating in many activities instead of studying specific subjects traditionally taught in

schools.

- It covers all experiences provided by various activities within and outside the schools.
- It includes both scholastic/Curricular and Co-scholastic/Co-Curricular activities.
- The approach is forward-looking and more creative.
- It is child-centered as it focuses more on a child than anything.
- The aim is to bring an all-round development of a child/ learner.

From the above discussion, we can say that the narrow concept of the curriculum consists of classroom activities. It emphasizes teaching different subjects and gaining certificates at the successful completion of the course. On the other hand, the broad meaning of curriculum contains total experiences acquired through various curricular and co-curricular activities. It is a creative and forward-looking approach that primarily emphasizes an all-round development of the child.

13.2.2 Definition of Curriculum:

Various academics and scholars give different definitions of curriculum. A few of these are as follows:

- According to Cunningham, "the Curriculum is the tool in the hands of an artist (Teachers) to mould his material (Pupil) in accordance with the ideal (aims) in his studio (School)."
- C. Ronald stated, "Curriculum includes all learning experiences offered to all the learners under the direction of the school."
- According to Blond's *Encyclopedia of Education*, Curriculum is all a pupil's experiences under the school's guidance".
- In the words of Alberty A. and Alberty E., Curriculum is "the sum total of students' activities which the school sponsors to achieve certain objectives."
- According to Stenhouse, "A curriculum is an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice."

Thus, from the above-stated definitions, we can summarise that the curriculum is the fundamental element on which all teaching-learning is based. It includes all the learning experiences organized by an educational institution to achieve education's predetermined aims and objectives. It combines academic and non-academic or scholastic and non-scholastic experiences of a school or an educational institution.

13.2.3 Characteristics of Curriculum:

The curriculum has certain peculiarities and distinct features. Various academicians and scholars proposed some standard curricula in general and for English in particular. Those distinct features and characteristics are as follows:

1. Evolving Constantly:

One of the essential characteristics of a curriculum is that it evolves constantly. A learner grows gradually and develops the range of their learning and understanding. So, the curriculum must constantly evolve to meet their changing needs and expectations and make them influential members of a vibrant society. A curriculum is desired to meet the emerging needs of the learners. It should be evaluated and monitored continuously. The needs of learners change gradually. Therefore, the curriculum also requires the development of updated learning lessons systematically to match the learner's needs and requirements.

2. Dynamic and active:

The nature of education is dynamic and forward-looking, and curriculum is an effective means to an end, so curriculum should not be static but forward-looking and dynamic. It should adopt the changes which occur in every sphere of human life. It should match the learners' expectations in the scenario of their changing needs. As the developments happened surrounding the learners, the same should be reflected in the curriculum. If a curriculum is designed in such a way, it becomes more real and will definitely meet the needs of the students.

3. Based on the needs of the learner:

In totality, a good curriculum always reflects an individual's and society's needs. The curriculum aims to enable its clients to meet the challenges of the time and make education more accountable. A good curriculum's primary function is to address learners' needs appropriately; whether it is a private or public school, the aim should not be miss leaded. Thus, a good curriculum is always based and framed according to the needs of an individual and society.

4. Meet the expectations:

Education enables an individual to lead a successful life. It prepares a person to face the different challenges of life and help him/her to achieve life's goal. And the curriculum means to achieve these goals in an individual's life. A well-framed curriculum can meet the challenges and expectations of an individual in his life. Therefore, a good curriculum always meets the desired expectation of the students and society. An ideal curriculum is always framed by considering the high expectations of an individual, society, and nation.

5. Based on accurate and direct experiences of the learners:

A good education is that which links students with their daily life. Suppose the content included in curriculum is based on the direct experiences of the learners. In that case, learners can easily link themselves with that content or subject matter and learn it more effectively. The curriculum must be broadly based on the direct and honest experiences of the. These authentic and direct experiences are measured as newness, novelty, emerging challenges, and creativity. Hence, it is called that a good curriculum is always based on direct and accurate experiences of the learners.

6. Based on Psychological Principles:

It is one of the essential features of a good curriculum that must be based on the psychological principle of learning and its theories. Especially in language curriculum, the principles of growth and development of a learner must be considered. It has been proved that language learning may get influenced by factors such as motivation, interest, attitude, mental abilities, etc. psychology deals with all these characteristics of an individual personality, so while framing curriculum, psychological principles are generally considered.

7. It has educational quality:

Education is a means of social welfare and development of an individual, which broadly depends on their creative abilities and level of intellectuality. If quality education is provided, they can reach their social welfare and development. It is only possible through a good curriculum that has educational quality. A curriculum with that educational quality can help learners bring social change and make their life successful. Thus, the curriculum must have an educational quality that brings an all-round development of an individual.

8. Democratically planned:

A distinct feature of education is that it accommodates inclusively. The same features should be reflected in the curriculum. It means that while framing the curriculum, all grades, ages, and disciplines should be considered in order to achieve the principle of inclusiveness that aims for the success and welfare of all students. The development of a curriculum is not the task of a single person, but it is the collective efforts of a group of people from various walks of life. These people are much more aware of the learner's needs, interests, available resources, and society as a whole. Hence, it must be considered democratically as it is the product of many minds and dynamics.

9. The outcome of long-term efforts:

Curriculum development is not a product or result of a single or few days' work. It needs hard speculations and rigorous mental work. It is a long and laborious process that takes a lot of time to

plan, manage and evaluate the content and thus ultimately come up with a definite and complete product. Hence, it is said that the development of a curriculum is the result of the long-term efforts of many minds.

10. It is a set of complex details:

We know that a curriculum is the sum total of all learning experiences of an individual in their educational setting. These varied experiences include teacher-taught relationships, mentoring and counseling programs, meeting students' physical, mental, and emotional needs, games and sports, community projects, laboratories, library work, and other school-based experiences. Therefore, it is called that curriculum is a set of complex details.

11. It provides the logical sequence of subject matter:

A thriving content curriculum always presents the content in a logical and reasonable sequence. The curriculum covers a wide range of learning experiences that become more and more complex in helping children to develop fully. Learning is considered a progressive action and should be sequenced accordingly. This sequence must be based on logic and involves planning of subject matter or content to lead the students towards their all-round development. Hence, the content or subject matter provided in the curriculum must have a logical and reasonable sequence.

12. Supports and complements other social and community-based programs:

The curriculum must have a feature to match the needs of the community. The school or an educational institution must have that approach to provide support and participate in ongoing community programs. In the same way, the curriculum should have a scope that permits collaborative efforts between community and school to work together for greater productivity. Since the curriculum aims to prepare the learners for social life, it is necessary to make the curriculum dynamic and active to complement and support different community programs.

13. It has administrative flexibility:

A good curriculum should not be static or inflexible but should have room for flexibility. It always permits the administration to monitor and evaluate. A good curriculum must allow making desirable changes whenever required. A good curriculum always permits change and is open to revisions and development to suit the changing demands of the techno-digital age.

In conclusion, we can say that curriculum has many distinct features. It is constantly evolving and forward-looking. A good curriculum always meets the needs and expectations of individuals and society. It is based on psychological principles and provides direct and authentic understandings through different learning experiences. While developing curriculum principle of democracy is

considered as it provides multifaceted learning experiences and involves various minds. A good curriculum always has the scope to make revisions and desirable changes per society's changing demands. At last, we can say that curriculum development is a very complex and laborious task as it results from long-term efforts.

13.2.4 Let's Sum Up: The curriculum is an essential element in the education process. It is a means to achieve educational purposes and objectives in particular, and aims of life in general. It is an essential component of education on which the learning process is planned and executed. We have a different view of curriculum in its narrower sense. It is limited to classroom activities and means to produce certificates and degrees only, but as far as its broader meaning is concerned, it includes both curricular and co-curricular activities. It has become increasingly child-centered and works for the all-round development of the learner. As curriculum plays a very significant role in the education process, every single aspect has a clear objective or an end goal to be achieved. It accelerates the desired development of attitudes and skills necessary to maintain a democratically planned social order. At last, the curriculum is accountable for the overall personality development of the learner.

13.3   Learning Outcomes

At the end of this Unit, you should be able to understand the thorough meaning of curriculum and explore different views given by experts on curriculum. You be able to comprehend the conceptual framework of the curriculum and describe the characteristics of curriculum.

13.4   Glossary

Curriculum: A total of all learning experiences of a learner in a school.

Educational Programme: It is a program prescribed by a school, an educational institution, or the ministry of education of a nation.

Syllabus: List of content or subjects that are included in the curriculum.

Program of studies: It is the prescribed and determined syllabus that students must be taught at each educational level or grade in the national curriculum.

13.5   Sample Questions

13.5.1 Objective questions:
Complete the statements given below with appropriate answers.

1. In India, English is being taught as a ____, _____ language or as _____ subject in general school curriculum.
2. The curriculum is _____ to be run for reaching a goal or destination.
3. In the narrower meaning of curriculum prepares for mere _____.
4. In its _____, it covers all experiences provided by various activities within and outside the schools.
5. According to _____, "the Curriculum is the tool in the hands of an artist (Teachers) to mold his material (Pupil) in accordance with the ideal (aims) in his studio (School)."
6. The curriculum includes all learning experiences offered to all the learners under the direction of the_____.
7. The primary function of a good curriculum is to _____ of learners in an appropriate way whether it is a private or public school the aim should not be miss leaded.
8. A well defined curriculum always presents the content in _____ and _____sequence.
9. The curriculum must be based on the_____principle.
10. The curriculum should be _____constantly.

13.5.2 Short answer questions:
1. Why should curriculum evolve constantly?
2. Why should the curriculum be planned democratically?
3. Explain the narrow meaning of curriculum.
4. Examine the broader meaning of curriculum.
5. What is the essential function of curriculum?

13.5.3 Long answer questions:
1. "Curriculum is the sum total of all learning experiences of a learner." Discuss in detail.
2. What is the curriculum? Explain it in the light of different definitions.
3. What are the characteristics of a good curriculum? Write in detail.

13.6   Suggested Learning Resources

- Acquah, A., Adjei, A., & Mensah, J. K. (2017, November 7). *School of Thoughts of the Essentialist Philosophers on the Aims of Education, Role of Education and the.* ResearchGate. https://www.researchgate.net/publication/320902855_School_of_Thoughts_.

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- Lawanya, D. P. (2020, October 8). *Knowledge and Curriculum Pages 101–150 - Flip PDF Download / FlipHTML5*. Fliphtml5.Com. Retrieved January 12, 2022, from https://fliphtml5.com/xjacd/alfl/basic/101-150

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Unit-14: Importance of Curriculum

Structure

14.0   Introduction

English plays a very vital role in today's education system. The main purpose of teaching English is to develop the LSRW skills and communication competence. In today's advanced and growing scenario, communication competence and mastery of linguistic knowledge are essential

aspects of human life. It must be linked to the needs and abilities of the learners in the curriculum. Educational stakeholders and curriculum designers have a responsibility to provide themes, topics and content in the curriculum that meet the needs of learners. Generally, all this falls under the language proficiency framework and the same language proficiency framework is considered while developing the curriculum. So let us first understand the conceptual design of the curriculum.

Curriculum is an effective means of achieving the predetermined aims and objectives of education. These aims and objectives are related to the social, economic, philosophical, and technological concerns of the country. The aims or objectives of education are always aligned with the goals and objectives of the nation. The goals are similar for all educational institution of that country. These goals are expected to be realized through the curriculum and its transaction. As far as the concept of curriculum is concerned, it is broadly understood as the total experiences of the student in the educational process.

The term curriculum sometimes refers specifically to a teacher's and school's approach to providing experiences to students in the context of a planned structured set of instructions and educational objectives. Therefore, it is said to be a very important tool for achieving the goals and objectives of education and life.

14.1   Objectives

The objectives of this Unit are to help you to:
- understand the importance of curriculum in general
- explain the concept of Curriculum
- discuss the significance of curriculum as a source of influence; in the field of education and in programme design

14.2   Concept of Curriculum

In the last Unit, you studied about curriculum. Curriculum is the basic part of any education system. It is one of the important and essential components of education. The concept of curriculum seems very simple as far as its meaning is concerned. But it has different shades of meaning in relation to its nature and functions. Different educationists, psychologists and philosophers have defined and explained it in different ways and perspectives.

Notably, there are three views of three well known thinkers that show three crucial contributions of curriculum. Albert Oliver refers to it as educational programme involving three main components like study, activities and guidance. On the other hand, the second view presented by Philip Phoenix, describes the concept based on schemes of values which determine goals of education. The last description is presented by very well-known thinker Hilda Taba. She views it as an important means for conserving and transferring cultural heritage and believes that it acts as an effective tool for cultural change and personal development. All these three views about curriculum have a definite impact on the curriculum. They help in deciding curriculum practices, its structure and sequence.

Apart from these three concepts, curriculum is generally considered as the soul of educational process. It plays a very crucial role in the whole education system. It is a means to an end in the process of education. Generally, in the field of education, curriculum is acknowledged as the programme of study, different subjects of that programme or courses but in fact, the subjects/courses are mere part of the syllabus and curriculum. Actually, in its broader sense, it includes overall planned learning experiences given to the learners in a school or an educational institution.

Check your progress:

Carefully read the following statements and mark the true statements with '✓' and the false statements with 'x'.

1. Curriculum is not an effective means of achieving the predetermined aims and objectives of education.

2. Curriculum is said to be a very important tool for achieving the goals and objectives of education and life.

3. Curriculum is not an educational programme.

4. Curriculum is a scheme of values which determines goals of education.

5. Curriculum is a means for conserving and transferring cultural heritage and act as effective tool for cultural change and personal development.

14.2.1 Understanding Curriculum:

In education, curriculum is considered as an essential integral part of the teaching-learning process because the aims and objectives of education are replicated in the curriculum. The aims of life and society determine the curriculum and are actually subject to continuous change. There are various scholars who attempted to describe the term curriculum as the central gist which lies within its wide scope of activities by which larger goals are achieved.

As you read in the last Unit, the term curriculum, is taken from the Latin word *currere*, which denotes to run a course or run way. Hence, curriculum is a course or path way to reach to ones destination or goal.

It refers to a particular set of teaching learning activities in schools or colleges or in universities or it may be considered as collective of all the courses provided in a school or college or in a university. It is a fundamental aspect on which the teaching-learning process is based. The curriculum is considered as a set of activities which consists of a small part of total teaching-learning situation.

14.2.2 Importance of Curriculum: (as a source of influence)

In the present time, curriculum, in its general sense is considered as a planned educational programme of a school or an educational institution. Accordingly, it contains the entire or overall learning experiences of a learner. It is based on the questions like what to teach, why to teach, how to teach and when to teach. It also addresses the question on how to evaluate learners' performance and achievement.

Similarly, it contains the content or subject matter and instructional plans to teach in accordance with the desired needs of the learner. Hence, it is supposed as the most crucial and effective part of an educational institution's life cycle. As curriculum itself can determine the educational and administrative functions of an educational institution, the significance of curriculum become clearer. With the help of following points, we can clearly understand the need and significance of curriculum in overall educational process.

14.2.2.1 Influences administrators:

Curriculum, being the core of the education system, influences the administrators and managers in the educational environment. Successful delivery of education depends on the nature of the curriculum. It directs and determines decisions and judgements. In any educational setting, administrators thoroughly adopt curriculum to assist learners to attain academic standards. By monitoring detailed curriculum, administrators ensure that the content is relevant and assists in the academic growth of learners from varied backgrounds. In this way curriculum directs the decision making and influences administrators and managers of education.

14.2.2.2 Influences teachers:

Curriculum also influences teachers by informing them about various skills required for teaching at different levels. Curriculum helps teachers to determine the teaching strategies appropriate to the content prescribed for each level. They can also ensure whether students are forming a strong base of learning for next level or not. An effective curriculum also connects teachers from different grades, levels, and subject areas to facilitate meaningful learning. Teachers, through a cooperative approach, can organize different topics in a way that promotes maximum learning for students. In this way curriculum strongly influences the teachers in selecting teaching strategies and delivering the content.

14.2.2.3 Influences learners:

Curriculum is a sum of all learning experiences of the learner. Curriculum includes a sequence of content and activities that help learners in shaping their behaviour in desired way. Successful completion of tasks and activities at every stage leads towards mastery over the content and achievement of certain desired skills. It helps the student with relevant subject matter to make learning meaningful, authentic, and real. In addition to creating common goals for the learner and the teacher, it also specifies normative goals and clear directions for the learner to move from one level to another. In this way curriculum directs the learning process and influences the learner's behaviour.

14.2.3 Importance of Curriculum: (in the field of education)

Curriculum also plays a significant role in the field of education as is obvious. It is the skeletal structure on which the entire teaching-learning process in the field f education rests. It cannot be separated from the field of education and the field of education cannot function without curriculum as the base. In the following sub-sections, you will read about the importance of curriculum in the pursuit of the aims and objectives of education; in efficient utilization of time and energy; in knowledge gaining; in personality development and as the source for teaching, learning and evaluation.

14.2.3.1 In pursuit of the aims and objectives of education:

Aims and objectives of education are considered as the first and most important component of education. These aims and objectives are derived from the needs of individual and society. National characteristics of any nation can also be realized through the educational aims and objectives of that nation. In the process of achieving these goals or aims and objectives of education, curriculum plays significant role. Curriculum being one of the most important aspects of

overall education system provides all learning experiences that helps in inculcating the national characteristics among students. It provides subject matter through different subjects that help students to fulfill individual and social needs. In the process of curriculum development, it ensures that the content helps in achieving the desired objectives. Hence, it is said that the curriculum acts as an important means for achieving predetermined aims and objectives of education.

14.2.3.2 Helps in efficient utilization of time and energy:

We carry out many activities throughout the academic year in an educational environment. Some activities like teaching, learning, testing, co-curricular activities etc.   must be completed only within the stipulated period which is very difficult as it consumes a lot of energy and time. Curriculum provides detailed procedure to students and teachers to play their roles in the desired way. It describes the role of teacher for teaching and students for learning. Through these guidelines, it ensures that time and energy of both teachers and the taught is properly utilized.

14.2.3.3 Knowledge gaining:

Curriculum is an important tool of knowledge gaining. Human knowledge is spread across different disciplines and subjects for the sake of its organization. Here, curriculum through different subjects and their contents, provides opportunities to the learner to experience it and acquire knowledge. Hence, curriculum acts as an important means of gaining knowledge.

14.2.3.4 Personality development

Curriculum also plays an important role in shaping and developing the learner's personality. Curriculum is designed in such a way that includes all those learning experiences for learner that results in overall development of their personality. It ensures that the prescribed content should help learners to develop academically, morally, physically, mentally, and socially. In this way curriculum helps in the all-round development of their personalities.

14.2.3.5 As source for teaching, learning and testing:

Curriculum provides the basis for teaching, learning, and testing. It decides what to teach, what to learn, and what and how to test. Curriculum assists the teacher in selecting teaching approaches, methods, strategies as per the content. It provides multiple learning experiences through content and other activities to the learners. In our education system evaluation plays a crucial role so curriculum also suggests the testing strategies to the stakeholders for proper evaluation of the learning.

14.2.4 Importance of Curriculum: (in programme design)

The importance of curriculum in programme design is another aspect which requires close attention. In the following sub-sections, we will discuss the importance of curriculum with special reference to programme design.

14.2.4.1 Formulation of programme:

In any educational setting for effective teaching learning, it is needed that, interactions of educational, human and physical resources must be unique in order to adapt such development. Further, it is necessary to plan the academic and managerial work process and must, therefore, be applied in an appropriate manner. In this case, curriculum provides such plans to address these needs and also provides guidelines to implement such plans. With the help of curriculum, we can determine the aims and objectives, different topics and content and it also helps to achieve the stated goals. Curriculum development is a rigorous task which requires careful planning and execution by policy makers. Thus, curriculum provides all this and serves as the fundamental element for articulating the end programme of any educational institution.

14.2.4.2 Selection of content and formulation of instructional plans:

Curriculum helps in conducting teaching learning activities and plays an important role in achieving goals set by the teachers. Curriculum not only helps in achieving goals but also helps in deciding content, teaching methods and evaluation process. Curriculum also helps teachers to make instructional plans according to the specificity of classes and implement it effectively. Here, curriculum acts in both ways, in one way it helps in keeping the standard of homogeneity in the process of teaching-learning as well as it covers the mode for selection and execution of teaching learning activities. Thus, it helps in accordance with situation and diversity of the class.

14.2.4.3 Formulation of learning goals, process and content:

Curriculum helps students, teachers and administration in many ways. It helps the learner to removes the confusion about *What to study? Why to study? And how to study?* It helps the teachers and administrators in the selection of subjects, its content and practices in accordance with the predetermined goals. Further, it provides an important base to determine learning goals, subjects and subject matter, and process the same by making required improvements. Thus, curriculum helps in determining goals, process and subject matters.

14.2.4.4 Provides opportunity to improve learning:

It also suggests an evaluation process to see that after completion of teaching learning process whether the desired predetermined aims and objectives are achieved or not. If the desired or

expected outcomes are not reached, then they are to be achieved through evaluation as it provides an opportunity to the teachers and students to improve teaching and learning by making necessary changes in the teaching learning strategies.

Curriculum provides an opportunity for incorporating continuous experiences by carrying out learning activities as per the individual differences of the learners. If these diversified learning experiences are incorporated properly, they can maximize the needs and interests of the learner and as a result the curriculum becomes both more diversified and personalized. Thus, the curriculum facilitates both teachers and learners.

14.2.4.5 For improvement and development of overall educational programmes:

Curriculum also acts as a means of improvement and development of an educational programme. Curriculum reflects the various experiences of learners teachers, parents, academicians, philosophers and specialists from varied fields. To match their experiences with emerging needs, revision and evaluation is needed. Here, curriculum provides such opportunity to properly reorganize overall learning experiences and educational activities to match the emerging needs of an individual and society. This continuous revision and evaluation allows scope for improvement to modify the curriculum in accordance with the needs of an individual, society and aligned with advancement in the educational field. Thus, the curriculum suggests the modes and means for improvement and development of an educational programme.

14.2.5 Points to Remember:

Carefully read the following statements and remember them.

- Curriculum directs the decision making process and influences administrators and managers of education.
- An effective curriculum connects teachers from different grades, levels, and subject areas to facilitate meaningful learning.
- Curriculum helps the student with relevant subject-matter to make learning meaningful, authentic, and real.
- Curriculum acts as an important means for achieving predetermined aims and objectives of education.
- Curriculum ensures that time and energy of both teachers and taught is properly utilized.
- Curriculum acts as an important means of gaining knowledge.
- Curriculum helps in all-round development of learner's personalities.
- It decides what to teach,what to learn and, what and how to test.

- It serves as the fundamental element for articulating the end programme of any educational institution.
- Curriculum suggests the modes and means for improvement and development of an educational programme.

14.2.6 Let Us Sum Up:

The above discussion specifically highlights the need and significance of curriculum. It also discusses its role in the teaching process. The relevance and effectiveness of a curriculum can be seen in overall effectiveness of all educational programs. Hence, the validity and relevance of curriculum development has a significant impact on educational programs.

Further, for the sake of effective educational programme, it is important that the curriculum is properly designed and modified periodically because, in course of time and in accordance with emerging changes and needs, revision becomes more necessary. The curriculum is required to be revised periodically so that improvement and refinement in the curriculum can be made but the revision for such educational programs should be in line with the changing needs of the society and developing knowledge.

14.3 Learning Outcomes

After completion of this unit you should be able to comprehend and explain meaning of curriculum; formulate the conceptual understanding of curriculum and; understand and explain the need and importance of curriculum

14.4 Glossary

Curriculum: A sum total of all learning experiences of a learner in a school.

Curriculum Development: Curriculum development is the process which involves steps to improve or create a course for school or an educational institution.

Educational Programme: It is programme prescribed by a school, an educational institution or ministry of education of a nation.

Programme of studies: It is the prescribed and determined syllabus that students have to be taught at each educational level or grade in national curriculum.

Syllabus: List of content or subjects that is included in curriculum.

14.5 Sample Questions

14.5.1 Objective questions:

Complete the statements given below with appropriate answers.

1. The term curriculum sometimes specifically refers to the _____ structural set of instructions.
2. _____ describe the concept based on well thought out schemes of values determines the aims and objectives of education.
3. Albert Oliver who refers to curriculum as educational program involving three main components like _____, _____ and _____.
4. _____ describes curriculum as the function of public school.
5. The curriculum is considered as the most crucial and effective part of the_____ of an educational institution.
6. Curriculum serves as the basis for _____ the end program of any educational institution.
7. Curriculum helps in _____ and formulation of instructional plan.
8. Curriculum provides an opportunity to improve _____.
9. Curriculum helps in determining _____, process and subject matters.
10. _____ mainly guide by curriculum.

14.5.2 Short answer questions:
1. How does curriculum help in formulation of an educational program?
2. Curriculum helps in plan and formulate instruction plan. Discuss.
3. What are the three functions of curriculum given by Hilda Taba?
4. How does curriculum provide an opportunity to improve learning?
5. An educational program mainly guided by curriculum. How?

14.5.3 Long answer questions:
1. What is curriculum? Why is curriculum considered an important part of education? Discuss in detail.
2. Curriculum is an important tool for transformation of culture of a society? Discuss in detail.
3. Curriculum provides base to education. Discuss in detail.

14.6 Suggested Learning Resources

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Unit-15: Pedagogy

Structure

15.0 Introduction

Pedagogy, the subject of instructional approaches, comprises the objectives of education and the purposes for which specific outcomes may be fulfilled. The discipline focuses mainly on teaching-learning psychology that covers methodological concepts of learning and to whatever scope on the precepts of education, which acknowledges the priorities and quality of teaching-learning from a knowledge position. Pedagogy is a link connecting the culture and methods of education. The chief focus of pedagogy is to expand on earlier and prior learning of the learner and process the advancement of abilities and perspectives of the students. Pedagogy empowers the learners to get a thorough and complete grasp of the topic and strengthens them in using those lessons in their day-to-day lives outside the classroom.

Language learning may be one thing, but learning about a language is quite different. As such, the attainment of the essence of language is appreciated through repetition, practice, and exercise and not through rules and regulations. We know that, all techniques are grounded on perception, learning, and reasoning. An ability acquired by training is commonly referred to as "knowledge put to active use." An English language instructor's cognition of the nature of language does not

squander his/her time or that of the learners in teaching grammar rules. The teacher provides a fundamental model of English. Therefore, his/her pupils attain better command of the English language.

In this Unit, we shall learn about the philosophy and nature of language, language acquisition, creating, planning, and executing the right conditions for learning, and different theories and techniques used in language teaching while emphasizing English language teaching and learning.

15.1 Objectives

The objectives of this Unit are as to:

- understand the philosophy and nature of language learning
- differentiate between language acquisition and language learning
- explore various theories and techniques of language
- learn about English language teaching objectives, discourses, etc.

15.2 Pedagogy

15.2.1 Language Learning: Philosophy and Nature:

Language is an essential aspect of human life. It helps us to communicate our ideas effectively to others. It is the ability to use language that distinctly differentiates us from animals. According to H.A. Gleason, "Language is one of the most important and characteristic forms of human behavior." Without language, our existence would be almost impossible. The philosophy of language learning refers to the nature, origin, and usage of language. The nature of meaning, language use, language cognition, and the link between language and reality are all fundamental issues in language philosophy. The study of the nature of meaning attempts to define what it means to "mean" something. The nature of synonyms, the origins of meaning, and how any meaning can ever be genuinely known are all topics in this vein. It also entails looking into how sentences are put together to form a meaningful whole from the meanings of their constituent parts. People that work on this kind of research want to know how speakers and listeners utilize language in communication and how it is used socially. Language learning and creation and speech acts are some of the issues that people are interested in. They would also like to discover how language affects both the speaker's and the interpreter's thinking. They look at the relationship between language and meaning, the interpretation of the words and phrases leading to the generation of different truth values, and their existence in the real world. Let us now look at the nature of language.

Language Learning: The process of gaining knowledge of a language is non-reflexive. It is obviously an activity; however, it is not a category of activity similar to crawling or walking, which a baby derives in a natural manner. Language is derived through simulation and training. It is not possible to learn a language without dedication.

Language is connected to Culture and Society: Each and every language is interconnected to its socio-culture. The values and principles of the indigenous undoubtedly affect the language. Every language is a product of its society. Language is inextricably linked to the culture in which it is spoken. It only makes sense in the context of that civilization and culture.

Language is unique to the human species: Language is said to be species-specific. It is purely human and non-instinctive. As a matter of course, the other creatures do have various degrees of communication systems. However, only humans can utilize language.

Language is species-uniform: Language is said to be species-uniform. The human species is competent to attain a language indigenously if they are furnished with suitable backgrounds.

Language is a model: Each language is a peculiar model. The procedure of language comprises vocabulary, structures, and sounds. Any individual interested in grasping a foreign language must first acquire that language's sound systems, followed by memorizing new vocabularies and different sentence construction rules in the target language. The sound mechanism of different languages (however close they may be) varies considerably depending on their geographical distribution, contact situation with other languages, and socio-cultural setups. Every language has a unique set of lexicons, and the lexicon is often enriched by borrowing lexical items from different languages. In doing so, the borrowed lexical items are sometimes nativized in terms of pronunciation and meaning extension. Therefore, each language is methodical.

Language is a procedure of procedures: Every language is a model of models. All languages have grammatical and phonological models. Several sub-models are found within a language. Due to various sounds functioning in an organized manner, the phonology of a language is believed to own a unique system.

Language is a model of symbols: Basically, each language functions through symbols. Multiple words employed in a language are a combination of organized symbols. They represent particular things. The language will operate correctly if its symbols are familiar to the receiver and speaker.

Vocal symbols of language: A language uses several vocal symbols. Furthermore, language production is primarily oral (the writing system is just an additional representation of language production available only for a handful of languages to date). Moreover, only speech sounds

facilitate a language's (oral) production. Other gestures or symbols, such as the motion of hands or body and waving a flag, are visual symbols; ringing a bell and beating drums are auditive symbols. These can not be considered part of language production even though they serve the purpose of communication in certain cases. They fail to represent any language. The sounds in a language are generated through vocal organs. The acts of writing and reading are undoubtedly significant. However, the act of speaking forms the primary method of language production. A language devoid of speech is inconceivable. Therefore, a language model cannot survive in vacuity.

Language is learned by training: Learning a language is similar to learning any other skill that requires consistent practice and training. It is an ability similar to cycling and swimming. It is impossible to pick up cycling or swimming merely by perusing the rules. An individual will be able to learn a language only by training. Similarly, the learner can acquire a language by undergoing continuous practice. Hence, a great deal of repetition is required for learning the primary linguistic abilities: listening, speaking, reading, and writing.

Language is for conveying information: Language is the best method for conveying information and self-articulation. Humans articulate their feelings, thoughts, opinions, and viewpoints through language. In this manner, language is a way to associate with the past, present, and future.

A specific arrangement of rules regulates learning: Every language is represented by a specific arrangement of rules, which we call *grammar*.

Symbols of language are impulsive: At this point, by impulsive symbols, we denote that there is no visual connection between the language thing and the object that it represents. Traditionally, a man is called *a man*. There is no visual resemblance between the symbol 'man' and the factual man. Indeed, we address a man 'man' since individuals have consented to handle it in that perspective.

Language is specific: Each language is exceptional on the grounds that it has its unique way of operating. The phoneme inventories, phonological, morphological, syntactic, and semantic rules of languages differ from each other.

Check your progress:

1. The process of gaining knowledge of a language is non-reflexive. The process of gaining knowledge of a language is _____.
2. A language uses several _____ symbols.

15.2.2 Language Acquisition vs. Language Learning:

Language acquisition is a natural and unconscious process where we pick up a language through exposure. Children/young students acquire a language through an unconscious or subconscious process during which they are oblivious to grammatical rules.

Language acquisition alludes to the course of normal acculturation concerning instinct and perceptual learning. It results from actual communications between individuals in specific spaces of the target language and socio-culture, where the learner is an involved participant. It is like the manner in which toddlers gain proficiency with their mother tongue, a method that generates functional ability in the language spoken without theoretical knowledge. It creates knowledge of the phonetic patterns of the language along with its vocabulary and framework. It is causative for oral discernment, innovative communication potential, and the recognition of socio-cultural standards. In the acquisition-inspired process, learning and teaching are observed as practices that occur on an individual and emotional level. The acquisition method commends the act of communication and generates confidence in the student. An exemplary illustration of second language learning is the young adults and teenagers who are sent to live in a foreign country for a year in an exchange program, gaining close local fluency while realizing hardly anything about the language. They have excellent pronunciation ability devoid of the concept of phonology. They are ignorant about what perfect tenses, phrasal verbs, or modals are, yet they instinctively perceive and know how to utilize all the structures.

Language learning is a conscious study of learning rules and grammar of a language which is usually a language that is not our mother tongue. The idea of language learning is connected to the traditional method while dealing with the study of languages, and, at present, it is still primarily enforced in high schools around the world. It may be observed that emphasis is laid on the language in its written structure, and the objective is for the learner to comprehend the rules, pattern, and framework of the language, whose parts are scrutinized and examined. The assignment expects a scholarly approach and inductive reasoning. The pattern is of greater significance than mere intercommunication. The methods employed for teaching and learning are skilled and grounded on a curriculum. One examines the theory in the absence of training. One appraises the precise and subdues the inappropriate. The rectification of errors is consistent and typically leaves very little space for creativity. The teacher is a figure of authority, and the engagement of the learner in the classroom is preponderantly submissive. The learner will be instructed on how to frame negative and interrogative sentences, learn irregular verbs by heart, study modal verbs, and so on. Nevertheless barely ever gains proficiency in using these structures while communicating.

Second language (L2) means any language learned other than one's first language, i.e., one's mother tongue. Adults learn a language, especially L2, through formal instruction. However, many linguists in recent years proved in their studies that even adults too could acquire L2. Even though the concept is known as second language acquisition (SLA), it includes third, fourth, or resultant languages. Second language acquisition (SLA) can be referred to as the acquisition of any language in addition to the acquisition of one's first language/mother tongue. SLA is not meant to juxtapose either with the learner's first language/mother tongue or with a foreign language. It includes naturalistic/untutored acquisition and classroom/tutored acquisition.

Nevertheless, a classroom can be used concurrently as an informal and formal linguistic environment in learning L2. In the case of SLA, the language plays an established and shared role in the community, the members of which speak some other language as their mother tongue. Though the term acquisition was initially used to underline the unconscious nature of the learning process, now the terms acquisition and learning are largely used interchangeably. Famous linguists such as Stephen Krashen and Noam Chomsky carried out a lot of research in the area of SLA. Though differences between acquisition and learning exist, there is an interrelationship between the two.

In language acquisition, one needs to immerse the learner in the language activity wherein suitable teaching-learning materials (TLM) help in consolidating the language learning items from the surroundings. Some language acquisition will happen as a by-product through the use of posters on the classroom walls and the teacher's repeated use of specific phrases. In contrast, as in language learning, most languages will be learned through memorization and direct study. This is to say, a judicious combination of both Language acquisition and learning is essential in a language learning study. Even when all the provisions prevail, the learner herself/himself has to have a conducive atmosphere and a learning mindset to get the language. The enabling/ hindering factors to language learning are discussed in the following section.

15.2.3 Language Learning: Physical, Psychological, and Social Factors:

While the first language (mother tongue) is a matter of habit formation in a natural language environment, learning a second language demands a deliberate effort for language accomplishment. The learner, herself/himself, has to cultivate the process of habit formation in the language and be aware of the personal strengths and pitfalls in acquiring language. However, certain factors affect language learning. Let us discuss them.

Physical Factors

Under this section are mentioned such aspects as physical growth, healthcare, diet, physical and visual impairments, and glandular disorder. It is, by and large, perceived that ailment hinders physical and motor development and an unbalanced diet would disturb learning and physical growth. Children afflicted with hearing, visual, and other physical impairments are gravely obstructed from acquiring skills like spelling and reading. It has been proven that different glands of internal secretion, like the pituitary and thyroid glands, impact behavior. The fitness of the student will probably influence his ability to learn and his capability to focus.

Age plays a very crucial role in learning a second language. Adults excel better in using appropriate grammar rules, whereas young children are good at pronunciation and may not learn grammar structures at early stages. Nevertheless, some scholars in SLA claimed that children before the age of 12 could better acquire the L2 as their brain possesses Language Acquisition Device (LAD). Besides, young children pick up any language in a natural way, and they perceive it as a game. Whereas adults do not have the Language Acquisition Device, they have to learn 1.2 in formal settings and should put more effort into learning 12. Learners having better literacy skills in their mother tongue can be in a better position to acquire a new language. If motivated, adult learners can be successful learners of L2 as well.

It must be noted that the children's physical condition, hunger, mental state, and socioeconomic background can inhibit learners from learning a new language. A child with a hungry stomach may not be in a position to concentrate in the classroom. Health also hinders a child from learning a new language. Hence, according to humanistic language learning theories, it is the teacher's accountability to ensure that no child comes to the classroom either with a hungry stomach or poor health condition.

Psychological Factors

In a given environment, in a language learning situation, a set of comparable children (class, age, background, approximate intelligence, and so on) show different language abilities. Some of the important psychological factors which may affect the learning process are as follows:

The aspect of knowledge can allude to the capability to meet and adjust to new conditions rapidly and successfully, the capability to use theoretical ideas successfully, and the capability to comprehend relationships and learn rapidly. Incredible knowledge gives more advancement to the learning system. Imitation of language items is less strenuous than the intelligence required for speaking and writing. Comprehension of language, reflective thinking and reasoning, and general knowledge are some functions of intelligence that enable language use.

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Attention determines a child's concentration levels (psychological concentration, serious thought). The learner should focus on the lesson to secure good marks in a subject. If they are uninterested, they presumably will fail in that lesson. Some challenging factors that obstruct concentration include ADHD, flitting concentration, complex tasks, common distractions, lack of attention, wrong diet, lack of sleep, etc. Addressing and resolving these significant issues will considerably improve the learners' concentration level. However, there are some easy techniques and activities to improve their attention.

Interest is the continuing inclination to focus on and partake in some action or content. If the lesson is not attractive to the learner, the learner will not enjoy the learning process properly. *Competence* refers to the ability to learn. As the talent in every individual differs, one needs to utilize that skill maximally for one's own self. A better manner is to utilize the talent by studying and practicing to the utmost extent.

The *goal* or *purpose* of learning is another compelling element that works in deciding the course of an individual's behavior towards an end or objective, apprehended knowingly or unknowingly. Well-impelled students will often utilize a more significant number of methods than less-actuated students, and the specific justification behind concentrating on the language (impelling orientation, particularly as connected with professional fields) is significant in selecting techniques. Debilitation can occur in two ways - physical and mental. Psychological debilitation can be observed in students, including lethargy, absence of motivation, and so forth. Physical debilitation might occur because of anxiety or loss of energy, and so on. All of that can show a terrible effect on the student's achievement. Psychological and Physical debilitation might be subdued by sufficient sleep, taking rest, changing the ways of study, relaxation, meditation, playing sports, or consultation with a psychiatrist.

Cognition is a psychological factor affecting one's learning of a new language. Research in SLA suggests that learners with more extraordinary cognitive abilities, i.e., higher intelligence levels, show better progress in learning a new language than those with less cognitive abilities. According to some linguists, learners possess a natural language learning ability. But, this ability is more potent in some learners than in others.

In L2 learning context, attitude correlates with success in second language acquisition. Learners with a positive attitude toward learning a second language achieve higher success than those with a negative attitude toward learning a second language. Sometimes learners' parents' attitude and peers' attitude toward a new language also affects their learning,

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Another critical factor is the *individual learner's personality, which include*s introversion, extroversion, self-esteem, anxiety, risk-taking, tolerance of ambiguity, etc. learners with extroversion are more sociable. Some linguists concluded that extroverts could acquire L2 quickly as they don't feel shy or fear. Thus, their anxiety levels are low. They can freely express their feelings in L2. In contrast, learners with introversion are relatively slow in achieving better progress in a target language. Though there is an assumption that introverts are comparatively low achievers, it has been proved that learners who put more effort into learning a new language can achieve success in learning a new language. Besides, learners have greater confidence in their abilities. In other words, learners with self-esteem are successful learners of L2. At the same time, learners with low self-esteem are relatively slow in learning a new language. Learners with low anxiety and no fear of learning a new language achieve greater success in learning an L2 than those with higher anxiety and fear. The SLA research concluded that learners are frustrated, bored, angry, nervous, stressed, or unmotivated. They may not receive language input provided in the L2 classroom. So they may not be successful at learning an L2. Hence, the teachers ought to create an environment where learners will not have anxiety and fear but learn L2 naturally and playfully. Apart from this, risk-taking too is one of the personality factors that affect one's learning of a new language.

Learners who take risks in learning L2 are more successful than those who do not take risks. Another essential feature of successful L2 learners is the tolerance of ambiguity. Learners who are optimistic about learning ambiguity put more effort into learning L2 than those who fear ambiguity and give up their efforts to learn a new language. Inhibition is also one of the affective factors that affect one's L2 learning. Learners with low self-esteem display more inhibition towards learning a new language as they build defenses that work as a wall that prevents them from learning a new language. Those learners who develop inhibition may lose risk-taking, which is essential for the progress in L2 learning. Empathy is one of the personality factors that influence one's L2 learning. Empathy means one's willingness to identify with others. It has correlations with second language learning, as L2 learning involves taking a new identity.

Social Factors

Several studies in SLA concluded that gender is also considered an essential affective factor that influences one's language learning abilities. It has been found that female learners have higher motivation and a more positive attitude towards learning L2 than their male counterparts.

Parental education is an important social factor that affects one's learning of L2. Parents who are well educated in a family may provide a better environment for their children to learn a new

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language than illiterate parents. Parents who speak in L2 with their children create a natural environment for children to acquire a new language.

Academic Factors

An effective medium of instruction while teaching a second language may facilitate the learners to learn a new language relatively quickly. Hence, an effective L2 teacher can act as a friend, motivator, and guide who can create a natural and cheerful environment where learners can acquire L2 without fear and anxiety.

Learners who get more exposure to L2 become better learners of L2 than those who lack exposure to L2. Hence, it is the responsibility of teachers and parents to create such an environment for the learners to learn it.

Teachers must have training relevant to their field. They must be trained in the latest techniques of ELT. They should also be well versed in blending technology with their teaching methods and have sound knowledge of classroom management techniques. A teacher must assist the individual learners in knowing which techniques are generally pertinent to their learning styles, skills, and objectives; and help learners devise organized techniques and use them rather than making the learner prone to a scattered approach. A healthy school environment is crucial for learning, particularly the second language.

The school's location, internal setup, accommodation, and healthy and sanitary conditions of a school facilitate proper learning. Over-crowded classes, improper seating arrangements, and uncomfortable stay at school hinder language acquisition. However, a committed and severe English teacher can handle all the factors well and ensure the learners stay motivated in the learning process. The impact of such a teacher is likely to impact the overall vision of a learner. The learner may grow in confidence in using a second language rather confidently and with more diligence.

The organizational climate of the school also influences the language of the children. A relatively tricky subject like English is best taught in the morning hours. This avoids fatigue and boredom. The emphasis on English as the organizational aim is subtle but firmly achieved by promulgation. As far as possible, the teacher-pupil ratio should be kept minimum. A healthy teacher-pupil relationship goes a long way in motivating the teacher. This has a very long-run effect on language acquisition.

15.2.4 Language Learning: Theories:

There are many theories and hypotheses in second language acquisition/ learning. Several disciplines, such as linguistics, socio-linguistics, education, psychology, and neuroscience, are

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closely correlated with one another. Hence, second language acquisition is considered to be an interdisciplinary field. In the 1960s and 70s, researchers like Corder and Selinker dismissed the behaviorist account of SLA and advocated that learners use intrinsic internal linguistic processes. They argued that L2 learners possess individual linguistic systems independent of their mother tongue and the target language. In the 1980s, the second language acquisition theories invented by Stephen Krashen became very popular in the L2 acquisition paradigm. Krashen's SLA theory is based solely on comprehensible input learners can comprehend. Famous educational psychologists Jean Piaget, Noam Chomsky, and Vygotsky invented theories such as the *Theory of Cognitive Development*, *Universal Grammar*, and *Socio-cultural Theory*, respectively.

Jean Piaget

Piaget was the first psychologist who carried out a systematic study of cognitive development. The primary focus of his studies was on how a child's cognition develops. In order to study the child's basic mental structure and cognitive abilities, he invented a series of simple tests. Before Piaget's research findings, the general belief in psychology was that children are not as capable of thinking as adults. But, Piaget showed evidence that children's thinking is noticeably different from adults' thinking. Piaget argues that children have basic cognitive structures on which the entire later learning is formed.

His studies reveal that physical maturation and a child's experiences gained through the surrounding environment will develop a child's cognitive development.

According to Piaget, every child passes through four crucial phases of cognitive development. They are as follows:

1. Sensory motor stage (Infancy)

2. Pre-operational stage (Toddler and early childhood)

3. Concrete operational stage (Elementary and early adolescence)

4. Formal operational stage (Adolescence and adulthood)

Noam Chomsky

Noam Chomsky is the pioneer of the theory of Universal Grammar. He heavily criticized the behaviorists, especially Skinner's explanation of language acquisition. Behaviourism argues that language learning takes place through the influence of the environment. According to behaviorist theory, second language learning occurs through the conscious repetition of grammar rules. The famous linguist Noam Chomsky convicted this notion of an explicit way of learning grammar rules.

He claims that if language development is solely based on linguistic input, infants will never acquire the tools to analyze an unlimited number of sentences.

Universal Grammar refers to a notion of instinctive grammatical categories, like noun and verb categories, which help in language acquisition in children and adults. Universal grammar includes all the grammatical information required to synthesize noun and verb categories into phrases. The child needs to learn the words of his/her language thoroughly. Though children listen to only a limited number of sentences, they can extract the rules and principles of the language. Without any formal training, they can generate an infinite set of sentences.

Vygotsky

The socio-cultural theory is based on the notion that the society at large contributes to an individual's development. It also underscores the significance of the interaction between people and the culture they live in. The socio-cultural theory advocates that human learning is mostly a social process.

The socio-cultural theory was developed by Vygotsky, who believed that one's parents, carers, peers, and the culture they live in were generally accountable for inculcating higher-order functions. Vygotsky argues that learning occurs when a child interacts with others. Once the learning has taken place, the information received gets integrated on the individual level- "every function in the child's cultural development appears twice. First, on the social level, and later, on the individual level; first between people (inter-psychological) and then inside the child (intra-psychological). This applies equally to voluntary attention, logical memory, and the formation of concepts. All the higher functions originate as actual relationships between individuals." https://www.learning-theories.com/vygotskys-social-learning-theory.html

The socio-cultural theory focuses not only on how peers and adults influence an individual's learning but also on how one's culture and attitude impact instruction and learning. Vygotsky argues that a child is born with a fundamental biological constraint on his/her mind. He also states that adults transfer the culture's tools of intellectual adaptation, which children internalize. Hence, teachers, while teaching L2, ought to keep in mind the socio-cultural background of the learners to create an environment in which learners can acquire a new language naturally.

Check your Progress:

1.   What is the difference between language learning and language acquisition?

2.   Write any two psychological factors that affect language learning?

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3.   What is Universal Grammar?

15.2.5 English: Nature of Language:

English is a unique language and has a distinct nature. Let us look at various English language characteristics, including receptiveness, heterogeneity, structure, vocabulary, dynamism, and modifiability (Kumari 2014).

The English language is known for its amazing receptiveness. It has maintained its policy of openness. Thousands of words from European, Asian, African, Indian, Japanese, Chinese, and other languages have been adopted and accepted. Classical languages such as Latin, Greek, Arabic, French, and Sanskrit have significantly impacted English. Because of its receptiveness, English has the most extensive vocabulary.

English has grown diverse in character because it comprises terminology from various languages. In the process of adopting terms from other languages, the spelling, pronunciation, and meaning of original words from other languages were modified. The English language system comprises sounds, words, and structures. Phonology refers to the study of sound. Morphology refers to the system of words, while syntax refers to the system of structures. All three systems are intertwined to form an organic whole known as the English language.

The nature of English is unique. There is no such thing as 100 percent French, German, Arabic, Latin, or Greek in English. English is English. The sounds, words, structures, and functioning of English are distinct from those of other languages. Although English has borrowed vocabulary from other languages, it has molded them in such a way that they appear as if the terms are English in origin.

English is an ever-changing language. It is in perpetual flux. These adjustments take place on a regular and systematic basis. The distinctions between Old English, Medieval English, and Modern English can be learned through studying the history of the English language. The old English terms: 'thou and thee' have been replaced by 'you and your.' We have crafted 'SMS English' in the era of technology, where numerous abbreviated forms are employed, such as 'you being written as 'u,' 'as soon as possible' being written as 'ASAP,' and 'your' being written as 'ur.'The actors in Hindi film industry combine Hindi with English, creating a new language known as 'Hinglish,' in which specific phrases are uttered in English and others in Hindi. Half of a statement is sometimes articulated in Hindi, while the other half is spoken in English. Hence, keeping such facts in view, English can be considered a dynamic language constantly changing worldwide.

English is a highly adaptable language. It fuses, assimilates, and penetrates through a country's native language to produce many modified and extended varieties of English that are globally recognized, understood, and appreciated, such as Indian English, American English, British English, Australian English, and so on.

English Language Teaching

English language teaching (ELT) emphasizes teaching English to people whose first language is not English.

A language instructor must understand the nature of English language instruction and how students acquire the language. Effective language instruction requires a thorough understanding of the nature of language and how it is learned. The only strategy for teaching a foreign language like English that works is based on the language's nature.

Our understanding of language's nature has significantly impacted English language instruction during the last few decades. The realization that language is a system has resulted in the selection and gradation of vocabulary and structures. Thus, the importance of oral practices required in classroom instruction has been highlighted because language is essentially oral in nature. As a result of the knowledge that language evolves, descriptive rather than prescriptive grammar is taught.

In India, English instruction is the world's most significant democratic venture of its sort; it is also an economic necessity, and Indians have understood that they have an "English advantage" over several countries such as China and Japan. After the United States of America and the United Kingdom, India is now the world's third-largest English-speaking country. India has overcome its colonial aversion to English and has come to terms with it. Indians have separated the English language and the English culture. With the help of the English language, Indians have become heavily involved in the globalization process. The Grammar Translation Method was traditionally used to teach English. In the late 1950s, state systems for teaching English used structurally graded syllabi as a critical breakthrough. Language training might be systematized by planning its inputs, like teaching arithmetic or physics.

ELT includes the pedagogical aspects of teaching English to learners. In the last few decades, the scope of English language instruction has shifted dramatically worldwide, with a growing demand for qualified English language teachers and language programs that can supply the English language skills and competencies required by today's global citizens. In many countries, teaching English consumes a significant portion of available educational resources, and English is

not always a neutral commodity that provides equal opportunities for all. As a result, English teachers must understand the unique position of English in modern society, its costs and advantages to those who desire to learn it, the various reasons learners may have for learning English, and the various contexts in which they acquire it.

15.2.6 Teaching English: Aims and Objectives:

English is the official language of India, and it enjoys a prominent and privileged position in the Indian Educational system. It flourished as a language of power, esteem, and communication, sustaining its popularity even after Independence. In the global context, almost all functional domains, like education, administration, commerce, business, judiciary, science and technology, engineering, medicine, etc., need a high degree of knowledge of the English language. This has now created a greater emphasis on teaching English effectively in schools and colleges in the country. Therefore, it becomes necessary to consider the aims and objectives of English language teaching. Some of the aims and objectives have been listed below:

Aims

- To facilitate learners to listen to English in a way they can comprehend.

- To teach learners how to speak English properly— producing words and sentences with the correct accent, stress, and intonation required for the English language.

- To aid learners in reading, understanding, and interpreting the English language text. To assist learners in writing English without errors and expressively, i.e., for instance, letter writing, filling out applications, composing descriptions, and write-ups of day-to-day incidents.

- To provide students with the opportunity to learn the elements of English.

- To encourage students' interest in English.

- Increase learners' abilities to improve their work by planning, drafting, and revising.

- To allow learners to express themselves creatively and imaginatively and make them talk properly and audibly by keeping the audience in view.

- To prepare learners as ardent and reflective readers by exposing them to intricate and text-level knowledge.

Teaching English could have many objectives, as explained by various language experts. Let us consider them under different categories. Teaching English has two main objectives: Language development and Literary development. These two objectives differ from each other as far as the

class and age of students are concerned. A more comprehensive list contains four-fold objectives. They are:

- To comprehend spoken English: This requires the recognition of English sounds without making any mistakes. Also, the ability to deduce meaning from what has been heard.

- Ability to speak English: This includes intonation and stress responses while speaking due to the hearing.

- Ability to read English: This includes the ability to read and comprehend a variety of books, such as prose, poetry, drama, and novels, among others.

- Ability to write English: This includes the ability to create guided and free compositions, as well as the ability to choose appropriate words and form sentences.

In addition, objectives could be categorized as general and specific. General objectives are global and long-term goals. General objectives state what to achieve at the end of the year's course. They are outlined by reiterated by researchers:

- To enable students to understand spoken or written language.

- To enable students to speak simple and correct English.

- To enable students to write the language correctly.

- To enable students to read the language with ease.

Specific objectives are short-term goals. Specific objectives state what to achieve at the end of the Unit. Specific objectives are based on the above sub-skills or general objectives.

- To enable the students to understand spoken language.

- To enable students to:

- Distinguish between the sounds of English words and local language words.

- Identify the sounds of the English language

- Link ideas with charts, pictures, or objects during an oral presentation.

- Go through oral training.

- Keep track of the meanings of words, sentences, and structures concerning their
  context.

  - Form a chronological order for statement narration while retaining mental consistency.

  - Understand the gist of the narration, speak, and debate.

  - Identify gaps in the oral presentation.

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- Recognize the speaker's intention by examining their intonation pattern and stresses.
- Follow the spoken form of language's standard usage.

15.3   Learning Outcomes

After studying this Unit, you should be able to understand the philosophy and nature of language learning; know the difference between language acquisition and language learning; explore various theories and techniques of language; learn about English language teaching objectives, discourses, etc., and gain a better understanding of English as a language.

15.4   Glossary

Pedagogy: The principles and methods of teaching

LAD: Language acquisition device

Universal Grammar: A notion of instinctive grammatical categories, like categories of a noun and a verb which help in the acquisition of language in children and adults

TLM: Teaching learning material

15.5   Sample Questions

15.5.1 Objective questions:

Answer the following in one sentence each:

1. Define pedagogy in your own words?
2. What are the four skills of language?
3. What is the full form of LAD?
4. What is TLM?
5. Define Universal Grammar.
6. What does 'lingua franca' mean?
7. Mention any two characteristics of the English language.
8. What is the full form of ELT?
9. Write any two aims of teaching English.
10. Write any two objectives of teaching English.

13.5.2 Short answer questions:

1. Write a note on the Philosophy of Language.
2. Discuss Second Language.
3. What are physical factors that affect language learning?

4. Explain ELT in detail.

5. Which psychological factors affect language learning?

13.5.3 Long answer questions:

1. Write a detailed account of the *aims and objectives* of English language teaching.

2. Compare the language theories of Piaget and Chomsky.

3. Critically examine various factors that affect language learning.

15.6 Suggested Learning Resources

- McKay, S. L. (2018). English as an international language: What it is and what it means for Pedagogy. *RELC Journal*, *49*(1), 9-23.

- Marlina, R., & Giri, R. A. (Eds.). (2014). *The Pedagogy of English as an international Language: perspectives from scholars, teachers, and students* (Vol. 1). Springer.

- Gibbons, S. (2017) *English and its teachers: A history of policy, pedagogy, and practice*. Routledge.

- Ur, P. (2012) *A course in English language teaching*. Cambridge University Press

Unit-16 Testing and Evaluation

Structure

16.0   Introduction

Testing and evaluation are integral parts of the teaching-learning process. Effective teaching and practical evaluation are two sides of the same coin. It examines the effectiveness of a curriculum, including the aims and objectives laid in that curriculum, materials provided for learning, and methods used for teaching.

Testing provides knowledge about student growth and achievement in the English language, learning styles, learning difficulties, and anxiety during the learning process. It enables the teacher to introspect their teaching methods, techniques, and process and make necessary changes as per the requirement to make the teaching-learning process more productive and successful. In the English language, the evaluation of linguistic skills is essential to evaluate the student performance.

Testing and evaluation guide the students to know their strengths and weaknesses and investigate the knowledge and skills acquired in the English language through the teaching and learning process. Different terms are used for tests and evaluation, such as examination, measurement, and assessment.

16.1 Objectives

The objectives of this Unit are to:

- understand the need and importance of tests and evaluation
- explain the process of evaluation
- list out various types of evaluation
- explain various tools of evaluation
- list out the characteristics of a good test
- prepare good quality question paper

16.2 Testing and Evaluation - Meaning, Definition & Differences

Testing:

Testing is the process of knowing how well something works. In another way, it tells about the knowledge and skills acquired by the individual after the learning process. It is the process of disclosing a person's learning ability. Testing also means judging the strengths and capabilities of a person.

It is a systematic procedure for comparing the performance of the students. Blown defines a test as "a systematic procedure for measuring the performance and behavior of the students." Tests motivate the students to learn; identify their learning abilities, strengths, and weaknesses, and determine the adequacy of instructional resources.

Evaluation :

It means judging the value of something. Evaluation is deciding the value or worth of the student's ability and performance related to knowledge or skill. The evaluation process helps us to estimate the strength and weaknesses of teaching-learning resources.

Evaluation is essential to gauge quality. It is product-oriented and helps find out what the students have learned. It is judgemental in nature and helps to arrive at an overall grade or score.

16.2.1 Difference between Tests and Evaluation

Criteria	Tests	Evaluation
Type	It is quantitative	It is a qualitative
Scope	It is narrow	It has wide scope
Outcome	It is product based	It is process based
What does it check?	Inspects knowledge gained	It judges the criteria or evidence of acquired knowledge and skills of a learner

16.2.2 The need and importance of Tests and Evaluation for the teachers and the students

It is essential for the teachers to:

- achieve the objectives of the course curriculum
- identify the learning difficulties of the students
- determine the readiness among students
- motivate the students to new learning
- categorize the students based on performance for various classroom activates
- assist the students in eliminating their learning difficulties
- provide remedial teaching to improve their performance
- record the performance of the students in a progress report.
- improve teaching practice to improve student's learning abilities
- improve instructional strategy
- make curriculum changes
- improve students' personality
- guide the students in a difficult situation
- provide incentives to the students
- estimate gradation of students
- check the progress of the students from time to time
- predict the future performance of the students
- select the students for events

- assign the responsibility to the students

On the other hand, it is essential for the students to:

- know their abilities, knowledge, and skills

- improve their performance

- take extra coaching and tuition

- understand self weaknesses and strengths

- overcome learning difficulties

- evaluate self-understanding and self-development

- set goals for higher education and job

- seek guidance and counseling

- change learning styles

16.2.3 Purpose and Process of Evaluation:

Testing and evaluation are essential to predict educational practices. It helps us to check the effectiveness of courses, track the improvement of the students, check the competencies of the students and certify their degrees and proficiency in education, assess the change in behavior of the students, monitor existing policies and implementation of plans, progress towards objectives by improving the decisions.
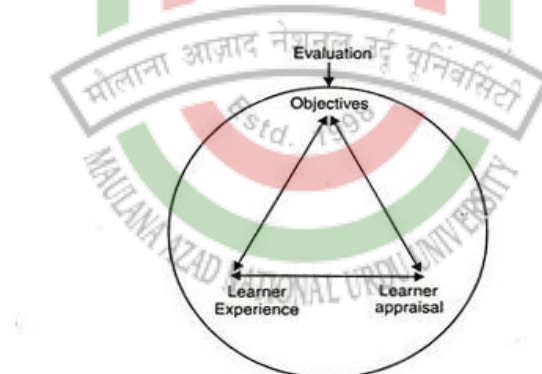
Fig. 12.1 Representation of the Role of Evaluation in the Teaching-Learning Process

Source: https://www.yourarticlelibrary.com

Evaluation is a continuous tri-polar process that includes educational objectives, learning experiences, and evaluation. It involves the following stages:

- Framing objectives of a course

- Stating the educational objectives in terms of behavioral change

- Providing learning experiences based on the decided objectives

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- Preparing tools of evaluation according to the objectives framed

- Evaluating with the help of a tool

- Arriving at the result after an evaluation

- Interpreting the result

- Suggesting modifications in the teaching-learning process if necessary

16.2.4 Continuous Comprehensive Evaluation:

It is a procedure of assessment derived and directed by the *Right to Education Act* (2009). This was introduced by the *State* and *Central* governments of India to provide quality education to students aged 6 to 14 years.

The word *continuous* means throughout the stages of students' growth and development. It refers to a continuous attempt to assess the students in co-scholastic and scholastic areas during their schooling.

Advantages of CCE

- It reduces the stress in children

- Makes evaluation more meaningful and continuous

- Identifies the progress of the students from time to time

- Use of the remedial measures to rectify the learning difficulties of the students

- Using novel and attractive methods to teach

- Provide hands-on experiences to the students through various activities

- Identify exceptional talents among the students

- Refraining from the use of negative comments

- Reduction of dropout rate in schools

- Emphasis on quality, not completing the syllabus

- Emphasis on concept clarity

- Maintain the desired standard in education

16.2.5 Types of Evaluation:

There are eight different types of evaluation based on their purpose. These are as follows:

- Formative evaluation

- Summative evaluation

- Process evaluation

- Outcome evaluation
- Economic evaluation
- Impact evaluation
- Placement evaluation
- Diagnostic evaluation

1. Formative Evaluation:

Formative evaluation is conducted during teaching-learning to determine students' strengths and weaknesses. It helps the teacher to check the effectiveness of their teaching methods and techniques and find out the students' difficulties in learning, understanding, reproducing, problems in reading and writing, etc. When the teacher identifies the drawbacks from both sides, they can change the teaching methods and instruct students on their strengths and weaknesses to improve themselves.

Formative assessment is conducted by observing students' class work and homework boos, taking sudden tests, dictations, assigning projects, homework, etc.

2. Summative Evaluation:

Summative evaluation is done at the end of the unit, course, or semester. The purpose of summative evaluation is to evaluate student learning and academic achievement. It compares the achievement of the students with academic standards.

End-term examinations, Unit end tests, and SAT examinations are the best examples of summative assessment tests.

Summative assessment is helpful for curriculum planning. It indicates the gap between students' knowledge and learning targets, improves new learning methods, and improves the attainment level of the s institution.

Difference between Summative and Formative Evaluation

	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Purpose	Improve instructional process	Assess learning outcomes of the unit
Assessment	Assessment for learning	Assessment of learning
When to conduct	During the instructional process	After completion of the syllabus or the unit
Audience	Teachers	Stakeholders

Method of assessment	Oral tests, slip tests, observing notebooks, observing classroom performance,	Summative tests, rating scales, checklists
Reporting	Periodical	Cumulative
Utility	Assists teachers in improving the process of instruction	Assists administrators in promoting the students to the next class
Role of students	Active involvement	Passive involvement
Designed to	Adjust teaching-learning process	Provides information about the learning that took place at a particular time
Grading	Scored but not graded	Graded
Feed back	Descriptive feedback	Evaluative feedback
Type	Informal	Formal
Impact	High impact on learning	Diagnostic
Nature	Continuous	Not continuous

1. **Process evaluation**: It is conducted when any educational program is implemented. It aims to check whether or not the goals and strategies have been achieved. To verify whether the program reached the target population or not. This type of process evaluation helps to identify the problems and rectify them. It reveals the effectiveness of the program. It is helpful to find out the gaps in the program.

2. **Outcome evaluation**: It is conducted when any new program is implemented. It assists in finding out the learning outcomes and effectiveness of the program and making necessary improvements. It also verifies whether the laid objectives have been achieved or not. It tries to get outcome-focused feedback to make it more effective and fruitful. This is done with a pre-test and post-test of the program.

3. **Economic evaluation**: It is also known as cost-effective, cost-benefit, or cost-utility analysis. It is like an audit to check the cost efficiency of the program. It is done at the

beginning and during implementation to avoid inefficiencies. It analyses how costs are spent and translate costs into outcomes.

4. **Impact evaluation**: It is conducted at the end of the program to see the success of the program. It assesses the change in the target population. This evaluation helps to make necessary changes in the policy.

5. **Placement evaluation**: it is also known as a pre-assessment or initial assessment. It is conducted before intervention or instruction. This assessment helps know the base of the students and their skill level.

6. **Diagnostic evaluation**: This type of evaluation is conducted to diagnose the students' difficulties at various levels while learning and accurately assess the problem. It is conducted when the students continuously face the same problem in learning.

16.2.6 Methods of Educational Evaluation:

Blooms' Taxonomy was prepared under the guidance of Dr. Benjamin Blooms to promote higher-order thinking in learning. They are the cognitive domain, Affective domain, and psychomotor domain. Hence evaluation of these three domains is essential.

      a) **Evaluation of Cognitive domain**: It measures the ability to memorize, understand and reason educational content specified in educational goals.

      b) **Evaluation of Affective Domain:-**It measures the changes in interest, attitude, confidence, cooperation, responsibility, self-consciousness, law-abiding, and sociability.

      c) **Evaluation of psychomotor ability**:- It tests the ability to use hands, feet, legs, and shoulders for learning.

16.2.7 Tools of Evaluation:

Tools are the means to collect evidence of students' learning and achievements. These tools include achievement tests, anecdotal records, cumulative records, checklists, rating scales, observations, interviews, and questionnaires.

a) **Achievement tests:** A test that describes what an individual has learned to do is called an achievement test. They are different types based on response mode, purpose, speed, test items, and result interpretation.

Table showing types of achievement tests

Based on	based on	Based on	Who prepared	Mode of	based on

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Mode of response	purpose	speed		interpretation	format
Oral tests	Placement tests	Power tests	Teacher made	Criterion referenced	objective type questions
Written tests	Formative tests	Speed tests	Standardized Tests	Norm referenced	short questions
Practical tests	Diagnostic tests	■	■	■	essay type questions
	Summative tests	■	■	■	

b) **Oral tests**: Teacher tries to evaluate the students' performance with their oral responses to oral questions. Through oral tests, concept clarity, comprehension, ability to present coherently, ability to consolidate the concepts, and level of confidence can be evaluated.

c) **Written tests**: These are written examinations evaluated by giving numerical performance indicators. They are objective-type questions like true or false, fill in the blanks, match the following, fill up the puzzle, etc. They may be short-answer-type questions that can be answered in a few lines. They also may be essay questions. These are either prepared by the teacher for formative assessment. Or they may be standardized tests. Written tests evaluate the skill of presentation, organization of content, coherence, subject expertise, concept clarity, depth of knowledge acquired, etc. through essay-type questions

d) **Practical tests:** They determine the practical ability to do or perform experiments, dissections, drawing, and handling instruments in a laboratory setup.

e) **Power tests:** Evaluates the ability of an individual in specific are. These items are generally arranged in order of difficulty.

f) **Speed tests:** These tests evaluate the ability of an individual to answer quickly within a given time. It measures the ability to process information correctly. They are generally lengthy.

g) **Teacher-made tests**: To test the classroom teaching and learning, a teacher made the teachers construct tests. They give information about what students have learned in the

classroom, identify students' strengths and weaknesses along with progress, plan future instruction, and improve performance.

h) Standardized Tests: It is a test based on the standard laid by the district or state and evaluates teaching learning based on the content taught based on specific fixed criteria. These tests are standardized because of their content, administration procedure, scoring procedure, interpreting norms, etc.

i) Criterion-referenced tests: This type of testdetermines the level of knowledge and skills based on well-defined domain content.

j) Norm-referenced tests: This type of test evaluates one student's ability to perform against other students**.** It differentiates low and high achievers.

16.2.8 Techniques of Evaluation:

There are various techniques of evaluation. Anecdotal records, rating scale, aptitude tests, inventories, Observation, Interviews, Portfolios, Projects,

a) Anecdotal records: It is a record of students' behavior and attitudes during school life. This record assists the teachers in evaluating students' behavior, social relations, and personal problems.

b) Cumulative record:- it is a record that provides details of physical development, health information, co-curricular activities, extracurricular activities, and student achievement.

c) Checklist: It is a prepared list of behavior or items. A number indicates the presence or absence of behavior. It is used to know personality traits, students' interests, children's attention levels, etc.

d) Rating scales: It is a closed-ended questionnaire where the respondent gives a comparative response. Generally, it is used to rate the products and customer services. There are different types of rating scales. They are descriptive rating scales, comparative rating scales, graphic rating scales, and numerical rating scales.

e) Aptitude tests: these tests measure the skills of the individual

f) Inventories: They are meant to assess the conceptual clarity of the students in academics

g) Observation: It is a careful observation of the work of the students in the classroom.

h) Interviews:-It is the conversation between the teachers, students, and parents to assess the performance of the students.

i) Portfolios: It is like a progress report which indicates students' efforts, development, and progress in curricular, extracurricular, and co-curricular areas revealing the success and accomplishment of the child.

j) Projects: It is the assignment given to the students in school after completing the concepts. It requires more individual effort and planning on the part of the students.

16.2.9 Process of Construction of the Test paper for the Examination:

After setting the objectives, the teacher teaches the textual content in the classroom using various methods and techniques to determine how far the students understand the content. Hence there is a need to evaluate the students' performance through examination.

To conduct examinations, the teacher needs to prepare a question paper. The preparation of a question paper involves the following steps:

- Preparation of design of the question paper
- Deciding the weightage be given to the content, marks, difficulty level, and type of questions.
- Preparation of a blueprint based on weightage tables
- Writing questions
- Estimating the time required to answer
- Organizing the questions properly
- Analysis of questions
- Preparation of answer key or scoring key
- Deciding the marking scheme or preparation of rubrics.

16.2.9.1 Administration of the Test:

It is a critical stage in the conduct of the test. The test paper should have clear instructions for the students regarding the duration of the examination and the number of questions needed to answer the marks allotted for each question. Instructions should be very clear to the students.

16.2.9.2 Venue & Seating Arrangement:

The examination venue should be well-lit and ventilated with proper seating arrangement, which is comfortable for the students. The seating arrangement should be within a reasonable distance. There should be no disturbance or noise in the examination hall.

16.2.9.3 Scoring the Test:

While preparing the question paper, the teacher must prepare a scoring key and rubrics for evaluating the answer scripts. The teachers need to evaluate the scripts without paying attention to whose script it is. There are a few things that the teacher needs to keep in mind. For example, the knowledge required to answer a particular type of question being evaluated, total marks allotted to that question, and rubrics should be kept in mind while evaluating the scripts. Along with marks, writing comments is essential to encourage the students and help them to improve.

16.2.9.4 Understanding Test Scores:

It is essential to provide a profile of the entire class in a given subject. Understanding and interpreting the scores' results enables the teacher to identify students' strengths and weaknesses. It also assists the teacher in segregating the students based on performance and provides special coaching. Understanding score is essential to evaluate the effectiveness of instruction provided by the teacher. It also gives the progress of the students over a period of time. It also guides the teacher to compare the performance with their learning outcomes and academic standards.

16.2.9.5 Reporting Test Results to the Students& Parents:

A student's academic progress and development depend on teachers' and parents' guidance and cooperation. Hence, it is the teacher's responsibility to communicate the students' progress to their parents properly. Reporting should be done in simple language to the parents. A teacher should explain the purpose of the test conducted, the test procedure, the scores that are awarded to students, the meaning of the scores, and comments to enlighten them and make them aware of the evaluation process.

This helps the parents to understand what their children are learning, how they can assist their children to improve their performance and provide a congenial atmosphere at home for studying.

16.2.10 Remedial Teaching:

It is the process of eliminating students' learning difficulties that emerge during the process of teaching and learning to develop conceptual clarity and confidence and make teaching learning more fruitful and meaningful.

The primary purpose of remedial teaching is to identify the children with learning difficulties and give additional support in teaching learning as the child's progress is far apart from the average class performance.

16.2.11 Steps of Remedial Teaching:

- Framing clear goals

- Make various learning activities

- Teaching preparation

- Designing meaningful learning activities

- setting attainable goals

- provide clear instructions

- summarize points

- providing rewards and incentives to the students

- training the parents to assist their children

- Show concern for the child's performance.

For effective remedial teaching, the teacher needs to make it more exciting and attractive to motivate the students. It requires more effort from the teacher to plan learning activities, provide instruction and evaluate performance by eliminating errors.

16.3 Learning Outcomes

This Unit introduced you to various terms of assessment and evaluation, the purpose of evaluation, tools and techniques of evaluation, the concept of CCE, the method of preparing a question paper, the process of construction, qualities of a good question paper, need and importance of analyzing the results and remedial teaching. With this knowledge, you should be able to prepare the question paper, conduct the examination smoothly, analyze the results, and suggest measures to students for better performance.

16.4 Glossary

Evaluation: Deciding the value or worth of the ability, performance

CCE: Continuous Comprehensive evaluation.

Formative assessment: Process assessment

Summative assessment: Product assessment or end assessment

Remedial teaching: Instructional corrective strategy

16.5 Sample Questions

16.5.1 Objective questions:

1. The purpose of an *evaluation* is _____.

   a. To divide the students based on their performance

   b. To find out the students who need remedial teaching

   c. To provide feedback to the students for successful imparting of education for a productive life.

   d. To find out the problems of students

2. *Right to Education Act* was introduced in the year _____.

   a. 2008

   b. 2007

   c. 2009

   d. 2010

3. *Right to Education Act* says that _____.

   a. The students between the age group of 5 to 15 should be in schools

   b. The students between the age group of 6 to 14 should be in schools

   c. The students between the age group of 4 to 14 should be in schools

   d. The students between the age group of 4 to 15 should be in schools

4. _____has a high impact on learning.

   a. Process evaluation

   b. Impact evaluation

   c. Formative evaluation

   d. Outcome evaluation

5. Taxonomy of educational objectives was given by _____.

   a. Benjamin Moore

   b. Benjamin Graham

   c. Benjamin Bloom

   d. Benjamin Franklin

6. Test items are arranged in order of difficulty in ------------------tests

   a. Speed tests

   b. Power tests

   c. Teacher made tests

d.   Written tests
    7. _____ type of tests determines the level of knowledge and skills based on
        well-defined domain content.
            a.   Norm-referenced tests
            b.   Criteria-referenced tests
            c.   Standardized tests
            d.   Teacher made tests
    8. A *blueprint* is a matrix that does not show _____.
            a.   Number of questions
            b.   Content covered
            c.   Marks allotted
            d.   Marks scored
    9. The *scoring key* will not assist the teacher in _____.
            a.   Giving marks
            b.   Deciding the scope
            c.   Knowing the answer
            d.   Changing the answer
    10. Providing additional support to rectify *learning difficulties* is known as _____.
            a.   Guidance
            b.   Counseling
            c.   Remedial teaching
            d.   mentoring

16.6.2 Short answer questions:
    1. Differentiate between norm-referenced and criterion-referenced tests.
    2. How can you differentiate between checklists and rating scales?
    3. What are the steps involved in the process of construction of question paper
    4. What are the qualities of a good question paper?
   5. Define reliability and validity.

16.6.3 Long answer questions:
    1. Differentiate between formative and summative evaluation and explain various formative
        evaluation methods.

2. What are the different tools of evaluation? Explain them in detail.

3. What is a blueprint? What are the steps for the construction of a test paper? As a teacher, what measures do you adopt for smooth conduction of a test?

16.6 Suggested Learning Resources

- Brown, G. T. L. (2018). *Assessment of student achievement.* New York: Routledge.

- Black, P., & Wiliam, D. (1998) Assessment and classroom learning. *Assessment in Education*, 5(1), 7-74.

- Kubiszyn, T., & Borich, G. D. (2012) *Educational testing and measurement: classroom application and practice* (10th ed.). New York: John Wiley & Sons.

- Miller, D. M., Linn, R. L., & Gronlund, N. E. (2013) *Measurement and assessment in teaching* (11th ed.). Boston, MA: Pearson.

- Russell, M. K., & Airasian, P. W. (2012) *Classroom assessment: concepts and applications* (7th ed.) New York: McGraw Hill
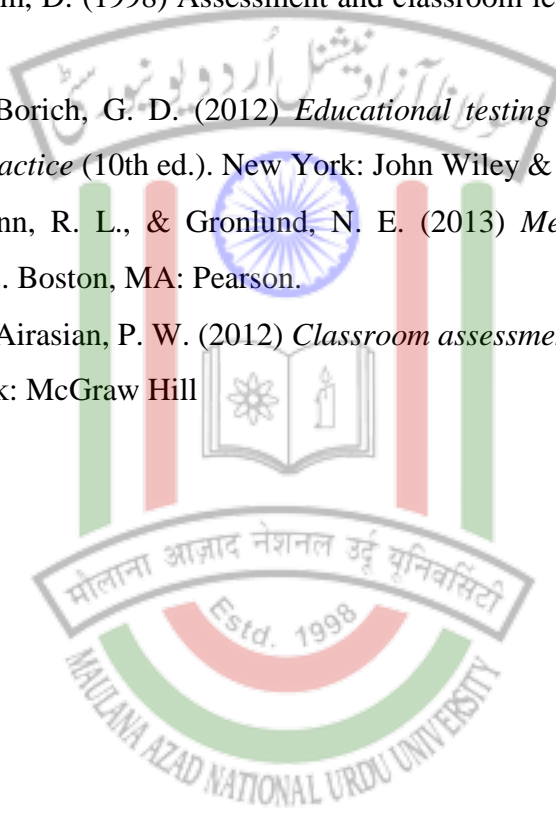
MAULANA AZAD NATIONAL URDU UNIVERSITY
Master of Arts English
II SEMESTER EXAMINATION (May 2018)
Paper : (MAEN201CCT) English Language Teaching

Time: 3 hours   Max. Marks 70 marks

Note : This question paper consists of three parts : Part – A, Part-B and Part-C. Number of words to answers each question is only indicative. Attempt all parts.

Part–A contains **10** compulsory questions of multiple choice/fill in the blank/very short answer type question. Answer all questions. Each question carries **1** mark.   **(10x1=10-marks)**

Part-B contains **08** questions of which students are supposed to answer **05** questions. Answer each question in approximately 200 words. Each question carries **06** marks.   **(5x6=30 marks)**

Part-C contains **05** questions of which students are supposed to answer **03** questions. Answer each question in approximately 500 words. Each question carries 10 marks.   **(3x10=30 marks)**

Part-A

Question : 1:

i.   Supplementary Readers are meant for ....
   a) Developing all the skills   b) Extensive reading
   c) Intensive reading   d) Improving vocabulary

ii.   What is skimming?
   a) Reading aloud   b) Silent reading
   c) A procedure for over viewing   d) Detailed study

iii.   Grammar is learnt inductively in .... Method.
   a) Grammar-translation   b) Bilingual
   c) Dr. West's new   d) Direct

iv.   Summative Evaluation focuses on the ....
   a) judgment   b) teaching
   c) end product of a programme   d) beginning

v.   It was during this period that Grammar Translation Method came into practice.
   a) 1890s   b) 1960s
   c) 1970s   d) 1980s

vi.   The development of audio-lingual approach is based on.................
   a) language laboratory   b) classroom
   c) school   d) student

vii.   Bilingual Method was developed and advocated by ....
   a) Dr. West   b) RIE
   c) CIEFL   d) Dodson

viii. The popular concept, "Language through literature" was first tried out in 1890s in ....
  a) Banaras Hindu University   b) Madras University
  c) Osmania University   d) United States

ix. In a country like India, it became very difficult to find competent teachers in teaching this method................
  a) GTM   b) Dr. West's new method
  c) Bilingual Method   d) Direct method

x. The communicative approach is developed by ....
  a) Hymes   b) Frisby
  c) Pitman   d) A.S. Hornby

Part-B

2. What steps would you take to develop good habits of reading among your students?

3. What are the different tools of evaluation? Explain.

4. Write a short note on Testing and its types.

5. What classroom strategies do you use to develop speaking skills? Discuss.

6. 'The more you listen to a language the better you learn it'. Briefly.

7. How would you teach grammar inductively? Discuss.

8. Explain how school and home play a role in learning English.

9. Briefly comment on your learning experience from the assignment/project work.

Part-C

10. What are the salient features of the Direct Method? Discuss its merits and limitations.

11. What is Communicative Language Teaching? How is it different from earlier methods?

12. What are the principles of Curriculum construction in English? Explain.

13. Explain the sub-skills of reading and writing in English. Suggest various tasks to develop these skills among your students.

14. "English language is an international link language and a necessity in the context of globalization" comment and discuss the benefits and challenges.

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