

B9ED113DST

Pedagogy of English-I

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

**Centre for Distance and Online Education
Maulana Azad National Urdu University
Hyderabad-32, Telangana-Bharat**

Copyright © 2025, Maulana Azad National Urdu University, Hyderabad

All right reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronically or mechanically, including photocopying, recording or any information storage or retrieval system, without prior permission in writing form the publisher (registrar@manuu.edu.in)

ISBN : 978-81-975953-9-4
Course : Pedagogy of English - I
First Edition : August 2024
Copies : 200
Price : 385

Programme Coordinator (B. Ed.)

Prof. Sayyad Aman Ubed, Professor (Education), CDOE, MANUU

Editorial Board/Editors

Prof. Mushtaq Ahmed I. Patel (Chairperson) Professor, CDOE, MANUU	Prof. Sayyad Aman Ubed (Member) Programme Coordinator, B.Ed. (ODL)
Prof. Shaikh Shaheen Altaf (Member) HOD, Dept. of Edu & Training, MANUU	Dr. Shaikh Wasim (Member Convener) Associate Professor, CDOE, MANUU (Language Editor)
Prof. Siddiqui Mohd Mahmood (Member) Senior Professor, Dept. of Edu & Training, MANUU	Dr. Sameena Basu (Member) Associate Professor, CDOE, MANUU
(Late) Prof. Najmus Saher (Member) Professor, CDOE, MANUU	Dr. Fasiullah Assistant Professor (C), CDOE, MANUU (Content Editor)

Production

Prof. Nikhath Jahan, Professor (Urdu), CDOE, MANUU	Mr. P Habibulla, Assistant Registrar, Purchase & Stores Section, MANUU	Dr. Mohd Akmal Khan, Assistant Professor (C), CDOE, MANUU
Mohd Abdul Naseer, Section Officer, CDOE, MANUU	Shaik Ismail, UDC, CDOE, MANUU	Faheemuddin, LDC, Purchase & Stores Section, MANUU

On behalf of the Registrar, Published by:

Centre for Distance and Online Education

Maulana Azad National Urdu University

Gachibowli, Hyderabad-500032 (TG), India

Director: dir.dde@manuu.edu.in Publication: ddepublication@manuu.edu.in

Phone number: 040-23008314

Website: manuu.edu.in

CRC Prepared by: Dr. Sarmad Yaseen Butt, Asst. Prof. (C), CDOE, MANUU

Title Page: Dr. Mohd Akmal Khan, Asst. Prof. (C), CDOE, MANUU

Printed at: Print Time & Business Enterprises, Hyderabad

CONTENT

<i>Message</i>	<i>Vice Chancellor</i>	5
<i>Message</i>	<i>Director</i>	6
<i>Introduction to the Course</i>	<i>Programme Coordinator (B. Ed.)</i>	7
Block -1: Introduction to ELT		
Unit 1	Meaning, Nature and Scope of English Language Teaching, Aims and Objectives of Teaching English in India	Dr. Mohammed Kalimullah, Assistant Professor MANUU CTE, Darbhanga 9
Unit 2	Status of English Language in the Global and Indian Contexts, Language and Education Policy in India	Dr. Mohammed Kalimullah Assistant Professor MANUU CTE, Darbhanga 27
Unit 3	Teaching English in Bilingual/Multi-lingual contexts. Teaching English as a Second Language	Dr. Fasiullah Assistant Professor (Contractual) CDOE, MANUU 46
Unit 4	Constitutional Provisions and Policies Language Education	Dr. Fasiullah Assistant Professor (Contractual) CDOE, MANUU 58
Block-2: Different Approaches/Theories to Language Learning and Teaching (Mother Tongue & Second Language)		
Unit 5	Approach, Method and Technique.	Dr. Shaikh Wasim Associate Professor CDOE, MANUU 76
Unit 6	Approaches in Language Teaching	Dr. D. Vishwa Prasad Associate Professor MANUU CTE, Bidar 100
Unit 7	Methods in Language Teaching	Dr. D. Vishwa Prasad Associate Professor MANUU CTE, Bidar 123
Unit 8	Pair and Group Work, Role Play and Drama Technique	Dr. D. Vishwa Prasad Associate Professor MANUU CTE, Bidar 137

Block -3: Acquisition of Language Skills: Development of the linguistic skills: Listening, speaking, reading and writing.			
Unit 9	Development of the Listening and Speaking Skills	Dr. Mohammed Kalimullah Assistant Professor, MANUU CTE, Darbhanga	148
Unit 10	Reading Skills		169
Unit 11	Writing Skill, Reference skills, Higher order skills		180
Unit 12	Phonetics& Role of Language Laboratory		196
Block-4: Developing Integrated Skills, Use of ICT in ELT and Planning for Teaching English			
Unit 13	Teaching Prose and Teaching Poetry	Prof. Akthar Parveen Professor Dept. of Edu. & Training, MANUU	212
Unit 14	Resources for Teaching Multimedia in ELT, Online Resources for ELT, and Social Networking		226
Unit 15	Planning		234
Unit 16	Microteaching		252
	Model Examination Paper		265

Message

Maulana Azad National Urdu University (MANUU) was established in 1998 by an Act of the Parliament. It is a central university with NAAC Grade A+. The mandate of the university is: (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, there has been a dearth of course material in Urdu. Urdu University now has a repository of more than 350 books in Urdu and the number is increasing with each semester.

Urdu University considers it a privilege to be part of the national mission of providing material in mother tongue/home language as per the vision of NEP 2020. Further, the Urdu speaking community is no longer at a disadvantage in gaining updated knowledge and information in emerging areas or newer knowledge in existing fields due to non-availability of reading material in Urdu. The availability of content related to the above domains of knowledge has created new awareness of attaining knowledge that could significantly impact the intellectual growth of the Urdu knowing community.

To facilitate the teaching-learning process for the distance and online learners, the Centre for Distance and Online Education (CDOE) of the university ensures the preparation of self-learning material (SLM) in Urdu and the concerned language subjects.

MANUU makes available SLM to the students of Distance and Online Learning free of cost. The same is also available for sale at nominal cost to anyone interested in gaining knowledge through Urdu. To further provide access to learning, eSLM in Urdu/Hindi/English/Arabic is available for free download from the University website.

I am immensely pleased that due to the hard work of the concerned faculty and full cooperation of the writers, the process of publications of books for the FYUG B.A., B.Sc. and B.Com has begun on a massive scale. To facilitate the students of Distance and Online Learning, the process of preparing and publication of Self Learning Material (SLM) is of paramount importance to the University. I believe that we will be able to meet the requirements of a large Urdu knowing community through our Self Learning Material 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

In the present era, distance education is recognized as a very effective and useful mode of education all over the world and a large number of people are benefiting from this mode of education. Maulana Azad National Urdu University also introduced the distance learning mode since its establishment in view of the educational needs of the Urdu speaking population. Maulana Azad National Urdu University started in 1998 with the Directorate of Distance Education and the regular programmes commenced from 2004, and subsequently various departments have been established.

The UGC has played a vital role in efficiently regulating the education system in the country. Various programs running under Open and Distance Learning (ODL) mode at Centre for Distance and Online Education (CDOE) are approved by UGC-DEB. The UGC-DEB has emphasized on synchronizing the syllabi of distance and regular mode to enhance the level of distance learning students. Since Maulana Azad National Urdu University functions as a dual-mode institution, offering both distance and conventional modes of learning, it develops in-house Self-Learning Materials (SLMs) to support its undergraduate and postgraduate programmes. These materials are structured into blocks and units in accordance with the credit distribution of each course and the guidelines prescribed by the UGC-DEB.

The Centre for Distance and Online Education (CDOE) offers a total of nineteen (19) programmes comprising of UG, PG, B.Ed., Diploma, and Certificate programmes. Along with this, programmes based on technical skills are also being started. The CDOE has now launched 4-year UG program for July 2025 as per the NEP-2020. The honours programs B.A., B.Sc. & B.Com are design as per the NCF and it will help students in pursuing honours degree. From the year 2025-2026, the MBA program is introduced in ODL mode.

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, Varanasi, and Amravati) was established to facilitate the students. Apart from this, an extension center has also been established in Vijayawada. More than one hundred and sixty 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. The Centre for Distance and Online Education makes full use of ICT in its educational and administrative activities, and offers admission to all its programs through online mode only.

The soft copies of Self Learning Material (SLM) for students are made available on the website of the Centre for Distance and Online Education and the links of audio and video recordings are also made available on the website. In addition, facilities of E-mail and WhatsApp groups are being provided to the students through which the learners are informed about various aspects of the program such as course registration, assignments, counselling, examinations, etc. In addition to regular counseling, additional remedial online counseling is being provided from the last two years to improve the academic standards of the students.

It is expected that the Centre for Distance and Online Education will play a vital role to bring educationally and economically backward population into the mainstream of contemporary education. Changes are made in various programmes as per the New Education Policy (NEP-2020) in view of the educational needs and it is hoped that this will help in making the Open and Distance Learning system more efficient and effective.

Prof. Mohd. Razaullah Khan

Director, Centre for Distance and Online Education

MANUU, Hyderabad

INTRODUCTION TO THE COURSE

This course, “**Pedagogy of English,**” is a comprehensive and essential endeavour for prospective teachers to understand the nature of the English language and learn effective ways to teach it in today’s education system. In today's globalized world, English is more than just a subject; it's a vital tool for communication, knowledge acquisition, and career mobility. The course is designed to give you both solid theory and practical tools to manage the challenges of teaching English in India’s multilingual classrooms.

This course is organized into 4 Blocks, and across these blocks there are a total of 16 Units, each focusing on different aspects of English pedagogy.

Block1: Introduction to English Language Teaching (ELT): This foundational block comprises Units 1 to 4, focusing on the essence and significance of English language teaching, including the meaning, nature, and scope of language, historical perspectives, challenges in bilingual and multilingual settings, and constitutional provisions and language education policies in India.

Block 2: Different Approaches/Theories to Language Learning and Teaching: Spanning Units 5 to 8, this block delves into the practical methodologies of language instruction. This block explains the difference between approach, method, and technique, and introduces approaches like Structural, Communicative, Grammar Translation, and Direct Method, along with techniques such as group work, pair work, role play, and dramatization.

Block 3: Acquisition of Language Skills: Covering Units 9 to 12, this block addresses the core language skills essential for effective communication. This block addresses core language skills essential for effective communication, focusing on listening and speaking skills, reading sub-skills, writing processes and forms, and phonetics.

Block 4: Integration of Skills, ICT, Planning, and Microteaching: This block focuses on integrating language skills and incorporating modern teaching tools, discussing the teaching of prose and poetry, the use of multimedia and online resources in English Language Teaching (ELT), the importance of planning in teaching, and introducing microteaching concepts and practices.

By the end of this course, learners will be well-prepared to deliver high-quality English language instruction, adapting to diverse classroom contexts and meeting the evolving needs of students.

Prof. Sayyad Aman Ubed
Programme Coordinator

Unit 1 - Meaning, Nature, and Scope of English Language Teaching, Aims and Objectives of Teaching English in India*

- 1.0 Introduction
- 1.1 Objectives
- 1.2 Concept of Language
- 1.3 Characteristics of Language
- 1.4 Functions of Language
- 1.5 Understanding a language and understanding about language
 - 1.5.1 Role of a language teacher
- 1.6 Components of language
- 1.7 Aims and Objectives of Teaching English in India
 - 1.7.1 Language Education in India
 - 1.7.1.1 Curricular Goals
 - 1.7.1.2 Competencies
- 1.8 Summary
- 1.9 Glossary
- 1.10 Learning Outcomes
- 1.11 Model Examination Questions
- 1.12 Suggested Reading Materials

1.0 Introduction

Language is as essential as the air we breathe. It is everywhere, and it is a vital tool for our existence. It connects us to each other and opens the doors to understanding different cultures, histories and people's perspectives. It shapes our thoughts and emotions as well as others' perceptions and thoughts. It is like being given a new set of eyes to see and understand the world. It opens one's mind to new ways of thinking and connecting with others on a deeper level. It enhances critical thinking, empathy and cultural awareness, making citizens more informed, tolerant, and engaged.

Imagine, for a moment, you land in a city where no one speaks a word of English or any language you are familiar with. Suddenly, the most basic tasks become very challenging. You cannot ask for directions, order a meal, or even make small talk with a friendly local. This situation immediately develops a sense of isolation. It reminds us how crucial language is for our survival

* Dr. Mohammed Kalimullah, Assistant Professor, MANUU CTE, Darbhanga

and well-being. Without it, we are like a fish out of water, struggling to make sense of our surroundings.

Language is what makes us human. It is integral to our lives, but we rarely stop to think about it. It is like breathing - we do it constantly without noticing it. Sometimes, we only take a pause and think about it when we are in a situation where nobody speaks the language we use to communicate or when someone gets the wrong idea from what is said and then suddenly realize that if language is not appropriately used, people may misunderstand. But most of the time, we do not pay much attention to or think about the language we use.

1.1 Objectives

At the end of the Unit, the student-teacher will be able to:

- understand the concepts, characteristics and functions of language.
- recognize the importance of both verbal and non-verbal forms of communication.
- differentiate between human language and animal communication.
- gain insights into the components of linguistics: phonetics, phonology, morphology, syntax, semantics and pragmatics.
- understand the distinction between knowing a language for practical use and understanding the underlying principles and structures of a language.
- explore the aims and objectives of teaching English in India.

1.2 Concept of Language

Before understanding the concept of language in detail, explain your views about language.

Check Your Progress:

1. What is language?

We often think of the concept of language as just speaking or writing. But language is not only about speaking or writing; it is all about expressing ourselves in whatever form. It could be the words we speak, the letters we write, or even the gestures we make without saying a word. For example, imagine standing in front of a class full of students; you can tell a lot about them without anyone saying a word. Who is interested? Who is bored? Who is about to sleep?

It is all in their body language. A student leaning forward is probably interested and focused, while another who is yawning or struggling to keep their eyes open is tired. Our bodies say a lot about how we feel.

Our facial expressions speak a lot, too. A smile, a frown, and a look of surprise convey different emotions without a single word. Even our hands and other parts of our bodies help us communicate. Think about the gestures you use every day, like a shrug to say, "I do not know," or a thumbs-up for "Great job!" Think about these sounds: a sneeze, a sigh, or a laugh. These are just familiar sounds, but they can tell others how we are feeling or what we are doing, even if they are not part of a language. Even without words, the tone, pitch and pace of our voice can reveal whether we are happy, sad, or angry. Signs and symbols also represent specific meanings such as colours: 'red means stop, green means go'. Actors are great examples of using all these non-verbal cues. They use their voices, facial expressions, and gestures to bring characters to life, showing us how powerful these tools can be in expressing emotions and telling stories. These are called paralanguage. To better understand the concept of language, let us look at the difference between human and animal language. Before understanding the characteristics of human language and animals in detail, explain your views about human language and animal language.

Check Your Progress:

1. How is human communication different from animal communication?

1.3 Characteristics of Language

Communication is an essential part of existence, not only in humans but also in animals. While humans use complex language systems, animals communicate with diverse noises and movements to express their desires and emotions, such as hunger, pain, danger, or the desire to find a partner. This raises the question of how animal communication is different from human language. Over the years, researchers have attempted to train various animals to mimic human language. While some could learn a few words or utilise signals, their communication remained simple and mostly focused on immediate events. This encourages us to study the distinguishing qualities of human language from animal communication.

Displacement

One fundamental characteristic of human language is displacement, which refers to the ability to communicate events or thoughts that go beyond time and space. Humans, unlike animals,

can communicate in response to current occurrences, previous experiences, future ambitions, or imagined scenarios. The ability to think abstractly is a unique characteristic of human languages.

Creativity and productivity

Creativity and production are two more important characteristics that define human language. While animals have complex communication systems, their signal repertoire is limited when compared to the enormous flexibility of human language. Humans can articulate new ideas, create fictional narratives, and even deceive through language. These aspects are generally not observed in animal communication.

Arbitrariness

The concept of arbitrariness in human language further highlights its complexity. Words in human languages do not inherently resemble the objects or concepts they represent; their meanings are arbitrary and culturally determined. For example, traffic lights: Red means stop, and green means go; why is a table called a table, and a chair is called a chair? There is no inherent reason why it should be so; we have all just agreed on these meanings. The same applies to most of the words of our language. Hence, words and their meaning have no natural connection, and the connection is arbitrary. While some words may sound like the sounds they describe, most language is based on symbolic associations rather than direct relationships.

Manipulation

Moreover, language is a dynamic system transmitted from one generation to another, evolving with the addition of new words and expressions. Humans possess the ability to recognize and manipulate the structured nature of language, understanding that certain word combinations convey specific meanings. This structural dependence enables the creation of complex sentences and various forms of expression.

Variation

Language usage varies significantly depending on geographical region, social standing, age, gender, occupation, and personal style. These differences lead to the formation of distinct speech patterns.

Human language clearly surpasses animal communication, particularly through its ability to engage in displacement, creativity, arbitrariness, evolution, transmission, manipulation, and variation, offering more than mere responses to immediate surroundings or needs. Animal signals are fixed and context-specific, but human language is dynamic, evolving, and capable of embodying cultural depths, enabling the expression of new ideas, thoughts, reflections on the past,

and predictions about the future. This complex system serves as a means of transmitting information and indicates the diversity of human cognition, creativity, and identity. Language is thus a distinctive quality that distinguishes humans from other creatures.

1.4 Functions of Language

Language has numerous purposes and functions in our daily lives. The essential functions of language are as follows:

Communication

One of the most important functions of language is communication with others. During communication, we transfer information, ideas, facts, or views from one person to another. This enables us to share our information, thoughts, and experiences.

Persuade others to do things

Another function of language is to give direction or guidance to the behaviour and acts of others. We also construct phrases and employ language to get about our everyday lives. It facilitates our ability to complete tasks, organise daily schedules, or simply live with family and friends. We utilise phrases such as "Please pass the salt" at dinner and "Stop!" in a risky circumstance. One uses language to make requests or give orders. We can do jobs more successfully and efficiently by using appropriate languages.

Maintain Relationships

Language helps us connect with others in our daily lives. A simple exchange like, "Hey, how are you?" followed by, "I'm good, how about you?" goes beyond a basic greeting. It also serves as a means to nurture and strengthen friendships and relations. These friendly communications foster a sense of community and keep our relationships warm and close. These simple words strengthen our social circles, connect with others, and sustain ourselves.

Express Emotions and Feelings

One more significant use of language is the expression of human emotions, feelings, and thoughts. We can communicate our happiness, satisfaction, or other feelings through language. We communicate by expressing emotional states such as "Wow!" to express pleasure or surprise or phrases like "Cheers!" to convey praise or "Congratulations!" to convey good wishes. This aspect of language facilitates our efficient social interactions and fosters empathy and understanding in relationships.

Organize Ideas

Furthermore, language can facilitate the organization of human thoughts and ideas. Although language is used to communicate with others, it is also used to talk to ourselves. By organizing thoughts through language, humans can better understand themselves and the world.

Explain the Language

Language is used to explain language itself. We often use language to discuss and teach grammar and rules of language. In school, we often discuss the structure and mechanics of language and explain what is grammatically correct and what is not.

Language is a unique attribute of human beings that sets us apart from other animals. From a very young age, we learn and use language in various contexts and for different purposes. Language helps us communicate messages, persuade others to do things for us, share information and knowledge, explore and understand the world, maintain social relationships, and even discuss and analyze language. The pervasive role of language empowers us with endless linguistic capacity and creativity that is not found in the animal kingdom.

Check Your Progress:

Match each purpose of language (Column A) with the corresponding example (Column B).

Column A	Column B
1. Organize Ideas	A. "I am so excited for my birthday!"
2. Maintain social relationships	B. "How was your weekend?"
3. Communicate information	C. "Please pass me the salt."
4. Explain language	D. "A noun is a word that represents a person, place, or thing."
5. Express emotions and feelings	E. "First, we need to gather all the ingredients."
6. Persuade others to do things	F. "The capital of France is Paris."

1.5 Understanding a language and understanding about language

Understanding a language means being able to use it in everyday life, such as having conversations, listening to broadcasts, reading newspapers, and writing letters/emails in that language. On the other hand, understanding about a language goes beyond mere practical uses of language. It involves understanding the rules, structure, and Patterns of the language. While understanding a language allows us to communicate, understanding about a language helps us explain why certain sentences or phrases are correct or incorrect.

1.5.1 Role of a language teacher

Language teachers need to possess a comprehensive understanding and skills of a language and about a language. Knowing a language enables practical communication, while understanding the intricacies of a language allows for deeper insight, making explanation and teaching possible. A competent language teacher should possess proficiency in the language and a comprehensive knowledge of its rules, structure and patterns to guide their students effectively.

Imagine you are using a smartphone. Most of us can call, text, or browse the internet without knowing exactly how the phone works internally, right? You press the screen, and things happen. It is that simple. But what if your phone suddenly stops working? You try the usual tricks: turning it off and on, charging it, but nothing works. This is where a technician plays an important role. He knows about the functioning of the phone most importantly, how to fix it when something goes wrong. This scenario is similar to almost all of us. We can speak and understand language to a certain extent without ever learning its process. However, for a language teacher, knowledge and understanding of language is like being a technician for your smartphone. Language teachers require more than just the ability to communicate. They must grasp the underlying mechanics of language: its structure, patterns, and usage. This expertise enables them to identify where and why students struggle and offer guidance to improve their language skills. By studying language and its components, teachers can diagnose and guide students to use language appropriately. It also allows the teacher or instructor to customize their teaching and instruction to address the specific needs of the students.

1.6 Components of language

Language and its organisation are studied scientifically in linguistics. It focuses on word and sentence formation, meaning expression, and communicational applications. This field encompasses a range of topics, from the sounds humans make to how languages influence and reflect cultures. By examining language in its parts and understanding the underlying principles of how language operates and functions, teachers can understand language more deeply and guide students to use language effectively. The branches of linguistics that constitute language are as follows: **morphology** explains the structure of words; **syntax** explains sentence construction; **semantics** explains the meanings of words and sentences; **pragmatics** examines the practical application of language in various contexts; and **phonetics and phonology** explore speech sounds. Let us examine these aspects in more detail.

Phonetics

The study of phonetics focuses on how our organs of speech, such as mouth, tongue and throats, make sounds. Phonetics is about how sounds are combined. An additional essential component of phonetics comprises intonation and stress, which pertain to the modulation of our vocal intonation and the relative emphasis placed on specific words. For example, English emphasises words and conveys meaning through intonation in a manner that can be quite distinct from that of other languages.

Understanding this aspect of language is crucial for a language teacher. It helps identify the specific pronunciation problems students might face and develop strategies to address them. By incorporating phonetics into their teaching, language teachers can better guide their students in mastering the sounds of a new language, leading to clearer and more effective communication.

Phonology

Phonology studies how sounds are used in a language to create words and convey meaning. Each language has a limited number of sounds that can be combined in different ways to create many words and sentences. Phonology focuses on how these sounds are organized within a language and how they interact. Knowing a word means understanding both its form (how it is pronounced) and its meaning. However, these aspects are learned separately. The meaning of a word does not automatically tell us how to say it, and the pronunciation does not necessarily reveal its meaning. For instance, let us consider the word "cat." When we say "cat," we understand it represents a small, furry animal. However, knowing the meaning of the word does not provide the exact pronunciation. We learn the pronunciation separately, so we know to say it as /kæt/.

Phonology helps us comprehend how sounds are systematically employed in a language, how they combine to form words, and how they interact. It emphasizes that learning a language involves acquiring words and their meanings and understanding how to pronounce them accurately.

Morphology

In every language, words are made up of smaller parts called morphemes. Morphemes are the smallest units of meaning within a word. They can be combining individual words or prefixes, suffixes, or roots to create new words. Morphology studies how words are formed and the underlying principles for forming words. For example, look at the word "unhappiness" to understand morphology. We can break this word down into three morphemes: "un-", "happy", and "-ness". The prefix "un-" means "not" and changes the meaning of the word to the opposite of

"happy". The root word "happy" stands on its own and represents a feeling of joy. Finally, the suffix "-ness" indicates that the word refers to a state or condition. So, by breaking down the word "unhappiness" into its morphemes, we can understand that it is formed by adding the prefix "un-" and the suffix "-ness" to the root word "happy". This understanding helps us see how the word's meaning is created by combining these morphemes.

Understanding morphology helps language teachers teach word families and derivations. By introducing common prefixes, suffixes, and roots, teachers can guide students in recognizing patterns and making connections between words. This knowledge enhances students' vocabulary acquisition, enables them to decipher unfamiliar words, and enables them to express themselves more effectively.

Syntax

Understanding a language deeply involves not just knowing its vocabulary but also how to combine these words to convey ideas effectively. This combination of words into meaningful phrases and sentences is governed by syntax, a set of rules that dictate how words should be organized within a sentence. To illustrate the importance of syntax, consider two sentences composed of identical words but arranged differently:

- The cat chased the mouse.
- The mouse chased the cat.

Although both sentences use the same words, their meanings are entirely different due to the order in which the words are arranged. This demonstrates how the structure of a sentence can influence its meaning, highlighting the role of syntax in determining how ideas are communicated. Thus, understanding syntax is crucial for distinguishing between grammatically correct and incorrect constructions in a language.

Semantics

Semantics encompasses studying how language users assign meaning to words, phrases, and sentences and how these meanings relate to each other in specific contexts. Understanding semantics helps us interpret accurately, communicate effectively, and understand language and the world around us. For example, the word "love" to understand semantics. In everyday conversations, we use "love" to convey different meanings depending on the context. If someone says, "I love ice cream," it implies that the person strongly likes ice cream. On the other hand, if someone says, "I love my family," it expresses a deep affection and care for their family members.

Pragmatics

Pragmatics is the study of how language is used in context and how people use language to communicate effectively beyond just the literal meanings of words. It focuses on the implications, intentions, and hidden meanings behind what people say. For example, if someone says, "It is hot here," they might indirectly ask you to open a window or turn on the fan. The literal meaning of the statement is about the temperature, but the implication is the implicit request for action.

Knowing and understanding language is vital for language teachers. Language teachers need a deeper knowledge and understanding of the underlying mechanics of language, such as its structure, patterns, and usage, to guide and support their students effectively. Teachers can diagnose and address specific language needs by studying phonetics, phonology, morphology, syntax, semantics, and pragmatics and help students develop language skills effectively.

1.7 Aims and Objectives of Teaching English in India

Aims and objectives are like a roadmap for teachers and students, guiding the learning journey. They tell us what the destination is (the aim) and how we are going to get there (the objectives). For example, an aim in teaching English might be to help students communicate effectively in English. Objectives are the steps we take to reach those aims, like improving vocabulary, mastering grammar, or practising speaking and listening skills. These aims and objectives are important because they guide the teaching process. They help teachers plan their lessons and activities, ensuring every class moves students closer to achieving those big goals. For students, aims and objectives make learning more focused and meaningful. They know what they are working towards and can see their progress along the way. This can make learning more motivating and rewarding. In the context of education, setting clear aims and objectives is crucial for ensuring that learning is effective and efficient and leads to meaningful outcomes that benefit students in their academic and personal lives.

In India, teaching English has two main goals. First, it helps students pass their exams. Second, it improves their ability to use English in real life. These goals are important for several reasons.

Passing exams is a big deal. In many schools and colleges, doing well in English is necessary to move to the next level or to graduate. So, one reason we teach English is to make sure

students can succeed in these tests. This is important because it can affect their future studies and job opportunities.

However, teaching English is not just about passing tests. It is also about helping students become good at using English. This means teaching them how to listen, speak, read, and write in English. Improving these skills is important because English is used all over the world. It can help students in their future jobs, especially if they work with people who come from different territories yet understand English. It can also make it easier for them to learn new things, as a lot of information in books and on the internet is available in English.

Focusing on both these goals can help students do well in school and life outside of school. They would be able to pass their exams and use English in real situations. This can open up many opportunities for them, like studying further, getting good jobs, and even making friends from different parts of the world.

Developing aims and objectives for English language education requires a comprehensive understanding of its current status within the country and ensuring alignment with the goals and competencies stipulated by recent educational policies and curricular frameworks. In India, the education system is undergoing significant transformations, particularly after the introduction of the National Education Policy (NEP) 2020, followed by the launch of the National Curriculum Framework (NCF) 2023. These changes represent a paradigm shift in educational approaches, including the teaching and learning of languages.

This transformative phase in education emphasizes a holistic and flexible learning approach that integrates critical thinking, creativity, and conceptual understanding. It aims to prepare students not just academically but also as adept individuals capable of navigating the complexities of the modern world. Consequently, the aims and objectives of teaching English must reflect and cater to these shifts:

1.7.1 Language Education in India

The National Curriculum Framework (NCF) 2023 for School Education in India requires that students learn three languages, including English. The framework refers to these languages as R1, R2, and R3.

R1 is the primary language a student learns. It is the language the student already knows well, like their mother tongue or the official state language. This familiarity helps the student use their existing linguistic and cultural knowledge effectively, making learning more meaningful and

efficient. R1 is also used to teach other subjects initially, ensuring students are comfortable as they build their literacy skills.

R2 and R3 are any languages other than the one chosen as R1, with at least two languages native to India.

The state or relevant authorities will primarily determine the selection of R1, R2, and R3 based on relevance to the local context and practical factors.

The teaching goals developed by the National Curriculum Framework (NCF) for School Education 2023, in line with the National Education Policy (NEP) 2020, concentrate on several key areas to enhance language education:

Oracy: This focuses on developing students' abilities to speak and understand spoken language fluently. It emphasizes clear communication and comprehension skills essential for effective oral interactions in academic and everyday contexts.

Literacy: The aspect ensures that students become proficient in reading and writing. This includes developing the ability to read texts fluently and write clearly and enhancing critical thinking skills that enable students to analyze and interpret written materials effectively.

Effective Communication: This emphasizes the use of the English language for various critical functions: thinking critically, solving problems creatively, constructing rational arguments, and communicating ideas effectively across different contexts. It prepares students to use language as a tool for both academic success and personal expression.

Literary and Creative Capacities: Encourages students to explore and appreciate the richness of English literature. Students can broaden their imagination and enhance their ability to express themselves creatively by engaging with various forms of literary and creative writing, such as stories and poems.

Understanding Cultural Contexts: This encourages students to explore different literary works representing various cultures, helping them appreciate cultural diversity and develop a more inclusive and empathetic worldview.

1.7.1.1 Curricular Goals

The National Curriculum Framework (NCF) 2023 for School Education outlined curricular goals and competencies for teaching language at different stages of schooling, from the preparatory stage to the secondary stage, are as follows:

Preparatory Stage:

- Develop communication skills for everyday conversations and improve oral expression.
- Achieve reading fluency and comprehension.
- Enhance writing skills to express understanding, experiences, feelings, and ideas.
- Expand vocabulary through diverse contexts and sources.

Middle Stage:

- Foster independent reading comprehension and summarization skills through various texts (stories, poems, plays, essays, articles, and news reports).
- Improve writing skills to express thoughts, feelings, and social experiences like village fairs, festivals, and events.
- Enhance communication abilities for questioning, describing, analyzing, and responding.
- Explore different literary devices and forms.
- Understand and use basic linguistic elements (word and sentence structure) in speaking and writing.
- Appreciate the unique features of the language, including its alphabet, sounds, rhymes, puns, and wordplays.
- Improve oral communication for describing and narrating events and situations.
- Achieve reading fluency and comprehension.
- Develop writing skills for instructions, invitations, and letters.

Secondary Stage:

- Use language to develop reasoning and argumentation skills through audio and written materials and make effective presentations.
- Read and analyze texts (from early writings to contemporary literature), articles, and documents.
- Develop critical reading and listening skills, evaluate arguments, and connect different texts.
- Appreciate different genres (humor, suspense, tragedy) by analyzing style (narrative, descriptive, expository, and persuasive) and incorporate these elements into writing.
- Enhance comprehension and summarization skills through various texts (stories, poems, plays, essays, articles, news reports) and write for different audiences.
- Improve communication skills for various situations (formal and informal).
- Explore different forms of literature (from early to contemporary periods).

- Recognize and use basic linguistic aspects (word and sentence structure) in speaking and writing.
- Appreciate the distinctive features of the English language, including its alphabet, sounds, rhymes, puns, and wordplays.
- Understand the history and evolution of the English language in India.
- Communicate effectively in diverse contexts, both formal and informal.
- Broaden language skills for personal, academic, creative, and vocational purposes.
- Develop the ability to Comprehend and evaluate texts by exploring rhetoric, reading, and writing in various real-life contexts.

Source: National Curriculum Framework (NCF) 2023 for School Education, PP. 244-248

1.7.1.2 Competencies

The Framework (NCF) 2023 for School Education further outlined the competencies corresponding with the curricular goals that must be achieved by students in an integrated manner at different stages of schooling, from the preparatory stage to the secondary stage are as follows.

Preparatory Stage:

1. Listen to poems, stories, and conversations to identify key ideas.
2. Understand narrated or read stories, identifying characters, storyline, and main aspects.
3. Engage in meaningful and coherent conversations.
4. Make oral presentations and participate in group discussions.
5. Develop phonological awareness by blending and segmenting phonemes/syllables.
6. Recognize words, sentences, and basic punctuation in printed text.
7. Read stories and passages fluently and accurately with proper pauses.
8. Understand the meaning of stories, poems, and story posters.
9. Develop interest in reading a variety of children's books.
10. Write paragraphs to express understanding and experiences.
11. Create simple posters, invitations, and instructions with clear information and purpose.
12. Write stories, poems, and conversations based on imagination and experience.
13. Discuss word meanings and build vocabulary by listening to and reading various texts.

Middle Stage:

1. Apply comprehension strategies like inferring and predicting to understand different texts.
2. Identify main points, summarize texts, and respond coherently.
3. Show interest in reading a variety of books.

4. Use writing strategies such as sequencing ideas, identifying headings/sub-headings, and forming clear paragraphs.
5. Express experiences, emotions, and critiques on various aspects of their surroundings in writing.
6. Write different letters and essays using appropriate styles and registers for different audiences and purposes.
7. Identify and appreciate different forms of literature (prose, poetry, and drama).
8. Recognize and use literary devices such as simile, metaphor, personification, hyperbole, and alliteration in writing.
9. Use appropriate grammar and structure in writing.
10. Understand the phonetics and script of the language, including vowels and consonants and their interactions.
11. Engage in wordplay like puns, rhymes, and alliteration to make speech and writing more enjoyable.
12. Familiarize with major word games (e.g., palindromes, spoonerisms, crosswords).

Secondary Stage:

1. Use language appropriate to social contexts, express agreement and disagreement with reasons, and reach conclusions through discussion and debate.
2. Write in different styles (narrative, descriptive, expository, and persuasive) based on personal and others' experiences.
3. Write for real-life situations (invitations, speeches, condolence messages, notices, slogans, advertisements) and for school publications.
4. Use technology to script and communicate ideas effectively.
5. Describe literature characteristics from different periods (early, medieval, and contemporary).
6. Analyze literary texts through close reading, critique form and style, and interpret meanings.
7. Compose literary texts using appropriate literary devices.

Source: National Curriculum Framework (NCF) 2023 for School Education, PP. 244-248

1.8 Summary

To sum up, this Unit has equipped student teachers with a comprehensive understanding of the concepts, characteristics, and functions of language and the importance of verbal and non-verbal communication. Characteristics of human language and animal communication provided insights into key linguistic components, including phonetics, phonology, morphology, syntax, semantics, and pragmatics. Student-teachers have learned to distinguish between practical language use and language's underlying principles and structures. Additionally, they have explored the aims and objectives of teaching English in India. With this knowledge, they are better prepared to explore and reflect on their understanding through various activities.

1.9 Glossary

- Verbal Communication: The use of spoken or written words to convey a message.
- Non-Verbal Communication: The transmission of messages or information without using words, such as through gestures, facial expressions, or body language.
- Displacement: The linguistic ability to talk about things that are not present in the immediate environment, including past, future, imaginary, or hypothetical events.
- Arbitrariness: The lack of connection between the words used in a language and their meanings, relying on convention and agreement among speakers.

1.10 Learning Outcomes

By the end of this Unit, learners will be able to:

1. Understand the concepts, characteristics, and functions of language and its role in communication.
2. Recognize the importance of verbal and non-verbal communication for effective interaction.
3. Differentiate between human language and animal communication, highlighting the unique features of human language.
4. Gain insights into key components of linguistics (phonetics, phonology, morphology, syntax, semantics, and pragmatics).
5. Evaluate the aims and objectives of teaching English in India within its socio-cultural and educational context.

1.11 Model Examination Questions

Objective Type Questions

1. Which form of communication involves body language and facial expressions?
 - a) Verbal communication
 - b) Non-verbal communication
 - c) Written communication
 - d) Digital communication
2. What distinguishes human language from animal communication?
 - a) The use of gestures
 - b) The complexity and structure
 - c) The use of sounds
 - d) The ability to communicate
3. What does the term "displacement" refer to?
 - a) The physical movement of people
 - b) The ability to talk about non-present things
 - c) The arrangement of words in sentences
 - d) The study of sounds in speech
4. Which concept describes the lack of inherent connection between words and their meanings?
 - a) Displacement
 - b) Arbitrariness
 - c) Syntax
 - d) Morphology
5. Which component of linguistics deals with sounds in speech?
 - a) Morphology
 - b) Syntax
 - c) Semantics
 - d) Phonetics
6. What is the focus of semantics in linguistics?
 - a) Sentence structure
 - b) Meaning
 - c) Sound patterns
 - d) Communication context
7. What is the focus of the National Education Policy (NEP) 2020 in language teaching?
 - a) Memorizing grammar rules
 - b) Passing exams only
 - c) Holistic and flexible learning
 - d) Learning multiple languages

Short Answer Type Questions

1. Describe the concept of language.
2. Describe the characteristics of language
3. What is the function of language?
4. Describe the difference between verbal and non-verbal communication.
5. Explain how human language is different from animal communication.
6. Why is it essential for language teachers to understand both practical language use and the underlying principles of language?
7. What are some key components of linguistics that language teachers should be familiar with?
8. What is the focus of the National Education Policy (NEP) 2020 regarding language teaching?

Long Answer Type Questions

1. Compare and contrast verbal and non-verbal communication. Provide examples of how non-verbal communication can enhance or alter the meaning of verbal messages.
2. Explain the unique characteristics that distinguish human language from animal communication. How do these characteristics contribute to the complexity and richness of human language?
3. Differentiate between understanding a language for practical use and understanding about a language. Why is it essential for language teachers to have knowledge of both?
4. Describe the components of linguistics: phonetics, phonology, morphology, syntax, semantics, and pragmatics. How does each component contribute to our understanding of language?
5. Outline the aims and objectives of teaching English in India as per the National Curriculum Framework (NCF) 2023.

MCQs Answer Key:

1.b	2.b	3. b	4. b
5. d	6.b	7.c	

1.12 Suggested Reading Materials

1. Department of Education, Ministry of Human Resource Development. (1992). *Programme of Action 1992*. New Delhi, India: Government of India.
2. Government of India, Ministry of Education. (2020). *National Education Policy 2020*. Retrieved from https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
3. National Council for Educational Research and Training. (2005). *National Curriculum Framework 2005*. New Delhi, India: NCERT.
4. National Council for Educational Research and Training. (2006). *Position paper on teaching of Indian language*. New Delhi, India: NCERT.
5. National Council of Educational Research and Training. (2023). *National Curriculum Framework for School Education 2023*. Retrieved from <https://ncf.ncert.gov.in>
6. Sharma, P. (2018). *Pedagogy of English Language*. Shipra.
7. Ubed, S. A. (2018). Introduction to ELT. In D. Vishwa Prasad (Ed.), *Pedagogy of English-I (B.Ed. SLM)* (pp. 9-36). Maulana Azad National Urdu University Hyderabad.

Unit 2 - Status of English Language in the Global and Indian Contexts, Language and Education Policy in India*

- 2.0 Introduction
- 2.1 Objectives
- 2.2 English language in the present context
- 2.3 Overview of the Status of English in Global Context
 - 2.3.1 Americas
 - 2.3.2 Southeast Asian Nations
 - 2.3.3 China
 - 2.3.4 North-East Asia
 - 2.3.5 Europe
 - 2.3.6 The Gulf
 - 2.3.7 The Middle East and North Africa
 - 2.3.8 South Asia – Bangladesh, Nepal and Sri Lanka
 - 2.3.9 South Asia – Pakistan
 - 2.3.10 Sub-Saharan Africa
- 2.4 The Status of English in Indian Context
- 2.5 Language and Education Policy in India
- 2.6 Glossary
- 2.7 Learning Outcomes
- 2.8 Model Examination Questions
- 2.9 Suggested Reading Materials

2.0 Introduction

The widespread use of English today can be traced back to Britain's colonial era. During this time, Britain expanded its territories globally, bringing the English language to many new places. This global spread allowed English to evolve, incorporating elements from many other languages. This adaptability has made English a particularly dynamic language, able to meet new cultural and communicative needs.

* Dr. Mohammed Kalimullah, Assistant Professor, MANUU CTE, Darbhanga

By the late 1800s, Britain had established English-speaking communities worldwide. These communities developed new ways of trading and communicating, further spreading the English language. This set the stage for English to become a global language.

In the 20th century, the rise of the United States as a global superpower significantly contributed to the prominence of English. As the US expanded its influence in business, technology, and culture, English spread even further. Today, the global status of English is the result of both Britain's historical expansion and the more recent influence of the United States.

2.1 Objectives

At the end of the Unit, the student-teacher will be able to:

- understand the spread and current global presence of the English language.
- analyze the status of English in various global regions, including the Americas, Southeast Asia, China, North-East Asia, Europe, the Gulf, the Middle East and North Africa, South Asia, Sub-Saharan Africa, and Wider Europe.
- assess the status and role of English in the Indian context.
- explore the language and Education policy in India.

2.2 English language in the present context

There are three main groups of English speakers in the world today: native speakers or first language (L1) speakers, second language speakers (L2), and those learning English as a foreign language (EFL). Each group interacts with the language in different ways.

First-language (L1) Speakers

First-language or L1 speakers are native English speakers. For them, English is typically their mother tongue and often their primary or only language. These speakers usually reside in countries where English is the main language, such as the United States, the United Kingdom, Canada, Australia, and New Zealand. In these countries, English is used in all aspects of life, including education, business, government, media, and everyday conversation.

Second-language (L2) Speakers

There are also people who speak English as a second language, often living in countries where English is not the primary language but is still widely used. These individuals might speak their native language at home but use English in professional settings, education, or while traveling. For example, in many parts of Asia, Africa, and Europe, English is essential for business, academics, and international communication.

L2 speakers often adapt English to fit local contexts, which can lead to variations in pronunciation and usage that reflect their linguistic and cultural backgrounds. For instance, in India, English incorporates elements of Hindi and other regional languages, creating distinct speech patterns. Despite these variations, L2 speakers can frequently switch between local and international forms of English, depending on the context.

English as a Foreign Language (EFL)

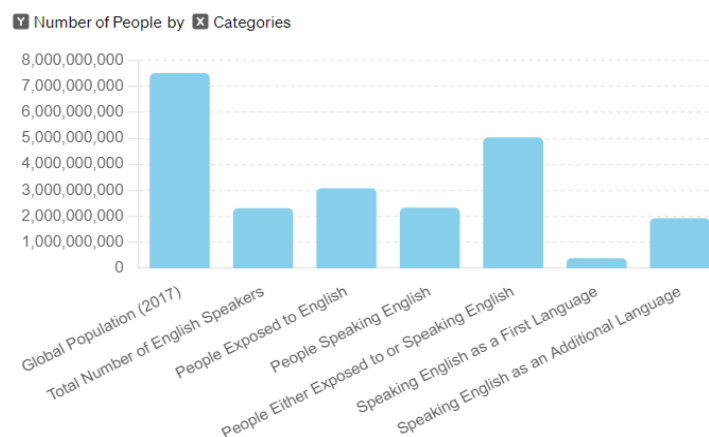
EFL learners are individuals who study English in countries where it is not commonly spoken. These learners typically study English primarily for academic or professional reasons rather than for daily use. Compared to L1 and L2 speakers, they often have limited opportunities to practice English in real-life situations.

EFL learners usually aim to achieve specific goals, such as pursuing higher education in English-speaking countries, improving career prospects, or participating in global affairs. As the demand for English proficiency grows globally, the number of EFL learners continues to rise, contributing to the spread of English and maintaining its status as a global lingua franca.

The Global Presence of English

English has a significant global presence. In 2017, it was estimated that over three billion people across more than 85 countries regularly encountered English, indicating that around 41% of the world's population used English in their daily lives. At that time, the global population was about 7.5 billion, with approximately 2.3 billion people speaking English, making up 31% of the world's population. Among these, around 388 million were native speakers, and nearly 1.93 billion spoke English as an additional language Crystal (2018). This widespread use highlights the role of the English language as a global common language.

Global Presence of English (2017)



Source: Based on Crystal (2018)

2.2.2 Importance of English Language

English holds an important place around the world. It is the official language in 67 countries and is widely spoken in 27 more. English is vital for international trade and is the working language for key global organizations like the World Bank, the International Monetary Fund, and the Organization of Petroleum Exporting Countries (OPEC). Additionally, English is the primary language for communication among ASEAN countries and many other intergovernmental organizations. In academic publishing, English dominates, with about 90% of scientific publications written in the language. It also has a significant presence in cultural activities, including film, music, and news and broadcasting. On the internet, English is the most widely used language, comprising over 60% of online content, even though only about a quarter of internet users speak English as their first language (Rich, 2021, as cited in Patel, Solly, & Copeland, 2023).

Looking to the future, it is likely that English will continue to be a dominant language on the internet. The World Economic Forum's 2016 index of the world's most powerful languages ranked English first in geography, economy, communication, knowledge and media, and diplomacy. Although Mandarin is predicted to surpass English in communication by 2050, English is expected to remain the leading language in the other categories (Chan, 2016, as cited in Patel, Solly, & Copeland, 2023).

2.3 Overview of the Status of English in Global Context

Education always aims to prepare students for the future, but today, it seems that the future is approaching more rapidly than ever. The ongoing information and communication revolution, driven by emerging technologies, is transforming how we work, think, and live. This new era is significantly influencing the skills students need, including language skills, to excel in their lives. Therefore, it is essential to ensure that their education equips them not only for further studies or other employment opportunities but also for their long-term future.

Understanding the role and status of English globally and in India is essential for all the stakeholders of English language education. The British Council held roundtable discussions with 92 key policymakers and influencers from 49 countries and territories. The details of these discussions are presented in the book "The Future of English: Global Perspectives" (2023) by Mina Patel, Mike Solly, and Steve Copeland. Building on David Graddol's influential works, "The Future of English?" (1996) and "English Next" (2006), this book explores the evolving status and use of English around the world. The insights from these discussions offer a valuable framework

for shaping educational policies and practices that meet both global and local needs for English language skills. Here is an overview of the key points from these roundtable discussions:

2.3.1 Americas

The Americas roundtable discussion brought together representatives from Argentina, Brazil, Colombia, Mexico, and the USA. The discussion highlighted several important points about the role and status of English in these countries:

There is a strong demand for English across the region. This demand is primarily driven by the opportunities it offers in higher education and the economic advantages it provides. People increasingly recognize that English proficiency can significantly improve their lives.

Technology is becoming an integral part of education. Ensuring that it is accessible and equitable for everyone is crucial.

The demand for English is particularly high in the job market, especially in the tourism and hospitality sectors. In many cases, English is a key tool for gaining better employment opportunities.

Being able to speak English directly correlates with higher salaries and better job prospects.

Different jobs require different levels of English proficiency and specific skills. For example, in the tourism sector, the English needed by front-office staff differs from that needed by back-office employees.

2.3.2 Southeast Asian Nations

A discussion among representatives from Indonesia, Philippines, Singapore, Thailand, and Vietnam explored the role and status of English in their countries. Below are some key points:

English will continue to be the main language used globally and regionally, even though there's more focus on national and local languages.

The use of English in education will keep growing. English is often taught as a subject first, which helps students transition to education delivered in English. This will lead to more teacher training.

People will continue to prefer British and US English. As English becomes more formal, it's also used more in business, like by taxi drivers and shopkeepers in Vietnam for everyday transactions.

There's a shift taking place from focusing on speaking English perfectly, like a native speaker, to being able to use English effectively in different situations.

There's a growing need for professional development of teachers, especially those teaching young learners, as English is being taught to younger students more often. Vietnam is already doing well in this area.

2.3.3 China

In a roundtable discussion, representatives from China made several key points about the importance and status of English in the country:

English will continue to be the main second language (L2), with the number of learners staying constant or increasing over the next ten years.

Interest in learning English will remain strong, even though there are efforts to reduce its emphasis in schools. This interest is driven by education, employment, and technology.

English is viewed as a way to share information about China, its people, and its culture.

Stakeholders understand the importance and benefits of learning English.

Learning English offers students many advantages. It opens the doors of opportunities to learn about diverse countries and cultures, provides access to a wealth of information, and equips them with the ability to critically evaluate global news, enabling them to distinguish between facts and opinions.

Teachers play a vital role in English learning and should be trained to use technology effectively.

Teachers should learn how to effectively use content and technologies to engage and motivate students.

2.3.4 North-East Asia

The North-East Asia regional roundtable, with representatives from Japan, South Korea, and Taiwan, discussed the role and status of English in these countries:

The importance of English varies: South Korea is moving away from it, Taiwan is fully embracing it, and Japan is in between.

In South Korea, the government is reducing the emphasis on English in the private sector to decrease learning inequalities and financial burdens. This has led to a leveling off of English proficiency in the country.

Employers in South Korea find local English test scores less predictive of actual language performance, and the national curriculum is being revised to make some parts of English education elective rather than mandatory.

Taiwan aims to become bilingual in Chinese and English by 2030, making English a compulsory subject in schools with ambitious improvement targets.

In Japan, English is being introduced earlier in primary schools and later as a formal subject.

In all three regions, English is shifting from a transactional language to a more instrumental role, requiring a deeper level of proficiency for work.

Universities in South Korea and Japan are increasingly using English medium education to attract international students.

2.3.5 Europe

In a roundtable discussion with representatives from Germany, Italy, Poland, and Spain, several important ideas about the role and status of English in Europe were discussed, which are presented below:

English is in high demand and is expected to continue to be the global standard language.

People in these countries widely acknowledge that learning English is essential, and there is strong support for learning English in all sectors and stages of education in these countries.

In these regions, English holds significant value as it is extensively used on social media platforms and serves as a key medium for informal learning. Additionally, it is crucial for economic success and the convenience it provides in international travel.

The shift to online education is changing how teachers teach and students learn. There is a need to support teachers to get better at teaching online.

2.3.6 The Gulf

The Gulf regional roundtable included Bahrain, the Kingdom of Saudi Arabia, Oman, and Qatar. The representatives made several key points about the importance and status of English in these countries:

English is highly regarded in these countries, seen more as a second language (L2) than a foreign language.

It is considered critical for life, education, and employment opportunities. Its uses in these regions are increasingly promoted in educational and social spheres. English education starts from primary school in the state sector and in pre-school in the private sector.

There is a unanimous recognition among these nations that the proficiency levels of English among the youth need enhancement for better education and job prospects.

The governments of these nations are committed to a significant overhaul of English language teaching and learning in order to improve the quality of education.

There is a noticeable growth in English medium education at the tertiary level in both the public and private sectors

There's an increasing demand for teachers to be adept with technology, to match the digital competence of the youth and to offer optimal learning experiences.

2.3.7 The Middle East and North Africa

a) Middle East and North Africa region, Egypt and the Levant roundtable discussion included the representative from Egypt, Iraq, Jordan, Yemen, Lebanon, the Occupied Palestinian Territories, and Syria and discussed the following role and status of English in these countries:

- The use of English is growing in the region, but its status varies across the represented countries.
- In Jordan and Syria, English is viewed as a foreign language. However, in other countries, it's almost considered a second language.
- Governments are increasing their investment in English education at all levels - primary, secondary, and tertiary. They recognize proficiency in English as crucial for their citizens' social and economic development, with English increasingly being used in global as well as local contexts. This is further emphasized by employers' demand for English proficiency in their recruits.
- There is a consensus among participants that English will become a fundamental skill in the future, with multilingualism expected to be the norm.

b) The Middle East and North Africa – the Maghreb roundtable discussion included representatives from Libya, Morocco, and Tunisia. The discussion highlighted the following status of English in these regions:

- English, French, and Modern Standard Arabic are all languages in use in these countries.
- All stakeholders recognize the importance of English for improving individual and national prospects.
- English is highly regarded, and the number of learners is expected to grow due to its importance for employment opportunities and access to educational resources.
- English will continue to be taught in basic education and will remain a medium of instruction in higher education.

- There is a rising demand for English because of increased private sector provisions.
- English instruction begins at the primary level in both state and private schools, and some private centers even introduce English education at the pre-primary level.
- In Morocco, there is a perception among young people that English should replace French in the education system due to its perceived importance.
- The quality of English language education is a concern. There is a need for well-trained teachers.

2.3.8 South Asia – Bangladesh, Nepal and Sri Lanka

A roundtable discussion focused on South Asia, specifically Bangladesh, Nepal, and Sri Lanka, highlighted the following role and status of English in these regions.

There is high demand for English across the region, driven by access to higher education and economic benefits. People increasingly recognize the significant impact of English in their lives.

In Bangladesh, English usage has expanded into various areas, including government communication and news broadcasting. It is considered a prestigious language linked to better job prospects and economic growth.

In Nepal, despite not being colonized, there is a high demand for English as a second language among learners and parents. However, there is no clear government policy to support this demand.

In Sri Lanka, English holds a strong position across all sectors, closely tied to educational and employment aspirations. By 2030, English is expected to become even more important and crucial for the country's economy, which relies on trade and tourism.

In Nepal, English is considered an essential skill for survival in education, government, work, and the private sector. It is considered a life skill, and the number of English speakers is expected to increase.

In both Sri Lanka and Bangladesh, English is no longer seen as an elite language and is spreading from urban to rural areas. The importance of English for employment and personal advancement is widely recognized.

The Nepalese government has introduced an exam for government service positions that includes an English component.

Overall, these countries acknowledge the crucial role of English in life, education, and employment. Proficiency in English is essential for educational, professional and technological development.

There is a need for teachers to become more digitally literate and prepared for hybrid and blended learning environments.

2.3.9 South Asia – Pakistan

In a roundtable discussion with representatives of Pakistan, several key points were made regarding the status of English.

1. The use and demand for English are expected to continue increasing.
2. English is viewed as the "language of aspiration" by young people, as it is linked to better salaries and quicker career advancement.
3. Technology plays a vital role in making learning more affordable and accessible.
4. The motivation for learning English has shifted from cultural integration to practical purposes, especially as English dominates the fields of technology and big data. This trend is likely to continue.

Despite this, there are concerns that English proficiency levels in schools and higher education have declined compared to the past.

2.3.10 Sub-Saharan Africa

In the Sub-Saharan Africa roundtable, representatives from Ethiopia, Ghana, Nigeria, Rwanda, South Africa, and Sudan discussed the growing importance of English in the region.

The demand for English is expected to rise, as it is seen as a key to better education and employment opportunities and enables communication with the global community.

The number of English-medium private schools is projected to increase significantly across the region.

English is perceived as essential for achieving success in education and employment. For instance, in Sudan, the use of English is growing because people view it as a bridge to the wider world.

In countries; Kenya, Tanzania, and Uganda, English will continue to serve as the lingua franca, facilitating communication where local languages may not be mutually understood.

English plays a crucial role in business and employment. In Ghana, it is the official language for business, and in Nigeria, it is used for parliamentary debate. Overall, English is believed to provide a competitive edge in the job market throughout the region.

2.3.11 Wider Europe

In a roundtable discussion involving Azerbaijan, Kazakhstan, and Turkey, several key points were highlighted regarding the status of English in the region:

- English remains crucial for accessing opportunities and information, although its role is evolving in these regions.
- The number of English learners is likely to grow due to improving economic prospects and the need for skills in the global job market, especially in the science and technology sectors.
- Post-pandemic digitization will continue to expand, providing more opportunities and tools for online English learning. Digital education, including English, is expected to increase.
- There is a growing recognition of the need to improve the quality of teacher education and training. In Azerbaijan, for example, there is a shift from traditional teaching methods towards enhancing the content of English courses and adopting new approaches to teaching English as a second language.

2.4 The Status of English in Indian Context

English has been a part of India's language for centuries. After independence, our leaders understood that English couldn't simply disappear from the country. It has become deeply woven into many aspects of our lives. While regional languages were given importance through the three-language formula, English continued to flourish. Today, English holds significant importance in many areas of Indian society, especially in education. It is not only a subject taught in schools but also the medium of instruction in numerous educational institutions.

The Constitution of India recognizes English as a second language. However, its role in everyday life varies significantly across different regions. The importance and usage of English can be influenced by political motivations and local social and cultural contexts.

Regional Differences

English holds different statuses in various states. In states like Uttar Pradesh (UP) and Bihar, the use of English might be less prevalent compared to states like Kerala or Tamil Nadu (formerly Madras). The relationship between English and Hindi also varies, with some regions prioritizing Hindi more.

To understand the status of English in your state, consider the following areas of language use:

Workplace Language

Identify the primary language used in professional settings and offices. Is English the dominant language, or is there a preference for regional languages?

Media Consumption

Analyze the readership of newspapers and other print media. What proportion of the population reads English-language newspapers compared to those in regional languages?

Daily Interactions

Observe the common language used in everyday scenarios such as restaurants, railway booking counters, and shopping centers. Is English frequently spoken, or do people prefer their regional languages?

Interstate Communication

When individuals from different states interact, what language do they use? Assess whether English, Hindi, or another language is preferred for communication.

Advertisements

Examine the language used in advertisements and billboards. Determine if English is the predominant language used in marketing and public signage.

Television Programs

Look into the popularity of TV programs and the languages in which they are broadcast. Are English channels widely watched? Do viewers struggle to understand programs in English?

Everyday Usage

Evaluate the general public's comprehension and use of English. For example, if you were to ask an autorickshaw driver or shopkeeper a question in English, how well would they understand and respond? Consider the ease or difficulty they might have in communicating in English.

Implications for Language Teaching

Understanding the status of English in your state is crucial for effective language teaching. The teaching environment is closely tied to the language learning environment outside the classroom. Teachers can create more effective and relevant language teaching strategies by considering regional differences and language use in various contexts.

In the roundtable discussion with the British Council research team and representatives of India, several important insights about English were shared.

Check Your Progress:

1. What is the status of English in your state?

The number of English learners will rise in the coming years as English is associated with prestige and economic success.

People see English as a gateway to better jobs and a brighter future. This is leading to a rise in English-medium schools, especially in private institutions and higher education.

While private schools and elite institutions offer more English-medium instruction, public schools are lagging behind.

Technology is increasingly used in education, but its integration is unplanned and lacks a clear direction.

There's a shift from learning English for general communication to using it for specific contexts.

English plays a crucial role in enhancing employment prospects. The importance of English is also emphasized in technical education, particularly in polytechnics.

Over the past decade, there's been a significant growth in English medium education. However, teachers lack specific training for teaching in English medium. Additionally, the quality of education provided in English-medium schools has become a matter of concern.

Parents favour English-medium education for their children. Prior to the COVID-19 pandemic, enrollment in such schools was increasing, but the economic strain caused by the pandemic has led to a shift back to public schools.

Language teaching in schools is often detached from practical use; students learn English academically but generally do not use it in their daily social interactions.

There are growing concerns about the overall quality of classroom teaching due to the lack of effective pedagogies and teaching methodologies.

English is expected to remain the global language, and the demand for learning it will likely keep growing, perhaps even more than before. People mainly want to learn English for education, job opportunities, and entertainment (Patel, M., Solly, M., & Copeland, S. (2023). For the past 10-20 years, education and job prospects have been the main reasons driving people to learn English. More recently, entertainment, especially with the rise of social media and some global travel, has also become a significant reason. Employers, parents, and learners themselves all see the importance of English. They believe that being proficient in English is essential for success in education, career, and life in general.

The use of English as the primary global language is expected to continue with a steady or even growing demand for it. People learn English mainly for education, job opportunities, and entertainment. For the past two decades, education and employability have been key reasons for learning English. Recently, entertainment has become a significant factor in learning English, largely due to the rise of social media and increased international travel. Employers, parents, and individuals all recognize the importance of English for success in various aspects of life, including education and career advancement.

2.5 Language and Education Policy in India

Before India's independence, English was the official language used in administration, education, trade, and as the medium of instruction in schools and universities. After independence in 1947, the dominant position of English was questioned, leading to debates about whether to continue using it or replace it with an Indian language. Prominent leaders like C. Rajagopalachari, Mahatma Gandhi, and Jawaharlal Nehru supported the continued use of English due to its global importance, while others advocated for Hindi as the national language. This issue was particularly sensitive in a multilingual country like India, requiring a well-thought-out language policy.

Constitutional Articles

Article 343: Declares Hindi in Devanagari script as the official language of the Union. English would continue to be used for official purposes for 15 years from the Constitution's commencement. The President could authorize the use of Hindi in addition to English during this period.

Article 350A: Mandates that states provide primary education in the mother tongue for children from linguistic minority groups, with the President empowered to ensure compliance.

Article 351: Directs the Union to promote Hindi and develop it to serve as a medium of expression for India's composite culture, incorporating elements from other Indian languages and Sanskrit.

Kothari Commission (1964-66)

The Kothari Commission introduced the “Three-Language Formula” designed to promote multilingualism and national integration. That recommended:

First Language: The mother tongue or regional language.

Second Language: For Hindi-speaking states, a modern Indian language or English; for non-Hindi-speaking states, Hindi or English.

Third Language: For Hindi-speaking states, English or another Indian language not studied as the second language; for non-Hindi-speaking states, English or another Indian language not studied as the second language.

The 'Three-Language Formula' has been a significant part of India's educational policy since its introduction, although its implementation varies across different states due to the country's vast linguistic diversity.

National Policy on Education (1986) and Programme of Action (1992)

The National Policy on Education and its 1992 revision emphasized the need for linguistic competency at various educational stages and supported the use of regional languages in higher education. The policy highlighted the importance of developing Indian languages and literature for educational and cultural growth, arguing that without this, the educational standards and dissemination of knowledge would suffer. The Programme of Action (1992) identified several issues in implementing the Three-Language Formula and recommended:

Identified that all the languages are not being taught compulsorily and recommended to make three languages compulsory.

- Specifying the duration and objectives for teaching each language.
- Defining proficiency levels for each language.

National Curriculum Framework (2005)

The 2005 framework emphasized multilingual education, recommending that children's home languages be the medium of instruction in schools. Key guidelines included:

- Promoting multilingual classrooms as a resource.
- Ensuring that primary education is provided in children's home languages.
- Implementing the Three-Language Formula to promote multilingual communicative abilities.
- Encouraging the study of classical and foreign languages at later stages.

National Educational Policy (2020)

The 2020 policy reaffirmed the Three-Language Formula, emphasizing its flexibility and ensuring no language would be imposed on any state. It aimed to promote multilingualism and national unity while respecting regional preferences.

National Curriculum Framework (2023)

- The 2023 framework requires students to learn three languages, referred to as R1, R2, and R3:
- R1: The primary language, typically the mother tongue or the state language.
- R2 and R3: Any languages other than R1, with at least two being Indian languages.

- The choice of languages is determined by state authorities based on local relevance.

Conclusion

India's language policy has evolved to balance the importance of English, the promotion of Hindi, and the preservation of regional languages. From constitutional provisions to modern educational frameworks, these efforts reflect a commitment to linguistic diversity and inclusivity, ensuring that language serves as a bridge for national unity and educational development.

2.6 Glossary

First-language (L1) speakers: These are people for whom English is their first and often only language. They usually live in countries where English is the main cultural language.

Second-language (L2) speakers: These people use English as an additional language. They often know other languages too and use English depending on the situation. They might speak a local version of English but can also understand and speak international types of English.

English as a foreign language (EFL): This group includes individuals who are learning English in order to use it alongside their native language. They often learn English for work or education.

2.7 Learning Outcomes

By the end of this Unit, learners will be able to:

- Understand the global spread and presence of the English language and its historical significance.
- Analyze the status and role of English in various global regions, including Asia, Europe, Africa, and the Americas.
- Evaluate the role of English in the Indian context, considering its socio-cultural, historical, and educational impact.
- Examine India's language and education policies, focusing on their influence on English language teaching and learning

2.8 Model Examination Questions

Objective Type Questions

1. Which of the following introduced the 'Three-Language Formula' in India?

a) National Policy on Education (1986)	b) Kothari Commission (1964-66)
c) National Curriculum Framework (2005)	d) National Educational Policy (2020)
2. What is the primary goal of EFL (English as a Foreign Language) learners?

- a) Use English in everyday communication b) Use English for academic or professional requirements
c) Use English as their first language d) None of the above
3. Which language policy article mandates primary education in the mother tongue for linguistic minority groups in India?
a) Article 343 b) Article 350A
c) Article 351 d) None of the above
4. What percentage of scientific publications are written in English?
a) 70% b) 80%
c) 90% d) 60%
5. Which article of the Indian Constitution declares Hindi in Devanagari script as the official language of the Union?
a) Article 343 b) Article 350A
c) Article 351 d) Article 352
6. Who are considered L1 speakers of English?
a) People who learn English as a foreign language
b) Native English speakers for whom English is their mother tongue
c) People who speak English in professional settings only
d) Individuals who use English alongside their native language
7. What does L2 stand for in the context of English language speakers?
a) First language b) Second language
c) Foreign language d) Local language
8. Which country's government is reducing the emphasis on English in the private sector to decrease learning inequalities?
a) Japan b) South Korea
c) Taiwan d) China

Short Answer Type Questions

1. What historical event contributed significantly to the global spread of the English language?
2. Describe the characteristics of users of the English language in the present context.
3. Describe the status of English in India.
4. What factors contributed to the rise of English globally?
5. What factors contribute to the rising number of English-medium private schools in Sub-Saharan Africa?
6. Discuss the impact of technology on English language learning.
7. Discuss the impact of social media on English language learning.

8. As English becomes increasingly a global language, how important is it to follow “native speaker” norms?

Long Answer Type Questions

1. Discuss the role and status of English in India. How is the language perceived by the youth, and what are the main motivations for learning English in the country?
2. What factors contribute to the rising number of English-medium private schools in India?
3. Discuss the constitutional provisions and language education policy of India.
4. Discuss the different factors to understand the status of English in a particular state.

MCQ Answer Key:

1.b	2.b	3.b	4.c
5.a	6.b	7.b	8.b

2.9 Suggested Reading Materials

5. Chan, K. (2016, December 2). These are the most powerful languages in the world. *World Economic Forum*. <https://www.weforum.org/agenda/2016/12/these-are-the-most-powerful-languages-in-the-world/>
6. Crystal, D. (2018). *The Cambridge encyclopedia of the English language* (3rd ed.). Cambridge University Press. <https://doi.org/10.1017/9781108528931>
7. Department of Education, Ministry of Human Resource Development. (1992). *Programme of Action 1992*. New Delhi, India: Government of India.
8. Government of India, Ministry of Education. (2020). *National Education Policy 2020*. <https://www.education.gov.in/sites/uploadfiles/mhrd/files/NEPFinalEnglish0.pdf>
9. Graddol, D. (1997). *The future of English?* British Council. https://www.teachingenglish.org.uk/sites/teacheng/files/pub_learning-elt-future.
10. Graddol, D. (2006). *English next*. British Council. <https://www.teachingenglish.org.uk/article/english-next>
11. Howatt, A. P. (1984). *A history of English language teaching*. Oxford University Press.
12. National Council for Educational Research and Training. (2005). *National Curriculum Framework 2005*. New Delhi, India: NCERT.
13. National Council for Educational Research and Training. (2006). *Position paper on teaching of Indian language*. New Delhi, India: NCERT.
14. National Council for Educational Research and Training. (2023). *National Curriculum Framework for School Education 2023*. <https://ncf.ncert.gov.in>

15. Patel, M., Solly, M., & Copeland, S. (2023). *The future of English: Global perspectives*. British Council.
16. Richards, J. C. (1985). *The context of language teaching*. Cambridge University Press.
17. Sharma, P. (2018). Pedagogy of English language. Shipra.
18. Ubed, S. A. (2018). Introduction to ELT. In D. Vishwa Prasad (Ed.), *Pedagogy of English-I (B.Ed. SLM)* (pp. 9-36). Maulana Azad National Urdu University Hyderabad.

Unit 3 - Teaching English in Bilingual /Multilingual Contexts, Teaching English as a Second Language*

- 3.0 Introduction
- 3.1 Objectives
- 3.2 Teaching English in Bilingual /Multilingual Contexts
 - 3.2.1 Bilingualism and Multilingualism
 - 3.2.2 The Indian context
 - 3.2.3 Challenges of teaching English in bilingual or multilingual contexts
 - 3.2.4 Benefits of teaching English in bilingual or multilingual contexts
- 3.3 Teaching English as a Second Language
- 3.4 Summary
- 3.5 Glossary
- 3.6 Learning Outcomes
- 3.7 Model Examination Questions
- 3.8 Suggested Reading Materials

3.0 Introduction

A bilingual/multilingual context is the result of a large number of people migrating nationally and/or internationally due to changes in living conditions brought on by globalization, economic degradation, and civil wars throughout the world (Nalunga, 2013).

The last quarter of the 20th century saw English start to become the world language, and this led to changes in Indian classrooms as well, primarily because of the shift in the learning environment. There are many more reasons to learn the language now that the Indian economy has become more liberalized. English majors in the previous century entered the teaching profession or the civil service, but a whole new set of career options have emerged.

As English solidifies its status as a global language, it has become indispensable for all countries to teach and learn it to keep pace with global development. For a multilingual and developing country like India, learning English is particularly essential. To ensure effective and successful English learning, teachers should focus on all four language skills: listening, speaking, reading, and writing.

Teaching English as a Second Language (TESL) involves instructing students whose native language is not English. Over time, various terms have been used for TESL, including Teaching English as a Foreign Language (TEFL). The broader term "Teaching English to Speakers of Other

* Dr. Fasiullah, Assistant Professor (Contractual), CDOE, MANUU

Languages" (TESOL) is now commonly used to encompass both TEFL and TESL. Individuals, whether native or non-native English speakers, undergo training to become English-language teachers. India is a place where English is taught as a second language. The aim of teaching English in India is to help students acquire a practical command of the language. This means that students should be able to communicate in English effectively.

In this Unit, we shall discuss teaching English in Bilingual /Multilingual contexts as well as teaching English as a Second Language.

3.1 Objectives

At the end of this Unit, student-teachers will be able to:

- understand the meaning, characteristics, and functions of language.
- know the principles of language learning.
- comprehend the nature and scope of the English language in India.
- gain insight into the various aims and objectives of teaching English.
- realize the objectives of teaching different English language skills.
- recognize the objectives of teaching prose and poetry.
- apply the objectives of teaching English at different educational levels.

3.2 Teaching English in Bilingual /Multilingual Contexts

3.2.1 Bilingualism and Multilingualism:

Bilingualism and multilingualism are common phenomena worldwide, often used interchangeably. Bilingualism is the ability to converse fluently in two languages. While multilingualism has become more prominent in academic discourse, it's important to distinguish between the two. Bilingualism involves proficiency in two languages, though it can include more (Cook & Bassetti, 2011). Multilingualism, on the other hand, refers to the ability to use two or more languages (Aronin & Singleton, 2008), encompassing both bilingualism and trilingualism. Some scholars define bilingualism as the use of two languages and multilingualism as the use of three or more (De Groot, 2011).

Multilingualism is prevalent in societies where multiple languages are spoken. The European Commission (2015) defines multilingualism as "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" (p. 6). Similarly, Li (2008) notes that "anyone who can communicate in more than one

language, be it active (through speaking & writing) or passive (through listening & reading)" is a multilingual individual. Thus, multilingualism entails proficiency in two or more languages. Flynn (2016) argues that bilingualism or multilingualism is a natural human state. The use of more than two languages for the same purpose in the same context is known as multilingualism.

A multilingual situation is shaped by various forms of language usage in social, cultural, institutional and individual contexts, as well as by the competence of individuals and groups in these contexts. In the postmodern era, being multilingual is a widespread phenomenon, leading to frequent contact with and use of more than two languages. This can result in language contact, language loss, language conflict, and language change. Despite linguistic diversity, proficiency in English is now essential for accessing global knowledge.

Jha (2012) views multilingualism as a strategy for fostering and maintaining social harmony, a characteristic of modern civilization and progress. No single language is spoken universally, and there is ongoing debate about the proficiency levels required for multilingualism. Different languages serve different domains, leading to variations in language proficiency. Hornberger and MacKay (2010) suggest that the subject matter and domain influence language appropriateness, resulting in context-dependent proficiency levels.

There is an increase in multilingual contexts in recent decades. According to Lewis (2009), there are 7,000 languages spoken across 200 independent countries. This indicates that more languages are spoken than there are nations, with speakers of various languages distributed unevenly worldwide. Consequently, speakers of smaller languages must be able to communicate in more than just their mother tongue to thrive. Wardhaugh and Fuller (2015) suggest that a monolingual individual might be perceived as a social outcast, unable to interact with others and understand their surroundings.

The importance of multilingualism is further underscored by the global prominence of English. Paik (2008) states that the demand for learning English has been rising daily, as it is seen as an essential tool for the global economy and identity. Similarly, Kirk-Patrick and Sussex (2012) acknowledge that English is widely taught in classrooms and universities around the world. These observations highlight how the demand for and global spread of English have shifted the monolingual phenomenon toward bilingualism or multilingualism.

Zeeshan (2013) emphasizes that students lacking proficiency in English are at a disadvantage in classroom dynamics. Jimenez and Rose (2010) similarly assert that students must put in significant effort in learning English to acquire the social, cultural, and academic capital

necessary for higher education or completing important tasks. In multilingual contexts, English is often seen as the language of progress, hope, and harmony.

3.2.2 The Indian context:

India is a multilingual society. A multilingual society emerges due to political, economic, social, cultural, linguistic, and geographic changes. Multilingualism is a complex phenomenon that involves specific semiotic resources and extends beyond merely knowing multiple languages. It encompasses language ideologies, policies, education, and the organization of language use. Multilingual development and use stem from any form of language acquisition that involves qualitative shifts in language learning, driven by an increase in the number of languages.

Being a tapestry of diverse languages and cultures, India is undoubtedly a multilingual society. Many regional languages have their own richness and value. The Indian Constitution, education system, and working practices acknowledge and embrace linguistic diversity.

The roots of English in India were reinforced during the 20th century, gaining significant traction at that time. B.B. Kachru, in *The Indianization of English: The English Language in India*, notes the substantial growth in educational institutions following World War I. Schools and higher education establishments proliferated across the Indian territory, leading to the spread of bilingualism among both the middle and lower classes (Kachru, 1983).

Since then, the number of English speakers in India has increased phenomenally. Even after India gained independence from the British in 1947, the English language continued to advance and became deeply ingrained in Indian culture. Numerous commissions and committees have highlighted the importance of English education post-independence. Various government policies have designated English as an associate official language. Today, it serves as an interstate language in India and is recognized as an associate official language. English is also acknowledged as the language of science and technology and the language of libraries in the educational domain.

Check your progress

1. Whether English is taught as a second language or third language?
2. In India, English is considered as an associate official language. (True/ False)

3.2.3 Challenges of teaching English in bilingual or multilingual contexts:

Teaching English in bilingual or multilingual contexts presents several challenges, which require specific strategies to address effectively. Some of the key challenges are: Diverse Proficiency Levels, Code-Switching, Cultural Differences, Language Interference, Limited Resources, Assessment Difficulties, Learners' Confidence, and Teacher Preparation.

Students may have varying levels of proficiency in their native language(s) and English. It becomes challenging to design a uniform curriculum. Hence, it is appropriate to implement differentiated instruction and provide custom support to meet individual student needs.

Students may frequently switch between languages, which can disrupt the flow of English language instruction and create confusion. Therefore, student-teachers can encourage controlled code-switching as a transitional tool while gradually increasing the use of English in the classroom.

Students from diverse cultural backgrounds may have different learning styles, communication norms and cultural references. Hence, student-teachers can integrate culturally relevant materials and activities to make learning more engaging and relatable. They can foster an inclusive classroom environment that respects and celebrates cultural diversity.

Students' native language structures and vocabulary may interfere with their acquisition of English, leading to errors and misunderstandings. Student-teachers can provide clear explanations and practice opportunities that highlight the differences and similarities between the languages.

In some multilingual contexts, there may be a lack of appropriate teaching materials and resources that cater to diverse language backgrounds. In such a scenario, student-teachers can utilize a variety of resources, including online tools, multimedia content, and culturally diverse texts. They can create their own materials if necessary.

For those learning English as an additional language, standardized tests may not accurately reflect their abilities. Therefore, student-teachers can use a combination of formative and summative assessments that account for language development and provide a more comprehensive view of student progress.

Students may feel discouraged or lack confidence if they struggle with English, especially if they perceive themselves as less proficient than their peers. Hence, student-teachers can create a supportive classroom environment that encourages risk-taking and celebrates progress. They can use positive reinforcement and build on students' strengths.

In some cases, teachers may not be adequately trained to handle the complexities of bilingual or multilingual classrooms. Hence, it is good to invest in professional development programs that focus on strategies for teaching in multilingual settings and provide ongoing support for teachers.

By understanding the specific needs of bilingual or multilingual students and implementing these strategies, student-teachers can create a supportive and effective learning environment that

promotes English language acquisition while respecting and valuing students' native languages and cultures.

Check Your Progress

1. List the typical activities that teachers engage in while teaching English in the classroom.

3.2.4 Benefits of teaching English in bilingual or multilingual contexts:

Teaching English in bilingual or multilingual contexts offers numerous prospects and benefits, both for students and educators. Here are some of the key prospects: Cultural Awareness and Sensitivity, Enhanced Cognitive Abilities, Improved Communication Skills, Inclusive Learning Environment, Improved Communication Skills, Enhanced Teaching Skills, Research Opportunities, etc.

Teaching English in a multilingual context exposes students to diverse cultures and perspectives, fostering cultural awareness and sensitivity. This preparation helps students navigate and succeed in a globalized world.

Learning multiple languages can enhance cognitive abilities such as problem-solving, multitasking, and creativity. Bilingual or multilingual students often demonstrate better executive function skills, leading to improved academic performance across subjects.

Students in multilingual contexts have the opportunity to develop strong communication skills in multiple languages, enhancing their ability to interact effectively in various social, academic, and professional settings.

Multilingual classrooms can promote an inclusive learning environment where diversity is celebrated. This creates a sense of belonging and acceptance among students, improving their overall educational experience.

Navigating multiple languages and cultures helps students develop adaptability and resilience. These skills are crucial for personal and professional growth, enabling them to handle diverse and challenging situations effectively.

Teachers in multilingual contexts can develop advanced pedagogical skills and cultural competence. This professional growth can lead to greater job satisfaction and open opportunities for career advancement in diverse educational settings.

Multilingual education can strengthen community ties by involving parents and local organizations in the educational process. This engagement fosters a supportive network that enhances student learning and promotes cultural exchange within the community.

Teaching in a multilingual context encourages the development and implementation of innovative teaching methods and materials. These methods make learning more dynamic and effective, benefiting both students and educators.

The multilingual classroom offers rich opportunities for research in language acquisition, pedagogy, and sociolinguistics. Educators and researchers can contribute to the academic field with insights and findings that inform best practices and policies in language education.

By leveraging these prospects, teachers can create a dynamic and enriching learning environment that supports the linguistic and cultural development of their students, preparing them for success in a globalized world.

3.3 Teaching English as a Second Language

"A second language is a language that someone learns to speak well and uses for work or school, but that is not the language they learned first," according to the Oxford Learner's Dictionary. In linguistic terms, a second language (L2) is defined as "a language taught to immigrants in a nation where it is the native language." Second language learning, or ESL, involves "learning a language while it is in use." Typically, L2 learners acquire the language to communicate with native speakers of that language. However, learning English as a second language is not always limited to environments where learners frequently use it in their daily lives.

A second language is one spoken in a person's home country but is not their first language. In other words, learning a second language is done in addition to learning one's mother tongue because it is useful for daily activities. Therefore, the learner's mother tongue is referred to as their first language, or L1, and any additional languages they acquire are referred to as their second languages, or L2. Languages can also be categorized into various types, such as foreign language, dead language, target language, third language (L3), and so on.

Due to its widespread use in knowledge, communication, education, business, trade, commerce, science, technology, and as a gateway to the modern world, English holds the status of a Second Language in India. Indians use English for practical purposes, including social, business, official, and educational activities domestically and internationally; listening to national and international broadcasts; reading newspapers and books; and traveling.

For an English teacher, it is crucial to equip students with the language skills needed to express themselves effectively in writing and speech and to thrive in today's English-speaking

world. The following should be made possible for students learning English as a second language by teachers:

1. Understand English when spoken.
2. Speak English correctly and fluently.
3. Read English with comprehension at a reasonable speed for gathering information and enjoy reading.
4. Write English neatly and correctly with proper speed and legibility.
5. Acquire knowledge of the elements of English for achieving a practical command of the language and
6. Translate English into their mother tongue and vice-versa.

The English curriculum should be designed with the aforementioned goals in mind, and teachers should plan their lessons accordingly. Observing English instruction in Indian classrooms, one may notice teachers engaging in the following unproductive activities: writing new words with their meanings in the students' mother tongue on the board, instructing students to copy them into their notebooks, asking students to memorize the words and their meanings, reading aloud three or four passages of prose and translating them into the native tongue, explaining some grammatical concepts, and assigning homework that involves writing answers to questions at the end of the lesson. Such activities will not help achieve the goals of teaching English as a second language. Instead, teachers should adhere to the fundamentals of language acquisition.

i) Challenges of Teaching and Learning English as a Second Language in India

There are numerous factors that affect the teaching and learning of English in India. Students can be broadly categorized into two groups: those who have studied in regional language mediums from the primary level and those who have studied in English mediums. Consequently, the challenge of teaching English as a second language to Indian students begins at the preschool level. Teaching English in India has always faced difficulties due to the country's large population, economic conditions, and cultural diversity.

Frequent changes in government policy towards the teaching and learning of English have added to these challenges. Educationists and politicians often disagree on the role and status of English in India. To achieve high standards in English, it is essential for the government to make decisive policies that promote effective English learning.

Most Indian students are primarily exposed to their mother tongues and do not have adequate opportunities to listen to or speak in English. Poor social and economic backgrounds limit their exposure to English outside the classroom, hindering their ability to improve.

Students often lack interest in learning English because they do not see an immediate need for it, nor do they receive immediate rewards for their achievements. Poverty and insecure sociological conditions further contribute to their neglect of the language. Learning a foreign language is inherently challenging, and the lack of necessary exposure and practice prevents students from achieving fluency.

The methodology used to teach English in schools is often inappropriate. Oral work, which is crucial to any language learning method, is usually neglected. Writing, an advanced skill, is taught from the beginning, while students are not given adequate exposure to the practical use of the language. Language is taught through rules and memorization rather than practical application.

Class sizes are typically large, with no class having fewer than 60 students. The heterogeneous nature of these classes makes it difficult to provide individual attention to weak or creative students. Even average students do not receive enough practice in using the language, which hinders their intellectual growth.

Additionally, there is a shortage of qualified English teachers in India. Many teachers are not adequately trained, and the absence of native English-speaking instructors further exacerbates the problem. As a result, it is common for students to lack access to good English teachers, which affects the quality of their education.

Addressing these challenges requires a comprehensive approach, including consistent government policies, improved teacher training, better teaching methodologies, and increased opportunities for students to use English in practical contexts.

Check Your Progress

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

3.4 Summary

Globalization, economic degradation, and civil wars have led to a bilingual/multilingual context, with English becoming the world language in the last quarter of the 20th century. This has impacted Indian classrooms, with liberalized economies and new career options. Learning English

- a. progress
 - b. hope
 - c. harmony
 - d. all of the above
3. The book titled The Indianization of English: The English Language in India is written by _____.
- a. B.B. Kachru
 - b. Shashi Tharoor
 - c. Ashraf Rizvi
 - d. T Balasubramanian
4. Students from multilingual contexts may have following features _____.
- a. code-switching
 - b. diverse cultural backgrounds
 - c. different levels of proficiency
 - d. all of the above
5. Teachers in multilingual contexts can get opportunities to develop _____.
- a. pedagogical skills
 - b. cultural competence
 - c. communication competence
 - d. all of the above
6. The learner's mother tongue is referred to as their first language, or L1, while any additional languages they acquire are referred to as their second languages, or L2.
- a. True
 - b. False
7. A second language is one spoken in a person's home country but is not their first language.
- a. True
 - b. False
8. English holds the status of a Second Language in India.
- a. True
 - b. False
9. In the Indian context, students can be broadly categorized into two groups: those who have studied in regional language mediums and those who have studied in English mediums.
- a. True
 - b. False
10. Learning a foreign language is inherently challenging because of lack of necessary exposure and practice.
- a. True
 - b. False

Short Answer Type Questions

1. Write a brief note teaching English in the Indian context.
2. Bring out the importance of English as a global language.
3. Comment on Bilingualism and Multilingualism.
4. Distinguish between L1 and L2 with suitable examples.
5. Discuss various challenges of teaching English as a Second language.

Long Answer Type Questions

1. Teaching all four language skills are important in acquiring English proficiency. Justify.
2. How does teaching English in the Indian context differ from a monolingual society?
3. Discuss in detail various challenges of teaching English in a Bilingual/Multilingual context.

3.7 Suggested Reading Materials

4. Aronin, L., & Singleton, D. (2012). Multilingualism as a new linguistic dispensation. *International Journal of Multilingualism*, 5, pp. 1-16.
5. Crystal, D. (2004). *The language revolution*. Cambridge: Polity Press.
6. European Commission (2015). "Language teaching and learning in multilingual classrooms." Retrieved from <http://ec.europa.eu/languages/policy/learning-languages/multilingual-classrooms-en>
7. Fasiullah, S.M. (2023). "English as Second/Foreign Language." In *English Language Teaching*, Directorate of Distance Education, Maulana Azad National Urdu University, pp. 205-219.
8. Hammarberg, B. (Ed.). (2009). *Processes in third language acquisition*. Edinburgh: Edinburgh University Press.
9. Harmer, J. (2008). *How to teach English*. London: Pearson Longman.
10. Kirkpatrick, A., & Sussex, R. (Eds.). (2012). *English as an international language in Asia: Implications for language education*. Berlin: Springer.
11. Li, W. (2008). "Research perspectives on bilingualism and multilingualism." In W. Li & M. Moyer (Eds.). *The Blackwell handbook of research methods on bilingualism and multilingualism* (pp. 3-17). Oxford, UK: Blackwell.
12. Ubed, Sayyad Aman (2018). "Introduction to ELT." In *Pedagogy of English* (B.Ed. SLM), Directorate of Distance Education, Maulana Azad National Urdu University, pp. 11-36.
13. Weber, J. J., & Horner, K. (2012). *Introducing multilingualism: A social approach*. London: Routledge.

Unit 4 - Constitutional Provisions and Policies of Language Education*

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Background
- 4.3 Language Education in Pre-Independent India
- 4.4 Language Education in Post-Independent India
- 4.5 Article 343
- 4.6 Article 351
- 4.7 Article 350A
- 4.8 Kothari Commission
- 4.9 NPE-1986
- 4.10 POA-1992
- 4.11 NFC-2005
- 4.12 NEP-2020 and Language Education
- 4.13 Role of Language in Education
- 4.14 Summary
- 4.15 Glossary
- 4.16 Learning Outcomes
- 4.17 Model Examination Questions
- 4.18 Suggested Reading Materials

4.0 Introduction

India achieved independence on August 15, 1947. Afterward, there was confusion regarding which language should be the official language of the country. Political leaders from Hindi-speaking states wanted Hindi to be declared the national language. However, many political representatives from non-Hindi-speaking states preferred English to remain the official language. Given India's vast and diverse cultures, this issue was particularly sensitive.

Despite these political divisions, India's customs and diverse cultures have been maintained over the years. Today, the Indian Constitution recognizes 22 national languages. The Constitution did not grant any single language the status of a national language. Instead, it stipulated that both

* Dr. Fasiullah, Assistant Professor (Contractual), CDOE, MANUU

English and Hindi would be used for official business for a period of fifteen years, with Hindi identified as the official language.

At that time, Hindi was the mother tongue of only about 40 percent of the Indian population. Consequently, there were many safeguards put in place to protect other languages. Hindi eventually became the sole official language of the Union, but this decision was politically and ethnically complex. Strong opposition arose from the southern states, where people felt that the federal government was trying to impose Hindi on them. These states, where Dravidian languages are predominantly spoken, preferred to continue using English, which they found more acceptable as it was not associated with any particular ethnicity.

Today, the Government has provisions for adding new languages to the Eighth Schedule of the Constitution, ensuring that India's linguistic diversity is respected and preserved.

In this Unit, we shall discuss the provisions and policies pertaining to language education in India, and critically study Article 343, Article 351 and Article 350A of the Constitution. In addition, we shall study Kothari Commission, NPE-1986, POA-1992, and NFC-2005.

4.1 Objectives

At the end of this Unit, student teachers will be able to:

- explain the content and significance of Articles 343, 351 and 350A in the Indian Constitution.
- analyze the language policies prescribed by the Constitution of India, focusing on the role of Hindi and English as official languages.
- discuss the historical context and reasons behind the inclusion of these articles in the Constitution.
- evaluate the impact of these language policies on Indian society, including education.
- engage in discussions or debates about the controversies and challenges related to language policies in India.
- explore how the constitutional provisions promote or hinder multilingualism and cultural diversity in India.
- assess the implications of these constitutional provisions on the education system in India, including the three-language formula.

4.2 Background

The 42nd Amendment of the Constitution brought significant changes to various provisions, including those related to language and education. In 1976, the Constitution of India was amended to address many fundamental issues. The Central Government took on several educational responsibilities, recognizing that education could serve as an agent of change, particularly in improving the status of castes and those living below the poverty line. The government aimed to neutralize the accumulated cultural distortions from the British Raj era, promoting social equality and favoring disadvantaged groups. One of the notable features of modern Indian education is its tremendous advancement, which has been given significant importance by political leaders.

Although the Constitution does not classify the right to education as a fundamental right, it upholds the right of children to free and compulsory education, striving to make it a fundamental right. Article 21A of the Constitution supports the fundamental right of every child between the ages of 6 and 14 to receive an education. Here are some major constitutional provisions on education in India.

- Free and Compulsory Education (Article 45)
- Education of Minorities (Article 30)
- Education for Weaker Sections (Article 15, 17, 46)
- Secular Education (Article 25 (1), 28(1,2,3), 30)
- Equality of Opportunity in Educational Institutions (Article 29(1),)
- Instruction in Mother -Tongue (Article 26 (1), 350)
- Promotion of Hindi (Article 351)
- Women's Education (Article 15(1,3))
- Education in the Union Territories (Article 239)
- Fundamental duty to provide opportunity for education (Article 51-A)

Every constitution embodies its own philosophy, reflecting the ideals, social values, hopes, and aspirations of its people. Education plays a crucial role in realizing these principles and is essential for an effective democracy. The Right of Children to Free and Compulsory Education Act establishes key provisions for state policy in education, ensuring that all children have access to education.

- Free and compulsory education

- Place of mother tongue
- Women's education
- Official language of the union
- Education of minorities
- Education for weaker sections
- Language safeguards
- Equality in educational institutions
- Higher education and research

The National Policy on Education of 1986 was revised in 1992, describing the partnership between the central and state governments. Before India's independence, English was the official language. It was the language of rulers, courts, banks, trade, industry, administration, and education. As a result, it held a privileged position in India.

However, with independence in 1947, the role of English in education and national life was questioned. Some national leaders supported retaining English, while others wanted to remove it from India. Many educators and leaders concluded that an Indian language should replace English, but they were hesitant to completely discard English due to its global importance. Prominent leaders like C. Rajagopalachari, Mahatma Gandhi, and Pandit Jawaharlal Nehru supported English. Conversely, some leaders advocated for Hindi to be adopted as the national and official language, a move opposed by several southern states.

As a multilingual country, India needed a language policy to address the sentimental and practical concerns of its people. The founders of the nation wisely addressed this issue through constitutional provisions, ensuring that the diverse linguistic needs of the country were met. Here are some of the constitutional provisions that define India's language policy.

Check your progress

1. Article 21A of the Constitution supports the fundamental right of every child between the ages of 6 and 14 to receive an education. (True / False)
2. Prominent leaders like C. Rajagopalachari, Mahatma Gandhi, and Pandit Jawaharlal Nehru supported English. (True / False)

4.3 Language Education in Pre-Independent India

In ancient times, education in India was based on the Gurukula system, where learning was provided under the guidance of a guru and was influenced by the caste system. During the Vedic period, teachers enjoyed a special status and position. They were considered the fountain of

knowledge, and this era was known for the personal attention given to each student. There was a close and emotional relationship between the teacher and the student.

The modern education system, however, was introduced to India by Lord Thomas Babington Macaulay in the 1830s, during the second stage of British colonial rule. The colonial and British rule in India is generally divided into three stages:

3. First stage (1757-1813),
4. Second stage (1813-1860) and
5. Third stage (1860 onwards)

The first language education policy of India, introduced on February 2, 1835, by Thomas Babington Macaulay, aimed to promote the English language. This policy intended to integrate English into the Indian educational system to produce servants proficient in English to meet the administrative needs of the British Raj. The policy sought to adapt the existing linguistic framework to the new political situation.

During the freedom struggle, M.K. Gandhi strongly opposed the dominance of English, advocating for its ban from the nation. However, he was unsuccessful in this endeavor. After India's independence, Gandhi proposed promoting regional languages for national affairs while retaining English for international communication.

4.4 Language Education in Post-Independent India

India is a land of diverse people, with many languages spoken across its villages, towns, and states. The Indian Constitution does not grant national language status to any single language. Instead, Hindi was identified as the official language for business use. However, Hindi is the mother tongue of only about 40% of the Indian population. Consequently, there are many safeguards in place to protect other languages. Today, the Constitution of India recognizes 22 languages as Scheduled languages.

When developing the Indian Constitution, leaders enacted a language policy that emphasized both "language for development" and "language for survival." This process began on December 9, 1946, when drafting the Constitution after India gained independence. The language issue sparked intense debates, particularly concerning education policy. It was proposed that education should start with every child's mother tongue or regional language from the first standard. The first language a child studies should be their mother tongue or regional language, while the second language in Hindi-speaking states should be another Modern Indian language or

English. In non-Hindi-speaking states, the second language should be Hindi or English. This suggestion remains valid today.

Additionally, only the first language is studied at the primary stage, with the second language introduced in the first year of the upper primary stage.

Check Your Progress

6. The modern education system was introduced to British India by Lord Thomas Babington Macaulay in the 1830s. (True/False)
7. The Constitution of India recognizes 22 languages as Scheduled languages. (True/False)

4.5 Article 343

Official language of the Union:

The official language of the Union shall be Hindi in Devanagari script. The form of numerals to be used for the official purposes of the Union shall be the international form of Indian numerals.

Notwithstanding anything in clause (1), for a period of fifteen years from the commencement of this Constitution, the English language shall continue to be used for all the official purposes of the Union for which it was being used immediately before such commencement:

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

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

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

The official language policy of India, as outlined in the Constitution, establishes the following guidelines:

Official Language of the Union: Hindi in the Devanagari script is designated as the official language of the Union of India. For official purposes, the form of numerals to be used will be the international form of Indian numerals (the standard Western Arabic numerals: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9).

Transitional Use of English: Despite the designation of Hindi, English shall continue to be used for all official purposes of the Union for a period of fifteen years from the commencement of

the Constitution (starting from January 26, 1950). This provision was made to ensure a smooth transition and to accommodate those who were already accustomed to using English for official purposes.

Presidential Authorization: During the fifteen-year transitional period, the President has the authority to allow the use of Hindi (in addition to English) and the Devanagari form of numerals (in addition to the international form of Indian numerals) for any official purposes of the Union.

Post-Transitional Period: After the fifteen-year period, Parliament has the power to enact laws that continue the use of: The English language, or The Devanagari form of numerals for specific purposes as determined by the law.

This policy ensures a balance between promoting Hindi as the official language and recognizing the established use and importance of English. It also provides flexibility to address practical considerations and the diverse linguistic landscape of India.

4.6 Article 351

Directive for development of the Hindi language:

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

The directive for the development of the Hindi language, as outlined in the Indian Constitution, emphasizes the following points:

Promotion and Spread of Hindi: It is the responsibility of the Union (central government) to promote the widespread use of the Hindi language across India.

Development as a Medium of Expression: The goal is to develop Hindi so that it can effectively serve as a medium of expression for all aspects of India's composite culture. This means that Hindi should be able to reflect and convey the diverse cultural heritage and traditions of the country.

Enrichment of Hindi: Hindi should be enriched by incorporating elements from Hindustani and other languages listed in the Eighth Schedule of the Constitution, without disrupting its core

characteristics and inherent qualities. This enrichment includes adopting various forms, styles, and expressions from these languages to make Hindi more inclusive and versatile.

Vocabulary Enhancement: The vocabulary of Hindi should be expanded primarily by drawing from Sanskrit, which is considered the classical language of India. Secondly, vocabulary can also be enriched by borrowing words from other Indian languages, ensuring that Hindi remains a dynamic and evolving language.

This directive aims to ensure that Hindi evolves as a robust, expressive, and inclusive language, capable of representing the cultural diversity of India while maintaining its unique identity and linguistic heritage.

The following considerations have influenced language planners and educationists in India:

Strengthening National Unity: The primary motivation behind formulating a language policy has been the need to reinforce the concept of a unified India as a federal state. The original proclamation and subsequent revisions of the language policy highlight the importance of this goal. This necessity led to the constitutional decision to retain English as a second official language.

Mother Tongue in Education: The language policy emphasizes the importance of the mother tongue in school education, ensuring that individuals have the right to use their native languages.

Modernization and Progress: The policy also addresses the aspirations of Indian citizens for modernization and economic and social progress. By focusing on these central concerns, India has differentiated itself from some neighboring countries, such as Pakistan and Sri Lanka, which have experienced less stability due to different language policy approaches.

These considerations reflect India's commitment to maintaining linguistic diversity while promoting national unity and development.

Check Your Progress

1. As per Article 343, Hindi in the Devanagari script is designated as the official language of the Union of India. (True / False)
2. As per Article 351, the Union is assigned the responsibility to promote the spread of the Hindi language. (True / False)

4.7 Article 350A

Facilities for instruction in mother-tongue at primary stage:

It shall be the endeavour of every State and of every local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education

to children belonging to linguistic minority groups; and the President may issue such directions to any State as he considers necessary or proper for securing the provision of such facilities.

Article 350 of the Indian Constitution, which addresses using one's native tongue when speaking to any official or government agency, is expanded upon in Article 350 A. This may also occur in the context of filing a complaint or inquiry. Regarding the language, there must be no foundation.

In a similar vein, Article 350 was expanded to include a new section known as Article 350A that serves linguistic minorities. It guarantees them the right to a primary education in their mother tongue at a young age.

The Article 350A covers linguistic minorities. Everyone has the right to offer a representation to any official or authority of the Union or the State for the redress of any grievance in any language used by the Union or the State, as the case may be.

4.8 Kothari Commission

The Kothari Commission, formally the Education Commission of 1964-66, was established by the Indian government in November 1964 under the chairmanship of D. S. Kothari. This was India's first significant post-Independence effort to comprehensively review and reform its educational system to align with contemporary societal needs. The Commission aimed to address various educational challenges, propose a national policy, and integrate educational planning with economic development.

Key objectives included assessing educational progress since Independence, enhancing educational access, particularly in rural areas, and improving primary, secondary, and higher education quality. Recommendations were made for expanding educational infrastructure and making education more accessible to underprivileged communities. The Commission proposed adopting a uniform education system, including the three-language formula and regional languages as the medium of instruction.

To improve education quality, the Commission recommended a national curriculum, continuous assessment, and teacher incentives. It also emphasized vocational education by establishing skill-based training institutions, especially in rural areas. Resource allocation was suggested to be equitable, targeting backward sections to foster equality.

Furthermore, the Commission advocated for integrating educational planning with national economic policies, ensuring that educational reforms align with economic objectives. It urged the

government to allocate more funds for educational development, distributing resources based on population and needs. These comprehensive measures aimed to develop a holistic, inclusive, and effective educational system in India, laying the foundation for modern educational policy.

4.9 NPE-1986

The National Policy on Education (NPE-1986), which was put into effect by the Indian government, marked a dramatic shift in the country's educational landscape. This policy aimed to address the problems facing the education sector and align it with the goals of the nation's socio-economic development. It provided a comprehensive plan for raising the accessibility, quality, and equity of education. An important factor in laying a solid foundation for educational reforms was the NPE-1986. It laid the foundation for future advancements while meeting the needs of the education sector as it existed today. As a result of the policy's promotion of inclusion, enhancement of quality, and alignment of education with socio-economic goals, India developed a more equitable and effective educational system.

Policy guidelines for the development of Hindi, regional languages, Sanskrit, classical languages, and international languages were outlined in the National Policy on Education (NPE) 1986. These guidelines called for the vigorous development of Indian languages and literature, the use of regional languages as teaching mediums at the university level, the application of the Three Language Formula, which calls for the study of Modern Indian Languages, the enhancement of students' language skills, the creation of Hindi as a link language, and the reinforcement of the study of English and other foreign languages.

The 1968 policy's language-related provisions were restated in the NPE-86 along with suggestions for a more active and deliberate implementation. Every five years after its various parameters were implemented, the NPE-86 called for periodic reviews. As a result, the Indian government established the National Policy on Education 1986 Committee (NPERC), which has largely approved the NPE-86's language policy formulation.

The majority of the NPERC's recommendations for language development and promotion point toward a more vigorous and organized implementation. Rather than being a declaration of policy, the recommendations typically take the form of particular actions or projects/corrective measures that are required for the language policy to be implemented.

However, the NPERC has offered some particular recommendations that are described below with regard to implementation strategy.

(i) The Three Language Formula (TLF)

Uniform and well-reasoned application of TLF, as stated in NPE-68 and reaffirmed in NPE-86, as it has proven effective over time. The following actions in the areas of curriculum development, language teacher training, and language instruction have been recommended for this purpose:

- (a) Kendriya Hindi Sansthan, the Central Institute of English and Foreign Languages, the Central Institute of Indian Languages, the Central Board of Secondary Education, and the National Council of Educational Research and Training should work together properly to ensure that language competency is acquired consistently throughout the school system;
- (b) The Central Institute of Indian Languages could become an independent organization and enhance its Teacher Training Program;
- (c) The Central Institute of English and Foreign Languages (CIEFL), the Regional Institute of English (RIEs), the English Language Training Institutes (ELTIs), and District Centers could be strengthened in order to improve language competency.

(ii) Language Media, for Higher Education

To help the media transition to regional languages, universities should be given the authority to produce books at the university level. Students should be given the opportunity to take exams in regional languages at all levels, and teaching Indian literature in its original languages should be promoted.

(iii) Development of Hindi as per Article 351 of the Constitution.

- a) A senior Hindi scholar will serve as the chairman of the newly formed Central Hindi Directorate (CHD), Kendriya Hindi Sansthan (KHS), and Commission for Scientific and Technical Terminology (CSTT).
- b) In light of Article 351 of the Constitution, special encouragement to study Sanskrit and other languages in the educational system.

A few more points include:

A National Commission will be established to oversee and coordinate academic standards for Sanskrit education.

English language proficiency will be improved by strengthening the English Language Training Institutes (ELTIs), District Centers, Regional Institutes of English (RIEs), and the Central Institute of English and Foreign Languages (CIEFL).

Universities will be responsible for producing university-level books to support a switch to regional languages. Students will have the option to take examinations in regional languages, and Indian literature will be taught in Indian languages.

The Central Hindi Directorate (CHD), Kendriya Hindi Sansthan (KHS), and Commission for Scientific and Technical Terminology (CSTT) will be merged into a single institution led by a senior Hindi scholar.

TLF Implementation:

The Three Language Formula mandates the study of a modern Indian language, preferably a Southern language, in addition to Hindi and English in Hindi-speaking states, and the study of Hindi alongside the regional language and English in non-Hindi-speaking states. However, the implementation has been unsatisfactory due to several issues: (a) not all languages are being taught compulsorily at the secondary level; (b) some states have replaced a modern Indian language with a classical one; (c) no provision is made for teaching South Indian languages, which the formula prefers, in Hindi-speaking states; (d) the duration for compulsory study of three languages varies; and (e) there are no clear competency levels specified for each language.

The necessary measures are as follows: (i) the Central Government should continue to support non-Hindi-speaking states in their efforts to appoint Hindi teachers; (ii) the Central Government should return its assistance to the full amount of approved expenditure in order to support Hindi teacher appointments, as it was between 1978 and 1979; (iii) Hindi-speaking states should receive 100% assistance in order to appoint modern Indian language teachers, preferably from South Indian languages, in accordance with the Three Language Formula; (iv) new institutions should be established, and existing ones should be improved; and (v) the Ministry's language institutions should be strengthened in order to support language instruction, including research into teaching methodologies and the use of new technologies.

The Jafari Committee recommends granting autonomous status to the Bureau for Promotion of Urdu (BPU). A Sindhi Vikas Board should also be founded to encourage the growth of Sindhi, acknowledge its interstate character, and push for its inclusion in the Constitution's Eighth Schedule. It is also necessary to put policies in place to support other interstate languages like Bhojpuri, Santhali, Maithili, and Gorkhali.

To provide training in translation methodologies, a national facility for translation training ought to be established, preferably as a component of the Central Institute of Indian Languages

(CIIL). Furthermore, a new Linguistic Survey of India ought to be carried out in order to bring the knowledge of the linguistic landscape of the nation up to date.

The Department of Electronics' Technology Development for Indian Languages (TDIL) project should involve the Department of Education and language schools more. This program ought to improve the way that technology is incorporated into language development initiatives.

4.10 POA-1992

The Program of Action (POA-1992) introduced the National Policy on Education (NPE) of 1986 and its revised version of 1992 into effect. The policy provided specific steps and workable methods for implementing NPE-1986's recommendations in order to achieve its objectives.

The NPE-1986's more broad goals were transformed into workable measures in large part thanks to the POA-1992. Matching educational reforms to the needs of economic development, it focused on workable ways to improve equity, quality, and accessibility to education. The POA-1992, which outlined specific tasks, due dates, and roles, was essential in guiding India's educational reforms in the early 1990s and beyond.

4.11 NFC-2005

The National Curriculum Framework 2005 (NCF-2005) in India includes the National Focus Group on Teaching of Indian Languages (NFC-2005), which offers important recommendations for improving language instruction in classrooms. It places a strong emphasis on a multilingual approach, supporting the addition of regional languages, English, and classical languages like Sanskrit to ensure that students become multilingual. The necessity of a well-rounded curriculum that honors linguistic diversity and fosters national cohesion is emphasized by the NFC-2005.

Key recommendations include:

Advance multilingual education to ensure students gain proficiency in their mother tongue, regional language, Hindi, and English. Design curricula and teaching resources that reflect local linguistic and cultural nuances. Promote the study of classical languages, such as Sanskrit, alongside contemporary Indian languages to offer a comprehensive linguistic education. Integrate language learning with Indian literature studies to enhance cultural understanding.

Enhance and broaden teacher training programs for language educators to prepare them for the complexities of a multilingual classroom environment. Establish new training institutions for Hindi and modern Indian languages, while also improving current teacher training colleges.

Develop a Central Translation Bureau to provide training in translation methods, facilitating multilingual communication. Create entities like the Sindhi Vikas Board to support the development of inter-state languages and push for their inclusion in the Eighth Schedule of the Constitution.

Grant autonomy to institutions such as the Bureau for Promotion of Urdu (BPU) to promote language development. Conduct a new Linguistic Survey of India to gain current insights into the country's linguistic diversity.

4.12 NEP-2020 and Language Education

The National Education Policy (NEP) 2020 aims to revolutionize India's educational framework, with a strong emphasis on language education. Recognizing the importance of multilingualism in enhancing cultural understanding and cognitive development, NEP 2020 proposes several reforms to strengthen language learning from early education through higher levels.

A primary focus of NEP 2020 is promoting multilingualism and language proficiency. The policy advocates for instruction in the mother tongue or home language at least until Grade 5, and ideally until Grade 8, to enhance comprehension and learning outcomes. This approach leverages the cognitive benefits of learning in a familiar language. The policy also reinforces the Three Language Formula, encouraging the study of three languages, including English, from the foundational stage. It provides flexibility for incorporating classical languages and other modern Indian languages, ensuring that language learning is adaptable to state policies and local contexts. Students are given the option to switch languages if they wish, promoting flexibility and choice in their education.

To support these multilingual aims, NEP 2020 stresses the need for culturally relevant curriculum and learning materials. This includes integrating local content and traditional knowledge into teaching resources. Innovative teaching methods and technological tools are encouraged to address diverse learning needs, making language education more effective and engaging.

Teacher training and development are pivotal under NEP 2020. The policy calls for strengthening teacher education programs to prepare educators for multilingual classrooms. Teachers are to be trained to manage diverse linguistic backgrounds and employ multilingual

approaches effectively. Continuous professional development is emphasized to keep teachers updated on the latest pedagogical strategies and tools.

In terms of implementation, NEP 2020 encourages regional adaptation of its guidelines to fit local linguistic and cultural contexts, ensuring inclusivity and accessibility. It aims to cater to the diverse linguistic needs of various regions and communities, integrating language learning with cultural and literary studies to deepen students' understanding of India's linguistic heritage.

4.13 Role of Language in Education

Teaching and learning are the fundamental pillars of education, and these pillars rely heavily on language. Without language, education loses its meaning and effectiveness. The role of language in education can be outlined as follows:

1. Language is a crucial component for advanced thinking and successful learning.
2. Language is used as the medium of instruction at all levels of education, from the beginning to the end.
3. Without language, formal education is meaningless, akin to life without breath.
4. In ancient education systems, language learning was a major part of education. Although the notion of education has evolved, the role of language remains prominent.
5. Language is taught and learned first in formal education systems, followed by other subjects. Thus, language teaching and learning are central to the educational process, both as a medium of instruction and as a subject of study.
6. Language planning varies under different educational systems, but its importance as the medium of instruction is universal. It is considered the foundation of all levels of education.
7. Language is the foundation of the entire curriculum. Subjects like literature, geography, economics, politics, history, and culture are taught through a language that is accessible to students.
8. In education, language facilitates communication between teachers (senders) and students (receivers).
9. Language supports various educational activities, including listening, speaking, reading, writing, viewing, shaping, watching, and moving.
10. Language in education promotes values such as human dignity, human rights, cultural diversity, democracy, justice, fairness, and equality by enabling learning in one's native language.

11. Language education improves learning skills, analytical skills, thinking skills, empathy, flexibility, adaptability, cooperation, and other social interaction skills.
12. Language learning fosters interactive processes that facilitate the social construction of knowledge.
13. Language is essential for creating meaning in education. Without it, communication and education are ineffective.
14. Formal assessment in education often relies on tasks and presentations that require language proficiency to demonstrate understanding and problem-solving.
15. Proficiency in language enhances knowledge and critical understanding of oneself and the world, including politics, cultures, religions, practices, economy, environment, media, and other global aspects.

4.14 Summary

In conclusion, the Constitution of India has made special provisions under Articles 45 and 21A to ensure free basic education for students, particularly those from weaker sections of society. While more than 2,500 languages are spoken across the country, not all can be represented in the Constitution. The federal structure and linguistic diversity of India prevent any local or regional language from being given supremacy over others.

Our education system plays a crucial role in strengthening the societal fabric, with language being a vital component. Effective language education requires well-skilled and knowledgeable teachers who can contextualize learning materials. Additionally, the country has introduced the three-language formula in the education policy. This initiative aims to enhance the educational environment and promote social equality by addressing linguistic and educational disparities.

4.15 Glossary

Three Language Formula: a language policy that aims to promote multilingualism and linguistic diversity in the country

POA-1992: The Program of Action of 1992

NPE-1986: National Policy on Education of 1986

NCF-2005: The National Curriculum Framework of 2005

ELTIs: The English Language Training Institutes

4.16 Learning Outcomes

After completing this Unit, students will be able:

- explain Articles 343, 351 and 350A in the Indian Constitution
- clearly outline language policies prescribed by the Constitution of India, focusing on the role of Hindi and English as official languages
- assess the controversies and challenges related to language policies in India
- evaluate the impact of these language policies on Indian society

4.17 Model Examination Questions

Objective Type Questions

1. The modern education system was introduced to British India by _____ in the 1830s. (**Lord Macaulay**)
2. The Constitution of India recognizes 22 languages as Scheduled languages. (**True/False**)
3. The Kothari Commission (a.k.a Education Commission of 1964-66) was established in November 1964 under the chairmanship of _____. (**D. S. Kothari**)
4. The official language of the Union shall be _____ in Devanagari script. (**Hindi**)
5. The Article 350A covers _____ minorities. (**linguistic**)
6. As per _____, Hindi in the Devanagari script is designated as the official language of the Union of India. (**Article 343**)
7. As per Article 351, the Union is assigned the responsibility to promote the spread of the Hindi language. (**True / False**)
8. The _____ recommended granting autonomy to institutions such as the Bureau for Promotion of Urdu (BPU) to promote language development. (**NFC-2005**)
9. A primary focus of NEP-2020 is promoting _____ and language proficiency. (**multilingualism**)
10. _____ of the Constitution supports the fundamental right of every child between the ages of 6 and 14 to receive an education. (**Article 21A**)

Short Answer Type Questions

1. Write a brief note on Article 351 of the Indian Constitution.
2. Briefly discuss Article 350A of the Indian Constitution.
3. Shed light on language education in the pre-Independence era.
4. Comment on the NFC-2005.

5. Discuss the role of language in education.

Long Answer Type Questions

1. Language education in the post-Independence period received impetus through policies. Discuss.
2. Which Articles of the Constitution are related with language education? Discuss any two in detail.
3. Comment on NPE-1986 and NEP-2020, and highlighting the aspects of language education.

4.18 Suggested Reading Materials

1. Programme of Action (1992). Department of Education, Ministry of Human Resource Development: New Delhi. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/POA_1992.pdf
2. National Policy on Education (With Modifications Undertaken In 1992). Ministry Of Human Resource Development: New Delhi. Retrieved from http://www.ncert.nic.in/oth_anoun/npe86.pdf
3. Ubed, Sayyad Aman (2018). "Introduction to ELT." In *Pedagogy of English* (B.Ed. SLM), Directorate of Distance Education, Maulana Azad National Urdu University, pp. 11-36.
4. Fasiullah, S.M. (2023). "English as Second/Foreign Language." In *English Language Teaching*, Directorate of Distance Education, Maulana Azad National Urdu University, pp. 205-219.
5. National Curriculum Framework (2005). National Council for Educational Research & Training: New Delhi. Retrieved from <http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>

Unit 5: Approach, Method and Technique*

- 5.0 Introduction
- 5.1 Objectives
- 5.2 Concept of Approach, Method and Technique
 - 5.2.1 Meaning and Nature of Approach
 - 5.2.2 Meaning and Nature of Method
 - 5.2.3 Meaning and Nature of Technique
 - 5.2.4 Interrelationship between Approach, Method and Technique
- 5.3 Major Approaches to English Language Teaching
 - 5.3.1 Structural Approach
 - 5.3.2 Situational Approach
 - 5.3.3 Communicative Approach
 - 5.3.4 Total Physical Response
 - 5.3.5 Thematic Approach
 - 5.3.6 Inductive and Deductive Approach
 - 5.3.7 Whole Language Approach
 - 5.3.8 Multilingual Approach
 - 5.3.9 Natural Approach
 - 5.3.10 Constructivist Approach
 - 5.3.11 Remedial Approach
 - 5.3.12 Reflective Approach
 - 5.3.13 Reciprocal Approach
 - 5.3.14 Elective Approach
- 5.4 Methods of Teaching English
 - 5.4.1 Grammar Translation Method (GTM)
 - 5.4.2 Direct Method (DM)
 - 5.4.3 Dr. West's Method
 - 5.4.4 Bilingual Method
 - 5.4.5 Audio-Lingual Method (ALM)
 - 5.4.6 Communicative Language Teaching (CLT) Method
- 5.5 Techniques of Teaching English
 - 5.5.1 Questioning, Drills and Practice
 - 5.5.2 Role Play and Simulation
 - 5.5.3 Group Work and Pair Work
 - 5.5.4 Use of ICT and Multimedia
- 5.6 Selection and Use of Approach, Method and Technique in Classroom
 - 5.6.1 Criteria for Selection of Approach, Method and Technique
 - 5.6.2 Advantages and Limitations of Selection of Approach, Method and Technique
- 5.7 Summary
- 5.8. Glossary
- 5.9 Learning Outcomes
- 5.10 Model Examination Questions
- 5.11 Suggested Reading Materials

* Dr. Shaikh Wasim, Associate Professor, Center for Distance and Online Education, MANUU

5.0 Introduction

Learning and teaching a language is not a mechanical task but a dynamic process shaped by ideas, beliefs, and choices that teachers and learners bring into the classroom. In English teaching, especially as a second or foreign language, the challenge has always been how to make learning meaningful, purposeful, and effective. To address this, three key concepts—**approach, method, and technique**—have evolved over time.

Historically, English teaching moved from **traditional grammar-focused approaches** (e.g., Grammar Translation) to **structural and audio-lingual methods**, and later to **communicative and learner-centered approaches**. Today, teaching draws on a wide variety of strategies, reflecting this evolution and the need to balance accuracy, fluency, and learner engagement.

- **Approach** is the philosophy of language learning (e.g., grammar vs. communication).
- **Method** is the structured plan derived from an approach (e.g., Grammar Translation, Communicative Method).
- **Technique** is the classroom activity or tool (e.g., questioning, role play, multimedia).

The art of teaching lies not in rigidly following one method but in weaving approaches, methods, and techniques together thoughtfully. A reflective teacher observes learners, adapts strategies, and chooses what works best in a given context.

This unit will help you understand these three concepts, trace their historical development, and see how they connect. The aim is not to prescribe a “best” way but to build insight and confidence so you can select and combine strategies to enrich your English classroom practice.

Historical Evolution of English Teaching

Stage	Approach	Methods	Techniques
Traditional Stage (18th–19th Century)	Language as grammar & rules	Grammar Translation Method	Translation, memorization, rule learning
Structural Stage (Early–Mid 20th Century)	Language as structures & patterns	Direct Method, Audio-Lingual Method	Drills, repetition, pronunciation practice
Communicative Stage (Late 20th Century)	Language as communication	Communicative Language Teaching (CLT), Functional-Notional Approach	Role play, pair work, group discussion

Learner-Centered & Eclectic Stage (21st Century)	Language as social interaction & meaning-making	Constructivist, Collaborative, Task-Based, Eclectic	ICT & multimedia use, projects, simulation, critical reflection
---	---	---	---

The evolution of English language teaching shows a clear shift from rigid grammar-focused instruction to flexible, learner-centered practices. Today, teachers draw from multiple approaches, methods, and techniques, aiming to balance accuracy, fluency, creativity, and meaningful communication.

5.1 Objectives

After completing this unit, you will be able to:

1. Explain clearly what is meant by *approach*, *method*, and *technique* in English language teaching.
2. Differentiate between these three concepts with the help of examples.
3. Describe major approaches such as Structural, Situational, and Communicative.
4. Discuss important methods like Grammar Translation, Direct, Bilingual, Audio-Lingual, and Communicative Method.
5. Identify and use different classroom techniques such as questioning, drills, role play, and group work.
6. Reflect on how to select suitable approaches, methods, and techniques according to learners' needs and classroom situations.

5.2 Understanding Approach, Method and Technique

In English teaching, **approach**, **method**, and **technique** represent three levels of practice. An **approach** gives the philosophy of how language is learned, a **method** provides the classroom plan based on that approach, and a **technique** is the specific activity that brings the method into action. Understanding begins with the idea of approach.

5.2.1 Concept and Nature of Approach

An approach is the foundation of language teaching. It refers to the set of assumptions or beliefs a teacher holds about the nature of language and how it is best learned. In other words, an approach answers two important questions:

1. *What is language?*

2. *How do people learn a language?*

For example:

- If a teacher believes that language is mainly a system of grammar rules, the teaching will focus on learning those rules and applying them.
- If the teacher sees language as a tool for communication, the classroom will highlight speaking, listening, and interaction.

Thus, the nature of the approach is:

- It is broad and theoretical in nature.
- It guides the choice of methods and techniques.
- It does not prescribe fixed steps but gives directions for teaching.
- It reflects the teacher's philosophy of language learning.

An approach, therefore, works like a compass that points the teacher in the right direction. It does not tell exactly what to do in the classroom, but it shapes the way teaching and learning are understood.

5.2.2 Concept and Nature of Method

A **method** is the plan or systematic way of teaching a language, which grows out of an approach. While an approach gives the broad philosophy, a method provides a **practical design** for how that philosophy can be carried out in the classroom.

In other words, a method answers the question:

How should teaching and learning take place in order to achieve the goals suggested by the approach?

For example:

- The **Grammar Translation Method** follows the belief that language is best learned through grammar rules and translation. The **Direct Method** assumes that language learning should happen through direct use of the target language in conversation.

Nature of Method:

- It is systematic and organized, unlike an approach which is more general.
- It specifies the role of the teacher (e.g., instructor, facilitator) and the learner (e.g., listener, active participant).
- It guides the type of activities and materials used in teaching.
- Different methods suit different learning contexts; no single method is universally best.

Thus, a method acts like a roadmap for teachers. It translates the broad ideas of an approach into a structured plan that can be applied in real classroom situations.

5.2.3 Concept and Nature of Technique

A **technique** is the actual activity or strategy a teacher uses in the classroom to put a method into action. It is the **smallest and most practical unit** of the teaching process. While an approach is broad and a method is systematic, a technique is concrete and immediate.

In simple terms, a technique answers the question:

What will the teacher and students do at a particular moment in the classroom?

For example:

- Asking questions after a reading passage
- Organizing a role play or dialogue practice
- Using flashcards or visual aids
- Conducting drills or substitution exercises
- Pair work, group discussions, or use of multimedia

Nature of Technique:

- It is practical and flexible; teachers can adapt or change it easily.
- It helps in engaging learners and making lessons interactive.
- It is selected according to the method being used and the learners' needs.
- Multiple techniques can be combined in one lesson.

Thus, a technique is like the tool in the teacher's hand. It gives life to a method and ensures that learning is not only planned but also experienced by the learners in meaningful ways.

5.2.4 Interrelationship between Approach, Method and Technique

Although the terms approach, method, and technique are different, they are closely connected and build upon one another. Together, they form the framework of language teaching.

- An **approach** is the **foundation**. It gives the teacher a set of beliefs about what language is and how it can be learned.
- A **method** grows out of the approach. It is the **plan of action** that translates the teacher's beliefs into a structured way of teaching.
- A **technique** is the **classroom practice** that makes the method work in reality.

For example:

- If the **approach** is *communicative*, the teacher may select the **Communicative Method*.

- Within this method, the teacher may use techniques such as *pair work*, *role play*, or *group discussion* to achieve the lesson objectives.

Key Points of Interrelationship:

- Approach provides the **theory**, method provides the **design**, and technique provides the **action**.
- They are not separate or independent; each one depends on the other.
- Effective teaching happens when teachers can connect their classroom techniques to suitable methods and the broader approach.

Thus, approach, method, and technique can be seen as three levels of decision-making in teaching—from philosophy to plan to practice—ensuring that what happens in the classroom is guided by clear principles and purposeful strategies.

Comparison Table: Approach, Method and Technique

Aspect	Approach	Method	Technique
Meaning	Broad philosophy or belief about language and its learning	Systematic plan of teaching based on an approach	Specific classroom activity to implement a method
Nature	Theoretical, general, guiding principles	Practical, organized, structured	Concrete, immediate, flexible
Focus	What is language? How is it learned?	How teaching and learning will take place	What happens in the classroom at a given moment
Role	Provides direction and vision	Provides design or roadmap	Provides tools for action and practice
Example	Belief: “Language is for communication”	Communicative Method	Pair work, role play, group discussion, dialogue practice

5.3 Major Approaches to English Language Teaching

Learning a language is not just about memorizing rules or vocabulary; it is about connecting with ideas, expressing oneself, and interacting meaningfully with others. Over the years, educators and linguists have developed different ways to help learners acquire English more effectively, each reflecting a unique perspective on how language is learned. These approaches range from focusing on sentence structures to emphasizing real-life communication, from physical responses and gestures to exploring themes that relate to everyday experiences.

In this section, we explore some of the most influential approaches to English language teaching. The **Structural Approach** highlights grammar as the foundation of language, while the

Situational Approach places learning in meaningful, real-world contexts. The **Communicative Approach** encourages learners to use English actively for interaction, and methods like **Total Physical Response** bring movement and action into the learning process. Other approaches, such as the **Thematic Approach**, **Inductive and Deductive Methods**, **Whole Language**, **Multilingual Strategies**, and the **Natural Approach**, offer flexible ways to engage learners holistically, fostering not only linguistic accuracy but also confidence and creativity in communication.

By understanding these approaches, teachers can adapt their methods to meet learners' needs, creating a classroom where language learning is not just a task, but a meaningful, human experience.

5.3.1 Structural Approach

The Structural Approach, developed in the mid-20th century, views language as a set of patterns or structures that must be mastered step by step. It emphasizes grammar, sentence patterns, and tenses, taught in a systematic order from simple to complex, with heavy use of drills, repetition, and practice. This teacher-centered method provides learners with accuracy in sentence formation and a clear framework for progress, especially useful for beginners. However, it often neglects communication, fluency, and creativity, and may become monotonous if overemphasized. Despite its limitations, the Structural Approach lays a strong grammatical foundation, serving as a starting point before adopting more communicative methods.

5.3.2 Situational Approach

The Situational Approach teaches English through real-life contexts and meaningful situations rather than isolated grammar rules. Language is introduced as it naturally occurs in daily life, using dialogues, role-plays, and simulations to practice practical communication. This method encourages active use of language and builds confidence for real-world interaction, though it may lack systematic grammar practice and demands greater teacher creativity and resources.

5.3.3 Communicative Approach

The Communicative Approach (CLT) emphasizes using English for real communication, giving priority to fluency while still valuing accuracy. Learners engage in interactive tasks like discussions, group work, storytelling, and problem-solving to practice language naturally. It promotes learner-centered activities, autonomy, and confidence in practical communication. However, it may lead to more grammatical errors and requires careful planning to balance fluency with correctness.

5.3.4 Total Physical Response

Total Physical Response is a kinesthetic method where learners respond to verbal commands with physical actions, such as “Stand up” or “Pick up the book.” By combining listening, comprehension, and movement, it makes learning fun, stress-free, and memorable, especially for beginners and young learners. While highly effective for vocabulary and simple structures, it has limited use for advanced grammar, abstract concepts, and developing reading or writing skills.

5.3.5 Thematic Approach

The Thematic Approach organizes language learning around topics of interest such as festivals, sports, or the environment, integrating vocabulary, grammar, and skills within meaningful contexts. It promotes holistic learning by combining listening, speaking, reading, and writing while stimulating curiosity and engagement. This method makes learning relevant and interdisciplinary but requires careful planning and may not provide systematic grammar coverage.

5.3.6 Inductive and Deductive Approach

The Inductive and Deductive Approaches differ in how grammar rules are taught. In the inductive approach, learners first study examples and then infer rules themselves, promoting discovery and critical thinking, though it can be time-consuming and confusing for beginners. In the deductive approach, rules are explained first and then applied through examples, making it clear and efficient but often teacher-centered and less engaging. Both methods have value—inductive fosters learner autonomy, while deductive ensures faster, structured learning.

5.3.7 Whole Language Approach

The Whole Language Approach views language as an integrated system, combining reading, writing, speaking, and listening in meaningful contexts like stories, projects, and discussions. It emphasizes comprehension, creativity, and real communication over isolated grammar drills. This approach promotes fluency and holistic learning but may not provide systematic grammar instruction and is less effective in exam-focused settings.

5.3.8 Multilingual Approach

The Multilingual Approach supports English learning by strategically using learners’ first language(s) to build on prior knowledge, aid comprehension, and boost confidence. It is especially useful in multilingual classrooms, making learning meaningful and reducing anxiety. However, over-reliance on the native language may hinder immersion, and teachers need skill to maintain balance between languages.

5.3.9 Natural Approach

The Natural Approach, based on Krashen's theories, emphasizes comprehensible input and stress-free learning where language is acquired through understanding messages rather than memorizing rules. Listening and comprehension come first, while speaking develops naturally over time. It builds confidence and supports natural acquisition but may progress slowly for beginners and lacks systematic grammar instruction.

5.3.10 Constructivist Approach

The Constructivist Approach views language learning as an active process where learners construct knowledge through experience, reflection, and interaction. Teachers act as facilitators, guiding students to explore language in meaningful contexts rather than simply providing rules. It encourages critical thinking and autonomy, making learners active participants in their own learning.

5.3.11 Collaborative Approach

The Collaborative Approach emphasizes learning through teamwork and peer interaction. Students work together on projects, discussions, or problem-solving tasks, using English as a tool to achieve shared goals. It promotes communication, cooperation, and social skills, while enhancing language fluency in a supportive environment.

5.3.12 Remedial Approach

The Remedial Approach is designed to support learners who face difficulties in language learning, offering extra practice, simplified tasks, and targeted exercises to strengthen weak areas. It ensures that all learners achieve minimum proficiency, bridging gaps and building confidence in language use.

5.3.13 Reflective Approach

The Reflective Approach encourages learners to think about their own learning, analyze mistakes, and evaluate strategies for improvement. Reflection helps students become self-aware and more effective language learners. It fosters self-regulation, deeper understanding, and long-term retention of language skills.

5.3.13 Reciprocal Approach

The Reciprocal Approach is based on interactive feedback and mutual teaching, where learners take turns explaining, questioning, or summarizing content, often in pairs or small

groups. It strengthens comprehension, reinforces knowledge through teaching others, and builds collaborative communication skills.

5.3.14 Eclectic Approach

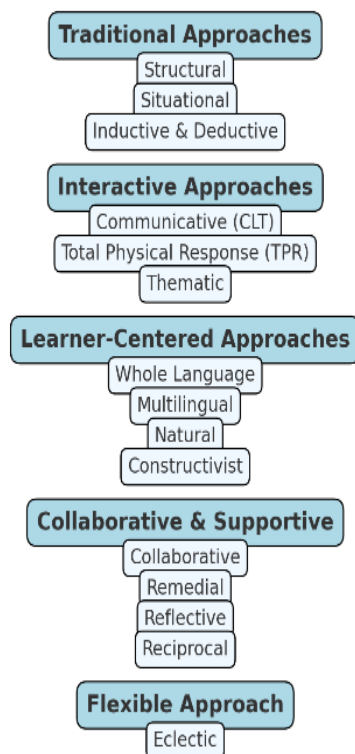
The Eclectic Approach blends multiple teaching methods and strategies according to learners' needs and context. Teachers may combine structural drills, communicative activities, and thematic tasks to create a flexible, responsive learning environment. It allows adaptability and addresses diverse learner needs, making teaching more practical and effective.

Table: Major Approaches to English Language Teaching

Approach	Main Idea	Key Features	Advantages	Limitations
Structural	Language is a system of patterns/structures taught step by step.	Grammar, sentence patterns, drills, teacher-centered.	Builds accuracy, systematic learning, clear progress.	Neglects fluency, creativity; can be monotonous.
Situational	Language taught through real-life contexts.	Role-plays, dialogues, simulations.	Builds confidence, practical use of language.	Less systematic grammar; demands teacher creativity.
Communicative (CLT)	Focus on fluency and real communication.	Group work, problem-solving, interactive tasks.	Promotes autonomy, real communication, confidence.	Grammar errors possible; requires careful planning.
Total Physical Response (TPR)	Language linked with physical actions.	Commands + movement, stress-free.	Fun, memorable, lowers anxiety, good for beginners.	Limited for advanced grammar, reading/writing.
Thematic	Learning organized around themes/topics.	Integrates LSRW in context.	Holistic, engaging, interdisciplinary.	Requires planning, weak grammar coverage.
Inductive & Deductive	Two ways of teaching grammar rules.	Inductive: examples → rules; Deductive: rules → examples.	Inductive builds discovery; Deductive is fast, clear.	Inductive is time-consuming; Deductive can be teacher-centered.
Whole Language	Language as an integrated system.	Authentic texts, projects, discussions.	Fluency, creativity, real communication.	Weak grammar focus; less exam-oriented.
Multilingual	Strategic use of L1 to support English.	Builds on prior knowledge, reduces anxiety.	Meaningful, confidence-building.	Overuse may hinder immersion; needs skilled teachers.
Natural	Stress-free, input-based acquisition (Krashen).	Listening first, speaking emerges later.	Builds confidence, natural learning.	Slow progress, less grammar focus.

Constructivist	Learners construct knowledge actively.	Experience, reflection, interaction; teacher as facilitator.	Encourages autonomy, critical thinking.	Needs active participation, may lack structure.
Collaborative	Learning through teamwork and peer support.	Projects, group discussions, shared goals.	Promotes communication, cooperation, fluency.	Group imbalance may affect participation.
Remedial	Support for struggling learners.	Extra practice, simplified tasks, targeted help.	Bridges learning gaps, builds confidence.	Time-consuming; may stigmatize weaker learners.
Reflective	Learners analyze their own learning.	Self-evaluation, error analysis, strategy use.	Improves self-awareness, long-term retention.	Needs maturity and self-discipline.
Reciprocal	Peer teaching and mutual learning.	Explaining, questioning, summarizing in groups.	Reinforces knowledge, strengthens comprehension.	May be uneven if peers are unprepared.
Eclectic	Mix of methods adapted to learners' needs.	Flexible, context-driven, combines strategies.	Practical, adaptable, learner-centered.	Risk of inconsistency if not well-planned.

Major Approaches to English Language Teaching (5.3.2 - 5.3.14)



5.4 Methods of Teaching English

Methods of teaching English are structured strategies through which teachers implement approaches in the classroom. While approaches provide the philosophical foundation, methods act as practical roadmaps, guiding activity selection, content sequencing, and teacher-learner roles. Over time, various methods have been developed to address diverse learning needs, contexts, and language goals.

5.4.1 Grammar Translation Method (GTM)

GTM is one of the oldest methods, focusing on **grammar, vocabulary, translation, and reading comprehension**. Learners memorize rules, translate sentences, and study literature, while the teacher leads and provides corrections. GTM builds strong grammatical and reading skills but offers limited speaking and listening practice.

5.4.2 Direct Method (DM)

The Direct Method emphasizes **oral communication, immersion, and thinking in English**. Grammar is taught inductively, vocabulary is contextualized, and learners practice speaking and listening through dialogues and real-life situations. It promotes fluency and natural communication but may require small classes and trained teachers.

5.4.3 Dr. West's Method

This method prioritizes **reading comprehension and vocabulary development**. Graded texts introduce grammar in context, and learners build understanding through reading-based exercises before focusing on writing or speaking. It is ideal for reading-focused learners but less effective for oral fluency.

5.4.4 Bilingual Method

The Bilingual Method uses the **mother tongue alongside English** to gradually transition learners to English-only communication. It supports comprehension, builds confidence, and balances oral and written skills. It eases beginners into English but overuse of the first language may slow full immersion.

5.4.5 Audio-Lingual Method (ALM)

ALM focuses on **habit formation through repetition, drills, and dialogues**, prioritizing listening and speaking. Grammar is learned via patterns, and teachers provide immediate feedback. Effective for oral accuracy and fluency, but learning can be mechanical and reading/writing may lag.

5.4.6 Communicative Language Teaching (CLT)

CLT emphasizes **communication, fluency, and real-life language use**. Learners engage in tasks, problem-solving, and interaction, integrating listening, speaking, reading, and writing. Teachers facilitate meaningful communication rather than only correcting errors. CLT develops practical communication skills, learner autonomy, and confidence but may need supplementary methods for grammar accuracy.

Table: Methods of Teaching English Table:

Method	Concept	Objectives	Merits	Demerits
Grammar Translation Method (GTM)	Focus on grammar, vocabulary, translation, and reading; language as a system of rules.	Understand grammar; translate texts; read and comprehend; build vocabulary and writing accuracy.	Strong grammar focus; structured; good for literary texts; easy to implement in large classes.	Neglects speaking/listening; mechanical learning; limited communication skills.
Direct Method (DM)	Oral communication and immersion; no mother tongue; grammar taught inductively.	Develop oral fluency; think in English; spontaneous communication; improve pronunciation.	Enhances speaking and listening; encourages thinking in English; interactive and engaging.	Limited reading/writing; requires trained teachers; time-consuming for grammar.
Dr. West's Method	Reading and comprehension as foundation; graded texts; vocabulary and grammar taught in context.	Improve reading; build vocabulary; develop writing through texts; teach grammar contextually.	Strong reading focus; structured; contextual grammar; good for beginners.	Limited speaking/listening; text-heavy; less interactive; not suitable for fluency.
Bilingual Method	Combines mother tongue with English; gradual transition to English-only instruction.	Ease learners into English; build confidence; develop oral, reading, writing skills; transition to English.	Reduces anxiety; supports comprehension; good for beginners; scaffolded learning.	Overuse of mother tongue hinders immersion; may slow fluency; balance needed.
Audio-Lingual Method (ALM)	Habit formation through repetition, drills, and dialogues;	Develop oral fluency; listening comprehension; habitual correct	Improves speaking/listening; structured practice; immediate	Mechanical and monotonous; less creative communication; reading/writing

	listening and speaking prioritized.	use; grammar through patterns.	feedback ensures accuracy.	neglected initially.
Communicative Language Teaching (CLT)	Language as a tool for communication ; focus on meaning, fluency, interaction; task-based.	Communicate effectively; integrate all skills; promote fluency and confidence; encourage collaboration and problem-solving.	Real-life communication; learner-centered; integrates all skills; builds confidence and creativity.	Requires skilled teachers; some learners may need more guidance; assessment can be subjective; grammar less emphasized initially.

We can conclude that the study of various methods of teaching English mentioned above highlights that no single method is universally perfect; each has its strengths and limitations depending on learner needs, context, and goals. While methods like Grammar Translation and Dr. West's focus on accuracy, reading, and writing, others like Direct, Audio-Lingual, and CLT prioritize oral communication, fluency, and interaction. The Bilingual Method provides a supportive bridge for beginners, combining the mother tongue with English. Ultimately, effective teaching requires a balanced and flexible approach, where methods are adapted, combined, and supplemented with suitable techniques to foster comprehensive language proficiency in learners.

5.5 Techniques of Teaching English

Techniques in language teaching are the practical classroom strategies and activities that bring methods to life. While approaches provide the philosophy and methods offer a structured plan, techniques are the tools teachers use to engage learners actively. In English teaching, techniques aim to develop all language skills—listening, speaking, reading, and writing—while making learning interactive, meaningful, and enjoyable. They range from traditional practices like questioning and drills to modern strategies involving role play, group activities, and ICT-based learning. By carefully selecting and combining these techniques, teachers can cater to diverse learner needs, reinforce language concepts, and foster fluency and confidence in communication.

5.5.1 Questioning, Drills, and Practice

Questioning, drills, and practice are traditional yet effective techniques to reinforce grammar, vocabulary, and comprehension. **Questioning** checks understanding and stimulates thinking, **drills** provide repetitive practice of patterns and pronunciation, and **practice** applies skills in controlled or semi-controlled activities. These methods strengthen accuracy, fluency, and

learner confidence. They build a solid foundation for language learning but can become mechanical if overused.

5.5.2 Role Play and Simulation

Role plays and simulation allow learners to **practice English in realistic contexts**. Learners act out scenarios or participate in structured simulations, enhancing speaking, listening, creativity, and decision-making. Teachers guide and provide feedback rather than giving direct instructions. These interactive techniques boost fluency, confidence, and practical communication skills, making learning meaningful and engaging.

5.5.3 Group Work and Pair Work

Collaborative techniques like group and pair work **promote interaction, communication, and peer learning**. Learners work together to complete tasks, discussions, or projects, while the teacher facilitates and monitors. They encourage learner autonomy, teamwork, and meaningful practice, though careful supervision is needed to avoid dominance or passivity.

5.5.4 Use of ICT and Multimedia

Integrating ICT and multimedia makes English learning **interactive, engaging, and learner-centered**. Tools such as audio, video, slides, language labs, and educational apps support all language skills and accommodate diverse learning styles. Teachers act as facilitators, guiding creative and collaborative activities. Technology enhances motivation, authentic language exposure, and 21st-century skills, though it requires infrastructure, technical skills, and careful planning.

Techniques are the practical strategies and classroom activities that bring methods and approaches to life. The study of questioning, drills and practice; role play and simulation; group work and pair work; and use of ICT and multimedia shows that effective teaching involves engaging learners actively, catering to diverse needs, and combining accuracy with fluency. While traditional techniques like drills build accuracy and language structure, interactive methods such as role play, group work, and ICT-based learning foster communication, creativity, and collaboration. A balanced use of these techniques ensures that learners develop comprehensive language skills and gain confidence in using English meaningfully.

Techniques of Teaching English

Technique	Description	Focus/Skills Developed	Strengths	Limitations
-----------	-------------	------------------------	-----------	-------------

Questioning, Drills, and Practice	Traditional techniques involving questioning for understanding, drills for repetition, and practice in controlled activities.	Grammar, vocabulary, comprehension, accuracy, fluency.	Builds strong foundation, reinforces structures, improves confidence.	Can become mechanical and monotonous if overused.
Role Play and Simulation	Learners act out scenarios or take part in structured simulations in realistic contexts.	Speaking, listening, creativity, decision-making, fluency.	Boosts confidence, practical communication, and engagement.	Requires planning, some learners may feel shy or hesitant.
Group Work and Pair Work	Learners collaborate in pairs or groups to complete tasks, discussions, or projects.	Interaction, communication, teamwork, autonomy.	Encourages peer learning, autonomy, meaningful practice.	Risk of dominance by few learners or passivity of others.
Use of ICT and Multimedia	Use of audio, video, language labs, slides, and apps to make learning interactive.	All four language skills; 21st-century skills; creativity.	Enhances motivation, provides authentic exposure, suits diverse learning styles.	Needs infrastructure, teacher's technical skills, and careful planning.

5.6 Selection and Use of Approach, Method and Technique in Classroom

The effective teaching of English depends not only on knowing approaches, methods, and techniques but also on selecting and using them appropriately in the classroom. Teachers must make informed choices to match the learning objectives, learners' proficiency levels, classroom context, and available resources. Proper selection ensures that teaching is purposeful, engaging, and aligned with desired learning outcomes.

5.6.1 Criteria for Selection of Approach, Method and Technique

Choosing the right approach, method, or technique is crucial for effective English teaching. The success of a lesson depends on how well the selected strategy matches the learners' needs, objectives, and classroom context. Teachers must make informed choices to ensure that learning is meaningful, engaging, and aligned with desired outcomes.

Criteria for Selection

1. Learning Objectives

The chosen approach, method, or technique should align directly with the lesson's specific goals. For example, teaching grammar rules may require the Grammar Translation or Audio-Lingual Method, while enhancing fluency and communication may benefit from the Communicative or Collaborative Approaches.

2. Learner Proficiency Level

Beginners, intermediate, and advanced learners have different needs. Structured and guided methods are more suitable for beginners, whereas interactive and creative methods are better suited for advanced learners.

3. Learners' Interests and Learning Styles

Teaching strategies should cater to learners with visual, auditory, and kinesthetic learning styles. Engaging activities, such as role-playing, multimedia, and group work, can help maintain interest and motivation.

4. Class Size and Composition

Small classes may allow more interactive and collaborative techniques. Large classes may require structured methods, drills, and controlled activities.

5. Resources and Infrastructure

The availability of books, ICT tools, language labs, and multimedia resources influences technique selection. For instance, ICT and multimedia-based techniques need digital tools and internet access.

6. Time Availability

Some methods and techniques are time-intensive. Teachers must choose strategies that can be effectively implemented within the available lesson duration.

7. Cultural and Linguistic Context

Approaches should respect learners' cultural background and language experience. Using one's mother tongue can sometimes support comprehension and build confidence.

8. Flexibility and Adaptability

Techniques should be adjustable based on learner response, classroom dynamics, and unexpected challenges. Teachers need the ability to combine or modify methods and techniques for maximum effectiveness.

9. Teacher's Expertise and Comfort

Selection should consider the teacher's experience, training, and confidence in using specific methods or technologies. Effective implementation requires skill, planning, and understanding of classroom management. Selecting the appropriate approach, method, and technique is a critical decision-making process in English teaching. By considering learning objectives, learner proficiency, classroom context, resources, and teacher expertise, educators can design lessons that are effective, engaging, and learner-centered. A thoughtful and flexible selection ensures that learners achieve desired language outcomes while maintaining interest, motivation, and confidence in using English.

5.6.2 Advantages and Limitations of Selection of Approach, Method and Technique

Careful selection and use of approaches, methods, and techniques are essential for effective English teaching. When appropriately chosen, they ensure that lessons are learner-centered, goal-oriented, and engaging. However, selection also comes with certain challenges and limitations. This section explores the benefits and potential drawbacks of making informed choices in the classroom.

Advantages

1. Alignment with Learning Objectives

Ensures that the teaching strategy directly supports the lesson goals, whether for grammar, communication, or creative expression.

2. Enhanced Learner Engagement

Choosing the right methods and techniques increases participation, motivation, and interest among learners.

3. Balanced Language Development

Proper selection allows a balance between accuracy (grammar, vocabulary) and fluency (speaking, communication).

4. Learner-Centered Instruction

Tailoring approaches and techniques to learners' needs, interests, and proficiency levels makes the classroom more interactive and meaningful.

5. Efficient Use of Resources

Optimizes the use of available infrastructure, teaching aids, and digital tools for effective learning.

6. Adaptability to Context

Allows teachers to adjust strategies based on classroom dynamics, learner response, and real-time challenges.

Limitations / Challenges

1. Time-Consuming

Selecting the most suitable approach, method, and technique requires careful planning, which can take significant preparation time.

2. Resource Dependency

Some techniques, especially those involving ICT and multimedia, depend on adequate technological infrastructure.

3. Diverse Learner Needs

A single method or technique may not meet the needs of all learners in a heterogeneous classroom.

4. Teacher Expertise Required

Effective implementation requires knowledge, skill, and confidence. Inexperienced teachers may struggle with certain methods or techniques.

5. Adaptation Difficulties

Techniques designed for one context may not be directly applicable in another, requiring modifications that may not always be straightforward.

The careful selection of approaches, methods, and techniques offers significant advantages in terms of engagement, language development, and learner-centered instruction. However, teachers must remain aware of the limitations and challenges, such as resource constraints, diverse learner needs, and required expertise. By balancing advantages and limitations, educators can ensure that their teaching strategies are effective, flexible, and tailored to maximize learning outcomes in the English classroom.

5.7 Summary

This unit provides a comprehensive understanding of the approaches, methods, and techniques in English language teaching and their effective selection and use in the classroom. Approaches provide philosophy, methods give structure, and techniques bring them to life through classroom activities. It reviewed major approaches (Structural to Eclectic), key methods (Grammar Translation, Direct, Audio-Lingual, CLT, etc.), and techniques (questioning, role play, group

work, ICT). The focus was on selecting and combining these elements based on learner needs, context, and resources to ensure effective, learner-centered teaching and improved proficiency.

5.8 Glossary

Approach – The underlying philosophy or set of principles that guides the teaching of a language. It reflects beliefs about the nature of language and how it is acquired.

Method – A structured plan or procedure for teaching that translates the principles of an approach into classroom practice.

Technique – The practical activity, exercise, or classroom strategy used to implement a method in a lesson.

Structural Approach – A language teaching approach that emphasizes grammar rules, sentence patterns, and structured practice.

Situational Approach – An approach where language is taught through meaningful, real-life situations to enhance comprehension and practical usage.

Communicative Approach – Focuses on interaction, communication, and fluency, prioritizing the ability to use language effectively in social contexts.

Constructivist Approach – Learners construct knowledge actively through experiences, reflection, and problem-solving.

Collaborative Approach – Emphasizes learning through teamwork and peer interaction, enhancing communication and cooperative skills.

Grammar Translation Method – A method focusing on reading, writing, and grammar accuracy, often using translation exercises.

Direct Method – A method emphasizing oral communication, thinking in English, and inductive grammar teaching.

Audio-Lingual Method – A method based on habit formation through repetition, drills, and pattern practice.

Communicative Language Teaching (CLT) – A method that prioritizes real-life communication, fluency, and interaction in language learning.

Questioning – A technique involving asking questions to check understanding, encourage participation, and reinforce learning.

Drills – Repetitive exercises used to reinforce specific language structures or patterns.

RolePlay – A technique where learners act out characters or scenarios to practice language in context.

Simulation – A structured activity that imitates real-life situations for language practice.

Pair Work – A technique where two learners work together to complete a task or practice dialogue.

Group Work – A technique involving small groups of learners collaborating on a task or project.

ICT and Multimedia – Use of digital tools, audio-visual resources, and interactive platforms to enhance language learning.

Eclectic Approach – A flexible approach that combines elements from multiple approaches and methods to suit learners' needs.

5.9 Learning Outcomes

After completing this unit, learners will be able to:

1. Differentiate between approach, method, and technique.
2. Explain major approaches and methods of teaching English.
3. Apply key techniques like questioning, role play, group work, and ICT.
4. Analyze how approaches, methods, and techniques complement each other.
5. Select suitable strategies based on learner needs and context.
6. Evaluate strengths and limitations of different strategies.
7. Design learner-centered lesson plans integrating effective techniques.
8. Reflect on classroom practices to improve learner engagement.

5.10 Model Examination Questions

Objective Type Questions

1. Which of the following best defines an approach in language teaching?
 - a) A classroom activity
 - b) The philosophy or guiding principles of teaching
 - c) A specific exercise for learners
 - d) A lesson plan
2. A method in language teaching is:
 - a) A guiding philosophy
 - b) A structured plan for classroom implementation

- c) A pair or group activity
 - d) A digital tool for teaching
3. Which technique focuses on acting out characters or real-life scenarios?
- a) Drills
 - b) Role Play
 - c) Questioning
 - d) Grammar Translation
4. The Communicative Approach primarily emphasizes:
- a) Grammar accuracy
 - b) Interaction and fluency
 - c) Translation exercises
 - d) Memorization of rules
5. Which method relies on repetition, drills, and pattern practice?
- a) Direct Method
 - b) Grammar Translation Method
 - c) Audio-Lingual Method
 - d) Bilingual Method
6. Pair Work is best described as:
- a) One learner working alone
 - b) Two learners collaborating on a task
 - c) A teacher demonstration
 - d) Large group discussion
7. Which approach combines elements from multiple methods to suit learners' needs?
- a) Situational Approach
 - b) Structural Approach
 - c) Eclectic Approach
 - d) Constructivist Approach
8. Which of the following is not a criterion for selecting a teaching method?
- a) Learning objectives
 - b) Class size
 - c) Teacher's favorite color
 - d) Available resources

9. ICT and Multimedia in English teaching primarily help:
 - a) Make learning interactive and engaging
 - b) Replace the teacher entirely
 - c) Focus only on grammar rules
 - d) Reduce classroom participation
10. Which approach emphasizes knowledge construction through learner experience?
 - a) Structural Approach
 - b) Communicative Approach
 - c) Constructivist Approach
 - d) Collaborative Approach

II. Short Answer Type Questions

1. Define approach, method, and technique in the context of English teaching.
2. What is Role Play, and how does it help in language learning?
3. Explain the Communicative Approach in brief.
4. What is Pair Work, and why is it effective in the classroom?
5. Define the Eclectic Approach and its relevance in English teaching.
6. Describe the difference between Situational Approach and Structural Approach.

III. Long Answer Type Questions

1. Explain the interrelationship between approach, method, and technique with examples from English teaching.
2. Discuss the major approaches to English language teaching.
3. Critically analyze the selection criteria for approaches, methods, and techniques and explain their importance in classroom teaching.
4. Compare and contrast Grammar Translation Method and Communicative Language Teaching (CLT) Method.
5. Discuss the role of techniques like Role Play, Group Work, and ICT-based activities in enhancing learner engagement and communication skills.

5.11 Suggested Reading Materials

1. Brown, H. D. (2020). Teaching by Principles: An Interactive Approach to Language Pedagogy (5th Edition). Pearson.
2. Harmer, J. (2015). The Practice of English Language Teaching (5th Edition). Longman.

3. Larsen-Freeman, D., & Anderson, M. (2019). *Techniques and Principles in Language Teaching* (4th Edition). Oxford University Press.
4. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* (3rd Edition). Cambridge University Press.
5. Celce-Murcia, M. (2001). *Teaching English as a Second or Foreign Language* (3rd Edition). Heinle & Heinle.
6. Kumaravadivelu, B. (2006). *Understanding Language Teaching: From Method to Postmethod*. Routledge.
7. Scrivener, J. (2018). *Learning Teaching* (3rd Edition). Macmillan.
8. Richards, J. C. (2006). *Communicative Language Teaching Today*. Cambridge University Press.
9. Nunan, D. (2015). *Teaching English to Speakers of Other Languages: An Introduction*. Routledge.
10. Nation, I. S. P., & Macalister, J. (2010). *Language Curriculum Design*. Routledge.

Unit 6 - Approaches in Language Teaching*

- 6.0 Introduction
- 6.1 Objectives
- 6.2 A Brief History of Language Teaching
- 6.3 Approaches
 - 6.3.1 Structural Approach
 - 6.3.2 Situational Approach
 - 6.3.3 Communicative Approach
 - 6.3.4 Total Physical Response
 - 6.3.5 Thematic Approach
 - 6.3.6 Inductive and Deductive Approach
 - 6.3.7 Whole Language Approach
 - 6.3.8 Constructive Approach
 - 6.3.9 Multilingual Approach
 - 6.3.10 Natural Approach
- 6.4 Summary
- 6.5 Glossary
- 6.6 Learning Outcomes
- 6.7 Model Examination Questions
- 6.8 Suggested Reading Materials

6.0 Introduction

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

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

After the great flood, the people became sinful once again and they knew God would be angry with them and He would punish them once again with the destructive flood. Therefore, they started constructing a tower to live in and escape from the wrath of God. God knew their plan and He confused the tongues of those wicked-thinking people; they could not build the tower (known as the Tower of Babel) anymore due to the incomprehensibility of the language they were speaking

* Dr. D. Vishwa Prasad, Associate Professor, MANUU CTE, Bidar, MANUU

to one another. Even today, this tower is standing tall as a witness to the incomprehensibility of tongues.

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

In this Unit, we shall learn about various approaches, which are used in language teaching – starting from the Grammar-Translation method to the Natural approach – Traditional to Humanistic approaches.

6.1 Objectives

At the end of the Unit, the student-teacher will be able to:

- know the brief history of English language teaching.
- apply a different approach(es), s/he should use in his/her English classroom.
- comprehend important terms related to English language teaching.

6.2 A Brief History of Language Teaching

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

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

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

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

century had lessons planned around grammar points. Grammar points were identified, and rules were explained using illustrations.

In the nineteenth century, a foreign language textbook focused on rules regarding word formation and sentence structure, which the teachers explained, and the learners memorized later on. The oral exercises were minimal, and a few written exercises were given to explain the rules. Books published by Seidenstucker and Plotz during this period were note-worthy. The textbook of Seidenstucker had detached sentences to demonstrate rules. He divided his text into two parts. The first part had rules and necessary examples. The second part had French sentences for translation into German and vice-versa. Plotz too followed the same kind of pattern. Teaching a foreign language in this manner was known as the Grammar-Translation Method or Classical Method.

Check Your Progress

1. What is your view about language?

6.3 Approaches

Approach refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching (Richards & Rodgers, 1986). There are many approaches to language teaching, such as the Structural Approach, Communicative Approach, Situational Approach, Whole Language Approach, Natural Approach, etc. Let us try to understand these approaches one by one.

6.3.1 Structural Approach

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

This approach uses the following for teaching English:

Word order: Word order in a sentence or sentence structure can change the meaning.

Function words: Function words modify the meaning of a sentence.

Inflections: an affix (prefix or suffix) can change the base form of a word.

6.3.1.1 Principles of Structural Approach

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

- Learners must fix up habits of the English language patterns.
- Learners' activities are more important than those of the teacher.
- Oral work is the base for the other language skills to build.
- The structures of English are mastered – they are to be picked up, practiced and fixed in mind.
- Meaningful situations are created using language skills; and
- The teacher teaches one language item at a time.

6.3.1.2 Selection of Structures

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

- Usefulness: structures, which are used frequently.
- Productivity: structures, which entail the other structures.
- Simplicity: structures, which are simple in form and meaning.
- Teachability: Structures, which are easy to teach.
- Frequency: structures with a high rate of occurrence.
- Range: structures, which occur in various contexts.
- Coverage: structures, which cover several meanings
- Learnability: structures, which are easy to learn.

6.3.1.3 Gradation of Structure

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

Grouping

- Phonetic grouping: based on sound. For example: cat, rat, mat etc.
- Lexical grouping: based on words used in the same context.
- Grammatical grouping: based on similar sentence patterns.
- Semantic grouping: based on words having a similar meaning.
- Structure Grouping: based on structures which fit each other.
- Sequencing
- Grammatical sequencing: They are placed one after the other depending on their context.
- Semantic sequencing: They are sequenced depending on their meaning.

- Lexical sequencing: It depends on the phrases which go together.

Types of sentence pattern

There are different patterns of sentences. They are:

- Two-part patterns Birds fly (birds/fly)
- Three-part patterns She is sleeping (she / is / sleeping)
- Four-part patterns Sresta went to shop (Sresta/went/to/shop)
- Patterns beginning with 'there' There comes the bluebird.
- 'Wh' type question Where is your college?
- Patterns of command/request Come here, Go there, etc.
- Formal pattern Good afternoon, Thank you etc.

Sentence types

The structures have the following sentence types:

- **Declarative sentence:** It makes a statement.
- Example: I want to be a good teacher.
- **Imperative sentence:** It gives a command or makes a request.
- Example: Please write it down.
- Interrogative sentence: It asks a question.
- Example: Where are you going?
- **Exclamatory sentence:** It expresses a feeling such as surprise, happiness, etc.

Example: Hurrah! We have won the game.

6.3.1.4 Merits of Structural Approach

The controlled practice of structures leads to improvement of accuracy over some time.

Structures are taught based on the principles of selection, gradation, patterns of sentences and types of sentences. Hence, a lot of time is saved.

English is taught in meaningful contexts.

Speech is given importance.

6.3.1.5 Demerits of the Structural Approach

- Learners' LI is not utilized in teaching and learning.
- Language use is a matter of creativity. Teaching a limited number of structures may restrict the learner's potential to use the language.
- Language drills and repetitions are mechanical.

- To teach English using the structural approach, teachers should be well-versed in linguistics, especially syntax.
- Oral work is overstressed.

Check Your Progress

1. What is your opinion about the structural approach?
2. How do you select and grade the structures?

6.3.2 Situational Approach

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

The situational approach ensures that the language taught is practical. The vocabulary and sentences are used in real situations or simulated situations so that the meaning of words is associated with situations. For example, learners know the meaning of “pencil”, not because they have looked it up in a dictionary, but by hearing sentences like: “Write with a pencil!”, “Sharpen the pencil!” etc. Even if the classroom environment is irrelevant, a teacher’s innovativeness helps learners comprehend it in other situations outside the classroom.

An important objective of teaching English is to make learners use it in their daily lives. Therefore, translation and mechanical drills cannot help learners connect language to real-life situations. There is no relationship between what is learned and practised in life. Hence, it leads to boredom. Meaning, context and situation are important to teach a language. The vantage point of the situational approach is its principle of variety and simplicity. Learners cooperate and are excited to learn English using it in imaginary situations, especially when they enact a situation in class. Besides all these, a noteworthy point is that the situational approach demands much from the English teacher. S/he must be fluent in English, have a reading invention, be able to evaluate learners’ comprehension level and offer a revision.

6.3.2.1 Principles of Situational Approach

- Language learning is habit formation.
- Mistakes should be avoided.

- Language skills are presented orally first, then in written form- to improve the effectiveness of learning.
- Examples are better than *analysis* for language learning.
- Meanings of the words are presented in *linguistic* and *cultural contexts*.
- Opportunities are created for learners to associate the meaning of new words with parallel situations.
- New words are introduced as and when they come into the class.
- Language materials are used to create appropriate situations.
- Continuous repetition of language items.
- The teacher raises questions related to the created situation and s/he answers them.
- Revision is important.
- There is a continuous chain of actions from the teacher.
- Teachers' statements and actions go together continuously.

6.3.2.2 Merits of Situational Approach

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

6.3.2.3 Demerits of the Situational Approach

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

Check Your Progress

1. Compare and contrast structural and situational approaches.

6.3.3 Communicative Approach

It accentuates interaction as the means and the definitive objective of learning. Language learners in the Communicative Approach learn and practice English through interaction with one

another and the teacher. Learners talk about personal experiences with peers, and teachers teach topics, which encourage language skills related to various situations. The most important goal of CA is to enable the learners to communicate in the target language. This approach does not use a textbook to teach English but develops oral skills before moving to reading and writing.

In addition, teachers select classroom oral activities, which are effective for developing communicative abilities and fluency in the target language. These activities include active conversations and creative responses from learners. Language activities differ depending on the level of language class.

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

One of the prominent aspects of this approach is the role the teacher assumes in the classroom. Breen and Candlin put forth the roles teachers assume in a CLT class. They are as follows:

- **Facilitator:** facilitates communication process among learners in the classroom.
- **Independent Participant:** to promote learning in the classroom.
- **Needs Analyst:** takes the initiative to address the language needs of learners.
- **Counsellor:** a model communicator who coordinates the speaker's intentions and the listener's comprehension.
- **Group Process Manager:** sets the classroom as a place for communication and communicative tasks.

Initially, language teaching was regarded as a cognitive task. Afterwards, it has evolved to be socio-cognitive – involving the cognitive abilities and the language associated with social customs, tradition, and circumstances.

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

Before CLT, the major language teaching method/approach was situational language teaching. This method gave less importance to direct communication. British applied linguists were skeptical about the efficacy of situational language teaching; Chomsky challenged the

structural theories of language and stated that those theories could not explain the diversity in actual communication. Candlin and Widdowson also observed that the other language learning methods/approaches were ineffective in language classrooms.

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

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

1. grammatical competence: competence related to rules of language – grammatical and lexical.
2. sociolinguistic competence: competence related to understanding the social context of communication.
3. strategic competence: competence related to strategies that interlocutors make use of, to initiate, terminate, maintain, repair and redirect communication.
4. discourse competence: competence related to explanation of individual message elements - cohesion and coherence.

6.3.3.1 Principles of Communicative Approach

The principles of CA are as follows:

- Fluency and accuracy are essential.
- Along with listening comprehension and speaking, reading and writing can also be taught.
- Contextualization of language and meaning are important.
- The learner should be able to communicate.
- L1 is used judiciously.
- The class is live and interactive with pair and group work.

6.3.3.2 Merits of Communicative Approach

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

6.3.3.3 Demerits of the Communicative Approach

- The teacher's involvement in teaching is less.
- This approach may not work well with large classes.

- This approach will be successful only with teachers, who are fluent and accurate in English.

Check Your Progress

1. What are the advantages of the Communicative Approach?

1. What are the different types of competencies? How are they useful to a speaker of English?

6.3.4 Total Physical Response

James Asher developed Total Physical Response (TPR) based on his experiences. This method is based on the coordination of language and physical movement. Learners act according to commands given by the teacher. The learners learn 12 to 36 words in an hour of teaching. Teachers are advised to treat learners' mistakes empathetically - like a parent. Total physical response lessons use realia, posters, etc. In the beginning, teaching-learning aids are not necessary to teach English. A teacher could use items in the classroom as learners' proficiency improves,

- Asher proposed three hypotheses based on his observations:
- Learning a language should be free from stress.
- Language learning engages the right hemisphere of the brain.
- Basically, language is learnt by listening.

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

6.3.4.1 Principles of Total Physical Response

Listening is focused; speaking is not important in the early stages of learning.

In the initial stages, learners can respond to the teacher in L1.

Listening comprehension skills are the most effective strategy to develop speaking skills.

Learners are given enough time to acquire speaking skills through listening.

The objective of the method is to develop fluency.

Lessons are developed around grammar, especially around the verb.

Grammar is learnt by induction – through *code-breaking*.

'Meaning' is at the heart of a lesson. Therefore, learners learn vocabulary and commands based on verbs.

Teachers are solely responsible for deciding the listening input.

Teachers have the freedom to use other techniques along with TPR.

6.3.4.2 Merits of Total Physical Response

TPR is criticized for being suitable only for beginner-level learners.

The teacher need not prepare too much to teach the lesson.

Mixed ability class benefits more.

It uses the participatory approach.

It is useful for teaching learners with dyslexia.

6.3.4.3 Demerits of Total Physical Response

It uses commands, which are inadequate to learn English.

Learners do not get the chance to use English creatively.

It takes too much time before moving to full communication situations.

Check Your Progress

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

6.3.5 Thematic Approach

Bharadwaj (2024) states that when a teacher adopts a thematic approach to teaching, it is important to align the expected learning outcomes (ELOs) with the ELOs of each subject and develop a curriculum, which meets the outcomes by teaching all subjects. For cross-curricular themes, experiential learning is key to achieving a cohesive approach and targeted outcomes, necessitating careful planning, conceptualization, and strategizing.

Moreover, when themes are selected, it is important to ensure progression and continuity across different classes. While focusing on the thematic content, it is vital to ensure that the concepts of each subject are covered to facilitate continuous learning. This approach provides diverse opportunities for experiential learning while avoiding repetition to sustain student engagement. Additionally, the progression should apply to cognitive, affective, communication, and psychomotor skills, giving importance to the inculcation of values.

This is undoubtedly a challenging task, but with collaborative brainstorming, a curriculum can be designed for the entire year and strategies for its implementation through well-written lesson plans, daily or weekly.

This approach is compatible with various educational theories, including experiential learning, activity-based learning, scaffolding, and stage-specific learning. It selects a precise theme for teaching one or more concepts. In this, information is integrated and it is used to demonstrate

the topic. It helps learners to know how language is used across various subjects concerning vocabulary, tense, structure, etc.

Thematic learning assists learners to acquire knowledge contextually and holistically and they can associate their classroom tasks to their real-life situations. It is an experiential learning. Thematic learning empathizes with the interests of learners and their talents. It promotes teamwork in the heterogeneous group.

Check Your Progress

1. How do constructivism and multilingual pedagogical approaches help learners acquire the language? What are their merits?

6.3.6 Inductive Approach and Deductive Approach

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

The inductive approach to language study encourages learners to derive meanings from context, experiment with their responses, and employ their existing language knowledge to construct meaning independently. This approach cultivates valuable communicative skills, fostering the confidence to explore various theories about meaning and promoting more comprehensive study. Furthermore, it nurtures autonomy and independence, equipping learners with skills applicable in situations involving new languages, and enabling them to infer meaning and process forms that have not been explicitly taught.

The inductive approach entails certain risks, necessitating careful planning of language presentations. If the text contains excessive new information, learners may find it difficult to deduce anything due to a high degree of challenge.

The deductive approach is another approach to teaching grammar. It is used with learners who have acquired some English. In this approach, the teacher explains the rule before and then gives examples. Later, the teacher helps learners to apply the rule by showing pictures, asking them to do some tasks, etc. Attention is paid to subject and predicate agreement. There are no activities to practice grammar items.

In the deductive approach, teachers can effectively introduce various aspects of a new language structure to learners, enabling early application in a controlled setting. However, it is important to be mindful that this approach could inadvertently foster dependence on the teacher's guidance and the perceived correctness of learners' responses.

6.3.7 Whole Language Approach

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

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

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

6.3.7.1 Principles of the Whole Language

Stress is laid on comprehension in reading and expressing meaning in writing.

Knowledge is created using constructivist approaches - learners interpret the text and freely express their ideas in writing.

Importance is given to high-quality culturally diverse literature.

Integrate literacy into other domains of the school curriculum,

Frequent reading in the form of guided reading, reading aloud and independent reading.

Reading and writing for real purposes.

Emphasis is on understanding the meaning-making role of phonics, grammar, spelling, capitalization and punctuation in diverse social contexts.

Concern for the learner's attitude.

Supporting cooperative learning among learners.

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

- Sub-lexical reading

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

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

Ken Goodman (1967) stated that reading is a "psycholinguistic guessing game". He proposed four "cueing systems". These cueing systems help learners to guess which one comes next:

Graph phonemic	Refers to the shapes of the letters, sounds and what would come next.
Semantic	Refers to the word expected next based on the meaning of the sentence.
Syntactic	Refers to word class which would make sense based on the Grammar.
Pragmatic	Refers to how the text works, and the purpose for reading and predicts meaning as learners read.

6.3.7.2 Merits of Whole Language

The learner gets enough freedom to construct the meaning of what he reads.

As language is associated with culture, learners are exposed to English culture through native English literature to learn it quickly.

Language exists in every discipline. Hence, language integration across the curriculum helps learners to learn English fast.

Cooperative learning among learners helps learners to learn collaboratively.

6.3.7.3 Demerits of Whole Language

Too many reading activities are used.

Check Your Progress

1. How sound is the theoretical perspective of the Whole Language approach?

6.3.8 Constructive Approach

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

One of the main objectives of constructivist teaching is that learners are taught how to take initiative for their own learning experiences. It is learner-centred and supports individualization of learning and autonomy. Action-oriented constructivist language learning is encouraged through collaboration, creation, projects and self-teaching. It develops awareness regarding learning,

language and intercultural aspects. It is holistic with a content-oriented perspective and an authentic and complex learning environment.

6.3.9 Multilingual Approach

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

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

This approach needs competent teachers to:

- Understand learners' *cognitive* and *affective* differences.
- Know how to advance learners' multilingualism.
- Team up with other language teachers to improve learners' multilingualism.
- Be multilingual and be an example for their learners.
- Be aware of cross-linguistic and meta-linguistic aspects.

6.3.10 Natural Approach

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

The main objective of the approach is to promote language acquisition in a classroom in a natural way. Therefore, it gives more importance to vocabulary, communication, creating intrinsically motivating situations, exposure to English input, reducing learners' anxiety about

grammar learning and error correction. The learning environment is comfortable. The learners produce language when they feel comfortable after receiving sufficient comprehensible language input. This approach has been linked with Krashen's monitor model.

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

a.	Content Activities	These activities help learners to learn a culture, a new subject, and reading in English.
b.	Affective-Humanistic Activities	These activities help learners to own ideas, opinions, and experiences about something.
c.	Personalized Language Activities	These activities help learners to use English while playing language games.
d.	Problem-Solving Activities	These activities help learners to communicate with each other while finding solutions to a problem.

6.3.10.1 Principles of Natural Approach

Terrell puts forth three principles:

The focus of teaching is on communication. The form is not given importance.

Speech develops slowly and it is never forced.

The early speech follows natural steps (yes/no response, one-word answers, list of words, short phrases, complete sentences.)

Terrell states that there are stages for the emergence of language.

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

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

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

1	Acquisition-Learning Hypothesis	There is a clear distinction between Learning (conscious) and acquisition (subconscious) of language. Only acquisition leads to fluency.
2	Monitor Hypothesis	Consciously learnt language is used only to monitor output.
3	Input Hypothesis	Comprehensible input given should be one step higher than (+1) that of the learner's present level of knowledge (i). Only then, language is acquired. It is known as comprehensible input, "i+1".
4	Natural Order Hypothesis	Learners acquire the grammar of English in a set order, and it is unaffected by teaching.

5	Affective Filter Hypothesis	Learners acquire English, with little or no effort, when they are <i>relaxed</i> and <i>open</i> to learning.
---	-----------------------------	---

6.3.10.2 Merits of Natural Approach

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

6.3.10.3 Demerits of the Natural Approach

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

Check Your Progress

1. Critically analyze the approach and give your comments.

6.4 Summary

In this Unit, we have discussed the principles, merits and demerits of some important approaches. We have learnt that each approach is based on certain theoretical principles and practical experiences. We must understand the selection of approaches depends on the learners. Therefore, a teacher selects an approach or approaches depending on their needs, previous knowledge, social background, mother tongue, parental and societal expectations, and job requirements. Besides, if these approaches do not work, you can use your methodology to be innovative.

6.5 Glossary

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

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

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

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

6.6 Learning Outcomes

By the end of this course/module, learners will be able to:

- Outline the brief history of English language teaching and its evolution over time.
- Apply appropriate teaching approaches in their English classrooms effectively.
- Understand and use key terms related to English language teaching.

6.7 Model Examination Questions

Objective Type Questions

1. Which approach focuses on learning language through physical movement and actions?
 - a) Structural Approach
 - b) Total Physical Response
 - c) Situational Approach
 - d) Thematic Approach
2. The Structural Approach emphasizes which aspect of language learning?
 - a) Grammar and sentence structures
 - b) Real-life situations
 - c) Total immersion in the target language
 - d) Use of gestures and actions
3. The Situational Approach focuses on teaching language through:
 - a) Physical movement and commands
 - b) Themes and cross-disciplinary content
 - c) Real-life situations and context
 - d) Whole language and literacy skills
4. In which approach are students encouraged to learn language naturally, as they learned their first language?
 - a) Communicative Approach
 - b) Total Physical Response
 - c) Natural Approach
 - d) Inductive Approach
5. The Communicative Approach focuses on:
 - a) Accuracy in grammar and sentence structure
 - b) Developing fluency through real-life communication

- c) Learning language through specific themes
 - d) Language learning through physical response
6. Which of the following approaches integrates different subjects and topics for language learning?
- a) Situational Approach
 - b) Whole Language Approach
 - c) Thematic Approach
 - d) Constructive Approach
7. The Inductive Approach involves:
- a) Learning rules first, followed by examples
 - b) Learning through practice without explanation
 - c) Inferring rules from examples provided
 - d) Focusing only on context-based activities
8. The Deductive Approach emphasizes:
- a) Guessing the meaning from context
 - b) Providing rules first, followed by examples and practice
 - c) Focusing on interactive communication
 - d) Learning through physical commands
9. The Whole Language Approach encourages learners to:
- a) Focus on isolated skills like grammar
 - b) Develop language holistically through reading, writing, and speaking
 - c) Use physical actions to understand language
 - d) Learn through translation from the native language
10. Which approach emphasizes the use of multiple languages to aid in learning the target language?
- a) Natural Approach
 - b) Multilingual Approach
 - c) Structural Approach
 - d) Constructive Approach

Short Answer Type Questions

1. What are the subcategories of communicative competence? Explain.
2. How does the Constructive Approach help learners acquire language?

3. What is the importance of the “Natural Approach” in English Language Teaching?
4. What is a thematic approach?

Long Answer Type Questions

1. What is your understanding regarding the Whole Language Approach?
2. Critically analyse the Communicative Approach.
3. What are the principles and merits of the Natural Approach?
4. Write the differences between deductive and inductive approaches.

6.8 Suggested Reading Materials

1. Allen, Harold B; Campbell, Russell N.(1972).Teaching English as a Second Language (2nd Ed.). New York: McGowan-Hill, Inc. pp. 98-100.
2. Anthony, E. M. (1963). Approach, Method, and Technique. *ELT Journal*, Vol. 27 (2): 63–67.
3. Asher, James J. (1969). "What is TPR?" in TPR-World. "The Total Physical Response Approach to Second Language Learning" by James J. Asher. The Modern Language Journal, Vol. 53 (1) pp. 3–17.
4. Asher, James. (1966). The Learning Strategy of the Total Physical Response: A Review. *The Modern Language Journal*, Vol. 50, No. 2 pp. 79–84.
5. Asher, James.(1996). Learning another Language through Actions (5th ed.). Los Gatos, CA: Sky Oaks Productions.
6. Bachman, Lyle. (1990).Fundamental Considerations in Language Testing. Oxford: Oxford University Press. pp. 84–92.
7. Bax, Stephen. (2003).The end of CLT: a context approach to language teaching. *ELT Journal*. 57 (3): 278–287.
8. Bell, David.(2003). Method and Post-method: Are They Really So Incompatible? *TESOL Quarterly*. 37(2): 315–328.
9. Bhardwaj, Yashika. (2024). Let's Not Fail Thematic Teaching.
10. Bonilla Carvajal, C. A. (2013) "Grammar-Translation Method": A linguistic historic error of perspective: Origins, dynamics and inconsistencies. *Praxis & Saber*, 4(8).
11. Brandl, Klaus. (2007).Communicative Language Teaching in Action: Putting Principles to Work. Upper Saddle River, NJ: Phil Miller. pp. 284–297.
12. Brown, H. (2001).Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd ed.). White Plains, NY: Longman.

13. Brown, H.D. (2007). Principles of language learning and teaching. Pearson Longman.
14. Bussmann, Hadumod (1996), Routledge Dictionary of Language and Linguistics, London/New York.
15. Butzkamm, Wolfgang; Caldwell, J.A.W. (2009). *The bilingual reform. A paradigm shift in foreign language teaching*. Tübingen: Narr Studienbücher.
16. Byram, Michael. (Ed). (2000). Total Physical Response. Routledge Encyclopedia of Language Teaching and Learning. London: Routledge. pp. 631–633.
17. Canale, M.; Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics (1)*: 1–47.
18. Castano, E.A (2015). Reflection on the difference between method, approach and technique. Retrieved from:
19. https://www.researchgate.net/publication/280567389_Reflection_on_the_difference_between_method_approach_and_technique
20. Chastain, Kenneth. (1971). The Development of Modern Language Skills: Theory to Practice. Philadelphia: Center for Curriculum Development.
21. Cook, Vivian. (2008). Second Language Learning and Language Teaching. London: Hodder Education.
22. Decoo, Wilfried. (2001). On The Mortality of Language Learning Methods. Speech.
23. Dhority, Lynn. (1991). The ACT Approach: The Use of Suggestion for Integrative Learning. Philadelphia: Gordon and Breach Science Publishers.
24. Farch, C., & Kasper, G. (1983). Strategies in Interlanguage Communication. London: Longman.
25. Haight, C., Herron, C., & Cole, S. (2007). The effects of deductive and guided inductive instructional approaches on the learning of grammar in the elementary language college classroom. *Foreign Language Annals*, 40, 288-309.
26. Hall, Graham. (2011). Exploring English Language Teaching: Language in Action. London, New York: Routledge.
27. Harmer, Jeremy. (2001). The Practice of English Language Teaching (3rd ed.). pp. 79-80. Essex: Pearson Education Ltd.
28. Howatt, A. P. R. (1984). A History of English Language Teaching. Oxford University Press.
29. J.C. Richards and Theodore Rodgers (2001). Approaches and Methods in Language Teaching. Cambridge CUP.

30. Johnson, Keith and Johnson, Helen. (Eds.). (1999). *Approach. Encyclopedic Dictionary of Applied Linguistics: A Handbook for Language Teaching*. Oxford: Blackwell Publishers.
31. Joseph C, Mukalel (1998). *Approaches to English language teaching*. Delhi: Discovery Publishing House.
32. Kelly, L. G. (1969). *25 Centuries of language teaching: 500 BC–1969*. Rowley, Mass.: Newbury House.
33. Krause, C. A. (1916). *The Direct Method in Modern Languages*, New York.
34. Kumaravadivelu, B. (2006). *Understanding Language Teaching*. Hillsdale: Lawrence Erlbaum.
35. Larsen-Freeman, Diane. (2000). *Techniques and Principles in Language Teaching* (2nd ed.). Oxford University Press.
36. Larsen-Freeman, Diane. (2000). *Techniques and Principles in Language Teaching*. Oxford: OUP.
37. Littlewood, William. (1981). *Communicative language teaching: An introduction*. Cambridge University Press, pp. 541-545.
38. Mitchell, Rosamond. (1988). *Communicative Language Teaching in Practice*. Great Britain: Centre for Information on Language Teaching and Research. pp. 23–24, 64–68.
39. Mitchell, Rosamond. (1988). *Communicative Language Teaching in Practice*. Great Britain: Centre for Information on Language Teaching and Research. pp. 23–24, 64–68.
40. Mitchell, Rosamond. (1994). *The communicative approach to language teaching*. In Swarbrick, Ann. *Teaching Modern Languages*. New York: Routledge. pp. 33–42.
41. Nagaraj, Geeta. (2005). *English Language Teaching: Approaches, Methods, Techniques*. Hyderabad: Orient Longman Private Limited.
42. Nunan, David (1991). *Communicative Tasks and the Language Curriculum*. *TESOL Quarterly* (25)2. pp. 279–295.
43. Padmavat, Nirmala S. (2012) *Methods and Approaches of Teaching English as a Second Language in India*. *ELT Weekly*, Vol. 4 (7). Retrieved from: https://www.open.edu/openlearncreate/pluginfile.php/135223/mod_resource/content/1/KR04_PDF.
44. Rhalmi, M. (2018). *Approach, method, procedure and technique*. Retrieved from: <https://www.myenglishpages.com/blog/approach-method-procedure-and-technique/>

45. Richards, Jack (2006). *Communicative Language Teaching Today*. USA: Cambridge University Press. pp. 14–21.
46. Richards, Jack C. (2005). *Communicative language teaching today*. SEAMEO Regional Language Centre.
47. Richards, Jack C.; Schmidt, Richard (eds.). (2010). *Longman Dictionary of Language Teaching and Applied Linguistics*. New York: Longman.
48. Richards, Jack; Rodgers, Theodore (2014). *Approaches and Methods in Language Teaching* (3rd Edition). Cambridge: Cambridge University Press. pp. 23–24, 84–85.
49. Ridge, Elaine (1992). "Communicative language teaching: Time for review?" *Stellenbosch Papers in Linguistics Plus*. 21 (0).
50. Rivers, Wilga M. (1981). *Teaching Foreign Language Skills* (2nd Edition). Chicago: University of Chicago Press.
51. Role Play (2020). Retrieved from <https://www.teachingenglish.org.uk/article/role-play>.
52. Rosenthal, Judith W. (2000). *Handbook of Undergraduate Second Language Education*. Mahwah, NJ: Lawrence Erlbaum Associates.
53. Savignon, Sandra J. (1987). "Communicative language teaching". *Theory into Practice*. 26 (4), pp. 235–242.
54. Savignon, Sandra J. (2000). "Communicative language teaching". In Michael Byram, *Routledge Encyclopedia of Language Teaching and Learning*. London: Routledge. pp. 125–129.
55. Savignon, Sandra. (1997). *Communicative competence: theory and classroom practice: texts and contexts in second language learning* (2nd ed.). New York: McGraw-Hill.
56. Stern, H.H. (1983) *Fundamental Concepts of Language Teaching*. Oxford: OUP.
57. Swan, Michael. (1985). A Critical Look at the Communicative Approach. *ELT Journal*. 39 (1): 2–12.
58. Thornbury, Scott. (2000). A Dogma for EFL. *IATEFL Issues*, Issue 153.
59. Thornbury, Scott. (2000). Targeting accuracy, fluency and complexity. *English Teaching Professional*, Issue 16.
60. Using Pair Work (2020). WWW.TESS-India.edu.in.
61. Whong, Melinda (2011). *Language Teaching: Linguistic Theory in Practice*. Edinburgh: Edinburgh University Press.

Unit 7 - Methods in Language Teaching*

- 7.0 Introduction
- 7.1 Objectives
- 7.2 Methods
 - 7.2.1 Grammar–Translation Method
 - 7.2.2 Direct Method
 - 7.2.3 Bilingual Method
 - 7.2.4 Dr. West’s New Method
 - 7.2.5 Audio-Lingual Method
- 7.3 Summary
- 7.4 Glossary
- 7.5 Learning Outcomes
- 7.6 Model Examination Questions
- 7.7 Suggested Reading Materials

7.0 Introduction

In unit two of our course, we have delved into the various approaches to language teaching. Moving forward, this unit will provide an in-depth exploration of some of the prominent English language teaching methods. Specifically, we will examine the grammar-translation method, the audio-lingual method, and others, thoroughly discussing their underlying principles, and their respective merits and drawbacks.

It is important to note that student-teachers can employ a single method or a combination of methods to deliver effective English language instruction to learners. However, given the number of available methods, student-teachers may find it challenging to identify the most suitable approach for teaching English to a diverse and heterogeneous group of students. Therefore, a thorough understanding and analysis are crucial before we embark on the activity of teaching.

7.1 Objectives

At the end of the Unit, the student-teacher will be able to:

- comprehends various methods.
- applies different method(s) in his/her English classroom.
- produces materials based on the principles of different methods.
- evaluates learners according to the method used in classroom teaching.

* Dr. D. Vishwa Prasad, Associate Professor, MANUU CTE, Bidar, MANUU

- comprehends important terms related to English language teaching.

7.2 Methods

In the words of Anthony (1963), a method is a plan drawn out by a teacher for a systematic presentation of language material. It is in unity with the other parts of materials, and they are based on the nature of language and language learning.

7.2.1 Grammar–Translation Method

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

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

7.2.1.1 Principles of Grammar-Translation Method

The following are the principles of the grammar-translation method:

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

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

7.2.1.2 Merits of Grammar-Translation Method

- The teacher and the learner use L1 while teaching and learning respectively.

- Translation of new words provides a clear understanding to the learner.
- The teacher need not strive for accuracy.
- The philosophical principle, known to the unknown is followed. Hence, the learners easily comprehend teaching points.
- As the effort she puts in is minimal the teacher is relaxed while teaching.
- The teacher can evaluate the learner's comprehension easily.

7.2.1.3 Demerits of Grammar-Translation Method

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

Check Your Progress

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

7.2.2 Direct Method

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

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

7.2.2.1 Principles of Direct Method

The language learning principles of the direct method are:

- Teaching is done in the target language. The mother tongue/native language of the learners is neglected.
- Everyday vocabulary and sentences are given importance while teaching.
- Target language grammar is taught inductively.
- Teaching items of the lesson are introduced to the learners orally.
- Teacher and learner communicate orally in question-and-answer form.
- Realia, pictures or demonstrations are used to teach vocabulary. The technique of association of ideas is used while teaching abstract vocabulary.
- Listening and speaking skills are given importance.
- Pronunciation and grammar are crucial.

7.2.2.2 Merits of Direct Method

- L2 is learnt just like the learner's L1.
- Learner avoids L1 and thinks in L2.
- Audiovisual teaching aids are used to make learning easier.
- Emphasis is on speech. Hence, errors are corrected as and when they are made.

7.2.2.3 Demerits of the Direct Method

- The Direct Method failed to consider the ground realities like:
- English teachers must possess native-like fluency in English.
- It is “the product of enlightened amateurism” (Richards & Rodgers 2007: 13).
- Using only the target language to explain vocabulary is like *performing verbal gymnastics*.

Check Your Progress

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

7.2.3 Bilingual Method

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

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

7.2.3.1 Principles of Bilingual Method

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

Pattern practice is given only in English.

L1 is used only by the teacher to explain vocabulary and phrases.

7.2.3.2 Merits of Bilingual Method

- Learners' L1 scaffolds L2 learning.
- Learners become functional bilinguals.
- Avoids meaningless and tedious parroting of the learning input.
- Learners comprehend grammar and vocabulary easily with L1.
- Time is saved.
- Importance is given to L1 and its culture.

7.2.3.3 Demerits of the Bilingual Method

If the teacher fails to understand this method, there is a danger of making this method into a translation method.

There is every chance to get confused while differentiating the features of the L1 and foreign language.

The teacher must be fluent in L1 and L2.

Learners may rely more on their L1.

Check Your Progress

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

7.2.4 Dr. West's New Method

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

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

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

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

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

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

The West's method emphasizes three important elements:

- Reading.
- Readers with selected and graded vocabulary.
- Well-judged use of the L1.

7.2.4.1 Principles of Dr West's New Method

The following are the principles of the method:

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

7.2.4.2 Merits of Dr West's New Method

Learners improve their silent and extensive reading comprehension skills phenomenally by using different types of questioning – local, global and inferential.

Any teacher can teach this skill, especially silent reading.

7.2.4.3 Demerits of Dr West's New Method

- It is difficult to evaluate as too much attention is given to silent reading.
- Reading in the initial stage is dull and uninteresting.
- Reading has been given an exaggerated status.
- The order of acquiring basic skills has been challenged.

- It does not help Indian learners to achieve four-fold objectives of language learning.

Check Your Progress

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

7.2.5 Audio-Lingual Method

The direct method had serious drawbacks. Therefore, Audio-Lingual Method came into existence. It was popular in the United States during the 1960s. Besides, the United States emerged as a major international power after the Second World War and the demand for teaching English to immigrants and foreign learners also grew.

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

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

7.2.5.1 The Principles of the Audio-Lingual Method

- Language is for communication.
- Language is learnt using the natural order: listening, speaking, reading and writing.
- Language is learnt contextually.
- Repetition and drilling are common as language learning is a part of the habit.
- Substitution drills are common to help learners understand how language is used.
- Grammar structures are taught first, then vocabulary.
- Rules are taught using examples.
- Errors are corrected immediately.
- Teachers are the role models of language usage.
- Teachers teach the culture of the target language.

7.2.5.2 Merits of the Audio-Lingual Method

- It is grounded on a solid theory of language learning.
- The method is easy and functional to teach a large group of learners.

- This method emphasized listening and speaking skills more.
- Visual aids are used for effective vocabulary teaching.
- It lays stress on correct pronunciation and structure.

7.2.5.3 Demerits of the Audio-Lingual Method

ELT practitioners and scholars have disregarded this type of learning as this method is based on behaviorism.

Communicative competence is not given due importance.

The four basic skills are not given equal importance.

Form is given more importance than *meaning*.

Pattern practice, drilling, and memorization are mechanical. The functional aspect of a language and its *organic usage* are ignored.

The teacher dominates the method.

Check Your Progress

1. How does the Audio-Lingual Method differ from the Direct Method?

7.3 Summary

In this Unit, we studied various methods - grammar–translation method, direct method, bilingual method, dr. west’s new method and audio-lingual method. We have learnt that each method is based on certain theoretical principles and practical experiences; we understand that we cannot use any of these methods as per our likes while teaching English to our learners. It depends on the learners to decide the method the teacher should use. Therefore, a teacher selects a method(s), or eclectic method depending on his/her learners – their needs, previous knowledge, social background, mother tongue, parental and societal expectations, and job requirements.

Another important point, no method is sacrosanct. If a method does not work, you can use your methodology. The ultimate objective of any classroom transaction is to help learners learn and apply knowledge in their respective contexts. So, let us be critical about the method/s we use in English class.

7.4 Glossary

- First language (L1):Learners’ mother tongue or native language or the language which is acquired first.

- Second language (L2): Besides the mother tongue, a second language is learnt/acquired for practical purposes.
- Foreign language: A foreign language is learnt/acquired for a specific purpose; for a job, commerce and trade, to know their culture, etc.
- Target language: The new language which an individual is learning. It could be a second or a foreign language.

7.5 Learning Outcomes

By the end of this Unit, learners will be able to:

- Understand various methods of English language teaching.
- Apply appropriate teaching methods in the English classroom.
- Develop teaching materials based on the principles of different methods.
- Evaluate learners effectively using method-specific assessment techniques.
- Demonstrate understanding of key terms related to English language teaching.

7.6 Model Examination Questions

Objective Type Questions

1. Which method focuses on translating texts and learning grammatical rules as a primary way of teaching a language?
 - a) Direct Method
 - b) Grammar-Translation Method
 - c) Audio-Lingual Method
 - d) Dr. West's New Method
2. In which method is speaking and listening emphasized over reading and writing, avoiding translation altogether?
 - a) Bilingual Method
 - b) Grammar-Translation Method
 - c) Direct Method
 - d) Dr. West's New Method
3. What is the primary feature of the Audio-Lingual Method?
 - a) Translation of sentences
 - b) Emphasis on repetition and drills

- c) Focus on bilingual explanations
 - d) Silent reading practice
4. Which method combines the native and target languages in a structured way to facilitate learning?
- a) Grammar-Translation Method
 - b) Direct Method
 - c) Bilingual Method
 - d) Audio-Lingual Method
5. Dr. West's New Method places particular emphasis on which skill of language learning?
- a) Writing
 - b) Speaking
 - c) Reading
 - d) Listening

Short Answer Type Questions

1. Write down the principles of the grammar-translation method.
2. What were the reasons for the decline of the direct method?
3. Why does Dr. West's Method emphasize "reading"?

Long Answer Type Questions

1. If you use the Bilingual method in your English classroom, what could be the reasons for using it?
2. Enumerate the differences between grammar-translation and bilingual methods.
3. Write a lesson plan using the bilingual method.
4. Write down the principles, merits and demerits of the audio-lingual method.

7.7 Suggested Reading Materials

1. Allen, Harold B; Campbell, Russell N. (1972). *Teaching English as a Second Language* (2nd Ed.). New York: McGowan-Hill, Inc. pp. 98-100.
2. Anthony, E. M. (1963). Approach, Method, and Technique. *ELT Journal*, Vol. 27 (2): 63–67.
3. Asher, James J. (1969). "What is TPR?" in TPR-World. "The Total Physical Response Approach to Second Language Learning" by James J. Asher. *The Modern Language Journal*, Vol. 53 (1) pp. 3–17.

4. Asher, James. (1966). The Learning Strategy of the Total Physical Response: A Review. *The Modern Language Journal*, Vol. 50, No. 2 pp. 79–84.
5. Asher, James. (1996). *Learning another Language through Actions* (5th ed.). Los Gatos, CA: Sky Oaks Productions.
6. Bachman, Lyle. (1990). *Fundamental Considerations in Language Testing*. Oxford: Oxford University Press. pp. 84–92.
7. Bax, Stephen. (2003). The end of CLT: a context approach to language teaching. *ELT Journal*. 57 (3): 278–287.
8. Bell, David. (2003). Method and Post-method: Are They Really So Incompatible? *TESOL Quarterly*. 37(2): 315–328.
9. Bhardwaj, Yashika. (2024). *Let's Not Fail Thematic Teaching*.
10. Bonilla Carvajal, C. A. (2013). *Grammar-Translation Method: A linguistic historic error of perspective: Origins, dynamics and inconsistencies*. Praxis & Saber, 4(8).
11. Brandl, Klaus. (2007). *Communicative Language Teaching in Action: Putting Principles to Work*. Upper Saddle River, NJ: Phil Miller. pp. 284–297.
12. Brown, H. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). White Plains, NY: Longman.
13. Brown, H.D. (2007). *Principles of Language Learning And Teaching*. Pearson Longman.
14. Bussmann, Hadumod (1996). *Routledge Dictionary of Language and Linguistics*, London/New York.
15. Butzkamm, Wolfgang; Caldwell, J.A.W. (2009). *The bilingual reform. A paradigm shift in foreign language teaching*. Tübingen: Narr Studienbücher.
16. Byram, Michael. (Ed). (2000). *Total Physical Response*. Routledge Encyclopedia of Language Teaching and Learning. London: Routledge. pp. 631–633.
17. Canale, M.; Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics* (1): 1–47.
18. Castano, E.A (2015). Reflection on the difference between method, approach and technique. Retrieved from:
19. https://www.researchgate.net/publication/280567389_Reflection_on_the_difference_between_method_approach_and_technique
20. Chastain, Kenneth. (1971). *The Development of Modern Language Skills: Theory to Practice*. Philadelphia: Center for Curriculum Development.

21. Cook, Vivian. (2008). *Second Language Learning and Language Teaching*. London: Hodder Education.
22. Decoo, Wilfried. (2001). *On The Mortality of Language Learning Methods*. Speech.
23. Dhority, Lynn. (1991). *The ACT Approach: The Use of Suggestion for Integrative Learning*. Philadelphia: Gordon and Breach Science Publishers.
24. Farch, C., & Kasper, G. (1983). *Strategies in Interlanguage Communication*. London: Longman.
25. Haight, C., Herron, C., & Cole, S. (2007). The effects of deductive and guided inductive instructional approaches on the learning of grammar in the elementary language college classroom. *Foreign Language Annals*, 40, 288-309.
26. Hall, Graham. (2011). *Exploring English Language Teaching: Language in Action*. London, New York: Routledge.
27. Harmer, Jeremy. (2001). *The Practice of English Language Teaching* (3rd ed.). pp. 79-80. Essex: Pearson Education Ltd.
28. Howatt, A. P. R. (1984). *A History of English Language Teaching*. Oxford University Press.
29. J.C. Richards and Theodore Rodgers (2001). *Approaches and Methods in Language Teaching*. Cambridge CUP.
30. Johnson, Keith and Johnson, Helen. (Eds.). (1999). *Approach. Encyclopedic Dictionary of Applied Linguistics: A Handbook for Language Teaching*. Oxford: Blackwell Publishers.
31. Joseph C, Mukalel (1998). *Approaches to English language teaching*. Delhi: Discovery Publishing House.
32. Kelly, L. G. (1969). *25 Centuries of language teaching: 500 BC–1969*. Rowley, Mass.: Newbury House.
33. Krause, C. A. (1916). *The Direct Method in Modern Languages*, New York.
34. Kumaravadivelu, B. (2006). *Understanding Language Teaching*. Hillsdale: Lawrence Erlbaum.
35. Larsen-Freeman, Diane. (2000). *Techniques and Principles in Language Teaching* (2nd ed.). Oxford University Press.
36. Littlewood, William. (1981). *Communicative language teaching: An introduction*. Cambridge University Press, pp. 541-545.
37. Markee, Numa. (1997). *Managing Curricular Innovation*. Cambridge, New York: Cambridge University Press.

38. Mitchell, Rosamond. (1988). *Communicative Language Teaching in Practice*. Great Britain: Centre for Information on Language Teaching and Research. pp. 23–24, 64–68.
39. Mitchell, Rosamond. (1994). The communicative approach to language teaching. In Swarbick, Ann. *Teaching Modern Languages*. New York: Routledge. pp. 33–42.
40. Nagaraj, Geeta. (2005). *English Language Teaching: Approaches, Methods, Techniques*. Hyderabad: Orient Longman Private Limited.
41. Nunan, David (1991). Communicative Tasks and the Language Curriculum. *TESOL Quarterly* (25)2. pp. 279–295.
42. Padmavat, Nirmala S. (2012) Methods and Approaches of Teaching English as a Second Language in India. *ELT Weekly*, Vol. 4 (7). Retrieved from: https://www.open.edu/openlearncreate/pluginfile.php/135223/mod_resource/content/1/KR04_PDF.
43. Rhalmi, M. (2018). Approach, method, procedure and technique. Retrieved from: <https://www.myenglishpages.com/blog/approach-method-procedure-and-technique/>
44. Richards, Jack (2006). *Communicative Language Teaching Today*. USA: Cambridge University Press. pp. 14–21.
45. Richards, Jack C. (2005). *Communicative language teaching today*. SEAMEO Regional Language Centre.
46. Richards, Jack C.; Schmidt, Richard (eds.). (2010). *Longman Dictionary of Language Teaching and Applied Linguistics*. New York: Longman.
47. Richards, Jack; Rodgers, Theodore (2014). *Approaches and Methods in Language Teaching* (3rd Edition). Cambridge: Cambridge University Press. pp. 23–24, 84–85.
48. Ridge, Elaine (1992). "Communicative language teaching: Time for review?" Stellenbosch Papers in Linguistics Plus. 21 (0).
49. Rippa, S. Alexander. (1971). *Education in a Free Society*, 2nd. Edition. New York: David McKay Company, 1971.
50. Rivers, Wilga M. (1981). *Teaching Foreign Language Skills* (2nd Edition). Chicago: University of Chicago Press.
51. Rosenthal, Judith W. (2000). *Handbook of Undergraduate Second Language Education*. Mahwah, NJ: Lawrence Erlbaum Associates.
52. Savignon, Sandra J. (1987). "Communicative language teaching". *Theory into Practice*. 26 (4), pp. 235–242.

53. Savignon, Sandra J. (2000). Communicative language teaching. In Michael Byram, *Routledge Encyclopedia of Language Teaching and Learning*. London: Routledge. pp. 125–129.
54. Savignon, Sandra. (1997). *Communicative competence: theory and classroom practice: texts and contexts in second language learning* (2nd ed.). New York: McGraw-Hill.
55. Stern, H.H. (1983). *Fundamental Concepts of Language Teaching*. Oxford: OUP.
56. Swan, Michael. (1985). A Critical Look at the Communicative Approach. *ELT Journal*. 39 (1): 2–12.
57. Thornbury, S. (1999). *How to Teach Grammar*. Pearson.
58. Thornbury, Scott. (2000). A Dogma for EFL. *IATEFL Issues*, Issue 153.
59. Thornbury, Scott. (2000). Targeting accuracy, fluency and complexity. *English Teaching Professional*, Issue 16.
60. Whong, Melinda (2011). *Language Teaching: Linguistic Theory in Practice*. Edinburgh: Edinburgh University Press.

Unit 8 - Pair and Group Work, Role Play and Drama Technique*

- 8.0 Introduction
- 8.1 Objectives
- 8.2 Pairing and Grouping Techniques
 - 8.2.1 Type of learner work and the activities or tasks suitable for learners
 - 8.2.2 Rationale for using pair and group work
 - 8.2.3 Setting up pair/group work
 - 8.2.4 Activities for Pair Work
 - 8.2.5 Activities for group work
- 8.3 Role Play
 - 8.3.1 Steps to Enact a Role-Play
 - 8.3.2 Examples of Role Play
- 8.4 Drama Techniques
 - 8.4.2 Sources for Drama Techniques
 - 8.4.2 Forms of Drama Techniques
 - 8.4.3 Model Activities
- 8.5 Summary
- 8.6 Glossary
- 8.7 Learning Outcomes
- 8.8 Model Examination Questions
- 8.9 Suggested Reading Materials

8.0 Introduction

This Unit focuses on pair and group work, role-play, and drama techniques. In ELT, it is vital to include interactive techniques to improve the learning experiences. Classroom techniques such as pair and group work, role-play, and drama activities promote active learning, acquire communication skills, and create a motivating classroom atmosphere.

Pair and group work necessitate learners to work together to complete activities, solve problems, or engage in discussions. These techniques facilitate peer learning and promote social and interpersonal skills among learners.

Role-play helps learners to simulate real-life situations/contexts by playing different roles and converse accordingly. This technique is helpful to hone conversational skills, gain awareness of varied perspectives, and cultivate empathy.

* Dr. D. Vishwa Prasad, Associate Professor, MANUU CTE, Bidar, MANUU

Drama techniques, encompassing a variety of theatrical activities, further enhance these benefits by immersing learners in dynamic and creative language expressions.

8.1 Objectives

At the end of the Unit, the student-teacher will be able to:

- comprehend and apply the pairing and grouping techniques to teach English to learners.
- know when and how to use role-play techniques to teach English to learners.
- understand and apply drama techniques to teach English to learners effectively.

8.2 Pairing and Grouping Techniques

There are two types of classrooms.

Teacher-centred classroom: the teacher is at the locus of the teaching-learning process and takes responsibility for everything, including correcting mistakes, organising information, analysing ideas, and explaining rules.

Learner-centred classroom: it is just vice-versa of a teacher-centred classroom. The learner works independently and is more responsible for tasks. The focus is on communication.

In a learner-centred classroom, teachers give immense importance to learners and facilitate learning through various techniques. One such technique is pairing and grouping. It integrates the principles and themes from cooperative and collaborative learning theoretical frameworks,

Pair and group work take care of individual differences and learning styles, providing opportunities for various types of learners with diverse cognitive abilities. This approach facilitates learning, motivates learners, and increases their time on task through engaging and stimulating activities,

Many teachers often overlook the potential of working in pairs or small groups, instead favouring whole-group instruction. However, learners must engage in pair or small group work (consisting of 3-5 learners) to complete tasks or activities. This fosters independence in their learning and increases the likelihood of them becoming autonomous and successful language learners.

Educators employ a variety of grouping techniques with their learners. The effectiveness of pair work versus group work depends on the specific circumstances, context, and the learners involved.

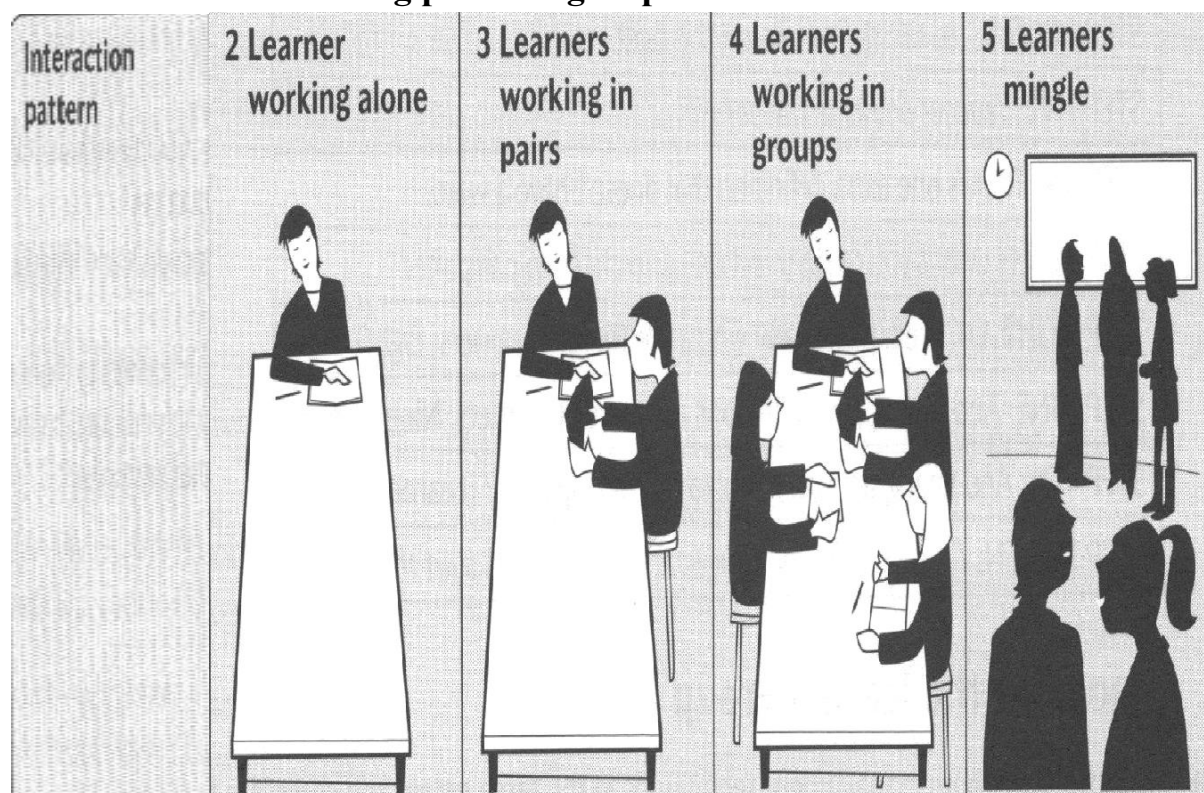
Pair/group work can be useful when implemented at the appropriate times and with the right structure. These methods can serve as valuable tools for teachers to encourage learner

interaction. Conversely, individual work allows for easier assessment and may be more appealing to learners with intrapersonal intelligence. As a teacher, it is important to determine groups based on objectives and the context in which the activity is being performed.

8.2.1 Type of learner work and the activities or tasks suitable for learners

- Dialogue Practice, vocabulary drills and grammar activities are suitable for pairs.
- Discussions are suitable for a group of three learners.
- Introductions and social interactions for a group of four learners.
- Problem-solving activities for a group of five learners.

8.2.2 Rationale for using pair and group work



Thaine, 2010

Interaction Pattern	Merits	Demerits	When Is It Suitable?	Theoretical Foundation
Pair	Learners can cooperate and benefit from their peers, particularly useful for	Effective pair work in the classroom relies on well-matched learners. This means considering factors	What to Teach and How to Teach It activities.	Zone of Proximal Development

	those who prefer interpersonal learning.	such as performance levels and compatibility when forming pairs. Without this consideration, pair work may not be helpful for the learners involved.	Comprehension and Remembering activities. Inductive learning activities.	Gardner's Multiple Intelligences.
Group	Group work offers more practice opportunities, a wider range of activities and enhanced learner creativity.	The meticulous composition of groups to facilitate productive collaboration among learners is essential. It is imperative to note that not all learners can effectively enhance their potential within a group, thus complicating the assessment of individual learners' progress.	What to Teach and How to Teach It activities. Comprehension and Remembering activities. Assessment for/of learning	

8.2.3 Setting up pair/group work

- Explain the procedure before forming pairs/groups.
- Demonstrate exactly what learners must do.
- Prepare fill-in activities for the quick finishers.
- Have feedback time after pair/group work.
- Set a time limit.
- Teachers need to carefully consider pairings/groupings to prevent the domination of others and ensure smooth conduct of activities.
- Activities can be designed for 30 seconds or as long as several hours.
- Group size is primarily a teacher's decision, but 4-5 learners are manageable regarding behaviour and learning.

- A group of six or more can make shy learners withdraw from participating and a small number of learners dominate the activity.
- Research shows that learners prefer working individually than in a group. Sometimes, group work can expose issues such as bullying.

8.2.4 Activities for Pair Work

There are many tasks which could be used for pair work. Some of the tasks are as follows:

- Information gap.
- Half-dialogues
- Telephone conversations.
- Writing for a class magazine.

8.2.5 Activities for group work

There are numerous tasks which could be used for pair work. Some of them are as follows:

- Cuisenaire rods
- Posters
- Project-Based learning
- Simulations

8.3 Role Play

A role play is an interactive activity where participants assume the roles of different characters and receive specific instructions on what to say and how to react. They typically provide a role card that details their character, opinions to express, and any information unknown to others.

Role plays assign learners the roles mirroring real-life situations, allowing them to practice various language skills and appropriate communication in diverse social contexts. However, teachers should be mindful that some learners, especially teenagers and adolescents, may find it challenging or uncomfortable to perform in front of others.

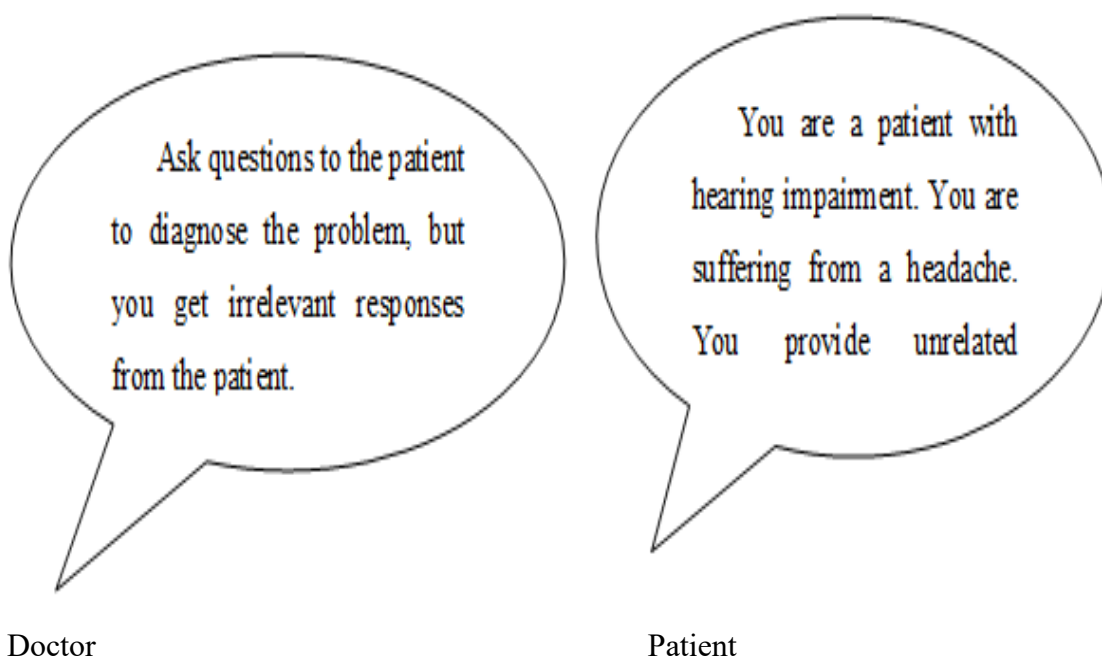
8.3.1 Steps to Enact a Role-Play

Step 1	Begin with an introduction to the activity and a description of the situation, clearly outlining the expected outcome of the role play, such as a decision or a plan.
Step 2	Distribute role cards that provide detailed descriptions of the roles and may introduce new vocabulary items or grammar structures.

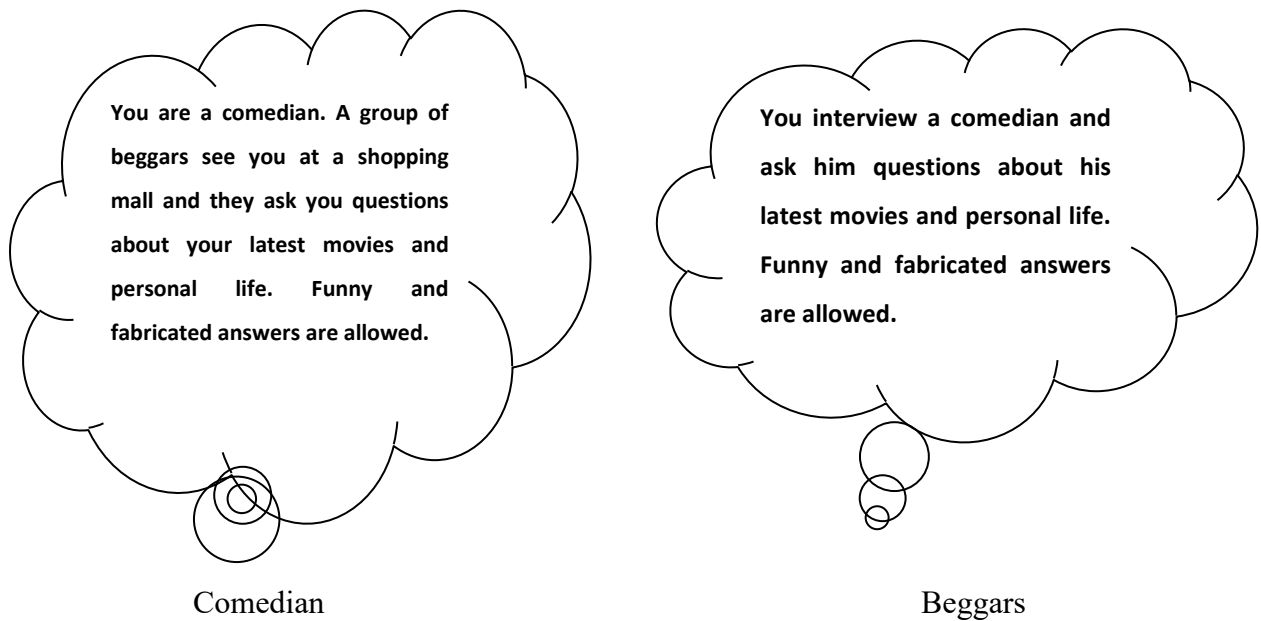
Step 3	Allow learners time to prepare individually or in groups. Initially, learners can discuss the activity, typically in their native language. Subsequently, they can deliberate on the scenario and determine the content of their dialogue.
Intervention (Optional):	The teacher interrupts learners to answer questions about the language necessary for their roles, and then learners continue with their preparation.
Step 4	Learners present their roles and provide reports on the learning outcomes. The teacher refrains from correcting any errors at this stage.
Step 5	Summary: Discussion on the learning outcomes of all role-plays
Step 6	After completing the role-play (or during the subsequent lesson), the teacher will provide feedback on pronunciation, grammar, etc.

8.3.2 Examples of Role Play

1. A doctor and a hearing-impaired patient suffering from a stomachache.



2. Beggar interviewing a comedian!



8.4 Drama Techniques

The term, drama technique encompasses various teaching methods such as dialogue performance, role plays, and situational techniques.

However, drama techniques are specifically understood as the techniques of drama as an art that can be effectively used in English language teaching and learning. These techniques include dramatic plays, improvisations, story enactment, tableaux (small groups of learners creating a frozen picture of a scene) and thought-tracking (where learners express each character's thoughts and feelings after playing their parts in a scene). In this sense, drama techniques integrate English language learning and drama, offering the special benefit of developing learners' emotional and aesthetic feelings.

They provide experiential learning of English as learners need to experience both a text and a foreign language through their speech and body movements, gestures, mimics, and emotions.

8.4.1 Sources for Drama Techniques

The sources for drama techniques in an English language classroom include:

- Children's books,
- Fairy/folk tales and myths,
- Poetry, and
- Short plays

Suitable English play scripts for learners are found at:

a. <http://www.creativedrama.com/plays.htm>

b. <http://www.lazybeescripts.co.uk/youththeatre/index.htm>

8.4.2 Forms of Drama Techniques

Drama techniques in English language teaching can be organized in various forms:

- Full-scale staging
- Performing literary texts
- Enacting a scene during an English class,

8.4.3 Model Activities

8.4.3.1 Dumb charades

The teacher selects a learner to come to the front of the classroom and shares a picture with them in private. The learner then mimes the word or picture while the rest of the class attempts to guess the correct answer based on the learner's actions. If the first learner has difficulty conveying the word, another learner is asked to try. This process continues until the entire class correctly identifies the answer.

8.4.3.2 Storytelling

Learners share stories with the class, practising their voice, facial expressions, body language, and audience engagement. This can involve children's stories or fairy tales.

8.4.3.3 Story Dramatization

The teacher and learners select an engaging story. Learners take turns reading the book aloud to the entire class. The class is divided into groups, and each group is assigned a short section of the book. Each group then devises and performs their scene in the same sequence as it appears in the book.

8.4.3.4 Frozen Scene

After reading a literary text, learner groups create a frozen scene based on a situation or context from the text. The frozen scene implies that learners who play the characters select a scene and freeze. While remaining in character, the living statues are asked questions such as Who are you? What are your relationships with the other characters?

8.5 Summary

To sum up, interactive techniques are instrumental in transitioning from the traditional teacher-centred model to a more learner-centred approach. They cater to diverse learning styles and assist learners in gaining confidence in utilizing the language in authentic contexts. This

overview examines the pedagogical merits of pair and group work, role-play, and drama techniques, underscoring their significance in contemporary English language teaching. Teachers cultivate a more interactive and supportive learning environment which enhances linguistic proficiency and fosters a deeper cultural and social understanding among learners by using these techniques.

8.6 Glossary

Zone of Proximal Development: It refers to the difference between what a learner can do independently and what s/he can achieve with the support of a teacher, peer, etc.

Theory of Multiple Intelligences: It challenges the conventional perspective of intelligence as a singular, general ability assessed by IQ tests. Instead, Gardner posits that intelligence is multifaceted, comprising various distinct types of intelligence. Each type denotes diverse ways of processing information and resolving challenges.

Deductive learning: It is an instructional approach wherein learners commence with a general principle or theory and subsequently employ it in specific cases to derive conclusions.

Inductive learning: It is an instructional approach wherein learners commence with specific observations or instances and subsequently derive general principles or theories.

8.7 Learning Outcomes

By the end of this Unit, learners will be able to:

- Apply pairing and grouping techniques to enhance English language teaching.
- Use role-play methods effectively to improve learner engagement and communication skills.
- Incorporate drama techniques to teach English in an interactive and impactful manner.

8.8 Model Examination Questions

Objective Type Questions

1. What is the main rationale for using pair and group work in the classroom?
 - a. To give teachers more time to relax
 - b. To encourage collaboration and interaction among learners
 - c. To avoid teaching individual students
 - d. To make the class noisy

Answer: **b**

2. Which of the following is a suitable activity for pair work?

- a. Group debate
- b. Individual reading
- c. Information gap activity
- d. Role enactment for large audiences

Answer: **c**

3. What is the first step in setting up a role-play activity?
- a. Evaluating the performance
 - b. Introducing and explaining the role-play situation
 - c. Asking students to perform spontaneously
 - d. Assigning homework based on the role-play

Answer: **b**

4. Which of the following is an example of a drama technique?
- a. Information gap activity
 - b. Freeze-frame or tableau
 - c. Silent reading
 - d. Group discussion

Answer: **b**

5. What should teachers consider when setting up pair or group work?
- a. The learners' comfort, task suitability, and clear instructions
 - b. The number of worksheets available
 - c. The classroom's seating arrangement only
 - d. The speed of the fastest learner

Answer: **a**

Short Answer Type Questions

1. What is a *pair work* technique?
2. What is a *group work* technique?
3. Name some activities for pair and group work.
4. Name the theories associated with pair and group work.

Long Answer Type Questions

1. When should teachers use individual, pair, and group work?
2. How do you set up a pair/group work? Elaborate.
3. What are the steps involved in a role-play? Elaborate.

4. What is a *drama technique*? Elaborate with examples.

8.9 Suggested Reading Materials

1. Chang, Y., & Brickman, P. (2018). When Group Work Doesn't Work: Insights from Students. *CBE Life Sciences Education*, 17(3).
2. Thaine, Craig. (2010). *Teacher Training Essentials: Workshops for Professional Development*. Cambridge: CUP.
3. Livingstone, C. (1983). *Role Play in Language Learning*. Harlow: Longman.
4. Van Ments, M. (1999). *The Effective Use of Role-Play: Practical Techniques for Improving Learning*. London: Kogan Page.
5. Neelands, J., & Goode, T. (2015). *Structuring Drama Work*. Cambridge: Cambridge University Press.
6. Wagner, B. J. (1999). *Dorothy Heathcote: Drama as a Learning Medium*. Maine: Calendar Islands Publishers.
7. Gillies, R. M. (2007). *Cooperative Learning: Integrating Theory and Practice*. Thousand Oaks: Sage Publications.
8. Slavin, R. E. (1995). *Cooperative Learning: Theory, Research, and Practice*. Boston: Allyn & Bacon.
9. Swale, J. (2009). *Drama Games for Classrooms and Workshops*. London: Nick Hern Books Limited

Unit 9 - Development of the Listening and Speaking Skills*

- 9.0 Introduction
- 9.1 Objectives
- 9.2 Listening Skill
 - 9.2.1 Importance of Listening skills
 - 9.2.2 The process of Listening
 - 9.2.3 Types of Listening
 - 9.2.4 Sub-skills of Listening
 - 9.2.5 Tasks Materials and Resources for developing the Listening Skills
- 9.3 Speaking Skills
 - 9.3.1 Sub-skills of Speaking
 - 9.3.2 Tasks Materials and Resources for Developing Speaking Skills
- 9.4 Summary
- 9.5 Glossary
- 9.6 Learning Outcomes
- 9.7 Model Examination Questions
- 9.8 Suggested Reading Materials

9.0 Introduction

Listening is an important language skill, yet it is often overlooked in the classroom. The negligence for developing listening skills of the learners through specific training is not due to a lack of understanding of its importance but because it is assumed that learners naturally develop this skill without targeted instruction. Sometimes, teachers avoid using English as the medium of instruction because they feel that students may not comprehend the lesson. However, the reality is more complex. Effective listening involves multiple factors and requires specific training.



Similarly, speaking is a fundamental aspect of language learning that often goes hand in hand with listening. The aim of language is to communicate, and the spoken mode is one of the most Common ways in which communication takes place. Whether it is a casual conversation with friends, a formal presentation in class, or a discussion in an academic and professional setting,

* Dr. Mohammed Kalimullah, Assistant Professor, MANUU CTE, Darbhanga

effective spoken communication is key. Developing speaking skills not only helps students express their ideas clearly and confidently but also enhances their ability to listen and respond appropriately to others. In this Unit, we will explore the various aspects of listening and speaking skills.

9.1 Objectives

At the end of the Unit, the student-teacher will be able to:

- understand the importance of listening and speaking skills.
- understand the process of listening and speaking skills.
- identify different types of listening comprehension.
- recognize the sub-skills involved in listening and speaking skills.
- understand the importance and process of speaking skills.
- familiarise with different tasks, materials and resources for developing the listening and speaking skill.

9.2 Listening Skills

9.2.1 Importance of Listening Skill

As a teacher, it is crucial to understand why teaching listening skills is essential for our students. The ability to listen and comprehend English is crucial in numerous real-life scenarios. Whether it's following news broadcasts, public announcements, interactions in English-speaking environments like banks or offices, or engaging with English media, the need to understand spoken English is widespread.

Check Your Progress

1. Can you identify some other situations in which listening skill is essential?

Moreover, developing listening skills is instrumental in improving students' ability to speak English. There is a close link between listening and speaking; without a strong foundation in the listening skills, students will struggle to develop speaking skills appropriately. Listening to other speakers also provides valuable input that can enhance learners' own speaking capabilities.

9.2.2 The Process of Listening

Listening is not a passive activity; it is an active and dynamic process. This process can be described as follows:

Input → Processing → Output

Here is a summary of each stage:

Input

The input stage involves the words spoken by the speaker. These spoken words are the raw material that the listener receives.

Processing

In the process stage, the listener takes the input (spoken words) and processes it to derive meaning. This processing can occur in two ways:

Bottom-Up Processing

In bottom-up processing, the listener relies entirely on the incoming input to understand the message.

- This method involves breaking down the sound signals into manageable units:
- Sound signals are organized into words.
- Words are then grouped into phrases.
- Phrases are combined into clauses.
- Clauses are assembled into complete sentences.

In this process, listeners use their knowledge of vocabulary and grammar to interpret the meaning accurately.

Top-Down Processing

In top-down processing, listeners use their prior knowledge and experience to understand the message.

- The listener's background knowledge helps to make guesses about the meaning.
- They use their understanding of the world to predict the intent of the message and then listen to the input and gather specific details to confirm these predictions.

Output

After processing the input, the listener comes up with a reply at the output stage. The response of the learner is based on the understanding and interpretation of the input.

Effective Listening

Good listeners know how to balance and use both bottom-up and top-down processing, depending on several factors, such as:

- The purpose of listening.
- Familiarity with the topic.

- Background knowledge.

By understanding these factors, listeners can choose the best way to process information and understand the message accurately.

Check Your Progress

1. Imagine a tour guide describing a popular tourist attraction on a podcast. An experienced traveller and a first-time tourist are listening. What processing strategies might they use?

Discussion

The experienced traveller likely uses top-down processing. They use their past trips and knowledge (top-down processing) to understand what the tour guide is saying. For example, if they hear about a famous landmark, they already have a picture in their mind and know some things about it. This lets them fill in the details even before the guide finishes talking.

First-time tourists are more like following a map (bottom-up processing). They need to listen closely to everything the guide says to build a picture of the place. They focus on details like how it looks, where it is, and any special features. Their goal is to gather as much information as possible to understand this completely new place they'll soon visit.

9.2.3 Types of Listening

Adrian Doff (1988) identified two types of listening that we encounter in our daily lives. These forms of listening serve different purposes and require varying levels of attention and focus. There are two main ways we listen in everyday life: Casual Listening and Focused Listening.

1. Casual listening.

Casual listening occurs when we are not actively seeking to learn something specific. It is prevalent in everyday situations, such as overhearing conversations on the bus, in the classroom, or at public spaces. We may give a little attention if something attractive catches our attention, but our total concentration is limited. It does not take much effort and usually happens unintentionally.

2. Focused Listening

The focused listening (sometimes known as intensive listening) occurs when we actually need to comprehend and retain information. It is essential in circumstances when details matter, such as certain announcements, classroom lectures, meetings, or when following some instructions. In these instances, we are completely involved, focusing on the speaker's every word and sentence, and attempting to avoid any distractions. Focused listening needs more attention and effort because of the requirements of processing information in every detail in order to comprehend the message clearly and asking further questions or replying.

Check Your Progress

1. Can you think of some strategies that can be used to help students practice casual listening and focused listening in the classroom?

9.2.4 Sub-skills of Listening

Listening is a key skill for students, crucial for understanding lectures, participating in discussions, and effective communication. Experts, such as Richards (1983), Lund (1990), and Dunkel (1991), have identified important sub skills essential for successful listening. Developing these skills helps students better understand and engage with spoken language.

- Distinguishing different sounds in speech.
 - Recognizing weakened forms of words and phrases.
 - Recognizing patterns in stress, rhythm, and tone.
 - Adapting to varied speech speeds.
 - Identifying sentence components.
 - Recognizing cohesive devices in speech.
 - Differentiating literal and implied meanings.
 - Interpreting nonverbal cues effectively.
 - Using multiple strategies for understanding.
 - Applying background knowledge to infer meaning.
 - Predicting outcomes and making connections.
 - Recognizing grammar clues for understanding.
 - Understanding word and phrase placement.
 - Understanding the communicative purpose of speech.
- 9.2.5 Tasks Materials and Resources for developing the Listening Skills

Developing listening skills is essential for learners, and there are two main types to focus on: casual listening and focused listening. Both are important for building effective listening habits. To start, it is beneficial for teachers to explain the importance of listening skills. This helps students understand why they need to pay attention and practice.

One way to introduce students to casual listening is to read aloud to them. First, make sure you have some general questions prepared on the text. Students can use these questions to guess what they are going to hear and develop basic understanding. Next, proceed to focused listening. This time ask the students another set of more complex questions that need better understanding

of the paragraph. Read the paragraph aloud again, and ask the children to answer the more detailed questions. If necessary, read the material a third time to ensure that students have adequate time to understand and answer all the questions.

Listening is not an independent activity; it is always followed by other skills such as speaking, writing, and reading. You listen to someone and respond to them. Listen to a lecture and prepare the main point. Following the listening activities, you can proceed to post-listening activities. Allow pupils to read the paragraph individually and correct their answers. Then, you may ask them to write a letter to a friend sharing their views and feelings about it.

Storytelling

There are numerous innovative ways for teachers to teach listening skills. One particularly effective method is storytelling. The teacher can narrate either a real or imaginary story, pausing at crucial moments to ask the students what they think will happen next. This technique not only makes the listening exercise more engaging but also enhances the students' ability to predict, which is a key component of the listening comprehension.

For instance, the teacher might begin with a relatable and suspenseful story: "One evening, Ramesh was walking home from the market in his village. It was getting dark, and the path through the fields was quiet. Suddenly, he heard a strange noise coming from the nearby mango orchard..." At this point, the teacher pauses and asks, "What do you think made the noise?" This question encourages students to use their imagination and make predictions, thereby increasing their interest and involvement in the story. The story continues, "...the noise sounded like something rustling in the leaves." Another pause and question follow, "What do you think it could be?" This keeps the students actively involved.

Listening materials and resources

Having access to high-quality resources is crucial for effective English language learning. Depending on the learner's circumstances, and requirements, these can vary greatly. For instance, it is possible that schools and institutions in metropolitan parts of India use different listening materials for students compared to those in rural areas. In this section, we will discuss three major resources of listening materials used in English Language Teaching and Learning:

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

Authentic Listening Materials

Imagine you are at the railway station and hear an announcement about a platform change. That is an example of authentic listening material. These are recordings of real-life events, not created specifically for language learning.

Here are some types of authentic listening materials you can use:

- **Public Announcements:** These are recordings of announcements you might hear in everyday places like bus stands, train stations, airports or shopping malls. They could be about changes, delays, or safety instructions.
- **Speeches and Presentations:** You can also find recordings of political speeches, lectures, or presentations on a variety of topics. These are also examples of authentic listening materials.
- **Public Announcements:** Recordings of announcements at airports, train stations, or shopping malls.
- **Speeches and Presentations:** Recordings of political speeches, TED Talks, or keynote presentations.
- **Interviews:** Listening to interviews with celebrities, experts, or everyday people.
- **Daily Conversations:** Capturing casual conversations in cafes, markets, or on the street.
- **Podcasts and Radio Shows:** Listening to English language podcasts or radio shows.
- **Television Shows and Movies:** Watching and listening to various TV shows, matches, movies, or series in English language.
- **Advantages of Authentic Listening Materials**
- Authentic listening resources give students access to real-world English, consequently equipping them for daily listening environments they might encounter outside the classroom. These resources assist students in adapting to the natural flow of the language including several accents, slang, and casual speaking patterns. This kind of listening exercise helps them acquire English in several circumstances, including media broadcasts, casual talks, and public announcements.

Pre-Recorded Listening Materials

Pre-recorded listening materials are particularly created by standard speakers specifically for educational purposes. These include:

- **Educational Audiobooks:** These are books on various subjects narrated by a standard speaker.

- Language Learning Apps: Apps such as Duolingo, and Babbel, which include listening exercises.
- Textbook Accompanying CDs/DVDs: Audio materials that come with English language textbooks.
- Online Courses: Recorded lectures and listening exercises from platforms like YouTube Coursera, Udemy, Khan Academy, etc.,
- Language Labs: Pre-recorded dialogues and exercises used in language laboratories.
- Pronunciation Guides: Recordings specifically focusing on correct pronunciation and intonation.

Advantages of Pre-Recorded Listening Materials

Pre-recorded listening materials are designed with learning in mind, they are ideal for classroom settings. Standard speakers are frequently used in these resources for precise pronunciation and standardized language. Replaying these recordings gives students the opportunity to practice listening several times. Pre-recorded materials also lessen the influence of regional dialects.

Live Listening Materials

Real-time listening exercises that take place both inside and outside of the classroom are included in live listening materials. Because it facilitates interaction and involvement, this approach is quite effective for both teachers and students. Below are some examples of live listening materials:

- Classroom Discussions: Interactive discussions or debates led by the teacher in an English language class.
- Role-Playing Activities: Engaging in role-playing scenarios to practice conversational skills.
- Interactive Storytelling: Teachers or students telling stories and engaging the audience with questions and answers.
- Live Webinars and Workshops: Participating in live online seminars or workshops conducted in English.

Advantages of Live Listening Materials

A lively and engaging learning environment is provided by live listening resources. They provide students the chance to participate immediately by asking questions and getting their concerns answered promptly. Live listening activities that are interactive, like role-plays, and

classroom discussions, encourage active engagement and improve speaking and listening skills. Through the use of a range of listening resources, teachers can assist students in developing listening skills that are essential for communication in everyday situations.

9.3 Speaking Skills

Effective speaking in a second language means delivering a clear and meaningful message that connects with the audience. This process involves several key elements: a speaker who delivers the message, one or more listeners who receive it, and a clear purpose that guides the communication. For a speech act to be successful, it is essential that the listener not only understands the message but also responds appropriately. The speaker must ensure their words are coherent, their tone and body language are aligned with the message, and the content is relevant to the listener's needs and context. When these elements come together, it results in a successful communication.

9.3.1 Sub-skills of Speaking

According to Tickoo (2003:145), there are several essential sub-skills that contribute to effective oral communication. Here's a summary of the key abilities a good speaker should focus on:

Correct Pronunciation: Produces accurate vowel and consonant sounds, such as /θ/ in "think" and /ð/ in "that," or /i/ and /i:/ in "ship" and "sheep."

Use of Reduced Forms: Knows and uses weak forms of words and phrases, such as "I'm," "She'd," "They'll," and "I'd rather."

- *Stress and Tone:* Produces correct stress and tone patterns in speech.
- *Varying Speed:* Adjusts speaking speed to fit the situation and purpose.
- *Using Linkers:* Appropriately uses cohesive devices like "although," "yet," and "however."
- *Adequate Vocabulary:* Uses a sufficient range of words needed for everyday conversation.
- *Grammar:* Demonstrates the uses of appropriate grammar in spoken English.
- *Nonverbal Communication:* Uses body language and other nonverbal cues appropriately
- *Genre-Appropriate Language:* Effectively uses language that is appropriate for different types of communication.

Through the development of these subskills, speakers can effectively and clearly convey their views. As explained in Unit 4 of this block, students must properly pronounce sounds and employ suitable stress and intonation patterns in order to speak English fluently. But becoming

fluent requires more than simply accurate pronunciation. English language learners, in particular, need to be able to communicate successfully in a variety of settings and circumstances. Developing these skills are essential for becoming fluent and confident in oral communication.

Check Your Progress

1. Can you identify some situations where students have to talk?

9.3.2 Tasks Materials and Resources for Developing Speaking Skills

Students encounter numerous situations where they need to communicate effectively, both inside and outside the classroom, and in various real-life contexts. Developing speaking skills in these contexts and situations is crucial for successful interactions. Below are some of the situations:

- Classroom Context (Short Duration)
- Communicate effectively with teachers and classmates.
- Ask and answer questions during lessons.
- Participate in academic discussions on various topics.
- Inquire about classes or events.
- Narrate short stories, events.
- Describe about person/place or things
- Express opinions/viewpoints
- Classroom Context (Long Duration)
- Deliver presentations or speeches on given topics.
- Argue certain issues or topics.
- present a review/summary of a book or article.
- Present academic papers.
- Real-Life Contexts Outside the Classroom (Short Duration)
- Maintain social relationships:
- Greet and take leave informally and formally.
- Exchange ideas and share opinions.
- Share hobbies and interests.
- Accept, reject or extend invitations.
- Maintain conversations and express emotions.

- Apologize or give thanks
- Express likes and dislikes
- Provide directions or information to strangers or seek directions
- Speak in places like post offices, banks, and transport offices.
- Interact with salesmen, receptionists, and other service personnel.
- Conduct brief interviews.
- Participate in group discussions.
- Real-Life Contexts Outside the Classroom (Long Duration)
- Engage in arguments and debates to express viewpoints.
- Provide detailed instructions to accomplish tasks.
- Explain the process to solve problems or accomplish the task.
- Describe events or incidents in detail.
- Describe objects, places, people, customs, and events in detail.
- Deliver speeches on various topics.
- Give commentary on certain matches.
- Act as an anchor at events.

These situations highlight the diverse speaking opportunities students encounter in and outside their classroom. Developing tasks, materials, and resources for enhancing speaking skills is crucial in preparing students for a variety of communication demands and opportunities. These resources help students practice the diverse speaking opportunities, whether in short or long interactions, inside or outside the classroom, and in real-life contexts. Some of these tasks, materials, and resources have been in the form of dialogue in role plays as references to incorporate into your teaching practice and further develop such resources for other context or situations as per the curricular demands and needs and interests of the learners.

Dialogues

Dialogue plays an important role in developing speaking skills. It involves a two-way conversation where individuals exchange ideas, share experiences, and discuss various topics. This method involves students assuming different roles, which helps them practice language use appropriately. Secondly, dialogue helps in building confidence. For many people, speaking in front of others can be intimidating. However, engaging in dialogues on a regular basis could relieve this

anxiety. A person's confidence increases as they get practice communicating their views and opinions.

Organizing Role Play Activities

To organize role-play activities effectively, consider roles and situations that are relatable and relevant to the students:

- Everyday Roles: Teachers, students, shopkeepers, officers, or passengers on a train, etc.
- Familiar Situations: Shopping, asking for directions, visiting different offices, using public transport, etc.

When implementing role play, explain the scene and roles and motivate students to improvise their dialogue based on the roles and situations.

Look at these examples of dialogues enacted in formal and informal situations:

Greetings and Introduction

When we meet someone, our communication usually starts with a greeting. If we do not know the person, we introduce each other. Sometimes, we may also need to introduce a friend or a colleague who is with us. Meetings can be either formal or informal. Formal meetings include in-person interactions, video conferences, or phone calls. Informal meetings can also be face-to-face or over the phone. Regardless of the situation, we follow certain accepted norms to start a conversation. For example, in informal situations, when two friends meet face-to-face, it would be unusual for them to use formal titles like Mr., Ms., or Dr. They usually call each other by their first names or nicknames. In a formal setting, such as a meeting between a principal and teachers, it would be inappropriate if they did not use titles. Using titles like Mr., Ms., or Dr. shows respect and professionalism. These practices are determined by factors like the situation, the relationship between the people, and their respective statuses. When interacting with people who hold certain positions such as principal, manager, or strangers we use formal greetings and when meeting close friends, relatives, and family members we use informal greetings. After the initial greetings, we

engage in conversation. Understanding these may help you better prepare your students to greet and communicate effectively in formal and informal situations.

Below are the examples of both formal and informal greetings:

Greetings

Formal Greeting

Characters:

Principal (Mr. Rajiv Kumar)

Teacher (Ms. Fatima Ali)

Scene: The Principal's office in the school.

[Ms. Ali knocks on the door and enters the Principal's office where Mr. Kumar is seated.]

Ms. Ali: Good morning, sir.

Mr. Kumar: Good morning, Ms. Ali. How are you?

Ms. Ali: I'm fine, thank you.

Mr. Kumar: I hope your classes are going well.

Ms. Ali: Yes, everything is progressing smoothly. The students are adapting well to the new syllabus.

Mr. Kumar: That is excellent to hear. I wanted to discuss the upcoming parent-teacher meeting with you.

Ms. Ali: Certainly, sir. What would you like to discuss?

Mr. Kumar: I want to ensure all the necessary preparations are in place. We aim to provide a thorough update to the parents regarding their children's progress.

Ms. Ali: Absolutely. I have already started preparing the reports and will make sure everything is ready on time.

Mr. Kumar: Excellent. Your dedication is much appreciated, Ms. Ali.

Ms. Ali: Thank you.

Mr. Kumar: If you need any assistance, please feel free to let me know.

Ms. Ali: Thank you, sir. Have a good day.

[Ms. Ali exits the office.]

Informal Greeting



Characters:

Teacher 1 (Mr. Rohan Mehta)

Teacher 2 (Ms. Priya Gupta)

Teacher 3 (Mr. Aamir Khan)

Scene: The teacher's lounge in the school during lunch break.

[Mr. Mehta and Ms. Gupta are already in the lounge, chatting. Mr. Khan enters the room.]

Mr. Khan: Hey guys, what's up?

Mr. Mehta: Hey, Aamir! Not much, just taking a break. How about you?

Ms. Gupta: Hi, Aamir! How's it going?

Mr. Khan: Doing good, thanks! These kids are full of energy today.

Ms. Gupta: Same here. I had to come up with a quick activity to get them to settle down.

Mr. Khan: Smart move! By the way, did you guys watch the cricket match last night?

Mr. Mehta: Of course! What a match, right? I couldn't believe that it was over.

Ms. Gupta: I missed it! But I heard it was amazing. I'll watch the highlights later.

Mr. Khan: Definitely do that. So, any fun plans for the weekend?

Mr. Mehta: Just relaxing, maybe a trip to the beach if the weather's good. You?

Ms. Gupta: I'm planning a small get-together with friends. Should be fun!

Mr. Khan: Sounds great! I'm thinking of going hiking. Need to get some fresh air.

Mr. Mehta: That's awesome. Well, back to work. Catch you guys later!

Ms. Gupta: See you, Rohan. Enjoy the rest of your day!

Mr. Khan: Later, Rohan. Take care!

[Mr. Mehta exits the lounge.]

Discussion:

Formal Greetings Use of Titles and Surnames: In the formal dialogue, characters use titles (Mr., Ms.) and last names (Ali), which is a common practice in formal interactions.

High level of formality: The principal asks the teacher how she is, but there is no similar inquiry from the teacher. This demonstrates there is a high level of formality at the school.

Formal Language and Tone: The language used is formal and respectful, with complete sentences and no slang.

Professional Topics: The discussion focuses on professional topics like classroom progress and parent-teacher meeting preparations.

Expressions of Appreciation: There are expressions of gratitude and appreciation (“Your dedication is much appreciated”).

Courteous Farewells: The conversation ends with polite and formal farewells (“Have a good day,”

Informal Greetings Casual Language and Slang: The informal dialogue uses casual language and slang such as “Hey guys, what’s up?” and “These kids are full of energy today.”

First Names and Nicknames: The teachers address each other by first names or nicknames, indicating a friendly relationship.

Relaxed Tone: The tone of the conversation is relaxed and friendly.

Personal Topics: The conversation includes personal topics like weekend plans and sports events.

Humor: The teachers joke about their students’ energy levels

Leave-taking: The goodbyes are quick and informal, reflecting the casual nature of the conversation (“Catch you guys later!” “See you, Rohan.”).

Introductions

Formal Introduction

Characters:

Principal (Mr. Rajiv Kumar)

New Teacher (Ms. Aisha Khan,)

Existing Teacher (Ms. Sanjana Patel,)

Scene: The Principal’s office in the school.

[Ms. Khan is waiting in the Principal’s office. Ms. Patel enters the room, accompanied by Mr. Kumar.]

Ms. Khan: Good morning sir.

Mr. Kumar: Good morning, Ms. Khan. I’d like to introduce you to Ms. Sanjana Patel, one of our senior teachers.

Ms. Khan: Nice to meet you, Ms. Patel.

Ms. Patel: Welcome to our school. It’s a pleasure to meet you.

Mr. Kumar: Ms. Patel, Ms. Khan has recently joined our faculty and will be teaching English.

Ms. Patel: That’s wonderful. Ms. Khan, if you need any assistance or have any questions, feel free to ask.

Ms. Khan: Thank you, Ms. Patel. I appreciate your help.

Mr. Kumar: Ms. Khan, Ms. Patel has been with us for many years and has a wealth of experience. I'm sure you'll find her insights valuable.

Ms. Khan: I'm looking forward to learning from all of you. Thank you.

Ms. Patel: We're glad to have you with us, Ms. Khan. Welcome again.

Ms. Khan and Ms. Patel shake hands.]

Informal Introduction

Characters:

Teacher 1 (Ms. Priya Gupta)

Teacher 2 (Mr. Rohan Mehta)

New Teacher (Ms. Zainab Ali)

Scene: The teacher's lounge during lunch break.

[Ms. Gupta and Mr. Mehta are chatting. Ms. Ali enters the lounge.]

Ms. Gupta: Hey, Rohan! This is Zainab, the new teacher I was telling you about.

Mr. Mehta: Hi, Zainab! Nice to meet you. I'm Rohan.

Ms. Ali: Hi, Rohan! Nice to meet you too.

Ms. Gupta: Zainab is going to be teaching history. She just joined us last week.

Mr. Mehta: That's awesome! How are you finding the school so far?

Ms. Ali: It's been great. Everyone's been really welcoming.

Ms. Gupta: We're so happy to have you here. If you ever need anything, just let us know.

Mr. Mehta: Absolutely. And if you want to grab a coffee or something, just give me a shout.

Ms. Ali: Thanks, Priya. Thanks, Rohan. I'll definitely take you up on that.

[They all share a friendly laugh.]

Discussion

Formal Introductions:

Use of Titles and Surnames: In the formal Introduction, characters use titles (Mr., Ms.) and last names (Kumar, Khan, Patel) to address each other, which shows respect and professionalism.

Structured and Polite Language: The language used is structured and polite, with complete sentences and formal expressions.

Clear Role Descriptions: The introduction includes specific information about roles and responsibilities (e.g., "Ms. Khan has recently joined our faculty and will be teaching English").

Professional Courtesy: There are expressions of professional courtesy and willingness to assist (e.g., "If you need any assistance or have any questions, feel free to ask").

Formal Handshake: The dialogue often concludes with a formal gesture, like a handshake.

Informal Introductions:

First Names and Casual Language: In the informal Introduction, characters use first names and casual language (e.g., "Hey, Rohan! This is Zainab").

Friendly and Relaxed Tone: The tone is friendly and relaxed, with casual expressions and colloquial language.

Informal Interaction: The interaction includes informal offers of help and social invitations (e.g., "If you want to grab a coffee or something, just give me a shout").

Humor: The conversation often includes humour and light-hearted comments (e.g., "We're so happy to have you here").

Casual Gestures: The conclusion might include casual gestures like a friendly laugh or a nod instead of a formal handshake.

9.4 Summary

This unit explains how listeners process information through two main approaches: bottom-up processing, where understanding is built from the incoming sounds and words, and top-down processing, where prior knowledge and context shape interpretation. It also highlights two types of listening: casual listening, used in informal situations without focusing on details, and focused listening, used in formal settings to understand and retain specific information.

By the end of the unit, learners will understand the significance of listening and speaking skills, identify various types of listening comprehension, recognize essential sub-skills, and use appropriate tasks and resources to develop their communication abilities effectively.

9.5 Glossary

- Bottom-Up Processing: In bottom-up processing, the listener relies entirely on the incoming input to understand the message
- Top-Down Processing: In top-down processing, the listener relies on background knowledge and context to interpret meaning.
- Casual Listening: Listening without the intention to understand every detail, often occurring in social or informal contexts.
- Focused Listening: Listening with the intention to understand and remember specific information, often occurring in formal or educational settings.

9.6 Learning Outcomes

By the end of this Unit, learners will be able to:

- Understand the importance and processes of listening and speaking skills in effective communication.
- Identify different types of listening comprehension and the sub-skills involved in listening and speaking.
- Recognize key sub-skills in listening and speaking for skill enhancement.
- Utilize various tasks, materials, and resources to develop listening and speaking abilities.

9.7 Model Examination Questions

Objective Type Questions

1. Which of the following is NOT a type of listening identified by Adrian Doff?
Casual Listening
Focused Listening
Selective Listening
Intensive Listening
2. In the listening process, what is the first stage called?
Output
Input
Processing
Understanding
3. Which material is designed specifically for educational purposes?
Authentic listening material
Pre-recorded listening material
Live listening material
Natural conversation
4. In a formal introduction, what is typically used?
First names
Nicknames
Titles and surnames
Casual language
5. What kind of listening activity involves real-time interaction?

Pre-recorded listening

Live listening

Authentic listening

Passive listening

6. Which activity is useful for developing both listening and speaking skills?

Silent reading

Writing essays

Role-playing

Watching TV

7. In the context of listening, what is meant by 'output'?

The response of the listener

The message from the speaker

The sound signals received

The processing of information

8. What is the purpose of using dialogue in language teaching?

To improve writing skills

To practice silent reading

To develop speaking and listening skills

To enhance memorization

Short Answer Type Questions

1. What are the three stages of the listening process?
2. Define 'bottom-up processing' in listening.
3. What is the main difference between casual and focused listening?
4. Describe two examples of authentic listening materials and how you can use them.
5. Explain three sub-skills of listening.
6. Discuss storytelling as an effective method for developing listening skills?
7. What are key components of effective speaking?
8. How does dialogue help in developing speaking skills?

Long Answer Type Questions

1. Explain the process of listening in detail, including input, processing, and output stages.
Provide examples to illustrate each stage.

2. Describe the differences between bottom-up and top-down processing in listening. How can both methods be used effectively in a classroom setting?
3. Analyze the types of listening and explain how they are relevant to language learning.
4. Discuss the sub-skills of listening. How can teachers develop these sub-skills in students?
5. Explain the use of authentic, pre-recorded, and live listening materials in language learning. What are the advantages and challenges of each type?
6. Describe the key elements of effective speaking. How can students develop these elements to improve their communication skills?
7. Discuss the role of formal and informal greetings in social interactions. Provide examples of each and explain the differences in their usage.
8. Explain the benefits of using role-playing activities in language learning. How can teachers effectively implement these activities in the classroom?

MCQ Answer Key:

1. C 2. B 3. B 4. C 5. B 6. C 7. A 8. C

9.8 Suggested Reading Materials

1. Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). Longman.
2. Doff, A. (1988). *Teach English: A Training Course for Teachers*. Cambridge University Press.
3. Dunkel, P. (1991). Listening in the native and second/foreign language: Toward an integration of research and practice. *TESOL Quarterly*, 25(3), 431-457.
4. Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). Pearson Longman.
5. Kumar, K. L. (2012). Developing Listening Skills. In R. Lalitha Eapen (Ed.), *Skills in Language Learning and Use (PGCTE)* (pp. 6-37). The English and Foreign Language University Hyderabad.
6. Lund, R. (1990). A taxonomy for teaching second language listening. *Foreign Language Annals*, 23(1), 105-115.
7. Pritam, B. P. (2018). Acquisition of Language Skills. In D. Vishwa Prasad (Ed.), *Pedagogy of English-I (B.Ed. SLM)* (pp. 74-84). Maulana Azad National Urdu University Hyderabad.
8. Richards, J. C. (1983). Listening Comprehension: Approach, Design, Procedure. *TESOL Quarterly*, 25(3), 407-430.
9. Stern, H. H. (1983). *Fundamental Concepts of Language Teaching*. OUP.

10. Tickoo, M. L. (2003). *Teaching and Learning English: A Sourcebook for Teachers and Teacher-Trainers*. Orient BlackSwan.
11. Thornbury, S. (2005). *How to Teach Speaking*. Longman.
12. Ur, P. (1984). *Teaching Listening Comprehension*. Cambridge University Press.

Unit 10 - Reading Skills*

- 10.0 Introduction
- 10.1 Objectives
- 10.2 Reading Skill
 - 10.2.1 The process of reading
 - 10.2.2 The purposes of reading
 - 10.2.3 Sub-skills of reading
 - 10.2.3.1 Skimming
 - 10.2.3.2 Scanning
 - 10.2.3.3 Intensive reading
 - 10.2.3.4 Extensive reading
 - 10.2.4 Reading aloud and Silent reading
- 10.3 Study Skills
 - 10.3.1 Thesauruses
 - 10.3.2 Dictionary
 - 10.3.3 Encyclopaedia
- 10.4 Summary
- 10.5 Glossary
- 10.6 Learning Outcomes
- 10.7 Model Examination Questions
- 10.8 Suggested Reading Materials

10.0 Introduction

Teaching and learning a second language in a multilingual country like India poses many challenges. So far, we have discussed the teaching and learning of listening and speaking skills. In this Unit, we will discuss developing reading skills. We learn a language through exposure and practice, but this is not the case with English. English is the second language, and our learners get exposure to, use, and practice it only for a very limited amount of time. Written form of language is generally available for the majority of our learners in their textbooks. In this context, learning to read effectively and meaningfully in English is a very important skill as it exposes them to how sentences are formed and how meaning is conveyed.

10.1 Objectives

At the end of the Unit, the student-teacher will be able to:

* Dr. Mohammed Kalimullah, Assistant Professor, MANUU CTE, Darbhanga

- understand the purpose and process of reading.
- learn about sub-skills of reading and how to use them in the classroom.
- understand the difference between reading aloud and silent reading and their advantages and disadvantages.
- understand extensive and intensive reading.
- learn about study skills and reference skills and how to use it in the teaching and learning process.

10.2 Reading Skill

10.2.1 The Process of Reading

Reading is more than just recognizing letters and words on a page. It is a complex process involving decoding a message encoded by the writer. Drawing upon our knowledge of language and the world, we attempt to decode the message and interpret the meaning. It is an active process in which the reader constantly interacts with the ideas, information, facts, or feelings available in the text with his/her knowledge and understanding and draws inferences.

Reading is a process of interaction between the reader, the text and the message in order to arrive at the meaning. It is an active process which requires the reader to actively engage in their mental process to understand the message. This involves:

- Having knowledge of the writing system.
- Knowing about the language, including its structure, word forms, and meanings.
- Possessing the ability to interpret the content.
- Having the knowledge of the world to provide context.
- Having a clear purpose for reading.
- Reading style
- These skills collectively enable a reader to comprehend the text.

Check Your Progress

1. What is the purpose of reading?

10.2.2 The Purposes of Reading

We read various types of texts in our daily lives such as: News Articles, Textbooks, Research Articles, User manuals, Reports, Legal documents such as contract or agreement policies, Guides, Reference materials, Reviews, Blog posts, Novels, Short stories, Poems, Magazines, Travel guides, Life stories, Cookbooks, etc.

We can broadly divide our reading activities into two categories: reading for pleasure and reading for information. When we read for enjoyment, such as with novels or poetry, our primary goal is to be entertained and relaxed. On the other hand, when we read for information, our main objective is to gather specific details that help us with practical activities. For example, reading a manual helps us understand how to use a product. Reading a syllabus textbook or lecture notes helps students understand the concepts and prepare for the examination. Thus, the motivation for reading is influenced by our purpose of reading.

Check Your Progress

1. How does a person read for different purposes? Describe based on your response for activity 1 and the above discussion.

10.2.3 Sub-skills of Reading

Now we have come to know that we read for various purposes and reasons. Our strategy for reading depends on what we are reading and why we are reading. We adopt various strategies to read different kinds of materials. Therefore, it is essential for us to understand these strategies and develop skills for reading different types of texts and contents effectively.

10.2.3.1 Skimming

Skimming is a reading skill used to quickly go through a text to get a general overview of the main ideas about the text without reading the entire text. It helps the reader understand the main ideas or concepts in a very short time. It also helps the reader assess the importance and relevance of the material for their purposes.

- Techniques of teaching skimming
- Following are some techniques to help students develop skimming skills.

Identifying Main Ideas of Paragraph: Give students several paragraphs and ask them to underline or highlight the main idea of each paragraph. Set a time limit for reading quickly. After the time is over, let them discuss the various paragraphs to develop comprehension.

Predicting content: Give students an essay containing several paragraphs, ask them to read only the first and last paragraph, and predict the content and purpose of the text. Students write their predictions. Later, compare their predictions with the actual content to assess accuracy.

Title creation: Give students essays containing a few paragraphs without headlines or titles, ask students to read the essay quickly and create an appropriate title for each section of the paragraph considering the main ideas of the paragraphs. Afterwards, let the students see the original essay with titles and subheadings.

Mind mapping: Handover students with an average length of text depending on the level and maturity of the students and a large sheet. Ask them to read the text quickly and create a visual map that outlines the main idea and key points.

10.2.3.2 Scanning

Scanning is a reading strategy used to quickly find specific information or details in a text without reading the entire text. It is a skill of locating particular information without getting distracted by other content. It is a very useful skill used in various situations most frequently, such as finding the meaning of a difficult word in a dictionary, responding to someone based on certain recorded information, etc.

Techniques of teaching scanning

Following are some techniques to help students develop scanning skills.

Finding the specific word: Create a list of synonyms or meanings of difficult words taught in the previous class. Write it on the blackboard. Ask the students to locate that specific word in the topic for which the synonyms and meanings are presented on the board. Set a time limit for this activity, and after the time is over, let the students match their responses with each other. Afterwards, let the students see the correct answer. This activity helps the learners find or locate the specific information without getting distracted by other contents or information.

Question and answer: Hand over the students a short essay and give them a set of questions that can be answered using information from the essay. Ask them to read quickly and find the answer to the question. Set an appropriate time limit based on the difficulty level of the task and the level of students. This kind of activity helps the learners practice scanning to find answers to specific questions.

10.2.3.3 Intensive reading

Intensive reading is a focused and detailed approach to reading texts. In this type of reading, a reader concentrates more closely on a text and gives attention to every detail of the text in order

to fully comprehend the content. Intensive reading is an important skill that helps readers improve their vocabulary, knowledge of grammar and comprehension skills. This type of reading also exposes individuals to diverse viewpoints, perspectives, and ideas, broadens their understanding of the world and enriches their experiences.

Various tasks, activities, and strategies can be used to develop intensive reading skills. One way to effectively engage the learners in intensive reading is to encourage the readers to make notes or summarize the main points. Active engagement of the reader with the text helps the reader concentrate on the text and improve understanding. Another way to promote intensive reading among learners may be to give the learners some thought provoking questions related to a text before the reading session and ask the learners to read the text while considering the responses to these questions.

10.2.3.4 Extensive reading

Extensive reading is reading for leisure and to develop a general understanding or knowledge of the reader. Students who read widely and extensively acquire knowledge and information from various sources, and this exposure helps students develop their perspectives and be informed. Therefore, children who read extensively tend to be more ready for classroom interactions and discussions.

When learning a second language, extensive reading is very helpful. Extensive reading supports and enhances classroom learning. Students naturally develop the ability to draw meanings from the context. Along with increasing their vocabulary, this process improves their grasp of language structures and rules. Through continuous exposure to unfamiliar words, phrases, language patterns and structures in various resources and contexts, students naturally increase their knowledge of language and develop their ability to comprehend the text.

10.2.4 Reading Aloud and Silent Reading

Reading is a fundamental skill that forms the basis of learning. Reading aloud and silent reading are two ways that reading can be taught and learned. Both are essential techniques for learning to read effectively.

Reading Aloud

In the process of teaching reading, reading aloud is an effective approach that may not be ignored in the language classroom. Reading aloud refers to the practice of articulating words and

sentences loudly while reading. This approach helps the learners improve their pronunciation, intonation, and fluency through the use and practice of their organs of speech.

Reading aloud is helpful for beginners who are in the early stages of developing reading. In a classroom situation, students may be given a short passage to read. The teacher may begin by providing a model reading of the text, demonstrating proper pronunciation, intonation, and pacing. Subsequently, the students may be asked to read the passage under the supervision of the teacher, focusing on pronunciation and comprehension.

Despite many advantages, it is important to recognise that reading aloud has certain limitations and challenges. Giving every student a chance to read can be time-consuming in larger classes. Some students might experience shyness or nervousness when reading in front of their peers and teachers. Moreover, reading aloud may distract other learners who are focusing on comprehension.

Silent Reading

Silent reading refers to the practice of reading silently the words and sentences of the textbook. Silent reading allows the learners to process the information at their own pace, which helps the learner develop personal engagement with the text and leads to better comprehension and retention of the information. Silent reading supports independent reading habits, which encourages the learners to take responsibility for their own learning and become lifelong learners.

In the classroom, a teacher may assign a textbook chapter to the class, with the instruction to read silently, comprehend the text, and prepare for a discussion. When reading silently, students can focus on the content without getting distracted by their peers' voices, which leads to better comprehension of the material and deeper engagement in the group discussion.

However, despite its many advantages, silent reading has certain limitations. It might be difficult for teachers to monitor the progress of the learners and ensure that they are actively engaging in the reading process. Some children may find it challenging to remain motivated and focused when reading silently.

10.3 Study Skills

Study skills are a set of strategies, techniques, and competencies that help individuals efficiently manage their time, organise their resources, and learn effectively. These skills include a wide range of skills. Reference skills, such as using thesaurus dictionaries and encyclopedias, are among the many other essential study skills we will learn in this unit.

10.3.1 Thesaurus

A thesaurus is a reference material for students to learn and expand their vocabulary. It lists many words that have similar and opposite meanings. This helps students in two ways: First, it can help students learn new words by learning the synonyms and antonyms of the word. If students see an unfamiliar word while reading, they can look it up in the thesaurus. The thesaurus will show a list of words which mean basically the same thing. For example, if a student sees the word "delighted" and does not know what it means, the thesaurus might show "joyful," "happy," or "pleased" as similar words. This will help them understand the text better and learn new vocabulary. Second, the thesaurus prevents students from using the same common words repeatedly in their own writing. If students keep using "important" repeatedly, their writing gets boring.

For example, if a student is writing an essay and finds that they are using the word "important" too much, they can use a thesaurus to find other words that mean the same thing, like "crucial," "significant," or "essential." This not only makes their writing more interesting but also shows that they are better at using words.

10.3.2 Dictionaries

A dictionary is a reference book or online resource that lists words alphabetically and provides their meanings, pronunciations, parts of speech, and other relevant information. It serves as a valuable reference for understanding and using language appropriately.

Teachers can make use of the dictionary with the following activities in a language classroom.

- **Word hunt:** Give students a list of difficult words and ask them to find the definitions, synonyms, and examples using a dictionary and create a flash card.
- **Context Clues:** Provide students with sentences containing unfamiliar words. Ask them to guess the meaning based on context in the sentences, then verify their guesses using a dictionary.
- **Spelling Bee:** Organize a spelling bee competition in which students must tell the correct spelling of words. Then, verify spelling using a dictionary.
- **Pronunciation Practice:** Provide a list of words and ask the students to find the correct pronunciation in the dictionary. Then, they can practice saying the words aloud individually or in pairs.

10.3.3 Encyclopedia

An encyclopedia is a reference book that provides detailed information in all areas of knowledge. It is usually made up of many volumes. The information in an encyclopedia is organized in alphabetical order, similar to a dictionary or thesaurus. Encyclopedias provide quick, comprehensive, and specific information.

Types of encyclopedias and their features

- **General Encyclopedias:** Includes a wide range of topics and subjects for general people
- **Subject-Specific Encyclopedias:** This type of encyclopedia focuses on a particular field of study or subject and provides in-depth information on discipline-related topics such as science, medicine, history, etc., for students, researchers, and professionals looking for detailed knowledge. One such example of an encyclopedia for language teachers is the Routledge Encyclopedia of Language Teaching and Learning. This is produced specifically for language teaching professionals.
- **Digital encyclopedia:** This type of encyclopedia is produced in an electronic format that can be accessed through computers or mobile phones and is often integrated with multimedia.

10.4 Summary

Learning to read English effectively is vital for students. Proficiency in reading English helps students understand their textbooks, do assignments, and pass examinations. Moreover, it equips the learner not only for academic success but also for personal growth and to face the challenges of the future. This unit may have developed a better understanding of the reading process and its components, various reading sub-skills, reading aloud and silent reading, and various reference skills. We hope you found this unit useful.

10.5 Glossary

- **Skimming:** Skimming is a reading skill used to quickly go through a text to get a general overview or the main ideas about the text
- **Scanning:** Scanning is a reading strategy used to find specific information or detail in a text quickly
- **Thesaurus:** A thesaurus is a reference material for students to learn and expand their vocabulary. It lists many words that have similar meanings.

- **Dictionaries:** A dictionary is a reference book or online resource that lists words in alphabetical order and provides their meanings, pronunciations, parts of speech, and other relevant information.
- **Encyclopedia:** An encyclopedia is a reference book that provides detailed information in all areas of knowledge.

10.6 Learning Outcomes

By the end of this Unit, learners will be able to:

- Understand the purpose and process of reading and its role in language learning.
 - Identify and apply sub-skills of reading effectively in classroom settings.
 - Differentiate between reading aloud and silent reading, analyzing their advantages and disadvantages.
 - Explain the concepts of extensive and intensive reading and their applications in teaching.
- Utilize study skills and reference skills to enhance the teaching and learning process.

10.7 Model Examination Questions

Objective Type Questions

1. Which reading strategy involves quickly going through a text to get the main ideas without reading the entire content?
 - a. Scanning
 - b. Skimming
 - c. Intensive reading
 - d. Extensive reading
2. Which reading strategy is used to find specific information in a text quickly without reading the entire content?
 - a. Skimming
 - b. Intensive reading
 - c. Scanning
 - d. Extensive reading
3. Which reading method allows learners to process information at their own pace?
 - a. Silent reading
 - b. Intensive reading

- c. Scanning
 - d. Reading aloud
4. What type of reading involves reading for leisure and developing a general understanding of the content?
- a. Skimming
 - b. Scanning
 - c. Intensive reading
 - d. Extensive reading
5. Which reference material lists many words that have similar meanings?
- a. Dictionary
 - b. Encyclopedia
 - c. Thesaurus
 - d. Glossary
6. Reading is a process of interaction between the reader, the text, and the _____.

Short Answer Type Questions

1. Explain the process and components of reading
2. What is skimming? How does it help students in reading?
3. What is intensive reading, and how does it benefit the reader?
4. Describe two techniques that can help students develop scanning skills.
5. What role does a thesaurus play in expanding a student's vocabulary?

Long Answer Type Questions

1. Explain the process of reading in detail, highlighting the various skills and knowledge a reader must possess to decode and interpret a text effectively.
2. Analyze the purposes of reading. How do these purposes influence the strategies and approaches we use when reading various types of texts?
3. Compare sub-skills of reading. Provide examples of situations where each sub-skill would be most effectively used.
4. Analyze the use of reference materials such as thesauruses, dictionaries, and encyclopedias in developing reading and language skills. Provide detailed examples of classroom activities that utilize these resources effectively.

MCQ Answer Key:

1.b 2. c 3. d 4.d 5.c 6.message

10.8 Suggested Reading Materials

1. Driscoll, L. (2004). *Reading Extra: A Resource Book of Multi-level Skills Activities*. Cambridge University Press.
2. Freeman, A. (1991). *Mastering Study Skills*. London: The Macmillan Press Ltd.
3. Grellet, F. (1981). *Developing reading skills: A practical guide to reading comprehension exercises*. Cambridge University Press.
4. Indira Gandhi National Open University (IGNOU). (2004). *Teaching of English: Reading Comprehension in B. Ed. joint degree program of MANUU and IGNOU (ES344)*. IGNOU.
5. Nagaraj, G. (2008). *English language teaching: Approaches, methods, techniques* (2nd ed.). Orient Longman Private Limited.
6. R. Kishore Kumar. (2012). *Developing Reading Skills*. In R. Lalitha Eapen (Ed.), *Skills in Language Learning and Use (PGCTE)* (pp. 39-54). The English and Foreign Language University, Hyderabad.
7. Sharma, P. (2018). *Pedagogy of English language*. Shipra.
8. Thornbury, S. (2006). *An A-Z of ELT: A dictionary of terms and concepts used in English language teaching*. Macmillan Education.
9. Tickoo, M. L. (2003). *Teaching and Learning English: A Sourcebook for Teachers and Teacher-Trainers*. Orient BlackSwan.

Unit 11 – Writing Skill, Reference skills, Higher order skills*

- 11.0 Introduction
- 11.1 Objective
- 11.2 Writing
 - 11.2.1 Process of Writing
 - 11.2.2 Understanding the Functions and Audience
 - 11.2.3 Various Forms of Writing
 - 11.2.3.1 Poetry writing
 - 11.2.3.2 Story writing
 - 11.2.3.3 Letter writing
 - 11.2.3.4 Diary writing
- 11.3 Referencing Skills
- 11.4 Higher Order Skills
- 11.5 Summary
- 11.6 Glossary
- 11.7 Learning Outcomes
- 11.8 Model Examination Questions
- 11.9 Suggested Reading Materials

11.0 Introduction

The four language skills: Listening, Speaking, Reading, and Writing are equally important for effective communication. All the four language skills are integrated in the communication process. However, we often think that writing is difficult and many of us try to avoid writing. The pressure of word choice, grammar, organization of ideas and fear of being judged by our piece of writing and criticism make the writing task challenging. The process of putting ideas into words requires much effort and care. However, like any skill, writing skill can be developed with practice. By breaking the process of writing into smaller steps, we may overcome the challenges of writing. In this unit we will learn about various aspects of the writing process.

11.1 Objectives

At the end of the Unit, the student-teacher will be able to:

- recognize the importance of writing.
- understand the stages involved in writing.

* Dr. Mohammed Kalimullah, Assistant Professor, MANUU CTE, Darbhanga

- explore various forms of writing and know how to teach them.
- understand the importance of purpose and audience of writing.
- understand various techniques of teaching different forms of writing.
- understand referencing skills and its importance in academic writing.
- understand higher-order skills and its importance in writing.
- gain confidence in teaching writing.

11.2 Writing

To start our discussion about writing let us begin with an activity.

Check Your Progress

1. What is writing?

We can describe writing as:

- Writing letters and words legibly
- Spelling accurately
- Using the correct grammar and vocabulary
- Punctuating meaningfully
- Linking ideas and information logically
- Organizing the content clearly and convincingly

Writing includes all these activities and when put together meaningfully constitute writing. However, for teaching and learning writing, we need to understand writing in more detail. Speaking and writing both are the expressive form of language. While speaking helps an individual to convey thoughts, ideas and emotions orally, writing helps communicate in written form. Considering the Importance of writing, Francis Bacon in his essay “on studies” wrote, “Reading makes a full man; Conference a ready man; and writing an exact man.”

Rosen points out that writing is different from speaking due to the absence of many expressive tools that speakers use. When we speak, we have a range of options to help convey our message:

Body Language: Movements and posture can add emphasis or context to our words.

Facial Expressions: Our facial expression can provide cues of emotions and reactions that may support what we are trying to say.

Gestures: Hand and arm movements can also give clues about our view points or ideas.

Pitch and Tone of Voice: Variations in our pitch and tone of voice support to express our ideas or emotions.

Since, speakers have the benefit of real-time communication. They can:

Backtrack: Go back and correct or clarify points if they realize they misspoke or if the listener seems confused.

Clarify and Revise Ideas: Adjust their explanations based on listener response, questions, or disagreements.

On the other hand, writers do not have these immediate tools at their disposal. They must rely on the written word to communicate their message. Therefore, effective writing requires several essential elements to make up for these limitations:

Writers must carefully plan and organize their ideas. This involves outlining the main points and ensuring the content flows logically from one idea to the next.

They must write coherent paragraphs. Each paragraph should have a clear purpose and contribute to the overall message, making the text easy to follow.

Writers need to choose their words carefully to avoid any ambiguity. This means using the correct terms and ensuring that each sentence conveys exactly what is intended.

Writers must ensure that their message is clear and understandable on the first read, as they do not have the opportunity to immediately clarify any misunderstandings.

Writing demands a high level of skill and attention to detail to ensure the message is conveyed accurately and clearly.

11.2.1 Process of Writing

Before we publish a piece of writing or submit it for evaluation, we go through several drafts. We write our work, then review and revise to improve clarity. This indicates that the process of writing involves several stages that are represented as:

Getting ideas → Organising ideas → Writing first draft → Reformulating and sequencing → Re-writing/ Re-drafting → Editing

Generally, we focus on the product of the writing and do not give required attention to the process of writing. We often think that learners learn writing skills naturally like listening skills. It is essential to recognize that all the stages of writing are equally important for the development of writing skills. To effectively teach the stages of writing, here are some activities and tasks you can reflect on and use in your writing class.

- Getting ideas

- **Brainstorming Session:**

Organize students into small groups and have them list as many ideas as possible about a given topic.

Provide students a keyword and ask them to write down whatever that comes to their mind relevant to that word.

Mind Mapping:

- Start with a central idea and branch out into related ideas, sub-ideas, and details.
- Create clusters of related ideas to understand relations and connections.

Free Writing:

Set a time limit for 5-10 minutes and encourage students to write continuously without worrying about errors or structure.

Ask students to write whatever thoughts come to mind about the topic.

Organising ideas

Categorizing:

Let students sort their brainstormed ideas into logical categories or themes.

Have the students sort the similar ideas together to form consistent themes.

Outlining:

Encourage the students to create an outline with main points, sub-points, and supporting details.

Let them create major and minor outlines based on the outlined main ideas, sub-ideas, and supporting details.

Let the students rank their ideas based on the relevance and importance.

Let the students select the most relevant and important ideas to focus on in their writing.

Writing the first draft

Free Writing:

Set a time limit and have students write continuously, focusing on getting their ideas written.

Let the students write their thoughts and ideas as fast as possible without caring much about grammar, punctuation, and spelling.

Guide students with prompts, cues, or questions to help them remain motivated and start their writing.

Peer Collaboration:

Organize the students to work in pairs or groups or on writing the draft, taking turns to add ideas and sentences.

Encourage students to discuss their ideas with a partner before writing.

Reformulating and sequencing

Peer Collaboration:

Encourage the students to work in pairs or groups and see each other's writing.

Let them take feedback on their writing and incorporate changes or reordering of ideas.

Transitional Words:

Provide a list of transitional words and phrases and ask students to incorporate them into their writing appropriately.

Let the students practice using transition words to connect paragraphs and ideas appropriately.

Paragraph Structure:

Make the students ensure that each paragraph starts with a clear topic sentence.

Let them check supporting details and examples that are appropriately aligned with the clear topic sentence in each paragraph.

Re-writing/Re-drafting

Review:

Let the students exchange their drafts with peers for feedback.

Encourage students to review their work critically.

Let the students rewrite their sentences to make it clearer.

Address Gaps:

Let the students Identify and any missing information or weak arguments in the draft and fill it

Encourage students to add more details and examples to support their ideas.

Editing

Proofreading:

Let the students review the draft for grammar, spelling, and punctuation errors.

Let the students search for common errors in writing.

Consistent Style:

Let the students ensure consistent use of style, tone, and formatting throughout the text.

Read Aloud:

Let the students read the text aloud to detect any inappropriate phrase or missed errors.

Pair students to read each other's work aloud for additional feedback.

Going through all these stages and processes and practicing them in the writing classroom, students will be able overcome their challenges and fears and become an effective writer.

11.2.2 Understanding the Functions and Audience

Hedge (1988) pointed out, skilled writers before starting to write, ask themselves two crucial questions:

What is the purpose of this piece of writing?

Who am I writing this for?

Purpose of Writing

The first question, purpose of writing, focuses on the function of the writing. Understanding the purpose helps determine how to organize the content and what language to use. For instance, if the writing is a report meant to persuade, it needs to be structured logically and use convincing language. If it's an explanation of how something works, it should be detailed and clear. Whether it's a friendly invitation letter or a formal job application, the purpose influences the approach of writing.

Audience of Writing

The second question addresses the audience. Knowing who will read the piece influences what information to include and how to present it. The audience could be a familiar individual, colleagues, an institution, or an examiner. This awareness helps in choosing the appropriate style, whether it needs to be friendly or serious.

Combining Purpose and Audience

By taking into consideration both the purpose and audience, writers get a clear direction. This clarity guides them in choosing the appropriate tone and style, making sure their writing is effective and appropriate for various forms such as poetry, stories, letters, diaries, notices, articles, reports, dialogues, speeches, and advertisements.

Check Your Progress

Explain the need of understanding the purpose and audience while writing?

11.2.3 Various Forms of Writing

Following are some activities and tasks you can reflect on and use when teaching various forms of writing such as poetry, stories, letters, diaries, notices, articles, reports, dialogues, speeches, and advertisements.

11.2.3.1 Poetry writing

Introduction: Begin by discussing what poetry is and its various forms. Provide examples of different types of poems. Read a few short poems aloud, highlighting the use of language and various poetic devices.

Brainstorming: Ask students to think about a topic they feel passionate about. It could be a memory, a feeling, a person, or a place. Encourage them to write down words, phrases and as many ideas as possible about the topic of the poem.

Writing the First Draft: Instruct students to write a draft of the poem using the words and phrases from their brainstorming session. Encourage them to focus on expression, emotions and imagery. Remind them that their first draft does not need to be perfect; the goal is to get their ideas down on paper.

Peer Review and Feedback: Ask the students to work in pairs and read each other's poems. Encourage them to give constructive feedback, focusing on the use of imagery, metaphors, and overall emotional impact. This helps students see their work from a different perspective and improve their writing.

Revising the Poem: Based on the feedback received, ask students to incorporate the changes after carefully analyzing them in their poems.

Sharing and Reflecting: Invite students to share their poems with the class. Briefly discuss what worked well in the poem and how it made the listeners feel.

Conclusion: Sum up the activity after emphasizing the importance of writing poetry as a means of expression. Encourage students to continue writing and experimenting with different poetic forms and techniques. Make them realize that poetry is a journey, and each poem they write brings them closer to finding their unique expression.

11.2.3.2 Story writing

Introduction: Warm-Up: Begin with a brief discussion on what makes a story engaging. Ask students to share their favorite stories or books and identify common elements such as characters, setting, conflict, and resolution.

Introduce Story Elements: Explain the essential elements of a story such as:

Characters: Who are the characters in the story?

Setting: Where and when does the story take place?

Plot: What happens in the story?

Conflict: What challenges or problems do the characters face?

Resolution: How do the challenges or problems resolve?

Activity:

Brainstorming Session:

Provide various prompts that invoke curiosity and interests such as foggy forest, an abandoned house, etc.

Give students 5 minutes time to choose a prompt and brainstorm ideas. Encourage them to write down notes about their character, setting, and plot.

Story map:

Explain to the students how to create a map of their story, focusing on the beginning (introduction), middle (conflict and climax), and end (resolution).

Let students take time creating a rough story map based on their chosen prompt and brainstormed ideas.

Writing Time:

Allow students to write their story based on their story map. Encourage them to focus on developing their characters, setting the scene, and building a coherent plot with a clear introduction, conflict and resolution.

Remind students that they should be much conscious about errors in spelling, punctuation, and grammar. This is a first draft, and the focus is on getting their ideas put together on paper.

Peer Review and Feedback:

Pair students with a partner or form small groups and ask students to read each other's stories and give constructive feedback. Encourage them to focus on specific elements such as clarity, coherence, character development, and plot progression.

Remind students to be respectful and to highlight both strengths and areas for improvement.

Revising the Story:

Allow students to revise their stories based on the feedback they received. Encourage them to focus on making the necessary changes to enhance clarity, coherence, character development, and plot progression.

Editing the Draft:

Remind students to proofread their revised stories for any grammatical or spelling errors. Encourage them to ensure that their stories are free from any ambiguity and ready for submission.

If time permits, invite a few students to share their stories with the class. Provide constructive feedback, highlighting what worked well and what needs improvements.

Conclusion

Conclude with a brief reflection on the activity. Ask students to share what they found challenging or enjoyable about the story-writing process and what they learned about story writing.

11.2.3.3 Letter writing**Introduction:**

Warm-Up: Start with a brief discussion on the importance of letter writing. Explain that letters are a formal way to communicate thoughts, feelings, or information and are still relevant in both personal and professional contexts. Ask students if they have ever written or received a letter and how it made them feel.

Introduce Letter Writing: Explain the basic structure of a letter, including the heading, salutation, body, closing, and signature. Emphasize the importance of maintaining a formal tone and clarity in the communication.

Activity:**Examine Sample Letters:**

Provide students with printed examples of different types of letters (e.g., a formal letter, a thank-you letter, and a personal letter).

Read through the examples with the class. Discuss the key elements of each letter such as:

- Heading
- Salutation
- Body
- Closing
- Signature
- Brainstorming

Ask students to think about a situation where they need to write a letter. This could be an application for various purposes, a thank-you letter, a letter of complaint, or a letter to a friend.

Have students jot down the key points or ideas they want to include in their letter, taking into account the purpose and audience of their letter.

Writing Practice:

Allow students draft their letter based on ideas developed in a brainstorming session. Remind them to follow the structure discussed.

Encourage students to be clear and concise in their writing, ensuring that their message should be easily understood by the recipient.

Peer Review and Feedback:

Ask the students to work in pairs or form small groups. Make sure that each student has a copy of their letter draft ready for review.

Encourage the students to give constructive feedback on each other's letter. Motivate them to focus on specific elements such as clarity, tone, structure, and grammar.

Feedback Discussion:

Let the students discuss the feedback with their partner or group. Encourage them to ask clarifying questions if needed.

Revising the Letter:

Allow students to revise their letters based on the feedback they received. Encourage them to focus on making the necessary changes to enhance clarity, tone, and structure.

Remind students to proofread their revised letters for any grammatical or spelling errors.

Conclusion:

Invite a few students to share their revised letters with the class, if they feel comfortable. Provide constructive feedback and encourage a supportive atmosphere.

Conclude with a brief reflection on the activity. Ask students to share what they found enjoyable or challenging about letter writing and what they learned from the experience.

11.2.3.4 Diary writing

Introduction:

Warm-Up: Begin with a brief discussion on the purpose and benefits of diary writing. Ask students whether they have ever kept a diary. For what purpose they have used it and what they have enjoyed about it.

Introduce Diary Writing: Explain that diary writing is a personal way to record thoughts, feelings, and experiences. Highlight that it can help improve writing skills, provide a safe space for self-expression, and serve as a valuable record of personal growth.

Activity:

Examining Sample Diaries

Handover students with examples of diary entries such as:

- A reflective entry that explores personal thoughts and feelings.
- A descriptive entry that details a specific event or experience.
- A summary entry that outlines daily activities and observations.

Read through the examples with the class. As you read, pause to discuss the key elements of each entry such as:

Date: Highlight how each entry begins with a date.

Tone: Discuss the tone of each entry. Is it reflective, descriptive, or casual?

Personal Voice: Highlight the use of personal voice.

Sincerity: Stress the importance of sincerity, and integrity in diary writing. Emphasize that a diary writing is a personal activity where one should be honest about their thoughts and feelings.

No Judgment: Make the students understand that there is no right or wrong way to write a diary entry.

Brainstorming

Brainstorm the students to think about a recent event, a memorable experience, or an unusual emotion they have felt and can share. Encourage them to write down a few points, ideas or keywords related to the topic.

Let the students think about the details they might include in their diary, such as what happened, how they felt, and why it was important to them.

Writing Practice:

Motivate the students to write a diary based on ideas generated. Remind them to include the date at the top of the entry and to write honestly and freely without worrying about grammar or spelling.

Encourage students to write in the first person and to use a conversational tone, as if they are speaking to a very close friend.

Sharing and Reflection:

Invite a few students to share their diary with the class if they feel comfortable. Provide constructive feedback and encourage a supportive atmosphere.

Conclusion:

Conclude with a brief reflection on the activity. Ask students to share what they found enjoyable or challenging about diary writing and what they learned from the experience.

Based on the ideas and insights presented above for teaching different forms of writing such as poetry writing, story writing, letter writing, and diary writing, teachers can create appropriate tasks and activities for teaching other forms of writing. These additional forms include notice writing, article writing, report writing, dialogue writing, speech writing, advertisements, and more.

11.3 Referencing Skills

Referencing is an essential skill in academic writing. It involves acknowledging the sources of information and ideas used in a text. The practice acknowledging and citing the sources is crucial for several reasons.

Firstly, referencing helps to give credit to the authors whose work has contributed to the development of ideas and accomplishment of the writing task. By doing so, the writer shows respect to the original author and avoids plagiarism. It is an unethical practice of presenting someone else's work as one's own. Proper referencing shows that the writer is widely aware with existing literature and has built upon the ideas of others.

Secondly, referencing helps the readers to trace the sources of information, allowing them to verify facts or further explore the topic. This transparency is essential in academic writing, as it builds trust between the writer and the reader. When students cite their sources accurately, they make it easier for others to follow their research trail, which enhances the overall credibility of their work.

Moreover, referencing helps students organize their writing more effectively. By keeping track of the sources they used, makes the writing more persuasive and also helps develop a logical flow in their arguments.

In conclusion, referencing is an essential skill that substantially benefits students in their academic writing. It promotes academic integrity, enhances credibility, develops critical thinking,

and improves organizational skills. By developing referencing skills, students can produce well-researched, trustworthy, and persuasive essays.

11.4 Higher Order Skills

Higher-order skills, also known as higher-order thinking skills, refer to complex cognitive processes that go beyond basic understanding and recall of information. These skills include analysis, evaluation, synthesis, and creativity. In the process of writing, higher-order skills are essential for producing thoughtful and well-structured texts and expressions.

Firstly, analysis, a key higher-order skill that involves breaking down information into its component parts, helps comprehend the text in a much better way. When students analyze a topic, they try to examine underlying patterns, relationships, and themes. This deeper understanding helps them to construct more logical arguments and insights in their writing.

Secondly, evaluation involves making judgments about the credibility of information. In writing, it helps assess the reliability of sources, the strength and weakness of arguments. By developing assessment and evaluative skills, students can critically examine the information they intend to use to make their writing more credible and trustworthy.

Synthesis is another important higher-order skill, involving combining different pieces of information to create something new. In writing, synthesis allows students to integrate ideas from various sources in order to create a new argument or develop a new perspective. This skill is particularly important for producing renewed pieces of writing leading to unique contributions to the topic.

Creativity, another important higher-order skill enables students to approach topics from fresh angles, develop innovative arguments, and engage their readers with original content. Creativity makes writing more engaging and can help students stand out in academic and professional contexts.

The significance of higher-order skills in writing cannot be over emphasized. These skills help students go beyond mere description and engage them in critical thinking and problem-solving. When students apply higher-order skills, their writing becomes more analytical, persuasive, and reflective. They can create well-reasoned arguments, draw insightful conclusions, and present ideas in a convincing manner.

In conclusion, higher-order skills such as analysis, evaluation, synthesis, and creativity are crucial for effective writing. These skills help students produce work that is thoughtful, original, and communicate their ideas more effectively.

11.5 Summary

This unit focuses on developing the teaching skills of writing. It begins with an introduction describing challenges and importance of writing. Further it discusses the process and stages of writing. It covers formal and informal styles of writing, such as poetry, short stories, letters, diaries, etc. Furthermore, the Unit highlights the importance of referencing skills and developing higher-order skills in academic writing. By the end of this Unit, we hope student teachers will be equipped to guide their students develop writing skills.

11.6 Glossary

Brainstorming: A technique used to generate ideas.

Mind Mapping: Visual representation of ideas and concepts.

Free Writing: Writing continuously without worrying about grammar, vocabulary, spelling errors or structure of sentences or paragraphs.

Transitional Words: Words or phrases used to connect ideas in paragraphs and sentences.

Proofreading: Reviewing text for errors in grammar, spelling, and punctuation to ensure accuracy and clarity.

Referencing: The practice of acknowledging and citing sources used in writing.

Higher-Order Skills: Complex cognitive processes including analysis, evaluation, synthesis, and creativity.

11.7 Learning Outcomes

By the end of this Unit, learners will be able to:

- Recognize the importance of writing and its role in effective communication.
- Understand the stages of writing and techniques for teaching different forms of writing.
- Analyze the purpose and audience of writing to enhance clarity and impact.
- Apply referencing skills in academic writing and promote higher-order thinking skills.
- Gain confidence in teaching writing across various forms and contexts.

11.8 Model Examination Questions

Objective Type Questions

1. What is a common challenge people face when writing?
(a) Choosing the right words (b) Organizing ideas (c) Fear of criticism (d) All of the above
2. According to Francis Bacon, what does writing make a person?
(a) A full man (b) A ready man (c) An exact man (d) A wise man
3. Which of the following is a tool that speakers use but writers do not have?
(a) Backtrack (b) Grammar (c) Vocabulary (d) Punctuation
4. What is the first stage in the process of writing?
(a) Editing (b) Brainstorming (c) Proofreading (d) Publishing
5. What should each paragraph in a piece of writing have?
(a) A clear topic sentence (b) Multiple themes (c) Random ideas (d) Unrelated sentences
6. What is the purpose of referencing in academic writing?
(a) To avoid plagiarism (b) To give credit to original authors
(c) To help readers trace sources (d) All of the above
7. Which higher-order skill involves combining different pieces of information to create something new?
(a) Analysis (b) Evaluation (c) Synthesis (d) Creativity
8. What should students focus on during the first draft of writing?
(a) Grammar and punctuation (b) Getting their ideas written (c) Formatting
(d) Proofreading
9. What should students do during the proofreading stage?
(a) Review for grammar, spelling, and punctuation errors (b) Add new ideas
(c) Change the main topic (d) Rewrite the entire draft
10. What is the focus of diary writing?
(a) Recording thoughts, feelings, and experiences (b) Writing formal letters
(c) Creating fictional stories (d) Writing advertisements

Short Answer Type Questions

1. Why do many students find writing challenging? What strategies can they use to overcome challenges?
2. What are the stages involved in the process of writing?
3. What is the purpose of brainstorming in the writing process?

4. What are some activities and tasks that can help students brainstorm ideas for writing?
5. What is the difference between speaking and writing?

Long Answer Type Questions

1. Describe the process of writing. Include the various stages and activities involved in the process of writing.
2. Discuss the importance of understanding the purpose and audience for writing. How do these considerations influence the tone, style, and structure of the writing?
3. Outline the steps involved in poetry writing. Explain how brainstorming, drafting, peer review, and revision contribute to the creation of a poem.
4. Explain the structure and components of a formal letter. How does formal letter writing differ from other forms of writing such as diary writing?
5. Analyze the role of higher-order skills in writing. How do these skills enhance the quality of writing?

MCQ Answer Key:

1., 2. c, 3. a, 4. b, 5. a, 6. d, 7. c, 8. b, 9. a, 10. A

11.9 Suggested Reading Materials

1. Eapen, R. L. (2012). Developing writing skills. In R. Lalitha Eapen (Ed.), *Skills in language learning and use (PGCTE)* (pp. 55-71). The English and Foreign Language University Hyderabad.
2. Hedge, T. (1988). *Writing: Resource books for teachers*. Oxford University Press.
3. Indira Gandhi National Open University (IGNOU). (2004). Teaching of English: Teaching writing and grammar in B. Ed. joint degree program of MANUU and IGNOU (ES344). IGNOU.
4. Krishnaswamy, N. (2003). *Teaching English: Approaches, methods and techniques*. Macmillan.
5. Nagaraj, G. (2008). *English language teaching: Approaches, methods, techniques* (2nd ed.). Orient Longman Private Limited.
6. Palmer, G. (2004). *Writing extra: A resource book for multi-level skills activities*. Cambridge University Press.
7. Raimes, A. (1983). *Techniques in teaching writing*. Oxford University Press.
8. Sharma, P. (2018). *Pedagogy of English language*. Shipra.
9. Tickoo, M. L. (2003). **Teaching and learning English: A resource book for teachers and teacher trainers*. Orient Black Swan.

Unit 12 –Phonetics& Role of Language Laboratory*

- 12.1 Introduction
- 12.2 Objectives
- 12.3 Spoken English
- 12.4 Phonetics
 - 12.4.1 Organs of Speech
 - 12.4.2 IPA Symbols
- 12.5 Word Stress
 - 12.5.1 Rules of word stress
- 12.6 Intonation
 - 12.6.1 Types and Rules of Intonation
- 12.7 Techniques of using language laboratory
- 12.8 Role of language laboratory in acquisition of language
- 12.9 Summary
- 12.10 Glossary
- 12.11 Learning Outcomes
- 12.12 Model Examination Questions
- 12.13 Suggested Reading Materials

12.1 Introduction

Irrespective of the status of English a good command of the four skills i.e., listening, speaking, reading and writing help the learner communicate well. In the first language learning situation the learner is constantly exposed to the spoken form of his native language that leads to effortless and natural acquisition of the first language. But in the context of a second language a child learns a language in a formal setting that involves conscious effort and practice on the part of the learner and teacher. This informs that it is essential to teach pronunciation consciously. Majority of the children learn the English language after they have acquired their mother tongue which influences the pronunciation and overall language learning process of children when learning English. So, it becomes even more necessary to teach pronunciation consciously to minimize the influence of mother tongue.

In this unit we will try to learn various aspects of Phonetics and language laboratory.

* Dr. Mohammed Kalimullah, Assistant Professor, MANUU CTE, Darbhanga

12.2 Objectives

At the end of the Unit, the student-teacher will be able to:

- understand the importance of teaching pronunciation.
- learn about the Received Pronunciation of England (RP) and International Phonetic Alphabet (IPA).
- understand the sounds of speech and their articulation.
- understand word stress and its rules and its application in spoken English.
- learn about variations in speech (Intonation) and its uses in various sentence types and situations.
- understand the techniques of using a language laboratory and its role in acquisition of language.

12.3 Spoken English

There is a recognized standard for written English around the world. But there are significant variations in spoken English. There are notable differences in English speech patterns among the people even at the places where English is used as a first language. In India also you can notice the regional variations in speech patterns among speakers of the English language. When it comes to the teaching and learning of spoken English it is important to follow a standard. The Received Pronunciation of England (R.P.) is considered the standard pronunciation of spoken English.

Check Your Progress

1. Do you think following the received pronunciation of England is important for teaching and learning spoken English? If yes, give some reasons.

Using Received Pronunciation (RP) in the teaching and learning of English provide several advantages:

- RP Provides a consistent model of pronunciation that helps minimize regional variations.
- It supports clear and intelligible communication across regions and nations.
- Many institutions prefer RP for their academic activities.
- Majority of the learning resources available use RP as the standard model of spoken English.
- Many English-speaking countries conduct proficiency examinations for non-natives speakers of English for work or study use RP
- RP neutralizes variations in speech that help avoid miscommunication.

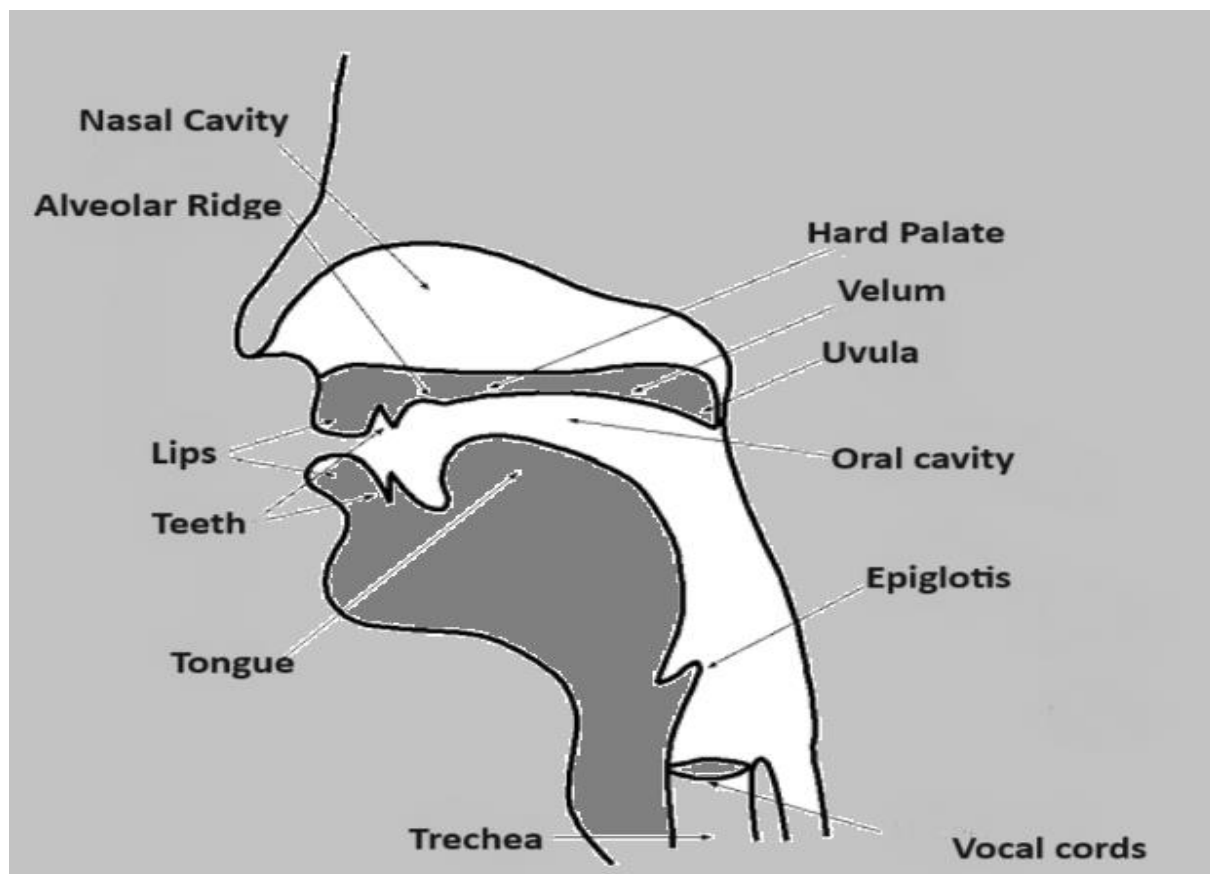
Though learning RP has many advantages, it is also important to understand that exposure to a variety of accents and pronunciation improves the cross cultural and regional communication and inclusive understanding of English language.

12.4 Phonetics

Phonetics is the study of sounds of human speech, it deals with the production, perception and processes involved in the articulation and hearing of sounds of speech.

There is no correspondence between written and spoken English. So, it is important to understand how written English corresponds to spoken English. Appropriately representing written English requires a systematic study of phonetic sounds and its articulation. In English each sound is represented by a unique symbol. There are 26 letters in the English alphabet which have 44 different sounds. The five vowel letters of the English alphabet i.e., (a,e,i,o,u) are represented by 20 vowel phonetic sounds and 21 consonant letters are represented by 24 consonant phonetic sounds. Now let us see these sounds in detail.

12.4.1 Organs of Speech



The organs of speech as presented in the below image play an important role in producing sounds. Every organ produces a unique sound and all these organs together help create a variety of sounds that is essential for human communication.

12.4.2 IPA Symbols

In spoken language there is always confusion and inconsistency with regard to correct pronunciation. This is solely because of the differences between written forms of language and their pronunciation based on their spelling. As there is no one to one correspondence between the letters of the alphabet and sounds of a speech. This mismatch often leads to confusion and inappropriate pronunciation of words. In this context the International Phonetic Alphabet (IPA) a standardized set of symbols are used to represent the sounds of speech. These symbols are used to transcribe the sounds of speech to ensure uniformity and consistency in spoken English. It helps us understand how to articulate sounds and words accurately and facilitate better language learning and communication.

The IPA symbols that are used to transcribe English are given below with an example and its phonetic transcription.

Vowels

IPA Symbol	Word	Transcription
/i:/	see	/si:/
/ɪ/	sit	/sɪt/
/e/	bed	/bed/
/æ/	cat	/kæt/
/ɑ:/	father	/'fɑ:ðər/
/ɒ/	not	/nɒt/
/ɔ:/	saw	/sɔ:/
/ʊ/	put	/pʊt/
/u:/	blue	/blu:/
/ʌ/	cup	/kʌp/
/ɜ:/	bird	/bɜ:d/
/ə/	about	/ə'baʊt/

Diphthongs

IPA Symbol	Word	Transcription
/eɪ/	say	/seɪ/
/aɪ/	my	/maɪ/
/ɔɪ/	boy	/bɔɪ/
/aʊ/	now	/naʊ/
/əʊ/	go	/gəʊ/
/ɪə/	ear	/ɪə/
/eə/	air	/eə/
/ʊə/	sure	/ʃʊə/

Consonants

IPA Symbol	Word	Transcription
/p/	pin	/pɪn/
/b/	bat	/bæt/
/t/	top	/tɒp/
/d/	dog	/dɒg/
/k/	cat	/kæt/
/g/	go	/gəʊ/
/tʃ/	cheese	/tʃiːz/
/dʒ/	jump	/dʒʌmp/
/m/	man	/mæn/
/n/	nose	/nəʊz/
/ŋ/	sing	/sɪŋ/
/f/	fish	/fɪʃ/
/v/	van	/væn/
/θ/	think	/θɪŋk/
/ð/	this	/ðɪs/
/s/	see	/siː/

IPA Symbol	Word	Transcription
/z/	zoo	/zu:/
/ʃ/	shoe	/ʃu:/
/ʒ/	measure	/ˈmeʒə/
/h/	hat	/hæt/
/l/	leg	/lɛg/
/r/	red	/rɛd/
/j/	yes	/jɛs/
/w/	water	/ˈwɔ:tər/

Activity 2

Think about three words that represent the sounds of Vowels, Diphthongs, and Consonants in the beginning, in middle and at the end and write it in the space provided Check your response with a dictionary.

Vowel/Diphthongs				Consonants			
IPA Symbol	Beginning	Middle	End	IPA Symbol	Beginning	Middle	End
/i:/	Eat	feet	see	/p/	pen	open	map
/ɪ/				/b/			
/e/				/t/			
/æ/				/d/			
/ɑ:/				/k/			
/ɒ/				/g/			
/ɔ:/				/tʃ/			
/ʊ/				/dʒ/			
/u:/				/f/			
/ʌ/				/v/			
/ɜ:/				/θ/			
/ə/				/ð/			

Vowel/Diphthongs				Consonants			
IPA Symbol	Beginning	Middle	End	IPA Symbol	Beginning	Middle	End
/aɪ/				/s/			
/eɪ/				/z/			
/ɔɪ/				/ʃ/			
/aʊ/				/ʒ/			
/əʊ/				/h/			
/ɪə/				/m/			
/eə/				/n/			
/ʊə/				/ŋ/			
				/l/			
				/r/			
				/j/			
				/w/			

12.5 Word Stress

Words are made-up of one or more syllables and all the syllables in a word are not equally emphasized. It refers to the emphasis placed on a specific syllable within a word.

For example:

In the word **"helicopter"**, which has four syllables /'hel.ɪ.kɑp.tər/, the first syllable **"hel"** is stressed.

In **"banana"**, which has three syllables /bə'nɑ:.nə/, the second syllable **"na"** is stressed.

The word **"understand"** consists of three syllables /,ʌn.də'stænd/, last syllable, **"stand"** is stressed.

Understanding stress patterns of words help us pronounce words in a better way which helps us speak and comprehend English more effectively. There exist some rules of stress patterns which may help you find out which syllable of the word is stressed.

12.5.1 Rules of word stress

1. Two syllable words used as Noun an Adjective or a Verb

When a two-syllable word is used as a noun or an adjective the stress is on the first syllable and when it is used as verb the stress is on the second syllable. Look at the following examples.

The symbol (') is used to show stress on the syllable:

Present

When two syllable words used as Noun/Adjective the stress is on the first syllable: 'pre-sent.

Example: She received a wonderful 'present for her birthday.

When two syllable words used as Verb the stress is on the second syllable: pre-'sent.

Example: He will pre-'sent his idea at the conference.

Noun/Adjective	Verb
'record	re'cord
'contract	con'tract
'conduct	con'duct
'permit	per'mit
'export	ex'port
'import	im'port
'increase	in'crease
'decrease	de'crease
'project	pro'ject

Check Your Progress

1. Think about five more two syllable words using a noun, an adjective and a verb with appropriate stress pattern.

Noun/Adjective	Verb
----------------	------

2. Words with prefixes and suffixes

Words with weak prefixes are stressed on the root

Examples:

de'velop de'sign be'lieve a'rise com'plete

Two syllable verbs beginning with the prefix dis- are stressed on the last syllable.

Examples:

dis'agree dis'play dis'continue dis'close dis'count

Two syllable verbs ending with -ate, -ise/-ize, -ct are stressed on last syllable

Examples:

-ate	-ise/-ize	-ct
------	-----------	-----

cre'ate	sur'prise	at'tract
dict'ate	re'vise	con'nect
rel'ate	or'ganize	di'rect

Words ending with -ion, -ic, -ical, -ically, -ial, -ially, -ian, -ious, -eous

Words ending with **-ion** is stressed on the penultimate syllable i.e. second-to-last syllable

Examples: Exami'nation, conver'sation, appli'cation, qualifi'cation

Words ending with **-ic, -ical, -ically, -ial, -ially, -ian** are stressed on the syllable preceding the suffix

Examples:

-ic/-ical/-ically	-ial/ -ially	Ian
e'lectric	in'dustrial	mu'sician
sympa'thetic	resi'dential	poli'tician
scien'tific	es'sential	
me'chanical	of'ficially	
po'litical		
eco'nomically		

Words ending with **-ious, -eous** are stressed on the penultimate syllable i.e. second-to-last syllable

Examples:

la'borious cou'rageous spon'taneous

Words ending with -ate, -ise/-ize, -ify, -ity, -cracy, -crat, -graph, -graphy, -meter, -logy are stressed on the ante-penultimate i.e. third-to-last syllable.

Example:

-ate:	'educate, 'dedicate 'meditate
-ise/-ize:	'organize, 'recognise
-ify:	'justify, 'certify
-ity:	ac'tivity, elec'tricity
-cracy, -crat:	aris'tocracy, de'mocracy, 'democrat, 'bureaucrat
-graph, -graphy, -meter, -logy:	'autograph, bi'ography, ther'mometer, bi'logy

Words ending with the suffixes -ain, -aire, -eer, -ental, -ential, -ese, -escence, -escent, -esque, -ique, -itis, -ee, -ette -ete, -ade are stressed on the suffix.

Examples:

-ain:	mai'tain, re'tain
-aire:	question'naire, millio'naire
-eer:	engi'neer, mountai'neer
-ental:	depart'mental, funda'mental

<u>-ential:</u>	resi'dential, cre'dential
<u>-ese:</u>	Chi'nese, Japa'nese
<u>-esence:</u>	ado'lescence
<u>-escent:</u>	ado'lescent, obso'lescent
<u>-esque:</u>	pictu'resque
<u>-ique:</u>	u'nique, tech'nique
<u>-itis:</u>	hepa'titis, arth'ritis
<u>-ee:</u>	employ'ee, absen'tee
<u>-ette:</u>	eti'quette, ga'zette
<u>-ete:</u>	com'plete, de'lete
<u>-ade:</u>	barri'cade, de'grade

Compound words

Compound words have stress on the first part

Example:

'classmate, 'blackboard, 'classroom

12.6 Intonation

When we speak our pitch of the voice keeps rising or falling continuously. It helps us express our ideas or emotions effectively. It also helps us understand the feelings and attitude of other persons talking to us. Intonation refers to the variations in our speech which help us convey our ideas, thoughts and emotions effectively. There are basically two types of intonations but a number of intonation patterns are created with the help of these two basic tunes.

12.6.1 Types and Rules of Intonation

Falling tune - indicated as (↘)

Rising tune - indicated as (↗)

Falling tune (↘)

The pitch of the voice falls at the end of the sentence. Following are some of the situations where this tune is used:

Statements

Falling tune is commonly used in general statements "I finished my homework." ↘

Commands

It is used to give commands or instructions. "Close the door." ↘

Wh-Questions

It is used in questions that begin with who, what, where, when, why, and how. "Where are you going?" ↘

Exclamations

It is used in exclamatory sentences to express emotions. "What a beautiful day!" ↘

Questions Tags (when confirming information)

Falling tune is used in question tags when the speaker expects confirmation from the listener.

"You're coming to the college, aren't you?" ↘

Rising tune (↗)

The pitch of the voice rises at the end of the sentence. Following are some of the situations where rising tune is used:

Yes/No Questions

When speaker expect the response in yes / no rising tune is used

"Are you coming to the party?" ↗

Uncertainty, Doubt or Hesitation

It can be used to express uncertainty or doubt or uncertainty. "I think it's going to rain?" ↗

Polite Requests

Rising tune is used to make polite requests. "Could you pass the salt?" ↗

Incomplete Statements

It is used to indicate that statement is incomplete. "If we leave now " ↗

Enumeration or Listing

It is used to numerate or list items. Rising tune is used on all items except the last one that shows the enumeration or the listing is incomplete.

"We need to buy apples, bananas, oranges, and grapes." (rising on "apples," "bananas," and "oranges"; falling on "grapes") ↗↗↗↘

Greetings/Leave Taking

Rising tune is used in friendly and welcoming greetings and in leave taking.

Hello↗ , Good bye ↗

Encouragement

Rising tone can be used to encourage and support. "Yes, you can do it." ↗

Clarifications

It is used when seeking clarification or confirmation. "So you mean we should meet at 5 PM?" ↗

12.7 Techniques of using language laboratory

Language lab is a special facility in schools and colleges equipped with computers, audio video equipment and software that help students learn and practice language. In the lab students engage in listening to audio, video recordings, practice pronunciation, participate in interactive language exercises, and play roles. Language Labs complements the classroom learning and allows students to develop their language skills at their own pace. Language labs are very popular in teaching and learning English nowadays.

There are several advantages to using a Language Lab in language learning:

- **Enhanced Listening Skills:** Language Labs provide a controlled environment where students can practice listening to native speakers, they listen to different accents, audio materials, and enhance their listening comprehension skills.
- **Improved Pronunciation:** With the help of audio recordings and speech recognition software, students practice and improve their pronunciation, intonation, and fluency.
- **Interactive Learning:** Language Labs facilitates interactive activities, resources, and exercises that helps students develop their language skills effectively.
- **Self-Paced Learning:** Students can learn at their own pace and receive immediate feedback on their performance.
- **Multimedia Approach:** Language Labs provide a variety of multimedia tools and resources such as audio, videos, interactive language games, virtual simulations, and online resources that make the learning process effective and enjoyable.

There are various effective techniques for developing language skills of students through language lab:

- **Listening Comprehension Exercises:** Teachers can make use of audio recordings of dialogues, speeches, interviews, to make the students listen and answer comprehension questions. This may help improve students' listening skills.
- **Pronunciation Practice:** Teachers can make use of speech recognition software and interactive pronunciation exercises to help students practice and improve their pronunciation of sounds, words, and sentences.
- **Role-Playing and Dialogues:** English language teachers can provide opportunities with the help of language labs to engage students in virtual conversations, role-plays, and simulated real-life dialogue practice.

- **Language Games:** Students can play interactive language games, quizzes, and puzzles to make learning fun and engaging.
- **Feedback and Assessment:** Teachers can make use of Language lab to provide feedback on to students and keep a record of their progress and assess their language proficiency.

By incorporating these techniques effectively, teachers can make use of a Language lab to help students develop their language skill.

12.8 Role of language laboratory in acquisition of language

There are several advantages to using a Language Lab in language learning:

- **Enhanced Listening Skills:** Language Labs provide a controlled environment where students can practice listening to native speakers, they listen to different accents, audio materials, and enhance their listening comprehension skills.
- **Improved Pronunciation:** With the help of audio recordings and speech recognition software, students practice and improve their pronunciation, intonation, and fluency.
- **Interactive Learning:** Language Labs facilitates interactive activities, resources, and exercises that helps students develop their language skills effectively.
- **Self-Paced Learning:** Students can learn at their own pace and receive immediate feedback on their performance.
- **Multimedia Approach:** Language Labs provide a variety of multimedia tools and resources such as audio, videos, interactive language games, virtual simulations, and online resources that make the learning process effective and enjoyable.

Language labs provide an enhanced language learning experience. Students develop their language proficiency, confidence, and communication skills effectively.

12.9 Summary

This unit may have helped you to understand the different aspects of phonetics. Now you might be able to identify and use the standard pronunciation of English (Received Pronunciation) and be familiar with the International Phonetic Alphabet (IPA) symbols. In addition to this you may have a better understanding of the roles of various organs of speech and we will be able to recognize and apply word stress patterns and intonation effectively in spoken English. Moreover, you might be also familiar with the role of language labs in developing language skills and various techniques of using language labs effectively.

12.10 Glossary

- **R.P:** The Received Pronunciation of England (R.P.) is considered the standard pronunciation of spoken English.
- **Organs of Speech:** The organs of speech help in producing sounds. These organs together create a variety of sounds that are essential for human communication.
- **Phonetics:** Phonetics is the study of sounds of human speech
- **IPA Symbols:** The International Phonetic Alphabet (IPA) is a standardized set of symbols that are used to represents the sounds of speech
- **Word Stress:** Refers to the emphasis placed on a specific syllable within a word.
- **Intonation:** Refers to the variations in our speech which help us convey our ideas, thoughts and emotions effectively.

12.11 Learning Outcomes

By the end of this Unit, learners will be able to:

- Recognize the importance of teaching pronunciation for effective spoken communication.
- Understand the Received Pronunciation (RP) of English and the International Phonetic Alphabet (IPA).
- Analyze speech sounds and their articulation, including word stress rules and their application in spoken English.
- Identify variations in speech intonation and apply them appropriately in different sentence types and situations.

Utilize language laboratory techniques to enhance language acquisition and pronunciation skills.

12.12 Model Examination Questions

Objective Type Questions

1. What is the purpose of phonetics?
understand grammar rules
improve writing skills
learn new vocabulary
study the sounds of human speech
 2. How many different phonetic sounds are represented by the 26 letters of the English alphabet?
- 20

12

44

8

3. What is the benefit of using the International Phonetic Alphabet (IPA)?
ensures uniformity and consistency in spoken English
increases vocabulary
improves uses of grammar
Simplify spelling rules
4. Which type of tune is used at the end of a general statement?
rising tune
falling tune
mixed tune
flat tune
5. Which symbol indicates the vowel sound in the word 'sheep'?
/ɪ/
/e/
/i:/
/æ/

Short Answer Type Questions

1. Why is it important to teach pronunciation?
2. What is phonetics?
3. What is word stress?
4. What do you mean by intonation?
5. What are diphthongs?

Long Answer Type Questions

1. What is a language lab? What is the role of a language lab in the development of language skill? Discuss the techniques of using language labs effectively.
2. Discuss the different aspects of phonetics. How do these aspects help develop pronunciation and better understanding of spoken English? Use appropriate examples to explain.
3. Explain the concept of intonation in spoken English. What are the different types of intonation patterns and how do they help in conveying meaning and emotions?

MCQ Answer Key: 1.d 2.c 3.a 4.b 5.c

12.13 Suggested Reading Materials

1. Bansal, R. K., & Harrison, J. B. (1983). *Spoken English: A manual of speech and phonetics*. Orient Longman.
2. Collins, B., & Mees, I. (2003). *Practical phonetics and phonology: A resource book for students*. London: Routledge
3. O'Connor, J. D. (1980). *Better English pronunciation*. Cambridge University Press.
4. Wells, J. C. (2000). *Longman pronunciation dictionary* (2nd ed.). Harlow: Pearson Education.

Unit 13 - Teaching Prose and Teaching Poetry*

- 13.0 Introduction
- 13.1 Objectives
- 13.2 Prose
 - 13.2.1 Different Types of Prose
 - 13.2.2 Elements of Prose Text
 - 13.2.3 Figures of Speech in Prose
 - 13.2.4 Objectives of Teaching Prose
 - 13.2.5 Lesson Planning for Teaching Prose
- 13.3 Poetry
 - 13.3.1 Different Types of Poetry
 - 13.3.2 Elements of Poetry
 - 13.3.3 Objectives of Teaching Poetry
 - 13.3.4 Lesson Plan for Poetry
- 13.4 Summary
- 13.5 Glossary
- 13.6 Learning Outcomes
- 13.7 Model Examination Questions
- 13.8 Suggested Reading Materials

13.0 Introduction

Teaching is important in every individual's life to acquire knowledge, and skills, and develop proper attitudes for life. Teaching plays an important role in transmitting cultural norms, values, traditions, beliefs, and ideas from one generation to another. In the process of teaching the teachers simplify the complex, make abstract more concrete, unknown knowledge known to the students through which the students make their better future.

The main purpose of teaching is to impart knowledge and wisdom which is not just limited to textbooks but to their life to shape the behavior and build the character of the students. It was said that teaching is not everybody's cup of tea. It needs knowledge, skill, competencies, and traits to become a teacher apart from having a love for profession and commitment. Hence teaching has emerged as pedagogy over time.

Pedagogy is the act of teaching based on certain goals, and methods of teaching, based on certain scientific theories and philosophies of education. Now pedagogy is an academic discipline

* Prof. Akthar Parveen, Professor, Dept. of Education & Training, MANUU

formed based on social, cultural, and political contexts. A pedagogist is a master of the theory and practice of teaching.

The school curriculum has different subjects included. Today in this unit let us try to understand the pedagogy of teaching prose and poetry.

13.1 Objectives

At the end of the Unit, the student-teacher will be able to:

- list out various types of prose.
- list out various types of poetry.
- differentiate between teaching prose and poetry.
- understand the methods of teaching prose and poetry.

13.2 Prose

13.2.1 Different Types of Prose

According to the Oxford Dictionary prose is written or spoken language in its ordinary form without metrical structure. It follows normal basic grammatical structure in paragraphs. The word prose is derived from the French word Prosa Oratio which means straight forward or direct speech. It is written in words, phrases, sentences, paragraphs, and chapters. The father of English prose is William Tyndale. There are different types of prose. They are

- Nonfictional prose
- Fictional prose
- Heroic prose

Nonfictional prose:-It is a kind of literary work based on fact. The main purpose of nonfictional prose is to convey experiences or reality to the audience. The following types of non-fiction exist in Prose.

Type of non-fiction	Literary non-fiction	Informative non-fiction
Examples	Biographies, historical fiction, travelogues, and diaries	Encyclopaedias, textbooks, newspaper articles, and interviews in publication.

Fictional prose: It is a kind of literary work based on the imagination of the author. The main purpose of the fictional prose is to develop creativity, imagination power, and aesthetic sense of the reader. Best examples are Short stories, Novels, Fantasy, Fictional prose, Historical fiction, Fable, Novella, Romance, Autobiography, Drama, and Essay.

Heroic Prose: -It is prose that is narrated orally and passed on from one generation to another orally or in writing. For example, mythology, fables, parables, and legends are the best examples of heroic prose.

The main purpose of teaching prose is to develop language skills such as the ability to listen, speak, read, and write. It is an intensive study in the form of a textbook assigned to a particular class in schools. Studying English prose at the school level helps the students to master the language and speak in English without any problem. After knowing different types of prose in school textbooks and the importance of textbooks, let us try to understand the elements of prose text.

13.2.2 Elements of Prose

There are different elements of prose text like plot, character, theme, setting, point of view, style, and figure of speech which makes prose literary work and helps the teacher develop language skills with these elements in mind and make the lesson more effective.

- Let us try to understand the elements of prose in detail.
- The plot is a series of incidents that an author narrates in a story or play.
- Character is a person, animal, or thing that may be real or fictional and around which the story runs
- The theme is the main idea or a work of art in the story or narrative
- The setting is the overall context of the story or plot
- Point of view is a position from which someone or something is observed
- Style is the way the writer writes the story
- Figures of speech means a word having different meaning other than the literary sense.

13.2.3 Figures of Speech in Prose

Let us try to understand different figures of speech in English prose.

- Hyperbole:- it is an exaggeration of an event or an idea Ex I am so hungry. I can eat a horse.
- In Oxymoron two words or phrases contradict for example bitter-sweet, awfully good, small crowd.
- In Irony the words convey the meaning of what the opposite is. For example you are suffering from food poisoning and you say wow I am feeling great today.
- Synecdoche is used for some phonetic resemblances, for example you say Jack got new wheels for Jack got a new Car.

- Euphemisms are the expressions used for unpleasant experiences for example we say bite the dust instead of die, unique looking for ugly.
- Assonance is repeating the vowel sounds in the line to create internal rhyming like the light of the fire is a sight
- Idioms are words that have different meanings than the original Once in a blue moon, pull your leg
- A metaphor compares two things: My mom has a heart of gold.
- Alliteration is the repetition of syllables' initial consonants like the big bad bear bored the baby
- Metonymy is used to show phonetic resemblances like tongue as a substitute for language

The main purpose of teaching prose is to teach reading and comprehension. Through prose reading the students will be able to develop listening, speaking, reading, and writing skills. Teaching prose is for extensive reading but it can be for extensive reading purposes also. Teaching prose involves teaching difficult words, meanings, spellings, antonyms, synonyms, grammar, pronunciation, and gist of the paragraphs. Let us try to understand the objectives of teaching prose.

13.2.4 Objectives of Teaching Prose

It can be divided into general and specific objectives. They may be literary aim or aim or subject matter. Let us understand the general aims of teaching prose.

- To read the paragraph and understand with meaning
- To learn to listen carefully with attention
- To be aware of active and passive vocabulary and use them in daily life
- To develop the habit of loud and silent reading
- To understand the grammar point
- To interact confidently while conversing in English
- To understand the gist of the lesson
- To write correct English
- To make use of knowledge in real-life situations

Specific aims differ from lesson to lesson. It depends on the content of a story, narrative, biography, essay, drama, and play. The specific aims of different prose texts are as follows.

- Specific Objectives of Narrative
- To make aware of the style of the writer
- To increase the power of imagination

- To develop a love for nature
- To develop feelings for things
- The specific objective of the story
- To immerse the students in the story
- To introduce different characters
- To enhance the power of imagination
- To give some moral message
- To develop the art of story writing

Specific Objectives of Essay:

- To develop the skill of organizing thoughts and ideas in an orderly manner
- To increase the power of imagination and creativity
- Specific objectives of play:
- To introduce different characters and roles
- To introduce conversational English

Specific objectives of biography:

- To introduce the life of great people
- To motivate them to read English biographies

13.2.5 Lesson Planning for Prose

Lesson planning involves various steps to follow. The teacher needs to prepare thoroughly by performing micro analysis of the task. They are

Motivation:- while teaching it is very important to capture the attention of students towards the lesson. Hence the teacher uses pictures, models, role play, multimedia tools, and discourse to involve students in conversation and bring them on the track. The purpose of motivation is either to test the previous knowledge of the student or to develop an interest in the lesson. With this purpose in mind, the teacher asks several questions based on the topic they are going to teach to relate previous knowledge with recent knowledge.

Declaration of topic/announcement of topic: when the students are very near to the concept and reveal the title then the teacher declares the topic or title of the lesson. Then they move to the presentation part.

Loud reading by the teacher:- the teacher reads the lesson loudly, and clearly with proper stress, intonation, and pause.

Teaching difficult words and spellings:- the teacher while preparing the lesson plan reads the paragraphs of the lesson and identifies difficult words for the students and teacher difficult words and spelling with suitable examples and its usage.

Teaching pronunciation:- The teacher identifies difficult words for pronunciation, writes on the blackboard and pronounces for the students.

Teaching synonyms and antonyms:- the teacher lists out synonyms and antonyms from the paragraph of the lesson and explains the students.

Teaching grammar point:- the teacher identifies grammar points from the paragraph like parts of speech, degrees of comparison, tenses, and phrases, and prepares a substitution chart. With the help of a substitution chart, the teacher explains grammar points.

Second reading by the teacher:- the teacher reads the lesson a second time with proper stress, intonation, pace, and pause.

Explanation of the paragraphs:- the teacher explains the passage with suitable examples asking questions in between to ascertain the concept's clarity.

Providing gist or summary:- the teacher gives a summary of the paragraph

Loud reading by the students:- the teacher asks a few students to read the paragraph loudly and the teacher supervises and corrects reading mistakes.

Silent reading by the students:- the teacher instructs the students to read the lesson silently so that they read between the lines and can answer comprehension questions.

Comprehension questions: the teacher asks comprehension questions from the paragraph discussed.

Recapitulation: the teacher recapitulates the entire lesson in five minutes and concludes the lesson

Home assignment:- the teacher gives suitable home assignments based on the passage like objective type questions, vocabulary, grammar points, meanings, antonyms, synonyms projects, assignments, etc.

13.3 Poetry

13.3.1 Different Types of Poetry

Poetry is the elevated form of expression of literature. It has an aesthetic sense. It appeals to the heart, our emotions, and feelings. It is a beautiful form of expression meant for the appreciation of beauty in a poem or piece of literature. The purpose of the poetry class is to enjoy

the theme, idea, and concept of the poet and feel and respect his idea. Poetry has rhyme and rhythm, intonation which makes poetry more attractive and appealing.

Hence poetry class is more appealing to the students as they sing the poem with expressions, gestures, actions, and feelings. Let us try to understand the utility of teaching poetry to the school children.

- Children's memory is strengthened and developed through rhymes.
- They actively hone their capacity for imagination and imitation.
- Rhymes help to expand vocabulary.
- The foundation of rhymes is solid for speech practice.
- The young students gain confidence and a sense of accomplishment.
- Rhymes teach the ears to distinguish between different rhythms and sounds.
- Rhymes are a great tool for teaching proper speaking.
- Rhymes improve speaking and listening abilities

There are different types of poetry which have different purposes. Let us try to understand some of them.

ODE:- It is a poem that expresses emotions written in the first person. Ode presents a tribute to a person or a thing. Ode has praise, admiration, and appreciation, celebration of a person, place, or thing. Examples- Ode to a Nightingale, An Ode to Love, Ode to the West Wind, etc.

SONNET:- They are the oldest forms of poetry. They are of 14 lines with specific rhyme scheme and meter. Mostly the theme of the sonnet is love. Examples of a sonnet are "Death, be not proud" (Holy Sonnet 10) by John Donne., "How Do I Love Thee?" by Robert Frost, "My mistress' eyes are nothing like the sun" (Sonnet 130) by William Shakespeare.

EPIC:- They are long stories of adventures, characters of the person in poetic form. They are novels of poetry and are considered ballads of poetry. Examples of epic are the Odyssey, Divine Comedy, Paradise Lost, etc.

COUPLET:- They are two-line poems with the same rhyme and rhythm. They have the same length and meter. Examples of couplets are Anne Bradstreet's "To My Dear and Loving Husband", Andrew Marvell's "To His Coy Mistress", Alexander Pope's "An Essay on Criticism".

GHAZALA:- They are Arabic poetry composed of five or more lines by medieval Persian poets. The theme is melancholy, love, and longing for example Faiz Ahmad Faiz, Ahmad Faraz, and Mirza Ghalib are ghazal poets.

NARRATIVE POETRY:- Narratives are also long poems of fiction, plot, and character. For example Idyll, The Canterbury Tales, The Rape of Lucrece, The Charge of the Light

ELEGY poems are a tribute to dead persons. They are poems that lament on death. For example, Home they brought the warrior dead, In memory of W.B. Yeats, *In Memoriam*.

BALLAD:-It is a series of verses in a story that has a musical quality and can be sung. It is dramatic, emotional storytelling. The best examples of ballads are The Second Coming, The Solitary Reaper, and The Rime of the Ancient Mariner.

13.3.2 Elements of Poetry

Poetry becomes more appealing, and beautiful due to its different combination of elements like stanza, Rhythm, assonance, Môtô rhyme, imagery, alternate rhyme, alliteration, meter, tone, and form. Let us try to dwell in detail to understand the elements of poetry.

STANZA:-it is a set of words inline connected to convey an idea. It is a basic form required for poetry.

Trees are the kindest things I know,
They do not harm, they simply grow
And spread a shade for sleepy cows,
And gather birds among their boughs...

-By Harry Behn

RHYTHM:-It is the systematic tempo of the poem to create melody and aesthetic sense. It makes the poem more decent, appealing, and creative.

On the fifteenth of May, in the jungle of Nool,
In the heat of the day, in the cool of the pool,
He was splashing... enjoying the jungle's great joys...
When Horton the elephant heard a small noise.

-By Dr. Seuss's Horton

ASSONANCE:- It is the repetition of vowel sounds to produce a different sound in serial words or phrases. Like

He claps his hands and stamps his feet
The Rain in Spain falls mainly on the plain

MÔNO RHYME:- It is one type of sound that gets repeated in the entire poem. For example

A New light
Shines so bright

When we say goodbye at the night
The sun reaches a height
And the sky is very quiet
The birds ready to flight
Enjoying this beautiful sight
There is me with the stress of night
-anonymous

IMAGERY:-It is a visual description of what is seen. It is described through words and sentences. It uses pictures to create mood, feelings, and images to impress in the mind of the readers by the poet. For example

"The night was black as ever,
But bright stars lit up the sky in beautiful and varied constellations
Which were sprinkled across the astronomical landscape"

ALTERNATE RHYME:- In this poetry, first and third lines and second and fourth lines follow a pattern of rhyme. For example, the AB pattern is followed.

Bring me my Bow of burning gold:
Bring me my arrows of desire:
Bring me my Spear: O clouds unfold!
Bring me my Chariot of Fire!

ALLITERATION is the use of the Same phonetic sounds repeatedly to create music, sound, and emotional effects. For example

"The fair breeze blew
The white foam flew,
And the furrow followed free.
We were the first to ever burst into the silent sea."
-by Coleridge

METER:-It is a systematic arrangement of stressed and unstressed words. For example

The seasons bring the flower again,
And bring the firstling to the flock;
And in the dusk of thee, the clock
Beats out the little lives of men.
By Tennyson

TONE:-It is the mood of the poet conveyed through the poetry to the subject, speaker, or audience. It shows the feelings, attitudes and perceptions of the poet in the form of a poem. An ironic tone emerges when the outcome of an event or situation is different from the expected. For example "If it were a cold, rainy ray day, you might say, "What a beautiful day".

FORM:-It is the physical structure of the poem like how many stanzas, and how many lines, rhyme, and rhythm of the poem.

13.3.3 Objectives of Teaching Poetry

- To develop a love for poetry
- To strengthen and develop memory of the students
- To actively hone their capacity for imagination and imitation.
- To expand vocabulary.
- To lay the foundation of rhymes is solid
- To enable the students to appreciate the poems
- For speech practice.
- To gain confidence and a sense of accomplishment.
- To distinguish between different rhythms and sounds.
- To teach proper speaking.
- To improve speaking and listening abilities

13.3.4 Lesson Plan for Poetry

Lesson planning involves various steps to follow. The teacher needs to prepare thoroughly by performing micro analysis of the task. They are as under;

Motivation:- while teaching it is very important to capture the attention of students towards the lesson. Hence the teacher uses pictures, models, role play, multimedia tools, and discourse to involve students in conversation and bring them on the tract. The purpose of motivation is either to test the previous knowledge of the student or to develop an interest in the lesson. With this purpose in mind, the teacher asks several questions based on the topic they are going to teach to relate previous knowledge with recent knowledge.

Declaration of topic/announcement of topic: when the students are very near to the concept and reveal the title then the teacher declares the topic or title of the lesson. Then they move to the presentation part.

Loud reading by the teacher:- The teacher reads the poem loudly, and clearly with proper rhyme, rhythm, stress, intonation, and pause.

Teaching difficult words and spellings:- the teacher while preparing the lesson plan reads a poem, identifies difficult words for the students and teaches difficult words and spelling with suitable examples and its usage.

Teaching pronunciation: -The teacher identifies difficult words for pronunciation, writes on the blackboard and pronounces for the students.

Teaching rhyming words:-The teacher lists out rhyming words from the poem and explains the students.

Second reading by the teacher:- the teacher reads the lesson a second time with proper stress, intonation, pace, and pause.

Explanation of the poem: - the teacher explains the poem with suitable examples asking questions in between to ascertain the concept clarity.

Providing gist or summary:- the teacher gives a summary of the poem

Loud reading by the students:- the teacher asks a few students to read the poem loudly and the teacher supervises and corrects reading mistakes.

Silent reading by the students:- the teacher instructs the students to read the poem silently to answer comprehension questions.

Comprehension questions: the teacher asks comprehension questions from the poem discussed.

Recapitulation: the teacher recapitulates the entire lesson for five minutes and concludes.

Home assignment:- the teacher gives a suitable home assignment based on the poem.

Check Your Progress

1. Why do we teach prose?
2. What is elegy?

3.4 Summary

The main purpose of teaching prose is to develop language skills such as the ability to listen, speak, read, and write. It is an intensive study in the form of a textbook assigned to a particular class in schools. Studying English prose at the school level helps the students master the language and speak in English without any problem

There are different elements of prose text like plot, character, theme, setting, point of view, style, and figure of speech. We teach poetry to improve Children's memory, hone their capacity for imagination and imitation, expand vocabulary, for speech practice, gain confidence and a sense of accomplishment, distinguish between different rhythms and sounds, teach proper speaking, and listening abilities

There are different elements of poetry like stanza, rhythm, assonance, tone, imagery, alliteration, meter, and form. We have different lesson plans for teaching prose and poetry.

13.5 Glossary

- **Pedagogy:** The act of teaching based on specific goals, teaching methods, and educational theories or philosophies.
- **Nonfictional Prose:** Writing intended to convey real experiences, facts, or reality to the audience.
- **Fictional Prose:** Writing meant to develop creativity, imagination, and aesthetic appreciation in the reader.
- **Heroic Prose:** Traditional prose narratives that are passed orally from one generation to another, later written down.
- **Point of View:** The perspective or position from which a story or event is observed or narrated.
- **Style:** The distinctive way a writer expresses ideas through language and structure.
- **Hyperbole:** A figure of speech that involves deliberate exaggeration for emphasis.
- **Oxymoron:** A figure of speech where two contradictory words or phrases are combined.
- **Irony:** A figure of speech in which the intended meaning is opposite to the literal meaning of the words.
- **Synecdoche:** A figure of speech where a part represents the whole or the whole represents a part.
- **Euphemism:** A mild or polite expression used in place of a harsh or unpleasant one.
- **Assonance:** The repetition of vowel sounds within nearby words to create internal rhythm.
- **Idioms:** Expressions whose meanings differ from the literal meanings of the individual words.
- **Metaphor:** A comparison between two unlike things without using “like” or “as.”
- **Alliteration:** The repetition of initial consonant sounds in words placed close together.
- **Metonymy:** A figure of speech in which something is referred to by the name of something closely associated with it.
- **Ode:** A lyrical poem expressing strong emotions, usually written as a tribute to a person or thing.
- **Sonnet:** A poetic form consisting of 14 lines with a specific rhyme scheme and meter.
- **Epic:** A long narrative poem describing heroic adventures or significant events.
- **Couplet:** A pair of poetic lines that rhyme, share the same rhythm, and are of equal length.

- **Ghazal:** A poetic form of Arabic origin, developed in Persian literature, consisting of at least five rhyming couplets.
- **Elegy:** A poem that mourns or laments the death of a person.
- **Assonance (duplicate corrected):** The repetition of vowel sounds in a sequence of words to create musical effect.

13.6 Learning Outcomes

By the end of this Unit, learners will be able to:

- Identify various types of prose and poetry and their key characteristics.
- Differentiate between the teaching of prose and poetry, highlighting their unique instructional approaches.
- Understand and apply appropriate methods for teaching prose and poetry effectively.

13.7 Model Examination Questions

Objective Type Questions

1. -----is the act of teaching based on certain goals, methods of teaching, based on certain scientific theories.
2. The main purpose of the -----is to develop creativity, imagination power, and aesthetic sense of the reader.
3. Heroic prose is prose that is narrated and passed on from one generation to another.
4. Style is the way the writer -----the story
5. An exaggeration of an event an idea is-----
6. When two words or phrases contradict it is known as -----
7. Repetition of syllables' initial consonants like the big bad bear bored the baby is called-----

8. -----is the expression used for unpleasant experiences.
9. -----is tribute to dead persons.
10. The purpose of teaching poetry is to develop -----.

Short Answer Type Questions

1. Why do we teach prose?
2. Why do we teach poetry?
3. What is a heroic pose?

4. What are the elements of prose?
5. What are the types of prose?
6. What is a ballad?
7. Why do we teach elegy poems?
8. What is the tone of the poem?
9. What is the importance of the style of the poem?
10. What is the purpose of Ode?

Long Answer Type Questions

1. What are the aims and objectives of teaching prose to secondary school children?
2. What are the aims and objectives of teaching poetry to secondary school children?
3. What are the elements of prose?
4. What are the elements of poetry?
5. What are the different forms of prose?
6. What are the different forms of poetry?
7. What are the steps of teaching prose lessons?
8. What are the steps of teaching poetry lessons?
9. What is the difference between teaching prose and poetry?
10. How do the objectives of teaching prose and poetry differ?

13.8 Suggested Reading Materials

1. *Pedagogy of English* by Dr. Sangeetha Naath.
2. *Pedagogy of teaching English subjects, methods and techniques* by Dr. Rukmini U Jamdar.
3. *Teaching English* by Dr. Purabi Chakravarthy.
4. *English language teaching* by N. Devaki.
5. *Pedagogy of English* by SM Acharya.
6. *English Pedagogy of Language Teaching* by Dr. Amal Kr. Chakraborty.

Unit 14 - Resources for Teaching Multimedia in ELT, Online Resources for ELT, and Social Networking*

- 14.0 Introduction
- 14.1 Objectives
- 14.2 Resources of Teaching
- 14.3 Use of Multimedia in ELT
- 14.4 Online Resources for ELT
- 14.5 Social Networking
- 14.6 Summary
- 14.7 Learning Outcomes
- 14.8 Glossary
- 14.9 Model Examination Questions
- 14.10 Suggested Reading Materials

14.0 Introduction

When the teacher is preparing for the lesson in their subject they need to refer to learning resources. Learning resources are not only a source of information, but they also help teachers in professional development. These resources aid knowledge and bring awareness and enhance skills among the teachers to be on par with the changing society and changing needs of the children. It gives updates of information. Teachers can use various resources for teaching and learning such as reference books, journals, magazines, thesaurus, policy documents, study materials, and online resources to contribute to the students' learning. Let us understand about the various resources available for the teachers.

14.1 Objectives

At the end of the Unit, the student-teacher will be able to:

- become aware of multimedia resources to use effectively while teaching English.
- make use of online resources for effective teaching of ELT.
- build up good social networking for professional growth.

14.2 Resources of Teaching

A resource is any material hardware or software that supports goal-oriented activity in the teaching and learning process. It can be physical, nonphysical things or information. Teachers

* Prof. Akthar Parveen, Professor, Dept. of Education & Training, MANUU

make use of various resources to make their lessons effective like textbooks and novels, film and television, plays, radio programs and podcasts, multimedia, applications, software, platforms and games, social media, and digital learning resources including video, audio, text, websites, animations and images, lectures etc.

Learning resources are texts, media, and digital assets that can be used to teach, learn, and evaluate, as well as to conduct research. Good learning resources are relevant, accurate, appropriate for the context, and suitable for the selected audience.

Effective learning tools build meaningful relationships with learners' competencies, experiences, and identities. Learning is an emergent process that includes many types of relationships. People learn most effectively when they can link new knowledge with what they already understand and can do.

14.3 Use of Multimedia in ELT

Multimedia is the use of many resources in combination like text, images, pictures, audio, video, and graphics with links and tools to interact, navigate, and create for some specific purpose. It is the application of technology in various fields to make that particular field more effective, and interesting. It is more engaging, and interactive, especially in the teaching-learning process. Let us try to understand the various types of multimedia available.

Types of multimedia

Text and graphics: To convey information quickly and concisely visual representation of words is used. This is known as text graphics. This is useful for presenting simple and complex content

Slide show presentations:- Presentation of a series of still images with text, images, pictures, and graphs on a projector screen or electronic display device in a sequential manner. They may be made automatic or manually operated for presentation.

Diagrams:- it is a simple drawing to explain something visually with some graphs, and pictures on the electronic screen or black board.

Flow charts:- is a picture of various steps involved in a process to explain the process in serial order. It may be displayed on an electronic screen or the blackboard while explaining.

An infographic is a card with minimum text and maximum visualizations to explain comprehensively and give an overview of a topic.

Audio:- Is a sound recorded, transmitted, and reproduced on a specific topic of presentation.

Podcasts:- is a program made available in digital format over the internet to listen to it.

Video:- it is moving visual images on any topic recorded, reproduced

Screen capture:- it is also known as a screenshot. It is the image captured on a digital display device.

Talking head videos:- it is a video capturing information while a person is talking directly in front of a camera.

Animation:- it is the technique of photographing puppets, animals, and human beings as lively and creating an illusion of movement.

14.4 Online Resources for ELT

We cannot imagine life without English nowadays. Minimal knowledge of English makes our life easy in a multilingual country like India. Hence English is taught as a second language in India as a compulsory subject. All the students from first to graduation level need to study English. But most of the students face a lot of problems while learning English because the language spoken at home is different, the state language is different and the school language or medium of instruction is different. In such cases, the knowledge of online resources will make the teacher's task of teaching easy, and at the same time if the students are aware of the online resources it helps them to improve their English.

Online resources are available to teach and learn the English language. They make teaching and learning more interesting, interactive, and fun. Let us try to understand the various resources of ELT and their purpose.

- The British Council-learn English online improves English skills through online mode
- Kieran Donaghy's Film English:- it promotes film literacy and analyzing ability through movies
- Cambridge's website prepares students for IELTS exams
- Busy Teacher's gargantuan resource website helps the teachers by providing downloadable, printable, materials, handouts, and worksheets.
- Kahoot!- Norwegian online game-based learning platform
- One Stop English – Lindsay Clandfield:- it is a teacher's resource site
- Duolingo is an American educational technology company:- is to create the greatest education and make it available to everyone.
- Newsela is a literacy-focused tech start-up company:- it takes new content and converts it into study material

- Teach English classroom materials to download
- Canva is an online graphic design app
- English Club -grammar, vocabulary & pronunciation
- FluentU- videos, ranging from movie trailers and music videos to inspiring talks
- ESL Galaxy- comprehensive, one-stop, completely free ESL resource site.
- Quizlet - an online learning tool that allows language teachers to create their digital flashcard
- Distance teaching learning hub- free- English language teaching or learning materials
- Using English is a large repository of ESL and EFL tools and resources.
- EnglishMediaLab -an interactive learning website for beginner, intermediate, and advanced ESL
- Phonemic chart- to hear and understand the sounds of English using the British Council
- ESL Games- helping teachers by providing fun English lesson resource games
- English Aula - includes various KET, PET, FCE, CAE, and CPE exam tasks, with answer keys
- Breaking News English – by Sean Banville- for lesson plans for English teachers
- Newsela has high-interest current events articles, with corresponding images and questions

14.5 Social Networking

It is the process of connecting with people online with similar academic interests to interact, share and exchange ideas, and grow professionally. It also means getting connected with our colleagues, friends, relatives, and family with some purpose. In the 21st century, social networking plays a very important role in sharing information very quickly within no time. Let us try to learn various social networking sites to get professionally connected

- Facebook is a social networking site that connects people for business, and professional purposes.
- Twitter is another networking system where the news spreads very fast.it is a public micro-blogging system
- Snapchat is a social networking app that allows instant messaging on mobile
- WhatsApp is also a famous social networking platform for chatting, making voice messages, and video calls.
- Instagram focuses on sharing visual media like photos and videos

- LinkedIn is a professional social network where you can connect with same profession people and know the latest professional updates
- Reddit is a platform to join various forums
- Tumblr is a microblogging platform to share videos, photos, etc.
- Medium is a platform to publish articles meant for researchers
- Telegram is a messaging app famous for its speed, security and privacy.
- TikTok is video video-hosting service
- YouTube is an original video social media platform
- Pinterest promotes image saving and sharing using a virtual Pinterest board.

Advantages of social media platforms

Teachers can use social media for many purposes and get benefitted from it. Let us try to understand the uses of social media plant forms for an English teacher.

- It provides an opportunity for ELT teachers to build a community of like-minded people and share academic ideas.
- ELT teachers and students can register themselves on global platforms
- It serves as a source of information for ELT teachers and they will be aware of happenings and updates in EL
- ELT teachers can enjoy educational memes and create videos of their own
- EL teachers can share quality content on social media platforms
- They can communicate globally and develop
- Social media played an important role during Covid-19 pandemic
- Teachers can connect with countless users and start online teaching classes

Even though there are many advantages of social media for ELT teachers, there are some disadvantages as well. Let us try to observe the disadvantages and be cautious regarding social media.

- Teachers may get addicted
- Decreased communication skills
- May become a victim of fake news
- Increases laziness
- Distracts the attention of the teacher if used more
- Mental health issues may arise due to over-usage

Check Your Progress

1. What do you mean by educational resource?
2. Define multimedia.
3. What are infographics?
4. What are podcasts?
5. Define social networking

14.6 Summary

A resource is any material hardware or software that supports goal-oriented activity in the teaching and learning process.

Teachers make use of various resources to make their lessons effective like textbooks and novels, film and television, plays, radio programs and podcasts, multimedia, applications, software, platforms and games, social media, and digital learning resources including video, audio, text, websites, animations and images, lectures

Multimedia is the use of many resources in combination like text, images, pictures, audio, video, and graphics with links and tools to interact, navigate, and create for some specific purpose

Online resources are available to teach and learn the English language. They make teaching and learning more interesting, interactive, and fun

Social networking is the process of connecting with people online with similar academic interests to interact, share and exchange ideas and grow professionally

14.7 Glossary

Flow charts:- is a picture of various steps involved in a process to explain the process in serial order. It may be displayed on an electronic screen or the blackboard while explaining.

Infographics:-It is a card with minimum text and maximum visualizations to explain comprehensively and give an overview of a topic

Podcasts:- is a program made available in digital format over the internet to listen to it.

Animation:-it is the technique of photographing puppets, animals, and human beings as lively and creating an illusion of movement

LinkedIn is a professional social network where you can connect with same profession people and know the latest professional updates

14.8 Learning Outcomes

By the end of this Unit, learners will be able to:

- Utilize multimedia resources effectively for teaching English.

- Integrate online tools and resources to enhance English language teaching (ELT).
- Develop professional growth through effective social networking.

14.9 Model Examination Questions

Objective Type Questions

1. Multimedia is the use of many resources in -----
2. Presentation of a series of -----with text, images, pictures, and graphs on a projector screen or electronic display device in a sequential manner.
3. Flow charts are used to explain the -----.
4. Canva is an online -----app
5. -----is an American educational technology company to create the greatest education and make it available to everyone.
6. Snapchat is a social networking app that allows instant -----
7. Instagram focuses on sharing -----like photos and videos
8. Medium is a platform to publish -----meant for researchers
9. Twitter is another networking system where the ----- spread very fast
10. Kahoot!- Norwegian online -----platform.

Short Answer Type Questions

1. What do you mean by a resource?
2. Define multimedia.
3. Give examples of multimedia resources in English.
4. What are infographics?
5. What are podcasts?
6. What is social networking?
7. What are the merits of online resources?
8. What are the merits of social media?

Long Answer Type Questions

1. What are the resources for teaching in ELT?
2. What is the use of multimedia in ELT? Explain in detail
3. What are the online resources for ELT? Explain in detail
4. What is social networking? How does it promote professional development?
5. What are the advantages and disadvantages of social media for ELT teachers?

MCQ Answer Keys

1. Multimedia is the use of many resources in combination.
2. Presentation of a series of still images with text, images, pictures, and graphs on a projector screen or electronic display device in a sequential manner.
3. Flow charts are used to explain the process.
4. Canva is an online graphic design app
5. Duolingo is an American educational technology company:- is to create the greatest education and make it available to everyone.
6. Snapchat is a social networking app that allows instant messaging on mobile
7. Instagram focuses on sharing visual media like photos and videos
8. Medium is a platform to publish articles meant for researchers
9. Twitter is another networking system where the news spreads very fast.it is a public micro-blogging system
10. Kahoot!- Norwegian online game-based learning platform

14.10 Suggested Reading Materials

1. *Methods of Teaching English* by Anand Mahanand Amit Kumar Subhasis Nanda, Viva Books – Originals
2. *Techniques of Teaching English, Paperback* – 1 January 2013 by A.L. Kohli
3. *English language teaching (3rd edition) paperback* – 25 august 2021 by Geetha Nagaraj
4. *Innovations in English Language Teaching (Voices From the Indian Classroom)* by PATIL, Orient BlackSwan Pvt. Ltd.
5. *Teaching English as a Foreign or Second Language: A Teacher Self-Development: Approaches and Methods in Language Teaching* - Jack C. Richards & Theodore S.

Unit 15 - Planning*

- 15.0 Introduction
- 15.1 Objectives
- 15.2 Importance of Planning for Teaching English
- 15.3 Year Plan
- 15.4 Unit Plan
- 15.5 Period plan as per CCE Model
- 15.6 Lesson Plan – Herbartian Steps
- 15.7 Constructivist Approach
- 15.8 Summary
- 15.9 Glossary
- 15.10 Learning Outcomes
- 15.11 Model Examination Questions
- 15.12 Suggested Reading Materials

15.0 Introduction

Planning is a very important aspect of human life. If we start any work without planning our time, energy and efforts go to waste. Hence proper planning for every task is essential. Planning is a process that starts with different tasks to be completed in mind. The individual decides to perform a task and plans thoroughly by performing a microanalysis of the tasks to be done. Planning enables us to check what the tasks were and how far we were able to complete them within time. So let us try to understand the objectives of Planning for English lessons.

15.1 Objectives

At the end of the Unit, the student-teacher will be able to:

- understand the importance of planning to teach English
- prepare year plan
- prepare Unit plan
- prepare period plan as per CCE model
- differentiate between the Herbartian plan and the plan based on the constructivist approach.

* Prof. Akthar Parveen, Professor, Dept. of Education & Training, MANUU

15.2 Importance of Planning for Teaching English

Planning is an important aspect of life. It helps us to set priorities, be accountable for actions, and Use information, time, money, and equipment effectively to achieve our goals. It helps us to evaluate our achievements, avoid distractions by taking control of our actions, we can keep purpose in mind, stay motivated, and make the right decisions in life. Sometimes it helps us to say NO to extra work. Let us learn how planning helps the teacher to organize the lesson.

Like planning in life to achieve success, even to teach English in the classroom we need to plan thoroughly. Even though teaching is routine work for the teachers they should be aware of some of the aspects and question themselves.

- What are they going to teach?
- To whom are they going to teach?
- How are they going to teach?
- Why are they going to teach?
- What is the objective behind it?
- What are the expected learning outcomes?
- Which concepts are they teaching from which unit?
- Which illustrations are they going to give?
- Which teaching learning materials are they using to make the students understand the concept?
- Which learning experiences did they plan?
- Which assignment are they going to give? And many more things they need to plan.

If you enter the class without planning in front of tiny tots you are creating a disaster .Hence every teacher prepares a lesson plan. A lesson plan is a plan of daily lessons that you are going to teach selected from the textbook of a given class. It is the plan of work details such as

Objectives of the lesson

Expected learning outcomes

Teaching methods

Teaching learning materials

Assessment methods are to be used after the completion of the lesson.

Now let us analyze the components of planning a lesson and the utility of planning for a lesson in detail.

Understand the Purpose of the lesson: Before teaching any lesson the teacher should thoroughly read and understand the motto or purpose of including that particular lesson in the curriculum.

Understand the objectives of teaching particular content:- the teacher after reading the content many times can frame achievable objectives while preparing a lesson plan.

Understanding our learners:-Planning of lessons enables us to understand the IQ, interests, abilities, and skills of our students and plan curricular activities according to that.

Understanding pedagogy: the teacher has to understand the pedagogy of teaching English for that particular content. As all the contents cannot be taught with a single method. We have different approaches, methods, and techniques of teaching each subject which differ from one another. Hence. Proper pedagogical knowledge helps the teacher to teach the given topic effectively in the classroom.

Maintain focus of the students: Planning lessons helps the teacher to teach confidently with subject expertise so that students can concentrate on the lesson taught and remember it.

Being aware of content difficulties: While the teacher is preparing for the lesson they can understand which concepts will be difficult for the students to understand and how to make those topics simpler and more comprehensible

Create a healthy learning environment: After understanding the target audience, the content, and its intricacies of teaching the teacher can create a healthy learning environment for the students to promote collaborative learning and peer learning.

Creating flexibility in class: the teacher can create flexibility through proper planning, timely instructions, timely assignments, giving projects, and setting timelines for every activity related to the subject.

Considering scope for improvement:- while planning the lesson the teacher can consider the methods to improve the students' performance who are lagging in learning and those who don't have concept clarity by allotting remedial classes.

Planning with clear-cut expectations:- the teacher can prepare clear-cut expectations for various activities and engage them in various tasks.

Management of time: the teachers who are new to the profession struggle to complete the syllabus within time as they don't have time management skills. Hence when the teacher plans for lessons for years they learn the art of time management.

Planning to Complete lesson:- it is also important as we cannot leave the class without completing a particular selected topic. Hence the teacher while preparing for the lesson decides when to stop and where to stop the lesson.

Confidence: Teachers who plan their lessons are more likely to feel prepared and confident during instruction.

Organization: Teachers can save time and improve classroom organization with the aid of planning. Teachers and students can both benefit from planning when it comes to understanding the objectives of a lesson.

Planning can assist teachers in converting the curriculum into instructional activities. Planning can assist in ensuring that educational resources are in line with assessments and learning objectives.

Content delivery: Organization, communication, assessment, and content delivery can all be influenced by planning.

Engagement: By providing easily accessible content, teachers can better engage their students.

Planning can help guarantee relevance and make sure that actions are in line with goals. Teachers can have more thinking time during a lesson by planning.

Show passion: Teachers can show their love for the subject to students, parents, and other stakeholders by putting in the necessary preparation.

- Teachers can prepare TLM beforehand
- The teacher can plan activities to make their teaching activity experience-oriented.
- Organized and systematic teaching improves the understanding ability of the students
- Meaningful lessons planned by the teacher aids better memory.
- Planning assists the teacher in better learning outcome
- It gives satisfaction to the teacher

15.3 Year Plan

Generally, before the next academic year starts the teachers prepare a year plan to plan the activities. A year plan is a plan that indicates various co-curricular, and extracurricular activities to be taken up in that particular year along with the curriculum. It gives a detailed description of units to be covered month-wise along with various activities, project works, and field experiences. It is the annual planning of the subjects.

- To prepare the year plan the teacher needs the following information
- Number of working days in each month

- Units to be covered in each month
- List of national holidays and festivals including local festivals
- List of curricular activities based on the units in the syllabus
- List of co-curricular activities and events to be undertaken

With the help of all the above said information the teacher can prepare a year plan. Let us try to understand the method of preparing a year plan with a format.

YEAR PLAN FORMAT FOR PRIMARY SCHOOL

Month	Phonetics	spelling work	word work	Math	science	social science	Health activity	Moral activity
June								
July								
August								
September								
October								
November								
December								
January								
February								
March								
April								
May								

YEAR PLAN FORMAT FOR HIGH SCHOOL TEACHERS FOR ONE SUBJECT

Class		Subject			
Month	Week-1	Week-2	Week-3	Week-4	
June					
July					
August					
September					
October					
November					
December					
January					
February					
March					
April					
May					

YEAR PLAN FORMAT FOR HIGH SCHOOL TEACHERS FOR ALL SUBJECTS

Month	URDU	ENGLISH	HINDI	MATHS	SCIENCE	SOCIAL
June						
July						
August						
September						

October						
November						
December						
January						
February						
March						
April						
May						

15.4 Unit Plan

Unit plan is the plan of the particular unit to be taught. It is a purposeful clear and comprehensive plan covering minute details to be completed in that particular unit in a specified time. It consists of meaningful activities to be completed based on the content of the Unit like, activities to be taken up, assignments to be given field experience to be provided to the children, assessment schedule, feedback, etc.

While preparing a year plan we take into consideration many aspects like working days of the month, units to be covered, local holidays, festivals, etc. Even for preparing a unit plan, we need to take into consideration all those points. Let us see the format of preparing the Unit plan for English.

UNIT PLAN FORMAT

MONTH	June (25 working days)				
CLASS	VII				
SUBJECT	ENGLISH				
Unit	I	Days required	vocabulary/meanings/ spellings	pronunciation synonyms/ antonyms	Grammar
A-reading	The Town mouse and the country mouse	10			
B- reading	The town child and the country child	5			
C -reading	The New blue dress	10			

15.5 Period Plan as per CCE Model

A period plan is a detailed plan of teaching a topic of a particular lesson from a unit.

It is planned carefully considering the preliminary data of the student teacher, academic standards, expected learning outcomes, competencies to be developed and the items to be taught, words, meanings, synonyms, antonyms, words for pronunciation, grammar and then the meaning

of the paragraph from the lesson, the gist, comprehension question, and home assignment. It is essential to understand certain terms before preparing a lesson plan

Academic standards are benchmarks that outline the knowledge and skills that students should possess at each grade level, starting in kindergarten and going up to grade twelve. Higher accountability is ensured by standards, which hold educators and educational institutions accountable for classroom activities. In addition to ensuring that a higher level of learning is reached, the practice of aligning instruction to standards helps teachers stay on task and guided through the evaluation process.

Learning indicators: The first clue that a learner is honing the ability that will result in the intended performance outcome is called a learning indicator.

Competency is the capacity to act effectively or successfully. The capacity to apply or employ a group of related information, skills, and abilities necessary to carry out activities in a certain work environment.

Learning outcomes: Learning outcomes describe measurable skills, abilities, knowledge, or values that a student must be able to demonstrate after completing a course. They are student-centered rather than teacher-centered because they describe what students do, not what the teacher teaches.

7. ENGLISH PERIOD PLAN FORMAT FOR PROSE LESSON

Preliminary information:

Name of the Teacher trainee

Roll number

Name of the school

Class

Subject

Unit

Subunit

Topic

Date

Duration

Method Used

TLM

References

Academic standards:

Listening and speaking

Reading comprehension

Vocabulary

Grammar

Conventions of writing

Creative expressions

Competencies to be developed:

To guess the theme after observing the face sheet

To share thoughts and ideas on the face sheet

To listen and respond during classroom transactions

To use the vocabulary, and meanings taught in the class in his spoken and written English

To explain the gist of the paragraph,/ story in his own words

To speak simple and correct English in his day-to-day life

Content: write content here

Presentation of Face sheet

Teaching steps	specific objective	Teacher activity	students activity	Black board work
Introduction Testing previous knowledge	test previous knowledge and relate with the present knowledge	Teacher trainee will interact with students by asking questions for discussion by showing face sheet/pictures Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8	Students try to answer questions. A1 A2 A3 A4 A5 A6 A7 A8	
Declaration of the topic	To introduce topic	the teacher will elicit name of the topic from students and says today we will read – and		the teacher writes the name of the topic on the black board.

		understand the lesson XYZ		
Interaction by asking questions with face sheet	to encourage the students to interact	Teacher will instruct students to open their text book and interact observing face sheet picture the teacher asks What do you see in this picture? What is the picture about? What do you think is happening in the picture?	the students open their textbook and observe the picture and interact with their peer A1 A2 A3	
Individual work	to develop oral and written expression in response to the picture	the teacher will instruct the students to answer the question observing the picture	students will write their ideas in their class work book and respond	
collaborative work	to promote subject specific interaction with peer and promote collaborative team work	teacher divides the students into small groups to interact themselves	students interact with their group and write their aides in class work book	
selection of appropriate paragraph	to develop skill of expression	teacher will call two students from the group to read their expressions	students will read their expressions about what they have written	
editing	clarify mistakes and focus on the author's intent	teacher will correct the students and edit the ideas	students will observe their mistakes and rewrite	
Teacher s reflections				

PRESENTATION OF VOCABULARY AND READING

Preliminary information:

Academic standards:

Competencies to be developed:

To enable the students to understand the text

Read with understanding

Read with proper stress intonation and pause

To apply the knowledge in daily life

Develop comprehension of the content

Go beyond the text and think analytically

Content: write paragraphs here

Presentation of vocabulary and reading

Teaching steps	specific objective	Teacher activity	students activity	Black board work
Introduction Testing previous knowledge	test previous knowledge and relate with the present knowledge	Teacher trainee will interact with students by asking questions for discussion by showing face sheet/pictures Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8	Students try to answer questions. A1 A2 A3 A4 A5 A6 A7 A8	
Declaration of the topic	To introduce topic	the teacher will elicit name of the topic from students and says today we will read – and understand the lesson XYZ		the teacher writes the name of the topic on the black board.
Presentation-model reading	to develop skill of listening and pronunciation	the teacher will read the paragraph with proper stress	students will listen to the model reading by the teacher	

		intonation and pause		
second reading by the teacher	to focus on the content reading	the teacher will read the paragraph second time slowly meaningfully	students will listen to the model reading by the teacher keenly	
Individual reading by the student	enhance skill of extensive reading	the teacher instructs the students to read the passage silently and underline hard words	students will read the passage silently and underline difficult words	
Reference skill	enrich vocabulary	the teacher instruct the students to read aloud and write on black board	the students will read the words aloud and write on the black board	
finding meanings of difficult words	enrich vocabulary	he teacher displays the chart of difficult words and tell the students to search meanings from dictionary then teacher explain the usage and meanings of the difficult words	the students search the meanings from dictionary and write on the black board	difficult words on the black board
pronunciation/ antonyms/ synonyms	aware of pronunciation, antonyms, synonyms	the teacher explains the pronunciation of words by dividing the words into syllables and gives antonyms and synonyms of selected words	he students listen to the teacher and pronounce the word, and note down synonyms and antonyms	
Grammar	aware of usage of grammar	The teacher chooses any grammar point and explains the usage of it with	he students will make sentences using the grammar point	

		substitution chart		
comprehension questions	to develop understanding of the paragraph	The teacher asks comprehension questions to check the understanding of the students.	students will answer the questions	
summarization	To enable the students to give gist	The teacher will summarise the topic	students will listen carefully	
evaluation	to review the progress in learning	The teacher will ask the questions from the topic explained.	students will answer the questions	
home assignment	to consolidate new learning	teacher will give home assignment	students will note down the home assignment.	
Teachers' reflections				

LESSON PLAN FORMAT FOR POETRY LESSON

Preliminary information:

Academic standards:

Competencies to be developed:

To enable the student to recite and enjoy the poem

To become one with the feelings of the poet

To understand the inner meaning of the poem

To appreciate the rhyme, and rhythm of the poem

Content: write stanzas here

Teaching steps	specific objective	Teacher activity	students activity	Black board work
Introduction Testing previous knowledge	test previous knowledge and relate with the present knowledge	Teacher trainee will interact with students by asking questions for discussion by showing face sheet/pictures Q1 Q2 Q3 Q4 Q5	Students try to answer questions. A1 A2 A3 A4 A5	

		Q6 Q7 Q8	A6 A7 A8	
Declaration of the topic	To introduce topic	the teacher will elicit name of the topic from students and says today we will read – and understand the lesson XYZ		the teacher writes the name of the topic on the black board.
Presentation Model recitation	to enjoy the poem	the teacher will recite the poem with proper rhyme and rhythm	students will listen to the teacher	
Individual reading by the student	enhance skill of extensive reading	the teacher instructs the students to read the poem silently and underline hard words	students will read the poem silently and underline difficult words	
collaborative work	to promote subject specific interaction with peer and promote collaborative team work	teacher divides the students into small groups to interact themselves	students interact with their group and write their aides in class work book	
second model reading by the teacher	to focus on the content reading	the teacher will read the poem second time slowly meaningfully	students will listen to the model reading by the teacher keenly	
explanation of the poem	develop understanding	The teacher explains the poem and the idea of the poet with suitable examples explaining rhyming words, meanings of difficult words.	the students will listen to the teacher and write down the meanings and rhyming words.	
comprehension questions	to develop understanding of the poem	The teacher asks comprehension questions to check the understanding of the students.	students will answer the questions	
summarization	To enable the students to give gist	The teacher will summarise the poem	students will listen carefully	
evaluation	to review the progress in learning	The teacher will ask the questions from the poem explained.	students will answer the questions	

home assignment	to consolidate new learning	teacher will give home assignment	Students will note down the home assignment.	
Teacher's reflections				

15.6 Lesson Plan – Herbartian Step For Prose Lesson

Johann Friedrich Herbart (1776-1841) a German psychologist is the founder of modern psychology and educational theory. He is the father of lesson planning. The pedagogical method of Herbart was divided into different stages. They are

- Motivation/Testing previous knowledge
- Declaration of the topic
- Presentation
- Comparison and associations (with suitable examples)
- Generalization(drawing general conclusions)
- Application
- Comprehension questions
- Recapitulation

15.7 Constructivist Approach

Jean Piaget (1896-1980) is considered the father of the constructivist approach to learning. As a biologist, he was interested in how an organism adapts to its environment and how prior mental knowledge influences behavior.

Constructivism is an educational theory according to which individuals or students do not passively acquire knowledge and understanding by observing them in a direct information transmission process, but build new understanding and knowledge through experience and social conversation, integrating the new.

Constructivism is the theory that learners construct knowledge rather than passively receive it. As people experience the world and reflect on these experiences, they create their representations and add new information to their existing knowledge (schemas).

Constructive approach to language learning: learners actively participate in their learning instead of passively receiving information. Learners are encouraged to try the language, make mistakes, and learn from those mistakes.

Applying constructivist approaches can help promote positive attitudes toward learning. Students actively participate in their learning, develop a sense of ownership, and experience the joy of discovery and mastery. It can build confidence, self-esteem, and a lifelong love of learning. In the constructivist approach, the teacher acts as a facilitator who guides, mediates, motivates, and helps students develop and evaluate their understanding and thus learning.

Check Your Progress

1. Why is it important to plan before teaching a lesson?
2. What is the importance of a year plan?
3. How do you plan a unit?
4. Define academic standards?
5. What are learning indicators?
6. Define constructivist approach?
7. What are the Herbartian steps of a lesson plan?

15.8 Summary

A lesson plan is a plan of daily lessons that you are going to teach selected from the textbook of a given class. It is the plan of work details

A year plan is a plan that indicates various co-curricular, and extracurricular activities to be taken up in that particular year along with the curriculum. It gives a detailed description of units to be covered month-wise along with various activities, project works, and field experiences. It is the annual planning of the subjects

Unit plan in the plan of the particular unit to be taught. It is a purposeful clear and comprehensive plan covering minute details to be completed in that particular unit in the specified time. A period plan is a detailed plan of teaching a topic of a particular lesson from a unit. It is planned carefully considering the preliminary data of the student teacher, academic standards, expected learning outcomes, competencies to be developed and the items to be taught, words, meanings, synonyms, antonyms, words for pronunciation, grammar and then the meaning of the paragraph from the lesson, the gist, comprehension question, and home assignment. It is essential to understand certain terms before preparing a lesson plan

Johann Friedrich Herbart (1776-1841) a German psychologist is the founder of modern psychology and educational theory. He is the father of lesson planning.

Constructivism is an educational theory according to which individuals or students do not passively acquire knowledge and understanding by observing them in a direct information transmission process, but build new understanding and knowledge through experience and social conversation, integrating the new.

15.9 Glossary

Academic standards are benchmarks that outline the knowledge and skills that students should possess at each grade level, starting in kindergarten and going up to grade twelve.

Learning indicators: The first clue that a learner is honing the ability that will result in the intended performance outcome is called a learning indicator.

Competency is the capacity to act effectively or successfully. The capacity to apply or employ a group of related information, skills, and abilities necessary to carry out activities in a certain work environment.

Learning outcomes: Learning outcomes describe measurable skills, abilities, knowledge, or values that a student must be able to demonstrate after completing a course. They are student-centered rather than teacher-centered because they describe what students do, not what the teacher teaches.

15.10 Learning Outcomes

By the end of this Unit, learners will be able to:

- Understand the importance of planning for effective English language teaching.
- Develop year plans, unit plans, and period plans aligned with the CCE model.
- Differentiate between the Herbartian plan and constructivist approach in lesson planning.
- Apply structured planning techniques to enhance classroom teaching and learning outcomes.

15.11 Model Examination Questions

Objective Type Questions

1. A -----is a plan of daily lessons that we are going to use.
2. Before teaching any lesson the teacher should thoroughly read and understand the -----
----- of the lesson.
3. -----is a plan that indicates various co-curricular, extracurricular activities to be taken up in that particular year along with the curriculum.
4. -----in the plan of the particular unit to be taught.
5. The period plan is -----a topic of a particular lesson from a unit.
6. -----are benchmarks that outline the knowledge and skills that students should possess at each grade level.

7. -----are measurable skills, abilities, and knowledge the student should be able to demonstrate after completing the course.
8. -----are evidence of learning taking place in a child's behavior.
9. Constructivism says learners -----rather than passively receive it.
10. Poetry teaching is meant for -----and -----.

Short Answer Type Questions

1. What happens if we teach without planning?
2. What are the advantages of a year plan?
3. Why do we plan for the Unit?
4. What aspects should we keep in mind before preparing the year plan and unit plan?
5. Define competencies.
6. What are academic standards and how are they useful to teachers?
7. Write short notes on learning outcomes.
8. What are the objectives of teaching prose and poetry?
9. What are the merits and demerits of the constructivist approach?
10. List out Herbartian steps of lesson planning.

Long Answer Type Questions

1. Choose any class of your choice and prepare a year plan for the English subject
2. Prepare Unit plan format for VIII class English
3. Prepare a period plan for any class of your choice in English
4. Differentiate between the teaching of prose and poetry?
5. Prepare a lesson plan based on Herbartian steps in English.

MCQ Answer Keys

1. A lesson plan is a plan of daily lessons that you are going to teach selected from the textbook of a given class.
2. Before teaching any lesson the teacher should thoroughly read and understand the purpose of the lesson.
3. A year plan is a plan that indicates various co-curricular, and extracurricular activities to be taken up in that particular year along with the curriculum.
4. Unit plan in the plan of the particular unit to be taught
5. A period plan is a detailed plan of teaching a topic of a particular lesson from a unit.

6. Academic standards are benchmarks that outline the knowledge and skills that students should possess at each grade level.
7. Learning outcomes are measurable skills, abilities, and knowledge the student should be able to demonstrate after completing the course.
8. Learning indicators are evidence of learning taking place in a child's behavior.
9. Constructivism says learners construct knowledge rather than passively receive it.
10. Poetry teaching is meant for enjoyment and developing an aesthetic sense

15.12 Suggested Reading Materials

1. English Lesson Plan : Manmeet, Kaur: Amazon Books.
2. Planning Powerful Instruction, Grades 6-12. 7 Must-Make Moves to Transform How We Teach--and How Students Learn · Jeffrey D. Wilhelm, Rachel E. Bear, Adam
3. Co-Teaching That Works. Structures and Strategies for Maximizing Student Learning · Anne M. Beninger
4. Lesson Planning (English Language Teacher Development) eBook : Ashcraft, Nikki: Amazon.in: Kindle Store.
5. Infusing the Teaching of Critical and Creative Thinking into Content Instruction. A Lesson Design Handbook for the Elementary Grades · Robert J. Swartz, Sandra
6. Daily Lesson Plans in English: Teacher's Essential Guide to Lesson Planning, Including Samples and Ideas : Caroline S Griffin:

Unit 16 - Micro-Teaching*

- 16.0 Introduction
- 16.1 Objectives
- 16.2 Concept and Definition of Micro-teaching
- 16.3 Purpose of Micro-teaching
- 16.4 Skills of Micro-teaching
- 16.5 Process of Micro-teaching
- 16.6 Practice of Micro-teaching skills
- 16.7 Introducing a lesson
- 16.8 Techniques of introducing the topic
- 16.9 Explaining a concept
- 16.10 Stimulus variation
- 16.11 Illustrating with examples
- 16.12 Probing questions
- 16.13 Reinforcement
- 16.14 structuring classroom questions
- 16.15 Blackboard writing
- 16.16 Advantages of Micro-teaching
- 16.17 Disadvantages of Micro-teaching
- 16.18 Summary
- 16.19 Learning Outcomes
- 16.20 Glossary
- 16.21 Model Examination Questions
- 16.22 Suggested Reading Materials

16.0 Introduction

Teaching is a complex process, where the teacher prepares the lesson based on the age, interests, and abilities of the students of a particular class based on the laid academic standards, with the help of the textbook, and teaches effectively creating a learning environment in the classroom. The most important element of the teaching-learning process is the ability of the teacher to teach effectively so that the children remember it forever and develop concept clarity.

Hence the students who would like to join the teaching profession need to practice the art of teaching in teacher educational institutions through a micro-teaching strategy. Let us try to understand the concept of micro-teaching, micro-teaching skills, advantages, and disadvantages of micro-teaching in this Unit.

* Prof. Akthar Parveen, Professor, Dept. of Education & Training, MANUU

16.1 Objectives

At the end of the Unit, the student-teacher will be able to:

- explain the concept of Micro-teaching
- describe various Micro-teaching skills
- plan micro lessons and write lesson plan
- integrate various micro-skills and prepare a lesson plan
- teach lesson effectively

16.2 Concept and Definitions of Micro-teaching

The concept of Micro-teaching was introduced in 1963 at Stanford University by Dwight Allen. In India TRN Rao is considered as the father of Micro-Teaching Mr. Rao was a professor at Regional Institute of Education Mysore. In 1960 he practiced Micro-Teaching as a strategy to train student teachers in teaching skills.

According to Dwight Allen, "Micro teaching is "A scale down teaching encounter in class size and class time". According to him, teaching is a teacher training technique to reduce the problems of teaching and learning in the classroom.

According to Brent & Thomson, 1996; Uzun, 2012 micro-teaching is a technique aiming to prepare teacher candidates for the real classroom setting.

"Microteaching as a training technique, which requires student teachers to teach a single concept using specified teaching skill to a smaller number of pupils in a short duration of time." - B.K. Passi

Hence micro-teaching is the process of training in which the student teacher practices teaching skills by reducing the time, concept, and single skill at a time so that they master a single skill at a time and then learn to integrate all the skills to deliver effective lessons.

16.3 Purpose of Micro-teaching

To focus on particular teaching characteristics and offer chances to practice instruction in a controlled environment.

- To modify both the teacher's and the student's behavior, and skill training,
- To improve the effectiveness of the teaching-learning process.
- To prepare the instructor to confidently teach in real-time.
- To support the growth of instructors' abilities, knowledge, and skills.

- To receive quick feedback on their performances, which they can use to further develop.
- Not to fail in real class due to poor teaching

16.4 Skills of Micro-teaching

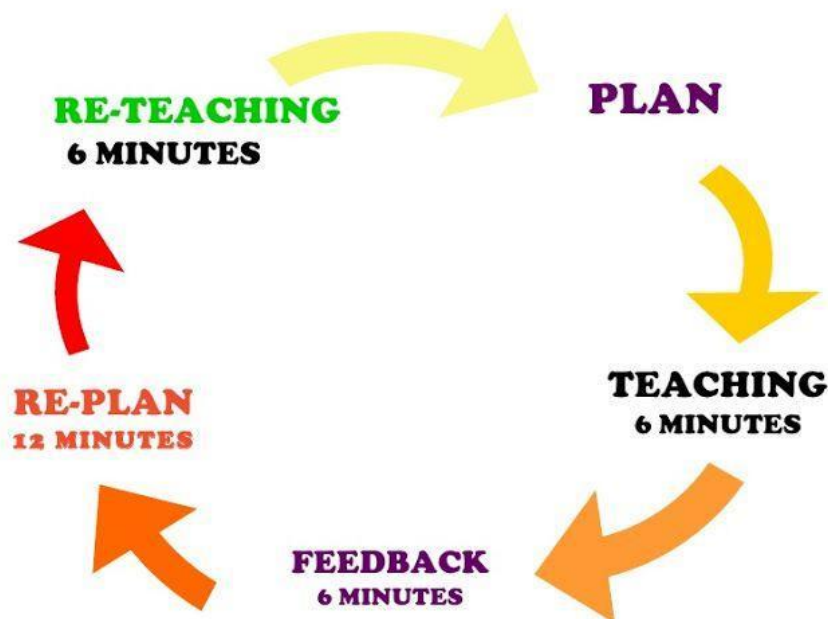
There are different skills of micro-teaching that the student teacher needs to practice for perfection in delivering the lesson in the classroom without any hesitation or fear. they are as follows

- Introducing a lesson
- Explaining a concept
- Stimulus variation
- Illustrating with examples
- Probing questions
- Reinforcement
- Structuring classroom questions
- Blackboard writing

16.5 Process of Micro-teaching

Micro-teaching is a process of skill development for the teaching profession. In this process, the teacher educators provide the theoretical background of micro-teaching to the student teachers and give demonstrations of micro-teaching skills. With the provided knowledge the students start practicing each skill at a time.

In the beginning one micro skill is selected for practice. The teacher educator will allow groups and the students in particular groups to start practicing particular skills by taking small content that can be taught within 5 to 6 minutes. Students prepare micro-teaching lesson plans for selected skills and teach the lesson. The micro lesson is supervised and observed by the faculty and peer group. They provide feedback on that micro lesson. If the peer feedback says the student teacher's lesson needs improvement then the student teacher needs to re-plan the lesson and reteach. In this way, the process will go on until the student teacher masters the skills.



Source: <https://in.pinterest.com/pin/744853225855201221/>

16.6 Practice of Micro-teaching Skills

Micro-teaching is a process that involves various steps to follow for mastery of skills. they are

Pre Observation:-With theoretical knowledge of Micro-Teaching the student teacher presents a lesson plan to a small group of students for five minutes taking one skill at a time.

Observation:-Peer group acts as students in simulated conditions and they observe the micro lesson of their friend. The lesson is audio and video is recorded for analysis.

The analysis group and the observer of the instructor analyze the lesson. Talks about the good aspects of the lesson and mistakes made with suggestions.

The self viewing:-Student teacher observes his lesson through video recording and tries to self-analyze the mistakes, made in the form of posture, gesture, pronunciation, etc.

Supervisory conference peer group members, the instructor, and the students discuss the merits and demerits of the lessons and give suggestions. In this way, the micro-teaching process goes on following the above-mentioned steps.

16.7 Introducing a lesson

There is a saying that well begun is half done. A good introduction motivates the students, captures their attention, maintains an interest in the lesson throughout, and yields good learning outcomes. Introducing a lesson has the following components.

- Previous knowledge: The skill of introducing a lesson needs understanding the level of the students, their previous knowledge, their needs, aspirations, IQ, etc. Proper sequencing introducing the lesson and proper organization of questions in an orderly sequential manner is essential to elicit answers from the children. Without sequence, the children cannot relate the concepts.
- Deciding the objectives: - setting objectives for introducing the lesson helps the teacher to be on track and introduce the lesson without any confusion.
- Proper teaching aids: - we can introduce the lesson using various teaching aids. Hence the teacher needs to prepare relevant teaching aids to introduce the lesson.
- Relating content with objectives: - the teacher should relate the content going to teach with the objectives.

The duration of the introduction should not be too lengthy. It should be short and crisp to bring the students on the path.

Creating interest and motivation: The teacher should have the technique to introduce the lesson to create interest and motivate the students.

16.8 Techniques of introducing the topic

We can introduce the lesson using the following techniques to motivate and create interest and see to it that it continues till the end of the lesson.

- Asking questions
- Showing a video
- Involving in an activity
- Showing an object
- Showing a model
- Writing some statements on the blackboard
- Showing some pictures

16.9 Explaining a concept

It is a very important skill required for the teacher to teach the concept and develop concept clarity. It makes the teacher clear that whatever is taught is understood by the students thoroughly. The skill of explaining a concept needs understanding its components. Let us try to know the components of explanation skills.

Ability to communicate explaining the main concept and the sub-concepts with appropriate choice of vocabulary based on the age and class of the learner. This helps the students to actively participate in the teaching-learning process and respond to the teacher, be alert, and enjoy learning. Communicating with short clear sentences aids comprehension.

Orderliness and organization of content presentation while explaining makes the concept easy to understand in cohesion with unity. Opinions and ideas must be expressed in a direct, lucid manner by breaking the main concept into different sub-components and different chunks for better understanding. Fluency and audibility of language should be clear so that the students understand while explaining appropriate pause is also essential to create emphasis on the content explaining.

Using suitable illustrations and giving appropriate examples develops a mental image in the learner while the teacher explains the lesson and it is useful to remember the things explained. The relevance of examples and topics makes the concepts clearer and improves meaningful learning. There should be continuity, coherence, and links between the topics so that students learn to see the concept as a whole. The use of Visual and multimedia resources makes the presentation more effective interesting and appealing. While explaining, the teacher must use simple language to develop clarity of concepts. Pompous words should not be used.

At the end of the presentation clear and concluding statements and a summary of the presentation.

16.10 Stimulus variation

This skill keeps the students alert, enthusiastic, and attentive in the classroom. It includes facial expressions, gestures, postures, and all the activities to grab the attention of the students towards learning. This stimulus variation skill motivates the students to sustain their interest in teaching learning and makes them more attentive and responsive in the classroom. The components of stimulus variation skills are as follows.

- Purposeful movements of the teachers like moving towards the blackboard to draw on the board, moving hands, and acting to explain them.
- Voice modulations to make the lesson more interesting and create an appropriate learning environment. Rise and fall in the pitch and intonations make the lesson more interesting.
- Body movements and gestures also nodding head, moving hands, changes in facial expressions according to the explanations, being energetic and active in the classroom
- Creating meaningful pauses to grab the attention, develop curiosity

- Stimulus variation skill breaks the monotony and boredom in the classroom and makes lessons more interactive and interesting.

16.11 Illustrating with examples

Illustration encompasses various forms and mediums from traditional print media to modern digital platforms like websites, and apps. Illustration indeed plays a crucial role in enhancing communication and understanding across different contexts. The illustration is possible with charts, models, real aids, books, magazines, TLM, videotapes, films, etc.

Illustration skill makes the lesson more interesting, relates known knowledge to the unknown, makes complex concepts easy, and uses multiple sensory approaches. The following are the components of illustration skills.

- Appropriate, simple illustrations should be selected
- Choosing interesting illustrations
- Using a suitable medium for illustrating
- Selecting the suitable method of illustration
- Looking at the relevance of examples

16.12 Probing questions

While teaching the teacher asks probing questions. These questions are open-ended and provoke deep thought processes about the topic the teacher is teaching. The answers to the probing questions are generally subjective.

Why do you think so?

What will happen?

How do you solve it?

Probing questions promote critical thinking; and simulate discussion and their past knowledge related to the topic. Probing questions allows the students to focus on the topic and helps the teacher to grab attention and provoke thinking among the students. These questions make classroom interaction more interesting and the teacher can develop the lesson based on the probing questions. It helps the students to evaluate information, draw connections, and conclude promoting deeper understanding.

16.13 Reinforcement

The skill of reinforcement is used to use more positive reinforcement to make learning more attractive, pleasant and joyful. It includes rewarding the students with physical and verbal reinforces which increase the likelihood of particular behavior getting repeated again and again. Generally verbal reinforcement like excellent work, Good, well done, keep it up, that's fine, Great job, You have worked hard, clapping, smiling, and thumbs up are some verbal and nonverbal reinforcement that increase the frequency of particular behavior.

In physical reinforcement, the teacher can use giving rewards, awards, certificates, some privileges, monetary benefits, etc. to elicit the required response among the students.

16.14 Structuring classroom questions

It means the teacher's structures for classroom interaction, classroom instructions, and questions for designing tasks, share authority while teaching and evaluating the student's performance. Clear questions lead to clear thought and understanding. Hence structuring the classroom questions is very important.

The teacher uses questions for various purposes. They use it to know the student's attitudes, behavior, interests, and attitudes in the classroom. They use questioning skills for knowing the abilities of the students to provide instructions to the students and to enquire about the welfare of the students.

The teacher uses questions to evaluate the student's performances, know their level of understanding, their doubts, concept clarity, etc.

Whenever the teacher asks questions it is very essential to structure the questions properly in the classroom so that the questions are unambiguous, clear, and understandable and make the aspect clear for the students to respond.

16.15 Blackboard writing

The teacher's most useful tool is a blackboard and chalk without which the teaching appears to be incomplete. It is the most powerful visual tool for the students. Hence blackboard use is taught as micro-teaching to the student teachers. Blackboard writing involves writing uniform letters with proper alignment, underlining the important headings, main points on the BB, etc.

Let us try to understand the components of blackboard skill

Legibility: whatever is written on the blackboard should be legible, and clear with proper spacing so that it is clear to the students without any confusion and miscommunication and aid good handwriting habits among the students.

Size of the letters:-The size of the letters, and sentences should be bold enough for the last benchers to visualize and note down at a glance.

Highlighting the points: the teacher needs to highlight important points and sentences to make them easily identifiable for the students and draw their attention and better retention.

Use of Proper Space:- the teacher has to utilize the space properly. Unnecessary matters should not be written. It creates confusion . Hence the board should be tidy with main and important points.

Gist of the lesson on the board:- it is essential to write the summary of what is taught for the students to recollect.

Correctness:- the teacher should never write mistakes like incorrect spelling, punctuation, language, and grammar on the blackboard because all the students copy the mistakes, which leads to wrong learning

Position of the teacher: the teacher should never cover the board and stand instead they should stand at 45 degree angle so that visibility is not blocked.

Eye contact: the teacher must maintain eye contact with students even though they are writing on the blackboard to maintain discipline in the classroom, control interaction, and maintain the attention of the students.

16.16 Advantages of Micro-teaching

- It helps to practice skills with small groups of students
- It focuses on sharpening a single skill at a time
- It develops confidence among the student teacher.
- Student teachers get instant feedback to improve
- This feedback helps to improve their methods of teaching strategies
- It allows self-evaluating
- Cost-effective method
- Develop a positive attitude among the students toward teaching
- Encourages systematic lesson preparation

16.17 Disadvantages of Micro-teaching

- Micro-teaching technique fails when dealing with large groups of students
- Time-consuming multiple cycles are needed for perfection
- Not all skills be developed with this technique

Check Your Progress

1. Who is the father of Micro-Teaching?
2. What is Micro-Teaching?
3. Explain the process of Micro-Teaching?
4. What are the various Micro-Teaching skills?
5. What precautions should we take while practicing skill of presentation?
6. Why do we question generally?
7. What are the merits of Micro-Teaching?
8. What are the disadvantages of Micro-Teaching skills?

16.18 Summary

Micro-teaching is "A scale-down teaching encounter in class size and class time. It is a teacher training technique to reduce the problems of teaching and learning in the classroom. Hence micro-teaching is the process of training in which the student teacher practices teaching skills by reducing the time, concept, and single skill at a time so that they master a single skill at a time and then learn to integrate all the skills to deliver effective lessons.

The main purpose of micro-teaching is to focus on particular teaching characteristics and offer chances to practice instruction in a controlled environment. Modify both the teacher's and the student's behavior, and skill training to improve the effectiveness of the teaching-learning process. Prepare the instructor to confidently teach in real-time and support the growth of instructors' abilities, knowledge, and skills. Receive quick feedback on their performances, which they can use to further develop and not fail in real class due to poor teaching.

Skills of micro-teaching are Introducing a lesson, explaining a concept, stimulus variation, Illustrating with examples, probing questions, Reinforcement, Structuring classroom questions, and blackboard writing.

Micro-Teaching assists in practicing skills with a small group of students and focusing on sharpening a single skill at a time, developing confidence among the student teacher, getting instant feedback to improve their methods of teaching strategies giving opportunity to self-evaluate cost-effectively, and developing positive attitude among the students towards the teaching and encourages systematic lesson preparation

16.19 Glossary

Micro-teaching is the process of training in which the student teacher practices teaching skills by reducing the time, concept, and single skill at a time so that they master a single skill at a time and then learn to integrate all the skills to deliver effective lessons.

A **stimulus** is a thing or event that evokes a specific functional reaction in an organ or tissue

Probe means to search into or explore very thoroughly

Legible means capable of reading

16.20 Learning Outcomes

By the end of this Unit, learners will be able to:

- Explain the concept of micro-teaching and its significance in teacher training.
- Identify and describe various micro-teaching skills essential for effective teaching.
- Plan and develop micro-lessons, including writing clear and structured lesson plans.
- Integrate multiple micro-teaching skills to prepare comprehensive lesson plans.
- Teach lessons effectively using micro-teaching techniques.

16.21 Model Examination Questions

Objective Type Questions

1. The concept of micro-teaching was introduced in the year 1963 by-----
2. In India -----is considered as the father of Micro-Teaching.
3. Student teacher observes his lesson through video recording and tries to -----
- the mistakes.
4. Use of -----resources make the presentation more effective,
interesting and appealing.
5. The skill of explaining comes under -----
6. Oral appreciation by the teachers is an example of -----
7. The basic requirement for effective presentation is good -----
8. ----- is used throughout the teaching-learning process.
9. -----is essential for proper lesson execution.
10. The basic requirement for blackboard skills is -----

Short Answer Type Questions

1. Define micro-teaching.

2. What are the various micro-teaching skills?
3. What is the necessity of micro-teaching in teacher educational institutions?
4. Explain the process of micro-teaching.
5. What are the merits and demerits of micro-teaching?
6. What is the importance of questioning while teaching?
7. How should you introduce a new lesson?
8. Why is it essential to structure the classroom questions?
9. What are the components of blackboard skills?
10. How can you make it interesting with stimulus variation skill?

Long Answer Type Questions

1. Define micro-teaching and explain its merits and demerits.
2. What are the different micro-teaching skills? explain in detail.
3. What are the different techniques of introducing a new lesson?
4. What are the components of presentation skills?
5. What are the components of blackboard skills?
6. Explain the concept of reinforcement with suitable examples.

MCQ Answer Keys

1. The concept of micro-teaching was introduced in the year 1963 by Dwight Allen
2. In India, TRN Rao is considered the father of micro-teaching.
3. The student teacher observes his lesson through video recording and tries to self-analyze the mistakes.
4. The use of Visual and multimedia resources makes the presentation more effective, interesting and appealing.
5. The skill of explaining comes under presentation skills.
6. Oral appreciation by the teachers is an example of positive reinforcement.
7. The basic requirement for effective presentation is good communication ability.
8. Questioning skill is used throughout the teaching-learning process.
9. Structuring classroom questions is essential to proper lesson execution.
10. The basic requirement for blackboard skills is legibility.

16.21 Suggested Reading Materials

1. “Micro Teaching: Meaning, Objective, Process and Pros & Cons!” Testbook, <https://testbook.com/ugc-net-paper-1/micro-teaching>. Accessed 17 Dec. 2024.
2. https://www.researchgate.net/figure/Five-Steps-of-Microteaching_tbl2_322683823
3. “Micro Teaching Skill Of Introduction.” Harappa, Harappa Learning Private Limited, <https://harappa.education/harappa-diaries/introduction-skill-in-microteaching-2/>.
4. “Skill Of Explaining In Micro-Teaching.” Harappa, Harappa Learning Private Limited, <https://harappa.education/harappa-diaries/skill-of-explaining-in-micro-teaching/>.

Model Examination Paper

Pedagogy of English

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 choices / fill in the blank / very short answer type question. Answer all questions. Each question carries **01 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 **04 marks. (5x6 = 30 marks)**

Part - C contains 02 questions of which students are supposed to answer 01 question. Answer each question in approximately **500 words**. Each question carries **10 marks. (10x03=30 marks)**

Part - A

1. Answer multiple choice questions.

(i) Who is the author of the book, "Exploration in the functions of language?"

A. Shakespeare B. P.B. Shelly C. Dr. West D. M.A.K. Halliday

(ii) Which article of Indian Constitution is associated with Official Language of India?

A. Article 343 B. Article 350 C. Article 351 D. Article 370

(iii) Home Language means_____.

A. Union Language B. State Language C. Regional Language D. Mother Tongue

(iv) Which method was popular in 1960s in United States?

A. Grammar Translation Method B. Audio-Lingual Method C. Direct Method
D. Bi-lingual Method

(v) In Structural Approach, Learners have to attain mastery in using_____ graded structures and root words.

A. 175, 2000 B. 275,3000 C. 375,4000 D. 475,5000

(vi) Who gave the idea of Linguistic Competence?

A. Chomsky B. Vygotsky C. Sigmund Freud D. Jerome Bruner

(vii) English Language has_____vowel sounds.

A. 05 B. 08 C. 12 D. 20

(viii) "Prosa Oratio" which means_____.

A. Union Language B. State Language C. Regional Language D. Mother Tongue

(ix) _____ is a lengthy narrative poem in grand language celebrating the adventures and accomplishments of a legendary or conventional hero.

A. Grammar Translation Method B. Audio-Lingual Method C. Direct Method D. Bi-lingual Method

(x) _____ is a figure of speech in which words are used in such a way that their intended meaning is different from the actual meaning of the words.

A. literally straight forward or direct speech B. literally straight Backward or indirect speech C. both of the above D. none of the above

Part - B

2. Explain the core skills of Micro Teaching.
3. Why do we teach Poetry? Justify.
4. Define 'Skimming' and 'Scanning'.
5. Write a note on 'note taking' and 'note making'.
6. Describe Total Physical Response method of teaching.
7. What are the Constitutional Provisions of language teaching in Indian Constitution?
8. Write down the principles of language learning in brief.

Part - C

9. What do you mean by Communicative Language Teaching (CLT)? Explain in detail.
10. What is Micro Teaching? Exemplify the steps of Micro Teaching in your words.
11. Prepare a Lesson Plan for teaching Prose.
12. Write a critical note on the concept, merit and demerits of Structural Approach.
13. Discuss the Language Policy of India.

Notes

Notes
