

PREFACE

In the curricular structure introduced by this University, apart from the two year Postgraduate Degree programmes, a number of Advanced Diploma Courses of shorter duration (one year) have been introduced for learners for whom time is a constraint. Equally relevant and useful as the Postgraduate courses, are the Advanced Diploma Courses, which are designed for advancing the latent abilities of the learners. Since the University does not believe in artificial differences of learning abilities, opting for various courses is viewed from the perspective of need and orientation of the learners rather than from their ability and aptitude. Therefore, in the course of the learning process, the learners' receptivity of the course component remains the primary concern.

Keeping this in view, study materials of the Advanced Diploma level in different subjects are being prepared on the basis of a well laid-out syllabus. The course structure combines the best elements in the approved syllabi of Central and State Universities in respective subjects. It has been so designed as to be upgradable with the addition of new information as well as results of fresh thinking and analyses.

The accepted methodology of distance education has been followed in the preparation of these study materials. Co-operation in every form of experienced scholars is indispensable for a work of this kind. We, therefore, owe an enormous debt of gratitude to everyone whose tireless efforts went into the writing, editing and devising of proper lay-out of the materials. Practically speaking, their role amounts to an involvement in invisible teaching. For, whoever makes use of these study materials would virtually derive the benefit of learning under their collective care without each being seen by the other.

The more a learner would seriously pursue these study materials the easier it will be for him or her to reach out to larger horizons of a subject. Care has also been taken to make the language lucid and presentation attractive so that they may be rated as quality self-learning materials. If anything remains still obscure or difficult to follow, arrangements are there to come to terms with them through the counselling sessions regularly available at the network of study centres set up by the University.

Needless to add, a great part of these efforts is still experimental—in fact, pioneering in certain areas. Naturally, there is every possibility of some lapse or deficiency here and there. However, these too admit of rectification and further improvement in due course. On the whole, therefore, these study materials are expected to evoke wider appreciation the more they receive serious attention of all concerned.

Professor (Dr) Ranjan Chakrabarti
Vice-Chancellor

First Reprint — January, 2023

Printed in accordance with the regulations of the Distance Education Bureau
of the University Grants Commission

**Advance : Diploma in English Language Teaching
[ADELT]**

Paper – 5

Modules – 1 & 2

Board of Studies

Prof. (Dr.) Sharmistha Chatterjee

Prof. (Dr.) Sathuvalli Mohanraj

Prof. (Dr.) Jaysankar Basu

Prof. (Dr.) Sumana Bandopadhyay

Ms. Anindita Sarkar

Prof. (Dr.) Shyamashree Chakraborty (External Member)

Prof. (Dr.) Swapan Kr. Banerjee (External Member)

Author and Compiler

Prof. Sadhan Kumar Dey

Editor

Prof. Arpita Banerjee

Dr Sumana Bandyopadhyay

Notification

All rights reserved. No part of this Study material may be reproduced in any form without permission in writing from Netaji Subhas Open University.

Dr. Asit Baran Aich

Registrar (Acting)



**Netaji Subhas
Open University**

**Advance Diploma
ADELT-5**

PAPER – V

Module 1 □ Approaches and Methods of Teaching English

Unit 1 □ Early Approaches and Methods of English Language Teaching	7-23
Unit 2 □ Recent Approaches and Methods of English Language Teaching	24-41

Module 2 □ Teaching Language Skills

Unit 1 □ Teaching Receptive Language Skills	42-73
Unit 2 □ Teaching Productive Language Skills	73-97

Module - 1 □ Approaches And Methods of Teaching English

Objectives

Introduction

UNIT 1: Early Approaches and Methods of English Language Teaching

UNIT 2: Recent Approaches and Methods of English Language Teaching

- Lets us sum up
- Glossary
- Exercise
- Bibliography

Objectives : After reading this Module we will be able to

- distinguish between different Methods and Approaches;
- use suitable Methods and Approaches for teaching English Language;
- motivate your learners in accordance with the change in Methods and Approaches;
- motivate ourselves as teachers and play act different roles for making our teaching more effective;

INTRODUCTION

The propagation of various Methods and Approaches is a prominent feature of contemporary second and foreign language teaching. The classroom teacher and the programme co-coordinator have a wider variety of methodological options to choose from than even preferences of teachers and the constraints of the school of educational setting. Invention of new class rooms *Practices and Approaches* to designing language **programmes and materials** reflects a commitment to finding more efficient and more effective ways of teaching languages. This chapter is designed to provide a detailed

account of major twentieth-century trends in language teaching. To highlight the similarities and differences between Approaches and Method, the same descriptive framework is used throughout.

This module presents and discusses all **well-known language teaching Methods**. Some of these Methods have been around for a very long time. By reading this chapter we will gain an understanding of the principles on which these Methods are based and of the techniques associated with each Method. We should not equate the inclusion of a Method to the endorsement of that Method. We would like you to be informed about the existing choices and investigate each method in the light of your own beliefs and experiences. We do not expect that you will abandon the way you teach now or plan to teach in future in order to adopt one of these Methods. We do believe, however, that there will be some new techniques worthy of your attention. As you read this chapter try to imagine how you can adopt these techniques creatively to your own situation.

Unit 1 □ Early Approaches And Methods of English Language Teaching

1.1 Lexical Grammatical Approach

1.1.1 Grammar Translation Method

1.1.2 Situational English Teaching Approach

1.1.3 Functional / Notional Function Approach

1.1.4 Direct Method

1.2 Structural Approach

1.2.1 Audio Lingual Method

1.2.2 Communicative (Learner - Centered) Approach

1.2.3 Communicative English Teaching Method & Communicative English

1.1 □ Lexical Grammatical Approach

The oldest approach of teaching is based on learning *lexis* and *grammar* of a foreign Language. Let us explore the method under this approach.

1.1.1 Grammar Translation Method :

The Grammar-Translation Method was the offspring of German scholarship as the names of some of its leading exponents like Johann Seidenstucker, Karl Plötz, H.S. Ollendor and Johann Meidinger suggest.

Grammar Translation was first known in the United States as the Prussian Method.

a) Objectives:

- The goal of this method was to help the students read and appreciate foreign language literature.
- It was thought that students would benefit from the mental discipline and intellectual development that result from foreign-language study.
- Development of reading and writing skills should be the major focus.
- The sentence is to be taken as the basic unit of teaching and language practice. Much of the lesson is devoted to translating sentences in and out of the target language.
- Grammar should be taught deductively that is grammar should be at first presented and studied and then practiced through translation exercise.
- Vocabulary selection is based solely on the reading texts used and words taught through bilingual word lists, dictionary study and memorization.
- There should be much emphasis on accuracy. Students are expected to attain high standards in translation.
- The students' native language is the medium of instruction. It is used to explain new items and to enable comprehension.

b) Characteristics of the Teaching / Learning Process: Let us see some notable characteristics:

- i. Students study grammar deductively that is they are given the grammar rules and examples, are told to memorize them and then asked to apply the rules to other examples.

Did you know ?

Lexical : related to words
Grammatical : based on Grammar

- ii. Students also learn grammatical paradigms like verb conjugations.
- iii. Students are taught to translate from one language to another. Often what they translate are materials in the target language about some aspect of the culture of the foreign language community.
- iv. They memorize native language equivalents for words from the target language.

c) The Area (s) Language and Language Skills which are emphasized:

There is much emphasis on vocabulary and grammar. Reading and writing are given primary importance. Speaking and listening receives much less attention. Pronunciation receives little, if any, attention.

d) Nature of Student-Teacher and Student-Student Interaction:

The lessons are mostly teacher-directed. Most of the initiation of interaction is from teacher to students. There is little student initiation and little student-student interaction.

e) Teacher's Response to Student Errors:

Accuracy in grammar and translation is considered to be very important. If the students make errors or don't know an answer, the teacher supplies them with the correct answer.

f) Nature of Evaluation:

Written tests in which students are asked to translate from their native language to the target language or vice versa are often used to evaluate students. Questions about the foreign culture or questions that ask students to apply grammar rules are also common.

g) Role of Instructional Materials:

The instructional materials mainly consist of the text books containing passages for **reading** and **translation**.

These materials also contain a number of **grammar rules** with **exercises**.

h) Role of the Student's Native Language:

The native language is the medium of instruction in the classroom. The meaning of the target language is made clear by translating it into the students' native language.

The Grammar-Translation Method dominated European and foreign teaching from the 1840s to the 1940s and it continued to be used in modified form in some parts of the world. In the mid and late 19th century opposition to the Grammar-Translation Method gradually developed in several European countries. The Reform Movement laid

foundations for the development of new ways of teaching languages. You had an opportunity to examine the principles of the Grammar-Translation Method.

1.1.2 The Oral Approach And Situational Language Teaching

The Oral Approach and Situational Language teaching refers to an approach to language teaching developed by British applied linguists from the 1930s to the 1960s. Prof. Harold Palmer and A.S. Hornby were two of the most prominent figures in 20th century Britain who attempted to develop a more scientific foundation for an oral approach to teaching English. This led to the foundation of the Direct Method. The result of their effort was a systematic study of the principles and procedures that could be applied to the selection and organization of the content of a language course.

1.1.3 Functional / Notional - Functional Method

The term, 'notional' means 'related to notion or idea'. Hence, **Notional - Functional Approach** did its best by focusing on the development of linguistic idea for functional use of the English language.

a) Objectives: Let us judge the following objectives

- The method aims at the automatic control of basic structures and sentence patterns which is fundamental to reading and writing skills through speech work. Material is taught orally before it aims at the development of **Reading** and **Writing skills**.
- Accuracy in both **pronunciation** and grammar is regarded as crucial and errors are to be avoided at all costs.
- The method aims at the development of **four basic skills** of English language.
- The skills are approached through **random practice** of language structures.

b) Characteristics of Teaching / Learning Process:

The main characteristics of the approach are as follows:-

- The **target language** is the language of the classroom.
- New language points or structures are taught orally before they are presented in written form.
- New language points are introduced and practiced in different simulated situations.
- Vocabulary selection procedures are followed to ensure that **Essential General Service Vocabulary of Dr. West** is covered.

- Items of grammar are graded following the principle that simple form should be taught before complex ones.
- **Reading** and **Writing** are introduced once a sufficient *lexical* and *grammatical* basis is established.

Situational Language Teaching uses a situational approach in presenting new sentence patterns and a drill-based manner of practicing them. Situation means the use of concrete objects, pictures which together with actions and gestures can be used to demonstrate the meanings of new language items. The practice techniques generally consist of guided repetition and substitution activities, including chorus repetition, dictation, drills and controlled oral-based reading and writing tasks. Other oral-practice techniques are sometimes used including pair practice and group work. Pittman illustrates oral drilling on a pattern, using a box full of objects to create the situation. The pattern being practiced is:

There is NOUN + of (noun) in the box; e.g. (The teacher takes objects out of the box and the class repeats) :

There's a bottle of ink in the box.

There's a packet of pins in the box.

There's a jar of rice in the box.

There's reel of cotton in the box.

Pittman says that a typical lesson plan would consist of the following parts:-

1. Pronunciation
2. Revision (to prepare for new work if necessary)
3. Presentation of new structure of vocabulary
4. Oral practice (drilling)
5. Reading of material on the new structure or written exercises.

c) The Major Areas of Language and Language skills:

Speech, regarded as the basis of language and structure is viewed as being at the heart of speaking ability. Vocabulary is regarded as one of the most important aspects of foreign language teaching. Michael West's 'A General Service List of English Words' published in 1953 became a standard reference in developing teaching materials. Major grammatical structures are classified into sentence patterns (later on called substitution tables) to help internalize the rules of English sentence structure. The method attempts to make the students gain a practical command of the four basic skills of language but speech work precedes reading and writing.

d) Nature of Student-Teacher Interaction and Student-Student Interaction:

Lessons are teacher directed. The teacher at first serves as model setting up situations in which the need for the target structure is created and then more like the skillful conductor of an orchestra the teacher uses question, comments and other cues to elicit correct sentences from the learners. In the initial stages of learning, the learner is simply required to listen and repeat what the teacher says and respond to questions and commands. Later more active participation is encouraged which may include initiating responses and asking each other questions.

e) Teacher's Response to Students' Errors:

Errors are to be avoided as **accuracy** is considered to be absolutely necessary. The teacher is ever on the lookout for grammatical and structural errors that can form the basis of subsequent lessons.

f) Nature of Evaluation:

Evaluation may take place informally during question-answer sessions and other activities. The teacher may also take a formal test.

g) Role of Instructional Materials:

Situational language teaching is dependent upon a text book and visual aids. The text book contains lessons tightly planned around different grammatical structures. Visual aids may consist of charts, flashcards, stick figures and so on. The text book should however be used as a guide to the learning process. The teacher is expected to be the master of his / her text book.

h) Role of the Student's Native Language:

The target language is the language of the classroom as the habits of the student's native language are thought to interfere with the students' attempts to master the target language.

1.1.4 The Direct Method:

Since the Grammar-Translation Method was not very effective in preparing students to use the target language communicatively the Direct Method became popular. Towards the end of the nineteenth century, researchers turned their attention to naturalistic principles of language learning which provided the foundation for what came to be known as the Direct Method. Thus this method is most widely known as one of the natural methods of pedagogy.

The Direct Method has one very basic rule : no translation is allowed. In fact, the Direct Method receives its name from the fact that meaning is to be connected directly

with the target language without going through the process of translating into the students' native language.

i) Objectives: Let us see the prime objectives of this method

- Classroom instruction should be conducted exclusively in the target language.
- The method aims at intense oral interaction in the classroom, so as to develop oral communication skills of the students.
- Only everyday vocabulary and sentences should be taught.
- New teaching points must be introduced orally.
- There must be emphasis on correct pronunciation and grammar.
- Grammar must be taught inductively.

INFORMATION BOX

➤ We need to check our own objectives very well before considering any method for application.

ii) Characteristics of Teaching Learning Process: Let us see some important features

1. Students speak in the target language a great deal.
2. The syllabus used in the Direct Method is based upon situations (for example situation in a shop, in the post office). Students communicate with each other as if they were in real situations.
3. The Direct Method believes that students need to associate meaning and the target language directly. Thus when the teacher introduces a new word or phrase from the target language, he/she demonstrates its meaning through the use of *realia*, pictures or pantomime instead of translating it into the students' native language.
4. Students practice vocabulary by using words in complete sentences.
5. Grammar is taught inductively that is, the students are presented with examples and they figure out the rule or generalization from the examples. An explicit grammar rule may never be stated.

iii) The Area of Language and the Language Skills which are emphasized:

The method aims at development of all **four basic skills of English** but oral communication is given primary importance.

Reading and Writing exercises are based upon what the students practice orally at first.

Development of **Vocabulary** is emphasized over development of grammar. **Pronunciation** also receives attention right from the very beginning.

iv) Nature of Student-Teacher and Student-Student Interaction:

Lessons are often teacher-directed but unlike the Grammar-Translation method the role of the students is less passive. The initiation of interaction may go from teacher to students as well as from student to teacher. Students also converse with one another.

v) Teacher's Response to Student Errors:

There is emphasis on accurate pronunciation and grammar. The teacher tries to get students to self-correct whenever possible.

vi) Nature of Evaluation:

In the Direct Method students are asked to use the language, not to demonstrate their knowledge about the language. They are asked to do so using both oral and written skills. For example the students might be interviewed orally by the teacher or might be asked to write a paragraph about something they have studied.

vii) Role of Instructional Materials:

Instructional Materials (e.g. maps or pictures) present in the immediate classroom environment are used to help the students understand the meaning.

viii) Role of the Students' Native Language:

The native language of the students should not be used in the classroom. The target language is the language of the classroom.

Although the Direct Method enjoyed popularity in Europe and was successful in private language schools, such as those of the *Berlitz Chain*, its use had declined. The British applied linguist Henry Sweet had recognized its limitations. It was perceived to have several drawbacks. They are:-

- It offered innovations at the level of teaching procedure but lacked a thorough methodological basis.
- It required teachers who were fluent in the target language. It was largely dependent on the teacher's skill rather than on a text book. However, teachers were not proficient enough to adhere to the principles of the method.
- Strict adherence to the Direct Method principles were often counter-productive since teachers were required to go great lengths to avoid using the native tongue when some times a brief explanation in the students' native tongue would have been a more efficient route to comprehension.
- Prof. Sweet and other Applied Linguists argued for the development of sound methodological principles that could serve as the basis for teaching techniques.

Subsequent developments led to the foundation of Audio-lingual Method in the United States and Oral Approach or Situational Language Teaching in Britain.

1.2 □ Structural Approach

Structural Approach tried to keep close attachment with grammatical structures and pointed out the importance of 'drill' and 'practice' for making language.

Activity Time

While reading the Audio-lingual Method try to find out the names of the experts and their theories and complete the following table:

Experts associated with Structuralism	Theory of Structuralism
1.	
2.	
3.	

1.3 □ The Audio-lingual Method

The Audio lingual method was developed in the United States during World War II when there was a need for people to learn foreign languages rapidly for military purposes. The main objective of the army programs was to make the students attain conversational proficiency in a variety of foreign languages. At that time there were exciting new ideas about language and learning emanating from the disciplines of descriptive linguistics and behavioral psychology. These ideas led to the development of the Audio-Lingual Method. The term 'Audio Lingual' was coined by professor Nelson Brooks in 1964. He claimed that it would enable learners to achieve mastery of a foreign language effectively. The method was widely adopted for teaching foreign languages in North American colleges and universities.

Let us now consider the Audio-lingual Method under the following heads:-

i) Objectives: Let us take a note on the prime objectives

Prof. Brooks distinguishes between short-range and long-range objectives in the audio lingual programme.

Short-range objectives include

- Training in listening comprehension;
- Development of reading and writing dependent upon prior oral skills;

Long-range objectives include

- Oral proficiency which is equated with:
 - a) accurate pronunciation & grammar and
 - b) the ability to respond quickly & accurately in speech situations;

ii) Characteristics of Teaching Learning Process:

The theory of language underlying Audio-lingual Method was derived from a view proposed by American linguists in the 1950s - a view that came to be known as *structural linguistics*. Some important tenets of *structural linguistics* are:-

- Language is primarily **spoken** and only secondarily what is **written**.

- Language is a set of **habits**.

Thus in a typical Audio-lingual classroom you may note the following:

- New **vocabulary** and **grammatical structures** are presented through dialogues.

- The dialogues are learned through *imitation* and *repetition*.

- Drills are conducted based upon the patterns present in the **dialogue**.

- Students' **Reading** and **Writing** activities are based upon the **oral** work they did earlier.

- Grammar is presented through examples. **Explicit grammar rules** are not provided.

- The method believes that language cannot be separated from culture. **Culture** is not only literature and the arts but also the everyday behavior of the people who use the target language.

INFORMATION BOX

- Audio : related to auditory organ or hearing
- lingual : based on language
- Audio-lingual Method is still used in India with some kind of improved computer mobile, network for teaching English.

- **Cultural information** is contextualized in the dialogues presented by the teacher.

Main objectives are:

- **Developing awareness as good as of the native speakers;**
- **Developing the ability to use the language as the native speaker uses it.**

iii) The Areas of Language and Language Skills which are emphasized:

The syllabus is typically a structural one. The structures of the language are emphasized over all the other areas. The structures for any particular unit are included in the new dialogue. Vocabulary is also contextualized within the dialogue.

The oral / aural skills receive most of the attention.

Pronunciation is taught from the beginning.

iv) Nature of Student-Teacher Interaction and Student-Student Interaction:

Most of the interaction is between teacher and students and is initiated by the teacher. There is student-student interaction in chain drills or when students take different roles in dialogues but this interaction is teacher directed.

v) Teacher's Response to Students' Errors:

Students' errors are to be avoided through the teacher's awareness of where the students will have difficulty and restriction of what they are taught to say.

vi) Nature of Evaluation:

Each question in the test would focus on only one point of the language at a time. Students might be asked to distinguish between words in a minimal pair or to supply an appropriate verb from in a sentence.

vii) The Role of Instructional Materials:

Instructional materials are primarily teacher oriented. A textbook is often not used in the elementary phases of a course because it distracts attention from the aural input.

When text books and printed materials are introduced to the student, they provide the **texts** of dialogues and **cues** needed for drills and exercises.

Tape recorders and audio visual equipment often have central roles in an Audio lingual course. If the learner is not a native speaker of the target language, the tape recorder provides accurate models for **dialogues and drills**.

A taped lesson may first present a dialogue for **listening practice**, allow the students to repeat the sentences in the dialogue line by line and provide follow-up **fluency drills** on grammar & pronunciation.

viii) Role of Students' Native Language:

The habits of the students' native language are thought to interfere with the students' attempts to master the target language. Therefore the target language is used in the classroom, not students' native language.

Audio-lingual Method reached its peak in the 1960's and was applied to the teaching of foreign languages and English as 2nd or foreign language. However the theoretical foundations of **Audio-lingual Method** were regarded to be unsound both in terms of language theory and learning theory.

On the other hand practitioners found that the practical results fell short of expectations. Students were often found to be unable to transfer skills acquired through Audio-lingual to real communication outside the classroom and many found the experience of studying through Audio-lingual procedures to be boring and unsatisfying.

The MIT linguist Prof. Noam Chomsky **rejected the Structural Approach** to language description as well as the **Behaviorist Theory** of language learning. According to Prof. Chomsky sentences are not learned by imitation and repetition but **generated** from the learner's underlying common sense. Suddenly the whole Audio-lingual paradigm was called into question.

It was realized that practice activities should involve meaningful learning and language use. This led to a period of adaptation, innovation, experimentation which resulted in the emergence of new methods like **Total Physical Response, Silent Way and approaches like the Natural Approach and Communicative Language Teaching**. These developments will be considered in the succeeding pages.

Let us do and learn:

Note down major differences between Functional / Notional Functional Approach and Structural Approach in English Language Teaching.

Functional / Notional Functional Approach	Structural Approach
☺ ☹ ✓ ✓ × ✗	

1.2.2 COMMUNICATIVE LANGUAGE TEACHING APPROACH (*Learner Centered Approach*)

The Communicative Language (CLT) originated from the changes in the British language teaching tradition that took place from the late 1960s.

By the end of the sixties it was clear that the *situational approach* which taught the language by the practice of basic structures in meaningful situation-based activities had run its course.

It was realized that it is insufficient for students to simply have a knowledge of target language forms, meanings and functions. Students must be able to apply this knowledge to negotiation of meaning.

The British Applied Linguists saw the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures. This led to the development of Communicative Language Teaching.

- **Communicative English Teaching Method & or**
- **Communicative English Learning Method:**

a) Objectives:

- **Communicative competence** (that is, the ability to use the linguistic system effectively and appropriately should be the goal of language teaching.
- There should be a development of **four basic language skills** (Listening, Speaking, Reading and Writing)
- The **target language** should be the vehicle for classroom communication, not just the object of study.
- Attempts to communicate in the target language may be encouraged from the very beginning so that the **target linguistic system** will be learnt best through the process of *struggling* to communicate.
- **Fluency** in an acceptable variety of the target language is the primary goal.
- **Accuracy** is judged not in the abstract but in the context.

INFORMATION BOX

Communicative English Teaching

CETM : Communicative English Teaching Method.

- The need of Business World and the emergence of Business Communication are responsible for CETM / CELM Methods.

➤ **CELM: Communicative English Learning Method**

- The need of Business World and the emergence of Business Communication are responsible for the innovative teaching Approaches and Methods.

- Teachers should help learners in any way that **motivates** them to work with the language.
- One of the teacher's major responsibilities is to establish **situations** likely to promote communication. Whenever possible "authentic language" i.e. language as it is used in a real context should be introduced.
- Students are expected to interact with others through **pair work, group work and Role Play.**

b) Characteristics of the Teaching -Learning Process:

- **Authentic materials** are used as much as possible. Students should get an opportunity to develop *strategies* for understanding language as it is actually used by native speakers.
- Activities in the Communicative Approach are often carried out by students in small groups. Small groups of students interacting are favoured in order to maximize the time allotted to each student for **learning to negotiate meaning.**
- The most obvious characteristic of this approach is that almost everything is done with **the aim to communicate.** Students use the language a great deal through communicative activities such as **guessing games, role-plays and problem-solving tasks.**

- Activities that are truly communicative, according to Morrow have 3 features namely, **Information gap, Choice and Feedback**.
- The range of exercise types and activities is unlimited, provided that such exercise requires the use of such communicative process as **information sharing, negotiation of meaning and interaction**.

c) The Area (s) of Language and Language skills which are emphasized:

Language functions are emphasized over language forms. A variety of forms are presented for each function. Only the simpler forms would be presented at first but as students get more proficient in the target language, more complex forms are learnt.

Students work on all the four skills from the beginning. They learn about cohesion and coherence.

d) Nature of Student-Teacher and Student-Student Interaction:

The Communicative Language Teaching Method's emphasis on the process of Communication leads to different roles for learners. The teacher is the initiator of the activities. The teacher's primary role is to facilitate communication among all the participants in the classroom and between these participants and the various activities and texts. Sometimes the teacher is a co-communicator but more often the teacher establishes situations that prompt communication among the students. Students interact a great deal with one another. They may interact in pairs, triads, small groups and even as a whole group.

The CLT teacher assumes a responsibility for determining and responding to learners' language needs. On the basis of such **needs analysis**, teachers are expected to plan group and individual instruction that respond to the learners' needs. Another role assumed by CLT teachers is that of a counselor. CLT procedures often required teachers to acquire a few teacher-centered classroom management skills. It is the teacher's responsibility to organize the classroom as **setting** for communicative activities.

e) Teacher's Response to Student's Errors:

Errors of form are tolerated and seen as a natural outcome of the development of communication skills.

It is believed that students might have limited linguistic knowledge but they can be successful **communicators**.

f) Nature of Evaluation:

A teacher must find out whether a student can communicate in the target language in a given situation. During evaluation, fluency is given more attention than accuracy.

The student who has the most control over the structure and vocabulary is not always the best communicator.

A teacher can informally evaluate his /her student's performance in his /her role as an advisor or co-communicator. For more formal evaluation, a teacher may use a communicative test.

g) Role of Instructional Materials:

Instructional materials have the primary role of promoting communicative language use. There are numerous textbooks designed to direct and support Communicative Language Teaching. A variety of **games, role plays, stimulations and task-based communication activities** are used in CLT classes. Cue cards, activity card and exercise hand books are often used. **Realia** around which communicative activities can be built like advertisements, newspapers, maps, pictures, charts are often used.

h) Role of the Student's Language:

The students should realize that the target language is a vehicle for communication, not just an object to be studied. However, native language may be used to make meanings clear especially in the initial stages of language learning.

Let us do and learn:

1. Write down any four features of Community Language Learning Method.
2. Write any four limitations that you find in the **Communicative Language Teaching** Method. How do you like to overcome these limitations?

Unit 2 □ Recent Approaches And Methods of English Language Teaching

2.1 Eclectic Approach / Business Approach

2.1.1 Total Physical Response Method

2.1.2 Community Language Learning Method

2.1.3 Community Language Teaching Method

2.1.4 Computer-Aided Language Teaching Method

2.2 Notional Approach

2.3 The Silent Way Approach

2.4 Suggestopedia Method & O-Zone whole Language Teaching Method

2.1 □ Eclectic English Language Teaching Approach / Business English Teaching Approach

A group of linguists headed by Dr. Prabhu (the coordinator of the famous Bangalore Project) came to a common platform that no method can be fool-proof for teaching English to non-native speakers. Therefore they prescribed the *eclectic approach* of teaching English. Let us discuss the major methods that they prescribed.

2.1.1 Total Physical Response Method:

Total Physical Response is a language teaching method which attempts to teach language through physical (motor) activity. It was developed by James Asher, a professor of psychology at San Jose State University, California. Prof. Asher claims that speech directed to young children consists primarily of commands which children respond to physically before they begin to produce verbal responses. He also emphasizes on the need of developing comprehension before the learner is taught to speak. He emphasizes on comprehension and the use of physical actions to teach a foreign language at an introductory level as it has a long tradition in language teaching. In the 19th century Gouin advocated a situation-based teaching strategy in which a chain of *action verbs* served as the basis for introducing and practicing new language items. Prof. Palmer

experimented with an action-based teaching strategy which claimed that "no method of teaching foreign speech is likely to be economical or successful which does not include in the first period a very considerable proportion of that type of class room work which consists of the carrying out by the pupil of orders issued by the teacher.

a) **Objectives: Let us focus on the prime objectives of the method.**

- The target language should be presented in chunks, not just word by word.
- The students' understanding of the target language should be developed before speaking.
- The teacher should aim to direct student behavior through the use of imperatives.
- Students can learn through observing actions as well as by performing the actions themselves.
- Spoken language should be emphasized over written language.
- Learning should take place in a stress-free environment.
- Students are expected to make errors when they first begin speaking but teachers should be tolerant of them. Work on the fine details of the language should be postponed until students have become somewhat proficient.

b) **Characteristics of Teaching-Learning Process:** We would find the following features:

- The students first listen to some **oral commands**. The teacher issues commands to a few students, then performs the actions with them.
- After responding to the oral commands the students **demonstrate** that they can understand the commands by performing them alone.
- The observers also have an opportunity to **demonstrate** their understanding.
- Then the students learn to read and write the **commands**.

Finochiaro and Brumfit (1983) illustrate through the following stages how the procedural phases of instruction are handled in what they call '**Notional Approach**'.

- Presentation of a brief dialogue or several mini-**dialogues**
- Oral practice of each utterance in the dialogue
- Questions and answers (based on the **topic** and **situations** in the dialogue)
- Questions and answers related to the student's personal experience but centered on the **theme** of the dialogue
- Study of the basic **communicative expressions** used in the dialogue of one of the structures that exemplify the function

- Learners' discovery of **generalizations of rules** underlying the functional expression of structure
- Oral recognition, interpretative procedures
- Oral production activities, proceeding **from guided to freer communication**

c) The Areas of Language and Language Skills which are emphasized:

Grammatical structures and vocabulary are emphasized over other language areas. These grammatical structures and vocabulary are presented through the **imperatives**.

The imperatives are used because of their **frequency of occurrence** in the speech directed at young children learning their mother tongue.

The **spoken language** is emphasized over written language.

Understanding the spoken word **should precede** its production.

d) Nature of Student-Teacher and Student-Student Interaction:

The teacher plays an active and direct role in this method. "The instructor is the director of a stage play in which the students are the actors." The teacher decides what to teach, models and presents the new materials and selects supporting materials for classroom use. The teacher is encouraged to be well prepared and well organized so that the lesson flows smoothly and predictably.

The teacher's role, however, is not so much to teach as to **provide opportunities for learning**. The teacher has the responsibility of providing the best kind of exposure to language so that the learners can **internalize** the basic rules of the target language. Initially the interaction is characterized by the teacher speaking and the students responding nonverbally. Later on the students become more verbal and the teacher responds nonverbally. Students perform the actions together. They can learn by watching each other. As the students begin to speak, they issue commands to one another as well as to the teacher.

e) Teacher's Response to Students' Errors:

It is expected that the students will make errors when they first begin speaking. Teachers should refrain from too much correction in the early stages and should not interrupt to correct errors since this will inhibit the learners. As time goes on, however, more teacher intervention is expected. As the students get more advanced, teachers can "*fine tune*" i.e. correct more minor errors.

f) Nature of Evaluation:

Teacher will know immediately whether the students understand or not by observing students' actions. Formal evaluation can be conducted simply by commanding individual students to perform a series of actions. As students become more advanced, their performance of the skills they have mastered can become the basis for evaluation.

g) Role of Instructional Materials:

There is generally no basic text in a Total Physical Response course. Initially the teacher's voice, actions and gestures may be a sufficient basis for classroom activities. Later on the teacher may use common classroom objects such as books, pen, furniture to support teaching points. **Realia** plays an increasing role in succeeding learning stages.

h) Role of the Student's Native Language:

The method allows limited use of **mother tongue** for the **beginners**.

However, once the topic is introduced, the **mother tongue** is hardly used in an advanced classroom.

Meaning is made clear through **body movements**.

The **target language** is the language of the classroom,

CONSULTATION TIME :

- | |
|--|
| <ul style="list-style-type: none">• Discuss in a group of four how would you use Total Physical Response (TPR) Method in class X while teaching a Poem or a piece of prose.• Consult with your Teacher and make a Lesson Plan to this effect. |
|--|

2.1.2 Community Language Learning:

Community Language Learning (CLL) is the name of a method, developed by Prof. C. A. Curran and his followers. Community Language Learning represents the use of Counseling-Learning theory to teach English Language. Prof. Curran realized that adults often feel threatened by a new learning situation. Prof. Curran believed that a way to deal with **the fears of students** is to become "*language counselors*". By understanding the students' fears and being sensitive to them, a teacher can help students overcome their negative feelings and turn them into positive energy to further their learning.

a) Objectives: This Method aims at the following objectives:

- A set of foreign language teaching practices sometimes described as '*humanistic techniques*' should be used for teaching and learning.
- **Humanistic techniques** are those that help students to be themselves, to accept themselves and be proud.

- These techniques help to foster a climate of **caring and sharing between the teacher and the taught** in the English Language classroom.

ACTIVITY TIME :

Formulate a group of 3 people and make a Lesson Plan for teaching from Authentic Materials. Try to implement your plan in course of Practice Teaching. . You may take help from **Chapter 3** also.

- Students should work together in groups and this will give them a sense of community. In this way, they can learn from each other as well as from the teacher. **Cooperation not competition** is encouraged.
- In the initial stages, the "syllabus" is to be designed primarily by the students. Students are more willing to learn when they have created the material themselves.
- Teachers should work in a **non-threatening** way with what the learner has produced.
- Students should be able **to take up more responsibility** for their own learning.
- Students should be allowed to reflect on what they have learnt.
- In addition to reflecting on the language, students should reflect on what they have experienced.

INFORMATION BOX

- CLL > Community Learning Language
- CLT > Community Language Teaching
- Professional Training has taken the concept of CLL & CLT to conduct In-service or Pre-service Training of their Professionals

b) Characteristics of Teaching - Learning Process:

Professor Curran is of the opinion that there are six elements necessary for 'no defensive learning'. The first element is **security**. The second element is **aggression** which means that the students should be given an opportunity to assert themselves and be actively involved in the learning experience. The students may be asked to conduct their own conversation. The third element is **attention**. At the initial stages, students

must directly focus on or attend to one task at a time. The fourth element is **reflection**. Students may be asked to reflect on what they have experienced during the course of the lesson. **Retention** is the fifth element involving the integration of the new material that takes place within the student. The last element is **discrimination** which involves sorting out differences in target language forms by the student.

CLL includes the following learning tasks:-

- **Translation:** Learners form a small circle. A learner whispers a message he/she wants to express, the teacher translates it into (and may interpret it in) the target language and the learner repeats the teacher's translation.
- **Group work:** Learners may engage in various group tasks such as small group discussion of a topic, preparing a conversation, preparing a summary of a topic for presentation to another group, preparing a story that will be presented to the teacher and the rest of the class.
- **Recording:** Students record conversations in the target language.
- **Transcription:** Students transcribe utterances they have recorded for practice and analysis of linguistic forms.
- **Analysis:** Students analyze and study transcriptions of target language sentences in order to focus on particular lexical usage or on the application of particular grammar rules.
- **Reflection and Observation:** Learners reflect and report on their experience of the class as a class or in groups.
- **Listening:** Students listen to a monologue by the teacher involving elements they might have elicited or overheard during class interactions.
- **Free conversation:** Students engage in free conversation with the teacher or other learners. They might include discussion of what they learnt as well as feelings they had about how they learnt.

INFORMATION BOX

➤ **Task :** Task is used during the phase when the teacher wants to get a particular language skill developed.

2.1.3 Community Language Teaching:

This method is just the same as CLL. Only the teaching aspect is emphasized.

a) Nature of Student-Teacher Interaction and Student-Student Interaction:

As Cardin observed, "CLL is neither student-centered nor teacher-centered but rather teacher-student centered", with both being decision makers in the class. In

Community Language Learning one continuing role of the teacher is to provide a safe environment for learning. Building a relationship with and among the students is very important. In a secure atmosphere students can continue their interaction with each other as well as their interaction with the teacher.

The teacher's initial role is that of a *counselor*. Initially, the learner is very dependent upon the teacher. However, as the learners continue to interact, they become increasingly independent.

CLL methodologists have identified five stages in the gradual progress of the learner from dependency to independency. At the advanced stages the student functions independently. The student may become the counselor to less advanced students while profiting from contact with them.

b) Teacher's Response to Students' Errors:

The teacher should work with what the learner has produced in a non threatening way. One way of doing this is for the teacher to repeat correctly what the student may have said incorrectly allowing the student to match their pronunciation with that of the teacher and self-correct. The teacher may act as the Human Computer during pronunciation practice. A student may choose some part of a transcript to practice pronunciation. S/he is "in control" of the teacher. When the student tries to say the word or phrase, the teacher following the student's lead, repeats the word or phrase as often as the student wants to practice it.

The teacher does not correct the student's mispronunciation in any way. It is through the teacher's consistent manner of repeating the word or phrase clearly that the student self-corrects as he/she tries to initiate the teacher's model.

c) Nature of Evaluation:

Evaluation is conducted in keeping with the principles of the method. No particular mode of evaluation is prescribed in this method. If a test is required to be taken at the end of the course, then the teacher would see to it that the students are adequately prepared for taking it. A teacher-made classroom test would likely be more of an integrative test than a discrete-point one. Students may be asked to write a paragraph, rather than being asked to answer a question which deals with only one point of the language at a time. Teachers would encourage their students to self-evaluate, to look at their own learning and to become aware of their own progress.

d) Role of Students' Native Language:

Initially, the security of the learners is enhanced by using their native language. Native language equivalents of target language are given to make the meaning clear. Directions are also given in the native language. In later stages, more and more of the

target language can be used. As for example, conversations in the **target language** can replace native language conversations.

e) Objectives: CLT aims at

- i) Honing learners' skill using **community schema** (knowledge base)
- ii) Fostering Activity and Task-oriented learning

2.1.3 Computer Aided Language learning: (CALL):

This method is more or less the same as Community Language Learning in its basic principles and practice. Only a computer or a number of computers in LAN mode is or are used for this purpose.

2.1.4 Computer Aided Language Teaching:

The principles and practice of this Method follow the principles and practice of community Language Teaching. Only this method uses Computer Programming and set programs to hone the language skills of the learners'.

2.2 □ The Natural Approach

The Natural Approach was developed by Tracy Terrell, a teacher of Spanish in California in 1977. This was an attempt to develop a language teaching proposal that conforms to the naturalistic principles found in successful second language acquisition. The Natural Approach grew out of Terrell's experiences of teaching Spanish classes. Terrell had collaborated with Krashen, an Applied Linguist at the University of Southern California to publish their book, '**The Natural Approach**' in 1983. **The Natural Approach** has many things in common with the Direct Method. Unlike the Direct Method, however, it places less emphasis on teacher monologues and answers and less focus on accurate production of target language sentences.

i) Objectives:

- The Natural Approach focuses on teaching communicative abilities. Language is viewed as a vehicle for communicating meanings and messages. Krashen and Terrell state that "acquisition can take place only when people understand messages in the target language." They also state that the Natural Approach is primarily "designed to develop communication skills-both oral and written."
- Krashen and Terrell observe that communication goals "may be expressed in terms of situations, functions and topics" which are likely to be most useful to

the students. The functions are not specified or suggested but are felt to derive naturally from the topics and situations.

- There should be a wide exposure to vocabulary that may be useful to basic personal communication.
- There should not be any focus on grammatical structures since the necessary grammatical structures are automatically provided in the input.
- There should be an emphasis on exposure or input rather than practice.
- There should be a prolonged period of attention to what the language learners hear before they try to produce language.
- There should be emphasis on the central role of comprehension-based approaches in language teaching.
- A friendly, relaxed atmosphere should be provided for learning.

ii) Characteristics of Teaching / Learning Process:

In a class taught according to the Natural Approach, the emphasis is on presenting a comprehensible unit in the target language. Teacher talk focuses on objects in the class room and on content of pictures, as with the Direct Method. The teacher talks slowly and distinctly. To minimize stress, learners are not required to say anything until they feel ready. Students are not expected to use a word actively until they have heard it many times. There is a gradual progression from yes/no questions, through either/or questions to questions that students can answer using words they have heard used by the teacher. Charts, pictures, advertisements and other realia serves as the focal point for questions and the talk may even move to class members.

Pair or group work may be employed followed by whole-class discussion led by the teacher.

Natural approach adopts techniques and activities freely from other methods. These include command-based activities from Total Physical Response, Direct Method activities like mime, gestures used to elicit questions and answers and even situation-based practice of structures and patterns. Group-work activities are often identical to those used in Communicative Language Teaching. What characterizes the Natural Approach is the use of familiar techniques within a method that focuses on providing *comprehensible input and a classroom environment* that minimize learners' anxiety and maximize learners' self-confidence.

iii) The Areas of Language and Language skills-emphasized:

The Natural Approach is primarily designed to develop basic communication skills

both oral and written. Importance is given to providing a wide exposure to vocabulary through a wide variety of topics.

iv) Nature of Student-Teacher Interaction and Student-Student Interaction:

The Natural Approach teacher has three central roles.

- i. The teacher should create an interesting and friendly atmosphere for the learners.
- ii. The teacher is the primary source of comprehensible input in the target language.
- iii. The teacher must organize a rich mix of classroom activities, involving a variety of group's sizes, content and contexts.

Learners' roles are seen to change according to their stage of **linguistic development**. In the preproduction stage students participate in the language activity without having to respond in the target language. For examples, they can act out physical commands, point to pictures and so forth.

In the early-production stage, students respond to either-or questions, use fixed conversational patterns (e.g. How are you? What's your name?)

In the speech-emergent phase, students involve themselves in role play and game, give opinions and participate in group-problem-solving.

Learners participate in communication activities with the teacher and other learners.

v) Teacher's Response to Students' Errors:

The teacher does not demand speech from the students before they are ready for it. The teacher tolerates student errors.

vi) Nature of Evaluation:

A teacher may informally evaluate a student's performance during the course of the lessons or the teacher may take a formal test.

vii) The role of instructional materials:

The primary aim of materials in the Natural Approach is to promote comprehension and communication. Materials include pictures, maps, brochures, advertisements and other realia. Games are seen as useful classroom activity.

viii) The Role of the Students' Native Language:

The basic aim of this approach is to make the students communicate in the target language. The learners may use speech only when they are ready. However the use of native language is not encouraged. Any other roles you think important can be added.

2.3 □ The Silent Way

The silent way is a method of language teaching, devised by Caleb Gattegno. The method is based on the premise that the teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce as much language as possible. Gattegno is well known for his revival of interest in the use of coloured wooden sticks called **Cuisenaire rods** and for his series of words in colour, an approach to teaching of initial reading in which sounds are coded by specific colours.

Broadly speaking, the learning *hypothesis* of Prof. Gattegno can be stated as follows:

- i. Learning is facilitated if the learner **discovers** or **creates** rather than remembers and repeats what is to be learned.
- ii. Learning is facilitated by accompanying physical objects.
- iii. Learning is facilitated by **problem solving** involving the **materials** to be learned.

Let us now consider the Silent Way Method under the following heads:-

i) Objectives: Let us focus on the prime objectives of the approach:

- Teaching of **aural /oral proficiency** as basic elements of the target language;
- Teaching of **near-native fluency** in the target language;
- **Correct pronunciation** of the target language;
- Teaching the **prosodic elements** of the target language.

ACTIVITY TIME :

<p>Pair work: Make a list of teaching situations where you can apply the Natural Approach and the Silent Way Method.</p>

<p style="text-align: center;">INFORMATION BOX</p>

<p>➤ Psycholinguistics has come to great help today for development of the cognitive capacity and Language skill of the learners.</p>
--

ii) Characteristics of Teaching / Learning Process:

Students begin their study of the language through its basic building blocks, its sounds. These are introduced through a language specific **sound-colour chart**. Relying on what sounds students already know from their knowledge of their native language. The teachers lead the students to associate the sounds of the target language with particular colours. Colours help the students to learn the spellings as well as to read and pronounce words properly. The following is an excerpt from instructions based on the Silent Way intended to teach American Peace Corps Volunteers being trained to teach in Thailand. A word that is italicized can be substituted by another word having the same function.

Lesson	Vocabulary/Grammar etc.
i. Wood colour 'red'	Wood, red, green, yellow, brown, pink, white, orange, black colour
ii. Using the numbers 1-10	oneten
iii. Wood colour 'red' 'long' Wood colour 'green' 'longer' Wood colour 'orange' 'longest'	adjectives of comparison
iv. Reviewing students' uses/structures, taught in new situations, such as comparing the heights of students in the class.	(John Wilkins: Personal Communication)

The students receive a great deal of practice with a given target language structure. They gain autonomy in the language by exploring it and making choices. The teacher ask the students to describe their reactions to the lesson or what they have learned. This provides valuable information for the teacher and encourages students to take responsibility for their own learning.

iii) Areas of Language and Language Skills -emphasized:

There is focus on the structures of the language. There is however no fixed, linear, structural syllabus. The teacher starts with what the students know and builds from one structure to the next. The syllabus develops according to learning needs. Explicit grammar rules may never be supplied. Vocabulary is somewhat restricted at first. Pronunciation is worked on from the beginning. All four skills are worked on from the beginning of the course. However students learn to read and write what they have already produced orally.

iv) Nature of Student-Teacher Interaction and Student-Student Interaction:

Most of the time, the teacher is silent. Teacher is a unique and perhaps the most demanding aspect of the Silent Way. Gattegno talks of subordinating **"teaching to learning."** However the teacher is very active—setting up situations to force awareness, listening attentively to students' speech, observing them constantly and silently working with them on their production. When the teacher does speak, it is to give clues, not to model the language.

Verbal interaction among students is desirable (students can learn from one another) and is therefore encouraged. Students have an opportunity to express how they feel during the feedback sessions.

v) Teachers Response to Students' Errors:

Student errors are seen as a natural and indispensable part of the learning process. The teacher uses students' errors as a basis for deciding where further work is necessary. Self-correction and peer-correction are encouraged.

vi) Nature of Evaluation:

Although the teacher may never give a formal test, he assesses student learning all the time. The teacher does not praise or criticize student's behaviour since this would interfere with students' developing their own inner criteria. He expects students to learn at different rates. The teacher looks for steady progress, not perfection.

vii) Role of Instructional Materials:

The materials mainly consist of a set of coloured rods used to directly link words and structures with their meanings in the target language thereby avoiding translation into the native language. Colour-coded pronunciation charts called "Fields", vocabulary wall charts, a pointer and reading/writing exercises are used to illustrate the relationship between sound and meaning in the target language. The materials are to be used by the teacher independently and cooperatively in promoting language learning by direct association.

viii) Role of the Students' Native Language:

Meaning is made clear by focusing on the students' perceptions, both by translation and by target language equivalents. However the students' native language may be used when necessary to give instructions during the feedback sessions. The students' existing knowledge of the native language may even be used to introduce new sounds in the target language.

DID YOU KNOW ?

T.G. Grammar >
Transformational
Generative

Let's do and learn :

- Do you believe teaching should be subordinate to learning?
- Should a teacher remain silent as much as possible?
- Would you like to use the Silent Way materials in your classroom?
- Which technique (s) would you like to adapt to your own approach to language teaching? Why?

CONSULTATION TIME

Make a group of four and make a Lesson Plan on the basis of the Natural Approach for teaching T.G. Grammar.

2.4 □ Suggestopedia & O-zone Language Teaching Method

- Suggestopedia is a method developed by the Bulgarian psychiatrist-educator George Lozanov who believes that language learning can occur at a much faster rate than what ordinarily occurs. According to Lozanov, the reason for 'our inefficiency' is that we often set up **psychological barriers** to learning. We often do not use the full mental powers that we have. In order to make better use of our **mental reserves**, the limitations we think of, have to be "de-suggested". Suggestopedia is the application of the study of suggestions to pedagogy. It has been developed to help students eliminate the feeling that they cannot be successful and help them to overcome the **barriers** to learning. According to Lozanov "The main aim of teaching is not memorization, but the understanding and creative solution of problems."

a) Objectives: Let us have a look on the prime objectives:

- Suggestopedia aims to deliver advanced **conversational proficiency** quickly.
- It is necessary for the students to **set goals** for themselves.
- High value is placed on **vocabulary recall**. Memorization of vocabulary is an important goal of the Suggestopedia Method.
- Learning should take place in a **relaxed, comfortable environment** in which the psychological barriers to learning are "de-suggested."
- The emphasis **should not be on teaching linguistic forms** but on using the language.

b) Characteristics of Teaching / Learning Process:

Suggestopedia course is conducted in a classroom in which the students are as

comfortable as possible. There are listening activities which concern the text vocabulary of each unit. These activities are typically part of the "pre-session phase" which takes place on the first day of a new unit. The students first look at and discuss a new text with the teacher. In the second reading, students relax comfortably in reclining chairs and listen to the teacher read the text in a certain way.

The material may be presented with varying intonations co-ordinate with sound or illustration. During the third reading the material is acted out by the instructor in a dramatic manner over a background of special music. During this phase students **lean back** in their chairs and **breathe deeply** and regularly as instructed by the teacher. This is the point at which Lozanov believes **unconscious learning system** takes over. The student may engage in various other Activities and Tasks like game, song role play and questions-and-answer exercises.

c) The Areas of Language and Language Skills—emphasized:

Much emphasis is given on vocabulary. Claims about the success of the method often focus on the large number of words that can be acquired. Grammar is dealt with but the focus is not on language forms but on using the language.

Learners should be able to speak for communication. Students should read the target language (e.g., dialogues) and write (e.g., imaginative composition).

d) Nature of student-Teacher Interaction and Student-Student Interaction:

The primary role of the teacher is to create situations and present linguistic material in a way most likely to encourage positive reception and retention by the learner. A teacher should show absolute confidence in the method and maintain a modest enthusiasm towards the session. A teacher is also expected to be skilled in acting, singing and psycho-therapeutic techniques.

The mental state of the learners is critical to success and so the learners must try to keep away from distractions and immerse themselves in the procedures of the method. Students should accept their own '*infantilisation*' and they should accept the absolute authority of the teacher and give themselves over to activities and techniques like games, songs, role-playing designed to help them regain the self-confidence, spontaneity and receptivity of the child. To assist them in role plays and to help them detach themselves from their past learning experiences, each student is given a new name and personal history within the target culture.

The teacher initiates interactions in the classroom. Initially, the students can only respond non-verbally or with a few target language words they have practiced. Later when the students have more control of the target language, they can respond more

appropriately and even initiate interaction themselves. Students interact with each other in various activities directed by the teacher.

e) Teacher's Response to Students' Errors:

In the initial stages of learning errors are not corrected immediately since the emphasis is on students communicating their intended meaning. When errors of form do occur, the teacher uses the form correctly later on in the class.

f) Nature of Evaluation:

Evaluation is usually conducted on a student's performance during the lessons. Formal tests are believed to threaten the relaxed atmosphere considered essential for learning.

g) Role of Instructional Materials:

An instructional material consists of text, classroom fixtures like posters, soft lighting and music. The text book should have emotional force, literary quality and interesting characters. The learning environment plays a central role in Suggestopedia. The classroom should be bright and cheery and have reclining chairs arranged in a circle for the learners to sit on.

h) Role of the Students' Native Language:

The dialogue in the target language presented in the class is often translated in the native language to make the meaning clear. The teacher uses mother tongue in class whenever necessary. However, as the course proceeds, the teacher uses the native language less and less.

LET US SUM UP

We have discussed how the proliferation of several Methods and Approaches has been the *sine qua non* of the twentieth century. No doubt, there are several lapses in almost all the Methods and all the successive Methods have tried to rectify the lapses. These experimentations with several **Methods and Approaches** would undoubtedly highlight some vital means that have been long been in use in pedagogical situation in India.

GLOSSARY

• Foreign language literature	: Literature written in a foreign language.
• Method	: way or a set of ways used in teaching
• Approach	: broad outline of the ways used in teaching
• Native Language	: Mother Tongue
• Successive	: following one after another
• LTM	: Learning and Teaching Materials
• Initiate	: begin

EXERCISE

- i. Explain the difference between deductive/inductive treatment of grammar with special reference to the Grammar Translation Method and the Direct Method.
- ii. Discuss the prime features of teaching and learning process in the Oral Approach.
- iii. Would you prefer 'Situational English Teaching' to teaching Rote Learning? Give reasons for your answer.
- iv. Choose a reading passage and plan vocabulary and other exercises that would help you to teach the passage.
- v. What role do materials play in teaching? What type of materials do you prefer?
- vi. What areas of language teaching are emphasized in Natural Approach?
- vii. What is Suggestopedia? Do you think it is a psycho-therapeutic measure ?
- viii. Make a list of some points about the target language that you would want to display on posters to encourage your students' **peripheral learning**.

BIBLIOGRAPHY

- Richards J. C. & Rodgers, T. S.** : Approaches Methods in Language Teaching (Oxford University Press. 1987)
- Howatt, A.P. R** : A History of English Language Teaching (Oxford University Press. 1987)
- Larsen, Freeman, Diane** : Techniques and Principles in Language Teaching (Oxford University Press 1986)
- Cohen A** : Language Learning (Herper Collins, 1990)
- Lewis M** : Implementing the Lexical Approach Putting Theory into Practice (ELT Publications, HOVE, 1997)

Module - 2 □ Teaching Language Skills

INTRODUCTION

UNIT 1 TEACHING RECEPTIVE LANGUAGE SKILLS

UNIT 2 TEACHING PRODUCTIVE LANGUAGE SKILLS

OBJECTIVES: After reading this module you would be able to :

- 1 explore basic Language Skills;
- 2 teach English Language through Literature;
- 3 teach English through Authentic Materials like media sources;
- 4 teach English through English Grammar;

INTRODUCTION

Classroom Teaching is a complex task that we teachers often take very lightly. We need to explore the various components of classroom teaching to understand how English Language teaching becomes a difficult task for teachers. Let us explore a classroom teaching situation by the following pedagogic cycle with which the teacher and the learner are linked up.

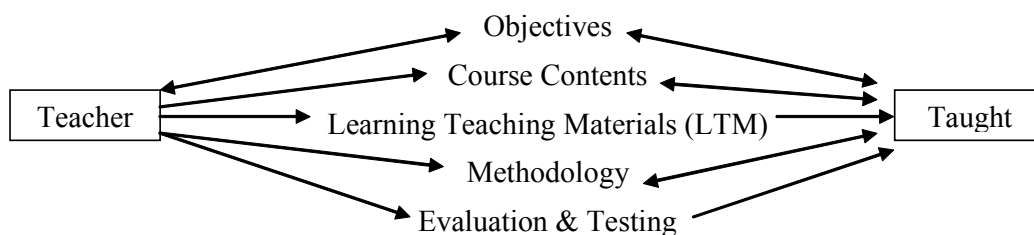


Table 2.1 Diagram Showing Classroom Teaching

Let us now consider these components in some details.

The starting point of English Language Teaching is its *Objective* or a set of Objectives. The 'Objective' should focus why a particular language course comes into

existence. Various factors like social, economic political, educational and pragmatic needs determine the 'Objectives'.

The **Course contents** are determined by the Objectives. Sometimes course contents may include:

- Learning & Teaching Materials (LTM)
- Supplementary / Audio Visual Teaching Materials
- Text Books

Methodology (see **Module 1 for details**) is selected keeping in view the *Objectives* and *Course Contents* as well as Learning & Teaching Materials (LTM). In other words, *Objectives*, *Contents* (including LTM) and *Methodology* constitute **Why**, **What** & **How** of the course. Evaluation is the process that evaluates whether the **Objectives** have been achieved or not. **Testing** is a very special situation (Process of evaluation).

Fascinating Facts

- Evaluation is no longer a tool to evaluate students' performance only. It is used to evaluate Teacher's performance and competence in a Classroom Teaching Situation.
- Evaluation may be of two types: Summative Evaluation & Formative Evaluation with reference to the Students' evaluation.

Unit 1 □ Teaching Receptive Language Skills

1.1 Listening Skill and its Sub-Skills

1.2 Reading Skill and its Sub-Skills

Basic Language Skills are Listening, Speaking, Reading and Writing. Among these **Listening** and **Reading** skills are called *Receptive* Skills as we receive information by using these skills. Let us know these skills in detail.

1.1 □ Listening Skill and its Sub-Skills :

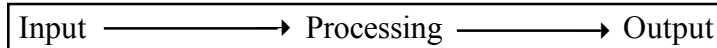
Among all the four language skills listening skill has an important role in learning a language. Still we often find this to be ignored in our classroom teaching. It is rather widely overlooked. It is neglected not because we cannot identify the importance of listening in classroom teaching, but because we take it for granted that the learners should achieve this skill automatically without any special care or training. We, the teachers, believe that we are providing sufficient exposures to our students; the materials we give them for practice will suffice for developing their listening skill. But the matter is not that simple. When a teacher delivers lectures in the classroom in English, s/he is supposed to demand that the students are listening to him or her properly. S/he always takes it for granted that they should understand what s/he explains, should carry out what instructions s/he gives; whenever s/he praises or rebukes, they should understand it. Is it really so easy? Actually it is an important duty of a teacher to prepare them for understanding him/her; it should be his/her prior task to train the students especially for comprehending, his/her message in the classroom as well as of others, outside the classroom. Only then s/he can expect the peers to respond to the demands of listening. Sometimes teachers go wrong, especially in vernacular medium schools, using the regional language. Many teachers often confess that they do not teach English through English, because they believe that use of the regional language will help the students a lot to understand his/her language properly. Sometimes they are forced to switch over to the mother tongue because of student's demands.

Teacher's Role

But instead of fulfilling the demands of learners and explaining everything in the regional language or mother tongue, teachers must be conscious of making the students aware of the utility, need and importance of listening skills in English. They should set up an ideal learning environment in the class-room. It should be made in such a way that students themselves will make a serious attempt at learning English language skills in general and listening skills in particular. They will not demand the use of regional language further. This consciousness-raising cannot proceed widely if it is not associated with various tasks or activities. These tasks must be interesting. They must have relevance to their daily lives, for that reason. But first of all, the teacher should identify the learners needs and should make them well-equipped with specific strategies and proper motivation for their different listening needs. This is the only way to build up their confidence in this skill.

1.1.1 What is Listening ?

Listening is an active process. It can be depicted as follows:



Input here refers to the utterances by the speaker whereas the output is the listeners' response. The listener processes the input before coming out with his/her output. Now the question remains:

What happens during the processing? Let us discuss it now.

Listening is a demanding process, not only because of the complexity of the process itself. But also due to factors that characterize the listener, the speaker, the content of the message and any visual support that accompanies the message (Brown & Yule, 1983).

1.1.2 Importance of Developing Listening Skill and other Sub-skills of Listening:

At first we, as teachers, must be aware of the need and utility of teaching or developing listening skills of our learners. In a multilingual set up like India we have our national as well as many regional languages. For this reason we require a language which can serve the purpose of **communication** well in many situations and on that perspective English

has a unanimous acceptability. There we have listen to the English language and understand the message. For example we can say that we should have proper listening ability while listening to radio/TV news, announcements at the out-terminus/railway stations and at the airport, instructions in an English medium school etc. There are other real-life situation we face in banks/central Govt. Officers, while talking to an unknown person on the road or strangers on the telephone, during interviews (public/private sector), while watching movies/TV programmes etc. There English is the only language for communication.

But listening is often said to be a passive skill while speaking is described as an active one. This is not wholly true for listening is also an active skill as it is mainly concerned with decoding a message and understanding it. Moreover the listener has to show that he has or has not understood the message from his response. On the other hand it is necessary to teach/develop learners' listening skill just to improve their speaking skills. Listening to others' spoken English also helps learners in improving their own spoken English. There are situations where we need to listen to someone/something in English. As a reason, we can say that we have varied purposes for listening to somebody. For example we can say that when we listen to a political speech, it could be listening for the overall gist of what is being said or when one worker meets another in a coalmine and says, "It's a hard work", their purpose is not communication of information but acknowledging each others' presence and creating a non-threatening, harmonious interaction between them so it is clear that there are two purposes--

1. **(i) Transactional and (ii) Inter-actional**
2. **However they are not served in mutually exclusive situations. In any one situation, one can be subjected to both intersectional and transactional listening. For example a manager might use the transactional mode while discussing a project with his/her colleague(s) and later shift to casual talk.**

1.1.3 How can listening help the learner acquire English?

Current research and theory point to the benefit of providing a silent or pre-speaking period for the beginners (Dunkel, 1991). Delaying production gives learners the opportunity to store information in their memories. It also spares them the trauma of task overload and speaking before they are ready. The silent period may be long or short. It could comprise several class periods of listening activities that poster vocabulary and build comprehension such as Total Physical Response (TPR) approach. In this approach the teacher gives a series of commands while demonstrating each one. Learners show their comprehension by acting out the commands as repeated by the teacher. Learners themselves begin to give commands as they feel like comfortable speakers.

The demands of this task help to enhance rather than inhibit language acquisition. (Van Duzer, 1997)

Manish: When did you use it?

Raj: At 4 O' clock

Manish: What about the aperture?

Raj: It is 11.

Manish: I think you've used zoom, haven't you?

Raj: Yes, zoom in the object.

Manish: That's why the entire row of the palm-trees along with the fountain has come with the entire Victoria Memorial Hall.

1.1.4 Barriers of Listening:

There are some reasons which create barrier on the way of proper listening. They are:-

(a) The listener may not listen to something properly.

(b) Sometimes s/he may listen to it properly but may not comprehend the message due to the usage of the difficult words or due to his/her ignorance of the sentence pattern used.

(c) Sometimes s/he may have heard the speaker but may not have listened to him/her because of the pre-occupation of his/her mind with something else.

(d) Very often, in spite of listening to the speaker or understanding the message, s/he cannot interpret the message successfully due to lack of his/her previous knowledge. This point should be illustrated more elaborately. Sometimes the listeners can sense what they hear, while interpreting **the spoken message with the help of their worldly or previous knowledge. But sometimes lack of background knowledge leads them to serious problems in comprehension.**

Case Study:

The above scenario has been well exemplified with real-life experience by Anderson and Lynch (1988). One of them found it very difficult to make out a polite comment to an elderly female stranger in a street in Glasgow. The woman said,

"That's the University. It's going to rain tomorrow".

Though Anderson understood every word, but he could not comprehend the message. When the author requested the lady to repeat, the lady repeated her comment about the University and the likelihood of rain next day. Still he could not guess the relationship between the University and rain. In order to find out the relationship between the two,

the author had to go beyond what she said by using his worldly knowledge. He says that he needed to make use of the following:

General Factual Knowledge:

- (1) Sound is more audible downwind than upwind.**
- (2) Wind direction may affect weather conditions.**

Local Factual Knowledge:

- (3) The University of Glasgow has a clock tower with a bell.**

Socio-Cultural Knowledge:

- (4) Strangers in Britain frequently refer to the weather to 'oil the wheels of Social life'**
- (5) A polite comment from a stranger usually requires a response.**

Knowledge of Context:

- (6) The conversation took place about half a mile from the University of Glasgow.**
- (7) The clock-tower-bell was just striking the hour.**

(Anderson and Lynch, 1988: 12)

Normally, the university bell is not audible. But because of the downwind it was audible on that day. Downwind also suggests that it is going to rain soon. He actually needed that knowledge to understand what she said.

The above example shows the role of various factors in the interpretation of a message.

Look at the following extract of a conversation :-

A: Do you have a 286?

B: No, I've got a 486.

A: Is it Sx or Dx?

B: Dx.

**A: Good you don't have wait long
when you save your files.**

B: I can show the PC to you.

A: Well. Does it have a single drive or a double drive?

A: Interesting! I'll come and play with the mouse.

Those who have an access to the computer world, know that A and B are talking about a computer machine. But the people who are not quite acquainted with the computer configurations will find it difficult to interpret the conversation, though the extract doesn't have any difficult words; rather some of the words like, 'save', 'mouse', 'drive', 'windows'

have been used with specific meaning. And this unfamiliar use of familiar words is the cause of non-comprehension here.

1.1.5 Strategies and Approaches in Teaching Listening Skill:

We have already looked at the situations and purposes of listening. Now we should concentrate on the strategies of listening. We would discuss two types of processing namely Top-Down and Bottom-Up Approaches in details. In the former we relate the *social* and *situational* context where we let the listeners make inferences and deductions. In the later we comprehend a message by understanding phonological features, discourse markers, grammatical cohesion, lexical cohesion etc. But we, as teachers, need to involve both the processing while training our students in developing listening skills. This should be our main strategy. Not only that we should even design curriculum or the tasks in such a way so that we can fulfill our mission.

a) Top down Processing :

Here the responsible factor is the listener's background knowledge to make out the meaning of the message, not the input only. Listeners are supposed to guess the meaning on the basis of their worldly knowledge and to approach the input to confirm the guesses and fill out the specific details. An utterance can have many meanings depending on the context in which it is used and usually we get the clue to the intended meaning when we see the utterance preceding or following it.

Top down processing refers to utilizing schemata (background knowledge and global understanding) to derive meaning from and interpret the message. For example:

There was a big traffic jam. Alice could not reach school in time.

With the help of underlined utterance we can come to a point that it is offering the explanation for late-coming. But we can draw this conclusion only when we have a worldly knowledge that not reaching a place in time is due to a traffic jam on the roads. It is our duty to train our learners in both kind of processing. Learners need to be aware that both of these processes affect their listening comprehension and they need to be given opportunities to practice using them. Sometimes tones of the speaker also become a factor for understanding the meaning. We can determine the attitude of the speaker.

Listeners can also know the attitude of the speaker to preceding and subsequent propositions with the help of proposition markers such as 'Of course', 'Really' and establish continuity between one utterance and another with the help of discourse markers such as 'Actually', 'Hell', 'Anyway' and 'Now'. We can also use cues such as 'talking about that', 'Reminds you of', 'By the way' to identify directions in topic development. (Richard, 1985).

So the following process is involved in comprehension.

1. The identification of the type of interactional act or speech event in which the listener to involved. (eg. conversation, lecture, discussion, debate).
2. Recall of scripts relevant to the particular situations.
3. Inferring the goals of the speaker through reference to the situation, the script and the sequential position of the utterance
4. The identification of the propositional meaning of the utterance.
5. Assigning an illocutionary meaning to the message.
6. Retainers this information and acting upon it.
7. Deleting the form in which it was originally received. [Richard, 1985:193]

Let us think and learn :

A senior teacher of Physics is discussing a particular topic of physics, i.e. light, on a radio programme, designed for the students of Higher Secondary level. Another experienced teacher and a trainee teacher of the same subject are listening to the radio program. What processing strategies might they employ in their listening?

b) Bottom up Processing:

In the process the listener is solely dependent on the incoming input for the meaning of the message. After receiving the input it is analyzed up to the initial level. First of all sound signals are organized into words; the words into phrases, then to clauses and at last into a whole sentence. In this bottom up process two factors help the listeners a lot for grasping the meaning of the message- (i) his/her lexical and (ii) grammatical competence. Let us take an utterance from a conversation and observe the involved process through which we proceed before understanding the meaning.

Input: *Alice could not reach school in time.*

At first the input is organized into words:

Alice /could/not/reach/school/in/time

Then it is organized into sense groups as shown below:

Alice /could not reach/ school/ in time.

Our grammatical knowledge helped us in this process. With the help of our mental dictionary we reached the propositional meaning of the utterance. It just highlighted a certain inconvenience of *Alice*: Up to this point we have been engaged in bottom up processing.

Bottom up processing refers to deriving the meaning of the message based on the incoming language data, from sounds to words to grammatical relationships, to meaning. Stress,

rhythm and intonation also play a vital role in bottom-up processing. It could be activated as the learner is designated to verify comprehension by the teacher asking a question using the declarative form with rising intonation (You see that door over there?). Practice in recognizing statements and questions that differ only in intonation help the learner develop bottom-up processing skills.

1.1.6 Methods and Classroom Practice for Developing Listening Skills:

To develop the learners' listening skill the teacher should stress on the teaching-methods. We have already come across two types listening- **casual listening** and **focused listening**. The teachers should be careful in giving their learners enough practice in both of them. Sometimes we notice ignorance about the importance of listening to come in the way of teaching learning. A successful teacher always finds it necessary to establish the importance of listening. In this way the learners should have the right frame of mind to learn listening skills. A teacher must make the learners interested in listening activities. S/he can do that

- (a) by arousing their curiosity;
- (b) by appealing to their imagination; and
- (c) by maintaining 'Communication Gap' or 'Information Gap' to develop.

1.1.7 Learning Attitude and Aptitude:

Apart from the ignorance there are other problems too. In India our students are hampered in their ability to listen for meaning by certain weaknesses. In general they are:

- (i) Inadequate range of words and phrases that are understood;
- (ii) Inability to maintain attention;
- (iii) Inability to understand pronunciation other than the personal or regional pronunciation;
- (iv) Inability to understand fast speech; and
- (v) Inability to understand against background noise through acoustic/electrical interference.

The main remedy for the first weakness lies in the student enriching his vocabulary through reading and by looking up unfamiliar words in dictionaries with phonetic transcriptions such as *"The Advanced Learners' Dictionary of Current English"* (Latest publication in 2000; edited by Sally Wheeler and Phonetics editor is Michael Ashby).

The second weakness is general. Many efficient listeners for short stretches lose their efficiency if they have to go on listening for an unbroken stretch of more than twenty

minutes. It has been found from experience that dictation is an admirable exercise for sharpening attentions. Listening to broadcasts or recordings of full-length plays, and to films, is almost certainly of great value. The dramatic situation and the variety of dialogue combine to maintain interests, and hence attention, even over long stretches.

Remedy for the third weakness is to be sought in learning the correct pronunciation of each word. This is possible with the help of a pronouncing dictionary like **Daniel Jones's English Pronouncing Dictionary (EPD)** and by listening to recordings, broadcasts and dialogues in films.

1.1.8 New Phrases-known

- **Information Gap:** Passing the information from simple to complex ones and maintaining willful gap of space and time
- **Communication Gap:** Maintaining gap of knowledge in terms of communication

The teacher can deal with the fourth weakness by adjusting his speech and clarity to the capacity of the class and gradually speeding up. When the context is made vivid and meaningful, it becomes easy for the students to follow even fast speech. This fact and the interest of the action that sharpens attentions in plays and films, for instance, help people to follow fast speech without difficulty.

Practically it is very important for everyone in this electronic age to listen with understanding against background noise. So the fifth weakness has to be dealt with seriously; tape-recorder and specially prepared recordings are indispensable for this, unless the whole thing is left to chance experience. A tape-recorder is even otherwise a valuable aid in much of the remedial work connected with the teaching of the four language skills.

There are many exercises which the teacher himself can devise for doing remedial work. One such exercise for developing all-round efficiency in listening skills is the answering of Multiple Choice Questions (MCQ type).

Story-based Approach: A teacher can at ease come out his/her own listening activities if s/he finds the text books inadequate for teaching listening skills. For example s/he can tell his/her students interesting stories, real or imaginary and pause frequently while narrating the story and s/he activates them to guess what is going to happen next. Let us see the following examples:

Example 1: A few months ago, I was asleep at home as usual. At about three o'clock in the morning (what happened?)..... I was suddenly awakened by a noise..... (What noise?)..... of rushing water..... (What was it?). It came from the bathroom. So I got up and went to investigate (what was it?). I found to my

dismay that the cold water pipe had burst and water was pouring all over the floor.....(So what did I do?) So I got a bucket and put it underneath..... (What should I have done?). Then I realized what I should have done. I went out into the hall and turned off the main tap. [Doff, 1988: page 205]

Example 2:

Once in the evening I was relaxing in my bedroom. Suddenly my younger brother rushed to my room and he was just trembling.....(What was the cause of his trembling?).....He informed me something that scared me.....(What did he inform? Why did it scare me?)..... He informed me that someone was shouting in one of our rooms at the back portion which was locked outside.....(Who might be that person? How could he enter into?).....sometimes he was making peculiar sounds.....(What type of sound?).....Then I opened the door..... (What did I see?).....I found the sound to come out of the wardrobe..... (How could it be possible?).....I opened the door.....(What did I see?).....I found my small transistor radio inside and its switch was on.

Rationale behind using Story-telling Approach and Teacher's Role: Actually when we **listen** to an interesting story, we **listen** very carefully. We are always eager to know what **happened** next. From that point of view, **the questions put in brackets** are quite relevant and natural. But the teacher should notice whether each and every student is careful and is giving answer. This technique enables students to predict which is a sub skill of listening.

Task-based Approach: It has come into vogue in the last decade. In this method learners have to listen to the speaker(s) and are supposed to carry out the tasks given by the speaker(s). For example having listened to the text they can fill in a table/label a diagram/list the main points. Successful performance shows the full comprehension of learners. Learners get motivated to do these tasks because they resemble natural language use.

Let us do a few tasks (Listening Activities) to test the effectiveness of the method.

Listening Text-A*

C = Caller

R = Receiver

- R: Good afternoon! Quest consultancy,
C: Hello, can I speak to Mr. Dey, MD?
R: May I know, who's on the line?

- C: Mr. D. Gomes, Marketing Manager of G.D. Pharmaceutical Ltd, Kolkata. Is Mr. Dey there?
- R: I'm afraid; he's not available at present. Would you like to leave a message?
- C: Who am I speaking to?
- R: I'm his Personal Secretary, Laura Dimes.
- C: O.K. tell him I'll call him later. When will he return?
- R: He should be back within an hour.
- C: Thanks.
- R: Welcome.

*** The text may be prerecorded and displayed during the class. The use of two different voices would make the text very interesting.**

Listening Task 1: Listen to the Text-A then answer the following questions:

- Can you tell me what type of conversation it is?
- Who are the two people taking part in the conversation?
- What does the man in the conversation do?
- Who is Mr. Dey?
- What can you say about Laura Dimes?
- Can you guess whether Mr. Gomes would meet Mr. Dey?

Listening Text-B

- **The Shatabdi Express will leave platform No.-1 a few minutes.**
- **Santro car No. WBM 6478, does not cross the yellow line.**
- **Mr. Gary Raghavan who has arrived by IC175 from Chennai— you are requested to contact the reception please.**
- **Passengers traveling to Hongkong by AI are requested to proceed for security check.**
- **Mr. and Mrs. Malhotra, your daughter Sakshi is waiting for you at the police bunk near the Eastern Gate, next to stall No. 197.**

*** It would be more effective if prerecorded voice is displayed.**

Listening Task 2:

As you listen to the text-B write down the answers to the following questions:

- Who is making the announcement?

- (ii) Whom does he address it to?
- (iii) Where is the announcement being made?
- (iv) What would the person(s), addressed to, do on hearing each of the announcements?

Listening Text-C

1. Reema Basu, who is twenty nine, lives in her own house in Kolkata. She is a school teacher.
2. Mr. Handa is a doctor. He works in All India Institute of Medical Science in New Delhi. He is forty-four and lives in a flat by himself.

Listening Task 3:

Listen to the listening text-C. As you listen, fill in the personal details about Reema and Mr. Handa in the table below:

Name	Age	Occupation	Place of Work
------	-----	------------	---------------

1.

2. Listening Text-D*

* It would be more effective if prerecorded voice is presented.

- Tourist: I am an American tourist. Which is the best way a visitor can see Varanasi?
- Guide: I think, the best way is to take a boat ride at dawn, along the great three-mile curve of the Ganges. This curve faces east.
- Tourist: What'll the view be like?
- Guide: At 5-30 in the morning a grey mist covers the river. As it clears high above the bank you will see the splendid outlines of Maharaja's Palaces, ashrams, temples & mosques.
- Tourist: Is that all?
- Guide: No, leading down to the water are wide steps and platforms. These are the famous Ghats.

Listening Task-4

Listen to the text D and match the words in Column A with the words related to it in Column B. The first one is done for you.

Column A

1. Dawn
2. Mist

Column B

- a. River Ganges.
- b. Maharaja's palaces, ashrams etc.

- | | |
|-------------|------------------------------|
| 3. Bank | c. 5-30 in the morning. |
| 4. Splendid | d. wide steps and platforms. |
| 5. Ghats | e. clears |

Answer: 1. Dawn = c. 5-30 in the morning

Listening Text-E*

*** It would be more effective if prerecorded voice is presented.**

Abacus is a device for counting. Here beads are strung on wires and fitted to a frame. It is used for teaching small children to count. The Chinese use them for computing and devices of pebbles and movable counters were known in antiquity to Egyptians, Greeks and Romans as well as the Chinese. Its great advantage in simplifying adding and subtracting Roman numerals is obvious.

Listening Task-5

Listen to listening Text E . As you listen, draw what is being described.

1.2 □ Reading Skill and its Sub-Skills :

What is the Skill of Reading? Is it a Process or a Product?

Perhaps the best way of defining Reading is by referring to two major elements: (1) *the Reader* and (2) *the Text* because Reading undeniably and unassaliably involves the two. A third element is the *Writer*.

Reading, whether in a first or second language context, involves the reader, the text, and the interaction between the reader and text (Rumelhart, 1997).

The ability to read is acknowledged to be the most stable and durable of the language modalities (Bern hart, 1991). **What** a reader reads is the *Product* but **how** he reads is the *Process*. And this is true both of reading in the first and the second languages.

Several studies have been conducted to establish the process of Reading as a series of *sub-skills* which offer us insights into **how** the reader arrived at the meaning of the text or **what** exactly the reader got out of the text.

Although reading in L1 shares numerous important basic elements with reading in a second or foreign language, *the processes* differ greatly. Intriguing questions involve whether there are two parallel cognitive processes at work, or whether there are

processing strategies that accommodate both first and second languages. Despite these interests, second language research on reading, is frequently dismissed as being marginal and derivative from first language reading being **the same task in the native language**.

While it is true that L1 and L2 reading processes have similarities, it is also important to recognize that many factors come into play, which in turn makes second language reading a phenomenon in itself.

Different variables have been considered from time to time by different researchers, such as different cultural background, different motivation, and different background knowledge. Some of these actually cast doubts in an attempt to describe the skill of Reading exclusively as either a Process or a Product.

While the meaning the reader makes of the text i.e. the *Product* is important, because it helps us to get different interpretations of the same text, the *Process*, i.e. how he arrived at the interpretation, underlies the product.

It is therefore possible to say that Reading can be viewed both as a Process and a Product. While **the Product gives us different levels of meaning**, the Process varies from reader to reader, purpose to purpose.

Reading, in the twenty-first century in most cultures, is a private activity. Several definitions have been arrived at:

Widdowson's definition "*Reading is the process of getting linguistic information via print*" is a useful one. This is a traditional view and is very often linked to other skills. Fries (1963) held the same view which implies the relationship between Listening and Reading i.e. the information that can be transferred through Listening could also be done through Reading.

Sticht (1972) also established a strong parallel between the two skills.

Urquhart (1981) specified a number of mental operations in a particular reading situation, thereby focusing on the *cognitive* aspects.

Reading comprehension is the act of understanding a written text, which means extracting the required information from it as efficiently as possible. (Francois Grellet, 1991:3)

The view of reading as a cognitive activity is quite old. Thorndike (1917) had argued that reading was similar to mathematical problem solving.

It follows that Reading is a complex activity and that the study of Reading must be interdisciplinary. Any satisfactory definition of Reading becomes all-embracing: it also implies that readers can go on becoming better readers. Mere learning of translation rules will not suffice but far more is necessary.

What is important is how to relate what is being processed to one's existing knowledge, emotions etc. and to do so with an appropriate degree of flexibility. If the ability to read involves so many aspects of language, cognition, life and learning, then no one academic view of language skills can claim to have the correct view of what is involved in the definition of Reading.

Linguistics, Applied Linguistics, cognitive psychology, sociology, sociolinguistics, communication theory, the study of communication systems and other disciplines related to real life all have a bearing on the study of Reading as a Process or a Product.

Review Exercise: *Pick up the day's newspaper. Read a few of the headlines. Before you actually read the reports, think of the information these reports might include. Jot them down. Now read the reports and compare your notes.*

1.2.1 Basic Assumptions about Reading:

Let us examine how reading in the L1 is different from and similar to reading in the L2. More specifically, factors of cultural difference: content (background knowledge) scheme, formal (texture) schema, linguistic (language) schema, will be examined.

Schema theory is based on the belief that *"every act of comprehension involves one's knowledge of the world as well"* (Anderson et al. in Carrell & Eisterhold 1983:73). Thus, readers develop a coherent interpretation of text through the interactive process of *"combining textual information with the information a reader brings to a text"*. (Widdowson in Grabe 1988:56)

Readers' mental stores are termed 'schemata' (after Bartlett in Cook 1997:86) and are divided (following Carrell 1983) into two main types: '*content schemata*' (background knowledge of the world) and '*formal schemata*' (background knowledge of rhetorical structure). Theories on the contribution of *schemata* and *culture* to the reading process are discussed in this section.

1.2.2 The Theory of Cultural Hypothesis:

If we are to consider the aspects of background and culture as contributory factors to the process of Reading, it is imperative to view it from a *pedagogic* point of view. In this

section we will look at the processes of reading in L1 and L2 and also investigate how the *culture* factor influences the process and the product of reading.

Despite the similarities between reading in an L1 and reading in an L2, a number of complex variables make the process of L1 different from L2. Because the reading process is essentially "unobservable", teachers need to make significant efforts in the classroom to understand their students' reading behaviours and be able to help students understand those behaviours as well. It is therefore important that teachers know as much as possible about the cultural, linguistic, and educational backgrounds of their readers since many of these factors influence reading in an L2 context.

While examining how reading in the L1 is different from or similar to reading in the L2, the factors of cultural differences that become important are:

- **context** (background knowledge) **schema**
- **formal** (textural) **schema**
- **linguistic** (language) **schema**

Based on such a discussion, a profile of a bi-literate reader or a reader who is proficient in Reading both in MT and a second language is provided.

A great deal of literature is available on research in this domain. It cannot possibly be covered in its entirety here. However, the discussion that follows will provide you with an overview in this area.

1.2.3 The Schema Theory:

The notion of schema must be defined. Schemas, or schema as they are sometimes known, have been described as "*cognitive constructs which allow for the organization of information in long-term memory*" (Widdowson, 1983).

Cook (1989) states, "*the mind, stimulated by key words or phrase in the text or by the context, activates a knowledge schema*" (Cook, 1989, p.69).

Widdowson and Cook both emphasize the **cognitive** characteristics of schema which allow us to relate incoming information to already know information. This covers the knowledge of the world, from everyday knowledge to very specialized knowledge, knowledge of language structures, and knowledge texts and forms they take in terms of genre, and organization.

In addition to allowing us to organize information and knowledge economically, schemas also allow us to *predict* the continuation of both spoken and written discourse. The first part of a text activates a schema, that is, calls up a schema which is either confirmed or disconfirmed by what follows. For example a text that begins with the words "*Once upon a time.....*" almost at once suggests that a story is about to follow. At the same time there is sufficient indication that it is going to be a story for children to read. In the process of reading, "*comprehension of a message entails drawing information from both the message and the internal schemata until sets are reconciled as a single schema or message*" (Anderson et al. in Hudson, 1982:187).

Although it is also claimed that "the first part of text activates a schema...which is either confirmed or disconfirmed by what follows" (Wallace 1922:33), the process begins much earlier than this:

According to Swales (1990:88) "*The environment sets up powerful expectations: we are already prepared for certain genres but not for others before we open a newspaper; or a scholarly journal....*"

The reading process, therefore, involves **identification of genre, formal structure and topic**, all of which activate schemata and allow readers to comprehend the text (Sales 1990:89).

In this, it is assumed that readers not only possess all the relevant schemata, but also that these schemata actually are activated. Where this is not the case, some disruption of comprehension may occur. In fact, it is likely that "there will never be a **total coincidence of schemas** between writer and reader" (Wallace 1992:82) such that **coherence is the property of individual** readers. It follows then, that there will be some differences to interpretation of a text between reader and writer.

1.2.4 Problems in Reading:

There are basically three problems in the literature on Reading research today.

1. **The processing Problem** argues that L2 learners may be proficient in the language, but they still have problems in reading. Therefore, the core of the problem is the failure to transfer reading strategies from the L1 to L2.
2. The **Language Problem** states that L2 reading is very different from L1 reading. It argues that the L2 reader has problems with memory span, mistakes are likely to lead to hesitation and there is a possibility of L1 interference.

3. The **Short Circuit Problem** aims to strike a balance between the first two and states that L2 readers bring a great deal of **schema** with them to help in the reading process, but it concedes that the language problem is of fundamental importance. In other words, good L1 readers are theoretically able to transfer their reading skills, but when language competence is limited a **short circuit** is created. There is no conclusive evidence for this theory as yet, but the idea is intuitively appealing. Readers, who do not know enough of the language, can not transfer skills from their L1 because they need to be more proficient in the L2 to activate the skill.

Schema theory *describes the process by which readers combine their own background knowledge with the information in a text to comprehend that text*. All readers carry different schemata (background information) and these are also often culture-specific. This is an important concept in ESL teaching, and pre-reading tasks are often designed to build or activate the learner's schemata.

1.2.5 Applications of Schema Theory to the Teaching of ESL Reading:

As described in the previous section, "some students" face apparent reading problems—may be problems of insufficient background knowledge" (Carrell 1988:245). Where this is thought to be topic-related, it has been suggested that '*narrow reading*' within the student's area of knowledge or interest may improve the situation (see Carrell & Eisterhold 1983:86). Similarly, where schema deficiencies are culture-specific, it could be useful to provide local texts or texts which are **developed from the readers' own experience** (op.cit.85).

On the other hand, Carrell and Eisterhold (1983:89) also suggest that "every culture-specific interference problem dealt with in the classroom presents an opportunity to build new culture-specific schemata that will be available to the EFL/ESL student outside the classroom. "Thus, rather than attempting to neutralize texts, it would seem more suitable to prepare students by "**helping them build background knowledge on the topic prior to reading, through appropriate pre-reading activities.**" (Carrell 1988: 245)

Carrell (1988: 245) lists numerous ways in **which relevant schemata** may be constructed, including **lectures, visual aids, demonstrations, real-life experience, discussion, role-play, text previewing, introduction and discussion of key vocabulary, and key-word/key-concept association** activities.

Examples of such **contextualization** include, for example, showing pictures of a city before asking the students to read a text about that city, or playing a video clip from a film adaptation of the novel the class is about to study. Although helpful, these pre-reading activities are probably not sufficient alone and teachers will need to supply additional information.

Reading problems are not just caused by schema deficiencies and the "relevant schemata must be activated" (Carrell 1988: 105). In other words, non-activation of the schema might be a problem. This means that readers may come to a text with prior knowledge but their schemata are not necessarily activated while reading so 'pre-reading' activities must accomplish both goals: building new background knowledge as well as activating existing background knowledge" (Carrell 1988b: 248). Particularly useful and popular here are questioning and 'brainstorming' (Aebersold and Field 1997:71). For example:

You are going to read a passage about a woman's encounter with a bear while hiking in an American National Park.

Before reading, answer the following questions:

- (a) *Do bears live in the wild in your country? What kind of bears?*
- (b) *How would you feel if you met a bear while hiking?*
- (c) *What do you think we should do if we encounter a bear in the wild?*

Previewing the text (particularly the title, subheadings and figures) also "helps readers predict what they are going to read" and this, hopefully, activates their schemata (Aebersold & Field 1997:73). For example:

You are going to read a passage about a man's bad experience on a camping trip in the north of England.

Before reading, do the following exercises:

- (a) *Write down five problems the man could have had when he was camping.*
- (b) *Look at the title of the passage and the list of words. What do you think might have happened?*

TITLE: 'Our Terrible New Year'

WORDS (in order): holiday, happy, drove, far, camped, beautiful, night, freezing, snow, morning, engine trouble, help, no phone, ran, ice, slipped, cut, disaster.

The use of mother tongue is a very useful pedagogic device to activate schemata. Lower level students may have the schemata but not the linguistic skills to discuss them in the L2. So the first language could be used to access prior knowledge; teachers must introduce the relevant vocabulary during the discussion, otherwise a "schema has been activated but learning the L2 has not been facilitated" (Aebersold & Field 1997: 77).

Although pre-reading activities, such as those above, are potentially beneficial, there is evidence that their usefulness is limited. Let us discuss this in greater detail.

1.2.6 Limitations in the Use of Schema Theory in ESL Teaching:

Despite the current popularity of pre-reading activities, there may be limits to their use in ESL teaching and they may not always function as intended. Carrell and Wallace (in Carrell 1988a:105-6) found that giving context did not improve recall even for advanced ESL readers suggesting that their schemata were not activated.

"Touching as few bases as necessary." they may "apply meaning to a text regardless of the degree to which they successfully utilize syntactic, semantic or discourse constraints."

The reading process has famously been described as a "*psycholinguistic guessing game*" (Goodman in Carrell & Eisterhold 1983:74) in which "efficient readers minimize dependence on visual detail" by utilizing background knowledge to make predication and checking these against the text (Goodman 1975:12)

Such top-down models (moving from general knowledge to specific details) have unfortunately given the misleading message to teachers that ESL reading tuition is "mostly just a matter of providing [learners] with the right background knowledge...and encouraging them to make full use of that knowledge in decoding....texts" (Eskey 1988:97). It is now recognized that "*language is a major problem in second language reading*" (op.cit.97)

1.2.7 Vocabulary and Schemata: Dr. West's Theory - Revised Application

ESL readers need "a massive receptive vocabulary that is rapidly, accurately and automatically accessed" (Grabe 1988:63).

Carrell (1988b:244) suggests a "parallel" approach in which vocabulary and schemata are developed by "pre-teaching vocabulary and background knowledge concurrently for sets of passages to be read at some later time. Furthermore, since learners

"need to see a word many times in different contexts before it is learned" (Aebersold & Field 1997:139), they may need to read a great many more texts than is usually the case in reading courses.

This so-called 'extensive' reading (after Palmer in Bamford & Day 1997:6) is discussed next.

1.2.8 Extensive Reading and Inter Textuality: Rabindranath Tagore's Theory - Revised Application:

Encouraging students to read for pleasure is advocated by several authors (Bamford & Day 1997; Carrell & Eisterhold 1983: 85-6; Wallace 1992: 68-9) and will hopefully lead to the kind of extensive reading learners need to do if they are to gain any '*automatic access*' in their *word and phrase recognition abilities* (see Eskey & Grabe 1988:235).

As Bamford and Day (1997:7) state, "*until students read in quantity, they will not become fluent readers.*" Learners may be motivated to read extensively by being allowed to choose their own texts based on their own interests.

Visiting Expert Corner

Another reason for extensive reading is related to the concept of '**inter textuality**' where "*all texts contain traces of other texts, and frequently they cannot be readily interpreted or at least fully appreciated-without reference to other texts*" (Wallace 1992:47) McCarthy and Carter (1994:114) point out that "many common, everyday texts assume that the receiver will be able to pick up...allusions and perceive the cultural references [to deep-rooted common cultural stores of allusions, sayings, idioms etc.

- Dr. Smart introduced 2500 Essential words in 1950s so that both *Receptive* and *Productive* vocabulary could be easily mastered for everyday use of English.
- Rabindranath Tagore who got Nobel Prize in 1913 for *Gitanjali* introduced the theory of '*Guessing Contextual Meaning*' to understand topics and texts meant for extensive reading.

The face that launched 'a thousand tabloids' alluding to the line about the beauty of Helen of Troy from Marlowe's 'Faust' (1588): "*is this the face that launched a thousand*

ships?" Here it is perhaps assumed that any reader will be in a position to associate Princess Diana with Helen of Troy.

Sinclair (1990:16) claims that "in general people forget the actual language but remember the message." The fact remains, though, that textual memory is important because texts do carry references to other texts and, although not always crucial to the overall message, these references enhance the understanding of the text.

1.2.9 Guiding Students to Use Reader's Strategies:

We have already said that Reading is a multidisciplinary skill. Most EFL teachers would agree that the overt processes involving in language-the four skills of reading, writing, listening and speaking-which have been, in the past, "treated somewhat in isolation, in fact have so much in common with each other, that it makes much more sense to treat them holistically" (Wray & Medwell 1991:3). It has been noted that the links between reading and writing, for example, have been emphasized to such an extent that it is now normal to see them referred to as "literacy". Similarly, the term "oracy" is commonly used to denote the skills of speaking and listening.

This is no doubt true, even unavoidable, in the practical classroom situation. However, it is also argued that to look at the four skills individually, in order to look for parallels between the processes is in theoretical terms, far more useful for those who strive to learn from these theories and use them in a constructive way. Thus, the sum of the parts may be greater, and more practically helpful, than the whole.

Each of the "**four skills**" in itself is composed of component **sub-skills**. Grabe (1992:50-3) notes six in particular in the case of **reading**. These are:

1. the perceptual automatic recognition skill;
2. linguistic skills; linguistic schema;
3. knowledge and skills of discourse structure and organization; formal schema;
4. knowledge of the world; content schema;
5. synthetic and critical evaluation skills; content schema; and
6. metalinguistic knowledge and skills.

These sub-skills are, to a greater or lesser extent, also sub-skills of writing, speaking and listening. This suggests that basic strategies used are similar, if not exactly the same, in each of the four skills.

Although the four areas impose different constraints, at many different levels, they encourage a unique emphasis on particular combinations of strategies on each occasion.

In reading, the notions of "**bottom-up**" and "**top-down**" processing, (also known as "out-side-in" and "inside-out" processing), are not without their problems.

Let us do and learn

<i>Consider the sentence (Wray & Medwell 1991:98) "iF yuo aer a fluet reodur yuo wll hve on pRblem reOdng ths sNtnce". Write it out after making necessary correction. Now think of all that you did to get the message.</i>
--

A purely **bottom-up strategy** (which is essentially a **code-cracking** activity) simply cannot account for the comprehension of this sentence. **Top-down strategies** must have come into play to help you find "meaning" in these symbols.

There is a clear parallel here with listening skills. EFL students who have only heard standard R.P. English spoken, when they find themselves listening to a speaker from inner-city Dublin would find it difficult to comprehend. Indeed, this is a difficult task for many native English speakers; however, meaning may still be found by both groups.

Language learners often report that they do not catch every word spoken, but that they, nonetheless, manage to understand the meaning of the sentence. Conversely, it is also common that the language learners report that they "understand" every word, but can not grasp the meaning of the sentence.

Oakhill and Garnham (1988) assert that while good readers, and, by extension, good listeners, may indeed "have greater contextual awareness, they do not, in fact, need to use it."

Samuels and Kamil (1988:32) sum this up by saying that "if a skilled reader can generate predictions, the amount of time necessary to generate a prediction may be greater than the amount of time the skilled reader needs to simply recognize the words."

So, a total reliance on top-down processing, while initially attractive, may later lead to some practical and theoretical conclusions that are less than satisfactory; for example, it might be felt that the language learner does not need to develop much conscious knowledge of the features of written language. Therefore, the clause, or even

the sentence, would be the most significant linguistic units, rather than the word. Previous research has shown that this is not always true.

This is particularly problematic in reading theory. In L1 studies in phonological awareness, Goswami (1994) and others have clearly linked early ability to segment words into their constituent phonemes with letter reading proficiency.

So, it seems that comprehension, of written and spoken discourse, relies on a symbiosis of top-down and bottom-up strategies. Thus, the perceptual-automatic recognition skill noted by Grabe (1992) above seems psychologically real and theoretically plausible, following Underwood's (1982) assertion that "attention can only be diverted to higher-level activities, such as comprehension, when lower-level activities have become skilled through practice."

"Though recent finding...[by Danks & End (1985) and Lund (1991)] on language processing...are still tentative, they suggest that basic strategies focus on the most important reading.

Both the modalities impose different processing constraints. Hence we should emphasize 'different strategies' (Strodt-Lopez: 1996:35-6). Thus, listeners tend to rely *more on top-down processing, from "background knowledge to the particulars,"* while readers tend more towards bottom-up strategies, from *"the particulars of the text to background knowledge"* (ibid: 35-6).

1.2.10 Facilitating Reading Comprehension in the Classroom:

In giving the L2 student both as much input and practice as they can reasonably manage, and a strong metalinguistic awareness, teachers give the student the tools to learn a language proficiently. It is in equipping the student with both declarative knowledge, as well as the procedural knowledge, that they not only understand the information in the text, but also appreciate its subtle intricacies.

This is an extension of the issue of reading as a product or a process.

Let us do and learn	
<i>HOW DO WE READ? Match the column on the left with the definition on the right and decide which are most applicable to the above categories.</i>	
<i>Skimming</i>	<i>reading shorter texts to extract accurate detailed information</i>
<i>Scanning</i>	<i>quickly reading a text to get the gist of it</i>
<i>Extensive reading</i>	<i>quickly going through a text to find a particular piece of information</i>
<i>Intensive reading</i>	<i>reading longer texts, usually for pleasure</i>

1.2.11 Readers in a Specific Classroom Context:

In this section we will consider some practical ways of helping a particular group of students, in becoming more proficient readers. In the process we will get an opportunity to link theory with practice. But let us first investigate who exactly are the effective readers and who are not so effective as readers?

a) Effective Readers:

An effective reader is one who can select the correct strategy for the purpose and text studies have shown that most effective readers:

- **discover the distinctive features in letters, words and meaning.**
- **try to identify meaning rather than letters or words.**
- **use their knowledge of the world.**
- **eliminate unlikely alternatives through inference and prediction.**
- **have a clearly defined purpose.**
- **locate topic sentences.**
- **distinguish main points from subordinate ones, and fact from opinion.**
- **are aware of cohesion and reference**

- **are aware of explicit and implied relationships between sentences and paragraphs.**
- **are aware of the importance of argument, tone and function.**
- **are able to work out the meaning of unfamiliar vocabulary from context.**
- **have confidence in their own ability and take chances.**

b) Ineffective Readers:

On the other hand, ineffective reading is often caused by:

- mouthing;
- word-by-word reading;
- inappropriate translation;
- inaccurate linguistic analysis;
- paying attention to unfamiliar words which are not relevant to the purpose of reading;
- panic;

and therefore these students do not take chances.

1.2.12 What Skills do we need to READ successfully?

- ❖ Recognizing the script of a language.
- ❖ Deducing the meaning of unfamiliar lexical items.
- ❖ Understanding explicitly stated information.
- ❖ Understanding the communicative value of sentences and utterances.
- ❖ Understanding relations within the sentence.
- ❖ Understanding relations between sentences through grammatical and lexical cohesive devices.
- ❖ Interpreting text by going outside it.
- ❖ Identifying main points in a discourse.

- ❖ Extracting salient points to summarize.
- ❖ Basic reference skills (contents, index, abbreviations, ordering).
- ❖ Skimming.
- ❖ Scanning.
- ❖ Trans – coding written information to tabular or diagram form and vice versa (Information Transfer).
- ❖ Predicting

In addition to **gains in achievement** and **shift in attitude**, Grubaugh points out that the kind of wide reading that students engage in during SSR should broaden their **background of information**, thus providing them with a better knowledge base with which to relate to their subject area textbooks and lectures.

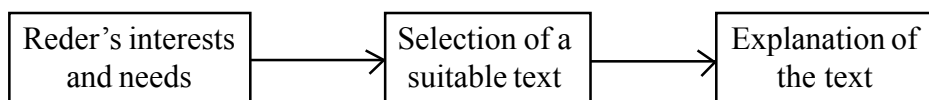
Another study that shows significant results was conducted in India (Aranha), a school in the suburbs of Bombay that uses English as its medium of instruction. SSR was introduced twice a week in one fourth grade class. Attitudes towards reading and reading achievement of the children in the experimental class were compared to those children in a control class that used the same language program without SSR.

The results of the study show a high gain in **reading attitudes in the SSR** group and a loss in **attitude scores in the control group**. Girls of the experimental SSR group showed significant improvement in **achievement scores compared** with girls in the control group. Aranha concludes that SSR is a suitable classroom procedure for schools in Asia and Africa since it attempts to improve students' **attitudes towards reading and their achievement in reading**.

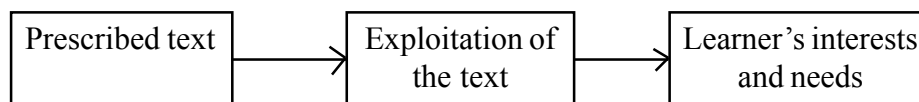
Let us do and Learn
<i>Are you primarily a top-down or bottom-up processor?</i>
<i>Or is there a healthy mixture? Why? Why not?</i>
<i>Should we make students aware of their own reading processes? Why? Why not?</i>
<i>How can an awareness of the theories above help us as teachers?</i>

1.2.13 Classroom Strategies : approaches to reading.

In a reading class, *motivation* is a most crucial point that needs to be considered. Readers must be motivated to read. An ideal starting point for motivating would be to find out first the reader's wants, needs and interests, and then to select the reading matter and devise activities that will make them want to read. This may be represented in the following manner:



However, often it happens that the teachers find themselves obliged to use a prescribed textbook. The starting point then becomes the text rather than the reader's needs, and therefore exploitation of the text becomes all-important in motivating the readers. Such a situation may be represented in the following manner :



In such a case, exploitation of the text becomes most crucial. It refers to what is done in the three phases in reading, i.e. the *prereading phase*, the *while-reading phase* and the *post-reading phase*. These three phases help not only with the problem of motivation, but also with other problems of language.

The three phases :

Pre-reading : This phase aims to : (i) introduce and arouse interest in the topic of the text. (ii) motivate readers by giving a reason for reading, (iii) provide some language preparation for the text.

Not all of these aims would be relevant for all kinds of texts. In some cases, there may not be any language problem or such, or, the language might already have been introduced. Of course this does not mean that each and every unknown word needs to be explained, as long as the reader is able to tackle the text and the tasks that go with it, with ease.

To help prepare for a pre-reading work, the following points may be kept in mind:

- (i) What background knowledge the reader already has about the content of the text and how can that knowledge be exploited ?

- (ii) Why should anyone want to read the text, and can the same or similar reasons be generated in the readers ?

Answers to these questions will provide clues for ways of introducing the text and motivating the readers. For this, visuals, maps, diagrams or a set of questions could be used.

While-reading phase :

This phase draws the focus of readers to the text and aims to :

- (i) help understanding the writer's purpose.
- (ii) help understanding the text structure.
- (iii) clarify the text content.

The following questions may be considered when preparing while-reading tasks.

- (i) What is the function of the text ?
- (ii) How is the text organised ? (e.g. a narrative, a descriptive, a reflective, argumentative, etc.)
- (iii) What information or idea needs to be exploited ?
- (iv) What information can be inferred or deduced ?
- (v) What language can be learnt from the text ?
- (vi) What reading styles may be practised ? (e.g. skimming, scanning, intensive, etc.)

As a rule, while reading work should begin with a global understanding and then move on to smaller units such as paragraphs, sentences and words. The reason is that larger units provide help to understand the smaller units—a paragraph or sentence and thus to understand a word.

Post-reading phase :

The aim of this phase is to “

- (i) consolidate or reflect upon what has been read.
- (ii) relate the knowledge just acquired to the reader's own knowledge, interests, or views.

The work does not refer directly to the text, but ‘grows out’ of it. Post-reading may also include the reaction of the readers to the text. Post-reading work should therefore contribute, in a coherent manner, to the writing, speaking and listening skills that the programme aims to develop.

To prepare for a post-reading phase, the following questions may be kept in mind:

- (i) Do the readers know of a similar situation as given in the text ?
- (ii) Does the text provide a situation that is good enough to be recommended ?
- (iii) Does the text present a situation that need to be completed ?
- (iv) Does the text provide ideas or views that need to be counter-balance ?

The work that the questions lead to may be writing, interaction, drawing diagrams etc. Motivating the learners need not necessarily take place in the pre-reading phase. It may occur in the while-reading phase as well using an interesting task. The interactive work in the post-reading may develop the reader’s communicative skills. This may also lead on to working on projects by developing the reader’s reference skills. The three-phase approach therefore leads to integration of the skills in a coherent manners.

Unit 2 □ Teaching Productive Language Skills

2.1 Speaking Skill and its Sub-Skills

2.2 Writing Skill and its Sub-Skills

Speaking and Writing skills are called productive skills as we need to display our competence through manifest presentations.

2.1 □ Speaking Skill and its Sub-Skills :

We have already briefly referred to the nature of Listening Skill. We would like to restate the same from the point of view of teaching speaking or oral communication as a skill and talk about its pedagogical implications.

- (a) Oral communication is a two-way process between a speaker and a listener/ listeners involving the productive skill of speaking and the receptive skill of

understanding, or more precisely, listening with understanding. It is not a static process. Both the speaker and the listener have a positive function to perform. The speaker has to *encode* the message to be conveyed in an appropriate language. The listener has to *decode* or *interpret* the message he receives.

- (b) In normal speech the message itself contains a great deal of linguistically 'redundant' information, i.e., it conveys more information than the listener needs. So the listener does not need to follow the utterance of the speaker with utmost attention for every detail.
- (c) The listener also receives help from the prosodic features, viz, the stress and intonation which accompany the spoken utterance and form part of its meaning. At the same time facial expressions, body movements like gestures also help the listener to interpret the message.
- (d) Speech is characterized by incomplete utterances, sometimes ungrammatical utterances, and also by false starts and repetitions. In contrast, written language almost typically has well-structured sentences which are carefully linked together (unless it is a spoken language in a written text (e.g. a dialogue in a play)).

2.1.1 Littlewood's Framework :

This framework consists of two components: part-skill practice for mainly skill learning and whole task practice which combines the skills into operation fluently and correctly for meaningful communication.

Part-skill Practice:

In all the steps mentioned below the activities are controlled in terms of grammatical structure, vocabulary and information.

- **Internalizing the language system:** It involves learning or mastery of the aspects of the foreign language system. In a traditional approach it would involve learning and practicing different tenses, sentence patterns and all components of grammar, understanding and employing rules to constructing sentences, etc. With the emphasis on communication as the goal, teachers today tend to reject such grammar-oriented activities. However, grammar plays an important role in communication. Therefore, active links should be maintained between grammatical choices and meanings they convey so that the linguistic system can be easily integrated into the communication system.

- **Exchanging shared knowledge:** We need to help learners so that they can link the language forms with their literal meanings. The learners are asked to focus on some area of knowledge they share and to use the new language to describe it. The information that the language carries is already familiar to everybody (e.g. describe the classroom situation, where somebody is sitting etc.) These activities may be criticized for being 'artificial' and not performing acts of communication. However, they are useful as they help learners to 'learn' to communicate.
- **Exchanging literal information and Information Gap:** When the teacher distributes the information among the learners and gives them a reason for exchanging the information (As for example, one learner develops the outline into a story and others ask him questions to elicit more information).
- **Practising communicative functions:** Communication-oriented activities control upon the focus on meaning. However, the grammatical structures used are often controlled in terms of the functions (e.g. *making suggestions, offers, and requests* relating to *cues* or *pictures* given by the teacher. For example:

: *Would you like a cup of tea?*

The language as used above cannot be called '**complete communication**' as the learners are not exposed to the **original context** and the **speaker's communicative intentions**.

We should remember that there is hardly one-to-one link between language forms and communicative functions. The same functional meaning can be expressed by a variety of forms and the same forms can be interpreted differently in different situations. Our goal as teachers is to get the learners choose appropriate forms to express their own meaning.

- Students' own communicative intentions rather than those determined by the teacher or by the materials are very important. Role-playing provides the contexts through which this progression takes place. (e.g. You are in a clothes shop. Greet the assistant, ask for a shirt, specify size and colour, and so on.) As you can see the communicative intentions are specified in detail and they are not the learners' own.
- We can give the learners more scope by *giving them a looser framework* when they create their own communicative intentions (e.g. greet the assistant, ask for what you want, if the item you want is sold out, ask for something else, and so on).
- **By combining the principle of role-playing with the principle of information exchange** we can create contexts when one learner has to find information from

another who has it (e.g. Greet the assistant; Respond, ask what he/she wants; Ask for a shirt/pair of shoes/leather bag; Ask what size/colour/shape, etc.); The more you make the framework looser, the more choices the learners have are larger.

2.1.2 Whole Task Practice:

The progression from controlled skill-based activities to completely free communication is gradual. Along this progression, the control of the language and meanings that are expressed *vary in degrees*. As we move towards the whole task, the interaction becomes less tightly controlled and the learners themselves decide what meanings they want to express at different stages of interaction. Even at the later stages of part-skill practice, some learners may take their role-playing cues only as the starting point and exercise more freedom by creating their own interaction around them. Thus they themselves move into the domain of whole-task practice.

The tasks suggested in the previous section consist of mainly predictable sequences of language linked to concrete facts and situations. However, real communication is unpredictable.

- This dimension of unpredictability is introduced by adding an element of problem-solving (eg. Instead of giving them a set of pictures to describe, we may give the learners the pictures in a jumbled order for them to discover the sequence themselves by working out how the pictures can be combined to tell a coherent story). The learners in a group have to negotiate the problem-solving element. This aspect depends on each learner's active contribution and cannot be predicted.

It is '**information gap**' that normally motivates the exchange of sample information, though in this case the initial information is given because the problem itself creates the communicative purpose. In case of **problem-solving**, the learners need to overcome the '**opinion gap**' because a problem may have many solutions, and the learners will need to put forward their own opinions so that the learners have the scope to choose what to say. So the specific cues are replaced by more general information about the situation and the participants' roles and purposes within it. The learners now enjoy more scope to interact through personal meaning of their own and become personally involved as communication takes place.

The concept of role is useful provided that the learners are able to identify with the roles assigned to them. Role-playing provides the opportunities for them to assume the behaviour they are to produce outside the classroom and integrate these behaviour patterns with their own personalities.

The next logical step is for the learners to create the situations the resources actually present in the classroom and use language. In other words, they develop their language skills by engaging in real experiences which require these skills.

2.1.3 Task-based Approach:

Gillian Brown et al. (Teaching Talk, 1984) talks of task-based approach which allows the teacher to offer the learners an opportunity to attempt a task similar to the one they have already performed but which is different in detailed content. In this case the learner can put the lessons learnt from a first performance into practice. The tasks are graded in terms of difficulty and have information-gap which is functional, i.e. the listener does not know something but which he needs to know in order to achieve a desired result.

2.1.4 Strategies and Techniques for Developing Speaking / Oral Skills:

In the current scenario when the emphasis is on using language in authentic communicative contexts, oral skills are taught using appropriate tasks where the learners negotiate the problem solving element. The tasks are graded from simple (with a lot of support knowing what it is they need to express) to complex both in terms of form and meaning. There is a gradual progression from very controlled activities at one to completely free communication at the other. It is a continuum.

2.1.5 The Role of English Teachers:

The role of teachers is important in developing oral skills. Donn Byrne says '*the role of the teacher*' is to provide the best conditions for learning (Byrne,1981). However, the role differs at different stages.

- **Presentation Stage:** *At the presentation stage* the teacher is the *informant*. S/he selects new materials and presents in a way that the meaning is clear and memorable.
- **Practice Stage:** *At the practice stage* the teacher is the *conductor*. As the learners do most of the talking, the teacher provides the maximum amount of practice.
- **Production Stage:** In the *production stages* the teacher is the *guide*. No real learning has taken place until the learners can use language in a real situation. The teacher as a guide provides the **activities and tasks** for free expression and production on the part of the learners.

You are aware by now that in communicative language teaching the teacher's addressing the whole class from the front does not serve any useful purpose. Now the teacher uses **pair work** and **group work** to give the learners more autonomy so that they take the responsibility of their own learning. The learners need not sit in their own desks all the time neither does the teacher have to be at his/her table throughout the lesson. For developing oral skills they need to move around the class finding new partners or groups so that they can practise and use their language skills in varied situations.

Before the learners begin to learn to speak, they need to be made aware by the teachers of certain rules that they need to follow. These are as follows according to Nolasco and Arthur :

- Only one person speaks at a time;
- The speakers change;
- The length of any contribution varies;
- There are techniques for allowing the other party or parties to speak;
- Neither the content nor the amount of what we say is specified in advance.

Teachers need to be aware of these characteristics of native-speaker performance conversation if oral skills of the learners have to develop effectively. They also need to consider which of the functions of the conversations are relevant to the learners according to their levels and needs. Generally the learners will need to give and receive information, collaborate in doing something, share personal experiences and opinions with a view to building social relationship.

2.1.6 Techniques for Controlled Activities:

Within the classroom, learners feel shy and/or threatened to speak, they lack confidence. Controlled activities help by developing their confidence and by reducing the individual's threat perception of himself or herself. As the learners develop their ability to participate and carry on simple conversation using controlled activities, they grow in confidence. 'Getting to know you' activities promote trust and 'articulation' activities which give the learners the opportunity to use English sounds in a safe and undemanding environment are useful in this context.

The learners also need to develop their ability to take part in sustained conversation. Activities which give them controlled practice use dialogues, by paying attention to exchange structures and short responses as well through grammar practice.

Here are a few examples of 'getting to know you' activities :

- **Chain names** when the learners sit in a semi-circle and a learner introduces him/herself (eg. I'm Reena). The next one has to repeat the first name and add his/her name (eg. Reena, I'm Sunny). The third one has to continue in the same way (Reena, Sunny, I'm.....) and so on.

We have briefly referred to the nature of Listening Skill. We would like to restate the same from the point of view of teaching Speaking or Oral Communication as a skill and talk about its pedagogical implications.

(a) Oral communication is a two-way process between a speaker and a listener/listeners involving the productive skill of speaking and the receptive skill of understanding, or more precisely, listening with understanding. It is not a static process. Both the speaker and the listener have a positive function to perform. The speaker has to *encode* the message to be conveyed in an appropriate language. The listener has to *decode* or *interpret* the message he receives.

(b) In normal speech the message itself contains a great deal of linguistically 'redundant' information, i.e., it conveys more information than the listener needs. So the listener does not need to follow the utterance of the speaker with utmost attention for every detail.

(c) The listener also receives help from the prosodic features, viz, stress and intonation which accompany the spoken utterance and form part of its meaning. At the same time facial expressions, body movements like gestures also help the listener to interpret the message.

(d) Speech is characterized by incomplete utterances, sometimes ungrammatical utterances, and also by false starts and repetitions. In contrast, written language almost typically has well-structured sentences which are carefully linked together (unless it is spoken language in a written text (eg. dialogue in a play)).

2.1.7 Pedagogical Implications:

How does the information we got above influence classroom practices? Let us consider them below:

(a) Listening Comprehension:

In the classroom the emphasis is chiefly on the ability to speak. But we saw that oral communication is not just production or speaking, but reception or listening as well. Moreover, as teachers, we cannot guarantee that as the learners are listening, they are

able to understand. Understanding of the spoken language cannot be left to take care of itself. If we do, the results are:

1. **The learners have no longer any control of what is said to them, and**
2. **Poor understanding often gives rise to nervousness which in turn further inhibits the ability to speak.**

Learners' ability to understand has to be more extensive than their ability to speak because they have no control on what is or will be said to them. Also, the listening models (e.g., dialogues) in the classrooms are contrived in such a way that they facilitate oral production but they do not always contain a sufficiently large number of features of natural speech [as mentioned above]. In order to cope with real life language situations, learners need regular and frequent training through a programme of listening comprehension so that they are exposed in the classroom to suitably varied models of natural speech from the earliest stages of a language course. In other words, **they actually have to learn to listen just as they learn to speak.**

(b) Oral Productions:

The main goal of teaching the productive skill of speaking will be *oral fluency* which means ability to express oneself *intelligibly, reasonably accurately* and *without hesitation*. This last named aspect is important because frequent hesitations may lead to breakdown in communication as the listener may lose patience and interest under such a condition.

The way to ensure fluency is to guide the learners through (i) the stages of imitation of a model to (ii) make them respond to cues to the final point and (iii) to make them express their own ideas.

It requires two complementary levels of training: (a) practice in the manipulation of fixed elements of the language like grammatical patterns and lexical items, and (b) practice in the expression of personal meaning without cues from the teacher. What it implies is that, to develop oral skills dialogues and passages may serve as a *starting point* but the teacher cannot depend on the written text only, if communication in an authentic situation is the goal. Audio-visual aids, on the other hand, provide at all levels a powerful way of stimulation and developing oral ability without recourse to written language.

(c) Intelligibility of Phonology:

Intelligibility is often defined in phonological terms (eg. able to discriminate between /i/ and /i:/). But for the purpose of oral fluency this term needs to be extended to include a mastery of the other areas of **language: of grammar, vocabulary as well as phonology**. The teacher has to concentrate on essential features such as, differences between weak and strong forms, key sounds, basic stress and intonation patterns, etc. More importantly,

focus should be on the *reception* rather than on production. However, given the limited time that the teachers get for development of oral skills, attention should be on a balanced approach.

(d) Intelligibility of Structure:

The development of oral ability itself is a good motivation. A beginner derives immense satisfaction when he is able to say even a small number of sentences and this element of satisfaction must be sustained. As opposed to free expression, practice in a controlled situation without excessive correction helps to sustain motivation. It can also be improved by placing greater emphasis on the receptive skill of listening which has the added advantage of getting the learners understand the language without reference to written texts, as well as providing opportunities for meaningful repetition of known materials.

(e) Interdependence of Oral Skills in Communication;

Oral communication is a two-way process involving a speaker and a listener. In a normal communication, a speaker does not always initiate: he also responds to what he has heard (e.g. answer a question/make a comment). The listener does not always remain silent: he is expected to make some sort of response which may not always be verbal (e.g. carry out an instruction). In the classroom, therefore, appropriate provision has to be made to see that the two oral skills are integrated through situations which permit and encourage authentic communication.

Let us do and learn:

1. Consider the following task you may have set for your learners.

Procedure: Divide the learners into pairs.

Ask your learners to take a piece of paper and write down the following:

A. Three places:

- Your favourite holiday place
- A place you would really like to visit
- A place you would rather like to forget

B. Three persons:

- 1 Your favorite person/relative
- 2 A person you would like to know
- 3 A person you find most funny

(You may choose some other categories)

Next each learner finds a partner and exchanges the sheets. Then they ask each other questions about any of the information that is of interest to them.

2.1.8 Approaches for Teaching Speaking Skill

In view of the above information we would now like to see how oral skills may be developed in the classroom.

William Littlewood mentions two models of language learning:

Skills learning associated with controlled activities for pre-selected items leading to more independent form of practice in using language for communication, and Natural process or creative construction **associated with situations** where language develops naturally through exposure and use. The first model uses a set of mechanism which enables us to learn in a conscious way whereas the second set enables us to learn in a subconscious, natural way. Stephen Krashen calls the conscious process *learning* and the subconscious process, *acquisition*.

Now the question remains: **Can there be an overall framework which will accommodate both kinds of learning?**

The advantage of following the skill-learning model only in a classroom is that it can provide the special kind of situation needed for such learning and it also takes little time. Natural learning takes a long time in the classroom and is not very effective. So we should try to develop the special kind of *controlled learning* that the classroom can support more effectively. This is the kind of approach used in audio-lingual or situational language teaching methods, for instance. It helps learners avoid making errors.

However, it is argued that language learning is different from other kinds of learning and will take place more efficiently if we create contexts in the classroom where learning can take place through natural communication.

We can see that neither of the processes by itself leads to universal success and that each has its useful contribution to make in the classroom. So we should try for a broader framework integrating the two.

Prof. Littlewood's Framework

This framework consists of two components: Part-skill practice for mainly skill learning and Whole task practice which combines the skills into operation fluently **and correctly for meaningful communication**.

2.1.9 Whole Task Practice:

Practice Activities:

1. State the purpose/purposes for which might be listening in the following contexts.

Context

Purpose

3	Taking down dictation
4	Listening to a joke
5	Listening to a Cricket Commentary
6	Listening to announcements at the railway station.

2. Look at the following situations and comment on the purposes.

- a. One student to another (in the corridor of the Principal's office in a college)
While waiting for their turn to meet the Principal:
"It's a lovely day, isn't it?"
- b. Colleagues greeting each other at their Office :
"Hello! How are you?"
- c. One worker to another worker in a Factory / workshop:
"It's a hard work."

Let us consult an expert

Adrian Doff (1988; page 199) talks about two types of listening:-

(a) Casual Listening : Often we listen to somebody or something purposelessly.

At such times we, generally, do not listen to them carefully. Unless we hear something interesting, we lack our full concentration. This type of listening is prevalent in social context when we interact with others.

(b) Focused Listening : This is 'intensive listening' for information or for **transacting business**. The listener, here, is attentive and pays full concentration on what the speaker is saying.

It is imperative for teachers to understand that Listening is an active process of selecting and interpreting information from auditory and visual cues (Richards, 1985, Rubin, 1995). Most of what is known about listening stems from researches done in native language development.

The basic processes of listening have already been discussed in the previous section. It is important for us to know that these processes do not work simultaneously all the time. They may, however work in rapid succession, or backward and forward and as needed. The listener is not conscious of performing these steps.

S/he usually

- i. determines a reason for listening,
- ii. deposits an image of what s/he listens to in the short-term memory,
- iii. attempts to organize the information by identifying the type of speech event (conversation, lecture, radio ad) and the function of the message (to persuade, inform, request etc.),
- iv. predicts information expected to be included,
- v. recalls background information (schemata) to help interpret the message,
- vi. assigns a meaning to the message,
- vii. checks that the message has been understood,
- viii. determines the information to be of help in long-term memory,
- ix. deletes the original form of the message that had been received into short-term memory (Brown, 1994, Dunkel,1999).

Let us do and learn:

1. What is the difference between listening and hearing?
2. What happens when we listen?
3. Read the following conversation and write down the steps that you followed to comprehend the message:

Manish: *Have you used SLR?*

Raj: *Yes; I have.*

Manish: *What is the synchronizing shutter speed point?*

Raj : *It is 250.*

Manish: *Has it been taken in the morning?*

Raj : *Yes, at 11 O clock.*

4. Find someone who enables the learners to *find out more about each other using task-sheets like this:

Find someone who can sing/type/swim/drive a car, etc. The learners go round the class and ask questions like 'Who can sing/ type/ swim? Or, Do you swim/ sing/ drive a car? And so on. The activity is linguistically very simple but helps the learners to develop confidence as the structures they use are known.

*A variation is *Guess who?* When the learners write down some information about themselves in pieces of paper and pass them anonymously to the front of the class. These are collected and redistributed. The learners go round the class asking questions like,

'Who was born in Chennai/ Singapore? Who has a pet dog called Jerry? Who is/ are fond of Chinese food?' and so on.

When the learners feel more confident to handle forms (grammatical structure), the practice should be made more meaningful by building in some element of personalization or information exchange into the tasks. Here are a few ideas.

- **The Best Years of My Life**

Aim: To give practice in simple past forms.

Ask the learners to list five particularly personal significant dates on a piece of paper.

Divide the class into pairs. The pairs exchange information using the following basic model (introduced by the teacher before they start).

I remember 19 when I

Do you remember?

Yes, I do. It was the year when I

No, not really, etc.

- **The Old Days**

Use old picture cards, photographs, prints of the town where the learners live.

Group work using '**used to**' form.

Articulation activities may take the form of practicing individual sounds of English and using in single words or short phrases like what? A big black book, A colourful cat, etc.

Then the learners may be asked to memorise short dialogues and repeat the dialogues as best as they can. Or they may be asked to repeat a dialogue that they have heard for the first time on the tape recorder. They may at a later stage be asked to repeat a **dialogue maintaining the same rhythm, intonation, stress and pronunciation.**

An important **aspect of communication is to produce an appropriate response** or '*gambit*' that help to maintain the conversation. These responses may indicate agreement with the speaker (e.g. Yes, that's right/ Of course, it is/ Yes, I do, etc.), or may express polite disagreement (e.g. Well, not really/ Em, I don't really know, etc.), or encourage confirmation or more information (eg. Is that right?/ Really?). **These responses need to be built into the drills together with the right stress and intonation for authentic use.**

2.1.10 Techniques for Developing Grammar Awareness:

The learners need not only **to develop the ability** to produce but also **the ability to interpret the meanings of what they hear leading to interaction**. For this they need to develop the awareness of as to **what is appropriate in conversation and of strategies to further conversation to facilitate interaction in the target language**. They need to learn **the strategies to encourage the speaker to say more or the different uses of repetition in spoken language, how to interrupt (politely)** and how to deal with interruption, and so on. They need to develop the awareness of

- the use of weak forms
- the use of encouraging noises like Really? Do you? Is it? Uhhuh!
- the use of fillers like, Well, So, Er, Anyway, etc.
- the use of gestures like, nodding/ shaking head (to agree or disagree), raising/ lowering eyebrows (to show annoyance/ disbelief), using hands to emphasise, etc.
- the use of stress and intonation (e.g. I asked for a red woolen dress, not a red silk dress).

2.1.11 Techniques for developing Fluency:

The most important purposes of fluency activities are that they

- lead to **authentic response**;
- maintain and develop **social relationship**;
- **information exchange**;
- lead to **co-operative problem-solving**;
- lead to **expressing ideas and opinions**.

In these activities the learners initiate and decide what they want to say. The teacher keeps a low profile to **allow the learners to take the responsibility of their own learning and get involved in using the language beyond the level of producing isolated sentences**.

The tasks set are relatively easy and stretches over a short period of time. To encourage, the learners are praised for their efforts. They are told that errors are not important for these tasks.

Here are some ideas for conducting fluency activities.

- **I hated Mathematics;-did you?**

Aim: To introduce learners to fluency activities.

A task sheet with a list of school subjects on it is given to each learner. Working individually for five minutes they choose one of the subjects they liked and list three reasons for liking the subject. Then they choose one of the subjects they particularly disliked and three reasons for disliking the subject.

Next they go round the class and find out if anyone liked or disliked the same subjects as them and the reasons for their liking or disliking this subject. They make a list under the following headings.

Reasons for liking a subject Reasons for disliking a subject

- Exchange

Aim: to encourage the learners to find out about each other by asking questions.

On a large sheet of paper each learner will write down the following (You may use other ideas/topics)

A. Three books

- The first book you remember reading
- The name of the last book you read
- The name of a book you will always remember

B. Three hobbies

- Something you enjoy doing
- Something you want to start doing
- A hobby you never want to start

You may add to this list.

Next each learner finds a partner he or she does not know well and exchange sheets. They ask each other questions about any of the information that is of interest to them. They may ask questions like:

- Why do you like
- What is
- Tell me about

After five minutes they change partners. At the end of the session the learner may be asked if they found anything interesting about the others in the group. These activities

provide the opportunity for using English language in real time, the chance to express their own opinions and ideas and using the language for a specific purpose.

Let us do and learn

Now that you have learnt some of the techniques you may use to develop your learners' oral skills. Think about the following ideas and figure out in how many different ways you may use them in your class. Identify the areas of competence (e.g. grammatical/ sociolinguistic/ discourse, etc.). Suggest the procedure you would like to follow. Your (lesson) plan should have the following points: Level, Time needed, Aim, Preparation if any, Procedure including steps.

1. Play an audio tape of a short conversation, or you may use a video tape with the picture covered. It should not be longer than two minutes.

Here are a few hints for your use. Ask the class or groups to build up a mental picture of the people talking.

These prompts may help: Young/ old? Male/ female? Now add to the list.

What activities can you use in groups or pairs on the basis of learners' speculations?

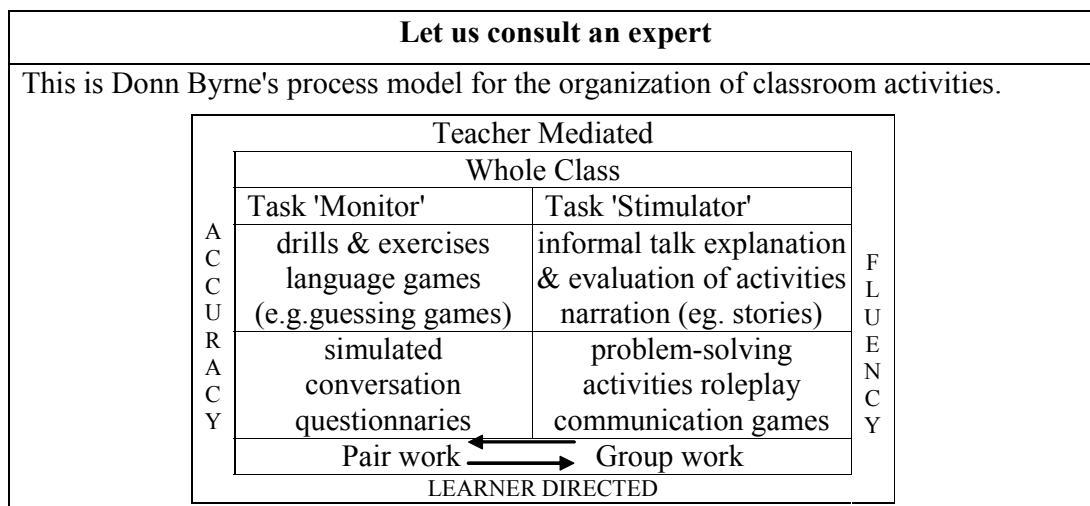
How will you wind up the lesson?

2. Prepare a list of simple utterances: (e.g.: I'm going to a party tonight. My brother is a lawyer.....)

Now divide the class into small groups. Give each group a simple utterance.

What will you ask your groups to do with these. (Hint: Think in terms of meaning and intonation)

Which class level will your activities be good for? How long will you spend on the activity? Can the activity lead to a discussion? You may use the following Note Sheet



2.1.12 Teacher controlled Activities in a Classroom:

Using communicative Approach:

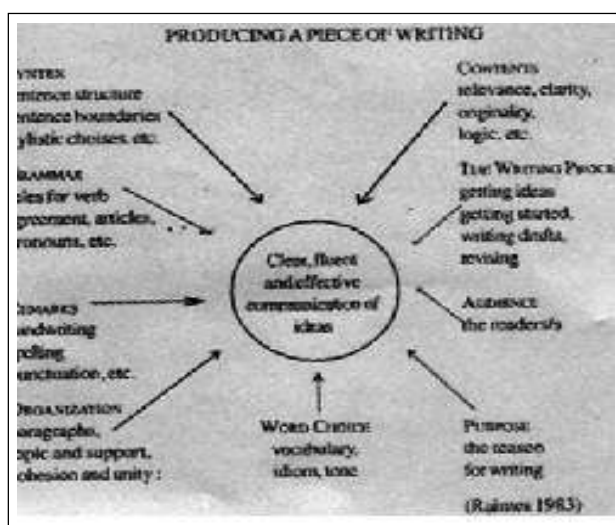
- The activities are controlled in terms of **both grammar and content** (ie. The message they mean to convey).
- The learners should be made aware of the **appropriate use of language depending on the context**.
- Such use will include, besides appropriate words and structures, **appropriate stress, intonation, gestures, short expressions for encouragement, agreement, disagreement, and so on**.
- The focus in the classroom should be on the use of **authentic language in authentic situations**.
- The teacher's role **changes depending on the learners' level of competence and confidence until they can act without the teacher's intervention**.

2.2 □ Writing Skill and its Sub-Skills

Writing is one of the most difficult of language skills. It is more than putting down signs or letters or the alphabet or words and phrases in isolation. Writing requires the ability to produce language in chunks; it requires deliberate organization of ideas and

their logical development, appropriacy of language use and meaningful expressions. In a good piece of writing we look lexical range and syntactical correctness and furthermore, we look for proper format or layout development and movement in content and finally, style. These are important issues to be considered when we are talking of developing writing skill in learners.

All writing aims at clear and efficient communication. But what goes into clear and efficient communication? Anne Raimes (1988) has diagrammatically represented this as follows:



The diagram above clearly illustrates the complex of sub-skills that go to make a piece of writing coherent, effective and communicative.

2.2.1 Teaching writing as a Language Skill:

To quote Tricia Hedge, 'writing in its broad sense—as distinct from simply putting words on paper—has three steps: thinking about it, and doing it again (and again and again, as often as time will allow and patience will endure).'

The first-step "thinking", involves choosing a subject, exploring ways of developing it, and devising strategies of organization and style. The second step, "doing", is usually called "drafting", and the third, "doing again", is "revising".

Writing is a complex activity. As you think about a topic you are already beginning to select words and construct sentences—in other words, to draft. As you draft and as you revise, the thinking goes on: you discover new ideas, realize you've gone down a dead end, discover an implication you hadn't seen before.

It's helpful to conceive of writing as a process having, in a broad and loose sense, three steps. But remember that you don't move from step to step in smooth and steady progress. You go back and forth. As you work on a composition you will be, at any given point, concentrating on one phase of writing. But always you are engaged with the process in its entirety.

2.2.2 Mechanics of Writing:

Grammar, Usage, and Style-Key Issues in the 'Process':

It is not always easy to draw the line between grammar and usage or between usage and style. Broadly, grammar is what you must do as a user of English usage, what you should do as a writer, of more or less formal (or informal) English and style, what you select to do to work out your strategies and realize your purpose.

"Her dresses beautifully," represents an error in grammar, and "She dresses beautiful", a mistake in usage. "She dresses in a beautiful manner", however, is a lapse in style. The sentence breaks no rule of grammar or of usage, but it is not effective (assuming that the writher wants to stress the idea of "beauty"). The structure slurs the emphasis, which should be on the key word and which should close the statement—"She dresses beautifully".

2.2.3 The Stages of the Writing Process: (Hedge 1988)

being	→	getting	→	Planning	→	Making	→	revising	→	editing and
motivated		ideas		and		notes +		re-planning		getting ready
+ to write		together		outlining		making a		redrafting		for publication
						first draft				

The process of writing is often described as consisting of three major activities or groups of activities according to Prof. Tricia Hedge: Let us exemplify the stages in the Indian context.

(a) Pre-writing:

Before putting pen to paper, the skilled writer in real life considers two important questions :

➤ What is the purpose of this piece of writing?

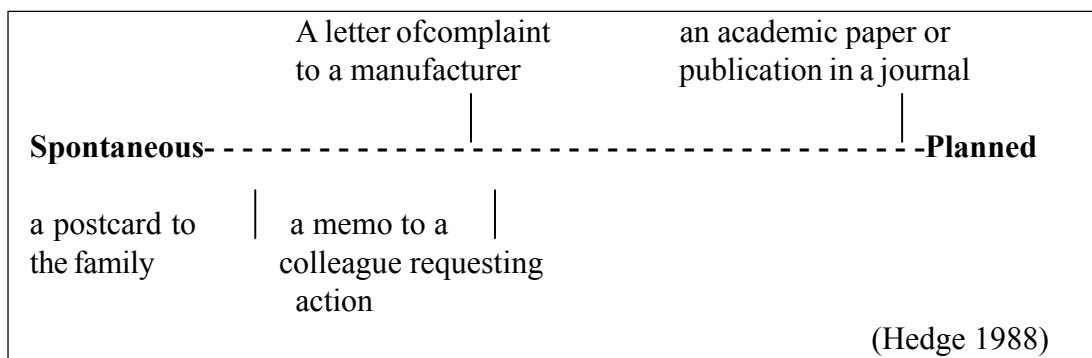
This first question is to do with function. For example, is it a report which the writer hopes will be persuasive and stimulate action? Is it an explanation of how something works, which has to be careful, detailed, and clear? Is it a letter of invitation to some friends or a letter applying for a job? The purpose of the writing will influence the choice of organization and the choice of language.

➤ **Who am I writing this for?**

The second question is to do with audience. The reader may be an individual, one you know well, or a group of colleagues, an institution, an examiner, or a tutor. Thinking about the eventual reader(s) helps the writer to select what to say and how to present it in the most appropriate style—formal, friendly, serious, or tentative.

The answers to these two questions provide the writer with a sense of purpose and a sense of audience, in other words, a writing context which significantly influences the first stage of the composition process, that of exploring possible content and planning outlines.

The good writer generates plans for writing at this stage though, as we have seen, the amount of planning varies. We could draw a scale from comparatively spontaneous writing to very carefully planned writing and place different kinds of writing on it in appropriate place.



(b) Writing and Rewriting:

The second phase of activity is the writing itself and with good writers this consists of making a first draft. But writing the first draft is often interrupted as the writer stops to read over and review, to get an idea of how the text is developing, to revise plans, and bring in new ideas or plans. There is a good deal of recycling in the process from planning to drafting, reviewing, replanning, revising etc. Good writers tend to concentrate on getting the content right first and leave details like correcting spelling, punctuation, and grammar until later.

Revision involves assessing what has already been written and deciding on points like these:

Am I sharing my impressions clearly enough with my reader?

Have I missed out any important point of information?

Are there any points in the writing where my reader has to make a 'jump' because I've omitted a line of argument or I've forgotten to explain something?

Does the vocabulary need to be made stronger at any point?

Are there some sentences which don't say much or which are too repetitive and can be missed out?

Can I rearrange any sets of sentences to make the writing clearer or more interesting?

Do I need to rearrange any paragraphs?

Are the links between sections clear? Do they guide my reader through the writing?

(c) Editing:

The post-writing stage consists of reading through and trying to apply a reader's perspective in order to assess how clearly readers might follow the ideas. The editing process makes the final readjustments and checks accuracy so that the text is maximally accessible to the reader. Some poorer writers tend not to engage in editing but assume that their writing is clear to others because it is clear to them. Alternatively, poor writers may concentrate throughout the whole writing process on accuracy in grammar, punctuation, etc. without considering whether or not the overall structure is clear.

Let us do and learn

Activity - 1

ABC Private Ltd., 18, Chowringee, Kolkata-16 requires a **Counselor**. The candidate must be a Post Graduate having Psychology in Masters and **student counseling** as a **Method Paper** during B.Ed./ M.Ed. Draft a suitable **job application** for this. Don't forget to attach your Bio-data. Sign as G. Mali.

Activity - 2

ABC InfoTech 11, Raman Road, Chennai-16 requires a **Personnel Manager**. The candidate must be a Post Graduate having HR as Major in MBA. Draft a suitable Advertisement for this. Put the Advertisement under the proper column. Sign your name as Alice Dey.

Activity – 3

Suppose you are **Managing Editor of the Telegraph**. Write a **Memo to your Assistant so that she would make a Project on Summer Special Publication Features of a Special Supplement**. Follow the standard format for this.

Activity - 4

Write a letter to the Editor of a newspaper about the need of special training for English Teachers of West Bengal School Service. **Follow the standard format for this.**

LET US SUM UP

- **Reading Skill Development directly helps in the development of Reading Comprehension.**
- **Reading Skill Development** involves the development of a number of **sub-skills** as listed below:
 - Recognizing the script of a language
 - Deducing the meaning and use of unfamiliar lexical items
 - Understanding explicitly stated information
 - Understanding information when not explicitly stated
 - Understanding conceptual meaning
 - Understanding the communicative value (function) of sentences and utterances
 - Understanding relations within the sentence
 - Understanding relations between parts of a text through lexical cohesive devices
 - Interpreting text by going outside the text
 - Recognizing indicators in discourse
 - Identifying the main point or important information in a piece of discourse
 - Distinguishing the main idea from supporting details
 - Extracting salient points to summarize the text
 - Selective extraction of relevant points from a text
 - Basic reference skills
 - Skimming
 - Scanning to locate specifically required information
 - Transcoding information to diagrammatic display

- **Listening Skill Development involves development of a variety of sub-skills of which you have learnt as sub-skills of Reading Skill Development.**
- **Primary Language Skills refer to all four skills namely, Listening Skill, Speaking Skill, Reading Skill, and Writing Skill.**
- In order to develop primary **Language Skills**, several types of **Tasks** can be used under **Task-based Approach**.
- **Task-based Approach** can be used for two definite types of **Tasks**:
 - (a) Task-types that demand **non-linguistic response**
 - (b) Task-types that demand **linguistic responses**
- A piece of Writing may be judged in terms of
 - Communicative Function or other functions
 - General organization (e.g. argumentative, reflective etc.) and
 - Format (e.g. Letter, Report etc.)
- **Types of Listening**
 - Casual Listening: Listening to a person or to some other things purposelessly; e.g. noise of a market place
 - Focused Listening: Listening with a strong Purpose e.g. announcements at a Railway station
- **Approaches in Teaching Listening / Reading Skill:**
 - Top-down Processing Approach
 - Bottom-up Processing Approach
- **Other Strategies in Teaching Listening Reading / Speaking / Writing Skill:**
 - Applications of Schema Theory to the Teaching of ESL (English as Second Language) Reading
 - Bilingual Approach
 - Inter-Textuality Approach

- R. N. Tagore's Approach (Deducting the meaning of unfamiliar words in context)
- **Major Problems - often faced in Learning Language:**
 - The Language Problem
 - The Processing Problem
 - The Short Circuit Problem
- **Possible Solutions of the Problems often faced in learning English Language**
 - **Teaching English in Direct Method;**
 - **Teaching Vocabulary and Grammar in Inductive Method;**
 - **Improving Reading skill & Listening skill for vocabulary acquisition;**
 - **Measuring Reading Speed through ELRPTSS Scores and suggesting appropriate ways;**
 - **Developing a positive attitude towards all the primary skills;**
 - **Cultivating better environment in the classroom for development of major Sub-Skills.**

Glossary

Feasibility	: practicability
Heterogeneous	: multiple, mixed
Learner-oriented	: helping the learners in autonomous learning
Divergent	: different
Assumption	: something, imagined to be true
Amenable	: willing to accept
Matrix	: environment
MT :	Mother Tongue (L ₁)
Skimming	: Running the eyes quickly over a text to get the gist of the context
Scanning	: Going through a text quickly to find a particular information
Intensive Rseading	: Reading shorter units of text to extract detailed information.

	This is more useful as an accuracy activity.
'inter-textuality'	: <i>"All texts contain traces of other texts, and frequently they cannot be readily interpreted or at least fully appreciated -without reference to other texts" (Wallace 1992:47).</i>
Rubric	: A set of rules printed in some special way telling one what to do as in some Examination papers.
Semantics	: The study of the meanings of words and other parts of language.
Strategy	: Technique, proved as successful means.
TESL	: Teaching of English as the Second language.
CALT	: Computer-aided Language Teaching.
ELRPT	: English Language Reading Proficiency Test.
Esoteric	: Mysterious; unclear.
Efficacy	: Effectiveness.
Connotative	: Subject to inference.
Criteria	: Fixed standards

Inductive Method : In contrast to **Deductive Method**, grammatical types of rules are never taught directly but are left for the students to discover or induce rules from their experience of using the language.

BIBLIOGRAPHY

- | | |
|--------------------------------|--|
| Littlewood, W. | : Communicative Language Teaching : An Introduction [OUP 1987] |
| Lazer Gillian | : Literature and Language Teaching (CUP 2007) |
| D.Sudha, Rani | : {Appendix part only} A Manual for English Language Teaching (WBUT Edition, Pearson Education 2010) |
| Wallace, Michael, Jr. | : Study Skills in English (CUP 2001) |
| Larsen - Freeman, Diane | : Techniques and Principles in language Teaching [OUP 1986] |

