Teaching of English

Units: 1 to 8

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CONTENTS

TEACHING OF ENGLISH

Course objectives: Marks: 50 (40 + 10)

The student teachers will be able to:

1). Understand the nature, importance and use of English language.

2). Identify the proficiency, interests and needs of learners.

3). Understand methods and approaches of Teaching English Language.

4). Develop language skills: listening, speaking, writing and reading for Communication purpose.

Nature of English Language

Unit-1 Concept, importance and functions of English language; Importance of English in a Multi-lingual society.

Unit-2 Aims and objectives of teaching English language, Writing instructional objectives in behavioural terms.

Unit-3 Basic Linguistics and General Principles of English Language; Phonetics: Meaning, importance and photonics symbols.

Unit-4 Curriculum Construction in English: Concept, Principles and Process of Evaluation of English Curriculum at School Level.

Teaching Methods, Approaches and Techniques of Teaching English

Unit-5 Methods of Teaching English: Various types of Methods, Dr. West Method, Substitution Method, Bilingual Method. Grammar and Translation method.

Unit-6 Approaches in Teaching English: The Situational Approach, The Structure Approaches, Linguistic, Communicative Approach, Co-Operative Learning. Critical Analysis of various Teaching Approaches.

Unit-7 Teaching of Prose, Poetry, Composition and Grammar- Objectives and Methodology.

Unit-8 Techniques of Teaching English: Learning by doing, role play, brain storming, field visits, cooperative learning technique etc.

Activities (Any one of the following):

1).Discussion on the Topic 'Mother Tongue and Other Tongue'.

2).Organize language games, Quizzes, Debates, group-discussion and other co-curricular activities in the teaching and learning of English.

3). Plan language game as a media for teaching of English in classroom.

4). Prepare a report on critical analysis of English curriculum prescribed by HPBSE / CBSE for secondary school stage.

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Sharma Yogendra K. , Sharma Madhulika (2011): Teaching of English Language, New Delhi: Kanishka Publishers.

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INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each. Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Unit-1

Nature of English Language

Structure

1.0   Introduction

In today's era of globalization and information technology, English holds a significant and dominant position in global communication. It is widely taught across the world and enjoys a highly esteemed reputation. English also holds a distinct status in the field of education. Teaching any subject is inherently a social and cultural activity, and it is often more complex than it initially appears. An effective teacher must always consider the aims and objectives of the subject they are teaching. In other words, teaching becomes more impactful when the teacher is fully aware of its goals and purpose. A dedicated educator strives to make their teaching effective, following the fundamental principle: "Know what you do and only do what

you know." Teaching requires proper guidance and direction, and its success largely depends on well-defined objectives. As P. Gurrey states in *The Teaching of English*, "It is highly desirable to know exactly what one is hoping to achieve. If this can be clearly seen, then the best way of getting to work usually becomes evident. We ought, therefore, to consider carefully what we are trying to do when we are teaching English."

1.1   Learning Objectives

After learning this lesson, you will be able to :

- Understand the nature of English language.

- Functions of English Language.

- Know Importance of English language.

1.2   Concept and Nature of English Language

Language is a divine gift bestowed upon humans, setting them apart from animals. It plays a vital role in human life, being used continuously from birth to death. Among the many unique characteristics of human activity, language stands out as a primary tool for communication. However, it is much more than just a series of sounds produced by a speaker; it is a unique possession of humanity. The way a person uses language can shape their identity, influencing how they are perceived by others. A well-spoken individual can captivate an audience and win the hearts of many through effective communication.

Language plays a crucial role in shaping an individual's personality, yet it does not exist in isolation. Society influences language, and in turn, language evolves to meet the needs of society. The relationship between language and society is deeply intertwined, as human civilization would be unimaginable without linguistic communication. A language comprises words, idioms, and syntax, serving as a medium for expressing emotions, thoughts, ideas, experiences, and information. The term "language" originates from the Latin word *Lingua*, meaning "tongue," and the French word *langue.* It encompasses the entire spectrum of human vocal and

auditory communication, conveying emotions and ideas. Over time, languages evolve into structured systems with conventional patterns of words and idioms, allowing effective communication within a group.

According to the *Oxford English Dictionary*, language is defined as "words and the method of combining them for the expression of thought." *Encyclopaedia Britannica* describes language as "a system of conventional, spoken, or written symbols by means of which human beings, as members of a social group and participants in its culture, communicate."

Language as the Lifeblood of Culture

Language serves as the foundation for preserving cultural heritage and civilization. It is also essential for maintaining national unity and integrity.

Definitions of Language

1. **O. Jespersen** – "Language is a set of human habits, the purpose of which is to give expression to thoughts and feelings."
2. **Allen** – "Language is a means of communicating thoughts."
3. **Block and Trager** – "A language is a system of arbitrary vocal symbols by means of which a social group operates."
4. **B.M.H. Strang** – "Language is an articulated system of signs, primarily in the medium of speech."
5. **Leonard Bloomfield** – "Each community is formed by the activity of language."
6. **John Dewey** – "Language exists only when it is listened to as well as spoken. The teacher is an indispensable partner."
7. **Gleason** – "Language is one of the most important characteristic forms of human behavior. Both language and human life are related to each other."
8. **Nicholas Hans** – "Language is one of the symbols of a nation."
9. **Ben Johnson** – "Language most shows a man; speak, that I may see thee."
10. **Patanjali** – "Language is that human expression which is uttered by speech organs."

Broadly speaking, language encompasses all verbal and non-verbal actions related to the communication of ideas. From these definitions, it is evident that language serves as a medium for expressing thoughts and emotions within a social group.

Nature of Language/Characteristics of Language

Nature: Understanding the nature of language is crucial for effectively learning and using it. By grasping its essence, we can apply appropriate strategies, making our approach more scientific and comprehensive. Pronunciation and intonation must be used correctly to ensure intelligibility. However, defining the exact nature and origin of language remains a challenge, as its definite origins are still unknown. Professor Barber M.H. Strang noted that one rarely asks the fundamental question, "What is language?" Yet, certain characteristics help clarify its nature:

1. **Language as a Complex System**: Language consists of multiple interdependent components, including phonology (sounds), morphology (word formation), syntax (sentence structure), semantics (meaning), and graphics (letter representation). A person who pronounces words correctly but misuses syntax may fail to communicate effectively, illustrating the intricate and interrelated nature of language. According to Michael Gissdensky, "Language is a set of arbitrary symbols arranged systematically for communication." Similarly, Gary describes it as "the entire complex of phenomena associated with human vocal and auditory communication of emotions and ideas."

2. **Oral-Verbal Communication**: Language primarily exists in spoken form, with writing serving as a secondary representation. John Dewey emphasized that "language exists only when it is listened to as well as spoken." While gestures, signal flags, and bells serve as visual or auditory symbols, they do not constitute language. Bloch and Trager define language as "a system of arbitrary vocal symbols through which a social group cooperates." Spoken language, therefore, is its most fundamental and widespread manifestation.

3. **Language as a Medium of Communication**: Language serves as a vehicle for expressing ideas, emotions, thoughts, and experiences. Ben Johnson asserted that "speech is the instrument of society," helping individuals connect, share culture, and preserve heritage. Just as a proper vehicle is essential for travel, language is necessary for effective communication.

4. **Language is Learned**: Unlike instinctual behaviors, language is acquired through exposure and practice. Children learn by imitating sounds from their environment, gradually developing speech through repetition. Over time, they acquire vocabulary and grammar, demonstrating that language is a consciously learned skill.

5. **Language as a Symbolic System**: Words in a language function as symbols representing specific meanings. R.H. Robins explains, "A language is a symbol system based on arbitrary conventions, infinitely extendable and modifiable." For language to function effectively, its symbols must be mutually understood by speakers and listeners.

6. **Language as a Structured System**: Every language follows a structural pattern. English, for example, adheres to the Subject-Verb-Object (SVO) structure, while Hindi follows the Subject-Object-Verb (SOV) order. Mastery of structural rules is more important than mere vocabulary acquisition, as structure provides coherence and meaning.

7. **Language as a System of Systems**: Language comprises interconnected systems, including phonology (sounds), morphology (words), and syntax (sentence structure). These systems must function harmoniously, similar to the circulatory, nervous, and skeletal systems in the human body. If any linguistic system malfunctions, communication may break down.

8. **Phonetics in Language**: Phonetics, the study of speech sounds, plays a vital role in differentiating meanings. For example, the words "bat" and "pat" are distinguished by their initial sounds. Proper pronunciation and intonation enhance communication clarity.

9. **Language as a Human Advantage**: Language is a unique human trait that has enabled civilization to flourish. It distinguishes humans from animals and can be a tool for either social elevation or degradation. Ben Johnson remarked, "Language most shows a man; speak that I may see thee."

10. **Language is Non-Instinctive**: According to Edward Sapir, "Language is a purely human and non-instinctive method of communication." It is not inherited but learned through social interaction. A child raised in a Punjabi-speaking household will learn Punjabi, whereas the same child raised in a French-speaking family will acquire French.

11. **Speech as the Foundation of Language**: Most people associate language primarily with speech. Professor Sweet defines language as "the expression of ideas through speech sounds, which are combined into words and sentences." While written symbols, traffic lights, and pictures supplement communication, speech remains the primary mode of language.

12. **Language is Ever-Changing**: Language is dynamic and evolves over time. As Pt. Nehru noted, "We live in a changing world; nothing remains static, including language." English, for instance, has undergone significant phonetic and lexical changes. In the 16th century, the 'K' in "know" and "knife" was pronounced, whereas today, it is silent. Words also shift in meaning—"nice" once meant "foolish" but now conveys a positive connotation.

13. **Language as a Powerful Tool**: Language preserves culture and national identity, fostering unity and societal growth. Effective use of language elevates individuals, while misuse can lead to miscommunication and misunderstanding.

14. **Language is Unique**: Every language possesses distinct grammatical patterns, sound structures, and symbols. No two languages share identical linguistic features. For example, the sentence "He is speaking" in English differs structurally from its Hindi equivalent. Despite variations, linguistic similarities exist across different cultures.

15. **Language and Society**: Language and society are interdependent. Social conventions define word meanings, while language shapes thought and expression. H. Gray describes language as "the external manifestation of internal states, representing immaterial ideas in a material form."

16. **Language as a Skill**: Language is a learned skill, much like swimming or singing. Mastery requires consistent practice in speaking, reading, and writing. Repetition and habitual use lead to fluency.

17. **Language as a Communication Medium**: Despite linguistic differences, all spoken languages share the common purpose of communication. Christophersen states, "Language is a means of communication." Effective communication requires proper pronunciation, intonation, and structure.

18. **Language and Culture**: Language is deeply intertwined with culture. It evolves to meet societal needs and reflects cultural contexts. For example, an African language with 120 distinct words for "walking" highlights the

significance of walking in that society. Similarly, English words like "auto" and "pedal" stem from cultural developments in transportation.

19. **Language Symbols are Arbitrary**: The connection between words and their meanings is arbitrary. Bloch and Trager assert that "language is any means of expressing emotions or concepts." The word "man" bears no intrinsic resemblance to the actual entity it represents; its meaning arises from social convention.

20. **Language as a Habit**: Jesperson describes language as "a set of human habits for expressing thoughts and feelings." Fluency develops through continuous practice. Children acquire language more easily than adults due to their adaptability in forming new habits.

Self- Check Exercise(1)

1. A language is:

   a. A broad term simply referring to human patterned verbal behavior in general.
   b. A set of specific rules for generating speech.
   c. Another word for a dialect.
   d. None of these.

2. The second language is learn best in-

   a. Early childhood.
   b. Junior school.
   c. Senior secondary school.
   d. College.

3. Verbal communication means:

   a. Sending a message in words including writing.
   b. Informal communication.
   c. Exact limited message the speaker wants to convey.
   d. Actual words said.

4. Meta-linguistic awareness is:

a. The ability to think and talk about language.

b. The ability to connect the distinctive sounds in words to letters.

c. Understanding of the mapping principles between sounds and meaning.

d. The ability to recognize writing from other visual mark

5. English acts as a link to connect language in the world.

a. It connects the countries.

b. It connects the people.

c. Both are true.

d. None of the true.

6. English as a powerful language of press and media because it..

a. Helping in forming opinion.

b. Enables exchange of news.

c. Provides news of world developments.

d. Brings people of world together.

1.4   Functions of Language: Language is the most important tool of communication invented by human civilization. Language helps us share our thoughts and understand others. It's hard to overestimate the importance of language for our lives. Every time we speak, we do it with a particular purpose. Sometimes we want to deliver a message or express our feelings. We use language to ask for help or just to say a joke. Language plays some important functions which are explained here below:

1. **Language as a Means of Expression**

Language is a means through which man gives expression to his feelings, thoughts, emotions, ideas and desires. According to Johnson, "Speech is the instrument of the society. It is the language through which we can pass our ideas to others and then co-operate with each other".

2. **Language Performs Directive Functions**

Language is a means of giving directions to others. For example, a policeman, at

crossing, does not communicate with the passengers to show them the right direction. He merely directs the passengers by red, yellow and green lights. Likewise, an usher in a cinema hall, directs the audience their seats with the help of torch light. The investigators, examiners also make use of directive language for conducting the exams.

3. Language in Means of Communication

Man is a social animal. In society discussion and interaction must take place among its members. This sharing of ideas is known as communication, without language meaningful communication may not take place. Communication can be both in written and in oral form. Communicative function of language can also be called informative function. But communicative function has broader scope. It is providing information. All short of information is communicated to the masses through language either in written or in oral form. The print media for example newspapers, magazines textbooks and general books communicate information in the written form. The T.V., Computer, Internet, Movies and Radio provide information both orally and visually.

4. Language Serves as a Social Institution

Language is essentially a social activity. It can be used in society. It is strengthened on the demand of the society. It is a set of rules which permit society to follow and develop them for better understanding. As language exists in the society, it is on the demands of the society that new language are discovered, new words are coined and in this way language is enriched.

5. Language as a Means of Storehouse of Culture\ Preservation Function

Language is related to culture of a society. By the help of language man can preserve his knowledge, observation and experiences in the written form. Thus, acquired knowledge and experiences is formed edifice of human knowledge. The coming generation will

make use of the preserved knowledge which is available in written language. Thus, Language has the most important function in preserving the knowledge, ideas, feelings, culture, and views in original forms.

6 Informative Function: Language helps an individual to a great extent in giving information to others. Whatever information is to be conveyed is possible by using

some language.

7 Interaction Function : Language has a two way communication known as interaction . For example: Telephone conversation, classroom teaching which involves both teacher and students.

Self-Check Exercise: (2)

1. 'Phatic function' of language seeks to-

    a. Find out an information.

    b. Establish a social contact.

    c. Set up socio- cultural bonding.

    d. Analyze speech habits.

2. If we stress on the use of language, it will be said that we are emphasizing on-

    a. Structural aspect.

    b. Pragmatic aspect.

    c. Formal aspect.

    d. Functional aspect.

3. Cognitive function refers to-

    a. Conveying attitude.

    b. Transmitting emotion.

    c. Expression of ideas, concepts etc.

    d. Conveying factual information.

4. Meta-linguistic function refers to-

    a. Utterances expressing the speaker's feeling.

    b. Utterances meant for getting someone to do something.

    c. Utterances that comment on language itself.

    d. Utterances that focus on aesthetic features of language.

5. Which of the following is not a function of language?

    a. Expression of identity.

    b. Recording of facts.

    c. Control of reality.

d. Control of physical necessity.

6. 'Function' in language teaching refers to-

    a. Categories of behaviour.

    b. Structural organization of sentences.

    c. Interaction with people.

    d. Acceptable sentences.

7. According to Halliday, what are three functions of language?

    a. Ideational, interpersonal, textual.

    b. Field, tenor, mode.

    c. Cognitive, evaluative, affective.

    d. Cognitive, affective, psychomotor.

8. Language is a vehicle for expression of feeling is:

    a. Formal view.

    b. Structural view.

    c. Functional view.

    d. Traditional view.

9. The preservative function of language helps in-

    a. Sharing ideas

    b. Communicating.

    c. Saving historical aspects.

    d. Interaction.

1.5 Importance of English Language in A Multi-Lingual Society

English holds a crucial place in India, playing a dominant role in education from the very beginning. It has consistently enjoyed a privileged status, serving as a source of inspiration for learners. Beyond being the national language of English-speaking nations, English has evolved into a global language, often referred to as the "Language of World Civilization." Its importance cannot be underestimated. The following points highlight the significance of English in India:

1. **English as a Link Language**

   English serves as a unifying force across India's diverse linguistic landscape. Without it, a person from Kerala may struggle to communicate with someone from Punjab. Additionally, English connects India to the global community, facilitating social, economic, cultural, and political interactions with the rest of the world.

2. **English as a Gateway to Employment**

   Proficiency in English significantly enhances employment opportunities in both the public and private sectors. It is often a prerequisite for securing well-paying jobs.

3. **English as the Language of Administration**

   English is widely used at various levels of administration. By an act of Parliament in 1963, it was designated as the official language of the Union for an indefinite period.

4. **Educational Significance**

   English is the primary medium of instruction in fields such as science, medicine, law, and engineering. Higher education in these disciplines is largely dependent on English, making it a language of academic excellence.

5. **English as a Window to the Modern World**

   As stated by Pt. Jawaharlal Nehru, English is India's major window to the world. Through English, we gain insights into global advancements in various fields.

6. **English as the Language of the Judiciary**

   The legal system in India relies heavily on English. It is used in the Supreme Court, High Courts, and even district courts, making knowledge of the language essential for legal proceedings.

7. **English in Social Life**

   English is a key medium of social and intellectual communication, particularly among the educated sections of society. Invitations for weddings, parties, and social gatherings are often printed in English, and many English words have been incorporated into everyday conversations.

8. **English in Trade, Commerce, and Industry**

   English is the dominant language of international trade, commerce, and industry, enabling seamless business transactions across borders.

9. **English as the Language of Libraries**

   As a library language, English provides access to an extensive repository of knowledge, helping students and researchers explore a vast range of subjects.

10. **English as an International Language**

    English is spoken and understood worldwide. While it is the primary language in countries like the UK, USA, Canada, and Australia, it also serves as a second language in India, Africa, Russia, Pakistan, and several other nations.

11. **English as a Source of Rich Literature**

    English boasts a vast and inspiring literary heritage, with an unparalleled collection of written works spanning centuries.

12. **Preserving Thoughts and Ideas**

    Language allows us to pass down knowledge, ideas, and cultural heritage to future generations.

13. **A Means of Acquiring Knowledge**

    Language is the primary medium through which knowledge is disseminated and absorbed.

14. **Mental Peace and Intellectual Satisfaction**

    English, like any language, fosters mental stimulation, intellectual engagement, and personal enjoyment.

15. **A Tool for National and International Unity**

    Language serves as a bridge between nations, fostering unity and understanding on both national and global levels.

16. **A Medium of Affection and Socialization**

    Language plays a fundamental role in a child's development, helping them express emotions and interact with others in society.

17. **Access to Educational Opportunities**

    Proficiency in English grants individuals access to higher education and allows them to engage with the academic and intellectual elite.

18. **A Means of Preserving Ideas for Future Generations**

    Language enables the documentation of thoughts, formulation of new concepts, and the expansion of human knowledge.

Self-Check Exercise(3)

1. Multilingualism have strong positive correlation with:

    a. Divergent thinking.

    b. Social interaction.

    c. Cognitive growth.

    d. All of these.

2. Which of the following is necessary to make school environment friendly towards multilingualism?

    a. Vocabulary development in the native and second language.

    b. Instruction and explanation of concepts to students in more than two different languages.

    c. Admitting only multilingual students.

    d. All of the above.

3. As per the national curriculum framework 2005, multilingualism in learning a language should be seen as:

    a. Challenges for teachers to manage such classes.

    b. Hindrance in teaching learning English.

    c. Challenge for students to learn many languages.

    d. Resource in teaching learning process.

4. India as a "multilingual country" implies:

    a. The people of various states use various languages.

    b. The need for communication among speech communities as well as individuals.

    c. Both a and b.

    d. None of the above.

5. Which of the following is a multilingual practice in classroom?

    a. Code switching.

    b. Trans-language.

    c. Code mixing.

    d. All of the above.

6. In primary classes it is recommended that children should be taught in their mother tongue because:

    a. It Creates a natural environment.

    b. Children develop self-confidence.

    c. It Promotes regional languages.

    d. It Enables children to comprehend.

1.6 Summary:

In this lesson, we explored the concept of language, its nature, functions, and significance. Language is a system of words and structures used for communication by people within the same community, nation, geographical region, or cultural tradition. It plays a crucial role in connecting individuals, preserving knowledge, and facilitating social, educational, and professional interactions.

1.7 Glossary

- Language: A language is a device that establishes sound- meaning correlation, pairing meaning with signals to enable people to exchange ideas through observable sequence of sounds.

- Meta-linguistic: It is the study of language itself, examining how we use language to understand, discuss and analyze language. It involves reflecting on language's structure, features, and functions and understanding how we process and communicate verbally and non-verbally.

- Aesthetic: Aesthetic talk about beauty or art and people's appreciation of beautiful things, products chosen for their aesthetic appeal as well as their durability and quality.

1.8   Answer to Self-Check Exercise(1)

1. b, 2. a, 3.c, 4. a, 5. c, 6. d.

Answer to Self-Check Exercise (2)

1. C, 2. d, 3. c, 4. c, 5. d, 6. a, 7 a, 8.c, 9.c

Answer to Self-Check Exercise (3)

1.D, 2. B, 3.d, 4. C, 5. B, 6. D.

1.9   References\ Suggested Readings:

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1.10 Terminal Questions:

1.   What do you understand by language?

2.   What are the different functions of language?

Unit-2

Aims & Objectives of Teaching English

Structure

2.0   Introduction

2.1   Objectives

2.2   Aims of English Language

     Self-Check Exercise (1)

2.3   Objectives of Teaching English

     Self- Check Exercise (2)

2.4   Writing Instructional objectives in behavioral terms

     Self- Check Exercise (3)

2.5   Summary

2.6   Glossary

2.7   Answer to Self- Check Exercises

2.8   References\ Suggested Readings

2.9   Terminal Questions

2.1   Introduction

In India, English is regarded as a second language and is studied as a compulsory subject. However, for most students, it is not the primary medium of instruction. Instead, it serves as a tool for acquiring knowledge. The primary goal of teaching English in India is to equip students with practical communication skills.

Today, English holds a crucial and dominant role in global communication and has a significant presence in the field of education. Language, in general, serves as a medium for communication and interaction in daily life within families and society.

However, in India, English is considered a foreign language, distinct from the native tongue.

For an English teacher, effective teaching requires careful planning and a clear understanding of objectives. Establishing these goals beforehand enhances the teacher's efficiency and effectiveness in the classroom.

2.1 Objectives:

By the end of this lesson, you will be able to:

- Understand the primary aims of the English language.
- Identify the key objectives of learning and teaching English.
- Gain insight into Bloom's Taxonomy and Mager's approach to learning objectives.

2.2 Aims of Teaching English Language

Aims play a crucial role in the teaching and learning process. They are essential in all aspects of life, and in the context of teaching English, the primary goal should be both linguistic and practical rather than purely academic or aesthetic. Without clearly defined objectives, effective teaching cannot take place. Setting objectives ensures a structured and engaging learning process and provides a sense of accomplishment upon completion. However, many teachers and students today fail to grasp the true objectives of learning a foreign language. Therefore, it is essential to establish clear objectives before beginning instruction.

In essence, students should develop proficiency in understanding, speaking, reading, and writing English. These fundamental objectives guide English language instruction. Teachers should consistently focus on these aims to enhance the effectiveness of their teaching.

General Aims

1. To develop the ability to listen to English with proper comprehension.

2. To enable students to speak English accurately, with correct pronunciation, stress, and intonation.
3. To help students read and interpret English texts effectively.
4. To enhance students' ability to write English correctly and meaningfully, including writing letters, applications, descriptions, and daily accounts.
5. To provide knowledge of the fundamental elements of the English language.
6. To cultivate an interest in learning English.
7. To improve students' skills in planning, drafting, and editing their written work.
8. To encourage creative and imaginative expression in English.
9. To help students speak clearly and audibly while considering their audience.
10. To foster enthusiasm and reflection in reading through exposure to challenging texts.

Aims of Teaching English at the School Level

1. Listening Comprehension

Listening is the foundation of language learning. Just as a child learns their mother tongue by listening, English language learners should be provided with ample opportunities to practice listening. Teachers should assist students in understanding spoken English, as comprehension precedes expression. Various audio resources such as radio, tape recorders, and digital recordings can aid in effective listening practice.

2. Speaking Skills

Once students develop listening comprehension, they should be encouraged to speak English. Speaking is easier than reading and writing, yet it requires significant practice. Unfortunately, some teachers fail to provide enough speaking opportunities, leading to limited fluency even after years of learning English. Proper pronunciation and speech training, involving imitation and repetition, are necessary for fluency. Speaking skills are particularly useful for communication in urban settings and daily interactions.

3. Reading Proficiency

Reading is a vital skill in language learning. Students should be trained to read with comprehension and fluency. The process should begin with engaging materials such as storybooks, novels, newspapers, and magazines. Correct pronunciation, grammar, and comprehension should be emphasized. However, many students struggle with reading comprehension and pronunciation, highlighting the need for systematic reading practice.

4. Writing Skills

Writing is another fundamental aspect of language learning. Through writing, students can express their thoughts and ideas. Schools today place significant emphasis on writing, but the quality of writing depends largely on the teacher's approach. Encouraging originality and creativity in writing is essential. Writing is also a crucial communication tool for academic and professional purposes. Teachers should ensure that students develop accuracy in grammar, punctuation, and overall coherence in writing.

Aims of Teaching English at the Junior Level

1. To develop listening comprehension.
2. To enable students to speak English effectively.
3. To help students write English correctly.
4. To facilitate reading proficiency.
5. To improve conversational skills.
6. To encourage correct pronunciation.
7. To help students construct simple statements.
8. To promote clear and acceptable pronunciation.
9. To ensure students write English legibly and coherently.

Aims of Teaching English at the Senior Level

1. To enable students to speak English fluently and accurately.
2. To help students articulate their thoughts effectively.
3. To encourage independent composition of ideas.

4. To develop the ability to communicate in English at school, home, and in social settings.

5. To improve students' ability to understand native speakers.

6. To enhance comprehension skills for reading various texts.

7. To help students build a vocabulary of at least 2,500 words.

8. To enable students to use reference materials efficiently.

9. To familiarize students with commonly used phrases and idioms.

10. To help students speak confidently without hesitation.

Self-Check Exercise (1)

1. English language has been more important now due to:

   a. Knowledge sharing.

   b. Globalization.

   c. Technical education.

   d. Increase in world trade.

2. English is the associate official language of India as:

   a. It is used as medium of instruction.

   b. Its study is compulsory.

   c. It is used in office administration.

   d. This language can be used in parliament and official purpose.

3. The study of English as a subject was made compulsory by:

   a. The Wood's Despatch.

   b. Sergeant Report.

   c. The Macaulay's Minutes.

   d. Hartog Committee.

4. Communication abilities are developed for:

   a. Exchange of opinion.

   b. Promoting understanding.

   c. Meeting the challenges of life.

      d. Reaching many people.

5. A strong background in English at elementary level enables to:

    a. Avail higher education.

    b. Get a service in future.

    c. Disseminate knowledge.

    d. All of the above.

6. The best way to help a learner to master a language is:

    a. Exposure.

    b. Practice.

    c. Exposure and practice.

    d. Multilingual approach.

7. How many languages a child is expected to learn in India:

    a. 2.

    b. 3.

    c. 4.

    d. 5.

8. English is the most popular language in the world because of its:

    a. Rich literacy heritage.

    b. Inbuilt flexibility.

    c. Strength of Communication.

    d. Openness.

9. Organs of speech are used in:

    a. Listening and speaking.

    b. Speaking and reading.

    c. Listening and reading.

    d. Reading and writing.

2.3   Objectives

An objective is a desired goal that one strives to accomplish. It represents the main point of a subject or the central idea being demonstrated. According to the *Dictionary of Education*, an objective is "the end towards which a school-sponsored activity is directed." Effective and tangible changes in students' behavior at the end of schooling define an objective. Dr. S. R. Bloom defines an educational objective as "the desired goal or outcome at which instruction is aimed."

For instance, if a teacher aims to improve students' speaking skills, they must make a concerted effort to enhance their speaking ability. In this case, the intended outcome or goal is the improvement of speaking skills. Similarly, teachers can work on enhancing other language skills such as writing, listening, and reading. Ultimately, the teacher must employ various strategies to improve student learning outcomes. Thus, the goal of enhancing speaking skills serves as an objective of teaching.

Characteristics of Good Objectives

1. They should be precise and specific.
2. They should be based on psychological principles.
3. They should focus on the overall improvement of students.
4. They should aim to change or modify students' behavior.

Objectives of Teaching English

1. Developing proficiency in listening, reading, speaking, and writing.
2. Encouraging students at the primary level to practice handwriting, maintain proper spacing between words, and use correct punctuation and capitalization.
3. Emphasizing the importance of writing, enabling students to compose various forms of text.
4. Focusing on all four language skills—listening, reading, writing, and speaking—especially emphasizing reading and writing as students advance.
5. Enabling students to read beyond textbooks, including novels, poetry, drama, essays, autobiographies, and précis writing.

L.A.C. Strong once stated, "For us who speak English, English is everything... English is not a subject; English is our life." In most Indian schools, English is taught as a second language, and in some places, it is regarded as a foreign language. During British rule, English held a dominant position in India, and even after independence, its importance remains significant. It serves as the medium of instruction in many universities and is recognized as a *lingua franca* for communication. Due to globalization, proficiency in English is essential for international trade and commerce.

In India, the teaching and learning of English in schools are driven by a utilitarian aim, which can be achieved by attaining a practical command of the language. A teacher should be an effective planner and employ innovative teaching methods and techniques to enhance learning outcomes.

Thompson and Wyatt rightly observed that Indian students should not only understand English when it is spoken or written but should also be able to speak and write it proficiently.

Main Objectives of Teaching English

1. **Language Development**
2. **Literary Development**

These two objectives vary depending on the class level and age of students, ensuring an appropriate focus on both linguistic and literary skills as students progress in their education.

Self- Check Exercise (2)

1.   Benjamin Samuel Bloom American educational psychologist was born in Lansford, Pennsylvania on feb21, _____.

   a. 1913.
   b. 1914.
   c. 1915.
   d. 1916.

2.   Bloom's taxonomy is a classification system used to define and distinguish different   levels   of   human_____ (i.e., thinking, learning and understanding).

    a. Mood.

    b. Attitude.

    c. Behavior.

    d. Cognition.

3.   The Domains of learning are:

    a. Cognitive Domain.

    b. Affective Domain.

    c. Psychomotor Domain.

    d. All of these.

4.   Which domain was presented by Benjamin Bloom in 1956?

    a. Cognitive Domain.

    b. Affective Domain.

    c. Psychomotor Domain.

    d. All of these.

5.   Affective Domain was presented by David Krathwohl in:

    a. 1956

    b. 1964

    c. 1972

    d. 2001

6.   Who presented psychomotor domain in 1972?

    a. Benjamin Samuel Bloom.

    b. Lorin W. Anderson.

    c. David Reading Krathwohl.

    d. Elizabeth Jane Simpson.

7.   Which domain involves the development of our mental skills and the acquisition of knowledge?

a. Cognitive.

b. Affective.

c. Psychomotor.

d. All of these.

8.   Cognitive domain consists of _____ categories\ levels\ subgroups.

a. 5.

b. 6.

c. 7.

d. 8.

9.   The right sequence of the subgroups of the cognitive domain is:

a. Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation.

b. Knowledge, Analysis, Comprehension, synthesis, Application, Evaluation.

c. Application, Analysis, Knowledge, Evaluation, Comprehension, Synthesis.

d. Knowledge, Comprehension, Application, Evaluation, Analysis, Synthesis.

10.   To understand\ grasp the meanings of the material is:

a. Knowledge.

b. Comprehension.

c. Evaluation.

d. Analysis.

11.   Examining and breaking down information\ material into parts is known as:

a. Knowledge.

b. Comprehension.

c. Application.

d. Analysis.

12.　　　　To know value\ worth\ significance of information is called:

    a. Knowledge.

    b. Comprehension.

    c. Synthesis.

    d. Evaluation.

2.4 Writing Instructional Objectives in Behavioral Terms

In the words of Robert F. Mager, "An objective is an into communicated by a statement describing a proposed change in learner – a statement of what the learner is to be like when he successfully completed a learning experience. It is a description pattern of behavior we want the learner to be able to demonstration. Teaching objective is said to be attainable when there is a change in the behavior of the student as a result of instructional process. Thus, behavioral objectives are the behavioral outcomes of instructional process. After formulating the objectives, the teacher should determine what changes have been sought in the behavioral pattern of the students. For this, he should write general objectives in behavioral terms. Therefore, the need for writing objectives in behavioral terms is due to the following reasons :

(i) It makes teaching activities specific.

(ii) It enables the teacher to select teaching strategies for effective teaching.

(iii) It helps in selecting questions for the test.

iv) It helps in selecting suitable teaching aids.

(v) It helps to determine and evaluate learning experiences in terms of behavioral outcomes.

1) Methods of Writing Objectives in Behavioral Terms

Bloom's Approach (1956) : Bloom's approach is also known as evaluation approach. According to Bloom, teaching should be objective-centered and not content centered. For this, he wrote objectives in behavioral terms. Along with R.H. Dave he developed taxonomy of teaching. The three domains in the taxonomy of educational objectives are :

(i) Cognitive domain: related to knowledge.

(ii) Affective domain : related to feeling.

(iii) Psychomotor domain: related to skill.

2) Taxonomy of Cognitive Objectives in terms of Behavioral Outcome

1. Knowledge

   Meaning : Remembering of facts, terms and principles.

   Associate verb with examples : Students can define, state, name and list a noun

2. Comprehension

   Meaning : To understand

   Associate verb with examples :They can illustrate, explain noun with example

3. Application

   Meaning : Using generalizations in concrete situations

   Associate verb with examples Analysis; Using generalizations in concrete situations

 4. Analysis

   Meaning : Breaking down the material into elements

   Associate verb with examples Analysis: They can identify a noun in a sentence.

5. Synthesis

   Meaning : . Combining elements into a new structure.

   Associate verb with examples :They can select a noun from sentence.

6. Evaluation

   Meaning : Judging the value of the material for a specified purpose.

   Associate verb with examples : They can determine, recognize and choose noun from the sentence.

3) Taxonomy of Affective Objectives in terms of Behavioral Outcome Category

1 Exposition

Meaning :Relate the meaning of the given knowledge with the previous knowledge.

Associate verb with examples : The students are able to explain the meaning of good health.

2. Receiving

Meaning : attention.

Associate verb with examples : They pay attention to their health.

3. Responding

Meaning :Committed and actively attending.

Associate verb with examples : They daily exercise and eat healthy diet.

4. Valuing

Meaning; Concepts are seen to have worth.

Associate verb with examples: They appreciate and listen to health programs and read books on health.

5. Organization

Meaning: Organization of value system.

Associate verb with examples: They are able to organize quiz and debates on health programs.

6. Characterization

Meaning: Characterization of the complex values and their acceptance.

Associate verb with examples : They have imbibed the value of good health in their life.

4) Taxonomy of Psychomotor Objectives in terms of Behavioral Outcome Category

1 Imitation:

Meaning :To copy

Associate verb with examples .The student copies the work given from the blackboard.

2. Manipulation

Meaning : Modification of behavior

Associate verb with examples . There is a change in his behavior due to new knowledge.

3. Precision

Meaning : In brief, summary

Associate verb with examples . The student can briefly tell about the lesson learnt.

4. Articulation

Meaning :To imbibe

Associate verb with examples . They can imbibe the lesson taught in himself.

5. Automation / Naturalization

Meaning. Occur in the mind automatically

Associate verb with examples : They can unconsciously make use of the knowledge given.

Robert Mager's Approach (1962) : In his approach Mager emphasizes on action verbs rather than mental processes. He also emphasized more on cognitive and affective objectives.

According to him, cognitive objectives can be realized by programmed instruction.

The three steps for writing behavioral objectives are :

(i) To identify the terminal behavior.

(ii) To define the desired behavior by describing the condition under which it is expected to occur.

(iii) To specify the criteria of accepted performance.

Robert Miller's Approach (1962) : This approach originated from military sciences. It lays emphasis on psychomotor objectives. The following steps are involved for writing behavior objectives :

(i) Produce an indicator on which the activity appears.

(ii) This in turn calls for response.

(iii) The main objective is activated.

(iv) The activation is to be made.

(v) The indication should be such that it ensures feedback.

RCEM Approach (1972) : The N.C.E.R.T. developed an approach for writing objectives in behavioral terms at the Regional College of Education, Mysore. This approach has modified and used Bloom's Taxonomy. It is applicable for cognitive, affective and psychomotor objectives.

The four objectives used in this approach are: knowledge, understanding, application and creativity. These four categories involves seventeen mental processes or abilities which are recall, recognize, seeing relationship, cite examples, discriminate, classify, recognize, seeing relationship, cite examples, discriminate, classify, interpret, verify, generalize, reason out, formulate hypothesis, establish hypothesis, infer, predict, analyze, synthesis and evaluate. These abilities are used in writing objectives in behavioral terms.

Advantages of Behavioral Objectives : According to Scaffold the advantages of behavioral objectives are :

(i) Specification of objectives.

(ii) Selection of items for preparing a test.

(iii) Teaching can be related to learning.

(iv) Integration between learning experiences and change of behavior.

(v) Selection of appropriate teaching strategies, tactics and teaching aids.

Obstacles in the Realization of Objectives

Some of the hindrances that come in the way of achieving the objectives are:

(i) Administrative and financial problems of the school.

(ii) Lack of good English teachers.

(iii) Lack of teaching aptitude of English teachers.

(iv) Workload on teachers is yet another cause.

(v) Overcrowded classes.

Thus as quoted by Champion, "All objectives should be regarded as paramount and equal importance should be given to each." But to achieve these objectives, it is important that the English teacher should be herself aware of it. There should be standard text books in English and the ratio of teacher and student should be manageable.

Self-Check Exercise(3)

1.   Who suggested that objectives of learning need to be specific in term of performance, condition and criterion?

      a. Benjamin Bloom.

      b. Robert Mager.

      c. Groundlund.

      d. Sigmund Freud.

2.   Mager instructional objective is criticize that it is not to be practical. Why is this so?

      a. Difficult to write.

      b. Difficult to listen.

      c. Difficult to speak.

      d. Difficult to read.

3.   Which approach used mental activities or mental abilities to write objectives in behavioural terms?

      a. Robert Mager.

      b. Robert Miller.

      c. RCEM

      d. None.

4.   Which is the last step in pedagogical analysis of photosynthesis?

      a. Questioning Students like what is photosynthesis.

      b. Use of lecture method, narration, explanation, and illustration devices to explain the concept.

      c. After teaching students will be able to define the term photosynthesis.

      d. Breaking the concepts of photosynthesis into major and minor concepts.

5.   Which is the first step in pedagogical analysis?

a. Formation of objectives in behavioral terms.

b. Divided the contents of the selected unit into suitable sub-units.

c. Selection of teaching methods, techniques and material.

d. Selection of techniques and devices of evaluation.

6. Mager format of instructional objectives mentioned that objectives must be _____ and _____.

a. Available & measurable.

b. Observable & researchable.

c. Observable & measurable.

d. Observable & researchable.

7. Which one is not the specific term suggested by Robert Mager in 1962?

a. Analysis.

b. Condition.

c. Performance.

d. Criterion.

2.5 Summary:

It is concluded that all educational objectives should be equally prioritized. For effective achievement, English teachers must be aware of these goals. Standard textbooks and a manageable teacher-student ratio are also essential for successful learning.

2.6 Glossary:

- **Cognitive Domain:** It involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural pattern and patterns, and concepts that sere in the development of intellectual abilities and skills.

- **Affective Domain:** It involves feelings, attitudes, and emotions. It includes the ways in which people deal with external and internal phenomenon emotionally, such as values, enthusiasms, and motivations.

- **Psycho-motor Domain**: It includes physical movement, coordination, and the use of the motor- skill areas. Development of these skills requires practice

and is measured in terms of speed, precision, distance, procedures, or techniques is execution.

- **Taxonomy:** The scientific process of arranging things into groups.

2.7 Answer to Self-Check Exercise (1)

1. b, 2. B, 3.c, 4.b, 5. C, 6.c, 7. C, 8. C, b.

Answer to Self- Check Exercise (2)

1.a, 2.d, 3. d, 4. a, 5. b, 6.d, 7.a,8. b, 9.a, 10. b, 11. d, 12.d.

Answer to Self -Check Exercise (3)

1.b, 2. a, 3.c, 4. A, 5.b, 6.c, 7.a.

2.8 References\ Suggested Readings:

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2.9 Terminal Questions

1. What are the aims of English language?

2. What are the objectives of English Language?

3. Write down the behavioural objectives in teaching of English.

4. What are methods of writing objective in behavioural terms?

Unit-3

Basic Linguistics & General Principles of English

Structure

3.0 Introduction

The term *language* can refer to various concepts, such as "the specific form of words and speech used by the people of a country, region, or social group" or "the method of human communication through spoken or written words." This means we can discuss a particular language, such as English, German, or Swahili, or refer to language in a broader sense. In linguistics, both aspects are studied—*General Linguistics* focuses on language as a whole, while specific language departments examine individual languages, such as English linguistics. Another interpretation of *language* refers to "the style or choice of words used by a person or group," a subject typically explored in sociolinguistics.

While many animals can communicate, most linguists agree that they do not possess *language* in the same way humans do. Birds may sing, cats meow and purr, dogs bark and growl, and apes grunt, scream, and chatter, but these sounds are not used in the complex, structured manner that defines human language. This unique ability to use language is one of the key characteristics that set humans apart from the rest of the animal kingdom.

3.1   Objectives: After completing this lesson, you will be able to:

- Understand the basic principles of language.
- Learn the fundamentals of phonetics.
- Explore the basics of phonology.

3.2   Basic Linguistics and general principles of English Language

- **Principle of Naturalness**: Language learning should begin with listening and speaking skills before progressing naturally to reading and writing. Speaking leads to writing, while listening enhances reading. Just as a child acquires their mother tongue by listening in a natural environment, language learning should also follow this effortless process.

- **Principle of Learning by Doing**: Language acquisition is most effective through active engagement in listening, speaking, reading, and writing. Children learn best by practicing—through model reading, imitation, silent reading, dictation, and spelling exercises—all of which are essential for mastering a language.

- **Principle of Vocabulary**: The primary goal of English language instruction is to expand students' vocabulary. Vocabulary is divided into two categories:

➢ *Passive vocabulary*: Words that are recognized and understood but not used in speaking or writing.

➢ *Active vocabulary*: Words that are both understood and regularly used in speech and writing.

- **Principle of Purpose**: Every learning endeavor has a purpose, and English is no exception. English is acquired for social, scientific, academic, and literary

purposes. A skilled teacher helps students understand how to use the language effectively in both personal and professional settings. Without a clear purpose, language learning lacks impact and effectiveness.

- **Principle of Habit Formation**: Language learning, like any skill such as singing or dancing, requires consistent practice. Habits make language use more automatic. Essential language habits include proper pronunciation, intonation, accent, listening skills, reading aloud with articulation, silent reading, correct spelling, structured writing, and neat handwriting.

- **Principle of Motivation and Interest**: Learning occurs most effectively when there is motivation. A teacher must inspire students to develop an interest in language learning, as a lack of engagement can hinder progress. Interest can be fostered through:

➢ Connecting lessons to prior knowledge
➢ Using diverse teaching methods
➢ Employing teaching aids and activities
➢ Encouraging discussions, debates, and interactive learning
➢ Motivation can be categorized as:
➢ **Intrinsic motivation** – Driven by the student's own curiosity and ambitions.

➢ **Extrinsic motivation** – Influenced by external factors, such as a teacher's encouragement or rewards.

- **Principle of Context and Situation**: Language learning should be relevant to real-life situations. Students should be taught how to use vocabulary, grammar, and sentence structures in everyday contexts. This can be achieved through real objects, pictures, gestures, animations, and other interactive methods.

- **Principle of Accuracy**: Developing correct language habits from the beginning is essential. Incorrect pronunciation, spelling, and writing can become ingrained and difficult to correct later. Learners should strive for accuracy by imitating correct structures and proper usage.

- **Principle of Balanced Approach**: Language instruction should maintain a balance between various aspects of the language. For example:

While teaching about roses, grammar aspects should also be covered.

When teaching poetry, literary devices such as similes and metaphors should be explained.

Both oral and written composition should be given equal importance.

A well-balanced approach ensures a comprehensive understanding of English.

- **Principle of Mother Tongue**: Just as a child effortlessly acquires their native language by listening and communicating with family, a teacher can use the mother tongue strategically to aid foreign language learning when necessary.
- **Principle of Oral Approach**: Language learning begins with speaking before progressing to reading and writing. The teacher should encourage students to actively engage in speaking rather than just listening. This approach helps students develop confidence, correct pronunciation, intonation, and stress patterns naturally.
- **Principle of Multiple-Line Approach**: This method encourages learning a foreign language from different perspectives, including communication, functionality, and behavioral aspects.
- **Principle of Proper Order**: Language learning should follow a structured sequence: Listening, Speaking, Reading and Writing. This systematic progression ensures effective language acquisition.
- **Principle of Gradation**: Language learning should progress in a logical order, moving from: Known to unknown concepts ,Concrete to abstract ideas and Simple to complex structures. Teachers should introduce foundational elements before advancing to more challenging topics.
- **Principle of Proportion**: Language is an interconnected system, much like the human body with its various organs working together. Just as hearing, sight, and cognition function harmoniously, language learning requires balance between sounds, words, grammar, and structure for effective communication.
- **Principle of Spiral Approach**: Language learning should be a continuous and reinforcing process. Previously taught vocabulary and structures should be revisited in later lessons to reinforce understanding and retention.

Self- Check Exercise (1)

1. _____ is not the principle of teaching of English.

   a. Learning by doing.

   b. Reading books.

   c. Seeing the objects in real.

   d. Creating interest.

2. Which are the criteria of grouping?

   a. Semantic

   b. Lexical

   c. Grammatical

   d. Rhythmic

   e. Phonetic.

Codes:

   (i)a,b,c,d

   (ii)a,b,c, e

   (iii)a,b,d,e

   (iv) a,b,c,d,e

3. According to criteria of _____ things should be taught considering age of students in principle of:

   a. Frequency, Gradation.

   b. Learn-ability, Selection.

   c. Range, Selection.

   d. Familiarity, selection.

4. _____ tells about the sequence of grouped matter to be taught.

   a. Principle of sequencing.

   b. Principle of grouping.

   c. Phonetic grouping.

d. None of these.

5. In principle of _____ the teacher should prepare a suitable atmosphere in class is forced.

     a. Gradation.

     b. Presentation.

     c. Testing.

     d. None of these.

6. A principle of gradation.

     a. Is giving grade.

     b. Is simplifying the matter.

     c. Is allotting serial number.

     d. Is grading the matter.

7. Which principle of teaching English is based on the assumption that if knowledge is gained through practical experience then it can be stored in mind permanently?

     a. Principle of Reinforcement.

     b. Principle of Remedial Teaching.

     c. Principle of concreteness.

     d. Principle of Phonology.

8. If a teacher creates meaningful situation in and out of the class and provide adequate opportunities for learners to listen language and then to use it in appropriate situation he or she follows:

     a. Principle of Motivation.

     b. Principle of Imitation.

     c. Principle of Linking with life.

     d. The Principle of providing conducive environment.

9. According to which principle of teaching a teacher should give equal attention to each aspect of language i.e. receptive and productive?

     a. Principle of Proportion.

     b. Principle of Learning by doing.

c. Principle of Multiple line approach.

d. Principle of Vocabulary.

10. Which principle of language teaching considers practice and drill necessary for language learning?

a. Principle of Phonology.

b. Principle of language aptitude.

c. Principle of Imitation.

d. Principle of learning by doing.

3.3 Phonetics

Phonetics and phonology are
the two main linguistic
disciplines that study speech sounds—those used by humans for communication. These fields are closely interconnected. Phonetics focuses on the physical properties of sounds, such as their production, perception, and classification, whereas phonology examines their functional roles within a language, including their inventory and systematic organization.

i) Phones and Phonetics

Phonetics has two fundamental objectives: the transcription and classification of sounds, known as phones. A phone represents the concrete auditory substance of speech and is analyzed based on its articulatory properties. These properties are linked to the human vocal tract, which consists of various speech organs. Articulatory phonetics describes how sounds are produced, while acoustic and auditory phonetics focus on the characteristics of sound waves and their perception by the human ear.

Phones are enclosed in brackets when transcribed (e.g., [da:ns]/[d^ns] for "dance" in British and American English). Phonetic transcription systems, such as the International Phonetic Alphabet (IPA), are particularly useful in languages like English, where spelling and pronunciation often differ significantly (e.g., "see" vs.

"sea" or "through" vs. "though"). Various transcription models exist, with many influenced by Daniel Jones's original system.

ii) Classification of Sounds

Speech sounds are traditionally categorized into consonants and vowels. Consonants involve a significant obstruction in the mouth cavity. For instance, in the production of [t], the tip of the tongue (active articulator) contacts the alveolar ridge (passive articulator), temporarily blocking airflow.

Conversely, vowels are produced without such obstructions. For example, the vowel [i:] is formed with a gap in the mouth, determined by tongue position, allowing free airflow. Another distinguishing feature is voicing—vowels are typically voiced, meaning the vocal cords vibrate, while consonants can be either voiced (e.g., [v] in "van") or voiceless (e.g., [f] in "fan").

Classification of Consonants

Consonants are classified based on three primary criteria: manner of articulation, place of articulation, and voicing.

- **Plosives**: These consonants involve a complete closure in the vocal tract, followed by a release of compressed air, creating an explosive sound. English has six plosives:
    - Bilabial: [p], [b] (both lips pressed together)
    - Alveolar: [t], [d] (tongue tip against the alveolar ridge)
    - Velar: [k], [g] (back of the tongue against the soft palate)
- **Fricatives**: Produced by narrowing the vocal tract to create turbulence in airflow. English fricatives include:
    - Labiodental: [f], [v] (lower lip close to upper teeth)
    - Interdental: [θ], [ð] (tongue near upper teeth)
    - Alveolar: [s], [z] (tongue close to alveolar ridge)
    - Palato-alveolar: [ʃ], [ʒ] (tongue close to the back of the alveolar ridge)
    - Glottal: [h] (produced at the vocal cords)

- **Affricates**: These sounds combine plosive and fricative characteristics, beginning with a complete closure followed by a gradual release, creating friction. English affricates include:
  - Voiceless: [tʃ] (as in "chain")
  - Voiced: [dʒ] (as in "jelly")
- **Nasals**: Like plosives, nasals involve a complete closure in the oral cavity, but airflow is redirected through the nasal cavity. English has three nasal consonants:
  - Bilabial: [m] (both lips together)
  - Alveolar: [n] (tongue against alveolar ridge)
  - Velar: [ŋ] (back of the tongue against soft palate)
- **Liquids**: These include:
  - Alveolar: [l] (tongue tip contacts alveolar ridge, but airflow escapes through the sides)
  - Post-alveolar: [r] (tongue near but not touching the alveolar ridge)
- **Semi-vowels (Glides)**:
  - Bilabial: [w] (lips start rounded and glide apart, as in "why")
  - Palatal: [j] (tongue moves towards the hard palate, as in "you")

These sounds are called semi-vowels because they are produced without significant obstructions, like vowels. However, unlike vowels, they do not form the nucleus of a syllable and are therefore categorized as consonants.

iii) Classification of vowels

Vowels can be categorized based on tongue height into **high, mid, and low vowels**:

1. **High vowels** – Occur when the front or back of the tongue is raised towards the roof of the mouth, as in *pill, meet, look, soon*.
2. **Low vowels** – Formed when the tongue is positioned as low as possible, as in *land, star, dog*.
3. **Mid vowels** – The tongue is placed between high and low positions, as in *get* or the unstressed [a] in *about*.

Additionally, vowels are classified by **tongue position** into **front, back, and central vowels**:

1. **Front vowels** – The tongue is raised toward the hard palate, as in *meet, get, land.*
2. **Back vowels** – The tongue is raised toward the soft palate, as in *star, dog, law, soon.*
3. **Central vowels** – The tongue is raised toward the back part of the hard palate, as in *about, much, nurse.*

These vowel articulations define **vowel quality**, commonly represented using a **vowel chart**, which serves as a reference for vowel properties in standard English varieties.

Vowel Length and Tension

Vowels can also differ in both **quality and quantity** (length). The colon (:) in phonetic transcription indicates vowel length, and vowels can be either **tense or lax**:

1. **Tense vowels** – Produced with a more deliberate and distinct articulation, requiring greater muscular effort. These vowels are either **long vowels** (e.g., [iː] in *meet*) or **diphthongs** (e.g., [eɪ] in *say*).
2. **Lax vowels** – Produced with less effort and are typically **short vowels** (e.g., [ɪ] in *pill*).

Diphthongs

Unlike monophthongs, **diphthongs** involve tongue movement from one position to another.

- **Closing diphthongs** – Found in words like *day, fight, oil, so, now.*
- **Centering diphthongs** – Found in words like *bare, beer, sure.*

Phonemes and Allophones

Phonemes are the smallest sound units in a language that differentiate meaning. They are abstract representations stored in our minds and realized in speech as **phones**.

- The **minimal pair test** is used to identify phonemes by checking if a sound change alters meaning. For example, [k] in *cable* vs. [t] in *table* proves that /k/ and /t/ are distinct phonemes in English. However, spelling does not determine phonemes—e.g., *tea* and *he* form a minimal pair, whereas *see* and *sea* do not.

Allophones are variations of a phoneme that do not change meaning. For example, in English:

- The pronunciation of /l/ differs in *lip* and *pill* but does not alter meaning. These are called **clear /l/** and **dark /l/** and are allophones of /l/.
- Some sounds occur in **complementary distribution** (never appearing in the same environment), while others show **free variation** (e.g., the final /p/ in *deep* may or may not be aspirated).

Phonological Systems

A language's **phonological system** consists of all its phonemes. Standard British English (RP) contains:

- **24 consonants**
- **12 vowels**
- **8 diphthongs**

However, it also has numerous allophones (e.g., clear and dark /l/, aspirated plosives).

By contrast, **Standard Mandarin Chinese** lacks the voiced plosives /b/, /d/, and /g/ found in English but includes aspirated plosives /ph, th, kh/ as distinct phonemes. While aspiration is non-distinctive in English, it differentiates meaning in Mandarin.

Syllables and Phonotactics

Phonology also examines **phonotactics**, the rules governing sound combinations. A **syllable** consists of a **nucleus** (usually a vowel) with optional **onset** (before the nucleus) and **coda** (after the nucleus):

- **Closed syllables** – Have a coda (e.g., *text*).
- **Open syllables** – Lack a coda (e.g., *spray*).

The structure of English syllables can be complex, following the pattern **(CCC)V(CCCC)** (e.g., *I, spray, texts*).

Prosody

Prosody is the study of supra-segmental phonology, covering **stress, rhythm, and intonation**:

- **Stress** – Can apply to words or entire sentences.
- **Rhythm and intonation** – Affect phrases and sentences. **Pitch (tones)** convey meaning, such as the distinction between falling intonation in statements and rising intonation in questions.

Connected Speech

When speaking naturally, phonological changes occur, known as **features of connected speech**:

- **Assimilation** – Sounds become more alike (*im-possible* vs. *in-decent*).
- **Elision** – Sounds are omitted (*Christmas → Chris(t)mas, sandwich → san(d)wich*).
- **Intrusion and linking** – Additional sounds appear between words (*law(r) and order*).

A key feature of connected speech is **weak forms**, influenced by **English's stress-timed nature**. Stressed syllables occur at regular intervals, leading to vowel reduction, often to the schwa [ə]. Unstressed vowels may even disappear, as seen in contractions (*isn't, she's*).

Photonics

The term **"photonics"** was introduced by French scientist **Pierre Aigrain in 1967**, defining it as *"the science of harnessing light."*

Photonics is the **physical science of light waves**, encompassing the **generation, detection, and manipulation of light**. Its fundamental unit is the **photon**.

Photon

A **photon** is the basic unit of all types of light. It is a **quantum of electromagnetic energy**, massless, always in motion, and travels at the **speed of light in a vacuum**. The concept of the photon was first introduced by **Albert Einstein in 1905**.

Photonic Devices

Photonic devices **generate, emit, detect, or manipulate light**. Examples include:

- **Laser diodes**
- **LEDs**
- **Solar and photovoltaic cells**
- **Optical fibers**
- **Optical tweezers**
- **Screens on phones and computers**

Applications of Photonics

Photonics is widely used in various fields, including:

- **Fiber optic telecommunications**
- **Optical data storage**
- **Optical pumping of high-power lasers**
- **Laser printing**
- **Holography**
- **Infrared cameras**
- **Laser cutting**

Self-Check Exercise (2)

1.   Phonetics is the study of:

        a. Basic Phonemes.

        b. Vowel Sounds.

        c. Characteristics of speech sounds.

2.   The branch of phonetics which deals with the transmission of speech sounds is known as_____ phonetics.

        a. Auditory.

        b. Acoustic.

        c. Articulatory.

        d. Morpho-phonemics.

3   What is the full form of IPA?

        a. Indian Phonetic Alphabets.

        b. International Phonetic Agreement.

        c. International Phonetic Alphabets.

        d. International Phonetic Arrangement.

4.   There are _____ consonant sounds in English.

        a. 21.

        b. 22.

        c. 24.

        d. 26.

5   A voiced sound which is produced without any obstruction in the air passage is called:

        a. Vowel.

        b. Diphthong.

        c. Consonant.

d. Allophone.

6. The sounds which are produced by touching the upper front teeth with tip of the tongue are known as:

    a. Bilabial.

    b. Alveolar.

    c. Dental.

    d. Labio-dental.

7. What does the phonetic symbol \d\ represent?

    a. Voiced bilabial plosive.

    b. Voiceless palatal plosive.

    c. Voiced alveolar plosive.

8. The initial sound of the word ''Partition'' is:

    a. Inter-dental.

    b. Bilabial.

    c. Alveolar.

    d. Labio-dental.

9. Consonants with a steady stricture causing friction are known as:

    a. Stops.

    b. Fricatives.

    c. Affricates.

    d. Plosives.

10. The words which are produced alike but have different spelling, meaning and origins are called:

    a. Phones.

    b. Allophones.

    c. Homophones.

    d. Morphs.

11. Phonetic symbols are:

    a. 52.

b. 42.

c. 48.

d. 44.

3.4 Summary

We human use language to express views, thoughts, emotions etc. without language the transmission of language is impossible. Language is a system of systems, it is not random element of human life. It needs proper efforts from the both side sender and the receiver only then the exchange of ideas or thoughts are effectively transmitted.

3.5 Glossary

- **Phonetics:** A linguistic study deals with speech sounds of all languages i.e., how they are produced and how the minimal units are classified to make a language.

- **Photonics:** It is the science of the harnessing of light.it is defined as the technology of generation, detection, manipulation, or control of light.

- **Fricatives:** Consonants with a steady stricture causing friction are known as fricatives**.**

- **Allophone:** The smallest possible segment of sound abstracted from the continuum of speech is called allophone.

3.6 Answer to Self- Check Exercise (1)

1.c, 2.(ii), 3.b, 4.a, 5.b, 6. B, 7.c,8. d, 9.a, 10. d

Answer to Self- Check Exercise (2)

1.c, 2.b, 3. c, 4.c, 5.a, 6.d ,7.d, 8.b, 9.b, 10.c, 11.d.

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3.8   Terminal Questions

    I.   What is phonetics?

    II.   Explain the classification of vowels.

    III.   Discuss the classification of sounds.

    IV.   What are the general principles of English language?

Unit-4

Curriculum Construction in English

Structure

4.0   Introduction

Curriculum is used to refer to all those curricular and co- curricular activities which teachers and schools definitely provide in order to achieve their objectives. Curriculum is a familiar word, which we come across in the context of school, college or university system. All of us have some ideas of curriculum; though it may not be exactly what a curriculum means.

4.1 Objectives: After going through this you will be able to know:

- Curriculum
- Principles of Curriculum Construction
- Process of Evaluation of English Curriculum

4.2   Meaning of Curriculum:

  The term *curriculum* refers to the lessons and academic content delivered in a school, course, or educational program. While dictionaries define curriculum as the courses offered by an institution, in practice, the term encompasses much more. It typically refers to the knowledge and skills students are expected to acquire, including learning standards, objectives, lesson plans, assignments, projects, instructional materials (such as books, videos, and presentations), and evaluation methods like tests and assessments.

A teacher's curriculum consists of the specific learning standards, lesson plans, assignments, and resources they use to structure and teach a course. Some teachers create their own curricula, refining them over time, while others adapt existing lesson plans, use curriculum guides, or purchase pre-designed educational packages. In some cases, schools implement standardized curriculum packages, particularly in subjects like mathematics, which teachers are required to follow.

Curriculum can be understood from multiple perspectives. The *intended* curriculum refers to the educational goals set by society, typically outlined in official documents—also called the *written* or *official* curriculum. However, in practice, classroom dynamics may alter how the curriculum is delivered, leading to what is known as the *implemented* curriculum. The actual knowledge and skills students acquire—measurable through assessments and competencies—form the *achieved* or *learned* curriculum. Additionally, curriculum theory acknowledges a *hidden* curriculum, which includes unintended influences such as the development of personal values, beliefs, and social interactions. Effective curriculum designers should consider all these dimensions to create comprehensive and functional educational materials, including curriculum frameworks, subject syllabi, textbooks, teacher guides, and assessment tools.

Characteristics of Curriculum

1. **Comprehensive Learning Experience** – Curriculum includes all the learning experiences a student encounters within and beyond the school environment, including classrooms, libraries, laboratories, workshops, playgrounds, and

informal teacher-student interactions, all of which contribute to personality development.

2. **A Means to an End** – Curriculum is not an end in itself but serves as a tool to achieve educational objectives. It evolves with changes in educational goals.

3. **Active Engagement** – It encompasses all school activities designed to promote students' overall development, including subjects, experiences, and co-curricular activities.

4. **Holistic School Environment** – The curriculum is shaped by everything that influences the learner during school hours.

5. **Balanced Personality Development** – A well-designed curriculum fosters well-rounded growth, addressing all aspects of a student's development.

6. **A Process of Living** – Education is an ongoing interaction between individuals and their environment, making curriculum a dynamic process.

7. **Adaptability** – A good curriculum is flexible, catering to different students, classes, and schools to meet varying educational needs.

8. **Reflection of Curricular and Co-Curricular Trends** – It represents both academic and extracurricular aspects of education, including course structures and educational objectives.

9. **Representation of Educational Trends** – The curriculum provides an overview of the prevailing education system and its methodologies.

10. **Philosophical Reflection** – It embodies the philosophical outlook of education, shaping students' perspectives on life.

11. **Goal-Oriented Design** – A curriculum is developed to fulfill specific educational goals set by society.

Self- Check Exercise (1)

1. The school curriculum should be planned to agree with:

   a. The Goals, Purposes & interests of the pupils.

   b. Available text-books in various subjects.

   c. College Entrance requirements.

   d. Training & interests of teachers.

2. The main purpose of co-curricular activities is to:

a. Facilitate Pupil development.

b. Provide progressive school.

c. Keep pupils from dropping out.

d. Meet the demands of the community.

3. What is curriculum?

a. Overall activities of an institution.

b. Objectivity.

c. Classroom.

d. Affective.

4. A curriculum is that totality of a school efforts to influence a child_____?

a. Course.

b. Behavior.

c. Design.

d. Logical Sequence.

5. Important factor of a curriculum is to achieve the:

a. Education.

b. Objectives.

c. Values.

d. Job.

6. Detailed contents of the subjects for a class are called:

a. Course.

b. Behavior.

c. Design.

d. Logical Sequence.

7. The concise oxford dictionary defines curriculum as a:

a. Course of learning.

b. Chariot racing.

c. Course of study.

d. None.

8. Components of curriculum are:

   a. Objectives.

   b. Evaluation.

   c. Teaching strategies.

   d. All of these.

9. Curriculum is supposed to:

   a. Achieve the objectives.

   b. Be organized by the school.

   c. Both.

   d. None.

10. The importance of curriculum in the system of education is just like a :

    a. Constitution of the country.

    b. Provision of latest knowledge.

    c. Preparation of students for service.

    d. None.

4.3   Principles of Curriculum Construction

1. **Child-Centered Approach:**
   Since modern education focuses on the child, the curriculum should also be designed with the child's needs, interests, abilities, aptitude, and developmental stage in mind. The child should be at the heart of curriculum planning, ensuring their overall growth and ability to adapt successfully to life.

2. **Community-Centered Approach:**
   While the child's development is a key priority, their role in society is equally important. The curriculum should nurture both individual growth and social development, ensuring that students learn values, attitudes, and skills relevant to their communities. Since society is constantly evolving, the curriculum must also adapt to these changes to remain relevant.

3. **Activity-Based Learning:**
   A well-structured curriculum should revolve around a variety of student-

centered activities. It should offer constructive, creative, and project-based experiences that align with children's interests and developmental levels. Younger children should have access to play-based activities, while older students should engage in purposeful classroom and extracurricular activities that foster desired behavioral and cognitive growth.

4. **Diversity and Flexibility:**

   The curriculum should be broad and adaptable to accommodate the diverse needs, interests, and abilities of students. Students in rural, urban, and hilly regions may have different educational requirements. Similarly, boys and girls may have distinct interests and aspirations. A well-designed curriculum should be flexible enough to address these varying needs.

5. **Integration and Coordination:**

   Learning experiences provided through different subjects and activities should be interconnected and aligned with the overarching educational goals. Instead of isolating subjects into rigid categories, the curriculum should promote interdisciplinary learning to develop students holistically.

6. **Preservation of Cultural Heritage:**

   One of education's primary roles is to preserve and transmit cultural heritage, including traditions, values, customs, attitudes, and skills. However, curriculum designers must carefully select cultural elements that are educationally valuable and appropriate for students' developmental levels.

7. **Practical and Functional Learning:**

   A curriculum should prioritize useful and relevant content over outdated or purely traditional subjects. It should have practical applications in students' lives and include technical and vocational training to prepare them for future careers.

When constructing a curriculum, educators must consider these principles alongside regional and national factors to ensure it effectively supports educational goals.

Selection and Organization of Content

When selecting and organizing curriculum content, educators should adhere to the following principles:

- **Validity:** The curriculum should align with national educational standards and contribute to achieving the course's stated goals and objectives.
- **Significance:** The content should be relevant, meaningful, and cater to students' needs and interests.
- **Balanced Content:** A well-rounded curriculum should integrate facts, concepts, and values, ensuring a balance of cognitive, psychomotor, and affective learning. Instead of covering an overwhelming number of topics superficially, the focus should be on depth and mastery of essential concepts.
- **Student Interest:** The curriculum should consider learners' interests, developmental stages, and cultural backgrounds to keep them engaged and motivated.
- **Practical Utility:** The content should serve a purpose beyond exams and grades. It should provide students with knowledge and skills applicable in real life.

At its core, subject matter content involves cognitive, skill-based, and affective elements:

- **Cognitive Aspects:** Includes facts, concepts (categorization of events, people, places, and ideas), and principles (relationships between facts and concepts established through research).
- **Thinking Skills:** Encourages both **divergent thinking** (creative and flexible problem-solving) and **convergent thinking** (narrowing down multiple possibilities to a single best answer).
- **Problem-Solving Abilities:** Teaching students how to define and approach problems effectively enhances their ability to find solutions.

iii) Process of Evaluation of English Curriculum at school level:

Curriculum evaluation is the process of collecting data on a programme to determine its value or worth with the aim of deciding whether to adapt, reject or

revise the programme. The process of describing and judging an educational program. Process of Curriculum evaluation: 1. Defining Objectives 2. Gather information 3. Organize the data 4. Analyze the data   5.Report the information 6. Recycle the information.

Self- Check Exercise (2)

1.   The word 'Curriculum' is derived from the _____ language.

    a. English.

    b. French.

    c. Greek.

    d. Latin.

2.   Curriculum is basically derived from a Latin word which means:

    a. Contents.

    b. Objectives.

    c. Runway.

    d. Subjects.

3.   The major concern of curriculum is :

    a. Personal satisfaction.

    b. Preparation for career.

    c. To get employment.

    d. Change in individual behavior.

4.   The number of basic elements of curriculum are:

    a. 2.

    b. 4.

    c. 6.

    d. 8.

5.   The loosely connected set of ideas, values, and rules that governs the conduct of inquiry is called:

    a. Essentials.
    b. Components.
    c. Foundations.
    d. Paradigm.

6.   Syllabus is a part of:

    a. Coarse.
    b. Classroom.
    c. Curriculum.
    d. Culture.

7.   The foundations of curriculum concerned with student's needs and interests is called:

    a. Economical.
    b. Historical.
    c. Psychological.
    d. Sociological.

8.   The philosophical foundations of curriculum is concerned with:

    a. Economy.
    b. History.
    c. Ideas.
    d. Society.

9.   The two important functions performed in curriculum design are:

    a. Planning and development.
    b. Objective and Contents.
    c. Subject area and course.
    d. Analysis and curriculum creation.

10. The philosophical foundations which emphasized on culture and skills is called:

    a. Essentialism.

    b. Perennialism.

    c. Progressivism.

    d. Reconstructionism.

11. A plan of action for preparing a curriculum is termed as:

    a. Curriculum plan.

    b. Curriculum design.

    c. Curriculum implementation.

    d. Curriculum evaluation.

12. The total process of designing, implementing and evaluating is termed as:

    a. Curriculum construction.

    b. Curriculum design.

    c. Curriculum development.

    d. Curriculum implementation.

13. The curriculum which is more emphasized for ' primary grades' is:

    a. Teacher - centered curriculum.

    b. Subject- centered curriculum.

    c. Integrated curriculum.

    d. Core curriculum.

14. The main purpose of integrated curriculum is:

    a. Increase in student enrolment.

    b. Increase in number of books.

    c. Decrease in dropout.

    d. Decrease in number of books.

15. The activities, which are not planned by the school, college, or university but actually happen and affect students' behaviour are termed as:

   a. Intended curriculum.

   b. Hidden curriculum.

   c. Learned curriculum.

   d. Taught curriculum.

16. The learner has no option but study the prescribed or compulsory courses to move to the next level, is related to:

   a. Core curriculum

   b. Hidden curriculum.

   c. Subject curriculum.

   d. Taught curriculum.

4.4 Summary: In this lesson we learned about the curriculum, concept constructive principles and factor affecting curriculum. When developing or reviewing curriculum we need to ensure that learning resources support the learning activities and/or the evaluation and assessment planned for the course. They also need to align with the needs, interests and abilities of the learners.Learning materials may be developed or selected from existing resources. As developments in cognitive science have helped us understand more about how learners construct knowledge, there has been a growing trend towards the greater use of raw data, primary sources and manipulative and interactive learning resource materials.

4.5 Glossary

- **Curriculum:** The term *curriculum* refers to the lessons and academic content taught in a school, course, or program. While dictionaries define it as the courses offered by a school, in educational practice, it encompasses much more than that.

- **Divergent Thinking:** This involves fluent, original, flexible, and elaborative thinking, allowing individuals to generate multiple ideas and solutions.

- **Cognitive Learning:** Refers to knowledge that can be verified, including facts, concepts (which categorize events, places, people, and ideas), and

principles (which define relationships between facts and concepts based on consistent research findings).

4.6 Answers to Self-Check Exercise (1)

1. a, 2. a 3. a .4. b. 5, b 6. a 7. A, 8. a 9. c 10 a

Answers to Self-Check Exercise(2)

1. d, 2. C, 3.d, 4. d ,5. d 6. C,7. C, 8.C, 9. d, 10. b 11. b ,12. C.13, c,14. d ,15. b 16. c

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4.8 Terminal Questions

1. What do you understand by curriculum? Explain its concept and principles.

2. In which ways curriculum affected by various factors?

Unit-5

Teaching Methods, Approaches and Techniques of Teaching English

Structure

5.0 Introduction:

The history of English language teaching (1840–2010) spans 170 years and is marked by various effective teaching methods. Each approach has introduced new perspectives and innovations, contributing unique merits to language instruction.

The **Grammar-Translation Method**, dominant from the 1840s to the 1940s, reflected a scholarly approach to language learning. It had a long-standing influence and, with modifications, continues to be used in regions where skilled English teachers are scarce.

Despite efforts by language teaching pioneers like **Marcel, Prendergast, and Gouin**, their alternative approaches did not gain widespread recognition. However, in the late 19th century, scholars such as **Henry Sweet (England), Wilhelm Viëtor (Germany), and Paul Passy (France)** played key roles in advocating for language teaching reforms, providing intellectual leadership in the field.

5.1   Objectives: After learning this lesson, you will be able to :

- Understand the different type of teaching methods.

- Know the different approaches of teaching of English

5.2   Principles for the development of teaching method: These included

The development of teaching methods is guided by several key principles:

1. **Careful Selection** – Choosing appropriate content for instruction.
2. **Defining Scope** – Setting clear limits on what is to be taught.
3. **Skill-Based Organization** – Structuring lessons around the four fundamental language skills: listening, speaking, reading, and writing.
4. **Progressive Complexity** – Organizing materials from simple to complex.

The principles established by language reformers laid the theoretical groundwork for a scientific approach to language learning, shaping the field of applied linguistics. This reform movement eventually led to the development of natural methods and various approaches to English language teaching.

Dr. Michael West's "New Method"

Dr. Michael West, an English language educator in India, introduced the *New Method*, recognizing that Indian learners found reading English easier than speaking

it. He emphasized **reading** as the primary skill in language acquisition, considering it both the most useful and the most accessible for early learners. Stern highlighted this by stating that reading provided students with the "greatest surrender value" in the early stages of language learning.

West viewed language instruction holistically, assigning each skill its rightful place. He believed that **reading should be the initial focus** even for learners aiming for complete mastery of a language, encompassing reading, writing, and speaking. His series of *New Method Readers* laid the foundation for what became known as *The Reading Method*, which Yardi deemed particularly relevant to India. West observed that most Indians primarily needed **receptive skills** in English, and reading comprehension was easier to teach and learn, even in large classrooms.

Stern described *The Reading Method* as a **practical** approach that deliberately restricted language learning to achievable, utilitarian goals. It aligned with the psychological principle that **listening and comprehension precede speaking and writing**, reinforcing the method's **pragmatic foundation**.

West's Views on Bilingualism

In his book *Bilingualism*, West elaborated on the role of multiple languages in a society. As cited by Yardi, he described how different languages serve distinct functions:

- **First Language (L1):** Used for home life, emotions, and cultural expression.
- **Second Language (L2):** Functions as a medium for governance, commerce, industry, science, and higher culture.
- **Third Language (L3):** Serves international communication and higher education.
- **Fourth Language (L4):** Preserves religious and ancient cultural traditions.

West's classification, with slight modifications, remains relevant to the linguistic landscape of India today.

Features and Limitations of the New Method

To support his method, West developed a series of graded readers designed to:

- Introduce **new vocabulary progressively** to enhance comprehension.
- Encourage students to **develop a habit of reading** for pleasure and knowledge.

West believed that **extensive reading comprehension exercises** would facilitate later improvement in speaking and writing. However, as cited by Kripa K. Gautam, he overestimated the **impact of passive reading** on active language skills. Modern research does not fully support his claim that **silent reading leads to better speaking and writing abilities**.

While West's *New Method* brought valuable insights into language teaching, its impact was short-lived. The method suffered from **a lack of adequately trained teachers** who could implement it effectively.

Criticism of the Reading Method

Despite its innovations, *The Reading Method* had notable drawbacks:

1. **Neglect of Key Language Skills** – It **ignored listening, speaking, and writing**, focusing solely on reading.
2. **Over-Reliance on Reading** – It assumed that reading comprehension alone would enhance all other language abilities, which was not supported by later research.
3. **Dependence on Heavy Textbooks** – The method relied on **bulky, text-heavy materials**, making it less engaging for learners.

Self- Check Exercise (1)

1.   Which method is child- centered?

        a. Project Method.

        b. Problem- Solving Method.

        c. Laboratory Method.

        d. All of these.

2.   Inductive method is suitable for:

a. Stabilizing the formula.

b. Solving the problem by formula.

c. Understanding the problem\ question.

d. Formulating the question.

3.   Originator of play- way method is:

a. Froebel.

b. Dalton.

c. Montessori.

d. Sigmund Freud.

4.   Which of the following is not a demerit of project method?

a. Teaching haphazard and discontinuous.

b. Costly method.

c. Availability of reference book.

d. Related with real life.

5.   How many steps are followed in project method?

a. 1.

b. 4.

c. 6.

d. 10.

6.   Which teaching method gives importance to the mental conclusion?

Lecture- cum- demonstration Method.

a. Lecture Method.

b. Problem solving Method.

c. Laboratory Method.

7.   The synthetical method should be used to teach geometry in school after following?

a. Induction.

b. Synthesis.

c. Analysis.

d. Deduction.

8. In order to nurture creativity, a teacher should take help of which of the following methods?

  a. Brainstorming.

  b. Lecture Method.

  c. Audio-visual aids.

  d. All of the above.

9. The method that consists of collection of data through observation and experimentation, formulation and testing of hypothesis is called:

  a. Empirical Method.

  b. Scientific Method.

  c. Scientific Information.

  d. Practical Knowledge.

10. Heuristic means:

  a. To investigate.

  b. To show.

  c. To do.

  d. To act.

5.3   **Substitution Method**   It was given by H.E. Palmer. This method is devised to overcome the defects of direct method which lay stress on oral work, absence of mother tongue and inductive method of teaching grammar. Substitution to replace something by the other thing. In this method, words of one sentence are substituted by other words. There is one model sentence. The words of model sentences are substituted by other words except the words which we want to teach (the base word). Example: Model sentence- Rahul is a good boy. (Base word- Good) First Substitution- Reena is a good girl. - Mihir is a good boy. (Base word- Good)

i) Merits:

The learners learn a large number of sentences without memorizing the rules of grammar.

It is a natural way of learning a language, because pupils unconsciously construct many sentences similar to the model sentences.

This method provides opportunities for reading and writing.

This method can improve the thinking power of students.

ii) Demerits:

We can't explain grammatical rule by this method.

Only trained, innovative and imaginative teacher can teach efficiently through this method.

This method lays emphasis on writing work.

Prose, poetry and composition cannot be taught by this method.

Self- Check Exercise (2)

1.	The reasoning that uses general principle to predict specific results is called:

   a.	Inductive.

   b.	Deductive.

   c.	Both a and b

   d.	Hypothetic - deductive.

2.	Armstrong was the exponent of:

   a.	Problem- solving method.

   b.	Project method.

   c.	Discussion method.

   d.	Heuristic method.

3.	According to Kilpatrick, the types of projects are:

   a.	2.

   b.	3.

   c.	4.

   d.	5.

4.	The Socratic method is known as:

    a. Lecture- discussion method.

    b. Discussion method.

    c. Inquiry method.

    d. Question- answer method.

5.   Which method is known as Berlitz method?

    a. Dr. West method.

    b. Translation- cum- grammar method.

    c. Direct method.

    d. Indirect method.

6.   The unit of teaching in direct method is:

    a. Word.

    b. Phrase.

    c. Sentence.

    d. Clause.

7.   The students take all subjects in English medium. They take part in class and school activities with students of the age who speak english. This approach is:

    a. Immersion.

    b. Grammar learning.

    c. Translation method.

    d. Task based learning.

5.4   The Bilingual Method: The Bilingual Method was developed by Dr. C.J. Dodson and, as the name implies, incorporates both the mother tongue and the target language in the learning process. This approach is considered a blend of the Direct Method and the Grammar-Translation Method. It follows four fundamental principles of language teaching: Selection, Gradation, Presentation, and Repetition.

According to Dodson, an effective language teaching method should encourage thinking in the target language. He outlined several essential features that a new method should possess:

1. Simplicity – The method should be easy to understand and implement.

2. Balance – It should equally emphasize spoken and written aspects of the language, ensuring both accuracy and fluency.
3. Constant Revision – Regular reinforcement of previously learned material is necessary.
4. Innovative Use of Translation – The method should provide a fresh approach to translation work.
5. Interactive Learning – Teachers should be able to facilitate communication between themselves and individual students.
6. Flexibility – The approach should be adaptable to varied classroom conditions and cater to students' diverse abilities.

Objectives of the Bilingual Method

According to Yardi, the primary goals of this method are:

- To develop fluency and accuracy in both spoken and written language.
- To equip students with the skills necessary for achieving true bilingualism.

Core Principles of the Bilingual Method

As outlined by Dr. Sharada Bhat, the method is based on the following key principles:

- Controlled Use of the Mother Tongue – The first language is used strategically to support comprehension, but only by the teacher.
- Early Integration of Reading and Writing – These skills are introduced at an early stage in the learning process.
- Integration of Skills – Reading and writing are closely linked with speaking and listening to create a comprehensive learning experience.

How the Bilingual Method Differs from the Translation Method

While both methods use the native language, the Bilingual Method differs in two significant ways:

1. Teacher-Controlled Use of the Mother Tongue – Only the teacher uses the native language for explanation, while students focus on the target language.
2. Extensive Sentence Pattern Drills – Unlike the Translation Method, students are given ample practice in sentence structure drills, reinforcing their learning through active participation.

<div align="center">A Response to the Direct Method</div>

The Bilingual Method emerged as a reaction against the Direct Method, which completely discouraged the use of the native language in language learning. However, rather than being an entirely new approach, the Bilingual Method integrates the best elements of various teaching methods. It modifies existing principles to address criticisms and better align with modern second-language learning objectives.

In essence, this method offers a balanced and flexible approach by incorporating the strengths of multiple teaching strategies while minimizing their limitations.

Self- Check Exercise (3)

1. The bilingual method advocates:

   a. The use of Concept translation.

   b. The use of literal translation.

   c. The use of only mother tongue

   d. Target language and mother tongue.

2. The bilingual method was first adopted by:

   a. C.J. Dodson.

   b. A.C. Wards.

   c. F.G. French.

   d. Ottio.

3. Method of teaching developed by Helen Parkhurst is:

a. Montessori Method.

  b. Kindergarten method.

  c. Dalton method.

  d. Project method.

4.   What is teaching through inductive method?

  a. From general to specific.

  b. From specific to general.

  c. Teaching by activities.

  d. None of the above.

5.   Project method is based on the ideology of which of the following:

  a. John Dewey.

  b. Spencer.

  c. Bloom.

  d. Plato.

6.   Who is the originator of five step lesson plan?

  a. Spencer.

  b. Pestology.

  c. Rouseau

  d. Plato.

7.   What should the learning objective identify?

  a. Method of teaching.

  b. Formation shared by teacher.

  c. Learning outcome.

  d. The time for learning.

5.5   Grammar Translation Method: The **Grammar Translation Method (GTM)** has been a widely used approach to language teaching for many years. Historically, it was known as the **Classical Method**, as it was originally used to teach **Latin and Greek**. In the United States, it was also referred to as the **Prussian Method**.

This method focuses on **learning a language through a thorough analysis of its grammar rules**, followed by their application in **translating sentences and texts** between the native and target language. It was the dominant approach to **European and foreign language teaching** from the **1840s to the 1940s**. Even today, some aspects of this method continue to be used in various educational settings.

Key Features of the Grammar Translation Method

1. **Native Language as a Reference** – The first language serves as the foundation for acquiring the second language.
2. **Emphasis on Reading and Writing** – These skills are prioritized, while **listening and speaking** receive minimal attention.
3. **Vocabulary Learning** – Vocabulary is primarily derived from **reading texts** and taught through **dictionary study, bilingual word lists, and memorization**.
4. **Focus on Sentence Translation** – A significant portion of classroom time is dedicated to translating **sentences and texts**. The sentence, rather than context or conversation, is the core unit of learning.
5. **Accuracy and Precision** – High standards of **grammatical accuracy and translation proficiency** are expected from students.
6. **Deductive Grammar Instruction** – Grammar is taught in a structured and **rule-based** manner, following a well-organized syllabus.
7. **Use of the Native Language** – The teacher primarily delivers instruction in the **students' first language**.

Criticism and the Reform Movement

By the mid-to-late **19th century**, **educators and linguists** in Europe began to challenge the Grammar Translation Method, leading to the **Reform Movement**. This movement aimed to **develop new and more effective approaches** to language teaching, focusing on **spoken communication, immersion, and interactive learning**. The Reform Movement ultimately paved the way for **modern methodologies** in foreign language instruction.

Self- Check Exercise (4)

1.   Students study grammar and translate in_____ method.

Communicative.

   a. Audio-lingual
   b. Direct.
   c. Grammar- Translation

2.   In GTM _____ is focused extensively.

   a. Speaking.
   b. Listening.
   c. Grammar.
   d. Communication.

3.   In GTM, classes are taught in_____.

   a. Mother tongue.
   b. Target language.
   c. Sign language.
   d. None.

4.   Grammar- translation method was proposed by:

   a. Karl Marx.
   b. Karl Plotz.
   c. Maximilian Berlitz.
   d. Lado, Fries.

5.   GTM was originally used to teach_____ dead languages.

   a. English and Spanish.
   b. Latin and Greek.
   c. French and German.
   d. None of the above.

6.   GTM is also called _____ method.

   a. Classical.

b. Traditional.

c. Both.

d. None.

7. The natural order of learning is _____in GTM .

a. Followed.

b. Adopted.

c. Reversed.

d. None of the above.

8. GTM starts from:

a. Listening.

b. Speaking.

c. Reading.

d. Writing.

5.6   Summary: An overall plan for systematic presentation of language based upon a selected approach. Different methods are used to make teaching- learning effective these methods are used according to different situations occured in classroom and needs of the students.

5.7   Glossary:

- Approach: A set of assumptions dealing with the nature of language, learning & teaching.

- Method: An overall plan for systematic presentation of language based upon a selected approach.

- Technique: Specific activities manifested in the classroom that are consistent with a method and therefore in harmony with an approach.

5.8   Answer to Self- Check Exercise (1)

1.d, 2. a, 3. a, 4.d, 5.b, 6.c, 7. c, 8. a, 9. b, 10.a

Answer to Self- Check Exercise (2)

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

Answer to Self-Check Exercise (3)

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

Answer to Self- Check Exercise (4)

1.d, 2. c, 3. A, 4. B, 5. b, 6.c,7.c, 8. c

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5.10   Terminal Questions:

1.   What are principles for developing teaching methods?

2.   What are different types of teaching methods?

3.   Discuss any two teaching methods.

Unit-6
Approaches in Teaching of English

Structure

6.0   Introduction

The teaching of **English as a second or foreign language** has evolved over time, leading to the development of various **approaches** that cater to different learning needs, linguistic theories, and educational philosophies. These approaches provide **systematic methods** to enhance language acquisition, ensuring that learners develop proficiency in listening, speaking, reading, and writing.

6.1   **Objectives:** After completing this lesson, you will be able to know-

- Structural Approach
- Situational Approach
- Linguistic- Communicative Approach
- Cooperative Learning

6.2   Structural Approach

The **Structural Approach** is a **systematic study** of the fundamental structures of the English language, focusing on their **analysis and logical arrangement**. This method emphasizes **teaching learners specific structures** in a carefully planned sequence. Structures refer to **various arrangements or patterns of words**, which may be complete sentence patterns or smaller components forming larger patterns.

Language is viewed as a collection of **structurally related elements**, including **phonemes, morphemes, words, structures, and sentence types**. Within the Structural Approach, there are four key types of structures:

1. **Sentence Patterns** – Standardized models for constructing sentences with different words but maintaining the same structure.
2. **Phrase Patterns** – Groups of words conveying meaning without forming complete sentences (e.g., *in the house, on the table, into the tub*).
3. **Formulas** – Fixed expressions used in specific situations (e.g., *How are you? Good morning! Thank you!*).
4. **Idioms** – Expressions with meanings beyond the literal interpretation (e.g., *Rome wasn't built in a day, Strike while the iron is hot*).

Principles of the Structural Approach

The Structural Approach is founded on three core principles:

1. **Emphasis on student activity** rather than passive learning.
2. **Focus on speech and oral skills** as the foundation of language learning.
3. **Development of correct language habits**, particularly in arranging words in the English order rather than the pattern of the learner's mother tongue.

Aims of the Structural Approach

1. To develop proficiency in the four fundamental skills: **listening, speaking, reading, and writing**.
2. To expand students' **vocabulary** effectively.
3. To integrate **grammar and composition** with textbook lessons.
4. To improve and **refine students' speech habits**.
5. To create an **engaging and natural classroom environment** conducive to language learning.
6. To emphasize **aural-oral learning methods**, discouraging the excessive focus on formal grammar.
7. To help students master a core vocabulary of approximately **3,000 root words** for active use.

Merits of the Structural Approach

1. Encourages **habit formation** through intensive practice, ensuring long-term retention.
2. Provides ample **opportunities for students to express themselves**, making learning dynamic and interactive.
3. **Prioritizes speech and oral proficiency**, strengthening communication skills.
4. Uses **carefully selected and graded language materials** for progressive learning.
5. Enables teachers to **effectively manage and engage a large number of students** in the classroom.

Demerits of the Structural Approach

1. More **suitable for lower grades** and not as effective at advanced levels.
2. Limited to **pre-selected sentence patterns**, restricting flexibility.
3. Less effective in **overcrowded classrooms** due to its interactive nature.
4. **Neglects reading comprehension** and other forms of language learning.
5. Does not fully consider the **individual learning pace** of each student.

6. Requires **specially designed textbooks** and well-trained teachers for effective implementation.

7. Relies on **constant repetition and drilling**, which may become monotonous.

8. Requires careful **introduction of new vocabulary**, ensuring alignment with previously learned structures.

9. New words should be **introduced gradually**, with sufficient practice before moving to the next structure.

10. Early-stage vocabulary should focus on **objects and actions** that can be easily demonstrated in the classroom.

Self- Check Exercise (1)

1.   Which is not the criteria for the selection of structures?

   a. Usefulness.

   b. Productivity.

   c. Simplicity and teach-ability.

   d. Familiarity trap.

2.   The structural approach emphasizes that:

   a. The essential structures and vocabulary to be selected for teaching practices.

   b. Only vocabulary items be sequenced.

   c. Only the phonemic items be sequenced.

   d. Only the difficult items be sequenced.

3.   Which of the following cannot be an advantage of structural method?

   a. Carefully selected and graded language material.

   b. Suitable for higher classes.

   c. Language is taught in a meaningful situation.

   d. Stress on the habit-formation.

4.   B.F. Skinner claimed that language is learnt through:

   a. Repetition and approximation.

   b. Immersion and employment.

      c. Reinforcement and engagement.

      d. Drill and Practice.

5.   Which of the following is not a language component?

      a. Structure.

      b. Sound.

      c. Script.

      d. Vocabulary.

6.   Structural approach gives more importance to:

      a. Speech and reading.

      b. Reading only.

      c. Speech only.

      d. Reading and writing.

7.   Demerits of structural approach:

      a. Suitable teachers for this approach are not available.

      b. It has uninteresting language reading vocabulary.

      c. Reading, writing and vocabulary expansion neglected.

      d. Over emphasis on drill work is given.

8.   Structural approach requires certain steps, out of these steps first step is:

      a. Oral Drill.

      b. Vocabulary Expansion.

      c. Presentation.

      d. Exercise.

6.3   Situational Approach

The **Situational Approach**, introduced by **Hornby** in a series of ELT articles (1950), emphasizes that **language should not be taught in isolation**. Instead, every language element, whether **a structure or a word**, must be introduced and practiced **within a meaningful context or situation**.

In this approach, **explanations are minimized**, and learners are encouraged to apply the language they acquire in class to **real-life situations** outside the classroom. The **use of the mother tongue is discouraged** since students can deduce meaning from the **situations in which words and structures are used**. Teachers are expected to create **real-life contexts** in the classroom to facilitate language learning.

Creating Situations in the Classroom

Situational teaching requires **real-life context creation**, which can be achieved through:

- **Maps, pictures, objects, gestures, and actions**
- **Drawing on the blackboard**
- **Classroom discussions, extempore speech, and teacher-student interactions**
- **Role-playing and conversation practice**

This method mirrors **how children acquire their mother tongue**, where they repeatedly encounter words in real-life situations. The goal is to establish **a strong link between new words and real-life experiences**, enabling students to **internalize language naturally**.

Characteristics of the Situational Approach

1. **Speech is the foundation** of language teaching.
2. **New vocabulary and language items** are carefully selected based on **usefulness, frequency, and ease of teaching**.
3. **Language structures are introduced in meaningful situations** for better comprehension.
4. **Reading and writing are built upon oral practice**, ensuring familiarity before moving to written forms.
5. **New words are introduced naturally and incidentally** during lessons.
6. **Students associate new words with real-life scenarios** to enhance retention.

7. **Teaching aids such as pictures, objects, and real-life materials** help create an engaging learning environment.

8. **The teacher continuously interacts with students** by making statements about actions, asking questions, and providing explanations.

For example, while teaching **the parts of a flower**, the teacher might:

- Show **pictures** of flowers with labeled parts.
- Use **real flowers** to illustrate concepts.
- Explain the topic **orally first**, then reinforce it with visual aids for better understanding.

Merits of the Situational Approach

1. **Enhances student engagement** and interest.
2. **Encourages learning through play** and interactive activities.
3. **Action-based teaching makes lessons lively** and memorable.
4. **Effective use of teaching aids** helps in knowledge retention.
5. **Practical and relatable examples** clarify concepts.
6. **Illustrations, pictures, and real-world materials** make learning more effective.
7. **Focuses on learning through listening**, strengthening **aural skills**.

Demerits of the Situational Approach

1. **More suitable for younger learners** and **less effective for senior classes**.
2. **Cannot be applied to textbook-based learning**.
3. **Limited to selected sentence patterns**, restricting deeper learning.
4. **May become monotonous** if real-life connections are not well established.
5. **Requires trained teachers** for proper implementation.
6. **Not suitable for teaching prose, poetry, and advanced reading materials**.
7. **Difficult to always create relevant classroom situations** for every language concept.

Self- Check Exercise (2)

1.   The Situational approach to language teaching tries to teach English in the same as the child learn his\ her:

        a. Second language.

        b. First Language.

        c. Foreign language.

        d. National language.

2.   In the situational approach a teacher tries to:

        a. Follow a syllabus with the list of situations.

        b. Adjust teaching to the situation in the classroom.

        c. Create a life like situation in the classroom for teaching a language item.

        d. Show how the situation in the classroom is different from real life situations.

3.   Which approach does the teacher introduce the new words incidentally in the class?

        a. Structural approach.

        b. Situational approach.

        c. Multimedia approach.

        d. Multilingual approach.

6.4   Linguistic Communicative Approach

The evolution of language teaching has seen a shift from form-based to meaning-based approaches, from rigid methodologies to eclectic teaching styles, and from teacher-centered to learner-centered classrooms. These developments fall under the broad category of the Communicative Approach, which is one of the most modern and widely adopted methods for teaching English.

This approach places significant emphasis on the practical use of language, ensuring that students can effectively express their ideas. Dell Hymes, a socio-linguist, was a key proponent of this approach, arguing that the goal of language

teaching is to develop communicative competence—not just grammatical accuracy but also the ability to use language appropriately in different contexts.

Key Features of the Communicative Approach

1. The primary objective is to help learners achieve communicative competence by using language both accurately and appropriately.
2. The learner is the central focus, while the teacher acts as a facilitator rather than a traditional instructor.
3. Needs analysis and curriculum planning play a crucial role in designing communicative syllabi.
4. The approach focuses on how language is used in real-life situations rather than just teaching structural aspects.
5. Grammar is de-emphasized in favor of teaching language through functional use and communication.
6. The approach stresses the meaning and purpose of language within real-life situations and contexts.
7. It integrates speaking and writing skills, ensuring that students gain well-rounded proficiency.
8. Students engage in communicative activities such as dialogues, discussions, debates, role-playing, dramatization, and other literary or cultural activities.

Advantages of the Communicative Approach

1. Enhances speaking ability, helping students become more fluent.
2. Encourages learners to express ideas in various ways.
3. Practical and functional approach to language learning.
4. Stresses real-world language use, making learning more relevant.
5. Enables students to communicate effectively both inside and outside the classroom.

Limitations of the Communicative Approach

1. Grammar and structure are often overlooked, leading to potential gaps in accuracy.

2. The approach lacks a scientifically structured framework and is still evolving.
3. As a relatively new method, it requires further testing and refinement in school settings.
4. The practical effectiveness of this approach is yet to be fully established.
5. A shortage of trained teachers proficient in this method limits its widespread implementation.
6. Students may not always have the right environment to practice communication effectively.

To facilitate interactive learning, techniques like information gap tasks are frequently employed. These involve scenarios where one student possesses information that others do not, prompting communication to bridge the gap. Common activities include language games, role-playing, and sequencing tasks.

In this method, the teacher is no longer the sole authority in the classroom, and learner independence is emphasized. The Communicative Approach presents a transformative shift in language teaching, allowing students to actively engage and develop language competence through meaningful communication.

Cooperative Learning

Cooperative learning is an instructional approach in which students of varying abilities are placed into small groups and work collaboratively to achieve a shared learning goal. Unlike traditional individual-based assessment, cooperative learning rewards group success rather than just individual performance. This method was introduced in the early 1900s by John Dewey, an American education reformer.

Although sometimes mistaken for simple group work, cooperative learning requires structured collaboration, ensuring that students work together effectively rather than just working in proximity.

Key Elements of Cooperative Learning

According to researchers David and Roger Johnson, cooperative learning consists of five essential components:

1. Face-to-Face Interaction – Students actively engage with each other, discussing and explaining topics collaboratively.
2. Positive Interdependence – Each student understands that their success is linked to the group's success.
3. Individual Accountability – While working as a team, every student is responsible for their own contributions.
4. Group Processing – Students regularly reflect on their teamwork and learning progress to enhance their effectiveness.
5. Collaborative Skills – Students develop teamwork, leadership, communication, and conflict resolution skills as part of the learning process.

Aspects of Cooperative Learning

- Positive Interdependence – Students recognize the importance of each group member's contribution to the overall success.
- Promotive Interaction – Encouraging peer support through feedback, guidance, and shared resources.
- Accountability – Every student takes responsibility for their learning and contributions.
- Soft Skills Instruction – Students learn interpersonal skills, including teamwork and leadership, to work efficiently in groups.
- Group Processing – Teams strategize and evaluate their learning progress collaboratively.

Benefits of Cooperative Learning

1. Encourages higher-order thinking, as students analyze and solve problems collaboratively.
2. Promotes individual responsibility, ensuring that each student actively contributes.
3. Increases participation, allowing all students to engage in discussions and activities.
4. Boosts self-esteem, fostering a sense of inclusion and leadership.
5. Fosters teamwork, making academic learning more valued among peers.

6. Encourages peer teaching, where students simplify complex concepts for each other.

7. Enhances learning retention, as explaining concepts strengthens understanding.

8. Provides individual attention, helping students with difficulties.

9. Improves exam performance, as students refine their understanding through group study.

Challenges of Cooperative Learning

1. Unfair grading system – Since the entire group receives the same grade, students who contribute more may feel unfairly evaluated.

2. Unbalanced social structures – High-achieving students may prefer working with peers of similar capability, creating division in the classroom.

3. Shifts responsibility from teachers to students, potentially leading to uneven learning.

4. Encourages dependency – Some students may rely on others rather than developing independent problem-solving skills.

Self- Check Exercise (3)

1. Linguistic- communicative teaching was originated in Europe in:

  a. 1800.

  b. 1900.

  c. 1940.

  d. 1970.

2. Communicative linguistic teaching focuses on the ability:

  a. To memorize rules and translation.

  b. To communicate in real life situations.

  c. Repetition and habit- formation.

  d. None of these.

3.   Which of the following is an example of CLT approach?

      a. Students are translating after learning grammar.

      b. Students are repeating an utterance aloud.

      c. Students are discussing future verb tenses in groups.

      d. None of the above.

4.   Communicative language teaching emphasizes on:

      a. Mastery of language forms.

      b. The process of communication.

      c. Memorization of grammar rules.

      d. None of the above.

5.   Which of the following is more focused in CLT?

      a. Fluency.

      b. Accuracy.

      c. Reading.

      d. Writing.

6.   CLT is _____ approach.

      a. Teacher- Centered.

      b. Student- Centered.

      c. Classical.

      d. Traditional.

6.5   Summary: An **approach** in education defines the **nature of language, teaching, and learning**, providing a **theoretical foundation** for instructional methods. It outlines the **subject matter to be taught** and guides educators in structuring lessons. Various **teaching approaches** are employed to enhance the **effectiveness of learning**, ensuring students acquire knowledge and skills efficiently.

6.6   Glossary

- **Structural Approach:** A systematic study of English language structures, focusing on their analysis and logical arrangement.

- **Situational Approach:** Emphasizes practicing language in **meaningful, real-life situations** through activities.

- **Linguistic-Communicative Approach:** Prioritizes **effective communication and meaning** over strict grammatical accuracy.

6.7 Answer to Self- Check Exercise (1)

1. d,2.d,3.a,4.c,5.c,6.c,7. c,8.a

Answer to Self- Check Exercise(2)

1.b, 2.d, 3b.

Answer to Self-Check Exercise (3)

1. b, 2. b, 3. c, 4. b, 5. a, 6.b

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6.9   Terminal Questions

1.   What is structural approach?

2   Explain situational and Linguistic- Communicative approach in detail.

Unit-7

Teaching of Prose, Poetry, Composition

Structure

7.0 Introduction

Teaching prose has become more complex than it was in the past. Prose is studied both **intensively and extensively**, with the primary goal of helping learners engage deeply with the language. **Intensive reading** focuses on comprehension and extracting meaning, rather than just covering large volumes of text. To teach prose effectively, a **well-structured lesson plan** is essential, one that aligns with **psychological principles** of teaching and learning.

7.1   Objectives: After studying this unit, you will be able to:

- Understand the steps involved in teaching prose effectively.
- Identify the aims and objectives of teaching prose.

7.2   Teaching of Prose

Prose is a form of language that follows ordinary grammatical structure and the natural flow of speech, unlike poetry, which relies on rhythmic patterns. While there are debates about the structure of prose, its simplicity and flexible format make it the primary medium for spoken dialogue, factual discourse, and both fictional and non-fictional writing. It is commonly found in literature, newspapers, magazines, encyclopedias, broadcasting, film, history, philosophy, and law, among other fields.

Prose is often defined as "words in their best order." According to Coleridge, prose is "words in their best order," while Johnson describes it as "a loose sally of the mind, an irregular indigested piece, not a regular and orderly performance."

Textbooks are structured according to the structural approach, with each lesson introducing one or two key teaching elements—vocabulary and sentence structures. Reading skills can be broadly classified into two types:

1. **Intensive Reading**
2. **Extensive Reading**

Generally, a detailed textbook helps in cultivating intensive reading skills, while supplementary readers support extensive reading practice. Reading comprehension involves understanding the subject matter, identifying key ideas, recognizing their sequence, and understanding the relationships between these ideas. Additionally, it involves grasping the meanings of new words and grammatical structures.

Teaching prose aims to help students develop reading comprehension skills, expand their vocabulary, and understand language structures. It enhances fluency, promotes correct pronunciation, and fosters a love for reading and writing. Furthermore, it

contributes to proficiency in the four essential language skills—listening, speaking, reading, and writing.

Types of Prose Lessons

1. Detailed Prose: A thorough reading approach where every word, phrase, and difficult term is fully explained to students.
2. Non-Detailed Prose: A broad overview where only the general idea of the text is conveyed without explaining every single word.

Aims of Teaching Prose

The primary goal of teaching prose is to develop students' language proficiency. The main aims can be categorized as:

- Literary aim – To cultivate an appreciation for literature.
- Content aim – To enhance comprehension and knowledge.

To achieve these objectives, intensive and extensive reading are essential.

General Objectives of Teaching Prose

Teaching prose enables students to:

- Understand the passage and grasp its meaning.
- Read with correct pronunciation, stress, intonation, and voice modulation.
- Comprehend the passage through silent reading.
- Expand their active and passive vocabulary.
- Express the ideas from the passage both orally and in writing.
- Develop their imagination.
- Find enjoyment in reading and writing.

Intensive Reading

Intensive reading focuses on detailed comprehension of the text, requiring close teacher guidance. This method encourages learners to pay full attention to the text,

analyzing it for deeper understanding. Intensive reading helps develop reading strategies such as:

1. Judgment
2. Reasoning
3. Interpretation
4. Appreciation

Since intensive reading emphasizes accuracy, students engage in detailed analysis, including grammar, vocabulary, writing, and critical thinking.

Extensive Reading

Extensive reading, also known as reading for fluency, involves reading longer texts for pleasure and general understanding rather than minute details. It is a self-driven activity where students read independently at their own pace. This is also called rapid reading or silent reading.

Objectives of Extensive Reading

1. Understanding meaning quickly.
2. Expanding passive vocabulary.
3. Developing an interest in reading.
4. Cultivating reading habits for pleasure.
5. Focusing on the overall subject matter rather than small details.

Extensive reading trains students to read efficiently without teacher assistance. It plays a significant role in learning a second or foreign language, allowing students to choose books based on their interests. Since reading has intrinsic rewards, there are no follow-up activities, and students can read at their own pace without pressure.

Steps in Extensive Reading

1. Introduction – The teacher provides an overview of the passage, explains difficult parts, and highlights key areas.
2. Silent Reading – Students read quickly and silently.

3. Questioning – The teacher asks questions to assess comprehension.

To make reading engaging, students should be encouraged to explore various materials such as newspapers, magazines, and storybooks, beyond their textbooks.

Effective Teaching Strategies for Prose

Teaching prose should focus on improving comprehension and encouraging personal engagement with the text. A variety of teaching strategies help maintain students' interest and involvement.

1. Reading Strategies

Students should read the text multiple times to ensure full comprehension. Active reading strategies include:

- Observing factual details and answering who, what, when, where, and how questions.
- Identifying patterns, connections, repetitions, and contradictions.
- Understanding themes and author intent.
- Recognizing literary elements (plot, characters, setting, theme, etc.).

2. Writing Exercises

Writing helps improve comprehension. Assignments may include:

- Maintaining reading journals.
- Answering guided questions as homework.
- Writing alternative story endings.
- Rewriting stories with different character perspectives.
- Writing letters to the author or characters.

3. Discussion-Based Learning

Engaging students in discussions enhances their understanding. Effective discussions involve:

- Asking thought-provoking questions.
- Encouraging students to generate their own inquiries.
- Organizing small group discussions to promote collaboration.

4. Integrating Technology

Technology enhances learning by making lessons more interactive. Strategies include:

- Watching film adaptations of books.
- Viewing author interviews and readings.
- Encouraging students to create short films based on the story.

Characteristics of Prose

1. Prose explores philosophical ideas, social issues, history, and geography.
2. It is a fundamental aspect of literature.
3. Prose preserves human knowledge and experiences, passing them on to new generations.
4. It enhances cognitive and emotional development.
5. It strengthens language skills and enriches vocabulary.
6. It includes various forms such as stories, essays, dramas, novels, biographies, and plays.

Advantages of Prose

- Enhances critical thinking.
- Provides information and knowledge.
- Expands vocabulary.
- Serves practical and educational purposes.

Disadvantages of Prose

- Can sometimes be monotonous.
- Requires effort to comprehend.

- Lacks emotional depth compared to poetry.
- Does not significantly stimulate imagination.

Steps in Preparing a Prose Lesson

1. Setting Objectives – Defining learning outcomes.
2. Selecting Teaching Aids – Using materials like visuals, audio, and digital resources.
3. Assessing Prior Knowledge – Testing students' familiarity with the topic.
4. Introducing the Lesson – Engaging students with an interactive introduction.
5. Stating the Aim – Clarifying the purpose of the lesson.

Lesson Presentation Steps

1. Introducing the lesson topic.
2. Model Reading by the teacher.
3. Pronunciation and intonation drills.
4. Repeated Model Reading for better understanding.
5. Explaining difficult words.
6. Guided imitation reading by students.
7. Comprehension questions for evaluation.
8. Silent reading exercise.

Self-Check Exercise(1)

1. Prose is taught primarily for

    a. Literature.

    b. Language.

    c. Reading.

    d. Vocabulary.

2. Detailed prose lesson develops:

    a. Intensive reading.

    b. Expensive reading.

      c. Rapid reading.

      d. All of these.

3.   Non- detailed prose develops:

      a. Intensive reading.

      b. Extensive reading.

      c. Critical reading.

      d. None of these.

4.   Objectives are decided on:

      a. Theme.

      b. Language.

      c. Both a and b.

      d. None of these.

5.   Students explore meaning and information:

      a. During silent reading.

      b. After silent reading.

      c. Before silent reading.

      d. None of these.

6.   New knowledge is put forth during:

      a. Introduction.

      b. Presentation.

      c. Evaluation.

      d. None of these.

7.   Extension activities are taken up during:

      a. Engagement.

      b. Explanation.

      c. Elaboration.

      d. Evaluation.

8.   Which of the following skills can be developed by teaching prose?

      a. Reading habit.

b. Critical thinking.

c. Comprehensions ability.

d. All of these.

9.   The correct sequence of the procedure of teaching prose is:

a. Preparation, presentation, home assignment, recapitulation.

b. Preparation, presentation, recapitulation, home assignment.

c. Preparation, recapitulation, home assignment, presentation.

d. Home assignment, presentation, preparation, recapitulation.

10.   Introduction is an important part to make the learners ready to learn and start the lesson. It helps in:

a. Bringing the previous knowledge to consciousness.

b. Linking the previous knowledge to the new knowledge.

c. Both a & b.

d. None of these.

11.   What is the purpose of recapitulation test?

a. To retain learning.

b. To evaluate the extent to which the objectives of the lesson have been achieved.

c. To help in rapid reading, learning of new words& quick grasp of meaning.

d. All of the above.

12.   Why is story telling most important in an English language class at primary level?

a. It is useful for developing integrated language skills.

b. It develops moral values among the students.

c. It improves student's vocabulary.

d. It creates fun in the class.

13.   Objectives are decided on:

a. Theme.

b. Language.

    c. Both a & b.

    d. None of the above

14.   General aim of prose teaching is to help the students to develop:

    a. Interest in reading.

    b. Critical thinking.

    c. Comprehension ability.

    d. All of the above.

7.3 Teaching of Poetry

Poetry holds immense appeal for children and serves as a powerful medium for expressing their love for language. It lays the foundation for appreciating the beauty of words, nurtures emotions, and enhances imaginative abilities. The rhythmic nature of poetry aids in the natural acquisition of speech. More than just words on a page, poetry is an auditory and emotional experience—it is music, meant to be felt and heard rather than merely read.

Definitions of Poetry:

- **E. Allan Poe:** "The rhythmical creation of thought."
- **Hudson:** "Poetry is made out of life, belongs to life, and exists for life."
- **Coleridge:** "The best words in their best order."

Poetry is primarily taught for enjoyment and pleasure, while also fostering a deep appreciation of English literature. The goals of teaching poetry vary across different educational levels.

Aims of Teaching Poetry

General Aims

At the Primary Level:

1. Encourage students to recite poetry with proper rhythm and intonation.
2. Foster enjoyment in recitation.
3. Stimulate imagination.
4. Develop emotional intelligence.

5. Instill a love for reading and writing poetry.

At the Secondary/Higher Secondary Level:

1. Enable students to appreciate poetry.
2. Help them grasp the deeper meaning and imagination behind poems.
3. Encourage an understanding of rhyme, rhythm, and poetic style.
4. Develop emotional depth, sensitivity, and creativity.
5. Enhance aesthetic appreciation.
6. Cultivate a lasting love for English poetry.

Characteristics of Poetry

1. The best words arranged in a rhythmic order.
2. Musical in nature.
3. A medium for expressing thoughts, emotions, and feelings.
4. A reflection and critique of life.
5. A source of pleasure and inspiration.
6. A tool for emotional and aesthetic development.
7. A means to enrich students' artistic sensibilities.

Advantages of Teaching Poetry

1. Captivates and engages students.
2. Develops emotional intelligence.
3. Makes learning memorable.
4. Enhances natural speech through rhythm.
5. Brings joy and enjoyment to students.
6. Provides a diverse and creative learning experience.

Disadvantages of Teaching Poetry

1. Lacks direct practical utility.
2. Does not significantly expand vocabulary.
3. Can be difficult to interpret.
4. Often has cultural or historical contexts unfamiliar to students.

5. Requires skilled teachers for effective instruction.

Steps for Preparing a Poetry Lesson

1. **Defining Objectives** – Establish the learning outcomes.
2. **Teaching Aids** – Gather necessary materials.
3. **Assessing Prior Knowledge** – Determine students' familiarity with poetry.
4. **Introduction** – Engage students and build interest.
5. **Statement of Aim** – Clarify the lesson's purpose.

Lesson Presentation

- **Step I:** Provide a summary of the poem.
- **Step II:** Teacher reads the poem aloud (Model Reading I).
- **Step III:** Conduct a pronunciation drill.
- **Step IV:** Teacher reads the poem again (Model Reading II).
- **Step V:** Explain difficult words and phrases.
- **Step VI:** Teacher reads the poem for the third time (Model Reading III).
- **Step VII:** Provide a detailed explanation of the poem.
- **Step VIII:** Students read aloud (Imitation Reading).
- **Step IX:** Ask comprehension questions.
- **Step X:** Conduct a choral recitation with the whole class.

7.4 Teaching of Grammar

Grammar is the structure of a language. While people often refer to grammar as the "rules" of a language, no language is governed by predetermined rules in the way that a game is. Instead, language naturally evolved as people began using sounds, which gradually developed into words, phrases, and sentences. No spoken language remains fixed; rather, all languages change over time. What we call "grammar" is simply a reflection of a language at a particular moment in history.

Grammar functions as a mental system of rules and categories that enables humans to form and interpret words and sentences. It adds meaning beyond what is immediately apparent from context. The primary functions of grammar include:

- Describing the world in terms of how, when, and where events occur (e.g., *The sun set at 7:30. The children are playing in the garden.*)
- Facilitating interaction, helping individuals use language effectively in different social situations (e.g., *Tickets!* vs. *Tickets, please.* vs. *Would you mind if I had a look at your tickets?*)
- Refining and clarifying meaning in communication.

Definitions of Grammar

- **Champan**: "The meaningful arrangement of forms in a language constitutes its grammar."
- **Thompson and Wyatt**: "Grammar presents the facts of a language, arranged into categories, and deals only with what can be generalized into rules."

The Importance of Teaching Grammar

The role of grammar in language learning has been widely debated. Some view it as essential, while others see it as an arbitrary set of rules that can be bypassed. However, grammar plays a crucial role in all four language skills—reading, writing, speaking, and listening.

While its impact on writing is widely recognized, grammar is also key to effective communication in speech and comprehension. Strong communication skills require grammatical competence, as proficiency involves not just knowing words but also understanding how to use them correctly in different social contexts.

Since English, especially as a second or foreign language, is not acquired naturally, structured learning and instruction are vital. Grammar helps learners understand sentence structure and syntax, improving both fluency and accuracy.

Characteristics of Teaching Grammar

1. Focuses on how words are organized into sentences based on patterns.
2. Establishes relationships between words.
3. Categorizes and presents the rules of a language systematically.

Objectives of Teaching Grammar

1. To teach grammar as a rule-governed behavior rather than mere memorization.
2. To help students understand the structures of the English language.
3. To enable learners to grasp and apply grammar rules through practice.

Methods of Teaching Grammar

1. Diagramming Sentences

An older method, diagramming sentences visually maps sentence structures, making grammatical relationships clearer. Though largely abandoned in modern teaching, it remains useful for visual learners.

2. Learning Through Writing

This method encourages students to develop grammar skills through creative writing and reading. Specific grammar rules are introduced as needed rather than memorized in isolation. It emphasizes interactive learning and repeated practice.

3. Inductive Teaching

In the inductive approach, students analyze multiple examples of a grammatical concept without prior explanation. They discover patterns on their own, leading to better retention and a more natural understanding of grammar.

4. Deductive Teaching

This method starts with an explicit explanation of a grammar rule before students apply it in practice. While commonly used, it can feel tedious and discourage engagement.

5. Interactive Teaching

Grammar lessons are made engaging through games, puzzles, and interactive exercises. This method caters to different learning styles and enhances retention by involving students in active participation.

Teaching of Composition

The writing process is divided into four stages:

1. **Structuring** – Learning how to form letters and words.
2. **Copying** – Copying text from books to practice writing fluency.
3. **Transcribing** – Writing independently without referring to text.
4. **Composition** – Expressing thoughts and ideas in an organized, written format.

Composition, derived from the Latin word meaning "to put together," refers to the process of assembling words and sentences to create meaningful written work. Writers shape their compositions by setting a tone, structuring content, and making stylistic choices.

Definitions of Composition

- **Bhatia and Bhatia**: "Composition is the expression of a child's thoughts, ideas, feelings, and observations in written form. It involves both process and product, requiring the collection, arrangement, and expression of thoughts."

Characteristics of Composition

1. The final stage of writing development.
2. Involves organizing thoughts and arranging them logically.
3. Represents both a process and a product.
4. Expresses students' ideas, observations, and experiences.

Principles of Composition

1. **Proper Selection** – Topics should be meaningful and interesting.
2. **Gradation** – Content should be age-appropriate.
3. **Utility** – Topics should relate to everyday life.
4. **Group Involvement** – Encourages participation from all students.
5. **Oral Practice** – Verbal discussion should precede written composition.

6. **Timely Correction** – Errors should be addressed promptly.
7. **Follow-Up** – Teachers should address student difficulties and provide remedial support.

Objectives of Teaching Composition

1. To help students express their thoughts in an organized manner.
2. To develop writing fluency and accuracy.
3. To expand vocabulary and ensure proper sentence construction.
4. To teach the correct use of punctuation for clarity.

Types of Composition Writing

Composition writing is classified into four main types:

1. Description

Descriptive writing provides detailed portrayals of objects, people, or events. It appeals to the senses and creates vivid imagery.
Example: *A description of a rose might include its color, fragrance, and texture.*

2. Narration

Narrative writing tells a story, presenting events in a structured sequence. It may include dialogue and flashbacks.
Example: *A narrative about a rose might describe how it was planted and how it grew over time.*

3. Exposition

Expository writing explains or analyzes a subject, presenting facts and interpretations.
Example: *An exposition on a rose might discuss its taxonomy, scientific name, and historical significance.*

4. Argumentation

Argumentative writing presents both sides of an issue, often persuading the reader to a particular viewpoint.

Example: *An argument about roses might compare them to daisies, explaining why one is preferable to the other.*

Each type of composition serves a unique purpose, and effective writing often blends multiple styles. Understanding these forms helps students develop their ability to communicate clearly and persuasively in written English.

Self- Check Exercise(2)

1. The purpose of teaching a poetry text is more on:

    a. Enjoyment and development literary sensitivity.
    b. Enrichment of vocabulary.
    c. Grammatical awareness.
    d. Familiarization of sounds.

2. What is the main purpose of poetry recitation in a language classroom?

    a. To appreciate and enjoy the poem.
    b. To give opinions of the poem.
    c. To become aware of the poet and her work.
    d. To know the historical background of the poem.

3. Teaching of poetry helps for:

    a. Correct English.
    b. Good Usage.
    c. Beautiful Expression.
    d. None of these.

4. Students appreciate in a poem:

    a. Expressions.
    b. Rhyming pattern.
    c. Poet's thought.

d. All of these.

5. Questions asked by teachers in poetry as:

    a. Factual.

    b. Appreciative.

    c. Both a & b.

    d. None of these.

6. Poetry ends in a:

    a. Sweet note.

    b. Beautiful expression.

    c. Virtual.

    d. None of these.

7. Aesthetic sense is developed through:

    a. Prose.

    b. Poetry.

    c. Composition.

    d. None of these.

8. Poetry is a lesson of:

    a. Literature.

    b. Appreciation.

    c. Enjoyment.

    d. All of these.

9. The best form of composition for expressing feelings and emotions are-

    a. Prose.

    b. Essay.

    c. Poetry.

    d. Paragraph.

10. The aim of teaching poetry at the primary level are:

    a. To enable the learners to enjoy the recitation of poem.

    b. To develop the power of imagination.

c. To develop familiarization of sounds of words.

d. All of the above.

11. Which type of reading will be suitable for a poem at the primary state?

a. Silent.

b. Intensive.

c. Extensive.

d. Chorus.

12. A stanza of four lines is called:

a. Tarcet.

b. Quatrain.

c. Cinquain.

d. Sestet.

13. Sonnet is a lyrical poem consisting of 14 lines. It is of_____ types.

a. 2.

b. 3.

c. 4.

d. None of these.

14. A narrative poem that has a musical rhythm & can be sung and tells the tales of ordinary people is known as:

a. Epic.

b. Ballad.

c. Ode.

d. Elegy.

7.5 Summary: The integrated teaching of prose, poetry, composition, and grammar strengthens students' language proficiency, critical thinking, and communication skills. A well-rounded approach ensures they develop the ability to understand, analyze, and produce language effectively.

7.6 Glossary

- **Prose:** Prose refers to any written work that follows a basic grammatical structure as words and phrases arranged into sentences and paragraphs. Prose is verbal or written language that follows the natural flow of speech.

- **Poetry:** The form of literature that uses rhyme, rhythm, sound and structures to something in an artistic way.

- **Composition:** Composition is essentially the act of arranging words and ideas in a structured and meaningful way. It is a fundamental aspect of writing that helps convey thoughts, emotions, and information effectively.

7.7 Answer to Self- check Exercise (1)

1.b,2.a,3.b,4.c,5.a,6. b, 7.c,8.d,9.b,10.c,11.d,12.a, 13.c, 14.d

Answer to Self- Check Exercise (2)

1.a,2.a,3.c,4.d,5.c,6.b,7.b,8.d,9.c,10.d,11.d,12.b,13.a, 14.b

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7.9 Terminal Questions

1.   Explain prose in detail.

2.   Explain steps of Prose in detail.

Techniques of Teaching English: Learning by Doing, Role Play, Brain Storming, Field Visits

Structure

8.0   Introduction

8.1   Objective

8.2   Learning by doing; Role Play; Field visit; Brainstorming

      Self- Check Exercise (1)

8.3   Communicative -language teaching; Cooperative language learning

      Self- Check Exercise (2)

8.4   Summary

8.5   Glossary

8.6   Answer to Self- Check Exercises

8.7   References \ Suggested Readings

8.8   Terminal Questions

8.0   Introduction

Learning by Doing is a theory that strongly emphasizes student engagement through hands-on, task-oriented education. It involves students actively participating in practical and creative learning experiences, making the process more immersive and effective.

8.1   Objectives: After going through this unit, you will be able to know-

- Learning by doing
- Brainstorming
- Role play
- Field visit
- Cooperative language learning

8.2   Learning By Doing

The fundamental principle behind designing educational opportunities for young learners should align with the philosophy of "learning by doing" while incorporating content based on proven research. This approach emphasizes active, hands-on engagement, encouraging students to construct mental models that enhance higher-order thinking skills, such as problem-solving and the ability to apply knowledge in various contexts (Churchill, 2003). Lesson planning should prioritize activities involving **making, creating, practicing, and observing** rather than traditional teacher-directed lectures.

How Do Educators Develop This Approach?

1. Encouraging Collaborative Learning

Collaborative learning involves students working together to explore meaningful questions or create projects in small groups. For instance, students could brainstorm essential leadership skills or devise fundraising strategies for a class project. Effective collaboration fosters two key outcomes:

- **Peer-to-Peer Learning:** Students share their experiences, turning these interactions into teachable moments, effectively transitioning from learners to teachers within their groups.
- **Development of Teamwork Skills:** Small group settings enhance crucial skills such as teamwork, communication, compromise, and active listening, all of which are essential for working effectively in groups.

2. Promoting Self-Directed Exploration

With the rise of digital tools and easy access to vast information, students must develop the ability to sift through data and distinguish fact from fiction. Self-directed research encourages students to rely on evidence rather than authority figures (Haury & Rillero, 1994). Educators can challenge students to investigate real-world topics, such as identifying the best pet rabbit for a cold climate or designing an efficient rocket model. This process enhances **independent research skills, critical thinking, and decision-making abilities**.

3. Sharing Outcomes and Reflecting on Experiences

An essential component of the "learning by doing" approach is allowing students to present their findings and reflect on their learning experiences. After completing an activity, educators can ask questions like:

- *"If you could redo this activity, what changes would you make?"*
- *"What improvements can be applied next time?"*

These reflective discussions encourage students to evaluate their performance and connect their experiences to broader life skills. Educators can also guide discussions linking classroom activities to real-world scenarios, such as teamwork in sports or leadership in student council roles.

Role-Play in Learning

Incorporating role-play into the classroom introduces variety, enhances engagement, and allows for dynamic language practice. When integrated effectively, it becomes an essential part of learning rather than a one-time activity. A teacher's confidence in the method plays a crucial role in its success—if approached positively, it can be highly effective (Gillian Porter Ladousse, 1987).

What is Role-Play?

Role-play involves placing oneself in another's shoes or stepping into an imaginary situation. Students can assume any role, from a world leader to a famous personality, fostering creativity and engagement. Additionally, debates and functional language exercises, such as ordering food at a restaurant or checking in at an airport, can enhance real-world communication skills.

Why Use Role-Play?

Role-play is widely recognized as an engaging and memorable learning method. Jeremy Harmer highlights its benefits, including:

- **Increased motivation and enjoyment**
- **Opportunities for quieter students to express themselves confidently**
- **A broader learning environment that simulates real-world experiences**

Additionally, role-play provides a safe space for learners to practice English before traveling abroad, helping them gain confidence without fear of real-world consequences.

The Role of the Teacher

Teachers play multiple roles in ensuring successful role-play activities:

- **Facilitator:** Introducing and reinforcing new vocabulary or language structures before the activity begins.
- **Spectator:** Observing and providing constructive feedback post-activity.
- **Participant:** Occasionally joining the role-play to guide the interaction.

Making Role-Play Effective

Mistakes are a natural part of learning, and correcting them should be handled carefully to maintain motivation. Some effective correction methods include:

- **Self-Correction:** Recording role-plays and allowing students to review and identify their own mistakes.
- **Peer Correction:** Encouraging students to provide constructive feedback to one another in a positive way.
- **Teacher Feedback:** Taking note of common errors and addressing them in future lessons rather than interrupting the activity.

Objectives of Role-Play in Education

1. Develop conversational skills among students.
2. Encourage independent reading at an individualized pace.
3. Foster creativity through simulation and play organization.
4. Promote healthy and engaging learning experiences.
5. Enhance analytical thinking and imagination.

6. Train students to use tone and expression appropriately in various situations.

Advantages of Role-Play

1. Encourages children to explore and understand everyday roles.
2. Provides a healthy outlet for expressing emotions in appropriate ways.
3. Supports self-exploration and personal identity development.
4. Enhances listening and speaking skills, improving overall communication.

By integrating role-play into the classroom, educators can create dynamic, interactive learning experiences that enhance students' understanding, confidence, and engagement.

Self- Check Exercise (1)

1. Alphabetic method is also known as:
   a) Word Method.
   b) Syllabic Method.
   c) Spelling Method.
   d) Phrase Method.

2. In a class, teacher teaches vowels, consonants & their sounds. The teacher is using:
   a) Imitation Method.
   b) Phonetic Method.
   c) Deductive Method.
   d) Inductive Method.

3. Task- based language teaching is an\ a:
   a) Home- work based Approach.
   b) Problem giving Approach.
   c) Problem- solving approach.
   d) Extra activity-based Approach.

4. The audio- lingual method is also known as:

a) ABC Method.

b) Aural Approach.

c) New key Method.

d) Look & say Method.

5. Phonetic method is a method of teaching is:

a) Write.

b) Speak.

c) Listen.

d) Read.

b. Field Trips

Field trips are not new in the world of education. Both Students and teachers have always been excited to get out of the classroom and directly explore different concepts of nature, history, art, science, and more. Unfortunately, with all the technology that's taking place in today's educational system, teachers pay less attention to field trips as one of the most effective methods for teaching. Museums report a considerable decline in school tours, mainly because these trips are considered to be an unnecessary expense. Although virtual museum tours are a cool way for a teacher to make certain lectures more fun, they cannot replace the real experience.

i) Benefits of Field Trips

- Through a field trip, students can easily focus and memorize factual information. For example, if the teacher takes the students to a museum, they will truly experience art and associate it with real emotions.

- Classes in nature expose students to different processes that are difficult to understand through textbooks. When the student associates the things he's been reading about with an actual experience, he becomes curious to explore and learn more.

- Different disciplines can benefit from field trips, including history, science, art, mathematics, social studies, and more. Through an effective learning experience in a properly-chosen setting, all pieces of information work together for a coherent base of knowledge.

Field trips are a great opportunity for students to take a break from the usual classroom setting, while being inspired to learn more. When they spend the day in a different learning environment, they show genuine interest for the subject of matter. Through field trips, young students are introduced to a great variety of professions, so they are inspired to try new things, discover their passion and pursue specific dreams. When students are able to see real-life application of the concepts they learn at school, they start to appreciate the relevance and importance of each lesson.

Field trips are great for team building. They bring a greater group of students together, so they can create a more meaningful bond.

Young students who are happy with the outdoor experience will take the excitement into their homes; so many parents will be encouraged to organize weekend trips on their own.

ii) Disadvantages of Field Trips

- It takes a lot of time for teachers to plan field trips, so many of them perceive this activity as an additional task that doesn't bring extra payments.

- Schools are already under great financial pressure, so it's difficult for the administration to balance the scarce resources and organize effective field trips.

- It can be challenging for the teacher to control the group of students in new surroundings. Children become excited to spend time out of the classroom, so some of them are tempted to misbehave or wander away from the group.

- Shy kids can be anxious when placed out of the setting they are used to. It's difficult for them to blend into the group and take active participation during the field trip.

iii) The Undeniable Educational Value of Field Trips

Although there are some disadvantages to field trips, they are few when compared to the benefits and great educational value of this teaching method. With proper management and detailed planning, the field trip can be turned into a memorable experience for both students and teachers.

Properly-executed field trips result with a great improvement in the students'

critical thinking skills, tolerance, historical empathy, and artistic inclinations. When children are taken to intriguing places they haven't seen before, they are able to discover new interests and approach their studies from a more practical angle.

c. Brain Storming

Brainstorming is a creative problem-solving technique that involves generating a wide range of ideas to tackle a particular challenge. The concept was popularized by advertising executive Alex Faickney Osborn in his 1953 book *Applied Imagination.* A decade later, Osborn suggested that brainstorming in teams could potentially double creative output (Osborn, 1963).

This technique works by focusing on a problem and deliberately generating as many potential solutions as possible, encouraging participants to expand upon and refine each other's ideas. One of its key strengths lies in the synergy created when individuals build on the thoughts of others, leading to innovative and unexpected solutions.

Four Key Principles of Brainstorming (Osborn, 1963):

1. **No Criticism:** To foster a creative environment, criticism is withheld during the brainstorming session. The goal is to encourage the free flow of diverse and unconventional ideas. Evaluation and judgment occur in a separate stage.
2. **Embrace Unusual Ideas:** Unique and unconventional ideas are encouraged, as they can often lead to innovative solutions. It is generally easier to refine a bold idea than to make a conventional idea more groundbreaking.
3. **Focus on Quantity:** A higher number of ideas increases the likelihood of finding an effective and groundbreaking solution. The emphasis is on generating as many ideas as possible.
4. **Combine and Enhance Ideas:** Participants are encouraged not only to generate individual ideas but also to merge and refine them to create even stronger solutions.

Steps for an Effective Brainstorming Session

1. **Assemble a Diverse Group:** Bring together participants from different disciplines and backgrounds to ensure a wide range of perspectives and creative input.

2. **Define the Problem Clearly:** The session leader should provide a concise problem statement along with any relevant criteria for the solution. The problem should be visible to all participants to maintain focus.

3. **Encourage a Positive and Open Atmosphere:** Foster an environment where all participants feel comfortable sharing their thoughts. Keep the energy high and make the session enjoyable.

4. **Record Every Idea:** Document all suggestions without immediate interpretation or judgment. The focus is on idea generation, not evaluation.

5. **Postpone Evaluation:** Avoid assessing the feasibility of ideas until the brainstorming session is complete. Once all potential solutions have been collected, they can be analyzed and refined.

6. **Embrace All Ideas:** Even seemingly absurd or impractical suggestions can lead to valuable insights. The aim is to break preconceptions and open up new possibilities.

7. **Maintain Focus:** The leader should guide the discussion, ensuring it stays on track while steering participants toward practical solutions.

8. **Review and Select the Best Ideas:** Once the session concludes, evaluate the collected ideas to determine the most effective course of action.

Variations of Brainstorming

- **Random Word Association:** Introduce a randomly chosen word (e.g., from a dictionary) as a starting point to spark creative thinking.

- **Extended Timeframe:** If participants claim they have no more ideas, allow an additional 10-15 minutes—often, the most innovative ideas emerge later in the process.

- **Individual vs. Group Brainstorming:**

- o Individual brainstorming often produces a greater variety of ideas since participants have the freedom to explore concepts without fear of criticism.
  - o Group brainstorming fosters idea refinement and development by leveraging diverse perspectives and collaborative thinking.
- **Keep Ideas Visible:** Display all generated ideas on a board or flipchart so participants can build upon them, ensuring a collective memory of the session.
- **Reframing the Problem:** If participants struggle to generate ideas, try restating the problem in a different way—using metaphors or relating it to personal experiences—to trigger fresh insights.

8.3   Communicative Language Teaching (CLT) :

The primary objective of Communicative Language Teaching (CLT) is to develop *communicative competence*, emphasizing the interconnection between language and communication. This approach prioritizes the learner's ability to use language in diverse contexts, encouraging active participation in various communicative tasks and strategies. Speaking and listening in real-life situations are central to CLT.

CLT emerged during a period when language teaching methodologies were undergoing significant transformation. It introduced a more *humanistic* perspective to language instruction and gained widespread acceptance among linguists, language specialists, publishers, and institutions such as the British Council.

Phases of CLT Development

Since its inception, CLT has evolved through several stages:

1. Developing a Communicative Syllabus: Initially, the focus was on designing syllabuses aligned with the concept of communicative competence, shifting from a grammatical structure-based approach to one based on *notions* and *functions*.

2. Needs Analysis: The second phase introduced procedures for identifying learners' specific needs, leading to the integration of *needs analysis* as a core component of communicative language teaching.
3. Classroom Activities for Communication: The third phase emphasized the implementation of communicative activities such as group work, task-based learning, and information-gap exercises to enhance practical language use.

Key Characteristics of CLT

Modern applications of CLT are built on five fundamental principles:

1. Appropriateness: Language use should be suited to the context, considering factors such as setting, participants' roles, and communication objectives. Learners must develop the ability to switch between formal and informal styles.
2. Message Focus: The emphasis is on creating and understanding meaningful communication, promoting activities centered around *information sharing* and *message transfer*.
3. Psycholinguistic Processing: CLT encourages learners to engage in cognitive processes essential for second language acquisition.
4. Risk-Taking: Learners are motivated to take linguistic risks by experimenting beyond their current knowledge. Errors are viewed as part of the learning process, fostering the use of diverse communication strategies.
5. Free Practice: Rather than isolating individual language skills, CLT encourages *holistic practice*, allowing learners to use multiple language sub-skills simultaneously.

In today's educational landscape, CLT remains a dominant approach, reflected in numerous coursebooks and teaching resources. Additionally, its principles have influenced many other language teaching methods that share a similar philosophy.

Cooperative Language Learning (CLL)

Cooperative Language Learning (CLL) falls under the broader instructional method of *Collaborative Learning (CL)*, which emphasizes interactive and cooperative activities in pairs or small groups. The concept of cooperative learning was first championed by early 20th-century U.S. educator John Dewey, who advocated for integrating cooperative learning into classrooms systematically. The approach gained momentum in the United States during the 1960s and 1970s as a response to school integration policies. Educators sought alternatives to traditional teacher-centered models, aiming to support minority students who were at risk of falling behind their higher-achieving peers.

CLL is a learner-centered approach to language teaching, designed to:

1. Facilitate natural second-language acquisition through interactive pair and group activities.
2. Provide teachers with a flexible methodology applicable to various curricula.
3. Focus attention on specific vocabulary, language structures, and communicative functions through interactive tasks.
4. Help learners develop effective language learning and communication strategies.
5. Boost motivation, reduce anxiety, and create a supportive classroom environment.

Self-check Exercise (2)

1. Language Learning Resources refer to_____.

2. The need of language learning resources include_____.

3. The place for field trips can be_____.

4. Field trips are rich in_____.

5. Exhibitions are means of evaluating academic _____ & _____.

6. Exhibitions encourage students to _____.

7. Language learning resources provide opportunities to explore _____ & _____.

8. The Multi- sensory resources engaging students to become _____learners.

9. Field- trips facilitate the learning of _____ concepts.

10. Field -trips develops __

8.4 Summary: Teaching technique refers to the methods and strategies used by teachers to deliver knowledge and facilitate learning. It involves the selection and implementation of various educational means and activities to achieve specific goals. There are various types of teaching techniques which are applied by teachers during teaching, such learning by doing, brainstorming, role play etc. These techniques makes teaching- learning more effective and interesting.

8.5 Glossary:

- **Brainstorming:** It is a creativity technique where a group of people interact to suggest ideas spontaneously in response to a prompt. Stress is typically placed on the volume and variety of ideas.

- **Role- playing:** is the changing of one's behaviour to assume a role, either unconsciously to fill a social role, or consciously to act on an adopted role.

- **Cooperative language learning:** in this technique learners work together in pairs or small groups to complete tasks or projects, which requires them to communicate with one another to negotiate meaning and arrive at a shared understanding.

- **Field- visit:** A field- visit is a journey by a group of associated peers, such as co-workers or school students to a place different and away from their normal environment.

8.6 Answer to Self- Check Exercise (1)

1. a, 2. b, 3. c, 4. b, 5. c.

Answers to Self-Check Exercise (2)

1. The target language is used as the language for instruction.

2. Individual and Group- instruction.

3. Zoos, museums, theater, supermarket.

4. Hands-on Experiences.

5. Progress and Achievement.

6. Think critically and public speaking.

7. Ideas and Knowledge.

8. Life-Long.

9. Abstract.

10. Social- awareness.

8.7 References\ Suggested Readings

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8.8 Terminal Questions

1.   Name the different types of approaches of teaching English.

2.   Discuss various approaches of teaching English.