



JAGAT GURU NANAK DEV PUNJAB STATE OPEN UNIVERSITY, PATIALA

(Established by Act No. 19 of 2019 of the Legislature of State of Punjab)

The Motto of the University
(SEWA)

SKILL ENHANCEMENT

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WISDOM

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B.A. (Liberal Arts)
Semester 5th
Course: English Language Teaching
Course Code: BLAB33508T

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**JAGAT GURU NANAK DEV
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PREFACE

Jagat Guru Nanak Dev Punjab State Open University, Patiala, established in December 2019 by Act 19 of the Legislature of State of Punjab, is the first and only Open University of the State, entrusted with the responsibility of making higher education accessible to all especially to those sections of society who do not have the means, time or opportunity to pursue regular education.

In keeping with the nature of an Open University, this University provides a flexible education system to suit every need. The time given to complete a programme is double the duration of a regular mode programme. Well-designed study material has been prepared in consultation with experts in their respective fields.

The University offers programmes which have been designed to provide relevant, skill-based and employability-enhancing education. The study material provided in this booklet is self-instructional, with self-assessment exercises, and recommendations for further readings. The syllabus has been divided in sections, and provided as units for simplification.

The Learner Support Centres/Study Centres are located in the Government and Government aided colleges of Punjab, to enable students to make use of reading facilities, and for curriculum-based counselling and practicals. We, at the University, welcome you to be a part of this institution of knowledge.

Prof. G. S. Batra,
Dean Academic Affairs

B.A (Liberal Arts)
Skill Enhancement Course (SEC)
Semester-5
BLAB33508T: ENGLISH LANGUAGE TEACHING

MAX.MARKS: 100

EXTERNAL: 70

INTERNAL: 30

PASS: 40%

Objective:

Total Credits: 4

The course aims to introduce the learners to the different methods and approaches of second language acquisition. Besides, they will be acquainted with the strategies for teaching Reading, Listening, Speaking and Writing Skills to the learners of diverse backgrounds.

INSTRUCTIONS FOR THE PAPER SETTER/EXAMINER:

1. The syllabus prescribed should be strictly adhered to.
2. The question paper will consist of three sections: A, B, and C. Sections A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. The candidates will attempt two questions from each section.
3. Section C will have fifteen short answer questions covering the entire syllabus. Each question will carry 3 marks. Candidates will attempt any ten questions from this section.
4. The examiner shall give a clear instruction to the candidates to attempt questions only at one place and only once. Second or subsequent attempts, unless the earlier ones have been crossed out, shall not be evaluated.
5. The duration of each paper will be three hours.

INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt any two questions each from the sections A and B of the question paper and any ten short questions from Section C. They have to attempt questions only at one place and only once. Second or subsequent attempts, unless the earlier ones have been crossed out, shall not be evaluated.

Section A

Teaching English to learners from different cultural backgrounds- Attitudes towards English as an International Language, Teaching English in Indian Context, Cross-Cultural Differences in language, Using lecture Design and Lesson Planning

Second /foreign language teaching methods- Grammar-Translation Method, Direct Method, Communicative Approach, Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBL)

Student Centric Teaching -Introduction to Learning Styles, Learning Structures and Strategies, Managing the Learner-Centered Classroom

Section B

Learning Styles, Strategies, and Critical Thinking-Introduction to Multiple Intelligences, Individual Learner Differences, Metacognition and Critical Thinking in Second Language

Teaching, Language Teaching through Critical Thinking

Strategies for Teaching Reading, Writing & Vocabulary- Reading Strategies, Writing Strategies, Vocabulary Strategies

Strategies for Teaching Listening & Speaking-Difference between Accuracy vs. Fluency, Teaching Listening and Speaking Skills, Using Grammar and Vocabulary to Support Speaking and Listening skills

Suggested Readings:

- Larsen-Freeman, Daine. 1986. Techniques and Principles in Language Teaching. Oxford: Oxford University Press.
- Nagaraj, Geetha. 2010. English Language Teaching. New Delhi: Orient BlackSwan
- Richards, J C and Rodgers, T S. 2001. Approaches and Methods in Language Teaching. 2nd ed. Cambridge: Cambridge University Press.

BLAB33508T

Course: English Language Teaching

Section A

Unit 1: Teaching English to Learners from Different Cultural Backgrounds

Structure

- 1.0 Objectives
- 1.1 Introduction
- 1.2 Teaching English to learners from different Cultural Backgrounds
- 1.3 Attitude towards English as an International Language
- 1.4 Teaching English in India
- 1.5 Cross Cultural Differences in Language
- 1.6 Using Lecture Design and Lesson Planning
- 1.7 Summary
- 1.8 Glossary
- 1.9 Comprehension Questions
- 1.10 Exercise
- 1.11 Suggested Reading and References

1.0 Objectives

The objectives of this unit are:

- to introduce the concept of teaching English to learners from different cultural backgrounds
- to understand the related challenges in India and the attitudes towards English as an International Language
- to comprehend the paradigm of teaching English in the Indian context and recognize the cross-cultural differences in language use
- to study the use of Lecture Design and Lesson Planning.

1.1 Introduction

English language has acquired the status of lingua franca among many other functionally operative languages across the world due to its global usage and percolation into the cultures of the world; perhaps due to colonization. Its journey in India started with the East India

Company (British) coming to India in the sixteenth century and gradually taking over the professional domain to the extent that the Macaulay Minute in India made English compulsory for all Indians aspiring to a career in the administration. The rapid spread of globalization, industrialization, technology, scientific development, mercantile progression and international relations has further added to the lingua franca status of English language globally. Therefore, in order to remain relevant while communicating with the world, one needs to be proficient in English - that is the bottom line.

The teaching and learning of English language have consequently evolved to become the primary objective of education even though it poses many a challenge and limitation. Teaching English language and literature in countries that do not have English as their native or first language always remains an uphill task, as it experiences a tug of war between English language learning and the mother tongue dominance. In a country like India, that sees an amalgam of multiple cultures and languages, the teaching of another non-Indian language, especially English, is not only problematic but complex too, due to the cultural baggage that it brings along.

When India was struggling to shed its colonial yoke, English had become a symbol of oppression and for decades thereafter, most Indians treated the language with disdain. While the efforts of a few visionaries kept English in action because they recognised its importance on the global front and realized that the growth of the country was linked to the choice of the right link language: in our case, English; despite being a linguistically-rich country, India has not been able to peacefully designate any Indian language as its lingua franca. Today, even after so many versions of language policy and education policy, English retains its position as the language of communication across every kind of border. While being the native language of the United Kingdom, English has established itself as an international language and has been accepted as an international mode of communication and hence, its teaching and learning have gained greater significance in the present times. It attracts learners from diverse cultural backgrounds.

1.2 Teaching English to learners from different Cultural Backgrounds

Most communities present a diverse range of learners in the classroom. The range of diversity would vary in terms of the number and intensity of divergence according to the composition of the community. For instance, in a cultural melting pot such as the USA, the immigrant population would determine the type of learner diversity. In a South East Asian classroom,

the variety of dialect use would affect learner diversity. In India, with its multiple dialects and twenty-odd languages, the learner diversity entails a high level of cultural diversity as well. When teaching English in such a context, a teacher should consider the experience and learning approaches of the students while choosing methods appropriate to use with all of them in order to help them understand without any difficulty.

As mentioned above, the need or interest to learn English language is on the rise and subsequently the teaching of English has also gained in significance. However, the task entails great challenges as learners belong to diverse cultural backgrounds. English, like any other language, is dynamic by nature. It has a constantly-evolving set of phonemes, morphemes, grammar, script and treasure of literature. It is a living language whose impact and usage multiply exponentially every year.

This language has become the widespread medium of communication and in certain cases is counted as the index of personality. Hence, learners from different cultural backgrounds experience not only the urge but a need to learn the language. In the majority of privately-run primary, elementary, secondary and senior secondary schools in India, the medium of instruction is English and in higher education and professional institutions, English is the language of choice. This leads us to the clear inference that teaching and learning of English is pertinent in the present times. The learners belong to all parts of the country and may belong to different linguistic orientations.

It is most likely that students from different cultural backgrounds or non-native speakers of the language might feel misplaced and unaccepted. This could possibly be because of the limited usage of English language in their preliminary environment, especially family and foundational or kindergarten classes. For them, the exercise begins with restricting the usage of the native language and accepting English as the primary language in their classroom. Thus, it becomes the utmost and foundational responsibility of the language teacher to make the classroom culturally responsive. This can be achieved by acknowledging and appreciating the cultural diversity of the classroom. This ice-breaking could prove to be a milestone step towards the learning of English by culturally diverse learners. It becomes the teacher's responsibility to incorporate materials related to the student's diversities and encourage students to develop a sense of specific yet inclusive identity. The '*Ek Bharat Shreshtha Bharat*' national programme of the Government of India is making significant contribution in this direction as it ensures that the students learn the vocabulary of their respective native

languages and gradually learn its syntax and structure in English. The latest National education Policy encourages multilingual education, thereby opening the door to cultural diversity in the classroom. Hence, it becomes imperative for the teacher to strike a chord with students from diverse cultural backgrounds.

1.3 Attitude towards English as an International Language

English has been readily accepted as an international language across the world. Due to its inherent advantage of readily assimilating and adapting to local languages, the English language is easily accepted by learners worldwide. English is an important library language as well, as all the major reference books of varied disciplines like medical science and technology are available in this language, therefore it assumes a primary role in higher studies in India. Human affairs are managed with language and since English is the official language of administration, its acceptance comes naturally. In India, English is also the court language and the language of international trade and commerce and hence establishes itself with relatable ease.

The onset of the digital revolution has opened a foray of platforms to one and all, whether it is e-commerce or entertainment and since English has constituted a position for itself, majority of business avenues internationally operate in English. Constitutionally, English enjoys the status of Associate Official Language of the Union for an indefinite period as granted by an act of Parliament in 1963. English Language has become a favourite with students, especially higher education students as online lectures and reading material are largely available in English. The language has interwoven itself in the culture of India so well that it is no more considered an international language but a ‘link-language’ in the multilingual country that has more than 20 recognized languages. It is now the most widely spread language spoken by both the native and the non-native speakers. Due to its spread and acceptability across communities, the native speaker and the non-native speaker distinction maintained for years has now collapsed.

Plurality of languages has always been a major concern in India. When the Indian constitution was adopted in 1950, no language was given the status of being a national language. Half a decade later, when the Sahitya Akademi, India’s National Academy of Letters was established by the Government of India, it was given the mandate to ‘foster and coordinate literary activities in all the Indian Languages’ giving a clarion call to spread the message that plurality should be respected and appreciated. It was clearly stated that the

strength of India lies in respecting its cultural diversity; however English, owing to its popularity and quick acceptance, gained the status of being the official language.

Linguistic imperialism has held the hegemonic domain of language for a long time; it has maintained the dominance of English over other world languages. Since the British empire ran its colonies in three-fourths of the world, the language has been transferred to a wide range and variety of people across the world. The rise of the status of English from the language of a few tribes living in 'Angel Lond' to the worldwide lingua franca is not just because of its hegemonic hold. This capture of the imagination and habit could become a reality due to the inherent traits of the language. English handles the process of its adaptation and adoption smoothly. It is most trusting in its response to other languages, easily picks up 'loanwords' and encourages the proliferation of its varieties. This proliferation is so fast and so effective that today we talk about World Englishes in the plural.

The spirit of the Indian constitution and the lessons learnt from our history demonstrate the spirit of linguistic diversity that made English feel welcome in the government and administrative operations. After many a census, Hindi gained the recognition of being a national language. While the government wished to lay emphasis on multilingual education, the mother tongues were never promoted at the national level, until now, as per the aims and objectives of the National Education Policy, 2020. The parental and societal demand to send their children to English-mediums schools and higher educational institutions has increased by the day. The livelihood opportunities of those who learned English are far more than those who do not. Even though Education features in both the state and concurrent list of India, the poor funds that it doles out to Education hardly equip it to meet the demands of the indiscriminate push for an English-medium education. Therefore, the very aim of respecting the cultural diversity of India experienced a backlash with the penchant for English language. In this stage set with anomaly and contradiction, one fact is clear, above all the noise- the fact of English being the international lingua franca and the reality of its value that each individual needs to accept and understand.

1.4 Teaching English in India

English as a language is taught in Indian schools and colleges and is a complex phenomenon due to varied sociological challenges and linguistic limitations. With a baffling diversity among students, both social and cultural, the task before a teacher is formidable and the conditions challenging. Before the liberalization of the economy, teaching English in the

Indian context involved developing the habit of listening to sounds and distinguishing between different ones and constructing the routine of speaking with proper intonation and accent while building the practice of using correct grammar, consulting the dictionary, learning the usage of English words in their proper context and much more while juggling with the mother-tongue influence and limited classroom resources. Post-liberalization, opportunities for using English outside the classroom have increased; so, the teacher is not dealing with a resource-poor context. The Digital Turn in the world has also brought many opportunities for exposure to English, increasing student motivation exponentially.

During India's struggle for freedom from British rule in the early twentieth century, the community as a whole saw English as a weapon of oppression since the lack of proficiency in English became a stumbling block for the Indian professional. Due to this sentiment, Indian society put up the demand for 'Angrezi Hatao' during this period. Post-Independence, the distrust of English continued, despite the efforts of educated Indians to disseminate the acceptance of English for success. For decades after gaining independence, Indians continued to view English with fear. Up to the liberalization of the Indian economy in 1993, Indians retained an attitude of ambivalence towards the use of English. Probal Dasgupta coined the term 'Auntie Tongue' for English in order to describe this Janus-like attitude. On one hand, Indian language users knew and realised that in the absence of a link language for the whole country, English was required and on the other hand, they wanted to use their mother tongues which represented a certain level of comfort that was missing with the use of English. The exponential rise of English as world language added complication in the form of global ambition and desire for success.

Whereas before the year 1993, it was difficult to teach English through Communicative methodology since there were few opportunities for using English beyond the classroom. Hence, during that period, colleges and schools pan-India established language laboratories in order to give their students opportunities to use English. Fortunately, with the digital mode of education, apps and websites can now make up for the lack of such opportunity. Many institutes now use the hybrid mode for teaching. The student of today is aware of the place of English in any career plan; this awareness has resolved many of the problems that English Language Teaching was facing.

Exposure to English enables learners gain familiarity with sentence patterns words, structures and phrases of the English language. Across the country, language planners, curriculum

designers and teachers now understand the need to provide a multilingual environment in the classroom. The complete paradigm of teaching English is now undergoing a shift from the prescriptive mode to the descriptive one. In order to foster multilingualism in the community and encourage learners to use the right language in the right place, the classroom needs to teach flexibility in linguistic choices. The exponential growth of World Englishes brings the lesson of smooth code switching according to the requirement of the time. It is not just that students need to perceive which language will work best where; it is also essential for them to understand the need for using the appropriate variety of a language when required. For instance, the English a student uses in the classroom is different from the one used on the telephone, with friends.

The rising demand for private coaching centres that teach spoken English and train examinees to clear English proficiency tests is definite proof that the complete Indian system of teaching English needs rethinking and re-engineering. Across the country, some pockets have managed to overhaul the ELT process through significant change and restructuring. Most of these places use the Communicative Approach for teaching English and it does work best. The methodology aspect of ELT is fast moving towards an eclectic set of techniques with an over-riding Communicative approach.

Overall, where during earlier times English was treated as a content subject, steadily but slowly teachers and curriculum developers are coming to understand that if the teaching of English is to achieve the desired results, the Integrated approach will need to be followed, using Communicative methods to pay equal attention to Listening, Speaking, Reading and Writing in the classroom. The four skills of language have been given unequal attention due to the perception of English as a content subject and also because of the different focus of various ELT methods. In fact, this anomaly can be traced to Macaulay's Minute, a strategy meant to churn out clerks to keep the colonial wheels moving smoothly. This strategic document enforced English literature in every Indian classroom, thus leading to the perception of English as a content subject. As the teacher concentrated on conveying the meaning of literature from an alien culture, the communicative purpose of teaching the language flew out of the window. Luckily for India, policy planners and pedagogists now realise that literature is another means of teaching communication in a language and not an end in itself. Winds of change can be witnessed at every level of education today.

Another aspect that had long been ignored was the training of teachers for teaching English. While it is a fact that school teachers must fulfil the pre-requisite of a Bachelor of Education before being inducted into the system, it is also a fact that this degree lost its functionality long ago. This happened because enough attention was not paid to curriculum reform and upgradation. The integrated BA-B.Ed. courses pan-India are now moving towards a more effective and productive curriculum. The teacher training imparted during a teacher's career is also in the process of revision, in order to focus more on workshops and interactive sessions rather than teacher-centred activities.

Indian society being a high-context culture keeps the teacher at the centre of the class, leading to a teacher centric classroom. The adoption of the Communicative Approach is fast leading to a learner-centred classroom which should soon witness the reduction of teacher talk time and an increase in student talk time. For the learning of English, it is extremely important that the learner become the centre of the classroom and participate vocally in all tasks and activities.

The acquiring of language is like acquiring an art and in the Indian context, teaching English language is like painting the Indian canvas with English colours keeping in mind the Indian aesthetics. India has been partially successful in the practice as many of its writers have now shaded the world canvas with Indian-English hues and have managed to capture the interest of native English language users.

1.5 Cross Cultural Differences in Language

English is no longer controlled by the small number of people who originally spoke it, the non-native speakers have outnumbered the native ones and therefore the whole paradigm of non-native versus native users of English has begun to collapse. The proliferation of digital devices and networking impacts the teaching of English in a major way. The cross-cultural differences among various communities are not as alarming as they were when there was no exposure to other cultures. A learner of English living in a remote corner of Africa can access all kinds of social and cultural practices in any English-speaking part of the globe without any effort today. At the same time, the shrinking of the globe has meant more travel and immigration, thus leading to many kinds of scenario in which people from different cultures share classrooms. Even with these factors in play, every language has an inbuilt set of cultural factors woven into its fabric.

Since language is a tool for communication and can be broken into smaller and structured patterns and culture is used an umbrella term for language, social situations, history, economy, political states and social behaviour, the intersection of the two requires serious attention. A transfer of languages involves a transference of culture, history, social-space and should be seen a cultural exchange. It helps the learners understand that the culture of the language being learnt is different from their own and needs to be understood. For example, Indian students know China as a neighbouring country that has complex political and trade relations with India and therefore create an image of its culture as opportunist and materialist. However, if one learns Mandarin (Chinese script) then a broader view of China and Chinese culture can be received through appreciating Chinese literature and language. Similarly, with the learning of English language in India, Indian students learn a lot about English culture, its evolution and its interface with vernacular languages around the world. The practice has evolved over a period and has now become more of a cultural exchange, as it should have been. This cultural exchange infuses literary creativeness as well and therefore India is now seeing a large number of Indian English writers on the global platform who are valued for producing works in English language.

Since the two cultures, Indian and British, have been exposed to each other for a long time in India, the languages have influenced each other. Words from one language are assimilated into another; for example, avatar, guru, pandit, bazaar, loot and pyjama have been accepted in the global English vocabulary whereas bread, station, hospital, lab and many others are used in Hindi and other vernacular languages as well. Also, the English language has been twisted and tweaked to vernacularize it to suit it to Indian standards of regular usage. The phrases such as ‘big-big mountains, prepone the meeting, timepass, mugging, kindly adjust, pin-drop silence, mention not’ are a ready example for the same. English is the world’s language due to its easy adaptability and cultural assimilation.

1.6 Using Lecture Design and Lesson Planning

Lecture Design is an important aspect of the teacher portfolio as it helps in creating a structure for the classroom. While teaching English in the classroom, whatever the syllabus, the teacher needs to understand that the skills of a language are listening, speaking, reading and writing and the lecture design needs to be planned accordingly. If these can be incorporated into the structure of the syllabus movement, it can be rewarding but even if the

syllabus does not pay attention to the four skills, the teacher can use lecture design to introduce and teach the four skills, thus creating a sort of meta syllabus.

In order to ensure that students learn the skill of listening, the teacher could include regular conversation, exchange of greetings, receiving directions and instructions, listening to stories and podcasts. The lecture design should give the learner ample opportunities to listen and the teacher can check listening comprehension through interaction and discussion. The regular use of audio-visual aids is a feature of all smart classrooms that can be used for the benefit of the students.

The lecture design for helping the students speak English should include speech exercises, classroom interaction both formal and informal, poetry recitation, loud reading of chapters in classrooms, reading newspapers and opportunities for public speaking. The teacher will need to make remedial instruction along with constant intervention a part of the lecture design.

Lecture design can be managed carefully to practise strategies for supporting multilingual learners or for students belonging to diverse cultural backgrounds. Based on their background knowledge of English, the students could be asked to speak about a topic which is common to their life. In case the students hesitate to speak in English, they should be allowed to use their mother-tongue first and then at the second level, the same should be spoken in English language with interspersions of native words. The teacher could interject at the right time to help build English language vocabulary at specific turns. A wholesome classroom discussion can be held if the lecture design is carefully organised in advance.

The lecture design for reading English is to be laid out comprehensively. At this stage, the learner would be adept in two skills of language and therefore requires specific instruction to proceed to the next stage. In India, students are not very well-trained in the first two skills and this affects the third stage adversely. The lecture design must include exercises that encourage higher order thinking skills as the mind is not only reading but making multiple comprehensions at the same time. This stage is crucial and hence the lecture design requires meticulous planning, keeping in mind the fact that culturally diverse learners would decipher distinct meanings for the same text. Listening and speaking taught effectively would naturally lead to students learning reading effortlessly.

The last stage of basic language training includes the writing skill and the lecture design for the same must aim to enable the students to express their ideas when they write in English. The students should also be able to take notes from the lecture of the teachers. The lecture

design for Writing skill practice must include vocabulary exercises, grammar and syntax training, usage of reference material, and creativity. The language and literary development exercises need utmost priority and the advancement of students from different cultural backgrounds should be kept in consideration.

Lesson Planning is a crucial feature of teaching as it is not only the blueprint of teaching strategy and mechanism but also the method to revise and design the classroom according to the teaching and learning requirements of a classroom. It is based on parameters such as syllabus division, classroom learning patterns, individual learning requirements, skill training requisitions and curriculum design. It is the final step in the planning of teaching methodology; the more systematic a lesson plan is the better the classroom management gets. The difference between lecture design and lesson planning is the same as planning and execution of a phenomenon. The larger aims and objectives are laid out through lecture design and the way they function in classrooms are defined by lesson planning. Since language is a system that works through integrated patterns, the lesson plans must be designed scientifically based on the principles of learning. The lesson plans must keep in mind the phonology, morphology, semantics, syntax and context of the English language.

Learning a new language can be intimidating, especially if a student does not fit in culturally. The lesson plans come in very handy at this juncture as plans that are considerate in intent can help ease the students out of their linguistic limitations. A wide variety of worksheets and activities related to grammar and syntax of English language can be incorporated in the lesson plans. The plans can also be adapted according to the average and slow learners of the classroom. Since lesson planning is a meticulous activity, the teachers must be trained in the same. The knowledge of the nature of the language can be learnt through practice and understanding and these can be incorporated in the lesson plans of teaching English. A teacher who knows English language would not waste time in planning a lesson on the rules of English grammar, rather would organize language drills to give the students a mastery over basic structures of English. The lesson plan would carefully emphasize oral work as a significant and patterned way of learning language. A well-designed lesson plan has the potential to iron out any anomalies or inadequacies in the curriculum design while enhancing the positive aspects.

1.7 Summary

The unit has explained the concept of teaching English to learners from different cultural backgrounds. It is a challenging task in a country like India where it is still considered a foreign language. English as a language has overpowered all other vernacular languages in India to establish its pre-eminence and has created attitudinal patterns of learning. The unit helped comprehend teaching English in the Indian context and the challenges involved. To facilitate teaching of English, lecture designs and lesson planning play a key role. The urge to learn different languages from across the world will always fascinate humankind and with specific patterns of learning practices this could be achieved. For teaching the 'brave new world' newer methodologies will keep evolving and the elements of teaching and learning languages will keep savouring the taste of intertextuality

1.8 Glossary

1. Cultural baggage: social and historical mass that is carried around by cultures and languages
2. Recognized languages: native Languages that are accepted by the constitution of India as official languages of respective states.
3. E-Commerce: trade done through online platforms/ digital platforms like Amazon, flipkart etc
4. Digital revolution: a radical change in the way the world operates these days in terms of running everything online from education to industry

1.9 Comprehension Questions

1.9.1 Long Answer Questions

1. Discuss the role of English Language in India in the present circumstances.
2. 'English is a window to the world.' Elucidate with examples.
3. Explain the concept of teaching English language in a multilingual country like India.
4. Discuss the importance of English as an International Language.
5. Describe the conditions under which English is taught in India.
6. How can the quality of teaching be achieved?
7. Write a detailed note on 'Teaching English in the Indian Context'
8. Discuss the major problems of English Language Teaching in India.

9. Justify the position of teaching English as a compulsory subject to Indian students.
10. How does Lecture Design and Lecture Planning help in Teaching of English?

1.9.2 Short Answer Questions

1. Shed light on different cultural backgrounds of India.
2. Write a small note on the future of English in India
3. Describe English as an International Language.
4. Write a short note on 'Indian English'.
5. What are the four basic skills of a language and why are they important?
6. Write a brief note on Lecture Design.
7. What are the suitable methods of teaching English to students from different cultural backgrounds?
8. How does Lesson Planning work for language Teaching?
9. Write a brief note on Lecture Planning.
10. What are the learning conditions of English Language Teaching in Indian schools?

1.10 Exercise

1. Divide the class into two groups. Ask group 1 to recite a poem 5 times and then write the poem collectively in a notebook. Then ask group two to only read the poem 5 times and not speak and then write the poem collectively in a notebook. Compare their writing to study the retention levels of the two groups. This will help the teacher understand the strategies used in an Indian classroom.

1.11 Suggested Reading and References

- Harmer, Jeremy. 1983. *The Practice of English Language Teaching*. England: Longman Group.
- Stratta, Leslie, John Dixon and Andrew Wilkinson. *Patterns of Language: Explorations of Teaching in English*. Hienemann Educational Books: London, 1973.
- Tickoo, M.L. 2003. *Teaching and Learning English*. India: Orient Blackswan.

Unit 2: Second/Foreign Language Methods

Structure

2.0 Objectives

2.1 Introduction

2.2 What is a Method?

2.3 Grammar Translation Method

2.4 The Direct Method

2.5 Communicative Language Teaching

2.6 The Communicative Approach

2.7 Task-based Language Teaching

2.8 Summary

2.9 Long Answer type questions

2.10 Short Answer type questions

2.0 Objective

The aim of this unit is to provide a detailed account of current methodological practices within various educational institutions where English is being taught as a second or a foreign language and consequently the application of these methods and techniques to one's own teaching situations.

2.1 Introduction

A language class is an array of various teaching- learning situations consisting of numerous techniques and methods ranging from easiest to the most difficult. A language teacher, when in class, tries to make the understanding for her students as simple as possible. To achieve this goal, she follows various methods, a combination of these or designs these techniques according to the learning situation of her students. These contemporary methods which will be discussed in detail further, have not taken birth in isolation; they have a past

behind them. Therefore it is imperative to study briefly the history of language teaching methods and how they have elicited the innovative modern techniques. Throughout history, the changes in the language teaching techniques have recognized the need to innovate and modernize the teaching approaches according to the needs of the learners who want to be proficient in the second language. Majority of the population in today's world is multilingual. It has in fact become a norm more than an exception. Thus, the need for learning a foreign language has been a point of practical concern throughout the history and even today. Latin being the most learnt foreign language five hundred years ago got replaced by French, Italian and English in the sixteenth century, which then became important due to various political amendments in Europe.

The status of Latin soon changed from being a living language to that of an occasional subject in the school curriculum. The study of classical form of Latin and an analysis of its grammar and rhetoric acted as a prototype for studying foreign languages between seventeenth and nineteenth centuries. Children in England were introduced to Latin grammar in many rigorous ways – rote learning, studying conjugations, translation of sentences, practice writing sample sentences. The most problematic and dreadful aspect of this teaching technique was the brutal punishments for children if and when they made errors. Same methodology and procedures were followed for teaching modern languages which got introduced in the school curriculum in the eighteenth century. The textbooks mainly consisted of grammar rules, vocabulary lists and translation exercises. The focus was not the practical use of language for communication. The only speaking exercise in the class was reading aloud the translated sentences by the students. The translation too lacked the context and students worked hard to achieve the synonymous meaning as one can observe the following:

The Philosopher pulled the lower jaw of the hen.

My sons have bought the mirrors of the Duke.

The cat of my aunt is more treacherous than the dog of your uncle. (Titone 1968:28)

Moreover, in the nineteenth century, the textbook compilers codified a foreign language by mentioning the frozen morphological rules and syntax specifications to be explained by the teacher and eventually memorized by the learners. Oral communication and in turn the speaking exercises were reduced to bare minimum. Henceforth, this technique of language

teaching came to be known as Grammar Translation Method, which will be discussed further in detail.

2.2 What is a Method?

The term ‘method’ has been defined by many foreign language teaching experts differently. It is therefore important to study the definitions chronologically in order to understand the evolution of the term. We will look at the different explanations of the term given by Anthony (1963), Dublin and Olshtein (1986) followed by Widdowson (1990) and Larsen-Freeman (2004).

2.2.1 Definition 1

A language teaching method is a scheme which describes the roles of the participants in an instructional context followed by the role and form of the instructional materials. Consequently the teachers in a classroom practice the principles of a particular teaching method along with their own techniques and procedures, transforming methods into an established pedagogy. This definition is somewhat based on Edward Anthony’s 1963 definition, who is an American applied Linguist. He developed a hierarchical relationship between three levels of conceptualization and organization: Approach, method and technique.

The arrangement is hierarchical. The organizational key is that techniques carry out a method which is consistent with an approach..... (Anthony1963:63)

In other words, Anthony’s idea of approach relates to a set of assumptions regarding learning of a language and a language’s nature itself. Secondly, a method is defined as plan which combines the presentation of teaching materials according to the approach followed. Thirdly, a technique refers to the intensity with which the prescribed teaching procedures are followed. This definition till date is followed by modern linguists with some modifications as and when required.

2.2.2 Definition 2

Dubin and Olshtein (1986) were of the opinion that that with the advent of so many methods, it is difficult to categorize them according to Anthony’s definition as these methods have segments which partially agrees with the whole spectrum. While some of them are based on

the language learners' needs, others are inclined towards various educational philosophies. For example, the Silent Way, Total Physical Response and The Natural Approach are based on psychological aspects of language learning, many others like communicative approach are concerned with educational philosophies.

2.2.3 Definition 3

Widdowson (1990) in his understanding of the term method realized the significant role of communicative competence in the pedagogical structures being followed in a language classroom. The attainment of competence and performance also marks the sharing out of responsibilities between the syllabus and methodology. Competence here specifies the knowledge of a particular language and its various contexts and performance is its practical use.

2.2.4 Definition 4

Larsen- Freeman (2004) discussed the term method as a combination of 'principles' and 'techniques'. The principles comprised of five elements of second /foreign language learning vis-a vis the teacher, the learners, the process of learning, the target language and the culture. The techniques consisted of many activities conducted in the classroom and the procedures followed which have been derived after applying these principles.

Richards and Rodgers made quite a few valuable and enlightening changes to already existing Anthony's definition. They were against the enigmatic nature of Anthony's definition of 'method' itself as it lacked the basic specifications. In the revised Richards and Rodgers model (2002), the term 'method' got replaced by 'design' consisting of syllabus and comprehensive explanation of roles of teaching materials, the learner and the teacher. The following figure describes the full summary of the model:

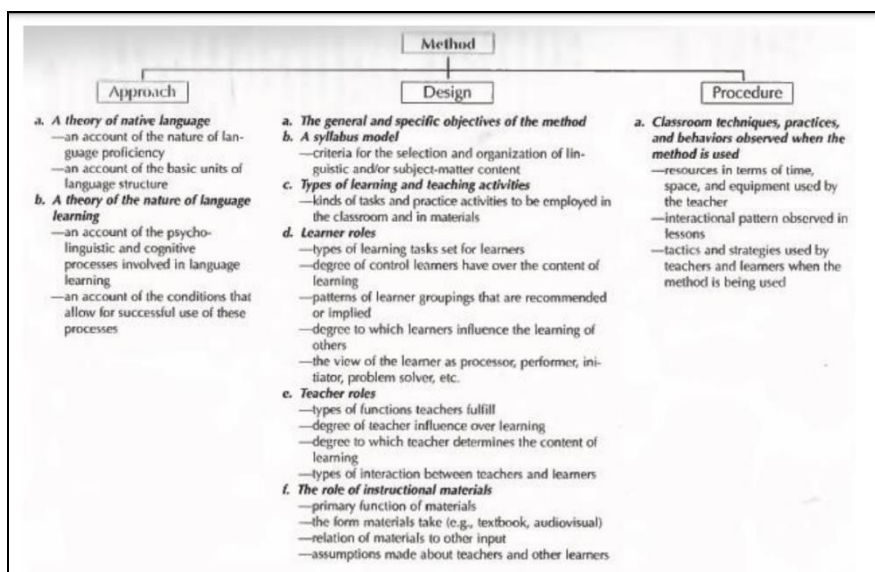


Fig: Elements and sub elements of method (Richards and Rodgers 1986)

2.3 Grammar Translation Method

2.3.1 Introduction

The Grammar Translation Method (GTM) has been used in language classrooms forever. It has been called with different names throughout, for instance, the Classical method for its use in teaching of classical languages – Latin and Greek. GTM is considered to be an offspring of German scholarship, with an objective "to know everything about something rather than the thing itself" (W. H. D. Rouse, quoted in Kelly 1969: 53). Its main proponents were many German scholars- Johann Seidensticker, Karl Plotz, H. S. Ollendorf, and Johann Meidinger. As suggested earlier, it is a method of learning any foreign language by translating the sentences of the native language into the target language or vice versa. In a GTM classroom, students learn grammatical rules of the foreign language and apply those rules to the native language. The examples of various exercises conducted in these classrooms include fill in the blanks, reading comprehension, topic composition, passage translation, word meanings etc.

2.3.2 Principles of Grammar Translation Method

(1) The ultimate goal of learning a foreign language is to be able to read its literature and understand its culture in terms of its writings and fine arts. Spoken language is considered inferior to literary language.

- (2) The successful language learners are those who can translate easily and correctly from one language to another.
- (3) Enhancement of reading and writing skills is more important than the listening and speaking skills.
- (4) Vocabulary of the target language is taught through bilingual word lists, dictionaries, rote learning and memorization.
- (5) Achieving accuracy in the target language is important for the learners. Error making is completely discouraged.
- (6) Grammar is taught through deductive methodology. That is, students are presented with grammatical rules first followed by the application of these rules in practical exercises.
- (7) The teacher is the authority in the classroom. In other words, teacher plays the main role in leading the classroom.
- (8) The students' native language is the medium of instruction. It is used to draw comparisons and contrasts with the target language. Teachers also use native language to introduce and explain any new items.
- (9) Teaching language this way promotes good mental exercise.

2.3.3 Advantages of GTM

- (1) It is easier for the teacher to make the students understand by telling the meaning of the word or sentence in mother tongue
- (2) It enhances the skills of reading and writing effectively.
- (3) In a GTM class very less teacher material aid is needed, hence it is economical.
- (4) Language teaching in overcrowded classes can be done very easily using GTM.

2.3.4 Disadvantages of GTM

- (1) It ignores the speaking and listening skills completely leaving the conversational skills in a foreign language still difficult for students.
- (2) GTM is focused on formal grammar rules therefore it does not promote proper learning of the foreign language.
- (3) Communicative competence is not achieved in a GTM classroom.
- (4) It is very boring and tedious methodology for second language learning leading to frustration amongst both teachers and students.
- (5) The translations are done word by word hence are often unsatisfactory.

Thus, it is quite clear that GTM lacks any reliable theory on which it can be based upon. There is no justification for its principles and procedures or any relation to other fields like that of linguistics, psychology or educational theory. Towards the middle and end of nineteenth century, there was a visible criticism faced by GTM in several European countries giving rise to the Reform Movement. Eventually the foundations for new language teaching methods were laid.

2.4 The Direct Method

2.4.1 Introduction

With the development of new methodologies for teaching a foreign language, more attention was given to the naturalistic principles of language learning. Gouin is considered to be one of the first reformers of the nineteenth-century, who attempted to build a methodology around observation of child language learning. Since the GTM did not prove to be useful in providing communicative competence in the target language, the Direct Method became popular. This method was developed when the aim of instruction shifted from just reading in the foreign language to the ability to be able to use the target language for communication. The Direct Method works on one simple rule, i.e. translation of any kind is not allowed. In fact, the name Direct Method denotes that the meaning of any word is to be communicated

directly in the target language by demonstrating and using visual aids without resorting to students' native language.

2.4.2 Principles of Direct Method

- (1) Exclusive use of target language in the classroom.
- (2) Understanding of communicative use of target language is encouraged by teaching everyday vocabulary and sentences.
- (3) Oral communication skills were taught by exercises like question and answer exchanges between students and teachers.
- (4) Grammar is taught through inductive methods.
- (5) Association with ideas, Demonstration, real objects and pictures were used to teach abstract and concrete vocabulary respectively.
- (6) Translation should be avoided; however mother tongue can be used in a very limited manner to explain some difficult words and ideas.
- (7) Pronunciation should be taught right from the beginning.
- (8) Lessons should be an amalgamation of conversational and practical exercises.
- (9) Reading and writing skills to be introduced and taught from beginning of language instruction.

2.4.3 Advantages of Direct Method

- (1) The focus on oral practice in target language improves the pronunciation.
- (2) Using direct method, students get good command over the target language and become fluent in the language.
- (3) Teaching using direct method is an easier and pleasant experience both for the teachers and the students.

(4) This method focuses on achieving overall competence in the target language.

2.4.4 Disadvantages of Direct Method

(1) Speaking skills are over emphasized hence reading and writing are ignored a bit.

(2) It is difficult for average and below average students to grasp the nuances of target language.

(3) Use of visual aids, demonstrations and pictures make this method expensive

(4) It requires language teachers who were either the native speakers or have native like fluency in the target language.

(5) Complete dependence on target language and almost no use of native language was hugely criticized.

Thus, by the 1920s, the direct method started to lose its popularity in non commercial schools in Europe. In France and Germany, the method was modified by combining it with more controlled techniques. The popularity of direct method is undeniable but it wasn't welcomed by everyone enthusiastically. Its limitations were recognized by the British applied linguist Henry Sweet. While it mainly focused on the exclusive use of the target language in the classroom, many other basic issues were not addressed. Sweet and other applied linguists proposed the development of other methodological principles. In the 1920s and 1930s applied linguists worked on the principles laid down by the Reform Movement and developed the British approach to teaching English as a foreign language.

2.5 Communicative Language Teaching

2.5.1 Introduction

The application of the theoretical perspective of the Communicative Approach, Communicative Language Teaching (CLT) is aimed at making communicative competence the only goal of language teaching. Its principles are interpreted and applied differently by different teachers; hence one cannot expect similar results in all the settings. Klapper (2003) opines that CLT does not provide closely prescribed classroom techniques, which gives freedom and flexibility to the teachers in a language classroom. This has also been considered

as one of the main reasons behind the popularity of CLT even today. CLT originated due to the changes in the British language teaching tradition dating from the late 1960s. Until then, Situational Language Teaching was the most used method of teaching English as a foreign language wherein language was taught by practicing basic structures in meaningful situation-based activities. In the mid 1960s, British applied linguists started questioning the theoretical assumptions underlying Situational Language Teaching and proposed to develop a more coherent and functional method of teaching.

2.5.2 Principles of CLT

- (1) Mostly, authentic language, that is, the language as used in the real context should be used in the classroom.
- (2) The target language is used to carry out classroom activities and hence is not a mere object of study.
- (3) The entire process of communication is emphasized rather than just mastering the language forms.
- (4) Students are expected to learn cohesion and coherence in the formation of sentences.
- (5) Students are encouraged to participate more in the classroom by letting them express their ideas and emotions.
- (6) Error making is considered a part of language learning, but are not corrected at the same moment.
- (7) The teachers' responsibility is to create opportunities for students which demand lot of communication.
- (8) It is important to provide social context to the communicative activities.
- (9) Native language can be used judiciously.
- (10) Use of translation is allowed if the students benefit from it.
- (11) Communicative competence is the desired goal, which includes grammatical competence, sociolinguistic competence, discourse competence and strategic competence.

2.5.3 Advantages of CLT

- (1) CLT provides the opportunities to learners to make practical use of skills that they have acquired in the classroom.
- (2) Learners taught using CLT techniques become competent communicators knowing how to use language according to different social situations.
- (3) Learners are able to gain confidence quickly to communicate easily and freely in the target language in the real world as their fluency is worked upon a lot during classroom teaching.
- (4) CLT helps in building positive and cordial relationships among the teachers, students and their peers as they participate together in many classroom activities and indulge in authentic dialogue in the target language.
- (5) It helps the teacher to be more creative in the classroom. Teachers in a CLT classroom take on roles as facilitators, guides, and co-communicators, enhancing the learning experience for students.

2.5.4 Disadvantages of CLT

- (1) The setting is specified by the teacher, and the learner rehearses a dialogue many times before performing the communicative activity. Something that is not possible to do in real context.
- (2) This method might cause fear and anxiety in the shy and introvert students for whom participating in communicative activities be an over whelming experience and they might prefer a grammar based approach instead.
- (3) In a CLT classroom, learners have preconceived notions about what teaching and learning should be like. These constitute a "set" for learning, which when unrealized can lead to learner confusion and resentment (Henner- Stanchina and Riley 1978).
- (4) The focus on fluency and comprehensibility and flexibility of error making in Communicative Language Teaching may make the teachers anxious who are otherwise accustomed for error correction.

- (5) CLT might not prove to be helpful in cracking many language tests which are totally grammar-based and are designed to evaluate students' level of accuracy.
- (6) This method might not prove helpful to the beginners who might need a more control practice instead of free communicative activities.

Overall, CLT has proven to be an important and flexible method for language teaching which provides learners with practical communication skills and developing a supportive and learning environment. In spite facing a lot of criticism, CLT has definitely achieved recognition and approval from language teaching experts.

2.6 The Communicative Approach

2.6.1 Introduction

The ultimate goal of all teaching methods discussed so far has been to make the learners proficient in communication in the target language. In the 1970s, it was observed by some educators that while students produced accurate sentences in the classroom, they were unable to produce appropriate sentences in genuine communication outside the classroom. Others opined that being able to communicate meant mastering linguistic structure and be able to use language within a social context as language users need to perform certain functions, such as promising, inviting, and declining invitations (Wilkins 1976). In other words, being able to communicate requires communicative competence which is the appropriate use of language in various social contexts (Hymes 1971). As a result of such observations, in the late 1970s and early 1980s, an important shift in the field of language teaching from a linguistic structure-centered approach to a Communicative Approach (Widdowson 1990; Savignon 1997) was witnessed.

2.6.2 Principles of Communicative Approach

- (1) Language learning means learning to communicate using the target language.
- (2) The language used to communicate must be appropriate to the situation according to the setting and the register.
- (3) Activities conducted in language classes should be communicative in nature. Examples of exercises include games, problem-solving tasks, and role-play.

- (4) Constant interaction with and exposure to the target language is mandatory.
- (5) Development of all the four language skills— listening, speaking, reading and writing — is integrated from the beginning.
- (6) The teacher acts as a guide, a facilitator or an instructor in the classroom.
- (7) Trial and error is considered part of the learning process.

2.6.3 Advantages of Communicative Approach

- (1) It is a learner-Oriented approach, as the needs and interests of the learners are prioritized.
- (2) It emphasizes meaningful use of language.
- (3) Use of personalized language helps learners adapt to its use more effectively.
- (4) Use of authentic materials makes the language learning experience more interesting.

2.6.4 Disadvantages of Communicative approach

- (1) Less attention is given to accuracy in the target language.
- (2) The approach is least focused on removing learners' errors.
- (3) This approach puts a lot of pressure on the language teacher.

Thus the communicative approach was accepted widely by practitioners because they claimed that they could identify with it and also can interpret the method in their own ways.

2.7 Task - based Language Teaching (TBL)

2.7.1 Introduction

Task-based language teaching (TBLT) surfaced as a significant topic in the field of second language teaching as it developed process-focused syllabi and devised communicative tasks to improve learners' real language use with the emergence of the CLT approach in the early 1980s. It is defined as a way of teaching a language through designing and coming up with tasks which can generate an outcome, by means of authentic materials such as: brochures, newspapers, songs, etc. An important feature of a task based approach is that students can

freely use the language they require to accomplish that task. This approach emerged in response to some constraints of the traditional PPP approach which includes the process of presentation, practice, and performance (Ellis, 2003; Long & Crookes, 1991). Therefore, it carries an important meaning that language learning is a process which improves communication and social interaction rather than a product gathered by mere practicing the language items. Task-based approach in second language teaching was first initiated by Prabhu, who published the Bangalore research report in 1982 and developed the concept of task-based approach (Wei, 2004).

According to Ellis (2009), a task must match the following criteria to be considered one.

- (1) The main focus is meaning.
- (2) A 'gap' has to be present whether it is to express opinions, infer meaning or convey information.
- (3) Learners' own knowledge is the essential key to develop the activity.
- (4) The use of language is not an end rather than a mean.

2.7.2 Principles of Task Based Language Teaching (TBL)

- (1) Teaching of language should consist of use of naturalistic language, and the tasks given should be to meaning rather than language.
- (2) Language teaching should be focused on learner-centeredness rather than teacher-centeredness.
- (3) Language teachers must ensure student engagement to encourage learning and understanding of formal linguistic elements by providing opportunities that focus on the form of the language.
- (4) Only communicative tasks to be given to students in the application of this approach.
- (5) Experiential learning should be encouraged, wherein students indulge in a variety of activities and have opportunities to learn from their own and each other's experiences, being

actively and personally engaged in the process. Examples include personal journals, diaries, portfolios, role plays, storytelling etc.

2.7.3 Advantages of Task based teaching

- (1) Learners are free to use language of their choice to solve the tasks effectively related to real life situations.
- (2) Students are encouraged to complete the tasks by sharing ideas with each other rather than teacher giving the answers.
- (3) TBL teaching makes the students independent learners and more confident in using the target language.
- (4) TBL teaching helps teachers understand the real needs of the students and hence tasks are provided based on fulfilment of those needs.

2.7.4 Disadvantages of Task based teaching

- (1) This method might seem futile to those students who are habitual of teacher centred classrooms.
- (2) The introvert students might not perform in the activities leading to non learning situations.
- (3) Accuracy is overlooked as the main focus of teaching and learning is fluency.
- (4) The pressure on the teacher increases as she has to devise and plan tasks using resources which are not available in the classroom instruction materials.

Thus, task-based learning refers to a natural process where errors are considered to be a part of learning process. Some principles of TBL teaching can seem similar to those of Communicative Language Teaching (CLT); as a matter of fact, Willis (1996) opines that TBL teaching can be interpreted as an extension of CL, that is, it is a result of logical development of CLT – that is, some of the principles between them are common: real communication, meaningful tasks, and meaningful language. Because of this connection to

CLT, TBL teaching has gained a lot of attention and importance from Second Language Acquisition theorists.

2.8 Summary

The most difficult aspect of teaching a language is that unlike other subjects, we need to use a language to teach a language. Teachers cannot take a different route and have to make use of different strategies to help students learn a language. At the beginning mastery of grammar of the target language was important followed by a reform which emphasized on communication and deductive teaching of grammar. The focus shifted to context and usage, where the learner knows how to use the language in different real life situations. Within the vast history of teaching methodologies there have been some emphasize fluency and many others that emphasize accuracy. The former tend to be less permissive of error making and expect students to remember rules of the target language. In these methodologies, students stick to the structure rules. The latter encourages students to have more freedom to make mistakes. The focus is on structure-meaning and students explore the language as it is needed in order to perform a task. Applying both kinds in moderation and according to the needs of the learners in a language classroom can be a wise decision on the part of teachers.

2.9 Long Answer type questions

- 1) Discuss various methods and approaches to language teaching.
- 2) What is Grammar Translation Method? Discuss its principles, merits and demerits in detail.
- 3) Elucidate on various aspects of Direct Method of language teaching.
- 4) Discuss Communicative Language teaching method as a contemporary method of language teaching
- 5) Discuss the history of Second language teaching methods.
- 6) Explain the second language teaching in terms of shift from teaching grammar inductively to deductive teaching of grammar.
- 7) Discuss the nuances of Task based language teaching.
- 8) Compare and contrast Grammar Translation and Direct method of language teaching.
- 9) The ultimate goal of language learning is to be able to communicate in the native like fluency. Elucidate on this statement in the light of communicative language teaching

10) Discuss various traditional and contemporary approaches to language teaching in detail.

2.10 Short Answer type questions

- 1) Write a short note on Direct Method.
- 2) Discuss the communicative approach to language teaching.
- 3) Write a note on the role of teacher in a classroom where CLT is applied.
- 4) Define and discuss the term 'method' in a language classroom.
- 5) Explain the various elements and sub elements of 'method' as suggested by Richard and Rodgers.
- 6) Differentiate between CLT and Task based language teaching.
- 7) What are the principles based on which a grammar translation method is followed in a language classroom?
- 8) Discuss the advantages and disadvantages of a learner centred classroom.
- 9) What were the reasons behind the development of communicative approach to language teaching?
- 10) What do you mean by communicative competence? Which method according to you provides this to the second language learners? Give reasons.

Unit 3: Student-Centric Teaching

Structure

3.0 Objectives

3.1 Introduction

3.2 Introduction to Learning Styles

3.3 Learning Structures and Strategies

3.4 Managing the Learner-Centred Classroom

3.5 Summary

3.6 Glossary

3.7 Comprehension Questions

3.8 Exercise

3.9 Suggested Reading and References

3.0 Objectives

The objectives of this unit are:

- to introduce the concept of Student Centric Teaching
- to introduce Teaching Styles
- to learn the structures and strategies of Teaching
- to understand how to manage a learner-centred classroom.

3.1 Introduction

The teaching of language in the classroom was initially through the Grammar Translation method. This meant a silent classroom in which the learner was active occasionally. By degrees, through the evolution of methodology, the learner began to move towards the centre of the classroom and with the era of Communicative Language Teaching, the class room became a learner-centred ecosystem. The classical Indian way of teaching has always been Guru-Centric (teacher centric) where the teacher learnt the ways of the world through ‘Dhyaana’ (meditation) and the students learnt the same concepts through Shruti

(concentrated listening) while also developing their skills through experiential learning. Gradually, with the passage of time, education shifted to the classroom, the element of experiential learning vanished and the teacher-centred mode dominated. With the change in time and scenario and the influence of the West, the Grammar Translation method dominated the Indian classroom right up to the last decade of the Twentieth century. After the advent of multinationals in the Indian market post-liberalization, the Communicative Methodology became popular for teaching English and this led to a paradigm shift towards a learner-centred model of classroom interaction. With the National Education Policy, 2020 finding its way into the education process, requisite changes in the teaching-learning strategies have been introduced that make it more student-centric and learner friendly.

In the classic model of teaching most of the time is spent on listening to the lecture of the teacher. The students work individually and not much emphasis is laid on group assignments and classroom co-operational work. However, the learner-centric teaching methodology makes a strategic shift toward the students. These methods embrace active learning in which students learn how to answer questions after comprehension and how to solve problems through discussion, explanation, and brainstorming sessions in the class. These methods also encourage cooperative learning in which students are motivated to work in groups and solve difficulties to ensure positive interdependence and distinct responsibility. In the inductive teaching and learning methodologies a lot of significance is laid on project-based learning, problem-based learning and case-based instruction. The learner centric mode of instruction is time and again found better than the traditional teacher-centric approach to teaching. The former assures critical thinking and exhaustive understanding of course material, acquisition of creative solution finding situations. It also guarantees a level of self-confidence and helps in improvement of knowledge and skills.

With student-centric teaching and learning, learners occupy centre stage in the classroom. Traditionally, the classroom has encouraged the conventional and didactic method of teaching in which the controls are in the hands of the teacher and the completion of the syllabus is the top priority. While the syllabus does not suffer in the student-centric classroom, the focus shifts a little towards an acknowledgement of the role and importance of the learner in the classroom procedures. In the ideal student-centric classroom, the learner will not only participate in curriculum decisions but will also have a say in the methodology and process of the teaching exercise. The teaching-learning ecosystem promotes learner responsibility and autonomy before teacher dominance.

Over the last few decades, after 1980, learner-centredness has emerged as an educational philosophy that has affected both education theories and language teaching approaches. Educators have come to accept the fact that learning may not always be the mirror image of teaching. Every learner comes with a unique set of traits and experiences which have an impact on the outcome of teaching both directly or indirectly. In recent years, there has been an emphasis on moving away from traditional teaching toward student-centered learning. This paradigm shift means moving power from the teacher to the learner, thus making the learner a partner in the teaching-learning process instead of a passive participant. In student-centric classrooms, the student participates in decisions about teaching and each student contributes to the classroom procedures. Not only this, the learner-centric classroom is sensitive to the needs and traits of each student.

In the student-centred classroom, through increased motivation and effort, learning is facilitated. The teacher is no longer the sage on the stage but is a guide by the side who sees each learner as distinct and unique. This means the teacher understands that learners in any classroom learn at different rates with different styles, will have different abilities and talents, their idea of efficacy may vary and they may be in different stages of development. For this classroom, learning is a constructive process that is relevant and meaningful to the learner and connected to the learner's prior knowledge and experience. The learning environment supports positive interactions among learners and provides a supportive space in which the learner feels empowered. Subsequently, the classroom becomes an interactive space in which each member, whether teacher or student, is a participant from whom proactive behaviour is expected. This proactive spirit is beneficial in the language classroom because when students feel themselves to be responsible for running the teaching-learning dynamism, they lose their inhibitions that prevent them using the second language in class. Their motivation improves and they are ready to respond and explore possibilities for communication in the target language.

From the Grammar Translation to the Audiolingual and most other methods that dominated the scene till 1980, most methods don't encourage a learner-centric environment in the classroom. These traditional methods treat learning as a product. The teacher chooses the top-down view of learning, treating the student like an empty receptacle waiting to be filled with knowledge. This aspect is responsible for the teaching of language as a content subject, instead of a set of skills. The student-centric approach views students as part of the process of

learning and the teacher is a member of the learning team. In the learner-centred classroom, the learning is a process in which every member of the classroom participates and contributes, including the teacher. In such a space, the bottom-up approach is implemented, leading to teacher and students being partners in crafting the journey towards language use and proficiency. The student creates the process of learning with the support of the teacher, who understands that each student is a different individual.

The teachers in the learner-centred classroom understand that the teacher talk time will be less as compared to the traditional classroom and that student talk time must increase, if optimum language learning is to take place. For this to happen, the teacher must accept the fact that the teacher role is now more of a facilitator, team member, participant and manager rather than the instructor. Some days may bring hardly ten percent talk time for the language teacher! The teacher's role is that of critic but a supporting critic who believes more in feedback than error-marking. At every juncture, the teacher takes the opportunity to offer pupils choices and resources to optimize learning while remembering that there can be suggestion and advice but no coercion or reprimand while finalising choices. Reflection and decision-making opportunities are to be encouraged in order to develop autonomous learning.

At the heart of the student-centred classroom is the concept of learner autonomy. When students no longer view teachers as the only and major source of learning and get used to making their learning choices their autonomy develops and increases. This, in turn, leads to an understanding and awareness of their individual learning style which helps them realize the strategies they possess and their use of them for learning the language.

3.2 Introduction to Learning Styles

In the language classroom, no two students are exactly the same. Ask any teacher to divide learners into four neat groups and invariably, depending on the number of learners, the teacher would ask for more groups to divide them into. Or, in some cases, may even say that it is impossible to generalise to the extent that they can be classified. During class, some students keep noting down whatever the teacher says while some may record the lecture and listen to it again and again and some students ask questions all the time, clarifying concepts and gathering information for later use. These are individual choices; nobody dictates these techniques of learning and each learner displays certain habits and techniques in order to learn something new. The totality of such habits in an individual forms the learning style of that person. Every learner has a preferred way of understanding, absorbing and using new

information and this way leads to learning. This is the learning style of a student.

The literature on learning styles is vast and gives many kinds of label for individual variation in learners. Teachers have been exploring and documenting the learning styles of their students through observation, interviews, diary entries and classroom activities. In the field of language learning, several sets of taxonomy are available for labelling learner styles. The widely accepted list of learner styles comes from Reid (1995) and Richards and Lockhart (1994). These are listed below. It must be kept in mind that learning style can also vary according to the culture to which the learner belongs. For instance, learners from high-context cultures will be more inclined towards a traditional, product-based classroom management style while learners from low-context cultures will prefer to be more independent and autonomous. So far, research has not been able to prove which learning style works best in the classroom but an awareness of styles helps teachers manage students better, especially while dealing with a culturally-diverse classroom.

1. Authority-Oriented Learners prefer the teacher to be an authority figure and are most comfortable while following instructions and working to specifications. This style is usually found in students from high-context cultures of Asia such as India and Thailand.
2. Auditory Learners learn best through listening to the teacher, classmates, recordings and other auditory material. These learners are mostly tech-savvy and good at managing technology.
3. Tactile Learners are at their best when they do things with their hands. They learn best when engaged in a puzzle or some kind of building project or model making task. Cultures that promote experiential learning would have tactile learners.
4. Group Learners are individuals who feel comfortable while working with other students, managing learning jointly and handling new material as a group. These learners are usually alien to the target language culture and seek support from others.
5. Visual learners achieve the most when they read, watch or see things. They enjoy taking down notes and reading whatever the teacher puts up. They can learn on their own by reading. They are good at tasks and activities that entail reading.
6. Kinaesthetic Learners are at their best when they are physically involved with the experience of learning language through a field trip or role play or a class activity involving working with hands or moving around. These learners are skilled in craft and handwork.
7. Individual Learners are at their best while learning alone. They enjoy their work when they perform tasks alone and learn better singly. It has been observed that many such learners are introverts by nature.

3.3 Learning Structures and Strategies

Structure is an essential component of education. It allows the institutions and educators to create frameworks for learning and teaching. It is a significant pedagogical instrument that helps in careful organisation of syllabus and content and devise methods of learning to be incorporated in the classroom. In a way it is a blueprint for any classroom that defines the how and why of any learning and teaching situation. For example, in a classroom that has great strength, a simple lecture-delivery method of teaching and a problem-solving learning method could work for a small section of syllabus. If the syllabus is too much and there is scarcity of time, then the teachers could possibly make a lesson design that can be divided in subparts, the same can then be distributed among the group of students, and through interaction method the students can each learn about the concept whereas the teacher can act as a facilitator. The absence of structure would render the educators stranded and it would be difficult to give a structured form to the classroom. Learning Structures are specific programs/strategies that help convene and control regular classrooms operations and interactions. Any academic content can be put to structure but not all of them can be driven by the same methodologies. Some structures can be used for individual learning, while others are used for group learning, some others work in intra-group situations, instilling teamwork and association skills in all classroom participants. An understanding of structure helps developing cooperative learning and is considered an important instructional instrument.

The structure of a classroom acts as a skeleton, supporting the main process and helping it run smoothly. Classroom Management skills need constant preparation and hard work and can help the teacher retain focus on the important aspects of the lesson while sequencing carefully the other aspects. The matter of structure runs parallel to the understanding of the classroom ecosystem by the teacher. While planning the lesson, the teacher keeps all the features of the class in mind and then structures it accordingly. For example, when the teacher knows that the lesson is tough and contains several new concepts, a handout can be prepared, listing and explaining these new concepts. In case there are many learners in class who enjoy group learning, the class can be divided into groups and each group can be given two concepts to work upon and then explain these to the class before the teacher begins to teach. With this kind of preparation, a teacher can be ready with a structure for teaching and proceed in a systematic and planned style.

After the experience of online teaching, the Flipped Classroom has caught the imagination of Teachers. This is a hybrid method of structuring the teaching. As the name suggests, it flips

or reverses the traditional classrooms. This technique is helpful in increasing the time limit of the lecture. In a regular classroom situation, the teacher delivers a lecture and then gives homework to reinforce the learning of that day. In a flipped classroom, the same lecture is delivered through a visual medium/online recorded lecture/ a power-point presentation but outside the classroom. Then the lectures delivered are later discussed with the teacher and fellow students online. The benefit of this form of teaching and learning is that the same lecture can be repeated, reviewed and sent forward as many times as required. Whatever activities/written exercises are otherwise given as homework in routine classrooms, in a flipped classroom method the same is done within the time limits of the classroom. This method gives the teachers more time to support one-on-one interaction with the students and give individual attention to each, if required. Whatever doubts arise during watching the online content can then be sorted in the classroom, the teacher can take up all the queries one by one and will have the time to answer them all.

The area of learner autonomy and learning style has another related aspect that works in tandem to complete the profile of the language learner. This is the field of Language Learning Strategies or LLS, as they are popularly called. Since the decade of the 1980s, LLS have been a subject of discussion, research and classroom application in order to understand and enhance language learning. Cohen (2011) defines LLS: “Language learning strategies can be defined as thoughts and actions, consciously selected by learners, to assist them in learning and using language in general, and in the completion of specific language tasks”. Simply put – how does a student learn a language in the classroom?

Four kinds of strategy have been recognised and established through research and observation:

Metacognitive strategies refer to the ways in which learners control and manage their language learning. For instance, when a lesson has been completed in class, the student decides to read it the same day, make notes, look up tough words and then decides to memorise any new concepts within a day or two.

Affective strategies are the feelings-related decisions and acts by learners while studying. For example, many times while students are learning to speak English, they hesitate to speak up in class because they are not sure of pronunciation and feel nervous. Such a self-conscious student may decide to stay silent in class.

Cognitive strategies are the techniques that students use to learn classroom content. A student may choose to underline key words in the text or make a list of key words or memorise the key words the same day by cramming them up. Each learner selects and implements such

techniques according to individual preference.

Social strategies refer to the social interaction of a learner and how the learner uses that interaction to optimize learning. For example, a student who hesitates to use English in class may form a group of classmates who are all facing the same problem and can encourage each other.

Teachers can use their knowledge of LLSs used by their students in order to help make learning more effective. The teacher can help learners make frequent and effective use of their LLSs by suggesting and encouraging specific strategies – according to the classroom task assigned. On meeting students individually, the teacher can assess their use of strategy and encourage them to be aware of their learning curve. In the classroom, the teacher can suggest new strategies and encourage implementation according to the requirement.

3.4 Managing the Learner- Centred Classroom

The teacher-centric method of teaching has been practiced in India for a long time for there is a special emphasis that the Indian culture and tradition place on the Guru. In ancient times, the teachers went through rigorous training themselves and only the most befitting ones qualified to be the Guru. The qualification to become a guru also involved the ability to choose the right kind of students, ones with specific learner traits. This means that in the traditional Indian style of teaching, teacher and students were given equal significance, rather it was more student-centric as the teachers kept in mind the metacognitive abilities, social intelligence, individual learner strengths and limitations in mind. In fact, the student strength in each classroom was also taken into consideration, given the understanding that the more focus is laid on a student, the better are the learning outcomes. With the intervention of British ideas, this balance was reduced and students were allotted a more passive role. For decades in post-independence India, teachers played an integral role in the classroom. The teaching of English, was especially one of the most difficult courses to teach as it required specific teachers and the learning was multifaceted since it demanded both skill-based and content-based teaching.

A paradigm shift began with the introduction of Communicative Language Teaching in the last decade of the Twentieth century. This shift initiated the learner-centric method of teaching in the Indian classroom. Many factors helped make the Indian classroom more learner-centred. The conscious reduction in the number of students in each class, the demand for private institutions for Spoken English and the increased motivation of language learners have all contributed.

There are many ways in which learner-centred classrooms can be managed efficiently. In

order to allow student choice and autonomy they can be given projects and assignments. They can be allowed to rearrange their seating arrangement in the classroom and choose the group/ partners with whom they want to work. They should be given a lot of choice, right from choosing the problem to selecting the solution strategy, from choosing an environment to choosing a partner. In fact, the timings could be kept flexible as well, the students should be allowed an optimal time span to learn. The question-and-answer techniques should also be open ended and the students encouraged to give as many answers as possible.

In the teaching of English student interaction leads to communication and flow of ideas which can play a key role in learning. Students can work in collaboration. For example, if they must learn the art of rhetoric, they should be given videos of great speakers of the world to listen and watch carefully. Then, through a flipped classroom method the same could be open for discussion. Student reflection is a very important step in learning and therefore should be prioritized. It creates space and time for individual learning. The teacher could act as a facilitator and create assignments for students that are student specific that will help them get a deeper understanding of the subject matter being taught. For example, some of the students can be asked to mark the historical references from the speech whereas others could pick the emotional aspects of the same. A group of students could be asked to mark adjectives from the speech where some could be asked to find the synonyms of certain words marked by the teacher.

The teacher needs to remember that interaction in the classroom can keep switching emphasis as per the selected task. It is not as the teacher-centric and learner-centric classroom are binaries or watertight compartments. It helps to think of classroom focus as a spectrum that can be mobile and dynamic and keeps moving, according to the priority of the moment. However, there are certain limitations that affect the student-centric classroom. Sometimes it becomes difficult to achieve the curriculum targets in time when classroom interaction takes up a huge chunk of time. A highly skilled teacher is required to maintain and run a student-centric classroom. A fine balance of coordination between material and methods is also a matter of primary consideration. The student and teacher's preparedness remains an essential feature of the student-centric classroom. It may seem that the teacher's role is limited in the student-centric style, it is pertinent to mention that the teacher's classroom participation may be limited; but the role is not. The teacher must make the effort to prepare and structure lessons so each student remains engaged. The teachers must design more worksheets, work samples, exercises and projects to keep the class engaged.

3.5 Summary

The concept of student-centric teaching was introduced with an understanding of how the teacher-centric or the classic mode of teaching has now transformed greatly due to the requirements of the students. The stakeholders of academic institutions now focus on learning that is geared towards learner autonomy. Of late, methods of teaching and learning focus on a greater student-centric approach.

With the student at its axis, as compared to the previous method that was guru-centric, the Indian education system is bringing itself at par with the world education scenario. There is a specific focus on learning structures which make teaching and learning more organized and formatted. This includes lesson planning and designing the strategy to be followed in the classroom. Managing a learner-centred classroom is a complex task as it involves several variants. This unit described and examined the learner-centric approach, learner styles, the role of structure and strategy and the classroom management of a learner-centred class.

Teaching, especially teaching of English language displays more variety and complexity to the classroom because different educationists in India wish to teach the language in varied ways and students these days are learning the language; understanding that it is significant for academic growth and professional development. There are many challenges involved in student-centric teaching for countries like India that see a constant struggle for resources. However, the National Education Policy, 2020 ensures that these limitations will be worked out for a better learning process.

3.6 Glossary

1. Teacher-Centric: Where the teaching and learning strategies are decided by the teacher
2. Student-centric: Where the teaching and learning strategies are decided by the student
3. Learning strategy: a plan or approach that helps in the process of better learning
4. Lesson Plan: a framework that decides how the syllabus will be taught
5. Learning Structure: an approach that decides what kind of lesson plans and learning strategies will be employed for a particular classroom.
6. Learner-centred classroom: a class that is managed according to the needs of the learner.

3.7 Comprehension Questions

3.7.1 Long Answer Questions

1. What is student-centric teaching and why is it important?

2. The student centric approach of teaching is the most successful one to gain better results. Comment in detail.
3. Describe in detail the types of learning styles.
4. How is the learner-centred classroom an ideal classroom?
5. Write a detailed note on language learning strategy.
6. Learning structures are instrumental in shaping the format of teaching and teaching in Indian classrooms. Discuss.
7. What is the role of a teacher in student-centric teaching and how does it keep changing?
8. In what ways can a learner-centred classroom be managed?

3.7.2 Short Answer Questions

1. Define student-centric teaching.
2. Name the types of learning strategies.
3. Write a short note on student centric teaching style.
4. Define language learning strategy.
5. Describe three ways in which a learner-centred classroom can be managed.
6. What is a flipped classroom?
7. Write a small note on hybrid way of teaching.
8. Differentiate between learning structure and learning strategy.

3.8 Exercise

The teacher can prepare an online lecture on ‘Science: its future in India’ and deliver it to the class in advance. The teacher can then practice a flipped classroom method and ask the students to discuss their deliberations on the same. Based on the individual learner differences, the teacher can then supply exercises to varied groups to learn varied skills of language.

In another exercise, the teacher can request the students to gather online material available on a certain topic and then divide the class into some groups. She can then deliver a project that each group will work on the verbal phrases of the online content to check if newer written material can be made from the given material.

3.9 Suggested Reading and References

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Course: English Language Teaching

Section B

Unit 4: Learning Styles, Strategies, and Critical Thinking

Structure

4.0 Objectives

4.1 Multiple Intelligence

4.2 Individual Learner Differences

4.3 Metacognition and Language Learning

4.4 Language Teaching and Critical Thinking

4.5 Summary

4.6 Glossary

4.7 Comprehension Questions

4.8 Exercise

4.9 Suggested Reading

4.0 Objectives

The objectives of this unit are:

- to introduce the concept of multiple intelligence
- to understand individual learner differences
- to recognize the role of metacognition and critical thinking in second language teaching
- to learn the tenets of language teaching through critical thinking

4.1 Multiple Intelligence

In the year 1883, Harvard psychologist Howard Gardner proposed the idea of multiple intelligence, a theory that each individual possesses well-developed faculty in a specific area. For instance, one person may be adept at figures and calculations while another may have a way with words and expression. He describes the different ways in which students learn and acquire information. According to him, multiple intelligence ranges across a spectrum of abilities in different fields. The theory proposes that an understanding of multiple intelligence by the teacher will help in attuning pedagogical decisions in line with the learning pattern of

their students. The kinds of intelligence that the theory suggests are visual-spatial, verbal-linguistic, musical-rhythmic, logical-mathematical, interpersonal, intrapersonal, naturalistic and bodily-kinesthetics. Each label is self-explanatory.

The ability to learn new languages and the comprehension of how language may be utilised to accomplish greater goals, such as the ability to comprehend information and speak more persuasively than other pupils, are both traits of verbal linguistic intelligence. Logical mathematical intelligence helps build a rationale around abstract problems. Spatial-visual intelligence helps one understand the world through audio visual aids. Bodily-kinaesthetic intelligence helps the learner use the entire body to skilfully address a challenge. Musical intelligence helps produce and relish rhyme, rhythm and meter. Interpersonal intelligence helps understand the wide spectrum of emotions. Of lately, more types have been added to the previous paradigm, such as intrapersonal intelligence, naturalist intelligence and existential intelligence.

The theory of multiple intelligence offered a major transformation in the field of education, especially the way classrooms are structured and planned. The lesson plan and lesson designing witnessed some reforms with the focus on the varied intelligence offered by the theory. The previous practice of working in regular workbooks or repetitive writing in notebooks, regular classroom lectures, same teaching methods for one and all are now interspersed with more creative exercises to suit the varied intelligence and aid classroom learning. The theory of multiple intelligence has also had a deep-rooted impact on adult learning, especially the learning of a second language.

In language learning, this theory had a major impact. A lot of teachers and students who had given up on second language learning due to the old and redundant practices, could now see a new ray of hope as novel ways of learning the same subject material and context were now possible. For examples, decades ago, the only way to learn English grammar was to practise with workbooks offered by the syllabus and a lot of students who could not do that were declared unfit for learning grammar by the instructors. This in turn, deterred their spirit and disheartened them from further learning. However, with respect to multiple intelligence many novel ways of teaching English language grammar (play with parts of speech, colour parts of speech, verb illustrations, build a sentence card games, designing menus and much more) for all kinds of student are now available. This has not only helped the learner acquire language skills but has also helped the teacher in increasing the learning harvest of the class and add to successful classroom output.

4.2 Individual Learner Differences

English language learning is affected by many factors, especially cultural, geographical and social. Other than that, physiology (age, gender, ability) and psychology (aptitude, emotion, motivation) also contribute significantly to the process of learning. Every individual is different, and each has a different learning pattern and these differences should be respected by the teacher for better learning. The pace of learning varies from student to student. This is because of individual learner differences. Each learner is different due to a combination of factors coming into play. These differences among individual learners are usually classified into personal factors and general factors. These factors include social, cognitive and affective features.

Personal factors can be described under three heads- group dynamics, attitude to the teacher and course materials and individual learning techniques. When students form part of the classroom group, the individual can be affected by the level of competition or cooperation within the group. The response to group dynamics will depend upon the individual's mental and emotional makeup. Teachers often observe that while some learners may thrive on competition, others feel defeated in its presence. If an individual is not a team player, that person will not encourage groupwork or collaboration in class. Many times, students are unhappy with a teacher who is demanding and inflexible. Or, they don't enjoy the textbook as they think it is not related to their context. If this is the attitude, it definitely will influence the outcome. If students like the teacher and enjoy the course materials, the outcome will be fruitful. Individual learning techniques vary from student to student. For instance, some students like to jot down new words and later look them up in the dictionary. Others request the teacher for word meanings and another student may like to carry a dictionary to class. There is an infinite range of unique individual techniques that students can use while learning.

There are five general factors that have been identified through observation and research and the study is not complete yet, by any means. The first factor of age has been keenly debated over the years and has received multiple input from many disciplines. The starting age for learning a second language and the amount of exposure over time remain under discussion. The Cognitive Sciences agree that the brain is better-equipped to deal with new learning before teenage but there is also the valid argument that older learners can grasp and discuss more effectively. The Critical Period Hypothesis can be traced in most allied disciplines such as Psycholinguistics and Neurolinguistics; it holds that there is a critical period for learning, definitely. The intelligence and aptitude of the learner is the second general factor that can

influence the outcome of second language learning. A basic level of intelligence is required in order to understand new concepts and features. Aptitude for language definitely helps when learning another language. Research has identified specific areas of an aptitude of language, which are phonetic coding ability, grammatical sensitivity and inductive ability.

The third general factor of cognitive style refers to the manner in which individuals perceive, conceptualize, organise and recall information. Each individual has a fixed style of learning determined by these three functions and their working. The fourth general factor is attitude and motivation. Both work together. Attitude determines the learner's views and ideas about the language being learnt and its contextual factors. Motivation is the desire to learn and succeed. This can be strong in some individuals and weak in others. Personality is the fifth general factor that contributes to the outcome of language learning. Personality is made up of variables such as the quality of social skills, the social confidence of a person and the introvert/extrovert aspect of everyday behaviour. These have a significant role to play in the use of a second language.

While observation and research have so far not reached a concrete conclusion about the overall impact of individual differences on second language learning, teachers acknowledge the fact that a consciousness of these factors helps them in the classroom. Generalisation may not be possible in terms of a concrete set of recommendations but many times certain learning habits or failures can be explained through the application of this set of differences. Theorists also suggest that if these factors are unique to each individual, it is in the right spirit that there can not be a uniform method or set of plans for handling them in the classroom, since their impact and composition would vary from individual to individual.

4.3 Metacognition and Language Learning

Metacognition refers to individuals' awareness and management of their learning process. As the term 'meta' reveals, metacognition means all that which takes place during learning but is not included in the learning paradigm. In any classroom, learners are always at differing growth stages in terms of learning. Some learners just drift along with the tide of teaching, while others try to swim along with the pace of the current while some take advantage of the speed of teaching and swim along with it. This illustration yields the kinds of learner according to the use of metacognition during learning. The first category of learner is the tacit learner who is neither aware of nor interested in understanding the process of learning, but is just content to follow the instructions of the teacher. The second category of learner is the aware learner, who knows that some kind of thought and plan is required in cognition during

learning but does not implement any plan. The third is the strategic learner who knows exactly what to do in order to learn. If memorisation is required, this learner will use it according to the task, if brainstorming is needed, this learner is ready for it and so on and so forth. The fourth category of learner is the reflective learner who is aware of what is required to be done to learn, plans the process and afterwards, extracts conclusions and plans to learn better the next time. These types of metacognition orientation are not water tight categories, rather, one learner may display many kinds of response during a learning task.

Metacognitive awareness and metacognitive techniques are the two fundamental parts of metacognition. Metacognitive awareness is the learners' knowledge, realization and reflection about their learning, while metacognitive strategies is the regulation and management of their learning which encompasses a wide range of activities: selecting the most useful strategies for a particular task; planning, monitoring, regulation and evaluation of learning. Research on metacognition indicates that metacognitive knowledge is closely related to success in language learning. The most effective way to complete a task is known to learners who are endowed with metacognitive strategies since they are aware of their learning and know how and when to use the most pertinent techniques to do so. They plan their learning in advance, monitor their learning during the task performance, and evaluate their learning after task accomplishment (Zhang & Goh, 2006). Moreover, learners who are metacognitive in their learning are motivated learners.

For teachers of English, preparation and planning are important metacognitive skills that can improve student learning. By engaging in preparation and planning in relation to a learning goal, teachers think about what they need or want to achieve and what methods will be employed in achieving the same. Teachers can promote this reflection by being explicit about the learning goals they have set for the class and guiding the students in setting their own learning goals. The learners will find it simpler to gauge their progress the more precisely stated the aim is. The teacher might set a goal for the students of grasping the basics of grammar from a particular chapter in the textbook, while on the other hand a student might set a goal of being able to write all the answers correctly at the end of the chapter.

To be effective, metacognitive instruction should explicitly teach students a variety of learning strategies and when to use them. For instance, second language readers have a range of options at their disposal when they come across terms they are unfamiliar with yet feel is necessary to understand the primary concept of a work. One possible strategy is word analysis: for example, dividing the word into its prefix and stem. Another possible strategy is the use of context clues to help guess the meaning of a word. But students must receive

explicit instruction in how to use these strategies and they need to know that no single strategy will work in every instance. Teachers need to show them how to choose the strategy that has the best chance of success in each situation. For instance, the use of a word analysis technique is appropriate for unfamiliar words that have prefixes or suffixes that the learner is familiar with (such as anti- or -merit).

Students can be given a set of key words that represent metacognitive strategies. One such set is you, plan, do and review. On introducing a new concept or task or lesson in the class, the teacher explicitly states its importance and the manner of preparation used for teaching this in class or the manner of selection, as the case maybe. The idea is to demonstrate the use of metacognitive strategy by the teacher. After this icebreaker, the students are asked to think about the topic and what it means to them. Next, the teacher describes the plan for accomplishing the teaching in the class and encourages the students to plan their learning accordingly. Now, the students are ready to cover the topic. Here, the teacher takes them through the assigned job, describing ways to handle it at every stage. Once the class work is done, students are encouraged to reflect on what they learnt and how they learnt it. In this manner, the teacher sets up a demonstration before each class and encourages students to be reflective about their metacognition.

4.4 Language Teaching and Critical Thinking

Critical thinking is an intellectually stimulated process that involves active and skilful conceptualization, application and analysis, synthesis and evaluation of information. All this is guided by observation, previous and present experience, reflection, reasoning and communication. In simple words, critical thinking is a higher order thinking process which helps make judgements on whatever a person is reading, writing, listening, or speaking. It entails being able to organise your thoughts by dissecting a procedure or a piece of knowledge, then interpreting it and applying it to your advantage. Teachers and students who can use critical thinking constructively are set to create a critical thinking mindset. This process is quite beneficial in learning and teaching and can be acquired through training.

In simple terms, critical thinking refers to the mental conditioning of an individual. The critical conditioning means that the individual will not accept everything or anything at face value. Each new piece of information or experience will get critical attention and will be questioned. If there is an attempt at persuasion of any sort, the critical thinker will not be gullible; rather, the critical thinker will question the objective of the person and try to understand the reasons behind it. A sales pitch will cut no ice with a critical thinker.

Similarly, emotional appeal will not sweep away a critical thinker who will question the rationale behind the emotional argument.

Critical thinking is a skill that can be inculcated in all learners. Teachers can help the students observe an object, fact, event or person from varied perspectives and then help them describe the same, with each giving a relevant and different opinion on the same. In this way, they will each discover a new thing about the concept and hone their own skill of describing and make value additions of sentence structures and vocabulary along with the primary description. The teacher can also ask the students to write a descriptive detail about the same. This will help the students move out of their comfort zones and add new conceptions of language and literature, making the students better learners. Also, the students will learn the skill of creative writing, information assimilation and time management. The students can apply critical thinking in the following ways: they can identify questions and add information to the pre-existing knowledge, they can learn how to conduct research on assigned topics and search for reliable and authentic reference material, they will acquire the skill of sieving through the vast pool of information available and extract relevant material, the learners will engage in drawing conclusions, making decisions and prioritizing material in order of significance/chronology/ type of presentation, they will also learn how their decisions are applicable in the outside world. In a way, these critical skills will offer a microcosm of the larger picture and prepare them to meet the challenges offered by the same. So, from a small question/assigned topic they can acquire the larger and more complex skills of life.

Observing the movement of an argument, understanding the logic or lack of logic in a piece of language and then analysing it for logic and reality are skills that go hand in hand with the flexibility of language use. The teacher should encourage students to assimilate the varied orbits of their information and either bring them to a common conclusion or diverge into varied thought processes that could yield new critical thinking skills. In case a teacher of English feels that students do not have the necessary skill to express themselves, the teacher can ask the students to explore the space that they live in or study at. The teacher can plan more activities around language learning, they can divide the class into two or three groups and ask them to categorize the given words according to certain sets offered by the teacher. They could be asked to put them under varied heads of grammar classifications (nouns, adjectives and so on) or complex literary devices like (metaphor, metonymy and so on). The teacher could also ask the students to decipher and categorize the words into varied themes or structures and see if the words could be appropriate for a story or a poem.

4.5 Summary

It is very important for teachers of English language dealing with students of different age groups and diverse cultural backgrounds to understand that their role is not limited to teaching English only. They must act as scientific experimenters who work on the cognitive skills of the students, keeping in mind their age, cultural and linguistic orientation with their eyes fixed on the end goals. The teacher must keep in mind that metacognition is an important phenomenon and they must start early in working out the modalities of language learning with the students. The teachers need to remember that the learning of a language in the classroom must add on activities and tasks that mirror the tasks we perform in life, only then will learners feel motivated. It must be kept in mind that learning a language is part of a larger cognitive structure that needs constant stimulation in the classroom if it is to serve the purpose of learning effectively. This unit helps understand that the teachers of English should foster reflection and critical thinking in their students by encouraging the students to respond freely in class. Open-ended questions should be asked and they should be encouraged to ask questions from each other as well, this will help the teacher focus more on individual learner differences.

The exercises of critical thinking and metacognition take time to settle in their results, so the teacher/trainer/instructor should be patient in designing these activities and waiting for their desired outcomes. These require step by step progression and the students can either learn individually or take the help of niche groups. Even if the students are not able to not able to achieve their goals, the teacher of English language should act with persistence and keep on trying these pedagogical strategies to facilitate her/his learners. They should be encouraged through new and newer capacity building programs that help their students become better thinkers and in turn more creative persons in life. It is a matter of fortune that language teachers, especially teachers of the second language, play on an already existing field. Their scope of learning, improvement and assimilation and their spectrum of integration and creative skills will always be more than any other discipline. They will be able to create individuals who value and respect principles of life and relationships. Language learning gives the students the chance to experiment with science and facts and give them a chance to explore more than a rainbow could offer.

There is a dire need to create teacher-training programmes that could help the present lot of under trained, under paid and over worked teachers in India who work meticulously to improve the scenario of teaching and learning in India. Even the syllabus and curriculum of

Indian universities do not facilitate any programs that support individual learner differences and metacognition and help them employ the findings of these programs in regular classroom scenarios. The education system is now witnessing a milestone change with the announcement of National Education Program 2020 which will help change the situation of Indian classrooms.

4.6 Glossary

1. Intelligence: the consciousness to comprehend the basics of life
2. Metacognition: synthesis of multiple skills to create learning patterns
3. Second language: A language that is learnt through a controlled method.
4. Critical Thinking: higher order thinking for better comprehension
5. Creative Writing: an act of writing that involves higher order thinking skills

4.7 Comprehension Questions

4.7.1 Long Answer Questions

1. Explain Gardiner's theory of Multiple intelligences.
2. How does the theory of Multiple Intelligences influence the teaching practices?
3. How is Language Teaching encouraged through Critical thinking?
4. Are Indian classrooms ready for working
5. How many types of multiple intelligences are there?
6. What is the role of metacognition in second language training?
7. How does Critical Thinking shape the training of second language?
8. How can a teacher of language identify individual learner differences?
9. Why is critical thinking a pre-requisite for better language learning?
10. What exercises can a trainer schedule for better learning of English language?

4.7.2 Short Answer Questions

1. Name the types of Multiple Intelligences.
2. Explain critical thinking.
3. Write a brief note on metacognition.
4. Explain individual learner differences.
5. Write a short note on how metacognition plays a role in learning.
6. Write two ways in which individual differences can be identified.

7. Supply a short note on multiple intelligences.
8. How can teachers help students with individual learner differences.
9. Write two exercises to encourage critical thinking.
10. What are the factors that influence multiple intelligences.

4.8 Exercise

In a regular classroom, divide the classroom into varied sections and offer them projects. Tell them to work on these projects either jointly or in collaboration with other groups. Tell the students to put their minds together to negotiate connotations, resolve concerns and create some constructive end products to be used further in the classrooms.

Another exercise that could be practiced in classroom is flipped classroom. The teacher can play the role of a student and the student can play the role of a teacher. The students can ask some questions and the teachers must give their answers. However, in the game/exercise the teacher is not supposed to give the right answers right away. They should encourage the students to derive the right answers in groups or individually. They can work in pairs and see how creative the students can get.

4.9 Suggested Reading

- Anderson, N. J. (1999). *Exploring second language reading: Issues and strategies*. Boston: Heinle&Heinle. Cohen, A. D. (1998).
- *Strategies in learning and teaching a second language*. New York: Longman. Graham, S. (1997).
- Goh, C. (2008). Metacognitive Instruction for Second Language Listening Development: Theory, Practice and Research Implications. *RELC Journal*, 39(2), 188–213. <https://doi.org/10.1177/0033688208092184>

Unit 5: Strategies for teaching Reading, Writing and Vocabulary

Structure

5.0 Objective

5.1 Introduction

5.2 Teaching Reading Skills

5.3 Teaching Writing Skills

5.4 Teaching Vocabulary

5.5 Summary

5.6 Long answer type questions

5.7 Short Answer type questions

5.0 Objective

The goal of this unit is to provide students with different strategies, techniques and methods of teaching three important skills of a language- Reading, Writing and Vocabulary. A detailed account of teaching of each skill will be given by which future language teachers can benefit.

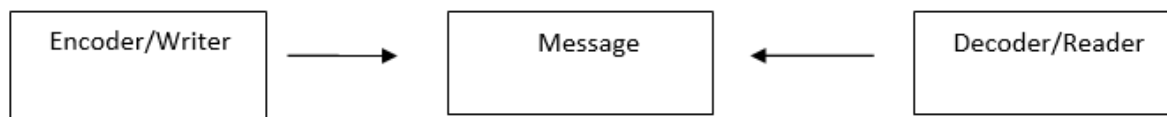
5.1 Introduction

Learning a language is a conscious activity and teachers aim at providing an extensive and comprehensive knowledge of any language which includes teaching its skills – Listening, Speaking, Reading and Writing including grammar and vocabulary. Therefore, a thorough understanding of the nuances of all these skills is a must if we are focussing on strategies for teaching these skills. If the historical perspective of language teaching methods is taken into account, we observe that reading and writing skills were considered to be the most important skills as the ultimate goal of learning a language was to be able to read and translate its literature. But as the time progressed there was a need to include listening and speaking skills as well. Vocabulary and Grammar teaching have existed always, hence are one of the most important skills in learning a language.

5.2 Teaching Reading Skills

5.2.1 What is Reading?

Reading is defined as an ability to understand and comprehend the meaning of a written text. What is on the page and what is on the mind Clarke and Silberstein (1977: 136-7) established "...Readers understand what they read because they are able to take the stimulus beyond its graphic representation and assign it membership to an appropriate group of concepts already stored in their memories...Skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world." Gray (1967, in Webster 1982:30) feels that reading is understanding at three levels: "first, the purely literal responding to the graphic signals only with little depth of understanding, the second level at which the reader recognizes the author's meaning and the third level where the reader's own personal experiences and judgements influence his response to the text." In other words, it is "reading the lines, reading between the lines and reading beyond the lines." It is true however that there is no single comprehensive definition of reading, which is considered to be a difficult task irrespective of huge research in the area. In easy terms, reading is simply a process of decoding. The writer or author writes or encodes a text while the reader reads or decodes that text followed by comprehension.



5.2.2 Purpose of Reading

We read many things in our everyday life like newspapers and magazines, advertisements, pamphlets, textbooks, novels, short stories, letters, recipes, articles, reports, dictionaries, timetables, maps, messages etc. These can be categorized on the basis of what they are read for- pleasure or for information. If something is read for the former, pleasure takes the primary importance and information assumes the secondary importance and the situation is reversed when we read something for gaining information. Henceforth, anything is read for the purpose of either gaining information or for attaining pleasure.

5.2.3 Types of Reading

We read in different ways based on the purpose for which we read a text. These are:

- 1) **Skimming:** Skimming is a quick way of reading a text to get a general and superficial

idea about the content. For example, when we go to a book shop, there are many options available to choose from. Therefore, we read the title, go through contents page, flip through the pages, read the blurb and so on to find out what the book is exactly about. That is to say, we skim through the book. Based on these, we make our decision to buy the book or not.

Other examples of skimming are

- a) Reading table of contents or overview of a chapter to learn the main divisions of ideas.
- b) Glancing through the main headings in each chapter. Reading the headings of charts and tables present in a book.
- c) Reading the entire introductory paragraph and then the first and last sentence only of each following paragraph.
- d) Quickly reading the keywords indicated in boldface or italics.
- e) Reading summaries of detailed content.

2) Scanning: Scanning also uses keywords and organizational cues. On one hand, the goal of skimming is a bird's-eye view of the content given, the goal of scanning is to locate and look for particular facts. For example, when we are answering questions in a reading comprehension, we quickly look in the text for particular words/ numbers in the text which are present in the question, and then read the whole sentence to get the answer. That is to say, we scan the text for particular piece of information. Other examples of scanning are:

- a) Finding a specific word in a dictionary.
- b) Locating a fact in a textbook.
- c) Searching for answers in a multiple-choice test.
- d) Finding a specific date in a history book.
- e) Identifying keywords in research articles.

3) Extensive Reading: It is defined as reading longer texts outside the classroom, for pleasure. For example, reading longer texts like novel or a short story mainly for leisure. We read extensively by a rapid reading of the text and gaining a global understanding of the novel. Some examples of extensive reading are;

- a) Fiction books, such as mysteries, romance, science fiction, and fantasy novels
- b) Non-fiction books, such as biographies, travel guides, and self-help books
- c) Magazines and newspapers, such as popular science, lifestyle, and news magazines
- d) Children's books, such as picture books and easy readers

- e) Graphic novels and comic books
- 4) Intensive Reading: This occurs when you read short texts in detail in the classroom, for getting information. For example, reading shorter texts like a research paper for extracting particular information demands slower and intensive reading. Some examples of Intensive reading are:
- a) Articles or editorials in magazines
 - b) Blog posts on various topics
 - c) Short stories or poetry.
 - d) Business reports packed with important data.
 - e) Analyzing statistical data – diagrams, pie charts, graphs etc.

5.2.4 Teaching Reading Skills

A good teacher teaching reading skills will not only convey the value of reading to his/her students, but also the joy that comes with it. Reading is an important part of learning a foreign language, which should be actively taught by the teachers as it is not possible for learners to simply pick up reading skills organically. The teacher needs to have a plan to teach reading skills to students. The teacher should understand the needs of the learners and be aware of various techniques and strategies to achieve satisfactory reading levels in his/her students.

5.2.4.1 Classroom Approaches to Teaching

The aim of a teacher teaching reading skills is to provide learners with ability to read any text that comes their way on their own at an appropriate speed with reasonable comprehension. Like all other skills, reading skills can be acquired only with practice. The role of both the teacher and learner is equally important in the process, wherein the learners have to practise and the teacher has to give them practice. The students need motivation to be able to practice as much as the teacher gives them. Therefore, motivation is an important factor in second language acquisition. The motivation comes when the learner understands the need and importance to learn the foreign language. The teacher should make the learners feel that need and once the learners are convinced, they will extend their cooperation in the process of language learning. Willingness amongst students can make the task of teaching easier for the teacher.

A reading class can be divided into three phases:

- (a) Pre- reading

According to Williams (1984), the pre-phase of reading tries to introduce and arouse interest in the topic, motivate learners by giving a reason for reading, and provide some language preparation for the text. It can be done by making students draw on their knowledge of the world and by encouraging them to discuss their point of view on the subject. To put it simply, the teacher removes the obstacles and difficulties in students' path to learning. Atkins et al. (1996) on their part explains that pre-reading stage does not need more than a few minutes. According to these scholars, the aims of the pre-reading phase are: to activate prior knowledge, get students interested in the topic and theme for the reading.

(b) While-reading

At this stage, the learners will now be ready for reading. The teacher then should ask them to quickly go through the text and answer one or two guiding questions such as "What is the theme of the passage?" These kinds of questions have a goal of attaining global comprehension. These help to give learners an overview of the whole text. After the guiding questions, they should be instructed to read the passage again and answer questions which help them to gain detailed understanding. These questions should be framed in such a manner that they help learners in understanding explicitly stated information, reaching several conclusions and having a critical viewpoint of the passage.

(c) Post-reading

In our everyday life, whenever we are done reading anything, we either reflect upon what we have read or co relate our background knowledge, interests or views with the text. It is up to the teacher to decide what kind of post reading activities are to be given depending on the objectives of the particular unit. Post reading activities could include:

- I. Think of similar situations to that given in the text.
- II. To ask whether students agree or disagree with author's opinion.
- III. To discuss about the problems in text that are raised by the author.

Therefore these post reading activities will demand discussion, pair activities, working in groups etc. from the students. These activities thus not only improve reading skills but also other language skills like speaking, listening and writing.

5.2.4.2 Advantages of three- stage approach to teaching reading

- (1) Provides learners to activate their background knowledge and use it to read a text.
- (2) Pre reading can help the students to face and remove the different hurdles which they can face from reading an unfamiliar text.
- (3) This approach is an integration of all skills of language.
- (4) It facilitates reading on the part of learner and maintains the interest of the learners.

This approach to teaching reading can be very useful but sometimes there are texts where pre reading and post reading activities are not possible, therefore the decision whether to keep them or cut them out remain with the teacher.

5.3 Teaching Writing skills

5.3.1 What is writing?

Whenever we write something, we make use of letters or combinations of letters. But writing is not just a task of combining these symbols and letters, it is clearly much more than that just as speech is more than the production of sounds. These symbols need to be arranged while keeping in mind some conventions and rules of forming words and sentences. However writing could also refer to making a mere lists of words like inventories or shopping lists. When it comes to writing larger texts, one does not only write unrelated sentences but produce a sequence of sentences which are arranged in a particular order and are coherent. The sequence could be short one, but the order in which one writes them, gives them coherence. These form, what is commonly called a 'text'. Professional writers agree that writing is usually not an easy or a spontaneous activity. Sometimes, however it can come easily if one is in right mood and frame of mind or have a clear need to express something, but at other times, it requires conscious mental effort wherein one has to think out appropriate words to put in sentences and then consider various ways of combining and arranging them. We may even have to rewrite several versions before reaching the final draft of a text. The reason behind this is we write something to be read by someone.

Therefore writing can be defined as an encoding of a message that is, translating our thoughts into language. The reader is not physically present, unless we are writing for ourselves and also in most of the cases; the reader is unknown to us. Henceforth we need to be properly cautioned while writing anything meant for some other people who might or might not know us as we have to ensure that our writing is understood by them without our or someone's help. Thus to summarize, writing skills are those that help us to organize sentences into a coherent whole and make the text explicit and complete in itself so that the message is conveyed and communicated successfully to the readers.

5.3.2 Approaches to teaching writing skills

In the attempts to teaching writing, when students were only given a topic of some kind and were instructed to produce a composition without any help, are usually focused on some particular problematic aspect of the teaching writing. Some key approaches are examined

below:

(A) Focus on accuracy: Any written work by students is sure to have errors. It was an assumption that the reason behind these mistakes is the freedom given to students. They were free to write what they wanted. Therefore the approaches based on accuracy stressed on the significance of control so that the errors are eliminated from the writings of the students. Students should be taught how to write and combine sentences and hence many exercises are given to them to practice and learn connecting sentences. Gradually this control is reduced followed by next stage where along with good deal of guidance on content and language; the students are allowed free expression. This controlled-to-free approach was considered to be a product of audio lingual method of language teaching focussing on step by step learning and formal correctness.

(B) Focus on Frequency: In contrast to the first one, this approach motivates learners to write as much as possible and as quickly as possible and do not worry about error making. Anything that matters is jotting down one's ideas on the paper. This is the way that makes the students feel that they are not doing any writing exercises rather are actually involved in the writing process. They write whatever they want to write and hence it becomes an enjoyable experience for them and not a difficult task. However as interesting it may seem, this approach is unable to solve problems related to learning writing skills in the foreign language. It does reaches on some conclusions- that if a student writes bad it is because s/he does not write enough and hence feel an inhibition to even pick up a pen, that j most of us happen to write less well if we are obliged to write something.

(C) Focus on text: According to this approach, the basic unit of written expression is a paragraph. Therefore the teachers following this approach are mainly concerned to teach students how to construct and organize sentences in a paragraph. The various techniques that are followed in this approach are:

- 1) Forming correct sequence paragraphs from jumbled sentences.
- 2) Forming parallel paragraphs
- 3) Constructing paragraphs with given topic sentences.

(D) Focus on purpose: In our everyday life we write to or for somebody normally when we have a reason for writing. The notion of purpose for writing has been mostly neglected in teaching and practicing of writing skills. It is always better and easier to teach writing skills to students if teachers provide them with a purpose for example, they can write to one another in the classroom or use writing in role play situations. However, similar to the approach that focuses on fluency, this approach fails to solve specific problems which students have when

handling the written language, but encourages them to write and conveys the importance of writing as an important medium of communication.

5.3.3 Various strategies for teaching Writing

- a) Even in the early stages, teachers can use the text as basic format for practising. By using texts which can include letter and report writing or dialogue writing as our basic practice format, rather than other units such as the sentence or even the paragraph, writing activities can be made more meaningful for the students increasing the motivation to learn and practice writing skills.
- b) Make writing tasks more realistic by relating writing practice to some purposeful tasks instead of asking them to write in isolation.
- c) It is always better to integrate different language skills. To find the contexts for writing opportunities, we should combine effectively classroom activities involving not only reading but also speaking and listening. Writing is mostly a neglected skill partly because it is treated as a complementary exercise to the lesson rather than a complete skill in itself.
- d) Variety is important when it comes to teaching writing skills. This is essential to gain interest of students in the teaching learning process. Various types of exercises like note taking, movie reviews, visual material exercises etc. can be provided to students.
- e) Guidance in teaching writing skills should not mean total control over what the learners write. We should accept the fact that making errors is a part of learning process and are inevitable when we let the students write freely.
- f) Students must be encouraged to look critically at what they write and should be taught to draft, correct themselves and rewrite.
- g) Learners should be given enough exposure to and relevant experience of the written language.
- h) Use a variety of techniques and activities rather than following any single approach to teaching writing skills.

Thus teaching writing skills should not be a neglected part of language teaching. It is an important aspect and should be considered so. With right amount of guidance and freedom to the students, the process of teaching and learning writing could become quite interesting and motivating for the students, generally considered boring and dull by both the teachers and students.

5.4 Teaching Vocabulary

5.4.1 What is vocabulary?

Vocabulary is defined as the words of a language both the solitary items and phrases or groups of several words that convey a particular meaning, the way single words do.

Vocabulary is generally considered to be containing single lexical items—words with specific meaning(s) but it also includes lexical phrases and multiword expressions.

Vocabulary has an important role to play in teaching of a second language as the absence of plenty of vocabulary in a language may lead to unsuccessful and under confident speakers in that language. Wilkins (1972) opines that “while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (111). Wallace (1982) argues that "there is a sense in which learning a foreign language is basically a matter of learning vocabulary in target language." Hence, vocabulary is the basic aspect of language in teaching learning process.

5.4.2 Types of vocabulary

When it comes to teaching vocabulary in a foreign language, a teacher cannot be expected to teach everything under the umbrella. It is said that sometimes it is better to underteach than overteach. Therefore the teacher needs to be very selective about the words he/she chooses to teach as many words which are otherwise considered difficult are very rare to find place in everyday conversations of the students other than their occurrence in the texts. Thus it is better to ignore them if possible. However if they are important to understand a text, their use should be as economical as possible. Based on this notion vocabulary items can be divided into three categories:

- a) Ad-hoc vocabulary: this includes words which might be useful for understanding a particular text but have little or no use outside that text.
- b) Passive vocabulary: this includes words which are likely to be encountered by the learners frequently in speech or writing and hence s/he should be able to recognize them. However it is important to note that these vocabulary items will not be used by the learner in his/her own speech or writing.
- c) Active vocabulary: this includes the words that are actively learnt and used by the learner in his/her everyday speech and writing processes.

5.4.3 Aspects of Vocabulary Knowledge

The language teachers need to be aware of and focus on three significant aspects while teaching vocabulary: form, meaning, and use. According to Nation (2020), the form of a

word is inclusive of its pronunciation which is the spoken form, spelling which is the written form and any other word parts which make up this word, for example such a prefix, root word and suffix. He further states that meaning is composed of the concept and what things, ideas or experiences it refers to, and the associations that come to one’s mind when someone mentions a particular word or expression. Use, in his opinion means the grammatical functions of the word or phrase and the collocations that might go with it. Therefore Nation (2020) declares that form, meaning, and use consists both of receptive and a productive dimension. In other words, one needs to have a knowledge of eighteen different types of lexical fundamentals, which completes the process of actually knowing and understanding a word. A summarized version of these aspects is given in the form of table 1. To conclude, it can be opined that knowledge of any one or all of these components mentioned in the table, in learning a particular word can assist in the enhancement of vocabulary in the target language.

Aspect	Component	Receptive knowledge	Productive knowledge
Form	Spoken	What does the word sound like?	How is the word pronounced?
	Written	What does the word look like?	How is the word written and spelled?
	Word parts	What parts are recognizable in this word?	What word parts are needed to express the meaning?
Meaning	Form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning?
	Concepts and referents	What is included in the concept?	What items can the concept refer to?
	Associations	What other words does this make us think of?	What other words could be used instead of this one?
Use	Grammatical functions	In what patterns does the word occur?	In what patterns must this word be used?
	Collocations	What words or types of words occur with this one?	What words or types of words must be used with this one?
	Constraints on use (register, frequency . . .)	Where, when, and how often would we expect to meet this word?	Where, when, and how often can this word be used?

Table 1: What is involved in knowing a word (from: Nation, 2020, (16)

5.4.4 Strategies for teaching vocabulary

Learners do not acquire vocabulary in isolation. All learning whether it is personal or academic happens within a social and cultural environment of one's home, community, and classroom. "Literacy is a social practice, so students learn academic vocabulary through social interactions as members of the learning community" (Scott, Nagy, & Flinspach, 2008, p. 197). Henceforth, a good language teacher will offer enough practice that catalyzes rich use of language by constructing their syllabi within a social context that promotes learning within a context. Vocabulary is developed through participation in various language activities. Other technique includes direct instruction, where students learn words through a structured approach. Various strategies that should be followed for teaching vocabulary are:

- a) Teachers should focus on providing rich and varied language experiences. Incidental learning of words when students are offered and encouraged to participate in variety of experiences that promote real learning. Examples of such activities are interactive reading aloud, independent reading, dialogic based instructional activities and interactive reading etc.
- b) Language teachers must introduce word learning strategies to students. Although many words can be grasped with incidental learning, the experience becomes more enriched if words are taught directly as well. It can be done by providing students the context and meaning of the word, giving sufficient time to students for learning a word, giving students exposure to different uses of a word and indulging in dialogs using that word.
- c) Teachers should ensure to develop word consciousness amongst the learners and maintain an interest in the students to keep learning words.
- d) Vocabulary can be taught using objects in the classroom for example, labels, magazine pictures, props, slides etc.
- e) Gestures and symbols are other useful techniques for introducing new words to learners.
- f) New words can also be introduced by making use of existing word knowledge. For example by teaching synonyms, antonyms, homophones, homonyms etc.
- g) By introducing word categories, a student can be exposed to many new words. For example, a teacher can introduce word category- stationery. Students can participate in this activity by thinking of things that come under this category like pens, pencils, ink, paper etc.
- h) Using the mother tongue is an important tool in teaching new words in the target language. However, it is to be kept in mind that that the native tongue should be used judiciously and economically so as to not influence learning of second language.
- i) Teaching vocabulary in a context is another significant technique wherein students

have to determine the meaning of unknown words from the context.

Therefore these few techniques and strategies given above can either be used individually or can be applied in combination for the development of vocabulary in the second language learners. However the grasped words only become permanent if and when these are used by the students while listening, speaking, reading and writing.

5.5 Summary

Learning a language demands an overall learning of many aspects of a language. Reading, writing and vocabulary are important aspects and are crucial for second language learners' language development. As many techniques and strategies are discussed for each aspect in this unit, it is however completely a teacher's choice what to follow and what not to based on his/her students' level of understanding. He/ she can both follow these techniques individually or in combination with each other and choose what is best for his/her learners.

5.6 Long answer type questions

- 1) Discuss various strategies for teaching reading skills to students.
- 2) What is Reading? Discuss its three types with examples.
- 3) What is a three stage approach to teaching reading? Discuss its significance in relation to teaching reading to second language learners.
- 4) Explain the techniques and strategies that a language teacher can follow to develop writing skills amongst second language learners.
- 5) What are writing skills? Discuss various approaches to teaching writing skills to the students of second language.
- 6) Writing skills hold equal important as that of other skills of language and deserve proper teaching in a language classroom. In the light of above statement, explain various strategies that can be used in a language classroom to develop writing skills.
- 7) Introducing vocabulary in a foreign language is definitely a tedious task. Discuss various strategies that can make the process easier for language teachers.
- 8) How can one define vocabulary? Discuss its types. What are the different ways through which teachers can develop vocabulary amongst their students?
- 9) Knowing a word does not signify only understanding its meaning. Discuss various aspects of word knowledge in detail.
- 10) What is meant by form, meaning and use of a word? Discuss in detail all the three aspects of word knowledge.

5.7 Short Answer type questions

- 1) Reading skills are an important aspect of language development. Do you agree? Give reasons for your answer.
- 2) Discuss different types of reading.
- 3) Discuss the significance of pre reading stage.
- 4) What do you mean by 'focus on text' approach to teaching writing skills?
- 5) Discuss 'focus on purpose' approach in the context of teaching writing skills.
- 6) What is ad-hoc vocabulary? Give examples. Do you think it is important to teach ad hoc vocabulary? Give reasons to support your answer.
- 7) Teachers should use a combination of techniques to teach vocabulary to students. Discuss.
- 8) Is it enough to only know the meaning of a word? Why or why not. Give reasons for you answer.
- 9) Differentiate between active vocabulary and passive vocabulary. Which according to you is more important? Give reasons to support your answer.
- 10) Discuss briefly the significance of reading skills, writing skills and vocabulary development in the process of language development.

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Course: English Language Teaching

Section B

Unit 6: Strategies for teaching Listening and Speaking

Structure

6.0 Objective

6.1 Introduction

6.2 Differences between Accuracy vs. Fluency

6.3 Teaching Listening Skills

6.4 Teaching Speaking skills

6.5 Using Grammar and Vocabulary to support listening and speaking skills

6.6 Summary

6.7 Long answer type questions

6.8 Short Answer type questions

6.0 Objective

This unit is written with the goal of making students understand the differences between accuracy and fluency and their significance. Also students will be able to learn various strategies for teaching listening skills and speaking skills to second language learners, which are a crucial part of the language learning process. Furthermore, students will be able to gain an insight in to the role played by grammar and vocabulary in the teaching of these skills.

6.1 Introduction

There has always been a debate in second language teaching regarding what carries more importance – accuracy or fluency in the knowledge of second language learning. Different language teaching experts have different opinions. Therefore as foreign language teaching students, we need to understand the significance of both the aspects for which we will be discussing the concepts in detail further in the unit. Also, with the advent of modern language teaching methods, teaching of listening and speaking skills have gained importance, which were earlier neglected by the traditional approaches to language teaching. The Fact however cannot be ignored that all the four skills of language – LSRW and the knowledge of grammar and vocabulary are intertwined and help students in gaining knowledge of second language. That is to say, one skill can help teaching of another skill. Therefore it is significant to study the function of grammar and vocabulary in teaching of speaking and listening skills.

6.2 Differences between Accuracy vs. Fluency

6.2.1 Accuracy and fluency- definition

Generally speaking, language learners can be categorized into types: learners who focus on accuracy and the learners who focus on fluency. The former are worried and conscious about making errors or mistakes. They think carefully first before uttering a sentence. They in fact sometimes pause between each word, thinking what the right word or phrase is before they say it. Thus these types of learners normally have high accuracy but low levels of fluency.

The latter ones are least bothered about making mistakes or errors. They have an idea in their head of what they want to convey and say it using words and languages that come to them naturally. They can make frequent mistakes. Their grammar is not up to the mark. They are either unaware or don't care if they are making errors or mistakes. Therefore these learners tend to have high fluency, but low accuracy.

Henceforth, fluency in language learning can be defined as the ability to use the spoken or written form of the language for effective communication. While fluency does require a certain amount of knowledge of vocabulary and grammar, the language produced does not need to be perfect as long as the message is clearly understood by the listener or the reader. Accuracy on the other hand, refers to the construction of sentences which are grammatically correct both in spoken or written language. Therefore it can be concluded that although the importance of correct forms of the language cannot be denied, but accuracy does not always guarantee fluency in a language.

6.2.2 Differences between Accuracy and Fluency

A detailed account of differences between accuracy and fluency is presented in a form of table below based on various aspects of Second language teaching.

	Accuracy	Fluency
Definition	refers to the use of correct forms where utterances do not contain errors affecting the phonological, syntactic or discourse features of a language (Bryne, 1988)	Refers to the ability to get across the communication without any hesitation, and pauses which are responsible for causing breakdown in the communication
	Ability to produce correct grammatical sentences	Decoding and comprehending simultaneously
	To be able to produce clear and correct speaking and writing	To be able to produce spoken and written discourses with ease.
	Language free from mistakes and errors	Speak with good but not necessarily correct grammar and vocabulary
	Appropriate use of language in a particular context but not necessarily effective	Effective continuous communication without any breakdown.
Purpose of Activity	To help students gain accurate perception and production of a target item which can be sound, a word or a sentence structure.	To help students to practice and use language in all the skills of a language without any difficulty and any pauses irrespective of error making for conducting spontaneous communication.
	Texts for improving accuracy are usually comprised of discrete	Texts for improving fluency are usually long pieces of discourses, conversations, short

Materials for teaching	items (vocabulary, grammar rules etc.)	stories etc.
	Texts can be used in any mode /skill without focusing on their real life usage	Texts are used according to their everyday life usage. For example: dialogues for teaching speaking skills, letters for writing skills etc.
	Mostly written material is used for teaching like grammar books	Authentic material is mostly used for teaching. For example, movie trailers, songs, photographs etc.
Activities/ tasks given	Students' attention and focus is to be able to complete the task without any errors	The focus of students should be able to communicate and express ideas without any communication breakdown
	The output is always predictable, i.e. with one correct answer for each activity	Students have freedom to produce output according to their own choice and level of learning.
	Learners are assessed on the basis of mistakes they make. Less mistakes means more learning and vice versa	Learners are assessed on how easily and effectively the ideas and messages are expressed or understood
	Errors are corrected	Errors are not corrected unless they are causing communication breakdown
	Tasks given to students normally exist in isolation	Tasks given to students are based on real life situations and exist in a context

To conclude, it can be opined that, the most difficult part for a language teacher is finding the right balance between fluency and accuracy related teaching in the classroom, as both hold same significance for a foreign language learner. However, the teachers manage this dilemma by understanding his/her student's reason for studying that particular language. For example, adults who want to learn English for non academic reasons like business, tourism, migration etc. are likely to be more focused on achieving fluency, while young learners studying for passing some exams would be concerned with accuracy in the foreign language.

6.3 Teaching Listening Skills

6.3.1 Introduction

Nunan (1997) refers to listening skill as the 'Cinderella Skill' which is disregarded by its sister speaking in the process of language learning. Listening received little or no attention at all in language teaching and learning, because all the teaching methods stressed on the significance of productive skills like reading, speaking and writing and listening was considered a passive activity (Richards & Renandya, 2010). However, many experts and researchers have revealed that listening is not a passive skill but is an active process of developing and decoding meaning from sounds received from a speaker or any source of

message. Listening is in fact considered a fundamental skill to speaking, because without understanding the input that comes from outside world, any learning cannot begin.

6.3.2 Listening vs. Hearing

Hearing is an unintentional and automatic response of brain to the received sounds. It does not need any effort. We come across hundreds and millions of sounds all the time but we tend to ignore them unless we have a reason to do otherwise. For example, sounds of airplanes, trains, cars, horns, lawn mowers, pans in the kitchen, and so on. That is to say, we learn to filter out sounds that have no to little importance in our lives.

Listening, on the other hand, has a purpose and is a focused activity. As a result, to listen, one needs motivation and effort to understand the meanings expressed by a speaker. Therefore listening should not be taken for granted as to be a good speaker, one needs to be a good listener first.

6.3.3 Characteristics of a good listening text

Second language acquisition (SLA) studies have always suggested that comprehensible output and input play a significant role in the acquisition of a language (Swain, 1995). Therefore, we need a good listening text for language learning classes. In addition to other important factors affecting a listening text's quality we can divide the quality of a text into two categories: "content" and "delivery".

The content of listening text should be interesting for students. The teacher should design or select the listening texts according to target students' profiles, cultural backgrounds and needs. The listening text should not be too dense or too easy for the learners. It should be challenging for the students but should not be too hard that students start losing interest in it. In addition to the content, how a teacher presents a text is equally important, that is how a text is being delivered. In terms of "delivery", important aspects are length of the text, quality of the material, the method of presenting the text. The listening text should be presented in a way which is most suitable for the learners of the target language.

6.3.4 Micro and Macro skills of listening

The knowledge of micro and macro skills can help learners to gain awareness of listening skills. Micro skills refer to focusing on smaller bits and chunks of a language. Macro skills refer to attending on to the larger elements of a language. Brown (2007) provides a simplified list of micro-skills and macro-skills for conversational listening which is given below:

6.3.4.1 Micro skills

- 1) Retain chunks of language of different lengths in short-term memory.
- 2) Discriminate among the distinctive sounds of English.
- 3) Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonation contours, and their role in signaling information.
- 4) Recognize reduced forms of words.
- 5) Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
- 6) Process speech containing pauses, errors, corrections, and other performance variables.
- 7) Process speech at different rates of delivery.
- 8) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- 9) Detect sentence constituents and distinguish between major and minor constituents.
- 10) Recognize that a particular meaning may be expressed in different grammatical forms”

6.3.4.1 Macro skills

- 1) Recognize cohesive devices in spoken discourse.
- 2) Recognize the communicative functions of utterances, according to situations, participants, goals.

- 3) Infer situations, participants, goals using real-world knowledge (pragmatic competence).
- 4) From events, ideas, etc., describe, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations such as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 5) Distinguish between literal and implied meanings.
- 6) Use facial, kinetic, body language, and other nonverbal cues to decipher meanings.
- 7) Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appealing for help, and signaling comprehension or lack thereof

(Taken from Steven Brown's *Teaching Listening*, 2007, p- 308)

6.3.5 Stages in teaching listening

Vandergrift (1999) opines that students' cognitive abilities are improved by listening sequences. These listening sequences may be divided into three stages as pre-listening, while-listening and post-listening and each of the three stages has its own function to play in the process of learning listening skills.

(a) Pre listening

Pre-listening activities set in motion the schemata and facilitate students to expect and guess what they will hear. Activating schemata means students remember their prior knowledge. Various pre listening activities include brainstorming, visuals, text and words, situations and opinions, ideas and facts. There are few things that need to be kept in mind while introducing pre listening activities. Firstly, a pre-listening task should not be too long. It should not vent out everything about the actual listening text, rather give an introduction to the topic. Here teachers' talking time should be very less, giving opportunities to students to share their ideas and opinions.

(b) While listening

While-listening activities are those activities which are performed during the actual listening text and students perform the task either during the listening process or immediately after the

listening. Therefore, the teacher should ensure that the tasks given to students are co relating with the instructional goal, the listening purpose, and the students' level of proficiency. Underwood (1989) opines that the goal of while-listening tasks is to help the learners understand the messages of the listening text.

(c) Post Listening

Underwood (1989) describes the post-listening task as an activity which is performed after the listening, merging everything performed in previous two stages. Post-listening tasks can either relate directly to pre- and while-listening activities or they can just be loosely related to these activities. Furthermore it is to be noted that that post-listening tasks require more time than the other tasks because there is lot of thinking and discussions along with various writing activities. Therefore, post listening stage is considered the more reflective part of the lesson. "Checking and summarizing" is an example of a post listening task.

To conclude, it can be stated that comprehension and acquisition are the two purposes the students have when they learn to listen. While comprehending involves developing abilities to understand the language process, acquisition involves creating new meaning and paying more attention to the syntax and lexis of the language through listening. Therefore, teachers should view listening skills as a kind of enhancement to both language acquisition and comprehension. Listeners in the target language are expected not only to understand the spoken messages but also to create new meaning and to find connection between the ideas.

6.4 Teaching Speaking skills

When we say that a person knows a particular language, it usually means that that person is able to speak that language with native like fluency, that is to say, s/he is able to produce meaningful sentences. Thus, learners who learn a foreign language seek to learn reading, writing and speaking in that language. These learners also evaluate their progress in learning a language by looking at the achieved fluency. It is important to note here that, speaking is much more than just forming and producing grammatically correct sentences. It consists of knowing the mechanics (pronunciation, grammar and vocabulary), functions (process of transaction and interaction) and social and cultural rules and norms. According to Rao, speech is the best beginning to teaching other skills of a language. Learning through speaking is one of the most popular and natural methods of teaching. Practice of speaking skills

provides learners the opportunities to use foreign language practically. Therefore it is considered one of the most interesting skills of a language.

6.4.1 Principles of teaching speaking skills

According to Anuradha et al (2014), following are the principles of teaching speaking skills: -

- 1) Encourage students to speak right from the first day. If not, as early as possible and not to wait till she teaches them a stock of words, phrases or sentences.
- 2) Tolerate the students if some of them simply repeat what they say.
- 3) If a student gives one word answer to any question, bear it for the time being.
- 4) Let the learners speak actively with whatever English knowledge they have.
- 5) Propose structures/phrases/words and let the learners use it in different situation and drill as much as possible.
- 6) Encourage back-chaining or tail-forwarding technique to make long sentences by combining more than ten sentences.
- 7) Organize role play and pair-work as much as possible and supervise the learners to correct the active ones and activate the passive ones.
- 8) Be well prepared in advance in terms of lesson planning, activities and tasks.
- 9) Let the learners commit errors and mistakes at the primary stage. Interruption and correction hinder fluency and discourage the learner.
- 10) Individual weaknesses should be taken into account and the teacher should be sympathetic in outlook for individual attention.

(Taken from Anuradha et.al, Methods of teaching English, 2014)

6.4.2 Classroom activities and tasks for teaching speaking skills

Exercises like repetition of rhymes, looking at pictures and speak about them, just a minute, pronunciation practice, reading aloud, story construction games, narration, description of events, festivals, specific days etc. are some of the examples of practices to improve speaking skills in a language classroom. Furthermore, many other function based activities and tasks can be used to develop speaking skills, few of them are given below:

1) Dialogue

Dialogue is a classroom technique which is used to practice speaking skills within various scenarios like greeting, agreeing, disagreeing, apologizing, suggesting, asking information etc. An example of this type of task is given below:

Task 1: Form a pair and invite your friend to your birthday party. But unfortunately s/he won't be able to come. Make a dialogue where you are proposing an invitation and your friend is politely refusing the invitation.

2) Role Play

Role play is a favorite technique both among the teachers and students used in the language classes to practice speaking skills. Role plays can be done by using three techniques, firstly with clues, secondly totally guided types and finally the free types.

An example of each is given below:

Task1: Form a pair and make a dialogue with your friend regarding returning an item, you bought from a store and you have lost the receipt. You are the customer and your friend is the store manager.

3) Opinion/ Ideas

Whenever students work in a group regarding a particular topic, many ideas can be generated from that discussion. This is another common activity conducted in language classrooms. An example is given below:

Task1: Form a group of 6 and discuss amongst yourselves on the topic 'Nuclear family vs. Joint family'. Talk about your opinions later on in front of the class.

4) Problems solving

Problem solving is another way of making the students speak in language classrooms. One group can give the problem along with hints, the other group can guess using language. An example is given below:

Task1: Find out what it is:

1. It has three eyes. It cannot see. It has food and water inside. The water is very sweet. It is very difficult to break it. What is it?
2. It has a lot of teeth. It does not bite. It is made of plastic or wood. You stand in front of the mirror and use it every day. What is it?

5) Visual Comprehension

This activity is very interesting as it provides many opportunities to learners to speak and discuss. A picture is given to the students, either as handouts or shown on a projector and teacher asks questions based on the picture.

Task 1: Look at the picture and answer the following questions:



Image from shutterstock.com

- a) What do you see in the picture? Guess the name of the monument.
- b) Where is it situated?
- c) Have you visited this place?
- d) Can you name some other famous monuments situated in Delhi?

6) Rhymes and Tongue twisters

This is another fascinating and easy exercise that can be done in language classrooms. It can help learners to learn better in the foreign language. Also it adds a value to speaking skills of learners. For example, for teaching speaking skills in French language, following tongue twisters can be given:

Task 1: Form two teams and say these tongue twisters 10 times:

- a) Douze douches douces.
- b) Seize chaises sèches.
- c) Son chat chante sa chanson.
- d) Un grand gradé drague un gradé dégradé.

To conclude, it can be opined that, correct pronunciation and fluency in speaking skill is the most crucial part of any culture and it becomes the responsibility of the teacher to achieve this goal as close as possible to the native speaker of the target language. Teaching and

learning of speaking skills demand continuous efforts on the part of teachers and learners. It should be ensured that the teachers, who do not belong to the native countries of the target language, are properly trained especially in the pronunciation of words in the target language. Those who design syllabus should focus on each and every skill of language. The evaluation process to test how much is learnt by the learners should test each and every skill and must focus on spoken abilities of the student.

6.5 Using Grammar and Vocabulary to support listening and speaking skills

6.5.1 Use of Grammar

Grammar has always been highlighted as a topic of great interest in the process of second language learning and teaching. Therefore, there has always been a great deal of apprehension and confusion amongst teachers, as to whether it holds any significance in the language learning process. In fact grammar has been the only aspect which has been a topic of debate and questioning, amongst language teaching experts as well as teachers. Having faced many ups and downs, beginning from grammar translation method to communicative language teaching, grammar has found its due importance. It seems that there is a general consensus nowadays that grammar is important.

Grammar helps in understanding how the words are formed and structured and how they are organized in sentences. In other words, grammar is a comprehensive set of rules for the common use of both spoken and written language so that it is easy for both the listener and speaker to easily understand each other. Some of the ways in which grammar can support learners' listening and speaking skills are:

- a) Grammatical competence is a part of communicative competence. Therefore knowledge of syntax, sentence structure and rules of forming sentences is a must for having good listening and speaking skills.
- b) Knowing the grammar of the foreign language will help learners to avoid making errors. This will help learners to use language quickly and correctly with native like fluency, hence making the communication process easy.
- c) Knowledge of grammar will provide language users accuracy. This means that they will be able to use the target language logically and clearly. This will make communication effective.

- d) To be good listeners and speakers, rules of grammar must be mastered as correct grammar helps us from being misunderstood and lets us successfully express our thoughts and ideas.

6.5.2 Use of vocabulary

Vocabulary is considered as a basic aspect in the field of teaching and learning languages. It is unfeasible to learn a language without the knowledge of the words of that language. Vocabulary is a basic requirement in attaining competence in all the four language skills – listening, speaking, reading, and writing. It is perceived generally that users who know more vocabulary are more proficient in any language. Listening is a language skill which requires the ability to identify words phonologically while in speaking, learners need to know the vocabulary of the language before they can produce those words in meaningful utterance for communication. August, Carlo, Dressler, and Snow (2005) opines that second language learners who have inadequate vocabulary need more time to learn new vocabulary items and are mostly unable to comprehend text and perform in oral communication. The support provided by knowledge of vocabulary in speaking and listening skills is discussed below:

- a) A decent amount of knowledge is required for effective communication to take place. If a language learner is unaware of a particular word and has never seen or heard it, it will be difficult for him or her harder to encode and decode the message meaningfully.
- b) Vocabulary also helps users to communicate successfully in different contexts and situations.
- c) Enough and adequate knowledge of vocabulary can help overcome the breakdown in the communication process, thus making it an important part of listening and speaking skills.
- d) Vocabulary knowledge also helps to make the users confident about their communication skills in the foreign language. It reduces the speech anxiety amongst the users which might come from lack of vocabulary.

6.6 Summary

After reading this unit one gets acquainted with various teaching strategies and techniques for speaking and listening skills. It also becomes very clear that these two skills should not be taken for granted and hence require a formal pedagogical framework so that learners are able to listen and speak well in the foreign language. Furthermore, the concepts of accuracy and fluency are also discussed well in detail and the differences between them are also given in detail. What holds more importance depends on the learners' needs in a language classroom.

In addition to this, the role of grammar and vocabulary in the acquisition of listening and speaking skills is also examined.

6.7 Long answer type questions

- 1) Examine the differences between accuracy and fluency in a language.
- 2) Define accuracy and fluency in a language. What according to you is more important as a teacher teaching English as a second language? Give reasons in support of your answer.
- 3) Discuss various teaching strategies that focus on improving accuracy of the language learners.
- 4) What are listening skills? Discuss the difference between hearing and listening. Discuss teaching strategies for improving listening skills of foreign language learners.
- 5) Discuss various macro and micro skills of listening. Discuss how these skills can help learners gain awareness of listening skills.
- 6) Discuss the three stage approach to teaching listening skills. Design a pre listening, while listening and post listening activity for beginner level of students of English language teaching.
- 7) What are speaking skills? Discuss various principles required for teaching speaking skills.
- 8) Teaching speaking skills require a great effort on the part of teachers. Discuss various classroom activities and techniques that can be used in the light of given statement.
- 9) Knowledge of grammar is crucial to the teaching of speaking and listening skills. Discuss.
- 10) Define and discuss in detail the role played by vocabulary in improving listening and speaking skills of second language learners.

6.8 Short Answer type questions

- 1) Differentiate briefly between accuracy and fluency in a language.
- 2) What do you mean by listening skills? Discuss the differences between listening and hearing.
- 3) Discuss various macro skills of listening.
- 4) Explain some micro skills of listening.

- 5) Discuss role play and visual comprehension as significant classroom activities for teaching speaking skills.
- 6) Explain any 5 principles on which speaking skills can be based upon during teaching in a language classroom.
- 7) Define pre listening, while listening and post listening stages with an example for each.
- 8) Fluency is communicating easily without any communication breakdown. Discuss the importance of fluency in the light of given statement.
- 9) The requirement of accuracy in language is a traditionalist approach. Do you agree or not? Give reasons in support of your answer.
- 10) Write a short note on role of grammar and vocabulary in the teaching of listening and speaking skills.