

Activity - (1)

3.0 Ecology of English

Official language, i.e., till 1965. It was the intention of the Central Government to develop Hindi to such an extent that it could replace English during that period of 15 years.

In the mean time, there developed a strong opposition by the southern states (people) against the idea of replacing English by Hindi as the official language where Hindi was thought to be more foreign than English for them. However, in view of the slow progress of Hindi, in 1963, the Parliament had to pass an Act, making English as the Associate Official Language of India for an indefinite period. Despite the fact that English received a great set back after Independence, it continues to be a major language having a prestigious position in our society.

In 1968, the National Policy on Education adopted by the Government of India stressed that "Special emphasis should be laid on the study of English and other international languages. World knowledge is growing at a tremendous pace, especially in science and technology. India must not only keep up this growth but also make her own significant contribution to it. For this propose, study of English deserves to be strengthened."

1.4.1

National Policy on Education 1968

a) *International Languages* : Special emphasis needs to be laid on the study of English and other international languages. World knowledge is growing at a tremendous pace, especially in science and technology. India must not only keep up this growth but should also make her own significant contribution to it. For this purpose, study of English deserves to be specially strengthened.

b) *Three-Language Formula* : At the secondary stage, the State Government should adopt, and vigorously implement, the three-language formula which includes the study of a modern Indian language, preferably one of the southern languages, apart from Hindi and English in the Hindi-speaking States, and of Hindi along with the regional language and English in the Non-Hindi-speaking States. Suitable courses in Hindi and / or English should also be available in universities and colleges with a view to improving the proficiency of students in these languages up to the prescribed university standards.

1.4.2

(National Policy on Education 1986

1. Languages

8.7 The Education Policy of 1968 had examined the question of the development of languages in great detail: its essential provisions can hardly be

English

master minds

improved upon and are as relevant today as before. The implementation of this part of the 1968 Policy has, however, been uneven. The Policy will be implemented more energetically and purposefully.)

1.4.3

Three Language Formula

Different committees and commissions have given their suggestions to solve the language problem in the country. The CABC (Central Advisory Board of Education, 1956) designed a three language formula and recommended it for the school children. In 1961, it was approved by the Chief Ministers' Conference. According to this formula, every student was required to study three languages. They are :

- i) Mother tongue or the Regional language.
- ii) English
- iii) Hindi for non-Hindi speaking areas

If mother tongue is Hindi, those students should learn an another modern Indian language. Kothari Commission,

In this context, let us examine the views of Kothari (Education) Commission (1964-66) regarding language policy in India. According to the Commission, only the mother tongue or the regional language should be taught to the children studying from class I to IV. Then from class V to VII, two languages, viz., regional language and Hindi or English should be taught. Three languages, viz., Regional or Hindi and English should be taught from VIII to X class. Thus, in our country, every child learns the mother tongue or regional language for 10 years; second language for 6 years and third language for 3 years.

The above discussion gives us a picture of English in the changed circumstances. Today, it does not enjoy the status it has enjoyed during the British regime. It doesn't mean that English has lost its importance. It will continue to be important for its role as link language for the promotion of national integration, as a library language, as a window on the world.)

The University Education Commission (1948), in its report said, "English, however, must continue to be studied. It is a language, which is rich in literature - humanistic, scientific and technical. If, under sentimental urges, we give up English, we could cut ourselves off from the living stream of ever growing knowledge." English is the only means of preventing isolation from the world.)

Activity - (2)

Pedagogy of English

Master mind

Multilingualism promotes scholastic achievement and cognitive growth & social tolerance; multilingualism should be taken as an advantage rather than a handicap in teaching the target language, English. Languages flourish in another's company and they die if they are frozen in textbooks, dictionaries & grammar books. Hence, the teacher should make use of the strategies of isolation, paraphrase, code mixing and code switching very effectively and consider multilingualism a great resource for him/her in the teaching the target language. It is really an interesting and challenging task for the teacher to amalgamate the multiplicity of languages and cultural practices and ethos (that children bring to class and use it as a great resource to foster social tolerance, heuristic enhancement besides teaching the target language. He/she should explore the possibility of using multilingualism as a great resource through cooperative and collaborative reading. Then, every child belonging to a different linguistic community and speaking a different language will learn the target language easily.

3. Teaching of English in Bilingual and Multilingual Contexts

While teaching English in the bilingual or multi-lingual context, the teacher's efficiency is the first and most important requisite. He should create English atmosphere in the class in the absence of the direct contact with the 'island' or the native people who speak that language. He should speak to the children in English, in and out of the class room, so as to improve the hearing comprehension and facilitate acquaintance with the English language. He should also encourage the students to talk to him in English. Constant practice of oral drill are the only criteria for making a child truly bilingual. The teacher should use structural approach and necessary teaching learning material (TLM) for effective teaching.

It is a well known fact that English language teaching and learning has become very complex in India today. This is because of the several issues and debates on the position of English in India. English is accepted on the surface but resisted at the cultural and psychological levels. It is still confined to unilingual domains. The ideological and political opposition to English, encouragement of mother-tongue based education, poor infrastructure, incompetent teachers, etc., have made ELT in India a difficult task. In order to come all these difficulties, the teacher of English should equip himself/herself with improved methods and techniques. It should be made more practical and language oriented.

Every one must write only one

2 Method (or) Approach

METHODS AND APPROACHES IN ELT

Approaches, methods and techniques of teaching help teach English effectively in classrooms.

An approach is a set of correlative assumptions dealing with the language and learning. It describes the nature of the subject matter to be taught.

A method is an overall plan for the orderly presentation of language material. It is procedural. (There can be many methods within an approach)

A technique is implementational that which actually takes place in a class room. It is a particular trick, stratagem or contrivance used to accomplish an immediate objective.

A technique must be consistent with a method and therefore in harmony with an approach as well. (E.M. Anthony, 1963)

2.1 METHOD, APPROACH AND TECHNIQUE

In ELT, methods, approaches and techniques need to be used as per the needs of the subject and situation.

2.1.1 Method

A method is a procedure for arriving at a destination. A good method includes an orderly procedure in teaching, an arrangement of the subject matter and a distribution of emphasis.

Method is a set of procedures, a plan that tells us specifically how to teach a lesson. It specifies the subject matter which will avoid waste of time and energy. It directly deals with a teacher's manner of performance and the mode he adopts in accomplishing his task. It is not an end in itself but only a means. It is the way a teacher delivers the instructional knowledge and transmits the skills to the pupils. It deals with 'how' of teaching. It indicates the order or sequence to be followed in presenting different language tasks and the role of the learners and teachers as well in this sequence. A good and psychologically sound method helps the teacher and learner avoid wasteful and uneconomic teaching and learning.

All the methods involve principles like selection, gradation, presentation and repetition in one way or the other. The age of the student, his/her cultural

(3)

3.8 Pedagogy of English

master minds

background, previous experience with the subject contribute to the selection of a method to be used in teaching. Thus, the practice of a method implies a systematic presentation of the teaching material based on the background of the learner, assumptions of teaching a subject and the way a learner learns.

2.1.2

Approach

An approach is a set of correlative assumptions dealing with the nature of teaching and learning. It describes the nature of the subject matter to be taught. It states a point of view, a philosophy and a belief. The term approach is broad based and lays down the theoretical assumptions of language teaching and learning which are accepted as true. In the words of Anthony, "an approach states a point of view or philosophy or an assumption which one believes but can not necessarily prove."

An approach is concerned not only with 'how to' but also 'what to teach'. It is a matter of principles derived from experience and is based on the psychological learning of the teaching-learning process. In teaching English, we come across different approaches, each one is unique in its own way.

2.1.3

Technique

A technique is implementational that takes place in a classroom. It is a particular trick, skill or a strategy used to accomplish an immediate objective. Technique is 'how' a thing is done in the class. It may be considered a classroom device or activity. It focuses on what really happens in the actual classroom situation. It includes practices and behaviours that operate during the production, practice and feedback phases of teaching.

Some techniques are widely used in many methods as against some that are specific to a given method. They must be consistent with a method and, therefore, in harmony with an approach as well. They depend on the teacher, his individual skill and on the composition of the class. Particular problems can be tackled equally and successfully by using different techniques. Techniques give the learner greater autonomy in the language processing. Some of them are role-play, simulation, language games, gestures, miming, action chains, drilling, etc.

Whatever technique we use, we should confirm to the method under which it is to be used. They depend on the teacher, individual and the composition

master minds

of the class. Within one approach, there can be many methods and within one method, there can be number of techniques which exemplify the procedures of the method.

To conclude, it has stated that the term approach is axiomatic while the method is procedural and the technique implementational

2.2

METHODS OF TEACHING ENGLISH

Method is an overall plan for the orderly presentation of language material. Several factors such as the learner's first language, his cultural background, the length of the course, the goal aimed at in learning, motivation, for learning will go to influence the orderly presentation of language materials.

A good method includes orderly procedure, arrangement of subject matter, and distributions of emphasis. With the growth of scientific thinking, more emphasis is laid upon method to be adopted in order to achieve an objective in a systematic way. The questions, according to Bertrand Russell, What should be taught? and How should it be taught? are intimately connected, because, if better methods of teaching are devised it is possible to learn more. That is, if we want to get better results of our teaching, we must devise and adopt better methods. So, "the ways justify the end".

A method is concerned with "the presentation of the selected and graded material". It is concerned with "How to teach?" and it is not concerned with "What to teach?". A method should have to justify its existence as a fruitful instrument of teaching the language.

Now, we shall discuss how the teaching methods are used in realizing the objectives with the help of language material selected for the purpose.

2.2.1

Grammar Translation Method

In Grammar Translation Method, the words, phrases and sentences are to be taught through translation, the idea is that vocabulary and phraseology of English can be best learnt through translating its meaning into mother tongue. The teachers who follow this method lay much emphasis on the meaning of new words and the unit of teaching is of 'word' but not a 'sentence'.

The rules and principles of grammar are thrust upon the students and this grammar is taught through deductive method which is rule conscious. So, memorization of grammatical rules, paradigms, bilingual word lists and application of these in translation constitute the essence of this method.

MacKey describes Grammar Translation Method as "This is simply a combination of the activities of grammar and translation. The teaching begins with rules, isolated vocabulary items, paradigms and translation. Easy classics are then translated. Vocabulary is divided into lists of words to be memorized. Grammar rules are memorized as units which often include illustrative sentences."

It is clearly understood that this method envisages a two-pronged treatment of the language, namely, grammatical explanation and translation of a language pattern. Hence, this method is called the Grammar Translation Method.

Let us see an example for this kind of operation in this method.

If the teacher has to take up the language pattern one - the other through the example "I have two apples : one is big, the other is small", he will translate it and explain the rule by which the basic pattern works in the way it has been illustrated in this sentence. This is done regardless of the fact whether the stress is on the speech skill or the reading competence or the writing ability.

Principles of Grammar Translation Method

The following are the principles of Grammar Translation Method that contribute for its effective use.

1. This method is marked by the dominance of mother tongue. It is easy to teach the foreign language through the medium of mother tongue than through English as the mother tongue would reduce all the complexities of learning a new language.
2. The unit of teaching is a word but not a sentence.
3. There will be a comparative study of two languages. It is assumed that a comparative study of the grammar and the structure of the two languages helps in mastering the grammar of English.
4. Translation: interprets foreign words and phrases in the best and the most economical manner. In this process of interpretation, foreign phraseology is best assimilated.

Process of Grammar Translation Method

Translation lays stress upon reading and it makes little or no provision for training in speech. Although the translation method stresses reading, little time is likely to be left for reading aloud if every word and phrase of the text is interpreted in the mother tongue. There is more of the mother tongue than

English in a lesson given according to the translation method and there is no direct contact with the foreign tongue necessary for assimilation to take place. The grammatical method of instruction is applicable to the sentences. Students are forced to memorise the rules of grammar and their principles. The procedure is fairly detailed in all respects. The behavior of the language is explained in terms of a rule. The rule is often memorized and subsequently cited to explain a similar situation. Correction of mistakes is done by a reference to rules. In fact, rules supervene the entire programme of teaching the language. Similarly, the mother tongue becomes the medium of all instruction of teaching English. Both the ways are adopted to teach all materials such as prose, poetry or composition. The atmosphere of the class room would be dominated by these two powerful forces of grammar and translation.

Advantages of Grammar Translation Method

1. It is found to be an easy method taking less time. Translation saves a lot of time because it avoids difficult definitions and lengthy explanations.
2. There will be a quick understanding of the language patterns on the part of the students. They can understand any line or any word by translating into mother tongue.
3. Students comprehension of English can be easily and quickly tested by asking them to say what they have learnt.
4. A strong memory bond is established as he associates the foreign phraseology with his mother tongue. This bond helps in retention also.
5. English grammar is easily learnt through comparison. Students are likely to use the rules of the language in correcting their errors.
6. Abstract words and nouns can be easily taught.
7. It is based on the principle of 'proceed from known to unknown'. The working knowledge of their mother tongue, which is known, helps them to learn the grammar of a foreign language, that is unknown.
8. Frequent comparison between the two language structures helps the students get a clear idea of the two language systems.
9. Translation helps in rapid expansion of the vocabulary. Students can develop a rich store of vocabulary without much effort.
10. This method is very easy for a teacher. He need not put in much labour. It suits to average and below average teachers also.

11. When the class is large and over-crowded, this method will be a successful one.

Limitations of Grammar Translation Method

1. It ignores the practice of oral work which is the most important aspect in teaching of any language. Speech is totally ignored.
 2. It does not help realize (or achieve) LSRW of English.
 3. It is an unnatural method. Reading comes before speaking. The natural order of learning is listening, speaking, reading and writing. This is how the child learns his mother tongue. But learning starts here with reading.
 4. A wholesale translation is not possible as every word of any language. For example, for the words like frost, fog, dew, mist, we can get only one or two equivalents in any mother tongue.
 5. Mastery of structure is not possible in this method. A person can learn the language only when he has made its patterns as habits. But, this provision is missing in this method.
 6. It envisages to word for word translation. So, students learn to keep the translation and kill the sense of the sentences. Let us consider the following example, with the influence of literal translation, students may say:
 - i. 'The rain is falling' instead of 'It is raining'.
 - ii. 'TV is coming'. (In mother tongue, we say: दूरध्वनी.) 7. This method makes the students passive listeners; the dull and uninteresting teaching work makes them passive.
 8. When we try to translate certain language items, the beauty of thought and expression may be lost (especially while teaching poetry).
- For example, the lines of Mrs. Sarojini Naidu
- "The wind lies asleep in the hands of the dawn,
Like a child that has cried all night long."
- If we translate these words, the beauty and imagery will be lost and the real spirit of meanings contained in the sentences will be missed.
9. It lays more emphasis on rules of grammar which is not sound in teaching-learning of a language.
10. It does not help the students to learn correct pronunciation of English, which is a very important aspect of language learning.
11. It is very difficult to translate, the idioms like,

"It rained on cats and dogs."
"All my efforts ended in smoke."

"All my efforts ended in smoke."

12. Direct contact between thought and expression may be lost.

2.2.2 Direct Method

Languages are for the communication of ideas and are to be learned as far as they can be used for the purpose of expressing. The Direct Method aims at teaching foreign languages 'naturally', i.e., the manner in which the mother tongue is acquired; that is why this method is also called 'Natural Method'. The Direct Method, as the term implies, seeks to establish direct association between experience and expression. It aims at teaching English directly without the intervention of mother tongue. This method is the reaction against the Translation Method.

According to Webster's New International Dictionary, "Direct method is a method of teaching a foreign language, especially a modern language, through conversation, discussion and reading in the language itself, without use of the pupil's language, without translation, and without the study of formal grammar. The first words are taught by pointing to objects or pictures or by performing actions."

This method concerns itself mainly with speech. It enables the child to think in English and speak in English. It helps him to understand directly what he hears or reads in English. Fluency in the language is possible only when the child can think in English. This method is more systematic and its main aim is to enable the learner to think in and use the language. That is why speech receives the greater emphasis than reading, that is, the active side of language learning is focused. Since the approach to language learning is through speech, this method lays great stress on the teaching of phonetics, so that the production of foreign sounds is systematic instead of blind imitation. Then only, a satisfactory progress be made in the acquisition of a good pronunciation.

Direct method makes the sentence as the unit of speech. While making sentences, a direct bond between experience and expression is very important. This direct bond can be formed in two ways: (i) by the direct association of the words with the objects and ideas, and (ii) by making very little use of mother tongue, so that the habit of thinking in the foreign language may be formed as early as possible.

The usual procedure the Direct Method advocates is that of the presentation of the model of the language pattern by the teacher and the subsequent absorption and production thereof by the student. This would ensure the reproduction of speech sounds and structurally correct language patterns. Language learning rests here on the imitations of good models. It is simply imitation and speaking of the language. It is appropriate to remember the words of E. C. Kiston here: "Learning to speak a language is, by far, the shortest road to learning to read and write it."

Features of Direct Method

H. E. Palmer, in his book 'English through Actions', has given the following features.

1. Translation in every shape or form is banished from the class room, including the use of mother tongue and of bilingual dictionary.
2. Grammar, when it is taught, is taught inductively.
3. Oral teaching precedes in any form of reading and writing.
4. The use of disconnected sentences is replaced by the use of connected texts.
5. Pronunciation is to be taught systematically on a more or less phonetic lines.
6. The meanings of words and forms are taught by means of objects or by natural contexts.
7. The vocabulary and structures of the language are inculcated to a large extent by questions asked by the teacher and answered by the students.

Principles of Direct Method

1. Oral Approach

Direct Method lays much stress on oral work. Sufficient practice in listening and speaking English is given to the students. This method believes that 'fluency in reading and facility in writing follow fluency in speech'. So, this method advocates much listening and oral practice, i.e., the learner is provided with much opportunity to listen and speak. Thus, Direct Method enables the student to think and express himself directly in English and to understand directly what he hears. Hence, the students must constantly listen, imitate and speak.

2. Inhibition of the Mother Tongue

Mother tongue is not allowed in the classroom. So, Direct Method discourages the intervention of mother tongue since the aim is to enable the student

to understand directly what is spoken, read and expressed. English atmosphere will be disturbed with the use of mother tongue. Unnecessary use of mother tongue may be harmful also.

3. The Sentence is the Unit of Speech

Unit of speech is not a word but a sentence. Insistence is laid on speaking complete sentences because there is no meaning in broken sentences. Questions are put in complete sentences and the students in turn answer in complete sentences.

4. Inductive Teaching of Grammar

Grammatical rules are framed after the students have learnt the language. It advocates the teaching of functional grammar which helps the child to learn and use the language. The suitable sentences from the lessons already learnt are selected and with the help of active participation of students' examples, the grammatical rule is deduced from the students in their own words. This is called inductive method of teaching grammar. Grammar here is taught for its own sake. It is not an end in itself, but a means to an end.

5. Teaching New Vocabulary

According to the needs of the learners, a limited vocabulary should be taught. This new vocabulary is taught after careful selection and grading. Words which are related to the students' range of experiences should be taught. So, in teaching new vocabulary, teacher should proceed from concrete to abstract. New words are taught by material association, explanation or use in a suitable context.

Louis Gleben considers that the following three principles mark the Direct Method as a separate method. They are: (i) the direct association between experience and expression, (ii) the inhibition of mother tongue, and (iii) making of sentence as the unit of expression.

Advantages of Direct Method

1. The students get a real command and fluency in the language as it lays sufficient stress on oral work. Students get ample opportunities to speak, so definitely they get fluency when compared to the students who are taught through other methods.

2. The understanding of language becomes easier. Through the direct association between experience and expression, the student's mind goes straight from meaning to the English word and from the word to its meaning. So, he understands directly what he listens and reads.

3. It facilitates the ease of writing and fluency in speech and expression.

A person who speaks well and reads well, will write well usually.

4. The reading of English becomes easy and pleasant. The use of objects, pictures, models; illustrations, actions and demonstrations makes the lesson interesting and real.

5. It facilitates the study of literature. It develops love for the study of literature. If the student is good at language, he enjoys literature.

6. It is psychologically sound, because the teacher proceeds from particular to general and from concrete to abstract.

7. Because of the direct bond between word and its meaning, the student will be conscious of the language mistakes without the application of any grammatical rule.

8. English is taught in the medium of English and not in mother tongue.

9. It follows the natural order of learning the language.

10. Students acquire good pronunciation as they are exposed to the language and speak it continuously.

11. Through this method, lively English atmosphere can be created in the class.

12. For teaching poetry and idioms, this method is the suitable one, because the beauty and imagery can be presented effectively in English.

Limitations of Direct Method

1. A good method should give emphasis to all the four language skills. But, in this method, there is not enough writing and reading and hence it is an incomplete method.
2. Efficient teachers are not available. Their pronunciation is faulty. They hardly have good command over English. They can not do justice to the language teaching.
3. This method needs individual attention on the students. So, it does not suit to the crowded classrooms.
4. It is a difficult and expensive method. Necessary facilities and teaching-learning material can not be provided in over-crowded class rooms.

5. This method mainly rests on functional grammar, but the knowledge of formal grammar is also necessary.
6. At the early stages of learning, this method may not be suitable.
7. Suitable books are not available to teach through this method.

8. This is a time consuming method.
9. Emphasis is laid on oral approach, but there are many more to pay interest in visual things.

The Direct Method has a significant contribution to make the practice of teaching a foreign language effective and purposeful. The basic principles of aural-oral way of learning, situational teaching, teaching through speech and taking the language as a unit are worthy of adoption.

2.2.3

(3) Bilingual Method

Bilingual Method was proposed by C.J. Dodson of Wales in 1962 after conducting few experiments on his students. "Bilingual Method means a method where two languages, viz., the mother tongue and the target language are used."

Bilingual Method emphasizes on oral work but not as strictly as in Direct Method. It believes that a foreign language can be taught effectively in the given time when mother tongue is used to stimulate responses.

Bilingual method can be described as a compromise or a mid-way between the Direct Method and the Translation Method as it combines the advantages of both the methods. It emphasizes practice in the oral use of foreign language as in Direct method and uses mother tongue for explanation of difficult words as in Translation Method. The meanings for difficult words are quickly and easily explained in mother tongue and the speech in English is emphasized. There is liberal use of mother tongue in the Translation Method and complete abolition in Direct Method, where as the Bilingual Method takes its stand between these two. Bilingual Method makes use of mother tongue to a minimum extent in teaching foreign language.

According to C.J. Dodson, the aims of the Bilingual Method are -

1. To make the pupil fluent and accurate in the spoken word.
2. To make the pupil fluent and accurate in the written word.
3. To prepare the pupil in such a manner that he can achieve true bilingualism.

Principles of Bilingual Method

1. Use of mother tongue is restricted in Bilingual Method. It is used as an aid or a tool to explain the meanings of the new words. Teacher can not take any chance to use mother tongue liberally.

2. Mother tongue is used only by the teacher for quick comprehension.
 3. The translation of the word or sentence is supplemented by explanation in English. That is, the teacher presents new material through mother tongue. Then he immediately moves on to practice the new material in English without any support from the mother tongue. So, English atmosphere is not disturbed to a great extent.

4. A thorough drill and practice in structural elements is provided. This practice is to form the language habits and develop oral practice there by speech ability.

5. To establish the meaning of the new language, mother tongue is to be used in the early stages of learning. Gradually, it will be dropped as students go ahead.

6. Reading and writing are also taken care of, after giving sufficient practice in sentence patterns.

Advantages of Bilingual Method

1. Limited use of mother tongue facilitates quick and easy understanding on the part of the students.
2. As there is oral practice to the required level, besides quick understanding, students learn oral expression.
3. This method can be tried and used successfully even by an average teacher without much trouble and preparation.
4. This method can easily promote accuracy and fluency if used properly.
5. This is not a costly method. It needs little equipment and suits to all types of schools.
6. This method makes use of the linguistic habits already acquired by students.
7. The use of mother tongue saves a lot of time. Otherwise, the teachers will have to make use of a number of devices for giving meanings. By this, the teacher can save time and need not over-burden the student with extra information.
8. Judicious use of mother tongue does not spoil the English environment in the class. It will only help in teaching English effectively.
9. Better rapport between teacher and students can be established.

Limitations of Bilingual Method

1. In the hands of untrained and unimaginative teacher, this method becomes Translation Method. So, much depends on the teacher who is handling it. It requires teachers who are adequately trained in the method and who have an excellent command of spoken and written English.
2. The purpose of teaching foreign language is not to make a comparative study. While contrasting the features of the two languages, there is a possibility of confusion. Analogy will not give development in communication.
3. Learning the meanings by translation will prevent direct thinking in English, hence there is no correspondence between thought and expression.
4. The use of mother tongue, while teaching English, spoils the continuity and fluency of language. This may spoil the English atmosphere in the class.
- A judicious use of mother tongue by the teacher in the English class will certainly facilitate quick comprehension.

2.2.4 Dr. WEST'S METHOD (or Text Book Method)

The West's Method is a reaction or revolt against Direct Method. We have seen that Direct Method is a reaction against Translation Method for its excessive interference of mother tongue. In the same way, West's Method is developed against the undue emphasis on oral work in Direct Method.

Dr. Michael West, propogised this method. West believed that the most important skill students needed is the reading skill. Instead of laying emphasis on the training of speech habits, West's method lays emphasis on training the reading habit. This method is based on the principle for priority of reading provision for separate Readers with selected vocabulary, and a judicious use of mother tongue.

According to West, students should be able to read English and then write it and finally speak it and understand it. Even if a student leaves his school early before completing school education, he should carry with him something of permanent value and utility from his study of the English language. West calls it the surrender value - a proportionate amount of benefit. If reading is made the main objective of teaching English in schools, he can do this. He mainly stressed on silent reading but not on oral reading. This makes the students

Q

learn something of English, which may be valuable for their future in their practical life.

West believed that speaking a language was four times as difficult as reading it. When the children need English for reading comprehension, there is no use of emphasizing speaking as the basic skill. Therefore, he reordered the priorities starting with reading, followed by writing and speaking. He claimed that learning to read a language is the shortest road to learning to speak and write.

The Reader

The child should be enabled to read with ease and pleasure at the earliest stage. He thought that, to derive pleasure from reading, student should be able to do it in solitude, without the help of a teacher. So, West provides a new type of reading book, a book providing interesting reading material, employing a specially selected and limited vocabulary. Careful measures have been taken to distribute the new words evenly in the lesson. When a new word is introduced, it will occur many times in the subsequent pages or paragraphs so that it becomes a part and parcel of their knowledge. Extensive use is made of pictures in explanation. Since the aim is to make reading a pleasant experience, emphasis is on providing interesting reading material.

Reading

Normally, reading involves some inner speech and the student will do some reading aloud from the very beginning. So, oral reading is preparatory to silent reading as it gives reality to the subsequent reading of the language. West mainly concentrated on silent reading. The aim of silent reading is that sufficient pleasure may be derived from the reading. From the stories read in English, student gets desire for more and more reading. Thus, if a student can read a story in English at a reasonable speed and gets the substance of it, he has attained some definite and permanent achievement in the language.

Reading and Language Learning

West's contention is that much passive work should precede and lay foundation for active work, i.e., reading should lay foundation to speaking and writing. Efficiency in reading will render the later progress in speech and writing. Writing, ultimately students' use of the language becomes accurate. The advantage in learning a foreign language from the passive aspect, i.e., reading, is that, it forms in the mind of the student an idea of the structure of the language. When a student goes for self expression, he can avoid the possible errors.

Speech

From the student's point of view, learning to read the language is not the same as learning to speak with his own vocabulary. In either cases, he needs knowledge of the words, but the words for writing are different from that of speech. When we express ourselves, we can use the words we like or convenient, so a very limited vocabulary is adequate for our expression. But when we read, we have no option but should be acquainted with the words of the writers of English. In this view, learning to speak may be easier than reading, which developed by a specific practice. So, here the teacher is providing opportunities for the exercise and development of skill in speech. He has to make his lesson more of 'learning type' than of 'teaching type'.

In reading, our concentration should be on the vocabulary that is often repeated and found by the student during reading. But, in speaking, our concern is to concentrate on the vocabulary through which the student likes to express. For this, West categorized the words under two heads: (i) Words that we talk with or from words and (ii) Words that we talk about (content words). West feels that a minimum of 1,158 words are 'sufficient' for ordinary conversation.

Advantages of West's Method

1. West's method aims at the development of reading skill, which is an essential and salient feature of learning the language.
2. When compared to speech and writing, reading is an easy activity and it is free from phonetic difficulties.
3. It is believed that reading paves the way for active work in writing and speaking.
4. This method is easy for the teacher to follow and is based on the principle of economy.
5. It develops love for the study of literature, especially short stories.
6. As controlled vocabulary is presented in the Reader, it is easy for the students to grasp the meanings in the context.
7. Repetition of the new word for a number of times in the reading material fixes the word in the mind of the students.
8. A judicious use of mother tongue facilitates quick and easy comprehension.
9. As reading is intended to be developed in solitude, it cultivates the habit of independent reading or self-study.

Activity +3

master minds

- (e) The aim of the oral drills is to enable the learners to make a free choice in an actual communication situation.

3.3.1

Sub-Skills of Speaking

According to John Munby (Communicative Syllabus Design), the following are the sub-skills of speaking.

- 1. Articulation of sounds in isolation.
- 2. Articulation of sounds in connected speech.
- 3. Articulating stress patterns within words.
- 4. Manipulating the use of stress in connected speech.
- 5. Producing intonation patterns and expressing attitudinal meaning through variation in pitch, pitch range and pause.

Some more sub-skills of speaking are :

- 1. Using appropriate words and structures to express the intended meaning.
- 2. Recalling words and structures quickly.
- 3. Organizing thoughts and ideas in logical sequence.
- 4. Adjusting speech according to his audience, situation and subject matter.
- 5. Conveying ideas effectively and convincingly.
- 6. Speaking relevantly and clearly.
- 7. Making conversation using basic courtesy formulas, conventional greetings and other expressions.
- 8. Asking as well as answering questions and maintaining conversation/ dialogues with classmates and teachers.
- 9. Having a stock of vocabulary and acquiring fluency and accuracy of speech.
- 10. Speaking applying the basic rules of grammar without being conscious of doing so.

3.4 TECHNIQUES OF AND MATERIALS FOR TEACHING SPEAKING

The following are some of the techniques and materials suggested to develop good speaking.

1. Repetition of rhymes after the teacher, i.e., first in chorus, next in groups and then individually.

master minds

2. Saying words, phrases and sentences after the teacher.
 3. Look and say technique, i.e., saying the name of the item/object by looking.

4. Identifying different objects while blind folding and saying their names.
 5. Using oral composition, i.e., asking them to speak out the sequential order of an event or a story.

6. Pronunciation drills like using minimal pairs of words/sentences with stress, intonation, etc.

7. Asking students to read aloud different words, phrases or sentences so as to know their pronunciation and to correct them.

8. Using tape recorder (or computer or voice recorder) to record their voice and to reproduce the same before them.

9. Using open ended stories and asking them to speak out the remaining part by supporting them with few words.

10. Practising the pair drills prescribed in the Readers.
 11. Practising the role plays prescribed in the Readers.

12. Practising the conversation exercises prescribed in the Readers.
 13. Asking them to narrate small events of the day in a simple language.

14. Asking them to describe different festivals or other celebrations of the school.
 15. Utilizing the classroom situation and asking them to identify and narrate different items available in the classroom, for example scenery, pictures, maps, globe, etc.

3.5

ACTIVITIES TO DEVELOP LISTENING AND SPEAKING SKILLS

Various activities can be employed to develop listening and speaking skills.

3.5.1

Activities To Develop Listening Skill

The following are some activities that help in developing listening skill.

1. Repetition activities : Words, phrases, sentences used by the teacher will be repeated by students by looking into pictures corresponding those words, phrases or sentences; a rose, a mango, etc.

2. Rhymes : The teacher can make use of a number of rhymes to encourage their listening skill.

3. Using action words/commands : Walk/walking, sit-down/stand-up, etc., are some of the action words.
4. Identifying the correct words spoken by others in the classroom.
5. Identifying different objects by calling their names. Vegetables, fruits, flowers, etc., are some such examples.
6. Identifying different words on the black board that were read out by other students.

7. King/queen wants the game of getting back different objects what the king or queen wants. Example : different objects in the classroom.

8. Tape recorder to make them reinforce with the words they have already been acquainted. (CD player can also be used.)
9. Prediction of different things that will come next.

A. Rhymes and Stories for Listening and Comprehension

Rhymes and stories are meant for listening and comprehension. But in lower classes, i.e., for the starters of English, the rhymes and stories are meant only for listening purpose so as to make them exposed to new vocabulary. For this reason, the rhymes and stories prescribed under listening skill are meant only for the listening purpose, in turn there will not be much stress on comprehension.

The poems and stories prescribed in the higher classes are meant both for listening and comprehension. Due to the exposure to the new vocabulary in the lower classes, they can comprehend the poems and stories and in turn get the central idea of the poem or *gist* of the story or the main idea of the passage.

B. Oral Presentation

Let us know some of the examples for Oral Presentation, which help in good listening and speaking.

Example 1 : Listening/Speaking exercises

- i. Greeting

Greet your teacher, follow the example given below.

- | | |
|---------|--|
| Pupils | : Good Morning, Sir/Madam. |
| Teacher | : Good Morning, children. How are you? |
| Pupils | : Fine, thank you, how are you? |
| Teacher | : Fine; thank you. |

i. Rhyme

Say the rhyme after your teacher

Smiling girls, rosy boys

Come and buy my little toys

Monkeys made of ginger bread

Sugar horses painted red

Example 2 : Let's listen and speak

- i. The door is open.

Someone has opened it.

Who has opened it?

- ii. I have closed the window.

The window is closed.

Some one has closed it.

Who has closed it?

Mr. Raju has just closed it.

Example 3 : Practice the following dialogues

Dialogue 1

Father : Sireenu, have you posted the letter ?

Sireenu : Yes dad, I have already posted it.

Dialogue 2

Mony : Would you like to have something to eat ?

John : No thanks, I have just had my lunch.

C. Language Games

Language games play an important role in learning the language in a natural way. They bring liveliness to teaching and, in turn, to the classroom. A variety atmosphere can be created by using language games in teaching, i.e., they can be framed and used to the whole class, in a group-wise manner or individually. It depends on the teacher to make use of them effectively.

- ◆ The language games can be used mainly to

- ◆ teach spellings
- ◆ teach pronunciation

1.1. Sentence patterns
Language games such as building new words, writing meaningful words, playing card game, detective game, thambola game, domino game, puzzles, bingo game, web chart, yes no game, etc., can be played in classroom.

3.5.2

Activities to Develop Speaking Skill

Oral work is the most essential to make students acquire the speech habits. A good foundation must be laid for correct speech habits, insisting on good pronunciation, proper intonation, stress, pause, etc. Language is for study and practice, hence we must help the students put their effort in speech, pronunciation, etc. The language material must be presented well, practised thoroughly and applied correctly.

The unit of speech is a sentence and not a word. So, the teacher should begin with easy and short sentences at the early stage.

A number of structural patterns and a limited working vocabulary should be taught. Nouns, Pronouns and Verbs may be added later.

1. Substitution Table

By using a substitution table, question words like what, where, when, who can be taught.

For example,

What	is your name ? is the time ? are you doing ?
Where	is your house ? is your teacher ? is your school ?
Who	is your teacher ? is your friend ? is standing ?

The above are for drilling and they give thorough practice to the students in the early stages. Slowly, the teacher can give examples of different sentence patterns like normal statements, questions, commands and requests.

For example,
Statements - This is Rama.
This is not a table.

Question - Is this a box ?
Are those books ?

Commands and Requests - Open your books.
Please stand up.

Common ways of greeting - Good morning.
Good afternoon.
Good evening.
Hello.

(66)
There are activities for students in different classes. The teacher can organise for activities for the student to speak individually, in pairs and also in groups. It is, however, easy to make an individual to participate in a conversation in a group.

2. Dramatisation

Dramatisation may be used to train the learners in the art of speech. This makes the students active and the learning interesting. Each student may be assigned to play the role of a character.

3. Dialogue

Dialogue pattern drills can be used to give the second language learners experience in listening and practice in speaking. Pattern practice is free and guided conversation. Questions are asked and answers are given. Students work in groups or pairs.

> The students may be asked to describe their class room. The teacher may help with suitable questions.

> The teacher may give a picture and ask a student to speak about it.

> Students may be asked to interview each other.

> Students may be given an interesting and connected topic about which they may be asked to discuss in groups. Dialogues on simple and contextualized situations may be tried between pair of students. The teacher should control and guide the students without interfering much. This will give enough opportunities to practise certain phonological, grammatical and lexical items.

4. Role Play

The teacher may ask the students to imagine themselves in the roles of a teacher and student, mother and daughter, shop keeper and customer, doctor and patient, police and thief or any such kind and converse with each other. This could not only be exciting and funny for the students but they will also have the chance to speak their thoughts in the English language.

Hence the purpose of role play is to put the students into a realistic communication situation to:

- > sharpen their listening comprehension skills.
- > bring them into contact with the new language.
- > discover the areas where they need additional practice.

Usually, the conversation or role play is between the teacher and one or more students.

5. Reading the Pictures

The learners should have practice in reading pictures which give them practice in speaking. The pictures can be provided by wall charts, by drawing on the black board, etc. The teacher touches or shows the picture and says, This is a..... The pupils touch the appropriate picture in their books, or are called individually to the chart or black board to do so, and say, This is a.....

The Same technique can be used for teaching other patterns, such as, That is a; the response to the questions, what is this/that? what is he/she doing?

6. Action Chains

The purpose of the action chain is to give the learners practice in speaking certain patterns while they are doing the actions.

- e.g. To teach present continuous tense and the use of 'give' and 'take'

Teacher and three pupils AB and C.

Teacher to A - Give the book to B.

I am giving the book to B.

What are you doing?

I am taking the book from A.

Take the book from B.

C I am taking the book from B.

7. Rhymes

Rhymes are the introductory steps to learn poetry. In the beginning classes, students are introduced with rhymes which in turn help them to enjoy the poems/poetry.

The uses of rhymes are :

1. Rhymes bring liveliness to the classroom.
2. They create interesting atmosphere.
3. They breakdown the monotony in the classroom.
4. They arouse interest in the students to learn the language.
5. Due to the rhythm of the language, it is easy for the students to remember the rhyme well for a long time.
6. Rhymes bring enjoyment to the students.
7. Students gain the quality of appreciation.
8. Rhymes, when sung in a correct manner, can encourage students to go for other rhymes/poems.
9. Due to the development of rhythm and sentence patterns, students can practice various linguistic items they come across.
10. The students learn the pitch of the voice and imitate voices they come across.
11. Students can get the power of imagination/fantasy.
12. Students can get the literary habits in a long run.

Examples :

1. Two little hands to go clap clap
Two little legs to go tap tap
Two little eyes to see and look
One little mouth to eat and speak
2. Caw caw says the crow
Bow wow says the dog
Quack quack says the duck
Moo moo says the cow

Activity - 4

114 Pedagogy of English

Master mind

is very important. The principle like 'proper spacing between the letters in a word, words in a sentence and sentences in a paragraph' must be observed. Attention should be drawn to the shape and size of letters and joining of letters. Three factors make handwriting graceful, they are : uniformity of the 'size', uniformity of the 'space' and uniformity of 'slant'. Practice in the imitation of a model with regular feedback and checking of the teacher is an effective way of improving handwriting.

Good writing should have the following qualities, viz., Distinctiveness, Legibility, Simplicity, Uniformity, Spacing, Speed and Correctness.

Using the correct 'spelling system' is another important aspect in the mechanics of writing. Some find spelling easy and to some, it is difficult. Like many other skills in English, spelling will improve if concentrated. Practice helps and learning few spelling rules can help too. Spelling rules are like helpful hints which contain useful information. Developing the right habits can make spelling easier.

- Remember the following points to acquire good spelling.
- Keep a list of troublesome words.
 - Sec each syllable, say each syllable and write each syllable. (The word parts we hear are called syllables)
 - Use a dictionary to confirm the spellings.
 - Copying a piece of good writing.
 - Dictation to gain speed, legibility, listening, spelling and mechanics.
 - Learning basic spelling rules.
 - Spelling games by hearing the word spoken repeatedly, seeing it in print in different texts and getting a feel of it in writing it for several times.

What teaching must ensure is, providing many opportunities for learners to learn patterns of words by eye, ear and hand. For visual memory of the spelling, the pupils need repeated and prolonged exposure to words. Listening to correct pronunciation of a word may also help in learning correct spelling. The other aspect in 'mechanics of writing' is 'punctuation'. Punctuation marks are like the pauses in speech. Most marks of punctuation help to show how sentences should be read. End marks of punctuation are not the only marks to be considered. Punctuation that comes in between the sentences also affects meaning. Not only that, punctuation that encloses sentences or groups of words also help in determining the meaning. If a sentence requires too many punctuation marks to make the meaning clear, it would be better to restructure it. Few commonly used punctuation marks are :

Master minds

1. **End punctuation:** Every sentence must end with a mark of punctuation. There are different marks of end punctuation: a full stop (.), the question mark (?) and the exclamation mark (!). Each mark serves a specific purpose in showing how a sentence is to be read.

2. **The comma:** The comma represents the shortest pause and has a variety of uses. A comma is used between items in a series to separate three or more words of the same parts of speech, to set off names used in direct address, well when they interrupt a sentence, to set off names used in geographical names, etc.

Comma is used to separate adjectives not joined by the conjunction 'and' and comma is used to separate items in dates and geographical names, etc.

3. **The semicolon:** This symbolizes a longer pause than a comma. To avoid a monotonous succession of short declarative sentences, a semicolon

can be used.

Some other punctuation marks are the colon, the apostrophe, quotation

marks, the hyphen, dash, brackets, etc. Like punctuation, using capitals makes

writing easy to read and understand.

4.4

SUB-SKILLS AND TECHNIQUES OF WRITING

Sub-skills and Techniques of writing are described below :

4.4.1

Sub-skills of Writing

- Mastering spelling, punctuation, sentence construction and referential words. (he, who)
- Linking sentences, using connecting words, relatives etc. (Connecting paragraphs)
- Being aware of different demands of written English in contrast with spoken English.
- Organizing information logically and clearly with a specific type of reader in mind.
- Using discourse markers appropriately to indicate main points, developments in a theme, change of topic, examples, conclusions, emphasizing a point, anticipating an objection, etc.
- Using variation in normal sentence patterns and word order to develop a theme clearly and emphasize the main points at each stage.
- Handwriting, forming and joining letters, shapes of letters.
- Selecting vocabulary to convey attitude and implied meaning.
- Expressing information explicitly.
- Expressing implicitly through inference and figurative language.

11. Writing with a reasonable speed.
12. Linking sentences with appropriate sentence connectors and sequence signals. (e.g. pronouns, definite article, etc.)
13. Evaluating the significance of a word or a sentence in the overall context of the written passage.
14. Expressing conceptual meaning, especially quantity, amount, definiteness, comparison, location, etc.
15. Expressing relations between parts of a text through lexical cohesion devices of repetition, synonymy, hyponymy, antithesis, etc.
16. Expressing relations between parts of a text through grammatical cohesion devices of reference, comparison, substitution, logical connectors, etc.
17. Summarizing the whole text or specific idea.
18. Writing in different formats like essays, letters, paragraphs, etc.

Techniques of Writing

(Circles, Strokes, Curves, Small/Capital Letters, Un-joined/Joined Letters, Words, Phrases and Sentences)

From the early stages, the teacher has to train the students to develop a good (hand) writing. The students should be trained to practice different types of strokes with proper hand movement.

Strokes and curves have to be properly practiced to produce the English alphabet. The letters with single strokes may be taught first and then the letters with two strokes may be taught - both in capital and small letters. Similarly, curves first, strokes next and then strokes and curves.

Examples for capital letters

Curves - O C G Q

Strokes - I E F L M N T W X Z K A Y H V

Strokes and Curves - D P R B J U S

Examples for small letters

Curves - o c e s j g y a

Strokes - v w k i t x

Strokes and Curves - h n m r u f p q b d l z

The students have to be given practice to produce the letters in their correct shape.

1. In the print script, each letter stands distinctively and writing is clear.
2. It has beauty and clarity. It is easy for the students to write.

1. Cursive writing is also called running writing. The letters are all joined in the cursive writing to form words. This type of writing is uniform, rhythmic, natural and fast. In this type of writing, the students can write the maximum in a minimum time.

ACTIVITIES TO DEVELOP READING AND WRITING SKILLS

Various kinds of activities are used to develop reading and writing skills.

Activities to Develop Reading Skill

The teacher has to follow certain strategies to develop the reading skill among the students, especially reading newspapers, short stories, comics, etc.

1. News Papers

Newspapers update everybody in several areas, including language. In relation to reading the newspapers, the teacher has to encourage students to

- ❖ read the newspapers daily/regularly.
- ❖ read as many number of headings and their meanings as possible.
- ❖ collect the interesting items/topics/proverbs/riddles.
- ❖ concentrate on the national, state, and district items.
- ❖ read the sports columns.
- ❖ fill the puzzles.
- ❖ read about weather conditions.
- ❖ collect their favourite hero/leader's photos/matters, auto biographies, etc.

2. Short Stories

Short stories make the students enjoy and develop language. The following

strategies are suggested for reading short stories.

- ❖ The teacher has to read out some short stories in the classroom.
- ❖ The teacher can ask students to read out the same stories correctly.
- ❖ The teacher can ask them to collect the short stories from
- ❖ Afterwards, the teacher can ask them to collect the short stories.
- ❖ English magazines and story books.
- ❖ The teacher can make use of picture composition for framing short stories and in turn for reading purpose.

- ❖ The teacher can provide matching type of pictures/sentences so as to frame short stories and read out easily.
- ❖ The teacher can make use of prerecorded cassettes so as to make them listen to correct pronunciation and in turn read out correctly.

3. Comics

- Comics play a novel type of recreation for the students and, at the same time, the students learn the language unknowingly and interestingly.
- The teacher can encourage students to
- ❖ collect jokes they come across while reading.
 - ❖ collect jokes and read out in the classroom.
 - ❖ give comments for the pictures in the comic book.
 - ❖ frame new jokes with their known vocabulary.
 - ❖ read the comic books in the library.
 - ❖ read the comic books suggested by the teacher.

4.5.2

Activities to Develop Writing Skill

The following ways can be used to develop good hand writing.

1. The teacher may give the students copy-writing exercises. This will enable the students write in a neat, legible and clear manner.
2. The teacher may give dictation exercises in the class. This will develop aural comprehension in the students and enable them reproduce the spoken language in written form.
3. The teacher may try transcription method. With this, the students copy the material from reader, work book, or black board.
4. The teacher may also try composition, which develops vocabulary, paragraph construction, etc., in students along with the development of good hand writing.
5. Letter Writing can also develop good hand writing.
6. Writing a Story from a given outline will also help in developing good hand writing.
7. Precise writing is another way for developing good hand writing.
8. Many more written exercises like
 - > fill-in-the-blanks in sentences.
 - > writing sentences,
 - > changing sentences

DEVELOPING INTEGRATED SKILLS AND USE OF ICT IN ENGLISH LANGUAGE TEACHING

Now-a-days, use of ICT in ELT has increased enormously to entrance the teaching-learning process to the best possible extent.

Macro teaching is used to teach a full length lesson in a period, which needs a perfect planning. Different kinds of teaching skills are used to teach various concepts of a lesson. The success of any teaching mainly depends on the planning of lesson along with the efficiency of teacher and use of teaching learning material.

5.1

TEACHING PROSE

Prose is the prescribed form of course meant for detailed study. Most of the teachers consider teaching prose as an easy affair. The attainment of different aims fixed up by the authorities is called effective teaching in prose. The prose text book is a means to an end and not an end in itself. The end of teaching in English in schools is to impart the basic skills of language, i.e., linguistic skills of understanding, speaking, reading and writing. The students are expected to understand, speak, read and write about 275 basic phrases and sentence patterns.

The students practice the sentence patterns orally in the class and then they learn to read them from the black-board and the textbook. The teachers should not stress on the content of the lesson but on the language in which the content is presented. Prose is not a matter of fact rendering of ideas and thoughts. It is the art of selecting the most appropriate words and arranging them in the most appropriate manner. The teacher teaching prose text at secondary school level is to teach the pupils new structures and new vocabulary items occurring in the lessons. He is to make the students able to answer questions and to develop the skill of reading. The teacher should get the pupils trained in the structure occurring in the lesson. By meaningful situations, he should present the structure and by getting its drill the teacher would be able to get the students in automatic habit of using it. Accuracy of sentence structure is the principal aim of language teaching.

The greatest measure of good pacing is that students leave each class feeling that they have learned something concrete, either that they have practiced a lot or that they have acquired more knowledge about the language, and that the time in class has been well spent. The content is divided into three parts: input, focus on structure, and output. Input means that students are given

reflection more than the presence of a teacher or classroom arc ideal candidates for framework, grammar exercises, long readings, writing, and other individual activities that require time and what to spend class time on but also involves knowing what to leave for home work. However, class time is spent mainly on dictation, writing and reading. Class time is also spent speaking and listening, and to a lesser degree writing and reading. Students use the language by checked with partners, or grammar explanations when students are not clear on a point of the classroom. This can include grammar exercises that are not role of that are done or that can be done only in class; that is, activities which require the presence of either the teacher twice or two hours per week in school, the teachers try to maximize the time by doing activities within a rigorous framework should be applied. To achieve these aims, it is important to stress the interaction of three elements: pacing, content, and evaluation. Pacing relates to the teaching goals with the two key words: communication and rigor; that is, a communication approach of a class and the degree to which class time is used well. Since students only study for a class and the degree to which class time is used well. Since students only

* Teaching goals (objectives). For the teachers it is necessary to keep in mind the

- Learning organization. It includes the following factors:

English Speaking Online

Submit Resume Now

Need Color Consultation?

Previous Year Exam Papers

1) Click to Begin 2) Download App 3) Get 100s of Free Books as Readers
readngmania.com

Start Download

Start Download

English Answers

for future, classes, for example,

the "game" - grammar and dialogic repetitive drills, but also situations; practice with real

Achivity - 5

The first component of the content of teaching English is psychological -habits and skills which are given opportunities to practice and express themselves in English in both written and spoken forms. Written practice is done largely outside of class although there are many times when writing in class is valuable. However, speaking practice occupies a large part of class time and is achieved not only through a communicative approach in which students participate actively, but also through specific speaking activities. And for both written and spoken output, error correction takes place to ensure that students are learning and improving from their practice, especially since they lack the real-life need -back that EFL students receive outside the class which motivates the last element - evaluation.

-*The content of teaching*, i.e., what to teach to reach the goals.

-*Teaching methods and techniques*, i.e., how to teach English to reach the goals in the most effective way.

The first component of the content of teaching English is psychological -habits and skills which ensure the use of the target language as a means of communication in oral (listening and speaking) and written (reading and writing) forms, and which pupils should acquire while learning English. According to the aims of learning English they are: habits and skills in phonetic elements, grammar and vocabulary, sentence-patterns, utterance-patterns, patterns of oral and written language skills.

The second component of "what to teach" is a linguistic one. It includes language material: dialogues, texts different in style and arranged in topics. They serve as the starting points for the development of oral and written language skills.

The third component of the content of teaching English is methodological. Pupils should be taught how to learn the foreign language, how to work in certain language material in order to keep them in memory, how to perform drill exercises to acquire some habit.

So, methods of teaching English is a setence the main tasks of which are: to study the

You will appreciate that NPE of 1986 and POA 1992 are important policy documents adopted by the Government of India to bring about certain revolution and changes to the Indian Educational System. The basic formulations can be summed up as follows:

India

The National Policy of Education of 1986 marked a significant step in the history of post independent India.

Significant formulation regarding the content and process of education.

Emphasis was given on the values of secularism, socialism, democracy to be imbibed by the citizens of the country.

Educational must reduce the rural urban disparities and determined measures should be taken to promote diversification and dispersal of employment opportunities.

Emphasis was laid on adult education especially within the age group of 15 and 35 years.

POA also suggested decentralized planning and good management of primary education.

The Programme of Action (POA) 1992 aimed to fulfill the objective of universal controlment and retention of children and successful completion of education upto 14 years.

NPE and POA gave due importance to improvement of education in educationally backward areas.

The NPE and POA perceived the problem of women education in India and therefore stressed the need for equal opportunities for all.

The NPE and POA emphasized on the importance of technology and formulated policy regarding the utilizations of computer education in our country.

The policy and programme stressed on the importance of non-formal and distance education modes to achieve the goal of universal education.

The NPE and POA laid considerable stress on the need of value education and inculcation of proper perspective about the country's cultural traditions.

Both the Policy and Programme laid importance on higher education and research work.

Vocational education was given importance by the POA to increase individual competency and national productivity.

It emphasized that teacher training facilities should be provided to eligible candidates in the teaching profession. It also suggested that the service conditions and salaries of teachers should be improved.

)

LET US SUM UP	
---------------	--

ANSWERS TO CHECK YOUR PROGRESS

- Saikia, Dr. S.(1998) History of Education in India, Publishers Main Manik Prakashni
- Annual Report 1992-93, Ministry of Human Resource Development.

FURTHER READINGS