

ENGLISH LANGUAGE TEACHING

COURSE CODE: M21EG01AC

Postgraduate Programme in English
Ability Enhancement Compulsory Course
Self Learning Material



SREENARAYANAGURU
OPEN UNIVERSITY

SREENARAYANAGURU OPEN UNIVERSITY

The State University for Education, Training and Research in Blended Format, Kerala

Vision

To increase access of potential learners of all categories to higher education, research and training, and ensure equity through delivery of high quality processes and outcomes fostering inclusive educational empowerment for social advancement.

Mission

To be benchmarked as a model for conservation and dissemination of knowledge and skill on blended and virtual mode in education, training and research for normal, continuing, and adult learners.

Pathway

Access and Quality define Equity.

English Language Teaching

Course Code: M21EG01AC

Semester-I

Master of Arts English Language and Literature Ability Enhancement Compulsory Course Self Learning Material



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ENGLISH LANGUAGE TEACHING

Course Code: M21EG01AC

Semester - I

Ability Enhancement Compulsory Course
Master of Arts English Language and Literature

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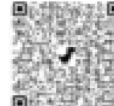
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Dear learner,

I extend my heartfelt greetings and profound enthusiasm as I warmly welcome you to Sreenarayanaguru Open University. Established in September 2020 as a state-led endeavour to promote higher education through open and distance learning modes, our institution was shaped by the guiding principle that access and quality are the cornerstones of equity. We have firmly resolved to uphold the highest standards of education, setting the benchmark and charting the course.

The courses offered by the Sreenarayanaguru Open University aim to strike a quality balance, ensuring students are equipped for both personal growth and professional excellence. The University embraces the widely acclaimed “blended format,” a practical framework that harmoniously integrates Self-Learning Materials, Classroom Counseling, and Virtual modes, fostering a dynamic and enriching experience for both learners and instructors.

The university aims to offer you an engaging and thought-provoking educational journey. The MA English programme by the University offers a detailed exploration of literature, linguistics, and language studies. We provide rigorous curriculum in literary analysis, linguistic theories, and applied language skills. The Self-Learning Material has been meticulously crafted, incorporating relevant examples to facilitate better comprehension.

Rest assured, the university’s student support services will be at your disposal throughout your academic journey, readily available to address any concerns or grievances you may encounter. We encourage you to reach out to us freely regarding any matter about your academic programme. It is our sincere wish that you achieve the utmost success.



Warm regards.
Dr. Jagathy Raj V. P.

01-10-2025

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English Language Teaching: Theories, Approaches and Methods

BLOCK-01

Block Content

- Unit 1 Approaches and Methods
- Unit 2 Learning Theories
- Unit 3 Methods of Teaching-I
- Unit 4 Methods of Teaching-II

Unit 1 ELT: Approaches and Methods

Learning Outcomes

Upon completion of the unit, the learner will be able to:

- ▶ familiarise themselves with key concepts in ELT
- ▶ develop the ability to distinguish between the process of learning L1 and L2
- ▶ identify appropriate strategies for developing and acquiring a Second Language
- ▶ understand interlanguage and some important terms associated with ELT

Background

Though hundreds of languages are spoken in India, English has a special place mainly because it is used as a lingua franca. We appreciate your decision to pursue a course which can immensely help you in your quest for a job.

The English language has firm roots in India and has been heard, spoken and written ever since the British set foot in India. When English began to be taught in India, British educationists designed text books and proposed methods. But over the centuries over a dozen methods of teaching English have evolved in countries where English was taught as Second Language (ESL) or Foreign Language (FL). In fact, specialised area focused teaching of English such as Business English Communication (BEC) and English for Specific Purposes (ESP) too have evolved. However David Graddol's study of the socio-economic impact of teaching a language like English in India, continues to strongly influence the teaching of English in schools and colleges in India.

Two recent developments have also greatly influenced the way the world perceives the teaching of English. The first is related to the exponential growth and influence of the English language on the world stage. David Crystal, whom many acknowledge as an authority, perceives the English language as the most successful language ever with more than 1500 million speakers worldwide. As per statistics, English has the status of an official or semi-official language in more than ninety countries. The second is the technological



revolution brought about by the Internet and the scope for accessing digital and multimedia content in English.

The immediate impact of the two above mentioned developments can be perceived in the urge to acquire communicative competence in the English language. So, targeting potential aspirants, we have seen the mushrooming of institutes offering Communicative English or coaching to take proficiency exams like the International English Language Testing System (IELTS). Parallel to this has been the growth of websites which offer tailor-made courses to acquire proficiency in the English language. These, of course, have now become a great commercial enterprise.

So, learning to teach that language has every possibility of opening the gateway to a lucrative career. Teaching, however, is a profession which requires one to possess certain knowledge and skills. And in relation to one's social milieu and own social status, those willing to excel as a teacher of English need to possess certain soft skills too. More significantly, one will have to abandon prejudices or bias of any sort towards the English language and the cultural baggage it invariably carries. Once this is taken care of, and if one is willing to master the methods and strategies for teaching English as a Second Language which is quite unlike the way one learned one's own mother tongue (first language), one is ready to commence on a journey which has great possibilities for developing one's creative and critical thinking skills.

Key Concepts

Acquisition/ Learning, Teaching/ Learning, Bilingualism, Multilingualism, Teacher-oriented/Learner-oriented, Significance of ESL and EFL, explanation and comparison of L1 and L2 acquisition, Interlanguage, ESP

Discussion

Imagine you befriended a foreigner who has come to visit Kerala. The visitor asks you to suggest a good place to have local Malayalee dishes, but cautions that hot and spicy food would burn his tummy. Though you would like to suggest delicacies you adore, you have to first check the kind of ingredients used for cooking the dish in the hotel which you barge in to have food. That is to say the need, interest and likes of the individual

- The importance of need, interest and likings

who consumes the food is important and a failure to look into this aspect can have problems for both the foreigner and his future relationship with you.

What is true of selecting food is also true of choosing the content and method for teaching English. So how will you choose the content for teaching English and what method will you choose? To answer this, you need to familiarise yourself with two terms: 'Approach' and 'Method'. If you recall, you would suggest to the foreigner, an appropriate dish based on the cooking procedure - frying or steaming with minimum use of spices and oil - for the foreigner, based on his preferred eating habit and interest. Similarly, for choosing an approach and method which enables the individual learner to grasp the content easily, based on his previous knowledge, you will present the content following an appropriate method which enables the learner to master the content and develop the ability to use the English language. While this is a simple way of comprehending the term 'Approach' and 'Method', let us look at the way the two terms are explained by experts.

- The importance of choosing content and method

The British Council Teaching English Blog is a site worth visiting and they describe 'Approach' as a way of looking at teaching and learning. Approaches, Methods and Technique are inter-related terms of language teaching. Approach provides the theory (related to learning a language L1 or L2) underlying how a language should be taught. Approaches have a theoretical view of what language is and Approaches give rise to methods - the way of teaching something. Approaches draw on the views of theorists about the nature of language learning which in turn underpins the formulation of an ELT method which in turn underpins the formulation of different techniques of language teaching for the classroom. It may however be noted that, Richards & Rodgers in their popular book, *Approaches and Methods in Language Teaching*, prefers to use the term 'Design' instead of 'Method'. And by Design they refer to objectives, syllabus types, activity types, role of learners, teachers and materials.

- Approach

Method is the application of an approach in the context of language teaching. It is the way of implementing an approach through a type of syllabus or materials. Suppose



► Different types of methods

the teacher is employing a method called the 'Audio-Lingual Method' which is based on the Structuralist view of language, and the theory of learning or approach to language teaching is known as Behaviourism. (about which you will be learning in the following pages) In this method, the learners listen to language and memorise dialogues. To enable the learner to master the language, the teacher employs techniques like drilling (repetition). Similarly, the teacher in the English classroom may employ Communicative Language Teaching (CLT). Here, the basic theory being applied (approach) is that language is meant for communication. It makes use of the Notional-Functional syllabus. For transacting the syllabus the teacher may employ techniques like 'role-play', discussion or speaking game.

► Choosing an appropriate method for teaching

In short, methods help teachers to become aware of why they teach, and how they teach what they teach. For a teacher, knowledge of the different methods of teaching forms the 'knowledge base' of teaching. Experienced teachers experiment with different methods and after considering the instructional objective, the material such as Course Book available for teaching and the needs of the learner will make informed decisions. Then they may choose an appropriate method or even combine two or more methods for teaching during a single period of instruction.

A closely related term is 'Strategy' and 'technique' and sometimes the terms are used interchangeably. This can be illustrated with an example. Imagine that the teacher is teaching the poem, "Stopping by Woods on a Snowy Evening" and is expected to introduce the lesson by providing background knowledge related to the four seasons. This is important because learners in a class room in Kerala are not likely to have seen snow fall. So as part of the strategy for introducing the lesson the teacher may decide to begin by showing a video clip about the winter season. But on the day of teaching, the plan fails as there is a power failure and the teacher is unable to switch on the LCD projector. But immediately, the teacher takes out a series of pictures on the winter season which the teacher had collected as reserve teaching aids. These are displayed to familiarise the learners with scenes one normally sees during the winter season. This is one example



► Strategy

of the use of a 'technique' for teaching/introducing the topic using visuals. And this technique it may be noted, falls under the general strategy planned for introducing the topic using a teaching aid.

► Teacher-centred and Learner-centred methods

In the field of Education, methods are generally classified as Teacher-centred and Learner-centred. In Teacher-centred methods, the teacher holds the central position and becomes the source of all learning. And the teacher fills up knowledge in the empty minds of the learner. In student-centred methods the focus shifts from the teacher to the learner. There is a change in the role of the learner who is expected to formulate questions, debate, discuss and learn. And while learning, the learner interacts with the teacher, the materials and advances his knowledge and skills. That is to say, students' interest drives education.

► Shift in focus from the teacher to the learner method

Almost all the traditional methods of teaching English are teacher-centred. But with the growing interest on the need for fostering the natural interest in children, learning through experience and discovery and individual difference in learners, the shift in focus from the teacher to the learner started. To John Dewey, this new approach to education is akin to the Copernican revolution.

For the different methods you will be learning as part of this course, in the following pages you will come across principles for effective teaching, the steps to be followed and the techniques to be employed while transacting the content of the prescribed Course book.

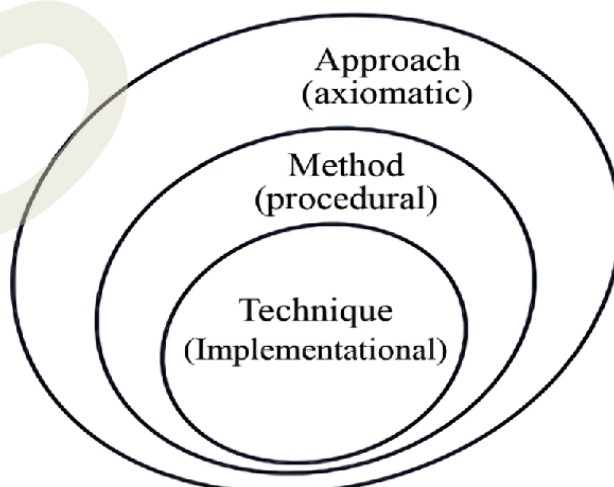


Fig 1.1.1 Hierarchical representation of Technique Method and Approach

According to Edward M. Anthony, approaches, methods and techniques should be hierarchically organized in such a way that the boundaries and functions of one layer are defined in the light of the layer immediately below in the hierarchy

1.1.1 Acquisition and Learning

Have you ever asked yourself how you learned your mother tongue? Have you observed children 2 to 4 years of age learning to speak their mother tongue? If you have watched closely you must have seen them listening to what is happening around while fiddling with a toy or while the mother coaxes them to eat food. Children growing up in homes listen to the elders attempting to speak to them and often they try to imitate what they hear. They also hear not just their parents converse in the mother tongue but also siblings, relatives and perhaps neighbours too. They listen daily to words and phrases with which they can easily associate. For instance, words such as milk, cat, crow or phrases such as 'wash your hands', 'brush your teeth', etc. On hearing them continuously quite unconsciously the child begins to store them in their memory and recall them when they see it or when the time comes. What has happened here is that they have stored or 'acquired' snatches of words and phrases.

► Acquisition of mother tongue

That is to say, unlike conscious 'learning', when the teacher in the class room teaches a new word from the textbook, the child has successfully acquired it. So acquisition is the learning of something in an unconscious way, but learning is a highly conscious process. As per a definition 'Acquisition learning' refers to the process one uses for developing native languages. This is learning through absorption, happening in the early years in one's home environment. Acquisition takes place subconsciously in situations where speakers communicate naturally. The typical instances are ones in which young children 'pick up' a language by listening when adults are communicating. While 'acquiring' a language, the language learner subconsciously processes the target language based on feelings.

► Acquisition learning

Learning on the other hand is knowledge acquired by systematic study and the modification of behaviour through practice, training or experience. When learners



► Learning

'learn' a language, they are aware that at they are processing the target language through formal instruction and rule learning. Learning a language is a conscious process where we focus on linguistic forms.

► Acquisition and learning

Though acquisition and learning are associated, they are different. During Acquisition, the learner seldom focuses on the form and greater attention is given to the text. It is mostly subconscious. Language learning on the other hand happens more consciously and is often the result of formal teaching.

1.1.2 Teaching and Learning

At the turn of the millennium, when mobile phones became popular, many people began to purchase one for their personal use. Grown up children gave their elderly parents and grandparents a mobile phone to keep them connected, especially when the children were living in far off places. Though the gadget was new, being accustomed to using the Television Remote, many old people quickly learned how to operate them. But within a decade, Smart Phones arrived along with WhatsApp and every one became interested in owning one. Now here, a problem arose. The older generation people had to be 'taught' how to use the Smart Phone for sending and receiving WhatsApp messages. Those who knew how to use the Smart Phone, that is those who have 'learned' how to use the Smart Phones, had to patiently teach the older generation how to use the Smart Phones. This often necessitated providing explanations on how to use it. Here, 'acquisition' of knowledge related to how to use the Smart Phone can seldom happen in older people and they have to consciously 'learn' how to use it. That is to say to learn how to use the Smart Phone, the older generation had to be 'taught' how to use it by someone who knows how to operate a Smart Phone.

► How acquisition is different from learning

Let us now look at how teaching and learning are perceived in an educational setting. Teaching and Learning are terms that involve many processes that include many variables. Teaching is a system of actions intended to help someone learn. It is an intimate and interactive process between a mature person and a less mature person designed to further the education of the latter. It is engaging students in learning and getting



► Teaching and learning

students involved in construction of knowledge. So, to teach, a teacher will require knowledge of the subject being taught and also how students learn and also how to transform students in learning. Learning is a modification of behaviour through experience. Learning could be the acquisition of new behaviour or the strengthening of an old behaviour through experience. It is seen as the activity or process of gaining knowledge or skill by studying. It involves experiencing something, practicing or being taught. When through a result of individual experience, an alteration of behaviour is seen, then we can conclude that learning has happened. Learning is also a permanent change in behaviour, skill, knowledge and attitude.

► Teaching English

While teaching English, the teacher has to address individual learner needs. The teacher can help the learner by using materials that matches the reading level or listening comprehension level. The teacher can also model correct usage and provide appropriate feedback too. And to learn English, the learner is expected to be attentive, and be an active participant. The right attitude and motivation is always an advantage. Mere knowledge of the language alone is not enough. so, after learning the language, the learner should use it in varied contexts.

► Learned behaviour and indirect teaching

Imagine a situation where a child by name Kumar, comes to school for the first time. To welcome the child, the teacher gives Kumar a toffee. But as Kumar's parents have already taught him that when someone gives a present, one should thank the person, Kumar recalls it and says "Thank you". This is an instance of Kumar displaying a learned behaviour. Then on receiving the toffee, Kumar unwraps it, pops the toffee into his mouth and throws away the wrapper. But the teacher immediately bends down, picks up the wrapper and drops it in the rubbish bin with a smile saying, Kumar shouldn't we keep our class room clean? Kumar watched this action of the teacher and at the same time Kumar's parents tell him that he should never throw away wrappers, and must always put it in the dustbin. Kumar while eating the toffee saw and heard what the teacher said and what his parent told him too. This is a new learning experience for him. The teacher here was indirectly teaching the importance of cleanliness and an expected behaviour from children.





Fig 1.1.2 Nathaniel Gage, the American Educational Psychologist

“Teaching is a form of interpersonal influence aimed at changing the behaviour potential of another person. It is any activity on the part of one person intended to facilitate learning on the part of another.”

1.1.3 Bilingualism and Multilingualism

If you are a Malayalee by birth, ask yourself when you heard someone speak in English for the first time. Well, it may be difficult to answer. But can you recall when you uttered the first sentence in English? If you have successfully recalled it, you indeed possess a fine memory! But do you know the ability to use two languages simultaneously is an admirable one. In fact, the ability to speak two languages proficiently like an educated native speaker marks one out as a bilingual.

► Bilingual

It has been found that more than half the world population is bilingual. In India, where we follow the three-language formula in schools, students learn how to use the first language, (mother tongue), the second language (English) and a third language which is not one's mother tongue (in south India it is invariably Hindi). Now, if a student is capable of using more than two languages, he/she becomes a multilingual.

► Multilingual

You must have seen many Malayalees speaking Tamil which is the language spoken in our neighbouring state. Watching Tamil movies, listening to Tamil films

► Becoming multilingual

songs and perhaps the opportunity you received in coming into contact with people who speak Tamil must have helped you acquire words and phrases in Tamil and even use them in communicating with those who speak Tamil. Here you become a Multilingual.

► Bilingual and multilingual

So a bilingual, is a person who is able to speak two languages with the facility of a native speaker. A multilingual includes an individual or group of people who are able to use more than two languages for communication. Research results indicate that bilingual or multilingual experiences are an asset to individuals and to society.

The National Education Policy 2020, intends to promote multilingualism in teaching and learning. And, for that, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond will be the mother tongue. For this, plans are under way to make available high quality text books in the mother tongue. “Teachers will be encouraged to use a bilingual approach, including teaching-learning materials, with those students whose home language may be different from the medium of instruction” (Ramesh Pokhriyal, Former Union Minister of Education, GoI)

While teaching English in class rooms in India, teachers can harness bilingualism in their teaching to help students learn. Further, Bilingualism in the class room will help students stay aligned with their own cultural identity and bring value to social interaction. It will also help improve the learner’s self confidence and it has a practical use too. Imagine in the English class room, the teacher is teaching the short story “The Gift of the Magi” by O. Henry. To state that the character in the story Della does not have enough money to buy a nice gift for Jim, the author uses the statement: “Life is made up of sobs, sniffles and smiles with sniffles predominating?” Here the teacher can explain the meaning of difficult words like, ‘sniffle’ and ‘predominate’ in English. ‘Sniffle’ means to sniff slightly or repeatedly because of crying and ‘Predominate’ means to be the stronger or leading element or force. Such an explanation may not necessarily help the second language learner grasp the real meaning. But if the teacher provides the meaning of the words in the mother tongue or explains the contextual meaning in the mother tongue, the learner will quickly grasp the meaning.

► Importance of bilingualism in learning



In countries like the United States, it is common to see multilingual classrooms. This is because children whose parents have migrated from different countries attend school where the medium of instruction is English but speak a different language at home. In India, particularly in metropolitan cities there will be children whose parents hail from different states but have settled down in the city. The children speak their mother tongue-Gujarti, Tamil, Oriya, etc. at home but in the English medium school where they study, they speak in English. But during intervals the children may use a mixture of many languages when they speak to their friends. And sometimes teachers too use the same strategy of mixing the language which the children know to make learning easier. One overt advantage of multilingual classrooms is that students get an insight into the understanding of different cultures and experiences.

► Advantages of Multilingual classrooms



Fig 1.1.3 Code Mixing

Bilingual children mix words from two languages in the same sentence. This is known as code mixing.

According to the UNESCO, multilingualism is the use of at least three languages-mother tongue, a regional or national language and an international language in education.

Three language formula:

To streamline the different teaching systems across the country, the National Education Policy (1968) proposed the three-language policy. It implied that in *Hindi-speaking states*: English, Hindi, and a modern Indian language had to be taught. In *non-Hindi speaking states*: English, Hindi, and one Indian language is to be taught. Its primary function included accommodating group identity, affirming national unity, and increasing administrative efficiency.

1.1.4 Teacher- oriented and Learner- oriented

► Schooling experience

Perhaps once in a while your parents might have shared their schooling experience with you. And how often they must have said how such and such a teacher was so good that they liked the subject they taught too. Of course there must also have been instances when they referred to very strict teachers who punish students without any mercy. These are instances of teachers who assume an authoritarian role and expect implicit obedience from children whom they believe are too young to know anything that they have learned in this life time.

► Teacher-centred classrooms and learner-centred classrooms

Now if you had been lucky while at school or college you must have been taught by teachers who pause occasionally during teaching, pose questions and engage students in discussions on the topic they teach. And if you have engaged in such discussions you must have adored such learning experiences. The former instance in which the teacher had complete control and was seen as a provider of knowledge is a typical instance of a teacher oriented classroom. Here the teacher always does the talking and the learners simply listen. On the other hand in a learner oriented classroom, the student-teacher communication is common and a kind of collaborative learning takes place. In the former, i.e., teacher-centred classrooms, student expression and communication seldom happens. But in learner-centred classrooms, collaboration, communication and self-expression is common. Viewing the learner as primary and unique agents of learning is characteristic of a student-centred mindset while teacher-centred mindsets tend to view learners as passive and uniform vessels.

► Teacher-centred approach and student centred learning

In the context of teaching English, in teacher-centred approaches, the teacher is seen as an effective model of the target language. Student-centred learning requires learners to actively construct their own knowledge and puts the responsibility of learning on them.

Imagine a secondary level classroom in which the teacher is teaching the poem with the following lines :

Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.



► Teacher oriented class room

In a teacher-oriented class room, the teacher after reading aloud the lines of the poem, will explain the meaning of difficult words. The teacher may also explain the meaning of the lines as follows: The poet is describing the process of being at a crossroads and making a decision in the hope that the one chosen will make a difference in life.

► Learner-oriented classroom

In a learner-oriented classroom, the teacher would begin by asking students whether at some point in life they had to choose a subject for study such as choosing the Arts or Science stream at the Plus Two level. In the ensuing discussion, students get an opportunity to share their experiences, listen to different responses leading them to reflect on how they made a decision and why and how it changed their life as a student and later relate the same to the lines in the poem. Such an approach will help learners realise that 'someone who takes the road less travelled' is acting independently, freeing themselves from the conformity of others. Such a learning experience results in a better understanding of the lines of the poem.



Fig 1.1.4 a. Passive listeners in Teacher-centred Classroom

Students are passive listeners in a teacher-centred class room



Fig 1.1.4 b. Interactive learners in a Learner-centred classroom

Learners interact with each other and the students in a learner-centred classroom

1.1.5 Significance of ESL and EFL

ESL

It is the abbreviation for English as a Second Language (ESL). It refers to the learning of English in countries where English is the major spoken or official language. Usually the prime goal is to develop the four language skills-Listening, Speaking, Reading and Writing.

- English as a Second Language

Learning English and developing the ability to communicate in English can set one on the path for success in future careers. ESL is seen as a multi-billion dollar industry and qualified English language instructors are always in demand.

EFL

It is the short form for English as a Foreign Language (EFL). It refers to learning English in a non-English-speaking country. The situation in EFL - learning is such that the learners learn English inside the classroom but continue to speak their own language when leaving the classroom. For instance, students in Egypt learn English as a foreign language in the class room. The rest of the day the student will use their own language both at school and home.

- English as a Foreign Language

Some might want to learn English as a foreign language if it becomes a requirement for employment or for pursuing a course in a college. Either way it helps one when one travels and makes communication with people from different cultures easy.

- EFL as a requirement

According to the TEFL blog the student need for ESL and EFL are different. The ESL student needs are 1. Hands on English lessons suitable for immediate need 2. Explicit cultural instruction and 3. Bridges towards integration. The student needs of EFL students are 1. Lots of practice using English, especially orally. 2. Exposure to living English. 3. Reasons to learn English, and motivation to stick with it.

- The students' need for ESL and EFL

Both ESL and EFL are designed for students whose native language is not English. Both ESL and EFL course books focus on developing the four main language skills-Listening, Speaking, Reading and Writing which in turn help the learners overcome their communication barrier.

- Focus of ESL and EFL

1.1.6 Explanation and Comparison of L1 and L2 Acquisition

Almost everyone pursuing this course will be highly proficient in using their mother tongue or first language (L1) for communication. And this is only natural because while growing up all of them were in an environment where the first language was being regularly used. In the early years of learning to communicate, there was someone who regularly spoke to you all and you could imitate them and very often receive appreciation for imitating an utterance correctly. But it also happens that some of you had the opportunity to hear another language too being used by people around. Or you all must have had seen Television programmes in a different language like English which is not your mother tongue. Then, when schooling commenced even before you all began taking the first lesson in English, you must have acquired, or subconsciously learned a few words or utterances in English which you all must have seen on the Television. All of you must have been feeling elated at your ability to grasp certain words even before they were formally taught by a teacher in the classroom. Such words in English, your second language, was acquired and not consciously learned. That is to say that individuals usually grasp their mother tongue or First language (L1) not necessarily by learning consciously. And depending on the environment in which one grows up, if a second language like English (L2) is being regularly used, there is every possibility of one subconsciously acquiring even words, phrases and utterances in the second language. Though the fact remains that to master a second language one has to consciously learn it.

► Learning L1 and acquiring L2

Let us see how linguists perceive L1 and L2. The language that a person has learned from birth or speaks best is often seen as the basis for sociolinguistic identity. It is the language one has learned first, and can speak best. There are three theories of language acquisition- 'Imitation, Reinforcement and Analogy', but they do not explain very well how children acquire language. According to the famous linguist Noam Chomsky, the human species is pre-wired to acquire language. We will however learn more about Chomsky's contributions later.

► Linguist's perception of L1 and L2



We learn our first language quite naturally and instinctively. But learning a Second Language requires conscious effort and can happen only after the first language is already established. Acquisition of the second language can happen when the child talks to a friend in school in English, or when interacting with peers while performing a task. When the teacher uses plenty of visuals for teaching, the learners get an opportunity to both acquire and expand their repertoire of vocabulary. When the learners get excited and actively participate in the tasks given in the English classroom, the minds of second language learners will be quite receptive and they quickly acquire simple utterances and sentences.

- Acquisition of second language

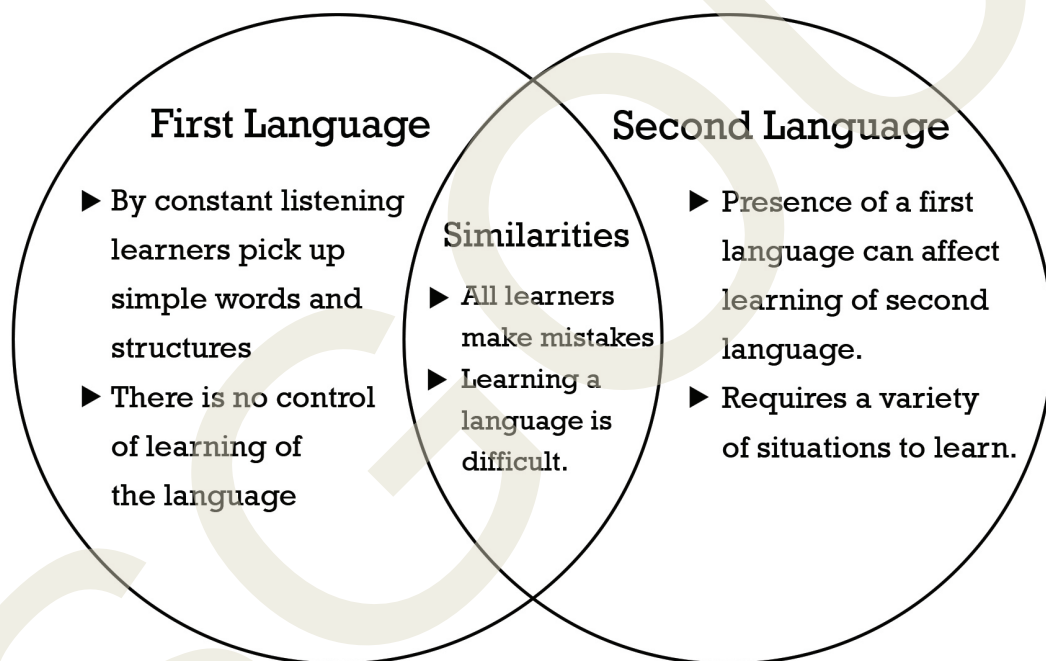


Fig 1.1.5 A comparison diagram of first and second Language Acquisition

1.1.7 Interlanguage

Linguists have noticed that in the process of learning a second language, where the learner evolves a new system of rules, there will be a constant reference to the target language and the learner's own mother tongue. In the process there evolves a linguistic system known as 'interlanguage', a new form that is neither in the L1 or the target language. So for the learner interlanguage is the learner's current version of the language they are learning. It is important for teachers to see interlanguage as a series of learning steps.

- Learner's current version of the language they are learning

"[Interlanguage] reflects the learner's evolving system of rules, and results from a variety of processes, including the influence of the first language ('transfer'), contrastive interference from the target language, and the overgeneralization of newly encountered rules." (David Crystal, *A Dictionary of Linguistics and Phonetics*).

Interlanguage theory is generally credited to Larry Selinker, an American professor of applied linguistics whose article "Interlanguage" appeared in the January 1972 issue of the journal *International Review of Applied Linguistics in Language Teaching*.

1.1.8 English for Specific Purposes (ESP)

ESP in itself is not a planned movement that became popular but is the product of a trend that was seen in the international stage, particularly with the expansion of Technology, Science and Commerce. Soon people started to learn English because it was increasingly becoming the language of science and technology. And speakers of different languages began to learn English with the prime objective of developing the ability to use it for communication. For instance, adults ended up in professions which required a kind of English which makes use of several words and phrases in English related to the profession which they are in. These among others include Medicine and the Airline industry.

► Significance of ESP

To perform particular-job related functions, individuals may require a special English language learning programme that help fulfil the needs and functions for which English is required. This led to the birth of English for Specific Purposes (ESP). The focus of ESP is on language in context rather than the teaching of grammatical structures. In fact, here, English is integrated into the subject matter area which the student is interested in. The term 'specific' refers to the specific purpose for learning English such as English for Tourism or English for Computer Science.

► Origin of ESP

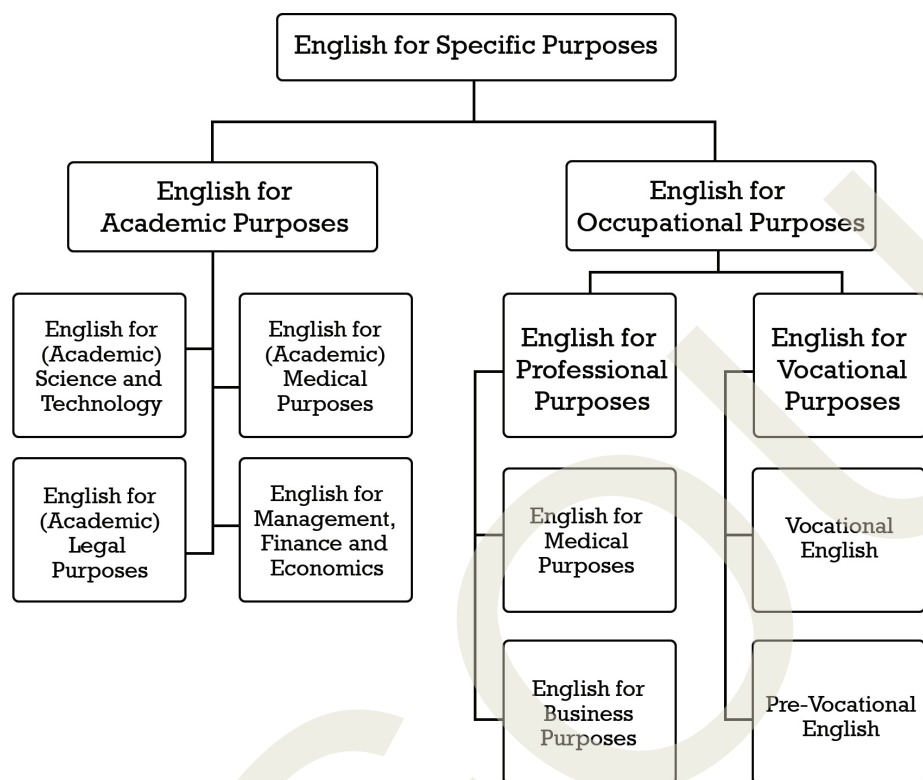


Fig 1.1.6 English for Specific Purposes

Summarised Overview

At some point of time everyone will start looking for a new job and some may even plan to travel outside one's state or even one's country. Then, a knowledge of English or the efforts one puts in to study English can not only help one progress in life but even improve one's personality. Today, English is the most commonly spoken language in the world and is also the language of the media and the Internet. So a thorough knowledge of English will help one gain access to multiple cultures.

The theoretical view of language is often a factor that is taken into consideration while choosing a method for teaching English. A variety of techniques drawn from approaches and methods are employed for teaching English. Often teachers mix methods and techniques depending on the needs of the learner.

Children acquire their mother tongue through interaction with their parents and the environment. But in the school, English is consciously learned through a study of grammar rules and working out of exercises. It is the duty of the teacher of English to make sure that learners 'acquire' rather than 'learn' English if they want the children to develop the ability to communicate.

While teaching English, the teacher is expected to attend to individual learner needs, model correct usage and provide proper feedback. If the learner wishes to learn, active cooperation and a willingness to participate in classroom activity is essential. Classrooms in India can be bilingual or multilingual. Depending on the composition of learners in the classroom, the teacher of English can choose a strategy for teaching English. Using the language which the learner knows while teaching a second language like English can help the teacher save time, especially while explaining the meaning of difficult words.

The current preference is for learner-oriented teaching rather than teacher-centred teaching. But to be successful the learner is to participate actively in the instructional process. Teaching English as a foreign language or as a second language necessarily implies teaching the four language skills-Listening, Speaking, Reading and Writing. To fulfil learner needs, today we have English for Specific Purposes (ESP) too.

Learners acquire their mother tongue by constantly listening from a very early age. But a second language like English is consciously learned. If the teacher makes a profuse use of visuals or videos displaying language use, there is every possibility of learners improving their repertoire of vocabulary. While picking up a second language like English, there is every possibility of learners developing a language system that neither matches that of the target language English or their own native language known as interlanguage. But this is not a flaw, but a common phenomenon and a stage in the learning of a language.

Assignments

1. What are the prospects of learning a language like English? Illustrate with suitable examples.
2. Depending on the nature of the classroom-Bilingual or Multilingual, the teacher of English has to adopt an appropriate strategy. Explain
3. From your own experience, show how learning English is quite different from learning your mother tongue.
4. What is Approach and Method in the context of ELT?



5. Explain Teacher-centred and Learner-centred methods.
6. Differentiate between 'acquisition' and 'learning'.
7. Explain Bilingualism and Multilingualism.
8. Elucidate ESL and EFL with examples.
9. Write a brief note on Interlanguage.
10. Explain ESP.

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Space for Learner Engagement for Objective Questions

Learners are encouraged to develop objective questions based on the content in the paragraph as a sign of their comprehension of the content. The Learners may reflect on the recap bullets and relate their understanding with the narrative in order to frame objective questions from the given text. The University expects that 1 - 2 questions are developed for each paragraph. The space given below can be used for listing the questions.

SGOU

Unit 2

Learning Theories

Learning Outcomes

Upon completion of the unit, the learner will be able to:

- ▶ acquire knowledge regarding the theory of Behaviourism in ELT
- ▶ comprehend the theory of cognitivism in ELT
- ▶ become aware of the theory of constructivism and its application
- ▶ get an insight into Noam Chomsky's contributions and Universal Grammar

Background

Can you recall how you learned to send a message by email? Surely you were taught the steps by someone who knew how to send an email. That person must have taught you step by step, the process and may even have helped you create your first email ID.

After the person told you the steps which you tried to 'imitate' you must have sent a test email to a valid address known to the person who taught you and then tried to check whether the email has been delivered. Here you have observed, listened carefully to the steps shown to you, then you imitated it one step at a time possibly with the person who was helping you and finally when you successfully sent the email, that person must have congratulated you or confirmed, 'YES' to the email that has been delivered - which serves as a kind of appreciation or 'reinforcement'. This is in fact a kind of learning which is very close to a learning theory known as Behaviourism.

Now imagine another context the time you received a Smart Phone for the first time. Here too, someone must have taught you how to send an email or send a WhatsApp message. Since the Smart Phone has a number of buttons some even activated by the touch screen, while learning to use it, there must have been instances in which you accidentally pressed a wrong button and you couldn't send messages any more. Here, some of you may have given up, but some of you may have continued to press every key possible and in the process learned what actually happens when certain keys are pressed. Here, one matches the knowledge regarding operation of the Smart Phone



stored in one's own memory, thinks, refines one's own knowledge regarding what happens when certain keys are pressed. Perhaps one may ring up using another phone, the person who originally taught you how to operate the Smart Phone, or call someone who knows how to operate the Smart Phone. Then, closely following the instruction you make the Smartphone work again. This kind of learning to do something what one does not know by thinking and following instruction is again close to a kind of learning known as Cognitivism.

Let us look at another situation. One day, three or four friends of yours went on a picnic, crossed a river using a boat, and on reaching the other side explored a little island. On returning, you find that the tiny boat was not fastened to the tree properly, and in the rising current, the boat floated away. You all are stuck in the island, and none of you know how to swim. Then you sit together and work out ways of crossing the river. Someone suggested tying up the dry bamboos to make a raft. Someone else suggested piercing a hole in the dry coconut husks seen in the island and tying them together to make a small platform on which they can sit.

Now, what is happening here is that individuals are sharing their knowledge and ideas to come up with a solution and together working on a problem to arrive at a solution. Here, more of individual thinking, a kind of cooperative learning atmosphere prevailed. This again is closely related to a learning theory known as Constructivism.

Each of these theories –Behaviourism, Cognitivism and Constructivism has been employed elaborately over the years in the field of Education and later profusely in teaching languages, particularly English. Each learning theory has its own history, proponents and variant forms. We will however focus more on the ways in which each of these learning theories are employed for teaching English in the classroom in the following pages.

Key Concepts

Behaviourism, Cognitivism, Chomsky's Contributions - Universal Grammar/ Language, Acquisition Device (LAD), Constructivism

Discussion

1.2.1 Behaviourism

- Reaction to familiarity

Have you noticed babies curiously looking at people who try to speak to them? Some babies stare at the person who tries to speak and if on recognising that it is a familiar face, a smile blossoms, and a faint blush becomes visible. But if the face is quite unfamiliar and the voice did not appear soothing, the child may frown, look away, appear uncomfortable and may even begin to cry.

- A baby's tendency to react to familiarity

The tendency to listen to sounds, in fact, had commenced in the baby while in the womb itself where the child may have regularly heard a few voices. Then from the day it was born it was listening to such familiar voices again. What happens is that the mind of the baby becomes receptive to the sounds it hears and slowly associates itself with familiar voices. Once the baby opens the eyes and develops the ability to focus and look at the person from whom the voice emanates, the child's ability to associate voices with certain faces commences. And before long the ability of associating a familiar voice with certain faces even though not seen develops in the baby. That's why they quickly recognise unfamiliar voices and puts on a grim face and questioningly looks at the direction from which the unfamiliar voice came.

- A child's behaviours associated with learning

The child's attempt to recognise someone, smile or put on a serious look are all behaviours associated with learning to identify and respond to people. Interestingly, early language development which involves learning syllables, words, phrases and simple sentences according to the Behaviourist theory involves the association of words with meanings. The regular reinforcement in the form of praise, a smile or a kiss for a correct utterance, makes the child happy and it registers on their mind the form of a correct utterance. Here, it should be noted that the first utterance of a word, phrase or sentence may not be automatically correct. The child will have to consciously imitate the sound or the combination of sounds and learn to articulate a sentence properly. So, now, three words related to the Behaviourist theory of language learning becomes operational, namely, Imitation, Repetition and Reinforcement.



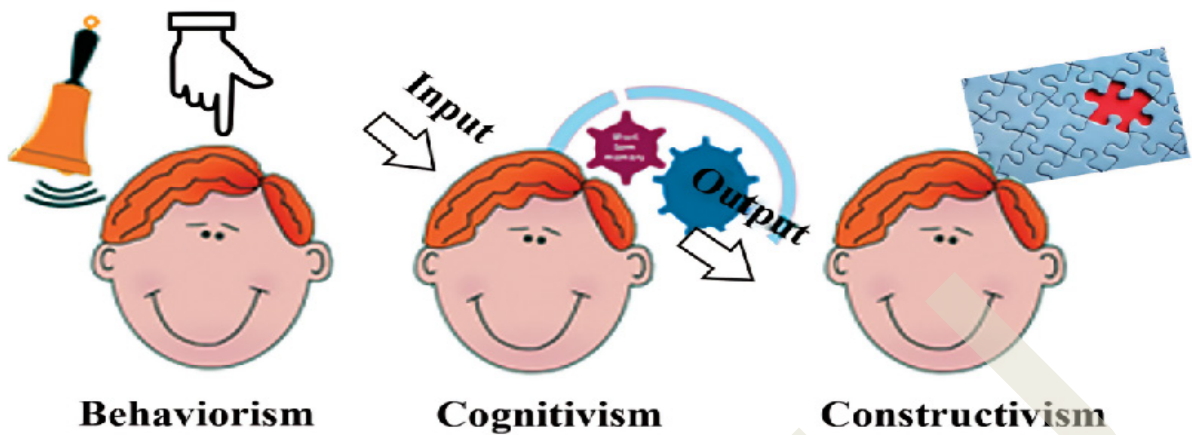


Fig 1.2.1 The Three Learning Theories

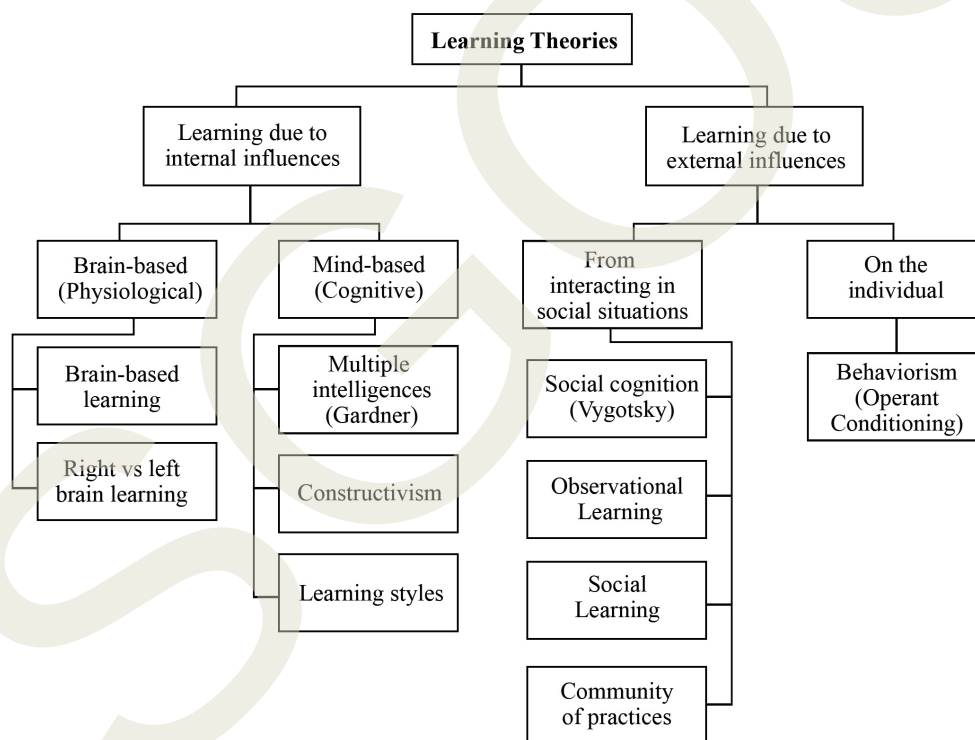


Fig 1.2.2 Concept Map of Learning Theories

► Behaviourism

Behaviourism is a theory of learning according to which all behaviours are learned by interaction with the environment. . Behaviour can be explained as stimulus-response relations. Children imitate the words they hear and strengthens their response through repetition. Praise for learning something becomes a kind of reinforcement that strengthens or increases a behaviour. Such learning is also accompanied by Conditioning, meaning the process of training someone to do a particular thing without thinking about it. Teachers who have a thorough knowledge of Behaviourism know that they can directly influence the way in which students behave. They also know that a learner's home environment and lifestyle can impact their behaviour. Such impact can be proactively adapted to improve the classroom performance of the learner.

Theoretical base:

- A theory that evolved from the early years of Developmental Psychology.
- As a psychological theory it is based on the work of Pavlov which posits that all behaviour is learned and can be conditioned.

Role of the teacher:

- The main focus is on the idea that all behaviours are learned through the environment and this implies that the students are likely to learn the teacher's own ways of using language in the classroom.
- Learning is perceived as happening through stimulus-response-repetition and reinforcement, the teacher provides information and ensures that through proper repetition the learner is able to recall what is learned. Rewards and praise are also used while teaching.
- Correct utterances are positively reinforced.
- Constant feedback is essential to let learners know whether what they are doing is right or wrong.

Role of the learner:

- The student is expected to focus attention on the new knowledge presented by the teacher, repeat regularly to retain in memory the new knowledge and is expected to recall the same during tests and examinations.

- ▶ Associating sounds learned with the situation helps learn complex texts.
- ▶ The items learned should be reinforced by further practice.
- ▶ Producing correct responses requires effort on the part of the learner.
- ▶ Nature of the material/ classroom activity:
- ▶ The commonly employed strategy is to teach a behaviour or action through repetition and reinforcement
- ▶ To help learners, teachers make use of drills and Substitution Tables.
- ▶ The Audio-Lingual Method which follows Behaviourist principles is usually made use of.

Mode of assessment:

- ▶ Observable actions of students are assessed to check whether they have learned.
- ▶ Reward in the form of praise is employed to make learner strive for better results.

Illustration of Behaviourist mode of teaching

Topic: *Some, Any, No*

Teaching aids: Class room objects, flower, beads, coins, clips, boxes, books, pens and Substitution Table.

General Objective:

- ▶ To develop the ability to listen and speak.
- ▶ To grasp and respond to utterances in English.

Specific objective:

To familiarise learners with the use of *some, any* and *no*.

Previous Knowledge:

- ▶ The pupils have already learned the use of *there are, how many* and have the ability to respond in English.

Introduction

- ▶ Teacher (Tr.) begins the class by creating a rapport. Inquires about the weather or the result of the latest cricket match

Following the brief exchange the teacher announces the topic.

Tr. :Today we will learn the use of *some, any* and *no*.

(Writes the same on the Blackboard)

Tr. draws the attention of the pupils (Pls) to the things kept on the table. A bottle of water, a glass, coins, beads, flowers, etc.

Tr. :(Picking up two flowers and asks) Well.... how many flowers are there?

Pls. :Two

Tr. :Yes. (Teacher, then, pointing to the bunch of flowers on the table and asks) How many flowers are there on the table?

Pls. : Many flowers.

Tr.: (Picks up a few more flowers and says “ I have taken some flowers”) (Then pointing to the table says “Look there are some flowers on the table. Earlier there were many flowers.”

Pls.: (Listen and grasp what the teacher says)

Tr.: (Writes on the Blackboard) There are some flowers on the table and underlines the word *some*.

Tr: (Taking all the flowers from the table and asks the Pls.) Are there any flowers on the table now?

Pls: No.

Tr: (Writes the same on the Blackboard)

Are there any flowers on the table? (underlines *any*)

No

Tr.: (Repeats the same steps for the coins, and the beads and writes the related sentence on the Blackboard each time. This time, however, the pupils are asked to repeat each utterance made by the teacher such as:

There are some beads on the table.

Are there any beads on the table?

There are no beads on the table.

Next, the teacher displays the following Substitution Table.

Are there	any	clips	(?) on the table/ (.)
There aren't		boxes	
There are	some	books	
	no	pens	

The Substitution Table is displayed in such a way that the pupils can see and read.

The teacher places and takes away clips, boxes, books and pens on the table and directs the pupils to read out meaningful sentences from the Substitution Table.

The pupils repeat sentences and correct responses are reinforced when the teacher says “yes” or “correct.”

While teaching, the teacher employs the Behaviourist principle of imitation, repetition and reinforcement.

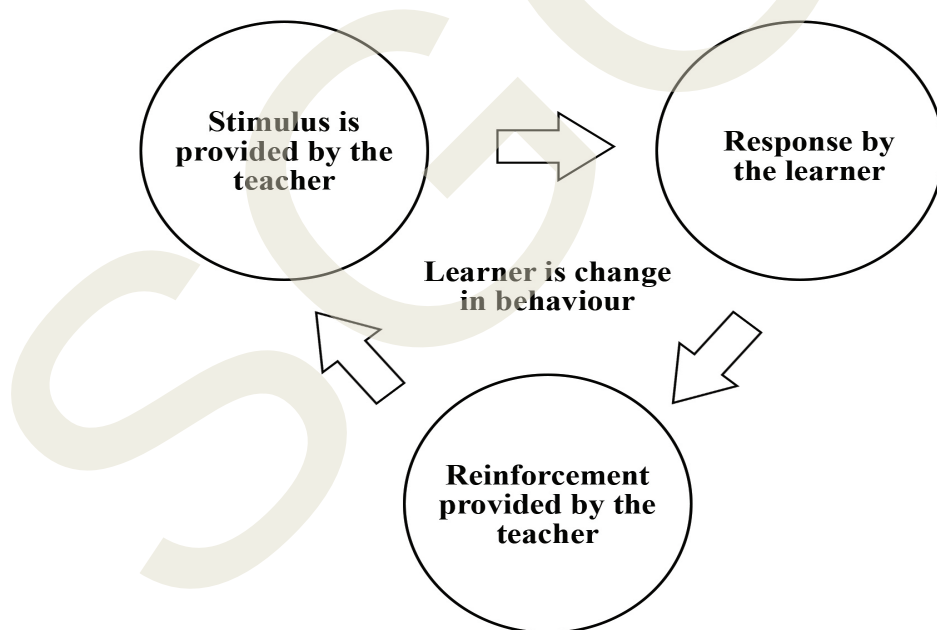


Fig 1.2.3 Behaviourist Principle of Stimulus, Response and Reinforcement

1.2.2 Cognitivism

A few years ago in a laboratory, some scientists put two chimpanzees in a partitioned cage, one on each side. The chimps could see each other through the transparent fibre glass sheet which had an opening for a small hand to go through. Inside the well-lit cage on one side was placed a few nuts and the other side there was a small piece of rock. The nuts, however, were placed inside a glass jar and the top of the jar was sealed with a thick sheet of paper. To get the nut, the thick paper had to be pierced with a sharp object. Both the chimpanzees had seen the nuts and wanted to eat them. But the chimp who tried to pierce the thick paper failed. Seeing this the other chimp offered the rock with which the chimp having the jar pierced it open and began eating the nuts. Well, interestingly enough the chimp who broke the paper covering, shared a couple of nuts with the chimp who offered the rock for piercing the thick paper. Two distinct conclusions can be drawn from this experiment. First that chimpanzees think, and secondly they can work as a team and share food too.

► The experiment with chimpanzees

The Behaviourist theory of learning was first arrived at by Pavlov who observed the watering of the mouth of a dog on seeing food. Similar experiments were tried on pigeons by Skinner who arrived at the behavioural response known as Operant Conditioning. An extension of the same behaviours was perceived when a monkey was put in a cage and fruits were hung above and a long stick left on the floor. In that experiment, the monkey made use of the stick to pluck the banana. This, as in the experiment related to the two chimpanzees, are clear indications that animals can think and arrive at solutions. An extension of the same was done with regard to human language learning through thinking. In fact, the very proposal that thinking precedes language learning which Cognitivism proposes was perceived as revolutionary at a time many took for granted that all learning involves only imitation, repetition and reinforcement as proposed by the Behaviourists. The fact that thinking has a place in language learning in fact led to a complete transformation in the way we began to perceive teaching of languages too. When applied to teaching, Cognitivist teaching methods aim to assist students in assimilating new knowledge. According to



- ▶ Thinking precedes language learning

Cognitivism, while learning, the information received is organised, stored and retrieved when necessary. Unlike Behavioural learning theory which suggested that we learn through interaction with the environment, Cognitivist theory suggests that our cognitive processes have a role in determining our knowledge and behaviour.

Theoretical base

- ▶ It began as a reaction to Behaviourism which saw learning as a reaction to a stimulus and perceived learning as a mental process. Studies in Experimental Psychology and Cognitive Psychology have all influenced the way language learning began to be conceived.

Role of the teacher

- ▶ Tailoring learning experience to individual needs of the learner can help in learning.
- ▶ Learners are to be seen very much as active participants in the learning process and not as passive participants to fill in new information.
- ▶ Problem-solving tasks and Project-based learning are preferred to make learners active in the teaching learning process.

Role of the learner

- ▶ It is vital for learners to grasp the content that is taught.
- ▶ Learners are expected to recall the memories and skills that they gained from previous learning and apply them to new situations.
- ▶ Learners also have to reflect on what they have learned.

Nature of the material/ classroom activity

- ▶ Before making learners perform an activity, it is ensured that individual learners have understood the related concepts.
- ▶ Problem-solving tasks and Project-based learning are preferred to make learners active in the teaching learning process.
- ▶ The curriculum is to be adopted to the developmental level of the learner.

Mode of assessment

- ▶ The learning process is considered more important than the result.



- For the purpose of assessment drawing on Bloom's Taxonomy questions to check comprehension, application, analysis, synthesis are framed both for formative and summative assessment.

1.2.2.1 Illustration of Cognitivist Mode of Teaching

Topic : News item related to a robbery which appeared on the Sky News website.

Source : <https://news.sky.com/story/brothers-dress-up-as-elderly-men-in-extremely-life-like-latex-masks-to-rob-jewellery-shop-12812523>

Level: Secondary

Procedure: The teacher jumbles the sentences which described the robbery in the news item. The jumbled sentences are then given to the learners for reading and for putting them in the correct order. The only clue the teacher provides is that the sentences are related to a robbery and you can easily arrive at the correct order if you look for events prior to the robbery, events during the robbery and events after the robbery.

The jumbled text:

- A- Jewelry shop with security cameras on Epping High Street was robbed on 27 September 2021.
- B- The pair were the spitting image of two elderly men.
- C- When the alarm was raised the men escaped using a vehicle parked outside.
- D- The masks featured a bald patch and grey hair as well as aged and wrinkled skin.
- E- Several weeks after the robbery, one of the brothers was stopped by police while driving.
- F- The pair abandoned the masks in the boot of the car.
- G- They gained entry to the shop by threatening the staff.
- H- Once inside, they cable-tied a staff member to a chair and stole a Rolex from the wrist.
- I- In the car were the two masks, still carrying the brothers' DNA.

1.2.2.2 Principles of Cognitivism utilised for completing the task

- The process of sentence making

The learners might have seen robberies being committed in films. They rely on the knowledge already stored in their memory to make sense of the events being described. The learners rearrange sentences in such a way that the sentences make sense. The ordering follows the event sequence suggested by the teacher, viz. before the robbery, during the robbery and after the robbery.

- The assessment and justification

After the completion of the task, the teacher can ask individual learners to provide the correct order. If there is a difference in order, the teacher can ask the learner to justify the choice. This gives the learner an opportunity to speak in English in the classroom. The other learners can listen to the justification and even join by providing a different justification and ordering of sentences.

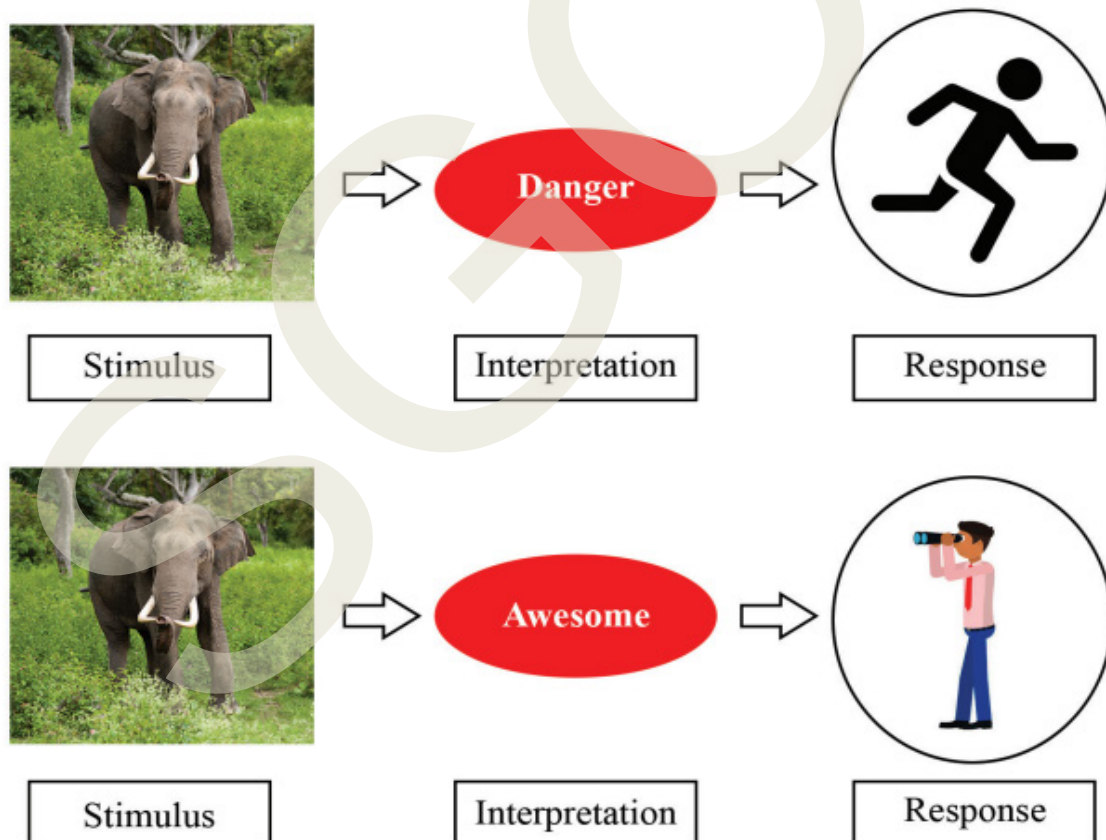


Fig 1.2.4 a. Cognitive Processing

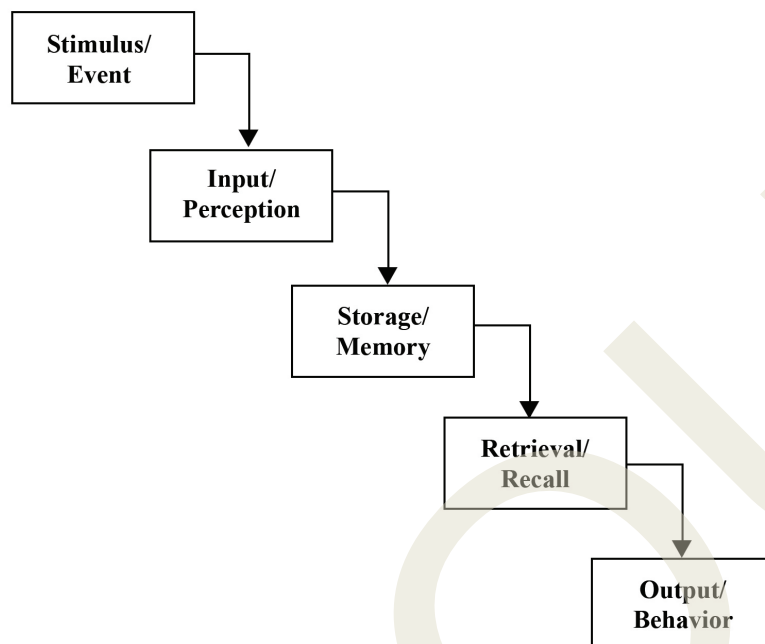


Fig 1.2.4 b. Information processing

1.2.3 Chomsky's Contribution

Philosophers since ancient times have dealt with the question of how learning takes place. Plato for instance believed knowledge, including language is innate. Locke believed that we learn everything, including language through our senses. Earlier we saw B.F. Skinner's view of language learning that takes place through operant conditioning. But in the 1950s, the famous linguist Noam Chomsky arguing against Skinner's theory gave proof to the fact that there are certain universal elements in all languages. He affirmed that learning a language is an innate ability and there are ways through which language is organised in the mind. In other words human beings are pre-wired to learn language. While according to Skinner, children need stimulus to develop their language, to Chomsky children have an innate ability to develop language and it will happen naturally.

► Innate ability

While in the following pages we will look at specific ideas proposed by Chomsky, it may be noted that the proposal regarding 'innateness' has been explored

- Genetic factors and environmental influences

further. The quest to find out whether innateness is determined by genetic factors and the inquiry regarding the extent to which one learns from the environment continues. From a linguistic perspective this involves the study of the structural framework that helps grasp, retain and develop language.

Chomsky still dominates the field of theoretical linguistics. He revolutionised the discipline of Linguistics with his Transformational Generative Grammar which emphasised the mental capacity of generating sentences with the use of Universal Grammar.



Fig 1.2.5 Noam Chomsky

Notable works:

Aspects of the Theory of Syntax
Syntactic Structures

Subjects of study:

Philosophy of language
Generative grammar
Transformational grammar
Innate Idea

1.2.4 Universal Grammar

Unlike earlier Psychologists and scientists who proposed ways humans learn language, employing a sound Linguistics basis, Noam Chomsky came up with a controversial hypothesis that, the ability to learn languages is part of a cognitive specialisation of the human species. He suggested that at the time of birth, the basic structures of language are encoded in the brain.

- Cognitive specialisation

- Grammatical rules and principles are common to all languages

As per Chomsky's Universal Grammar theory, every language has some of the basic laws. For instance, those of you who know more than one language will have noticed that in the two languages you know, the way for asking questions and the way for saying 'No' has some similarity. Likewise, there are similarity in the way one says what happened in the past and the way events in the present are narrated .

- The innate ability to learn grammar

To Chomsky, 'Universal Grammar' is 'wired into' children's brain to learn languages and this has implications for teachers of languages. For instance the traditional view of providing everything for a learner in the classroom to learn a language becomes outdated. It may however be noted that cognitive scientists have found that languages vary radically in sound, meaning and syntactic organisation. Thus, Universal grammar is a set of grammatical rules and principles common to all languages. Universal grammar theory suggests that every language has same laws. For instance, every language has a way for showing what has happened in the past or present. According to Universal Grammar the ability to learn grammar is built into the human brain from birth regardless of language.

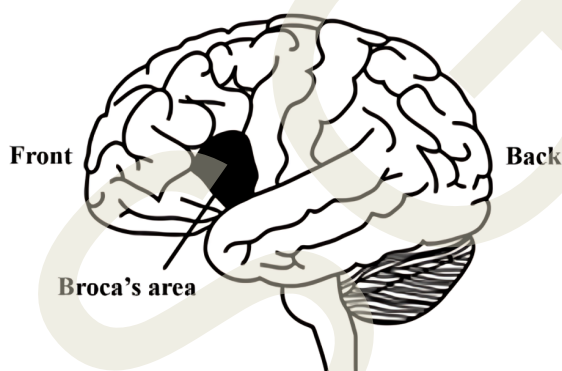


Fig 1.2.6 Broca's area in human brain

The concept is of considerable interest to psycholinguists who study language acquisition and the formation of valid sentences. Research shows that Broca's area in the brain is selectively activated by languages that meet the criteria for universal grammar.

APA Dictionary of Psychology

1.2.5 Language Acquisition Device (LAD)

According to Noam Chomsky, humans are born with the theoretical tool called the Language Acquisition Device (LAD). It is a hypothetical tool of the brain that lets children learn and understand language quickly. As per this theory, possible combinations of subjects, verbs, objects and modifiers are known to children at birth. LAD is used to explain how children learn and understand language.

- Humans are born with LAD

- Environment and nurturing

Chomsky, in the process, challenged Behaviourists who believed that language, like any behaviour, was acquired through exposure to the environment.

It may however be noted that there are those who reject Chomsky's idea of LAD in favour of environment and nurturing which they see as responsible for language acquisition.

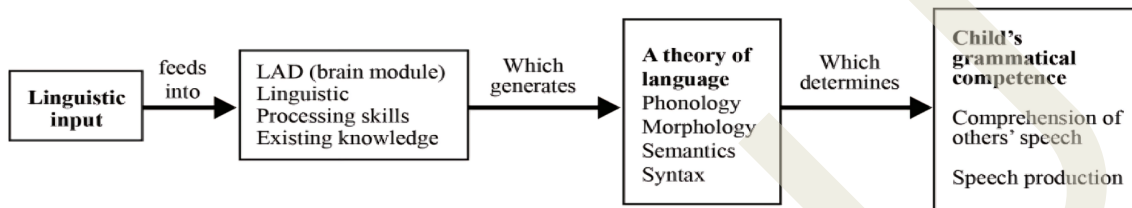


Fig 1.2.7 Language Acquisition Device

Noam Chomsky proposed the Language Acquisition Device (LAD) to explain how when exposed to any language humans quickly learn it.

1.2.6 Constructivism

Usually when asked to imagine a classroom with students, people always visualise a scene in which the teacher, an all-knowing authority faces the students and imparts instruction. But ever since educators began to perceive learning as a collaborative effort, a new scenario began to emerge. In such a scenario, one sees learners ably supported by the teacher interacting with each other and learning. Here, the learner is no longer a passive recipient who receives knowledge from the all-knowing teacher as in the traditional mode of instruction. Thus in Constructivist learning, learners don't passively take information, but they construct knowledge. Learners build on their existing foundation and through active participation learners construct knowledge. Such practices which are the hallmark of Constructivist teaching has evolved over the years and certain types with distinct differences and practices prevail and they are associated with their proponents –Jean Piaget, Lev Vygotsky and Jerome Bruner. In the following paragraphs we will look into details of certain Constructivist classroom practices with special focus on teaching language.

- Learner centred approach

- Built on previous knowledge of the learner

Teachers who follow Constructivist practices build on the previous knowledge of the learner for planning classroom instruction. A knowledge of learning theories will of course guide the teacher to choose the most appropriate Constructivist practice.

In applying the theory of Constructivism, certain principles can be seen in operation. They include:

- The basic principle that knowledge is built upon the students' previous knowledge, beliefs, experiences and insights.
- Learning involves constructing meaning and systems of meaning.
- Learning is an active process and so learners take part in discussions and activities.
- Learning is contextual and learners try to relate what they learn to their own lives.
- Mental experiences are important as hand-on experiences and learners are expected to engage their mind in learning.
- Learning cannot happen without motivation on the part of the learner.

1.2.6.1 Cognitive Constructivism of Jean Piaget (1869 - 1980)

It basically evolved from Piaget's research on the cognitive development of children. It focuses on how individuals process and relate new information to the one already in the mind. In the process, assimilation occurs when learners add new knowledge into their existing framework and accommodation occurs when individuals adjust to new information.

- Assimilation and accommodation

1.2.6.2 Social Constructivism of Lev Vygotsky (1896-1934)

Social Constructivism is rooted in Vygotsky's theory that knowledge is constructed in the student's mind. Knowledge is believed to develop from the way learners interact with each other, their culture and society at large.

Though Constructivist principles had a great influence on pedagogical practices around the world, it has its critics too. There are indeed students who need a highly structured classroom environment where they can receive information from their teachers in small

digestible chunks. There are also students who fail to actively participate during collaborative learning and soon tend to fall behind.

Theoretical base

- ▶ The theory draws on the idea that individuals actively construct or make their own knowledge.

Role of the teacher

- ▶ Teachers are expected to act as guide/ facilitator to create collaborative environments.
- ▶ Students have to be encouraged to evaluate new information and modify existing knowledge.

Role of the learner

- ▶ Students have to actively involve themselves in their own learning.
- ▶ Classrooms are built on what students already know and they are expected to engage in dialogue to construct knowledge.

Nature of the material/ classroom activity

- ▶ Pre-test, informal interviews or small group warm-up activities are essential to identify pre-existing knowledge of the learner.
- ▶ To enable learners to apply the knowledge they have learned, presentations, group discussions, and quizzes are given.
- ▶ Cooperative learning is fostered to help learners learn from each other.

Mode of assessment

- ▶ The focus is on student progress rather than grading.
- ▶ The process is as important as the product. So observation of student participation in oral discussion or hands-on activities are utilized.

1.2.6.3 Illustration of Constructivist approach to teaching English

The following is a Lesson Plan or a teacher's detailed description of the course of instruction for a lesson. It is a road map of what students need to learn and how the content will be taught during the period allotted for teaching. In the following Lesson Plan, you will come

- ▶ Road map/Lesson Plan

across activities for learning following Constructivist principles. The poem is entitled 'The Last Bargain' by Rabindranath Tagore.

The Poem "The Last Bargain"

"Come and hire me," I cried while in the morning
I was walking on the stone-paved road.
Sword in hand the King came in his chariot.
He held my hand and said, "I will hire you with my power."
But his power counted for naught, and he went away in his chariot.

In the heat of the mid-day the houses stood with shut doors.
I wandered along the crooked lane.
An old man came out with his bag of gold.
He pondered and said, 'I will hire you with my money.'
He weighed his coins one by one, but I turned away.

It was evening. The garden hedge was all a flower.
The fair maid came out and said. "I will hire you with a smile".
Her smile paled and melted into tears, and she went back alone into the dark.

The sun glistened on the sand, and the sea waves broke waywardly.
A child sat playing with shells.
He raised his head and seemed to know me and said,
"I hire you with nothing."
From henceforward that bargain struck in the child's play made me a free man.

-Rabindranath Tagore

Lesson Plan

Name of the Student Teacher	:
Name of the Supervising Teacher	:
Name of school	:
Subject	: English
Class & Division	: VIII
Strength	:
Date	:
Period & duration	:
Unit/Topic	: 4 – The Last Bargain/ Poem



Learning Objectives**The learner**

1. Familiarises with the relationship between the lure for money and happiness.
2. Reads and analyses the literary piece to get the theme/s.
3. Identifies the ornamental use of language.
4. Enjoys the poem and appreciates it.
5. Constructs description.
6. Reflects on the connotative and denotative aspects.

Prerequisite knowledge**The learner**

1. Is familiar with work and how people get hired for work.
2. Is aware that some work are very tiring while others are not.

Learning Resources: Textbook, Dictionary, Pictures related to jobs/ author, Charts, etc.

Content

Finding work that both satisfies and brings happiness is never easy. In the short poem, 'The Last Bargain', Rabindranath Tagore dwells on the lure of money in job hunting and suggests that striking a bargain that ensures happiness depends entirely on choosing wisely.

Stages/ phases of lesson	Teacher initiatives	Student learning- Processes/ Activities	Continuous assessment
Rapport building	Informal interaction- Inquires about previous class/ weather/current interesting incidents, etc.	Students respond/ begin to show interest in what the teacher says.	Checks whether the students are ready to learn.
Introduction	Teacher (Tr.) displays visuals depicting different occupations: Eg. Sailor, Diver, Cashier - Asks questions related to the job to elicit responses- * Is it a difficult job? Why?	Students view the visual, draws on own experience to answer questions related to the visual posed by the teacher.	Teacher checks student motivation. *How much do you think will they earn? *Will a family of four be able to live happily with that money in a city?



	*Is it suitable for both sexes? * Is any danger involved in the job? Questions are distributed in a way that many students get an opportunity to respond-		
Linking to content	Tr. says ...: <i>"From your responses one gets the idea that all jobs are different from one another... some easy...some difficult...But do all jobs give happiness?. There is a poem by Rabindranath Tagore, about job hunting in your Textbook . Displays picture of Tagore and provides a brief biography of the poet.</i> <i>In the poem, a man is offered jobs by different people...but he chooses a job one least expects..."</i> Tr. instructs to read the poem two or three times and list down difficult words if any. Students are encouraged to use their dictionary.	*Students read the poem individually. *Lists down difficult words and refers to the dictionary for meaning of difficult words.	Checks whether students are reading/ using the dictionary. What is the meaning of the following words: Naught, pondered, hedge, glistened, waywardly

Development	Tr scaffolds - provides meaning of difficult words / phrases they couldn't find from the dictionary. Displays chart containing an illustration of difficult words/phrases- Naught, pondered, hedge, glistened, waywardly	*glistened *waywardly	What does 'bargain' in the last line mean?
Comprehension- General Activity 1	Individuals are directed to share their understanding of the poem with their peers in pairs	Students share their understanding	Teacher ensures that students share their understanding
	The students are put in groups and are directed to find answers to the following questions for each stanza: *How many people are there? * Who are they? * What did each say? *Did they part company or stay together ? Why? Teacher corrects glaring mistakes if any/Encourages groups to justify the answers given.	Students work in groups – Arrive at a consensus for each answer and presents their answers to the class.	Tr. ensures that all members of each group participate/ contribute *Assesses performance of individual members in the group.
Comprehension- Close reading Activity 2	Students in groups find answers to the questions in the Course book. (Q.1 to 5 P. 75) *Who is the speaker? "The king sword in hand suggests..."	Students work in groups – Arrive at a consensus for each answer and presents their answers to the class.	What does sword in hand suggest? What does 'weighed his coins one by one' mean?

	* Why was the old man's offer turned down? *Match lines with given sentences. *Speaker's feeling after talking to child. Tr. provides essential input- explains nature of happiness if students fail to answer questions correctly.		
Appreciation Activity 3	Tr. directs students to read the poem with proper intonation and rhythm. Teacher offers model reading, if essential, but ensures that students pick up the rhythm.	Students read with proper intonation and rhythm individually and as a chorus in groups of four or five.	Checks whether students read with feeling, expression pronunciation - pausing at proper places
Application Activity 4	Tr. suggests that the child in the poem is a metaphor for innocence and inward happiness - Encourages students to share instances of life- job-happiness among their own neighbours/relatives Tr. poses questions to ensure that the students explore different dimensions of happiness related to work.	Students grasp the special poetic use of language. Students reflect on real life people whom they have known and shares their impressions.	Match the following correctly and suggest the symbolic significance of time and the people whom the man meets. Morning - child Noon - maid Evening - king Dusk - old man

Review & Closure	Tr. draws the attention of students to the episodic nature of each encounter. Students are directed to work in groups and complete narration for each stanza beginning: "I was walking on the road looking for work. I saw the king... Peer correction is encouraged - Tr. ensures that those students who did not get a chance earlier provides the answers now.	Students work in groups and take turns to narrate-	How did the man react to the power of the king? How did the old man try to lure the man in search of a job? What does 'the maid's smile melted into tears' mean?
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Assignment/Follow up activity:

1. If you are keen on drawing, illustrate the different episodes and display it on the walls of the classroom.
2. Identify similar poems/short stories in English or other languages and present it in the next class.
3. If you really liked the poem, memorize the lines.
4. Stage a mime for the different episodes.
5. Identify a few criteria to be borne in mind while choosing a job which you will find satisfying.

► Behaviourist classroom and Constructivist classroom

Review of the Lesson Plan

In a Behaviourist classroom, learners tended to be passive recipients of knowledge. But in a Constructivist classroom, you expect the learners to be active and construct knowledge.

Traditionally in a language classroom, prose lessons were used to develop language skills, introduce vocabulary, integrate grammar items and provide tasks to develop spoken and written skills. And poems were meant for reading and enjoyment. If you look at textbooks in English published in the 20th century, you will come across umpteen poems with rhyme and rhythm, plenty



► Traditional language classroom

of imagery and of course figurative use of language. Such poems were expected to be read aloud in the class with proper rhythm and intonation. And the teacher in the classroom would even provide a model reading and perhaps attempt a line by line explanation if the content is difficult for the learner.

“The Last Bargain” by Rabindranath Tagore is a serious poem which prompts the learner to think. It helps satisfy the common principles on which Constructivist lessons are built namely:

1. Posing to the learners problems of emerging relevance: In the Lesson Plan, the hunt for jobs are juxtaposed with the lure of money.
2. Learning is structured around big ideas: In the poem, the need to make a wise choice with regard to jobs which ultimately decides whether the outcome is one of happiness or misery is explored.
3. Seeking or eliciting students’ point of view: The different episodes in the poem - Encounter with the King; Old man with a bag of gold; Fair maid with a smile; Child playing on the sea shore – enable the learner to weigh the pros and cons of choosing the job offered which may have alluring perks but tiring work conditions.
4. Adapting instruction to prior learning: At the beginning of the Lesson Plan prior learning has been identified.
5. Assessing student learning in context: All the four activities included in the Lesson Plan expect the learners to engage thoroughly with the text.

Table 1.2.1 Differences between Traditional and Constructivist Classrooms

Traditional Classroom	Constructivist Classroom
Curriculum begins with the parts of the whole, emphasizes basic skills.	Curriculum emphasizes big concepts, beginning with the whole and expanding to include the parts.
Strict adherence to fixed curriculum is highly valued.	Pursuit of student questions and interests is valued.
Materials are primarily textbooks and workbooks.	Materials include primary sources of material and manipulative materials.



Learning is based on repetition.	Learning is interactive, building on what the student already knows.
Teachers disseminate information to students; students are recipients of knowledge.	Teachers have a dialogue with students, helping students construct their own knowledge.
Teacher's role is directive, rooted in authority.	Teacher's role is interactive, rooted in negotiation.
Assessment is through testing, correct answers.	Assessment includes student works, observations, and points of view, as well as tests. Process is as important as product.
Knowledge is seen as inert.	Knowledge is seen as dynamic, ever changing with our experiences.
Students work primarily alone.	Students work primarily in groups.

1.2.7 Some important terms and definitions associated with ELT theories

Conditioning

In physiology, it refers to a behavioural process whereby a response becomes more frequent or predictable in a given environment as a result of reinforcement. (Britannica). It has numerous practical applications in everyday training and education. (Psychologist World)

Imitation

To imitate is to behave like another. In social learning, it refers to the process whereby new behaviours are acquired via imitation. Copying the actions of others is comparatively easy and in the language classroom, the pupil imitates the language uttered by the teacher as part of learning.

Reinforcement

It refers to the process of encouraging a belief or pattern of behaviour. Or in other words anything that increases the likelihood that a response will occur. Positive reinforcement in the classroom is usually found to enhance the mental growth of students. Most teachers believe that Positive reinforcement can improve motivation, self-confidence and classroom participation.

Substitution Table

It is a table with model sentences along with a range of choices for the learner to select from a set pattern for practice in the class. Teachers following the Behaviourist mode of teaching make use of Substitution Table to enable learners to practice new language items. Learners pick one option from each column - left to right - to create different sentences. It basically helps teachers to focus on aspects of grammar.

Thinking

It is the action of using one's mind to produce thought. (Merriam Webster) Thinking is inextricably interlinked with learning. As a mental process, it helps us define and organise experiences, learn, reflect and create. The act of thinking produces more thought.

Operant Conditioning

It is a major concept in Behavioural Psychology. It refers to a learning process in which humans and animals learn to behave to receive rewards and avoid punishment. Operant behaviour is behaviour "controlled" by its consequences. Through Operant Conditioning, behaviour which is rewarded or reinforced is likely to be repeated and behaviour that is punished is less likely to occur.

Bloom's Taxonomy

Bloom's taxonomy was developed by a team of cognitive psychologists at the University of Chicago and first published in 1956. It was named after the head of the committee, Benjamin Bloom (1913–1999). The taxonomy was originally divided into three domains: cognitive, affective, and psychomotor. Educators have generally concentrated on the cognitive model, which has six categorisation levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. These are in short a hierarchical classification of the different levels of thinking, and are applied when creating course objectives.

(a) Knowledge

It entails recalling particular and universals, recalling procedures and processes, or recalling a pattern, structure, or setting.

(b) Comprehension

It is a level of comprehension or perception in which the individual understands what is being conveyed and can apply the material or concept being told without necessarily linking it to other material or perceiving its full ramifications.

(c) Application

It relates to the use of abstractions in specific and concrete situations.

(d) Analysis

It denotes the breakdown of a communication into its constituent sections or parts in order to reveal the relative hierarchy of ideas and/or the relationships between concepts presented. That is, breaking down materials into their constituent pieces so that they may be studied and understood.

(e) Synthesis

It entails the joining of components and pieces to make a whole form.

(f) Evaluation

It generates opinions regarding the worth of various materials and technologies for certain objectives. In other words, it is concerned with reviewing content to see if it serves a certain function.

The group's mission was to provide a logical framework for teaching and learning objectives that would aid researchers and educators in understanding the underlying processes by which individuals acquire and develop new information, skills, and understandings.

► Analysing Bloom's taxonomy

Assimilation

Assimilation of knowledge is said to occur when a learner encounters a new idea and attempt to fit it to what one already knows. It refers to the process of receiving new information and fitting into an already existing schema.

Accommodation

To psychologists, it refers to the process by which we learn new things. It allows us to change existing ideas

and take new information. Newly acquired information is usually revised and redeveloped in the existing schema.

Scaffolding

It refers to the special support teachers give learners when they learn a new concept or skill. The teacher may provide additional information or teach how to work out a problem. Later, the student works on their own and becomes independent and the teacher leaves the student to work on his own.

Schema

It refers to the mental structure that helps us understand how things work. They contain a group of linked memories, concepts or words. While teaching new things, teachers are expected to activate existing schema and build new schema.

► ELT theories

Summarised Overview

Since Plato, many theorists have emerged each with their own take on how learners learn. Behaviourism is based on the idea that knowledge is exterior to the learner and learning happens when the provided stimulus changes behaviour. Repeated actions, verbal reinforcement and incentives play a great role in learning. Language learning is equated to verbal behaviour and is observable like all behaviours. Language is learned only through practice and so the more the learner is exposed to language the better the learning.

While Behaviourism focussed on observable behaviour, Cognitivism viewed learning as an internal process. Cognitivists view knowledge as symbolic mental constructs, or schemata. So, when a learners' schemata is changed, learning is said to have taken place. Cognitivism perceives learners as thinking beings and active processor of information. Language learning is seen as a conscious and reasoned thinking process, involving the deliberate use of learning strategies.

Constructivism is based on the idea that people actively construct or make their own knowledge and that reality is determined by the experience one gains as a learner. Such learning is based on previous knowledge on which the foundation of new learning is built. Learners have to be sufficiently motivated and involve themselves in learning through discussion or participate in activities providing hands-on experience for learning to happen in the mind.

Noam Chomsky provided a novel approach to thinking about language called Universal Grammar with the idea that human beings are genetically endowed with knowledge of linguistic features. To Chomsky, the ability to learn language is an innate skill and all humans have a Language Acquisition Device – an instinctive mental capacity which enables an infant to acquire and produce language.

Assignments

1. “Behaviourists consider learning a language as a set of mechanical habits which are formed through a process of imitation and repetition”. Illustrate.
2. Compare and contrast the role of the teacher in a Behaviourist and Constructivist classroom.
3. List down the stages of teaching the following lines of a poem by Wordsworth. You may follow either the Behaviourist approach or Constructivist approach but specify the classroom activity, the role of the teacher and the learner.

"My Heart Leaps Up"

My heart leaps up when I behold
A rainbow in the sky:
So was it when my life began;
So is it now I am a man;
So be it when I shall grow old,
Or let me die!
The Child is father of the Man;
And I could wish my days to be
Bound each to each by natural piety.

4. “Noam Chomsky used his theories within syntax to arrive at the revolutionary idea that all humans are born with an innate ability to learn languages”- Explain.
5. Explain the theory of behaviourism.
6. Describe the theory of cognitivism.
7. Elucidate the theory of constructivism.
8. What is Universal Grammar?
9. Explain Language Acquisition Device.



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Space for Learner Engagement for Objective Questions

Learners are encouraged to develop objective questions based on the content in the paragraph as a sign of their comprehension of the content. The Learners may reflect on the recap bullets and relate their understanding with the narrative in order to frame objective questions from the given text. The University expects that 1 - 2 questions are developed for each paragraph. The space given below can be used for listing the questions.

Learning Outcomes

Upon completion of the unit, the learner will be able to:

- ▶ understand the grammar translation method and its uses
- ▶ acquire details regarding the direct method in teaching
- ▶ comprehend the audio lingual method and its application
- ▶ define learning outcome, strategy and eclectic approach in language learning

Background

For many years, language was viewed as a system that can be acquired through a study of its grammar and this led to the emergence of certain methods of language teaching like the Grammar Translation Method and the Structural Approach. But before long scholars started questioning the validity of such methods especially when they found that even though learners possessed a thorough knowledge of grammar, they were incapable of communicating effectively. Drawing on theories of language acquisition and studies on Linguistics and Psychology methods such as the Communicative Approach and Humanistic approaches to language teaching evolved.

If we begin with the premise that no two classrooms are alike and no two learners are alike, it would automatically follow that no single method would work in the same way for two learners. So a teacher of English in the quest for identifying the best way to teach a learner can benefit from familiarising themselves with more than half a dozen language teaching methods currently in vogue. Once the teacher familiarises themselves with the role of the teacher, the nature of the material and assessment strategies followed in the chosen method, the teacher can plan appropriate learning experiences. When asked, teachers of English will narrate a number of instances in which they have felt that they had to prioritise different language skills for different students and even identify different means for helping their learners excel.

For teaching languages, the teacher designs an instructional system matching the objectives of teaching, the content to be taught and the tasks

to be performed by the learner. Committed language teachers explore innovative teaching strategies and regularly try different methods to improve student learning outcome. Here it should be noted that even before the turn of the millennium, many had advocated an eclectic approach as ideal and suggested that the teacher should draw upon techniques from a variety of methodologies.

Key Concepts

Traditional methods, Grammar Translation method, Direct method, Audio-Lingual method

Discussion

Teaching English is a complex task that requires careful consideration of various approaches and methodologies. There are many different approaches to teaching English, each with its own unique focus and techniques. Some of the most commonly used approaches include the grammar-translation method, direct method, and audiolingual method. Each of these approaches has its own strengths and weaknesses, and the best approach for a particular group of learners will depend on factors such as their age, language proficiency, learning goals, and cultural background.

- Various teaching methods

1.3.1 Grammar Translation Method

Since ancient times, the urge to learn a language other than one's own mother tongue was a felt necessity. Then, for communicating with people from different cultures, one way was to make use of an interpreter. So in olden days a teacher who knew two languages, taught a foreign language to a person by translating words, phrases and sentences into the language of the learner for ease in comprehension. For this, the learner should be an active individual ready to memorise words and their meanings, quickly recall synonyms when necessary and try to make conscious effort to grasp the written or spoken text in the foreign language. Here, a knowledge

- Learning languages other than mother tongue

of the written script in the foreign language is essential if the learner wishes to read the text being taught by the teacher.

Between the 17th and 19th centuries in Europe, a study of the classical languages like Greek and Latin was undertaken and knowledge of the same was considered the mark of a scholar. Of course learning a classical language was not for daily conversation but for reading and translating classical works. This meant the focus was on grammatical rules and syntactic structures. Rote memorization (a memorization technique based on repetition) of vocabulary and translation of literary texts were common. The process of translation from the second language (Latin and Greek) to the native language (English or French) soon came to be known as the Grammar Translation Method. In the Grammar Translation Method (GTM), the practice of grammatical structures was carried out through the means of translating both into and from the mother tongue. Here, the teacher checks the accuracy of the translated text and provides feedback.

► Grammar Translation Method

For learning any language, a knowledge of the grammar of that language can be a great help. That is because, if for instance, one knows that a sentence is usually a combination of a subject, verb and an object (S+V+O) as in the sentence 'Sangeetha caught a rabbit', to indicate someone performed an action, the person can substitute the subject, verb and object in the same order for creating new sentences or utterances as in 'Ramesh ate an apple' or 'Alex praised the players'. Naturally, the reliance on the translation of the target language into the language of mother tongue was seen as an easy way of teaching someone to speak or write. But one needs to remember that this strategy works well when there is a lot of similarity in the grammatical structures of the learner's mother tongue and the target language which the learner intends to learn. For teaching a language like English, even today teachers make use of the translation method.

► Grammar Translation Method

Theoretical base

- It is derived from the classical method of teaching Greek and Latin where the rules of a particular language item is given followed by practice through translation of chosen texts.

Role of the teacher

- Identifies texts that lends scope for analysis and learning of grammatical structures and uses it for translation by the students.

Role of the learner

- Students learn the grammatical rules of the language they intend to learn and apply the rules for translating sentences.

Nature of the material/ classroom activity

- Reading of difficult texts is begun early and students have to translate the texts they have read into their mother tongue. The emphasis is not on pronunciation but translation.
- Fill up the blanks, passage translation, summary writing, learning new words and using them in sentences.

Activities

As part of classroom activity the teacher may ask students to translate L2 into L1. The students may be asked to find synonyms and antonyms and will focus on the deductive method of teaching grammar rules.

Mode of assessment

- Explaining Grammar Translation Method

- The teacher checks the accuracy of the translated text. Feedback is given regarding the choice of vocabulary and sentence structure employed for translation.

Specimen translation activity - Simple Present Tense

The teacher writes the formula of simple present tense on the Blackboard and explains (in Hindi) the usage as well as the importance of Simple Present Tense. The teacher points out differences seen in Hindi.

Formula: Subject (noun)+Predicate (verb 1)+Object (noun)

Teacher also gives examples along with translation of the sentences into Hindi.

Students at random are called to translate the sentences

or are given time to write down the sentences translated into Hindi. Then the teacher checks for accuracy of the translation.

Example:

1. I love her. (मैं उससे प्यार करता हूँ।) **main usase pyaar karata hoon.**
2. You watch football every day. (आप हर दिन फुटबॉल देखते हैं।) **aap har din phutabol dekhate hain.**
3. We study English. (हम अंग्रेजी पढ़ते हैं।) **ham angrezee padhate hain.**

The teacher then explains to the pupils the change of the verb of the predicate in the translated sentence. The teacher also draws the attention of the pupils to the pattern followed in Hindi for sentence construction.

This exercise is then continued by introducing a simple reading passage for translation. The content of the passage may also be used to familiarise learners with the culture of the target language.

Though it is an old method there are teachers who still continue to use the method for teaching English.

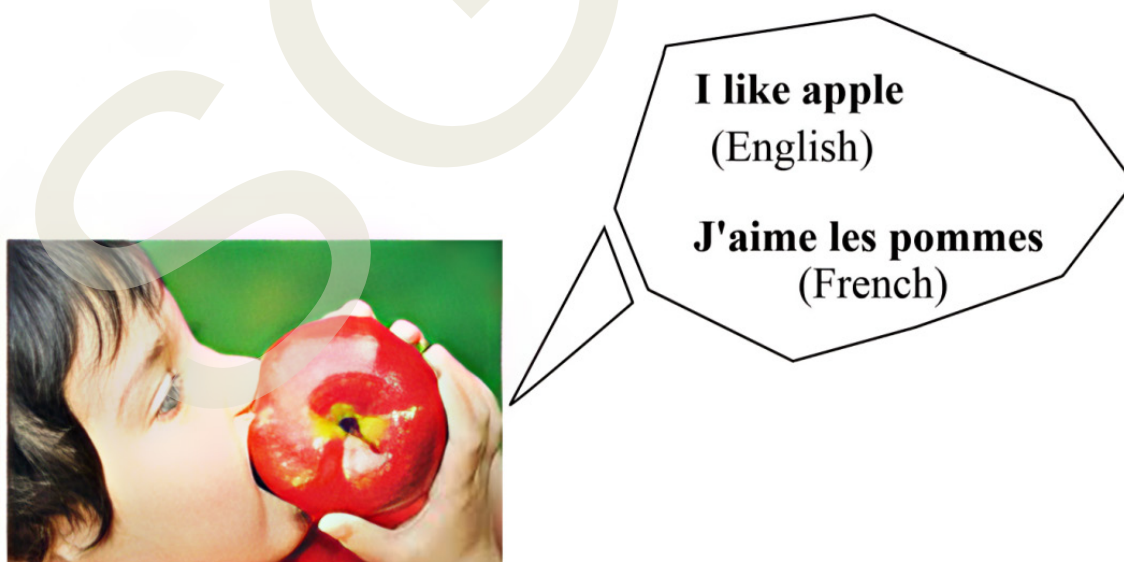


Fig 1.3.1 An example of Grammar Translation Method

1.3.2 Direct Method

► Grammar Translation Method problem

We have seen how the Grammar Translation Method meant looking at grammar rules of two languages which some teachers and learners were not comfortable with. More importantly the focus was more on reading texts in the target language and not on the spoken form. Scholars also noted that a knowledge of grammar rules did not necessarily develop the ability for everyday communication. And at a time when the urge to learn a foreign language like English grew, the absence of teachers who are thorough with two languages - English the foreign language and the mother tongue became a big issue.

► Direct Method

We have seen how while learning our mother tongue, we learned it from our own parents and they never made use of another language to teach us our mother tongue. This, in fact, is the natural way of learning. Soon the same conditions of learning a mother tongue was attempted to replicate in the foreign language classroom. This is the Direct Method and it was popular in Germany and France in the 1900s. For instance, in the Direct Method, English is taught through English without translating it into the mother tongue of the learner. The objective is to create the same natural condition in the classroom which the learner experienced while learning their own mother tongue. Teachers make profuse use of visuals, gestures, etc to enable the learner to associate the language used in the classroom. Here, oral teaching precedes reading and writing. The grammar is taught inductively. Finally, through self correction and timely feedback by the teacher, the learner picks up the target language.

By banishing translation from the classroom, teachers of foreign languages introduced classroom activities in the target language. Well, if mother tongue of the learner is never used, you must be wondering how it is possible to communicate with a learner who does not know a word of the foreign language like English. True this is an issue, but advocates of the Direct Method have convinced sceptics that through action, gestures, use of pictures, etc., the teacher can help the learner associate words with its pronunciation. They demonstrated how simple sentences with action verbs can be acted out giving the learner a visual input which makes it easy

to remember and recall the sentence. This strategy is similar to the way the learner learned their own mother tongue without the assistance of another language. There are however educationists who see the assumption of teaching a second language without the assistance of another language as a weakness.

Theoretical base

- It draws on the principle of first language acquisition and creates classroom conditions similar to that one experienced while learning own mother tongue.

Role of the teacher

- The teacher tries to take the learner into the domain of the target language in the most natural manner.
- Tries to immerse the learner in the same way as a first language is learnt.
- Use of 'chain activities' followed by verbal comments such as: "I go to the window. I open the window. I return to my place. I sit down."
- The teacher explains new vocabulary using reliable demonstrations and visuals.

Role of the learner

- The learner is expected to directly involve in speaking /listening to foreign language.
- Students are expected to learn by associating meaning directly in the target language.
- Students do a lot of gesturing, acting, talking even imperfectly focusing on comprehension and conversational skills.

Nature of the material/ classroom activity

- Textbooks have different chapters for parts of speech with exercises for practice at the end.
- Lessons are in the target language and exercises such as fill in the blanks, or paragraph writing tasks may be given.
- Grammar is taught inductively. From a set of given sentences the learners are guided to find out the underlying rules in the sentences.
- Oral teaching comes before any kind of reading and writing activity.

- ▶ As part of class room activity the teacher will employ everyday speech, use visual aids to teach new words, may engage the student in conversation practice.
- ▶ The teacher employs a systematic approach for comprehension and oral expression. To help learners grasp the content, the teacher may read aloud, provide listening comprehension tasks or even dictation.

Mode of assessment

- ▶ Fill up the blanks and question answer exercises are regularly given.
- ▶ The teacher checks for correctness of language use and also encourages learners for self correction.
- ▶ Being a speech-centred approach, the emphasis is on talking and the teacher listens closely and provides feedback.

▶ Explaining Direct Method

Specimen lesson following the Direct Method

Topic : Cleaning

Level : Primary

Teaching aids: White board with marker pen, large sheet of tissue paper, piece of cloth.

On the White Board prior to the class the teacher has the following drawn/written

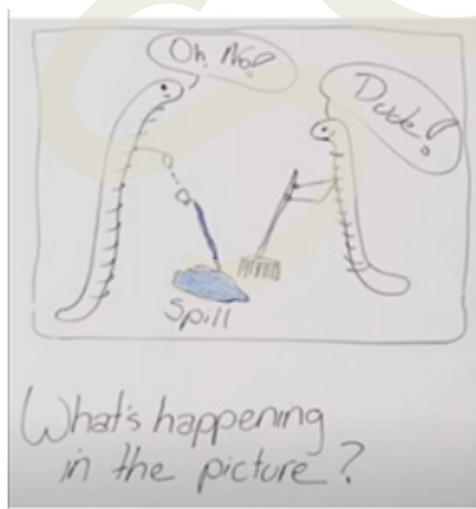


Fig 1.3.2 a. Cleaning

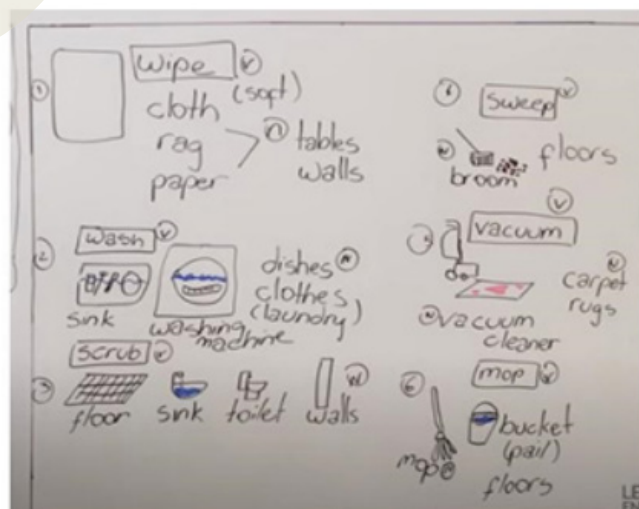


Fig 1.3.2 b. Cleaning materials

The teacher commences the class by drawing the attention of the learners to drawing No.1 and asks a series of questions and elicits responses. Even one word answers are accepted.

- Q. What do you see in the picture?
- Q. What do you think is the meaning of 'spill'?
- Q. What should you do if someone spills something on the floor?
- Q. How can we clean the floor?

Next the words wipe, wash, scrub, sweep, mop, etc., are introduced one by one posing questions and eliciting responses.

It may be noted that during the process, the visual input and the oral input from the teacher helps the learner to associate the meaning of new words that they learn such as mop, scrub, etc.

A video in which the teacher teaches basic English vocabulary for cleaning the house is available for view at the following link:

► Specimen lesson

<https://www.engvid.com/basic-english-vocabulary-cleaning-your-house/>

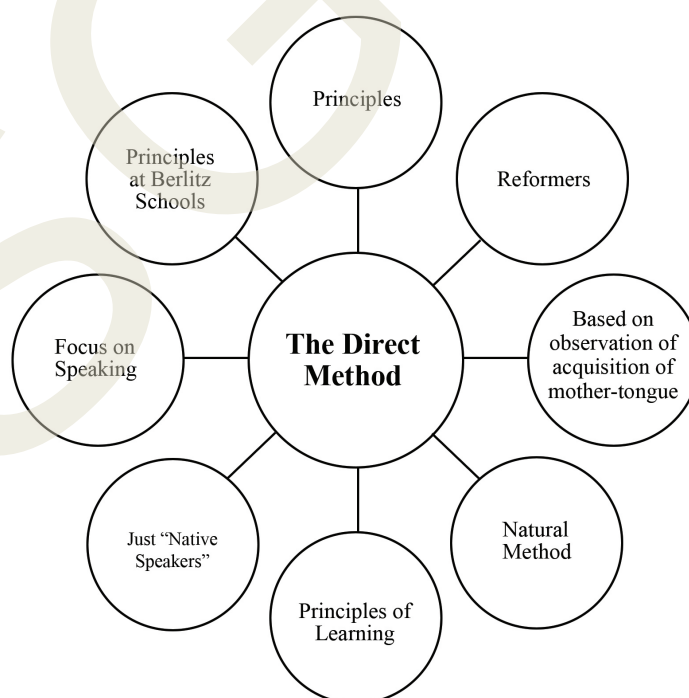


Fig 1.3.3 The Direct Method

1.3.3 Audiolingual Method

You must have seen children growing up in your house, your neighbour's or even your relative's house. You must have also noticed that babies hardly speak an intelligible word like 'papa' or 'mama' by referring it to own dad or mum until perhaps the first six months. And how did they learn it? They did not read a text nor did their parents hand over pencil and paper to write 'papa' or 'mama' repeatedly. So, how do you think they learned?... Well its simple...the babies listened attentively to the sound 'papa' or 'mama' which their parents uttered with the hope that their child would call them 'papa' or 'mama'. Now to utter the sound 'papa' or 'mama' which has only two syllables each is comparatively easy to pronounce unlike other words with more than two syllables.[A syllable is the unit of pronunciation having a vowel sound] Then, day after day the baby continues to hear more words, phrases and sentences like 'milk', 'nice baby' or 'the bird flew away'. The baby listens attentively to such utterances and attempts to imitate such sounds. And you have seen in the Behaviourist theory of learning that following a correct imitation through repetition, when someone acknowledges or praises the learner, it becomes a kind of reinforcement, prompting the learner to imitate new words, phrases and sentences and receive some kind of praise for own effort.

► Learning language by a child

A child in the initial years of learning a language would continuously be listening to a sound or utterance and orally, remembering the same and after sometime. This knowledge is later reproduced for communication in the initial years of language development. This process forms the basis of a method of language teaching which was popular in Europe more than a century ago. It is called the Audiolingual method.

► The Audiolingual Method

The teacher regularly presents dialogues for listening and imitation by the learner. Then, select structures which the students are expected to master in that dialogue is drilled. Following this the learner is made to read the text of the dialogue and later an activity related to writing is also given. That is, through listening and imitation of an utterance of the teacher, followed by performance of controlled tasks, students acquire a new form of verbal behaviour. ALM draws on Behaviourist principles such as imitation and repetition for learning language.

► The Audiolingual Method

Theoretical base

- ▶ It is based on Leonard Bloomfield's technique of memorization and repetition in simple foreign language patterns.
- ▶ It follows the Behaviourist pattern where the 'stimulus' (foreign language) is provided by the teacher, the 'response' (imitation by the learner) and 'reinforcement' a kind of self satisfaction in the learner from success in using a foreign language.

Role of the teacher

- ▶ Reads dialogues and models it
- ▶ Intensive oral drilling of basic patterns
- ▶ Teach vocabulary in context
- ▶ Positive reinforcement for correct response

Role of the learner

- ▶ Careful repetition of language items presented by the teacher
- ▶ Memorise patterns of sound, order and form

Nature of the material/ classroom activity

- ▶ Texts to help the teacher plan the lessons that are to be provided. Learning materials for reading are gradually introduced.
- ▶ Foreign language is presented entirely orally and reading and writing are based on what the students know orally.
- ▶ Repetition of utterances, followed by gradual replacement of words and finally restatement of the utterance according to instruction. Repetition drills help the learners memorize utterances. Learners may be asked to complete the dialogue which they heard.

- ▶ Explaining Audio-lingual Method

Mode of assessment

- ▶ Teacher checks accuracy in pronunciation and grammar.

Specimen Plan

Topic: Looking for an apartment

Level: Higher secondary

The teacher role plays a dialogue involving two speakers, the new student (NS) and the office staff (OS)

The teacher uses a different voice for both speakers and the students to watch and listen attentively. To enable the learners to memorize the dialogue, the teacher first role plays the dialogue in normal pace and then a second or third time, if necessary, at a slow pace.

NS: How can I find an apartment?

OS: Please check the Bulletin Board for details on local housing.

NS: How much do apartments cost around here?

OS: Do you want a one-room apartment or a two-room apartment?

NS: I just need a one-room apartment.

OS: That will cost you probably One thousand two hundred rupees a month.

NS: How much is the rent for shared rooms in the Men's hostel?

OS: Rupees eight hundred per month.

NS: OK...That's quite affordable...Thank you.

The objective is to enable the students to recall the entire dialogue by simply watching the teacher performing the role play and also memorizing it. The students are expected to overlearn the sentence pattern of the target language so that it becomes natural when uttered.

► Explaining Audio-lingual Method

As students attempt a role play of the same dialogue, the teacher checks tonal variation and pronunciation of words.

For a demonstration of the Audio Lingual Method please view the American English video entitled :

Language Teaching Methods: Audio-Lingual Method available on YouTube.

https://www.youtube.com/watch?v=Pz0TPDUz3FU&ab_channel=AmericanEnglish

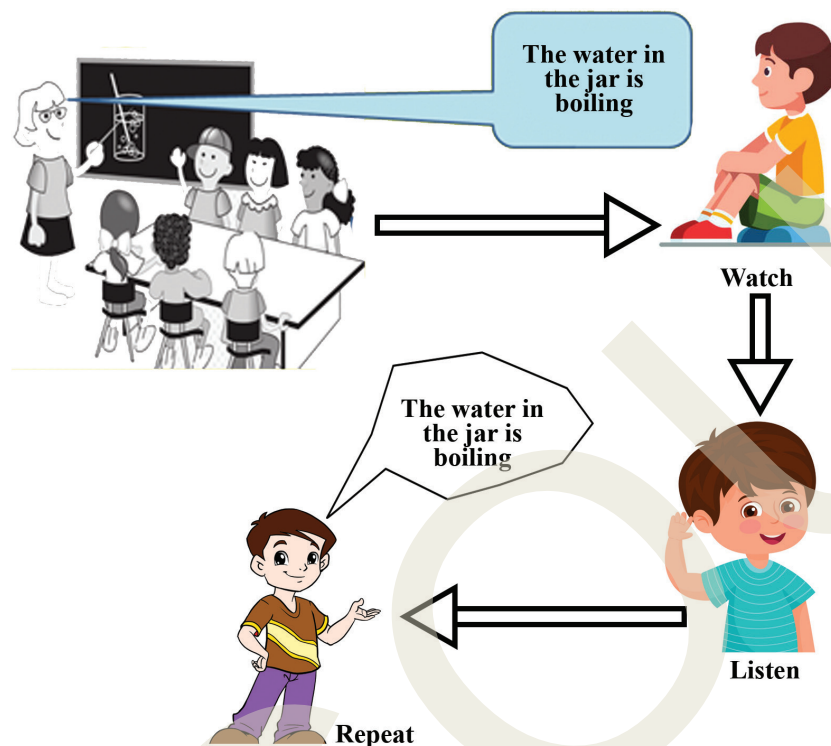


Fig 1.3.4 Audio-Lingual Method

In the Audio-lingual method, learners repeat and memorize standard phrases and sentences

1.3.4 Some important terms associated with methods of teaching

Learning Outcomes

They are clear statements of what a learner will be able to do on completion of a course of study. They describe measurable skills, abilities, knowledge or values which students should be able to demonstrate at the end of a course.

Strategies

In language learning, they refer to processes and actions consciously deployed to help learners use a language effectively. Several strategies are being employed for teaching English, such as, Brainstorming, Demonstration, Small group discussion and Games.

Eclectic Approach

It refers to the teacher's use of techniques and approaches from a variety of language teaching approaches and methods. It is an approach that advocates freedom of teachers to choose different methods. Some teachers have found the eclectic approach to be more productive and successful compared to traditional approaches for teaching English.

Summarised Overview

No two students learn the same way and for teaching learners with different abilities the four main skills of a language - Listening, Speaking, Reading and Writing, (a single method of language teaching) will not suffice. Further, the shift in focus to communication rather than mastery of grammatical structures led to the emergence of different methods of language teaching.

In the Grammar Translation Method, students learn the grammar rules of the foreign language and then try to apply those rules to the native language to convert it to the foreign language.

The Direct Method of teaching language tries to apply the process of learning the first language for learning a second language. This is done by association of words and sentences with their meaning through the use of dramatization, pointing, etc.

In the Audio-lingual Method, teachers attempt to teach language through dialogues that focus on habit formation. It works on the assumption that a repetition of dialogues and patterns would enable learners to use it in speech when the time arrives without having to think.

Assignments

1. Though the Grammar Translation Method is outdated, there are teachers who continue to use it particularly in rural areas. Give reasons citing the advantages of the method.
2. "The direct method tries to establish an immediate association between experience and expression, words and phrases and performances through the teachers' body and mental skills". Explain how such a method can help one to learn a language like English.

3. Extensive memorisation, repetition and over-learning of patterns are the essence of the Audio-lingual Method. Explain
4. Elucidate Grammar Translation Method.
5. Explain Direct method in teaching with an example.
6. Define Audio-lingual Method.
7. What is meant by Eclectic Approach
8. What is the term 'strategy' refer in language learning?

Suggested Reading

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4. Grittner, F. M. (1990). Bandwagons revisited: A perspective on movements in foreign language education. In D. Birckbichler (Ed.), *New Perspectives and New Directions in Foreign Language Education* (ACTFL Foreign Language Education Series, Vol. 21, pp. 9-43). Lincolnwood, IL: National Textbook.
5. Teaching and Learning Resources Wiki
<http://teachinglearningresources.pbworks.com/w/page/19919544/Constructivism>

Space for Learner Engagement for Objective Questions

Learners are encouraged to develop objective questions based on the content in the paragraph as a sign of their comprehension of the content. The Learners may reflect on the recap bullets and relate their understanding with the narrative in order to frame objective questions from the given text. The University expects that 1 - 2 questions are developed for each paragraph. The space given below can be used for listing the questions.

SGOU

Unit 4

Methods of Teaching - II

Learning Outcomes

Upon completion of the unit, the learner will be able to:

- ▶ define communicative approach in language learning
- ▶ comprehend linguistic competence and communicative competence
- ▶ get an insight into the details regarding Humanistic Approach in language learning
- ▶ understand Critical Pedagogy in teaching

Background

Till the 1950s, in milder forms, language teaching methods, such as the Grammar Translation Method, the Direct Method, the Audio-lingual approach and several other methods were being practised. The primary purpose of learning any language we know is communication. So, while a variety of methods were in vogue, many practising teachers and educators began to explore ways of developing in learners the ability to communicate in the target language, English. Soon Communicative language teaching evolved with a flexible teaching approach rather than a rigid methodology.

From the 20th century, a shift in the goals of education emerged, viz. to foster in students a desire to learn, and teach them how to learn through the introduction of the Humanistic Curriculum. Then, in English Language Teaching, several learner-centred approaches emerged, such as the Silent way, Total Physical Response, Suggestopedia and Community Language Learning which we will study in the following pages.

However, it is worth noting the fact that by the turn of the new millennium, the need for methods free classrooms began to gain popularity as evident in the words of Kumaravadivelu that methods are “too inadequate and too limited to satisfactorily explain the complexity of language teaching operations around the world”. Over the years, a plethora of methods began to be seen as hindrances to language teaching and many began to advocate eclecticism in language teaching methods. This eclectic approach found expression in teachers making use of techniques and approaches from a range of language teaching approaches and methodologies.



Key Concepts

Communicative Approach, Linguistic Competence, Communicative Competence, Humanistic Approach

Discussion

1.4.1 Communicative Approach

- Natural strategies for language acquisition

In the initial years of learning to communicate in a language like English, which has a new set of sounds, words with different meaning and phrases/ sentences, you must have faced some sort of a struggle. It has also been found that when language learners are involved in real communication, their natural strategies for language acquisition will be used. This strategy to language teaching born in the 1980s is based on the philosophy, that in order to learn a language, one must practice using the language to communicate.

- Communicative Approach

The goal of communicative language teaching is to develop fluency in language use. In order to develop fluency, students are made to participate in activities which involve negotiation of meaning, correcting misunderstandings, if any, making use of communication strategies and trying to prevent breakdown of communication. Later the Communicative Approach branched into different methods and approaches such as Task-based learning and Content-based instruction. As a teaching approach, the Communicative Approach to language highlights the importance of real communication. CLT prioritises developing students' communication and interaction skills with a focus on fluency. Here, the teacher acts as a facilitator setting communicative contexts, monitoring and providing constructive feedback. Learners are expected to be active participants and successful completion of activities is vital for developing their own communicative competence. Activities include role play, jig-saw puzzle, information gap activities and discussions. In Communicative Approach to language, the emphasis is on fluency rather than accuracy.

Theoretical base

- ▶ The approach works on the premise that language learning becomes successful when one has to communicate real meaning. Trial and error is considered part of the learning process.

Role of the teacher

- ▶ The teacher is a facilitator, guide and instructor of the process of learning. As managers of learning, they are expected to create opportunities for learners to communicate.
- ▶ An important role is the preparation of students to perform tasks for the successful completion of activities and development of communicative competence.

Role of the learner

- ▶ Learners involve themselves in real communication.
- ▶ They participate in role plays, information gap activities and jigsaw activities

Nature of the material/ classroom activity

- ▶ The main objective is to present a topic in context which is as natural as possible.
- ▶ Lessons have aims that help students to practice and develop communicative competence. Notional-functional syllabuses enables learners to focus on meaning or function of language for practice in real life situations.
- ▶ Typical activities include problem solving tasks, role play and games.
- ▶ Use of authentic texts that provide learners with exposure to genuine use of language is preferred.
- ▶ The teacher makes use of activities and exercises that ensure students practice language in a controlled manner.

▶ Explaining Communicative Approach

Mode of assessment

Teachers check the utterances of learners in communicative situations especially for fluency, and appropriacy in the initial stages and later for accuracy.

- ▶ Monitoring of learning is followed by providing constructive feedback to enable learners to develop communicative competence.



- The ability of learners to complete a task using language is also checked.

1.4.1.1 Specimen activity # 1 for a class following the Communicative Approach to language teaching

Topic : Dialogue writing

Level : Higher Secondary

Teaching aids: Story- Merchant of Venice printed handout.

Procedure: The teacher distributes the condensed version of 'The Merchant of Venice' based on the play by Shakespeare.

The students have read the story but the court scene dialogues are missing and the following description is given.

Portia follows Bassanio to the court, in disguise as a male lawyer. She asks Shylock to be merciful but he is determined to take a pound of Antonio's flesh and have his revenge. In front of the Venetian court, Portia examines the original contract between Shylock and Antonio. Portia traps Shylock to take what he wants but on one condition which he cannot fulfil. Finally Shylock is punished by the court for attempting to kill a Venetian citizen.

Task The students are directed to work in groups and write the dialogue of the court scene.

There should be exchange of dialogues involving at least three main characters-

Portia, Antonio, Shylock or the judge

Time limit 20 minutes

Follow up The written dialogues are presented by each group.

► Specimen activity

Peer assessment The groups vote on the best group presentation- (Assessment to focus on 1.Dialogue writing 2.Presentation involving tonal variation, pronunciation, and clarity in articulation)



Assessment by teacher Following the presentation, the teacher collects the written sheets of dialogues and corrects glaring errors in language use of any and displays them of the class bulletin board for the group to see.

1.4.1.2 Specimen activity # 2 for a class following the Communicative Approach to language teaching.

Topic : Expression of agreement and disagreement

Level: Secondary

Time : 30 minutes

Objective:

- ▶ To familiarise students with the expressions for agreement and disagreement
- ▶ To develop the ability to express how to agree and disagree

Pre-activity : 8 minutes

Teacher (Tr). Asks pupils at random to list down things they like.

Pupils respond: I like to play Cricket. I like to watch films...I like gardening.

Tr. Randomly poses questions in such a way that the students have to either agree or disagree as follows:

“Rahul , you said that you like to play cricket, but don't you think gardening is a good way for boys to spend time in the evening?.....Remya, don't you think watching films is a waste of time...”

Whilst Activity: 20 minutes

Teacher displays the following visuals related to activities which they can take up for leisure. But they have to choose one that would help them develop a healthy body, get a job and make them popular. The students sitting in one bench can form a group and choose the best.

▶ Specimen activity



Activity 1



Activity 2



Activity 3



Activity 4



Activity 5



Activity 6

Fig 1.4.1 Activity pictures

While responding the pupils are directed to use any one of the following expressions displayed written on the Black board

- ▶ If you ask me....
- ▶ In my opinion...
- ▶ The way I see it....

And for agreeing and disagreeing, they have to choose expressions from the following table displayed on a Chart

The teacher displays a chart containing the following:

Expressing agreement	Expressing disagreement
• That's so true. • That's for sure. • That's exactly how I feel. • You have a point there. • I was just going to say that. • I'm afraid I agree with Prakash. • I agree with you 100 percent. • You're absolutely right. • I have to side with Mum on this one	• I beg to differ. • Not necessarily. • That's not always true. • I don't think so. • (strong) No way. • I'm afraid I disagree. • (strong) I'd say the exact opposite. • That's not always the case. • No, I'm not so sure about that. • (strong) I totally disagree.

Teacher role: The teacher ensures that students participate in the activity. Also insists on their using the target language (English) while speaking to each other in the group while choosing a leisure activity.

The teacher can provide necessary support by asking challenging questions by using the expression for disagreeing or agreeing .

Glaring errors in framing sentences if any are corrected by the teacher by immediately framing a correct sentence. No attempt is made by the teacher to say that “you are wrong” and instead encourages the students to speak for as making errors is naturally and is seen as a prelude to developing fluency.

Post activity: 2 minutes

► Specimen activity

Teacher asks the students to share their impression about the materials, whether it was interesting, difficult, etc.

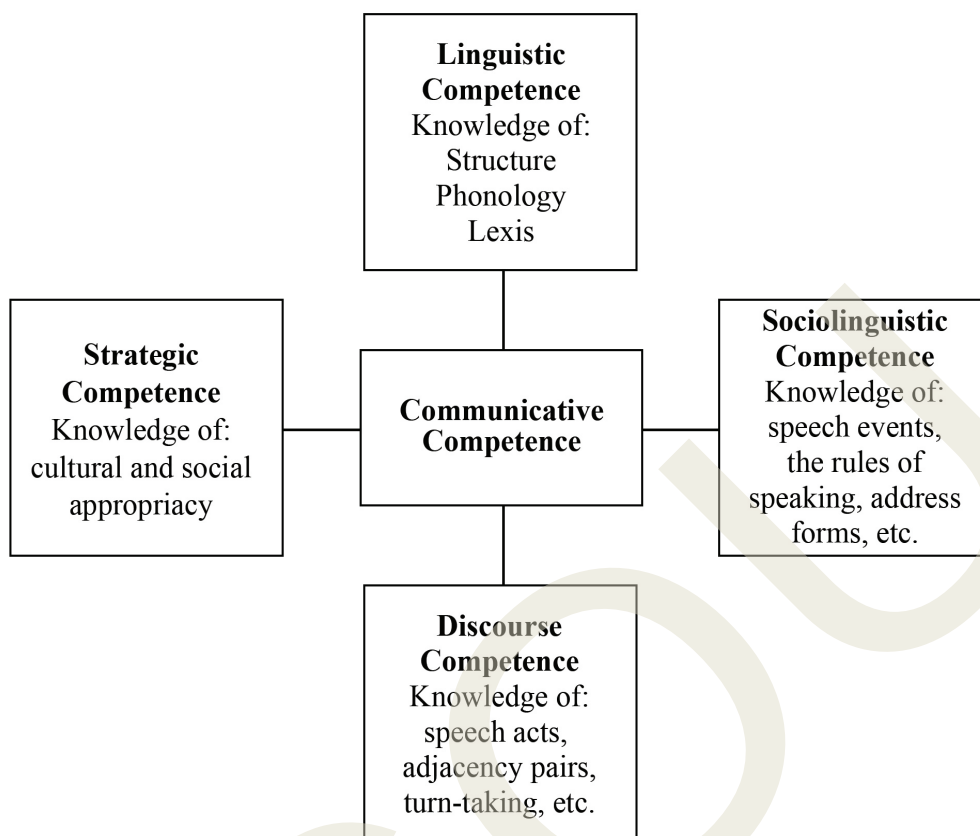


Fig 1.4.2 Communicative Competence

Communicative Approach focuses on developing Communicative Competence. There are certain conventions too and to effectively communicate, the learner is expected to develop Grammatical or Linguistic competence, Socio-linguistic competence, Discourse competence, and Strategic Competence.

1.4.2 Linguistic and Communicative Competence

Perhaps you must have come across individuals who speak English as fluently as they use their own mother tongue which may be an Indian language. The ability to use language without error actually comes through practice. In fact, such individuals have an innate linguistic knowledge that is able to match sounds and meaning at a fairly fast pace. They also possess an unconscious knowledge of grammar which allows them to use and understand language. Linguistic competence is the system of unconscious knowledge about a language which a person knows.

► Linguistic competence

► Linguistic competence

Here, it may be noted that two English language users may have a rich repertoire of vocabulary but they can vary in their ability to apply it for communication. One factor that is likely to affect is their own short term memory. That is to say the competence to use words, phrases and sentences for speaking or delivering a speech can vary in the two individuals. The person who can communicate well in this case is competent compared to the other. It was Noam Chomsky who introduced the concept of linguistic competence.

We have already come across the term Communicative Competence. A person may have linguistic competence but a person can be said to possess Communicative Competence only if the following four conditions are fulfilled:

1. The ability to use language for different purposes and functions such as the ability to engage in small talk during a party or using the proverb "Time and tide waits for no man" during a friendly conversation.
2. While we write a letter to someone in authority, we use a very formal tone and while writing to a relative we use a very informal tone. But this is possible only if the person knows how to adapt language according to the context and participant.
3. There are different kinds of texts such as the one seen in a simple newspaper report, or a simple story of 'The Hare and the Tortoise'. In terms of language use, they are quite different from the kind one sees in a scientific report or an essay on Refugee crisis. In fact, a person who has poor communicative competence will not be able to produce and understand different kinds of texts.
4. And finally, while engaging in a conversation with limited vocabulary when two or more people might start speaking in a rude manner but one may lack the words to pacify them or tell them politely not to quarrel. Not everyone will have the ability to keep the conversation going in such situations. Only a person with communicative competence will be able to keep the conversation going.

► Communicative competence

That is to say, 'communicative competence' is the ability to understand and use language effectively to

► **Communicative competence**

communicate in authentic social and school environments. It is a central concept in the Communicative approach to language.

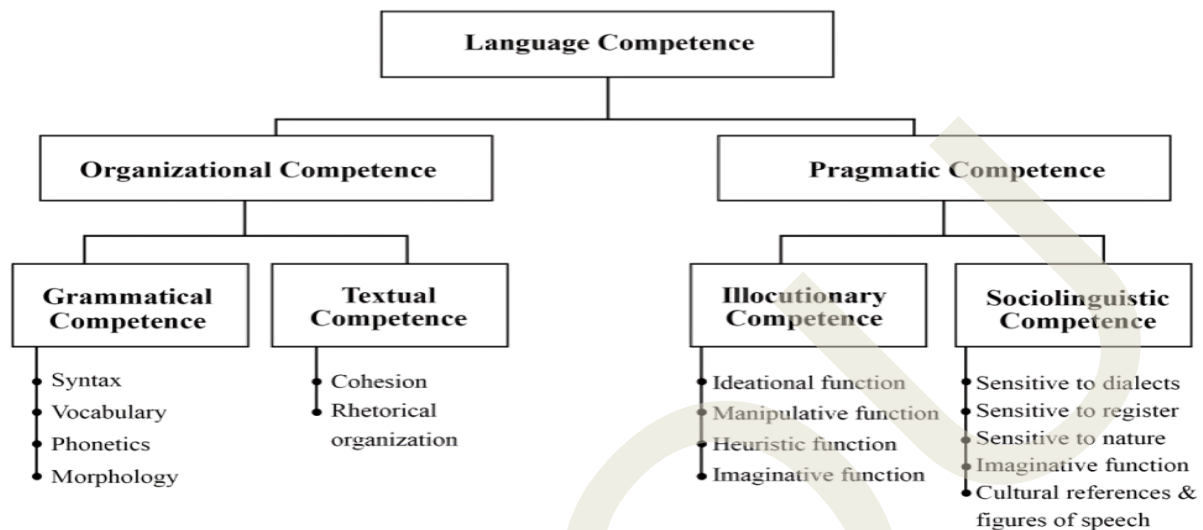


Fig 1.4.3 a. Components of Language Competence

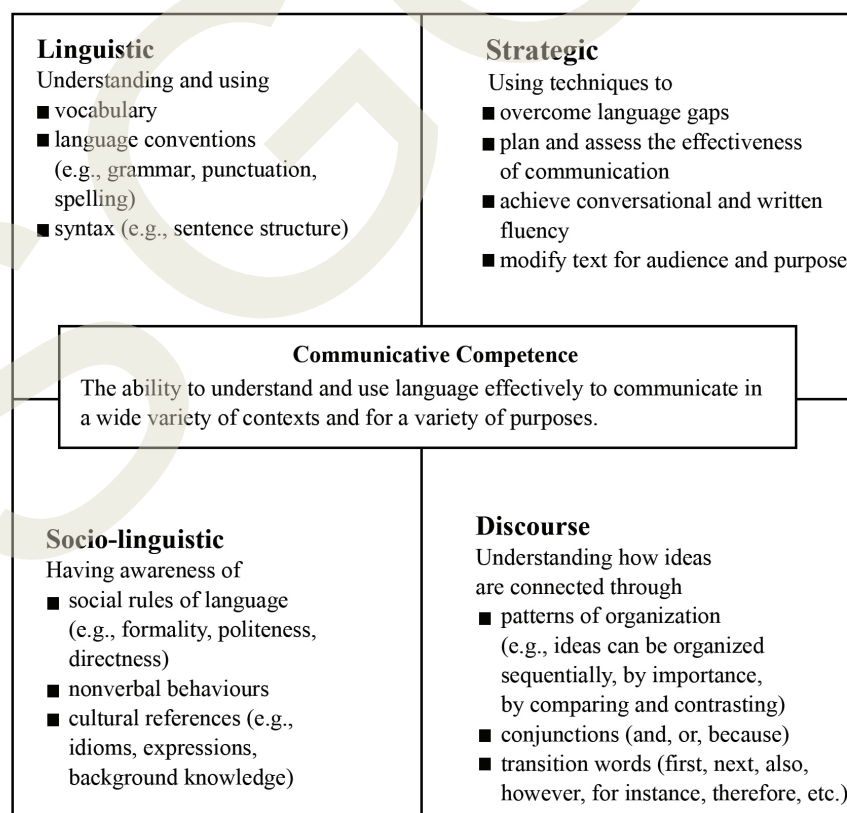


Fig 1.4.3 b. Different areas of Communicative Competence

1.4.3 Task-based Language Teaching

Imagine a small group comprising individuals who speak Tamil, Telugu and Kannada had gone on a trekking to a hilly area very near the reserve forest in Wayanad. The group is such that all of them know only their mother tongue and a few words, phrases and sentences in English. Suppose they lost their way and their mobile phone signal is weak. Luckily a distress message sent from a member of the group on WhatsApp is received by you. So with a couple of local people you plan to contact the group again and help them find their way out to the reserve forest.

► TBLT example

This is a simple real life 'task' you may even face in life. To successfully complete the task especially when the signal is weak with every possibility of power running out, you have to trace and identify the spot the trekkers are. Since you do not know the mother tongue spoken by the trekkers, you have to communicate to them in English. So, here you have a 'task', which is purposeful. It necessitates meaningful use of language to communicate. Of course, you would certainly contact forest guards who with their sophisticated GPS devices can easily track down the lost group members. But the fact that being assigned a task, your team of locals take up the role very seriously and complete the task successfully. On completion of the rescue operation, you are elated.

► TBLT example

When you try to recall the 'task' you were engaged in, especially while trying to use English to communicate, there must have been mistakes in language use or even miscommunication. Yet you tried to negotiate through such difficulties and were fully engaged in the task. This is exactly the kind of learning experience a student is likely to receive when they try to perform tasks as part of task-based language teaching (TBLT). The tasks in fact provide an organisational structure and the students will have an exposure to language as they spend most of their time communicating. In fact, the method has several features of the Communicative Approach, such as activities which involve real communication, and carrying out meaningful tasks that support the learning process. Thus, Task-based language teaching is a communicative approach to language teaching. Here, the tasks given by the teacher motivates the learner and engages them straight away. The tasks also provide

► Task Based Language Teaching

an organisational structure and the students will have an exposure to language as they spend most of their time communicating. TBLT works on the assumption that learners benefit by engaging and becoming engrossed in an assigned task for completion. It includes three main phases, Pre-task, Task cycle, and Post-task.

Theoretical base

- It is based on the learning by doing strategy, wherein task activities rich in language, involving a wide variety of language areas which necessitates processing of information, communication or interaction. It also works on the assumption that learners benefit from engaging and becoming engrossed in an assigned task for completion.

Role of the teacher

- The students can be asked to complete purposeful tasks to elicit the use of target language. In the Pre-task phase, the teacher introduces the task. In the task performance phase, the teacher monitors the students and offers hints if students need support. In the review or Post-task phase, the teacher ensures that the students review each other's work and offers a review of errors made by learners in performing the task.

Role of the learner

- They have to participate in activities, collaborate with other learners and use authentic language.

Nature of the material/ classroom activity

- Three types of activities are usually given. They include Information gap activities, Opinion gap activities and Reasoning gap activities.

In information gap activities, students request for information from their own peers who have certain information. This involves asking for clarification, and negotiating meaning.

In Opinion gap activities, the students may be asked about their personal preferences regarding the content of a text they have read or a podcast they have listened to. Unlike comprehension questions, the students are asked open questions.

Reasoning gap activities will necessitate group work which follows exchange of information, the group members will have to speculate and come to some form of agreement.

Mode of assessment

The outcome of the task performed and its successful completion is what the teacher looks for. They rarely check meticulously the language elements used for completion of the task by the students.

Specimen Task-based Language Teaching Lesson

Topic: Saving pet dogs during flood

Level : Higher Secondary (Can be used for other levels too)

Time: 45 minutes

Objective

- ▶ To develop the skill of speaking enable pupils to work in groups to complete a task

Overview of the task

- ▶ This task can be given as group work for learners to engage in conversation, discuss and plan and find ways of saving pets caught in a flood. The students are familiar with conditions during floods and have to make use of appropriate vocabulary and phrases for interaction and communicative purposes.

Materials required

▶ Task Based Language Teaching

- ▶ Visual related to pet dogs caught in flood.
- ▶ Chart containing words related to flood and rescue that may be used for framing sentences.



Words and phrases

Search and rescue operation, trapped, stuck inside for hours, tight spot, worst affected areas, animal disaster response, locate, rescue, save, sustained injuries, low energy levels, tied to a tree, smash, defenseless, rope, boat, net, gloves, wade through, tread quietly, pat, grab, let out a bark, abandoned, in the nick of time, risking lives, water, plate, milk, local shelter

Pre-task 10 minutes

- ▶ The teacher introduces the topic, the nature of the problem and the task. Helps students understand the instructions and prepare for the task. The teacher also can introduce some vocabulary that will be useful to students while they complete the task.

Task cycle: 20 minutes

- ▶ (Performing the task) The students engage in conversation, identify the nature of the problems for which solutions have to be found. The teacher monitors progress and encourages the students to use English for conversation as it is an opportunity for them to use the language in a personalised and meaningful way. In the process, students have to communicate with each other to complete the task and are also forced to find new ways of using language.
- ▶ (Planning) After identifying ways of saving the pet dogs, the students prepare to report to the class how they intend to save the pet dogs, the strategies they have identified, etc. The teacher offers encouragement and scaffolding in language use, if necessary.
- ▶ (Reporting) The students present their reports (verbal or written) illustrating the strategy they intend to employ for saving the pet dogs. The emphasis should be on clarity of language use for expression of ideas/solutions and strategies for rescuing the pet dogs. The other group members seek clarifications required, if any, and also point out loopholes if any.

▶ Task Based Language Teaching

Post task: 15 minutes

- ▶ (Analysis and Practice) The main focus is on completion of the task and the teacher appreciates the students for their active participation. However the teacher also asks students to consider the language they have used. For this, the teacher can take elements from each of the students' reports and highlight good language use and any overlaps or interesting parts. The teacher also corrects erroneous language use

noticed during the presentation of the report. If necessary, sufficient practice in new vocabulary and phrases is also given.

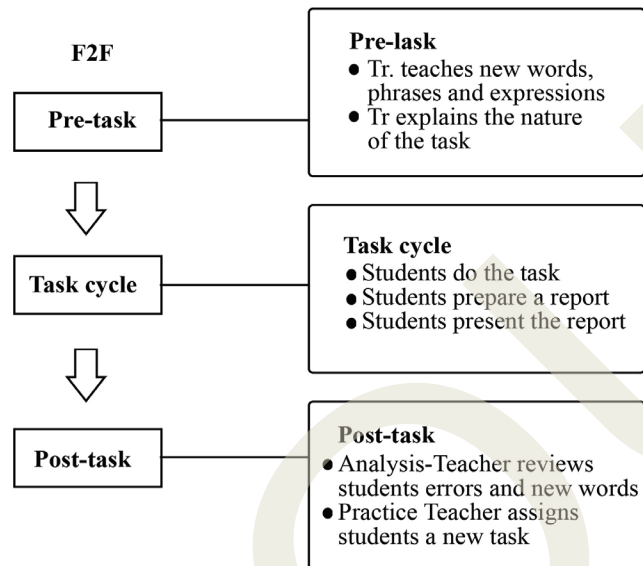


Fig 1.4.4 a. The TBLT Task Cycle

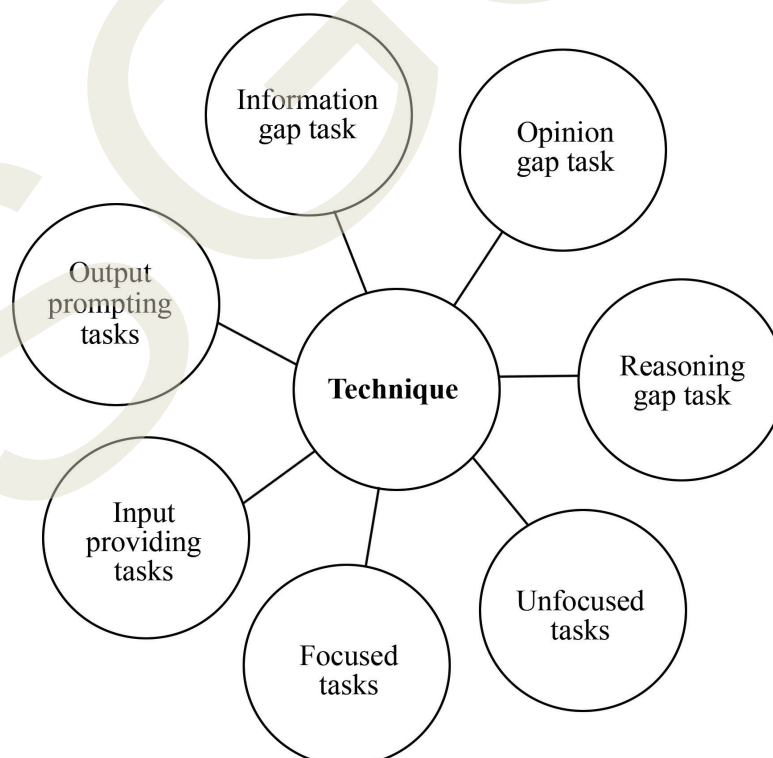


Fig 1.4.4 b. Different types of techniques in TBLT

1.4.4 Humanistic Approaches

When Behaviourist principles were meticulously followed, the effect of environment on behaviour was closely studied. With the arrival of Cognitivists, the focus shifted to several studies on the way people think. But from the mid 1970s, Psychologists started pointing out that humans feel too and each individual is unique. Soon studies on the whole person began to receive attention. This marked the birth of the Humanist school of Psychology that emphasises looking at the whole individual. From a philosophic perspective, Humanism is a progressive philosophy of life, affirming the dignity of each human being. In language teaching, Humanism is seen as approach-based on the principle that the whole being, social and emotional needs are taken into consideration while one teaches. Thus, in the Humanistic approach, learners are not seen as objects for language teaching, but as humans whose personal dignity and integrity, ideas, thoughts, needs, and sentiments should be respected. The basic premise is that learning that does not involve feeling or personal meaning has no relevance for the whole person. In the literature on Humanistic approach, one may also come across terms like 'holistic', 'the whole person', 'self actualisation' and 'affective needs'.

► Humanist school of Psychology

In the normal classroom, the teacher of English focuses on the quality of language used, both spoken and written. But in the 1970s, certain methods which gave emphasis to the individual with special focus on empathy, emotion, encouragement and learner involvement began to be made use of teaching English. They are usually classified as humanistic approaches. They are Total Physical Response, Suggestopedia, Community Language Learning and Silent way.

► Humanistic Approaches

(a) Total Physical Response

In Total Physical Response, the teachers make use of a pre-speaking phase which is non threatening in nature and dissolves any pressure to produce language. The process mimics the way infants learn their first language and it reduces inhibitions and lowers stress.

(b) Suggestopedia

In Suggestopedia, the prime focus is on lowering



affective barriers to language learning. The notion being that positive suggestions would make the learner more receptive and in turn stimulate learning.

(c) Community Language learning

Community Language learning focuses on group interest, makes learners comfortable by making them feel that they are an integral part of the group which helps in the learning process. Feeling positive about oneself and comfortable within the group lead to enhanced levels of motivation and better learning.

(d) The Silent Way

The Silent Way depends on learners' production of language rather than intervention by the teacher. It is based on the premise that the teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce as much language as possible.

Table 1.4.1 Description of Humanistic Approaches

Aspects	Total Physical Response	Suggestopedia	Community Language Learning	Silent way
Theoretical base	*Draws heavily from principles of how children learn their first language.	*Attempts to retain information by the power of suggestion *Developed by Georgi Lozanov	*It is based on the theory that the memory is enhanced through association with physical movement. *Close similarity to theories of mother tongue language acquisition among young children.	*Draws on a traditional structural view of language

Role of the teacher	Meaning is clarified through actions and visuals	*Controls entire activities by de-suggesting or removing learners negative thoughts and instilling positive thoughts. *Motivate students' mental potential to learn by suggestion.	*Teacher is a therapist/ counsellor who initiates monolingual learners realize their learning goals *Expected to be proficient in L1 and L2 *Repeats the correct utterance to help the learner	- Avoids explaining everything to the student *Employs a mixture of silence and to focus students' attention and to encourage them to correct their own errors.
Role of the learner	*Participate in activities, remember phrases and words	*Participation in role play, games, songs and gymnastic exercises that helps regain the self-confidence, spontaneity and receptivity	*Focus on student interaction	- Focus on student interaction *Student works on the language
Nature of the material/ classroom activity	- Physical activities with an emphasis on learning as fun *Activities include commands for action, role reversal, action sequence.	*In initial lessons, the learners receive large quantities of information in the new language. *The learners use the materials for a great deal of communication activity *Direct or indirect positive suggestion.	*Students made to sit in a circle and share their feeling, emotions, reactions to situations, etc. *Reflective listening *Small group tasks to know one another.	- Focus on cooperative learning and has a problem-solving approach *Coloured guides for pronunciation *Coloured rods of many length *Structured feedback

Mode of assessment	*Checks the ability of learners to grasp the use of the target language and practice in activities	*Checking whether the student grasps the target language	*Checks ability of learners to participate in meaningful conversations	*Learner participation in problem solving, use of creative strategies.
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1.4.5 Krashen's Monitor Model

The attempt to plug loopholes in the learning of second languages was always strong. This is particularly true of teaching and learning a second language like English for the obvious reason that the urge to master a major world language like English was always seen among several aspirants in many parts of the world. Practising teachers know that the aspects that can affect second language learning can be related to learner factors, the nature of the material and the type of activity employed for teaching.

- Aspects that can affect second language learning

The American linguist Stephen D. Krashen, based on the research undertaken by him had identified several aspects that affect learning. Wilson summarised Krashen's five main hypotheses, which included: 1. The Acquisition-Learning distinction, 2. The Natural Order Hypothesis, 3. The Monitor Hypothesis, 4. The Input Hypothesis, and 5. The Affective Filter Hypothesis. Krashen's language acquisition theory is widely accepted and has impacted second language research and teaching.

- Krashen's five main hypotheses

According to the Acquisition-Learning Hypothesis, there is a contrast between language acquisition and language learning. The learner absorbs language unintentionally in language acquisition. This is comparable to a toddler learning their first language. Language learning, on the other hand, occurs when the learner intentionally discovers and learns the rules and grammatical structures of the language. In terms of foreign language performance, there are two fundamental approaches- Acquisition and Learning. Acquisition is a natural process and learning is a conscious process.

1. The monitor Hypothesis suggests a tendency to monitor or self-correct one's language production



based on the language rules and principles acquired by the learners. In other words, the learner will knowingly acquire a language's grammatical rules and functions rather than its meaning.

2. As per the Natural order hypothesis, there is a potential order in which children pick up their native language, and to Krashen the same predictable order appears to be applied by learners of English as Second language.
3. According to the Input hypothesis, learners progress in their knowledge of the language when they comprehend language input that is slightly more advanced than their current level.
4. As per the Affective Filter Hypothesis, negative emotions, such as stress, anxiety, boredom, and lack of motivation, create a psychological filter (Affective Filter) that reduces a student's ability to absorb comprehensible input.

The acquisition–learning distinction is the most fundamental of the five hypotheses. Acquisition is the product of a sub conscious process while learning is the product of formal instruction. To Krashen, the learning system performs the role of ‘monitor’ editing utterances and helps give speech a polished utterance. Acquisition takes place when the learner is exposed to comprehensible input. Low self esteem and anxiety can raise the affective filter, forming a mental block that prevents acquiring of comprehensible input. It is an accepted fact that certain grammar concepts are acquired quite early as a child and as per the Natural order hypothesis and the acquisition of grammatical structures tend to follow a natural order.

► Language acquisition and learning

The role of the teacher

The primary role of the teacher is to provide input in a low anxiety situation so that learning becomes comprehensible. The teacher will also have to create conditions for students to manage one's own learning and also learn collaboratively. The acquisition/learning dichotomy should be kept in mind while teaching. The natural order hypothesis can be implemented by differentiating instruction, limiting error correction, varying the input, focussing on high frequency vocabulary and allowing learners to learn at own pace.



The role of the learner

Put in the necessary effort to learn L2. Try to avoid anxiety that may arise when learning a language like English which is not the mother tongue.

The nature of the material /classroom activity

The course book should be such that it is properly graded and matches the level of the learner. More importantly, it should be comprehensible. To Krashen, natural comprehensible input is the key to designing a syllabus. Teaching language through a traditional structural syllabus as per the Natural order hypothesis will not help learners acquire the language they need.

The mode of assessment

Krashen was in favour of abandoning traditional classroom learning activities such as translation from the second language to student's first language. Instead, he favoured learning activities that centred around their engagement with oral and written texts and the teacher checks their understanding of the texts.

► Krashen's Monitor Model

Implications of Krashen's hypotheses for classroom instruction

- The implication of the Acquisition-Learning hypothesis is that we should balance class time between acquisition activities and learning exercises. Mere study of language rules should be replaced by exposure to comprehensible input which makes acquisition happen.
- Learning of grammar rules can help monitor language output as per the 'Monitor hypothesis', but cannot improve language ability. The teacher should ask students individual questions related to correctness of a sentence so that they will be forced to use the monitor.
- To ensure that the students learn English in a 'Natural order', error correction should be limited, and learners should be provided opportunities to progress at their own pace.
- The teacher should take care to provide 'comprehensible input' in low anxiety environments. Mere listening does not result in learning. The more the exposure, the better the language ability, so teachers should create more learning

opportunity for students rather than becoming dependent on the English period allotted in the school timetable. While teaching, the teacher should take the extra effort to identify and use 'compelling input' which is both interesting and easy to comprehend for acquisition during classroom teaching.

- Teachers should ensure that before the class that the students are sufficiently motivated and affective filters like low self-esteem and anxiety causing factors should be removed.

► Krashen's Monitor Model

Krashen's Hypotheses

1. Acquisition - Learning Hypothesis
Acquisition
Subconscious process
Learning
Formal Instruction

2. Monitor Hypothesis
Acquisition: utterance
Learning: monitor/editor

Over-users: fluency sufferers
Under-users: accuracy sufferers
Optimal users: balanced

3. Natural Order Hypothesis
Acquisition of Grammatical Structures follows a 'natural order' which is predictable

4. Input Hypothesis
Only acquisition
Comprehensible input: $i+1$

5. Affective Filter Hypothesis
Facilitative but non-casual role:
Motivation, self- confidence and anxiety



Stephen Krashen - Born 1941
American linguist & researcher

Fig 1.4.5 Krashen's Hypotheses

1.4.6 Critical Pedagogy

Educationists around the world have always analysed the aim, objectives and pedagogic strategies being employed. Such questioning and reflection led to the

► Pedagogy

realisation that the purpose of education should not be merely the transfer of knowledge. Many felt that it should go beyond. That is, pedagogy should be such that it helps develop a critical consciousness, leading to the transformation of the individual, the learning environment and the society at large.

► *Pedagogy of the Oppressed*

One educator whose views received due acclaim with regard to Critical Pedagogy was the Brazilian educator, Paulo Freire. His book *Pedagogy of the Oppressed* is considered the foundational text of the Critical Pedagogy movement.

► Critical pedagogy

Critical Pedagogy is a way of thinking about, negotiating and transforming the relationship, and the production of knowledge in the classroom. The common power dynamics in the classroom is about the student-teacher relationship. But teachers who employ strategies in tune with critical pedagogy, moves from a lecture-based class to a discussion-based class that allows students to think critically and draw conclusions.

► Criticism

Critical Pedagogy has its critics to who have found fault with teachers, who in the attempt to 'liberate' students replace a cultural bias with their own bias. Sometimes the goal exceeds the desire to instil to explore by encouraging detrimental disdain for tradition.

The eight key concepts of Critical Pedagogy are as follows:

1. Critical theory is the fundamental concept. The primary goal of philosophy is to help understand and overcome social structures through which people are dominated and oppressed.
2. Pedagogy as moral and political practice. Pedagogy forms, influences and shapes personalities of the students. Students are expected to become driving forces in society and will be acting and making decisions based on their personalities and beliefs.
3. The neutrality of knowledge which implies that education is never neutral and pedagogy always makes a choice. To Paulo Friere, washing one hand off the conflict between the powerful and the

powerless means to side with the powerful, not being neutral.

4. The goals of education should strive to achieve Democracy and social justice. Students should be helped to develop particular skills, which would in the long term contribute to shaping a democratic and fair society.
5. Conscientisation. Critical consciousness is key to Critical Pedagogy. It indicates the process of an individual or community of acquiring critical consciousness.
6. Language and power. People think that certain accents and certain ways of thinking are cultivated ones and to Freire, it is impossible to teach language without ideology and power. This implies that ethnic minorities should be taught to speak and write their native language especially when dominant languages and ideologies exist. Such people should be taught the dominant language and that enables them to express in a legitimate way.
7. Oppression and liberation. Critical pedagogy is all about striving for a better, fairer and more democratic world.
8. Culturally sustaining pedagogy. It aims at a means through which culture can be sustained rather than eradicated. It supports students to critique and question the dominant power structures of their society.

► Critical pedagogy

Role of the teacher

- The teacher is expected to encourage students to challenge and question inequalities that exist in families, schools and societies.

Role of the learner

- Students are expected to actively participate in discussions on socially relevant themes. They have to explore alternative viewpoints.

Nature of the material /classroom activity

- Materials that question common social narratives should be introduced to regular prescribed materials.



Mode of assessment

- ▶ Unlike traditional assessment, the focus is not on getting the correct answer regarding an issue instead on the ability of the student to think critically about issues. More than the presentation style, writing about the issue and actively engaging in discussion is what matters most.

Specimen Lesson for Critical Pedagogy

Topic : Brain Drain and Migration from India

Level: Higher secondary

Time : 45 minutes

Objective:

- ▶ To develop the ability to read and comprehend a given text.
- ▶ To engage in discussion and use language to express ideas effectively.
- ▶ To foster critical thinking and develop multiple perspectives for a given issue.

Materials: Reading passage (Photocopies of the passage is given to each student)

Classroom layout:

The desks and chairs are set up in such a way that the students are facing each other in a semicircle or circle which allows for better conversation in the classroom.

Procedure:

The teacher commences the class with an informal chit chat

Next, the teacher announces the topic. Students are directed to read a given passage.

▶ Specimen lesson

Specific steps in tune with Critical Pedagogy:

- 1. Challenging perspectives.** The students are encouraged to think critically. The reading passage entitled "Brain Drain: The Great Indian Migration" is given for reading with the statement: "India's brain drain is West's brain gain." Then the teacher poses the question why India's scientists move to foreign countries and excel.



Brain Drain: The Great Indian Migration

According to the recent information from the Ministry of Home Affairs, more than six lakh Indians renounced their citizenship in the past five years. India has become a major exporter of healthcare workers to developed nations, particularly to the Gulf Cooperation Council (GCC) countries, Europe, and other English-speaking countries. Indian competence, linguistic prowess, and a higher level of education are a few of the attractions for countries, which have eased visa rules to attract talent. The pull factors include better standard of living, improved quality of life and better remuneration.

2. Presenting alternative view: Whenever a student presents a view, the student is encouraged to dig further. The teacher asks questions like : “Why do you believe that”? The students are encouraged to engage in discussion by providing valid justification which is different from traditional views regarding ‘Brain drain’.

3. Assessment: Unlike traditional assessments which awards marks for correct answers only, the teacher makes it clear that the objective is not to make the students find the right answers only, but develop their critical skills. Following the discussion the students may be directed to write down their views and the teacher can provide feedback regarding the language use.

4. Activism: Following the classroom the teacher should encourage the students to share their new found knowledge with their parents and the community. They may even be encouraged to conduct processions, with placards or form student clubs to sensitize other students to the fact that brain drain benefits foreign governments in the long run despite short term material benefits to those who migrate.

► Different steps in Critical Pedagogy

1.4.7 Some important terms associated with methods of teaching

Competence

It refers to the ability to do something effectively and successfully. Language competence refers to the ability to use the knowledge of a language to produce meaningful texts appropriate to the context.



Task

It refers to an activity which the learner uses for communicative purposes. Typical tasks can be organizing travel dates with a friend, getting personal details or explaining to someone how to do something.

Comprehensible input

According to Krashen, language acquisition happens when input is slightly more advanced than one's own level. One way of making language comprehensible is to provide it in natural communicative situations that are meaningful to the learners.

Natural

According to Krashen, children acquire their grammatical structures as there is a pre-determined natural order. For instance, they acquire the grammatical morpheme -ing before they acquire the morpheme third persons.

Pedagogy

At its simplest, it means 'teaching'. It can be defined as the study of methods and activities of teaching. It includes the aims of education and the ways in which the goals may be achieved.

► Important terms

Summarised Overview

For centuries, teachers of languages have tried to find the best method for teaching. For many, the prime concern was developing the ability in learners to communicate effectively. The multiple approaches and methods to foreign language teaching have led to discussion related to the theories of second language acquisition. In addition, studies in Psychology have led to a shift from a teacher-centered approach to a learner-centred approach.

The Communicative Approach to language teaching became extremely popular for teaching languages. By creating communicative contexts, monitoring and constructive feedback, teachers hoped to develop the ability to use language for different purposes and functions in the communicative English classroom. The prime aim was to develop the learner's competence to communicate in the target language especially in real-life situations.

Employing the Task-based approach to language teaching which was an extension of the Communicative approach, learners were expected to engage and become engrossed in learning to use the language. It is based on the idea that one can learn a language by using it rather than studying about its different components in isolation. Here, using the language is tied up with the process of solving a task by communicating with peers.

The focus on learners as whole person, with feelings led to the popularity of Humanistic Approaches like Total Physical Response, Suggestopedia, Community Language Learning and the Silent way. In Humanistic approach, learners are seen as objects for language teaching, but as humans whose personal dignity and integrity, ideas, thoughts, needs, and sentiments, should be respected. The basic premise is that learning that does not involve feeling or personal meaning has no relevance for the whole person.

Krashens' hypotheses made teachers focus on commonly ignored factors such as the importance of providing comprehensible input to aid acquisition, reduction of affective filters and making learning a foreign language as natural as learning one's mother tongue.

With the popularity of Critical Pedagogy, education was seen as a tool for empowerment. Critical Pedagogy was expected to enable students to question and challenge, dominant, beliefs and practices which can result in the development of critical consciousness which in turn can transform the individual and society.

But over the years the plethora of methods began to be seen as hindrances to language teaching and many began to advocate eclecticism in language teaching methods. This was seen in the profuse use of technique and approaches from a range of language teaching approaches and methodologies.

Assignments

1. The communicative approach is about developing the ability of learners to develop communicative competence. Show your familiarity with the approach with reference to teacher role, learner role, and an illustration of classroom activity.
2. TBL (Task-based learning), or TBLT (Task-based language teaching) is an approach in which learning revolves around the completion of meaningful tasks. Explain with suitable illustration.



3. Communicative competence is the tacit knowledge of a language and the ability to use it effectively. It's also the key to social acceptance. Explain.
4. In humanistic approaches to language teaching, learners are not seen as full-time linguistic objects at whom teaching is aimed instead as individuals whose personal dignity, ideas, thoughts, needs and sentiments are respected. Explain with reference to Suggestopedia, Silent Way, Total Physical Response and Community Language Learning.
5. A teacher of English without a knowledge of Krashen's hypotheses cannot do a satisfactory job in the second language classroom. Explain with reference to the classroom implications of Krashen's hypotheses.
6. Critical pedagogy can encourage critical thinking and affect personal and social change. Illustrate highlighting the role of the teacher, the learner and classroom activities.
7. What is comprehensible input?
8. What is meant by competence in language teaching?

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Space for Learner Engagement for Objective Questions

Learners are encouraged to develop objective questions based on the content in the paragraph as a sign of their comprehension of the content. The Learners may reflect on the recap bullets and relate their understanding with the narrative in order to frame objective questions from the given text. The University expects that 1 - 2 questions are developed for each paragraph. The space given below can be used for listing the questions.

Teaching Strategies, Curriculum and Evaluation

BLOCK-02

Block Content

Unit 1 Teaching LSRW Skills

Unit 2 Different Strategies in English Language Teaching

Unit 1

Teaching LSRW Skills

Learning Outcomes

By the end of this unit, the learner will be able to:

- ▶ understand the various strategies for teaching LSRW skills
- ▶ familiarise themselves with different scenarios and instances for teaching LSRW skills
- ▶ identify problems with developing specific language skills
- ▶ give solutions to various problems in developing LSRW skills

Background

Teaching LSRW (Listening, Speaking, Reading, and Writing) skills is a crucial aspect of language education, especially at the postgraduate level. In today's globalised world, effective communication skills in English have become essential for academic, professional, and personal success. The development of LSRW skills enables learners to comprehend, articulate, and express their ideas effectively in English. However, teaching LSRW skills is challenging for language educators as it involves a variety of approaches and techniques that cater to different learning styles and levels of language proficiency.

Teaching LSRW skills involves a comprehensive and integrated approach that addresses the learners' needs, goals and expectations. In this context, using various pedagogical strategies, such as task-based learning, communicative language teaching, and learner-centred approaches, can provide learners with an engaging and effective learning experience. Moreover, the use of technology and multimedia resources can enhance the teaching of LSRW skills by providing opportunities for authentic and interactive language practice. Overall, teaching LSRW skills requires a dynamic and adaptive approach that fosters learners' language development and communication abilities in various contexts.

Keywords

Teaching, Speaking, Listening, Reading, Writing, Skills, Problems, Solutions, Development

Discussion

2.1.1 Teaching LSRW Skills

LSRW skills are the four essential skills needed for effective language communication. LSRW stands for Listening, Speaking, Reading, and Writing. This section will discuss the importance of LSRW skills in language learning and teaching and provide some tips and techniques for teaching these skills effectively. Listening skills involve understanding spoken English, while speaking skills include using the language to communicate effectively. Reading skills require learners to comprehend written text, while writing skills involve producing written English accurately and appropriately. An effective ELT program or course should emphasise teaching all four skills equally, as they are all interconnected and necessary for effective communication.

- Importance of LSRW skills and Interconnected language skills

Teaching LSRW skills requires a variety of teaching methodologies and techniques to cater to diverse learning styles and language proficiency levels. A teacher should plan lessons incorporating various activities, such as role-play, group discussions, and listening exercises, to allow learners to practice these skills. Technology, such as multimedia resources, can also enhance the learning experience. Let us look into the methods and benefits involved in LSRW teaching.

- Diverse LSRW teaching

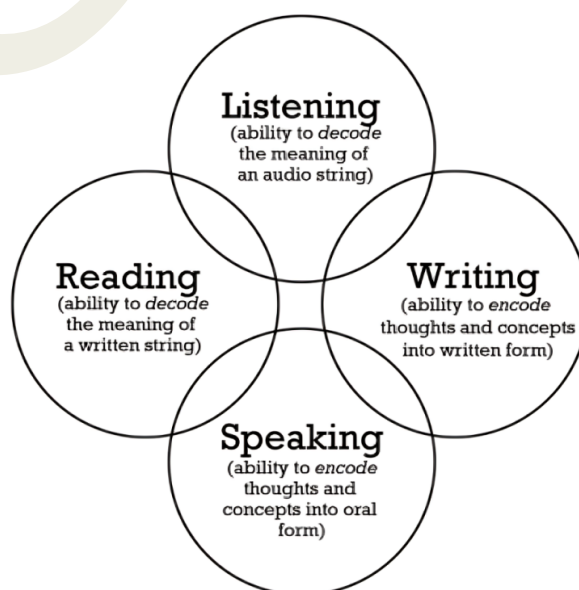


Fig 2.1.1 Encoding and decoding in LSRW Skills

2.1.1.1 Listening Skills

Listening is a vital skill for effective communication, and it is often the first skill that learners acquire in a language. Listening skills help learners understand the language better, comprehend spoken instructions, and engage in conversations. Some tips for teaching listening skills include:

- ▶ Teaching listening skills

- ▶ Using audio and video materials in the classroom, such as podcasts, news clips, and TV shows, to expose learners to different accents and speech patterns.
- ▶ Encouraging active listening by asking questions and having learners summarise what they have heard.
- ▶ Incorporating listening exercises into daily classroom activities, such as dictation, role-plays, and pair-work activities.

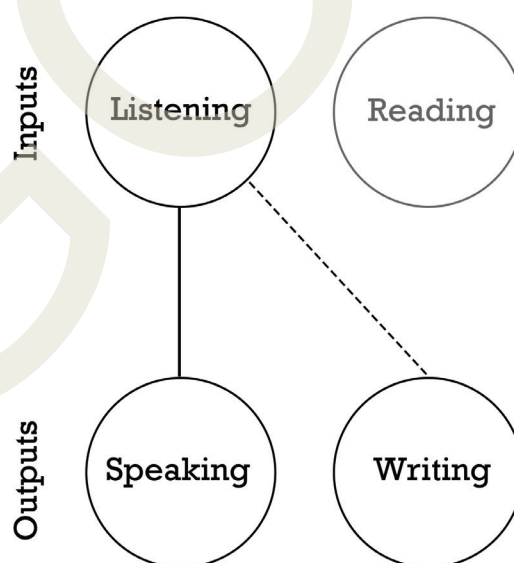


Fig 2.1.2 Impact of listening on speaking and writing

Teaching listening skills is an essential aspect of English language learning. Teachers can use various methods and techniques in the classroom to improve their students' listening abilities. Here are some of the most common ways of teaching listening skills in English classrooms:

► Pre-listening engagement

1. Pre-listening Activities: Pre-listening activities are essential to preparing students for any listening task. These activities help to activate students' prior knowledge, encourage them to engage with the topic, and set expectations for what they will hear. As a result, students can better focus on the listening task and are more likely to understand and retain what they hear.

► Brainstorming activity

One of the most effective pre-listening activities is brainstorming. This activity encourages students to think creatively and generate ideas related to the listening task. For example, if the listening task is about global warming, students could brainstorm different ways in which global warming affects the environment or people's lives. This activity helps students engage with the topic and provides a foundation of knowledge they can draw upon during the listening task.

► Mind mapping

Another effective pre-listening activity is mind mapping. This activity involves creating a visual representation of the topic and its related concepts. Mind maps can help students organise their thoughts and ideas before listening to a lecture or a presentation. For instance, students can create a mind map of different renewable energy sources before listening to a lecture on sustainable energy. This activity not only helps students to organise their thoughts but also provides them with a framework for understanding the listening task.

► Predicting

Finally, predicting what they will hear is another useful pre-listening activity. This activity encourages students to think critically about the topic and to make informed guesses about what they will hear. For example, if the listening task is a news report about a political event, students could predict what the news anchor will say, what the tone of the report will be, and what types of opinions will be expressed. This activity helps students focus on the listening task and prepares them for the information they receive.

2. Top-down and Bottom-up Approaches: The top-down and bottom-up approaches are two complementary strategies for teaching reading comprehension skills. The top-down approach starts with the context and moves on to details, while the bottom-up approach focuses on individual sounds and words and builds up to the overall meaning. Both approaches have strengths and

- Top-down/bottom-up listening

- Activating prior knowledge

- Decoding and word recognition

- Combination of top-down and bottom-up

weaknesses, and effective reading instruction requires using both approaches in a balanced way.

The top-down approach begins with activating the reader's prior knowledge and experiences and then using this information to make predictions about the content of the text. Teachers can help students activate their prior knowledge by asking questions or having students brainstorm what they already know about the topic. Once students have made predictions about the content, they can begin reading the text to confirm or modify their predictions. This approach allows students to use their background knowledge to connect with the new information presented in the text, enhancing their comprehension.

On the other hand, the bottom-up approach focuses on the building blocks of language, such as phonemes, morphemes, and syntax. This approach is especially helpful for students who struggle with decoding and word recognition. Teachers can use activities like phonics instruction, word recognition exercises, and sentence-level comprehension tasks to help students develop these skills. As students become more proficient in decoding and word recognition, they can use these skills to build a more comprehensive understanding of the text.

While both approaches have their strengths, research suggests combining them is most effective for promoting overall comprehension. The top-down approach provides students with a framework for understanding the text, while the bottom-up approach helps them develop the necessary skills to read and decode words. Teachers can use various strategies to integrate these approaches, such as pre-reading activities that activate prior knowledge, word recognition exercises, and comprehension tasks that require students to connect the text and their prior knowledge.

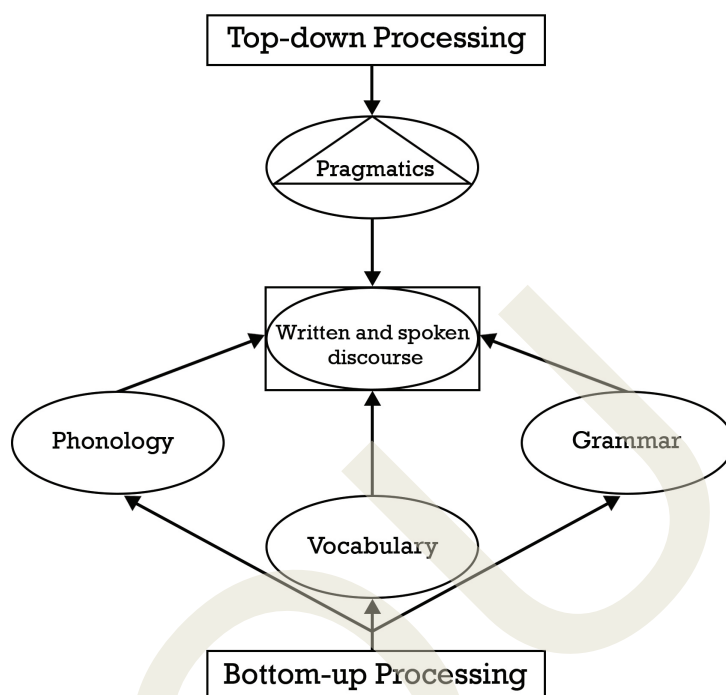


Fig 2.1.3 Bottom Up and Top Down processing

3. Listening for Specific Information: As an essential part of communication, listening plays a crucial role in language learning. Effective listening helps students comprehend the meaning of spoken language and the context in which it is used. Therefore, teachers can ask students to listen for specific information, such as dates, names, or places, to enhance their listening skills.

► Specific listening practice

By giving students specific information to listen to, teachers can engage their critical thinking skills and improve their comprehension. For example, suppose a teacher asks students to listen to the name of a specific character in a story. In that case, the students will need to pay attention to the details of the story to identify the name accurately. Similarly, if a teacher asks students to listen for a specific date in a historical lecture, the students will need to have a good understanding of the context to identify the date correctly.

► Engaging critical thinking skills

Moreover, listening for specific information is a valuable skill in academic and professional settings. For instance, students who learn to listen to specific information will be better equipped to follow college

- Academic and professional settings

lectures and take notes effectively. In the workplace, employees who can listen to specific information will be better prepared to take instructions from their supervisors and understand the needs of their customers.

When you make an **inference**, you use **clues** given to you, along with the **tone** of the speaker and the **knowledge** that you already have to understand the speaker.



Fig 2.1.4 Making inferences in listening

- Real-life listening practice

4. Authentic Listening Materials: Listening is a crucial skill in language learning, and it is essential for students to be exposed to authentic listening materials to improve their listening skills. Teachers can use a wide range of authentic listening materials, such as news broadcasts, podcasts, and TED talks, to teach students real-life English and enhance their language abilities.

- Various benefits

Authentic listening materials offer numerous benefits to language learners. Firstly, they expose learners to different accents, intonations, and speech patterns, which help them understand and appreciate the diversity of the English language. Secondly, authentic materials allow learners to practice their listening skills in various contexts, such as news reports, interviews, and debates. This exposure to different types of language input helps learners develop their ability to comprehend spoken English, an essential skill in language acquisition.

- News broadcasts for up-to-date information

News broadcasts are a great resource for teachers to use in their classrooms. They provide learners with up-to-date information on current events, and the language used in news reports is typically clear and concise, making it easier for learners to understand. Additionally, news broadcasts cover a wide range of topics, from

politics to entertainment, exposing learners to a broad range of vocabulary and language structures.

Podcasts are another excellent resource for teachers to use in their classrooms. They offer a vast range of topics, from science and technology to history and culture, and learners can choose podcasts that align with their interests. Podcasts are often produced in a conversational style, which helps learners practice listening to natural, unscripted English. Moreover, learners can pause, rewind, and replay podcast sections, allowing them to focus on challenging parts and improve their comprehension.

- Podcasts offer rich topics

TED talks are yet another useful resource for teachers to use in their classrooms. They provide learners with engaging and thought-provoking content that exposes them to various topics and perspectives. TED talks are delivered by expert speakers and are often accompanied by visual aids, making them more accessible and engaging for learners. Additionally, TED talks come with transcripts and subtitles, making it easier for learners to follow along and comprehend spoken English.

- TED talks and great exposure



Fig 2.1.5 Ways to improve listening skills

- Engaging in listening games

- Benefits of Simon Says

- Chinese whispers and listening skills

- Bingo and students' understanding

5. Listening Games: Effective listening skills are essential for success in all areas of life, including academics, professional careers, and personal relationships. However, listening practice can be monotonous and tedious for students, making it challenging for teachers to maintain their interest and engagement. To overcome this challenge, teachers can incorporate listening games like Simon Says, Chinese whispers, and Bingo into their lesson plans.

Simon Says is a classic game requiring students to follow instructions carefully. The teacher can start by saying, "Simon says touch your nose," and students must follow the instruction only if the phrase "Simon says" is included. If students touch their noses without hearing, "Simon says," they are out of the game. This game develops listening skills and promotes concentration, focus, and memory retention.

Chinese whispers, also known as telephone, is another fun game that promotes active listening. The teacher whispers a sentence into one student's ear, who then whispers it to the next student in line, and so on. The last student repeats the sentence out loud, and the class compares it to the original sentence. This game is an excellent way to improve listening skills, as students must listen attentively to remember the sentence and pass it on accurately.

Bingo is a versatile game that can be used for various learning activities, including listening practice. The teacher creates a bingo card with words related to the lesson topic, such as vocabulary words, concepts, or key phrases. The teacher reads a definition, description, or sentence containing one of the words, and students must mark the corresponding square on their bingo card. This game improves listening skills and reinforces students' understanding of the lesson content.

6. Note-taking: Note-taking is an essential skill that students need to learn to effectively comprehend and remember information presented during lectures, discussions, and other forms of instruction. Unfortunately, many students struggle with note-taking and may not even realise the importance of the skill. As a result, they may miss important details or fail to retain information

► Teaching note-taking

presented to them, leading to poor performance on exams and other assessments.

► Teachers' role

Teachers can be key in helping students develop effective note-taking skills. Teachers can help students remember information better and improve their comprehension by teaching students how to take notes while listening. This can have a significant impact on student's academic success, as well as their overall confidence in their ability to learn.

► Active listening as a strategy

There are several strategies that teachers can use to teach students how to take effective notes. One of the most important is to emphasise the importance of active listening. Active listening involves paying close attention to the speaker's words and engaging with the material. This means asking questions, taking mental notes, and thinking critically about the presented information.

► Neatly arranged notes

Another important strategy is to guide students in organising their notes. This might involve teaching students how to use bullet points, headings, and other organisational tools to help them better understand and remember the material. Teachers can also provide examples of effective note-taking and encourage students to practice their note-taking skills during class discussions and other activities.

► Using technology for note-taking

In addition to these strategies, teachers can incorporate technology and other tools to help students improve their note-taking skills. For example, teachers might use interactive whiteboards or multimedia tools to present information more engagingly and memorably. They might also encourage students to use note-taking apps or other digital tools to help them organise and review their notes.

► Effective listening

In conclusion, various methods and techniques to teach listening skills can make learning more engaging and effective for students. By incorporating pre-listening activities, different approaches, authentic materials, games, and note-taking, teachers can help their students develop strong listening skills in English.

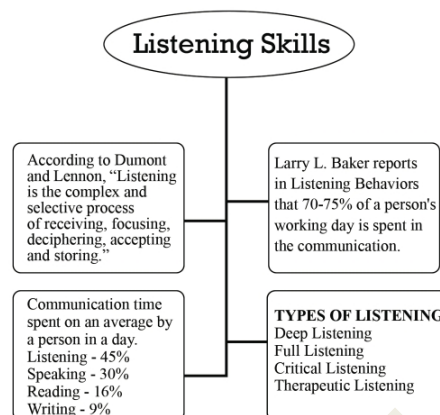


Fig 2.1.6 Some facts on listening skills

2.1.1.2 Speaking Skills

Speaking is the most fundamental communication skill, enabling learners to express their thoughts, ideas, and feelings. Effective speaking skills involve accuracy, fluency and appropriacy. Teaching speaking skills is an essential component of English language learning, and there are various methods and techniques in the classroom to help students improve their speaking abilities. Here are some of the most common methods of teaching speaking skills in English classrooms:

► Teaching speaking skills

► Speaking practice and Role-play

► Debates for speaking

► Group discussions for Speaking/listening practice

1. **Role-play:** Role-playing is a technique that allows students to practice speaking in real-life situations. The teacher can provide students with a scenario, and each student can take on a role and interact with each other in English. For example, students can act out a job interview or a customer service interaction.
2. **Debate:** Debates allow students to express their opinions and develop critical thinking skills. The teacher can provide a topic, and students can take turns arguing for or against the subject using appropriate language and persuasive techniques.
3. **Group discussions:** Group discussions are a great way to practice speaking and listening skills. The teacher can provide a topic, and students can discuss it in groups, sharing their opinions and ideas.

► Skill-building
Picture dictation

► Information gap
and sharing
activity

► Presentation
practice

► Variety enhances
teaching

4. Picture dictation: It is a fun activity to help students improve their speaking and listening skills. The teacher can show a picture to the class, and the students can describe what they see while the teacher draws it on the board. This activity also helps students to develop their vocabulary.

5. Information gap activities: Information gap activities involve giving different information to different students, which they then need to share to complete a task. This activity encourages students to communicate with each other and develop their speaking skills.

6. Presentations: Presentations allow students to practice public speaking and develop presentation skills. The teacher can assign a topic, and students can prepare a presentation in English to present to the class.

Incorporating various methods and techniques can make teaching speaking skills more engaging and effective for students. By using role-play, debates, group discussions, picture dictation, information gap activities, and presentations, teachers can help their students develop strong speaking skills in English.

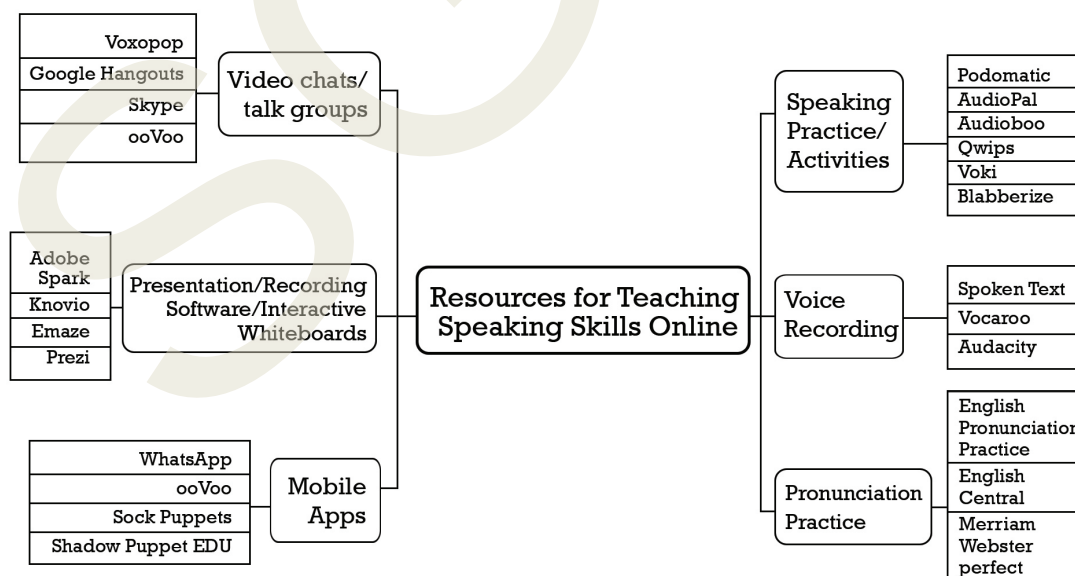


Fig 2.1.7 Some resources for teaching speaking skills online

2.1.1.3 Reading Skills

Reading is an essential skill for language learning, and it enables learners to comprehend written materials and expand their vocabulary. Effective reading skills involve scanning, skimming and deep reading. Some tips for teaching reading skills include: a) Selecting appropriate materials for the learners' level and interests, b) Teaching reading strategies, such as predicting, guessing and summarising, c) Providing opportunities for reading aloud and discussing the material.

► Tips for successful reading skills

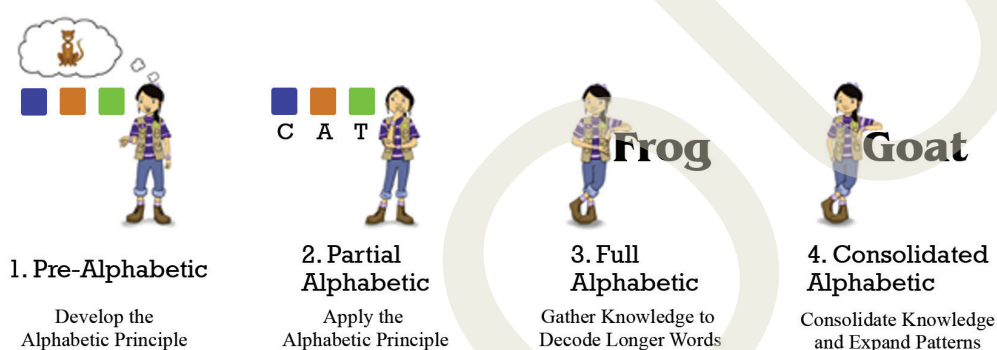


Fig 2.1.8 Phases of how reading develops among children

Here is a more detailed explanation of each reading technique, along with some examples:

► Scanning as a quick info search

(a) Scanning: Scanning is a reading technique that involves searching a text for specific information or keywords. It is often used when finding a specific piece of information quickly. When scanning a text, you need to read every word but move your eyes quickly over the text to look for the specific information you need. Example: If you are looking for a phone number in a directory, you will scan the pages looking for the phone number rather than reading through the entire directory.

(b) Skimming: Skimming is a technique that involves reading quickly to get a general idea of the content of a text. It is often used when you need to get an overview of a text or to decide if it is worth reading in more detail. When skimming, you do not read every word but look for the main ideas and key information. Example: If you are reading a news article, you might skim the headlines,

► Skimming technique

sub-headings, and first sentences of each paragraph to get a sense of the main points without reading the entire article.

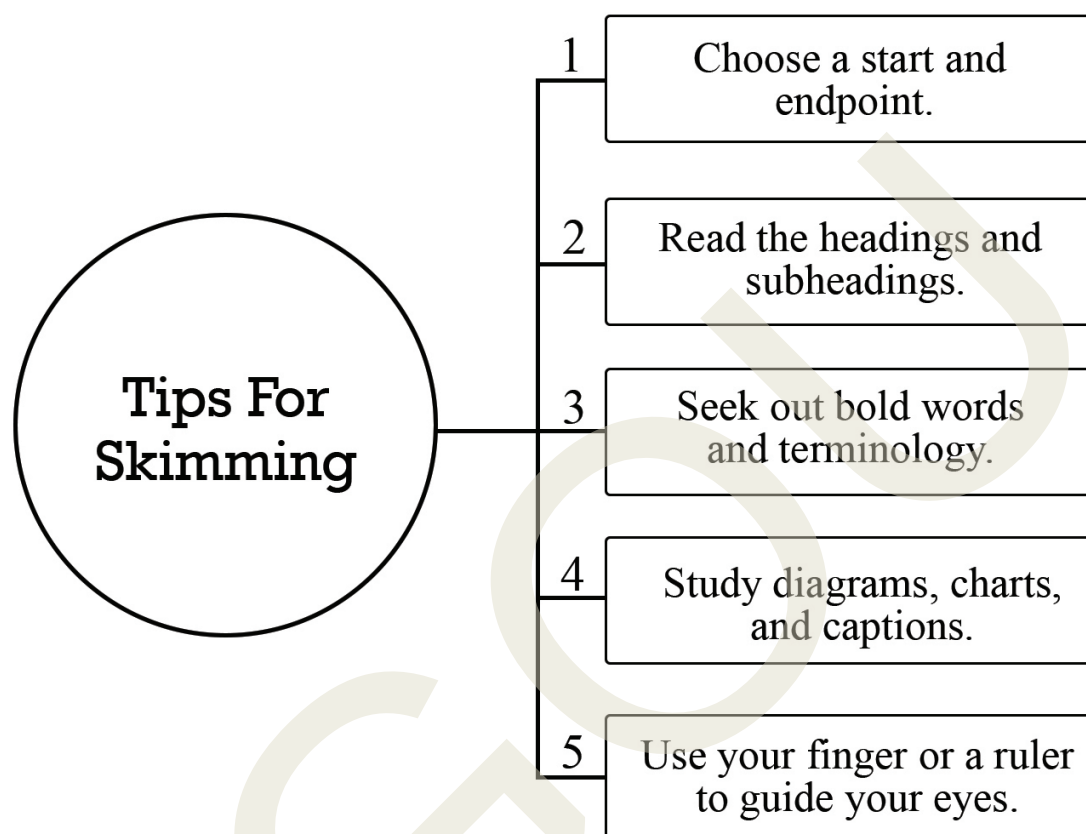


Fig 2.1.9 Some tips for skimming a text

(c) Deep Reading: Deep reading, also known as close reading, is a reading technique that involves carefully analysing a text for meaning and deeper understanding. It is often used when you want to gain a more thorough understanding of a text or to engage with it more deeply. When deep reading, you read every word and pay close attention to the details and nuances of the text. For example, suppose you are studying a poem. In that case, you might read it slowly and carefully, paying close attention to the language, syntax, imagery, tone and themes to fully understand and appreciate the poem's meaning.

► Deep analysis technique

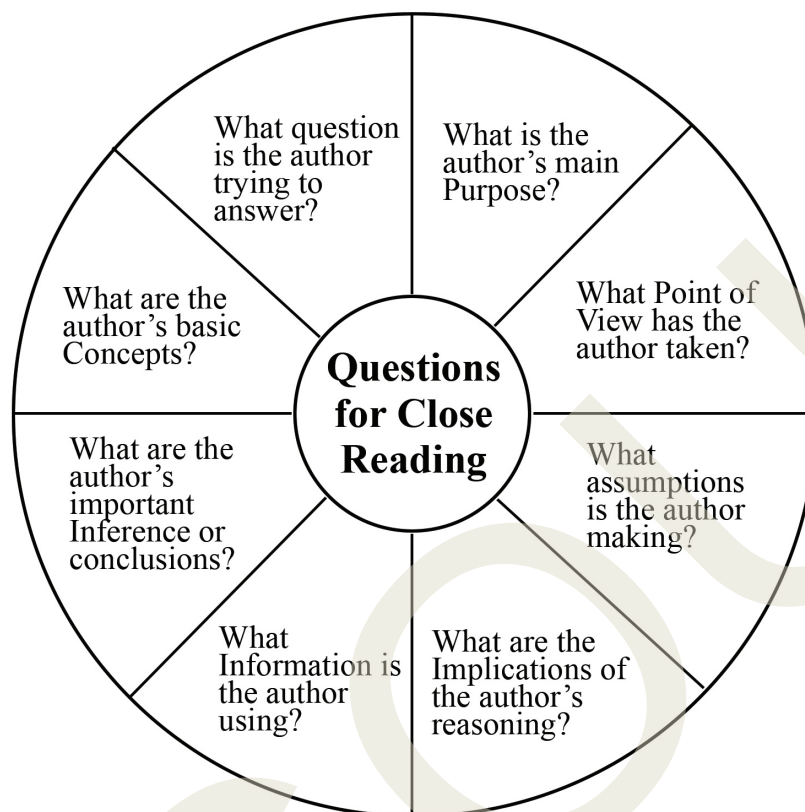


Fig 2.1.10 Questions to ask in a close reading

2.1.1.4 Writing Skills

Writing is a critical skill for communication, enabling learners to express their ideas and opinions in a structured and coherent manner. Effective writing skills involve clarity, coherence, and organisation. Some tips for teaching writing skills include: 1) Providing learners with models and examples of different types of writing, such as emails and letters. 2) Teaching the writing process includes pre-writing, drafting, revising, editing and proofreading. Encouraging learners to express themselves creatively by using different writing styles and genres. 3) Pre-writing, drafting, revising, editing, and proofreading are the five stages of the writing process. Here is an elaboration of each stage and some examples:

► Tips for writing skills

► Pre-writing as planning stage

► First draft writing

► Review and improve stage

► Error correction stage

► Final error check

1. **Pre-writing:** Pre-writing is the first stage of the writing process, which involves planning, brainstorming, and researching before writing the actual content. In this stage, you consider your purpose, audience, and topic and generate ideas. Example: If you are writing an article about climate change, pre-writing might involve researching the topic, organising your thoughts, creating an outline, and identifying the main points you want to make.
2. **Drafting:** Drafting is the second stage of the writing process, which involves writing the first draft of your content based on your pre-writing. In this stage, you focus on getting your ideas down on paper without worrying too much about grammar, spelling, or punctuation. Example: If you are writing a story, drafting might involve writing out the plot, characters, and dialogue in a rough draft without worrying about the details or perfecting the language.
3. **Revising:** Revising is the third stage of the writing process, which involves reviewing your first draft, reorganising and clarifying your ideas, and making major changes to improve the overall structure and content. Example: If you are revising an article, you might change the introduction, conclusion, or body paragraphs to clarify your thesis statement and better support your arguments.
4. **Editing:** Editing is the fourth stage of the writing process, which involves reviewing your writing for grammar, spelling, punctuation, and style errors. In this stage, you focus on the details of your writing to ensure it is clear, concise, and error-free. Example: If you are editing a research paper, you might check for proper citations, formatting, and grammar errors to ensure your work meets academic standards.
5. **Proofreading:** Proofreading is the final stage of the writing process, which involves reviewing your work for minor errors, such as typos, misspellings, and punctuation mistakes. Example: If you proofread a cover letter, you might carefully review each sentence for any errors, ensuring it is polished and professional before submitting it.

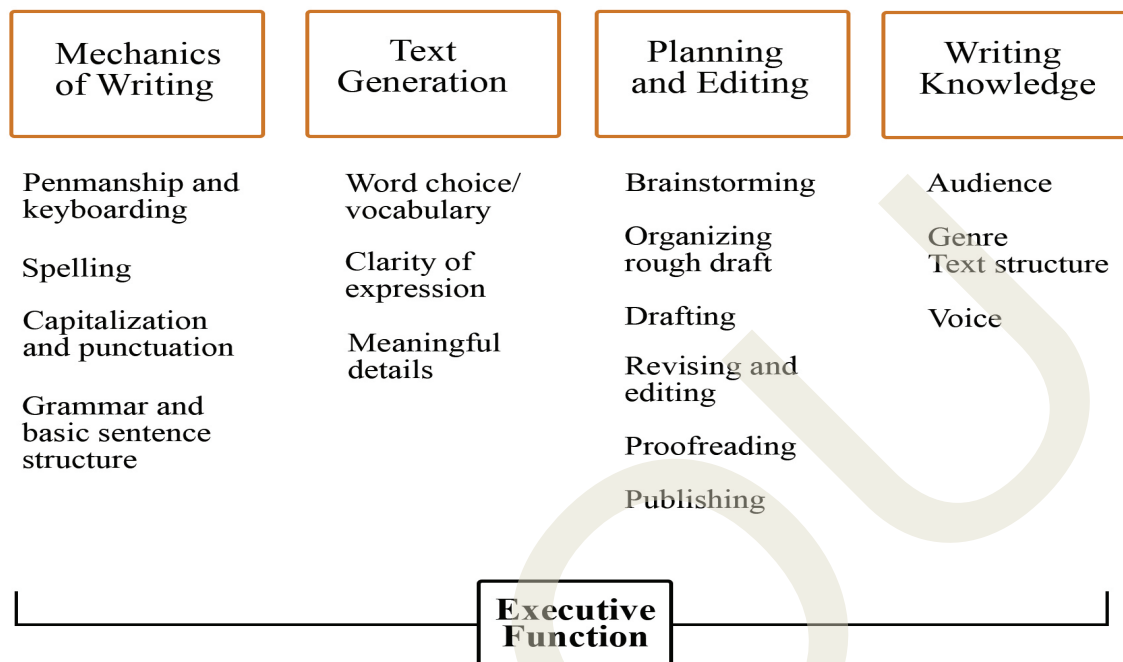


Fig 2.1.11 Functions involved in writing skills

In conclusion, LSRW skills are essential for effective communication in any language. Teaching these skills involves creating a language-rich environment, providing meaningful and engaging activities, and allowing learners to practice and receive feedback. Teachers can help their learners develop effective LSRW skills and become confident and proficient communicators by incorporating these tips and techniques into language teaching.

► LSRW teaching tips

2.1.2 Identifying Problems with Regard to Developing Specific Language Skills

Identifying problems while developing specific language skills can help language learners and teachers address and overcome them. In this learning material, we will discuss the common problems that learners face when developing specific language skills and provide strategies for overcoming them.

► Problems during Language skill development

2.1.2.1 Issues and Solutions with Listening Skills Development

Problem: Difficulty in understanding spoken language due to different accents, speaking speed and colloquial language.

Solution: Expose learners to different accents and speaking styles using audio and video materials. Encourage active listening by asking questions, having learners summarise what they have heard, and using interactive listening exercises, such as dictation and gap-filling.

- Problem and solution in listening practice

Listening skills refer to the abilities and techniques that enable a person to receive, interpret, and understand verbal and nonverbal messages from others. Effective listening skills are essential for effective communication, building relationships, and solving problems. Here are some examples of different listening skills:

- Effective listening skills

Active Listening: Active listening is a technique that involves fully concentrating on what the speaker is saying, asking questions, and paraphrasing or summarising what has been said to ensure understanding. It requires high engagement and attention to verbal and nonverbal cues.

- Active listening technique

Empathetic Listening: Empathetic listening is a technique that involves listening to understand the speaker's feelings and emotions. It requires being attuned to the speaker's tone of voice, body language, and other nonverbal cues to infer their emotional state.

- Understanding the speaker's emotions.

Critical Listening: Critical listening is a technique that involves analysing and evaluating what is being said to form an opinion or make a decision. It requires identifying assumptions, evaluating evidence, and considering alternative perspectives.

- Analysing and evaluating messages

Reflective Listening: Reflective listening is a technique that involves paraphrasing or restating the speaker's message to confirm that you have understood it correctly. It is a powerful tool for clarifying misunderstandings and building rapport with the speaker.

- Reflecting speaker's message

Appreciative Listening: Appreciative listening is a technique that involves listening for the enjoyment of the message being conveyed without the need for further analysis or evaluation. It is often used in entertainment or social situations, where the goal is to enjoy the speaker's message and share their enthusiasm. Overall, listening skills are crucial in both personal and professional settings, as they enable effective communication, mutual understanding, and positive relationships with others.

► Enjoyment-focused listening

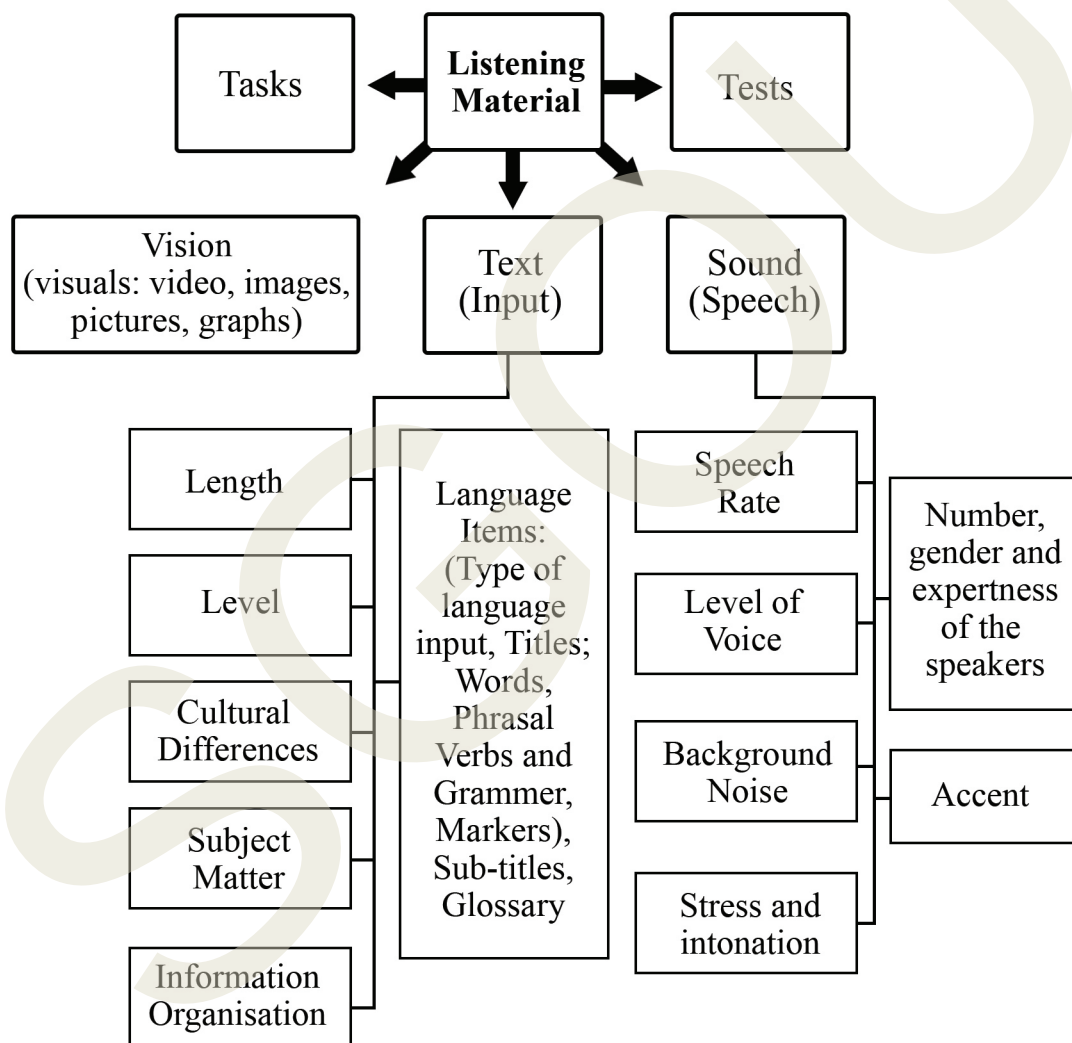


Fig 2.1.12 Factors affecting effective listening

2.1.2.2 Issues and Solutions with Speaking Skills Development

► Difficulty in speaking

Problem: Difficulty in speaking fluently and accurately due to lack of vocabulary, grammar, and pronunciation.

► Opportunities and encouragement

Solution: Provide opportunities for learners to speak as much as possible, including pair-work, group discussions, and debates. Encourage self-correction and provide feedback on pronunciation, grammar, and vocabulary. Use role-plays, drama, and other interactive activities to promote fluency and confidence in speaking.

► Effective Speaking Skills

Speaking skills refer to the abilities and techniques that enable a person to convey information and ideas clearly and effectively through speech. Effective speaking skills are essential for many aspects of life, including communicating with others, making presentations, and participating in debates. Here are some examples of different speaking skills:

► Clear articulation

Clarity and Articulation: Clarity and articulation involve speaking clearly and enunciating words and phrases effectively. It requires proper pronunciation, intonation, and pacing to ensure the message is conveyed accurately and comprehensively.

► Confident Speaking

Confidence: Confidence is essential to effective speaking. It involves projecting a self-assured attitude, maintaining eye contact, and speaking with authority to convince the audience of the speaker's credibility.

► Effective Body Language

Body Language: Body language refers to the nonverbal cues that a speaker uses to enhance their message. It includes gestures, posture, and facial expressions, which can convey emotions, emphasise points, and keep the audience engaged.

► Attentive to audience

Active Listening: Active listening is a technique that involves paying attention to the audience's feedback and adjusting the speech to fit the audience's needs. It requires attuning to the audience's nonverbal cues, such as nodding, frowning, or smiling.

Organization and structure: Organization and structure refer to the way the speech is constructed,



- Structured presentation

including the use of an introduction, body, and conclusion, and the inclusion of main points, examples, and evidence to support the argument. A well-organized speech is more likely to be clear and effective.

- Flexible speaking style

Adaptability: Adaptability refers to the speaker's ability to adjust the speech to fit the audience's needs or situation. It requires flexibility and responsiveness to changing circumstances, such as unexpected questions or interruptions. Overall, speaking skills are crucial for effective communication, building relationships, and achieving professional success. Effective speakers can convey their message clearly and confidently, engage their audience, and inspire action.

Broca's area is a region in the brain responsible for producing speech and language comprehension. English speaking skills can be affected by damage to Broca's area, as it may impair a person's ability to produce coherent speech and comprehend language.

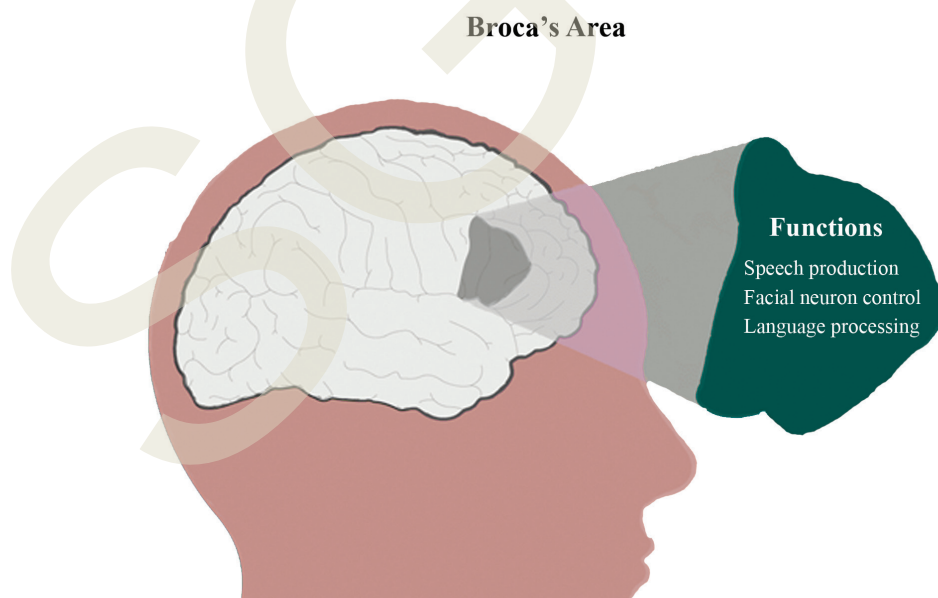


Fig 2.1.13 Broca's Area in the cerebral cortex

2.1.2.3 Issues and Solutions with Reading Skills Development

- Reading comprehension challenges

- Effective reading instruction

- Need of reading skills

- Phonemic skills for reading fluency

- Vocabulary as essential element

- Reading comprehension mastery

- Efficient reading techniques

- Analytical reading skills

Problem: Difficulty in comprehending written material due to unfamiliar vocabulary, complex sentence structure, and lack of reading strategies.

Solution: Select materials appropriate for the learners' level and interests. Teach reading strategies, such as scanning, skimming, and predicting. Encourage learners to read aloud, discuss the material, and provide opportunities for extensive reading.

Reading skills refer to the abilities and techniques that enable a person to comprehend written text effectively. Effective reading skills are essential for academic success, professional development, and personal growth. Here are some examples of different reading skills:

Phonemic Awareness: Phonemic awareness is the ability to identify, distinguish, and manipulate individual sounds in words. It is a fundamental skill that underlies the ability to decode written text and is critical for developing reading fluency.

Vocabulary: Vocabulary refers to the knowledge of the meanings of words. A robust vocabulary is essential for reading comprehension, as it enables readers to understand the nuances of language and infer the meanings of unfamiliar words.

Comprehension: Comprehension is the ability to understand and retain the information that is read. It involves recognising the main ideas, connecting different pieces of information, and drawing inferences based on the text.

Speed Reading: Speed reading is a technique that involves reading quickly and efficiently while still retaining the information. It requires scanning the text for keywords and phrases and using techniques like skimming and scanning to get the gist of the text.

Critical Reading: Critical reading is a technique that involves evaluating and analysing the text to form an opinion or make a decision. It requires identifying the author's point of view, evaluating the evidence presented and considering alternative perspectives.

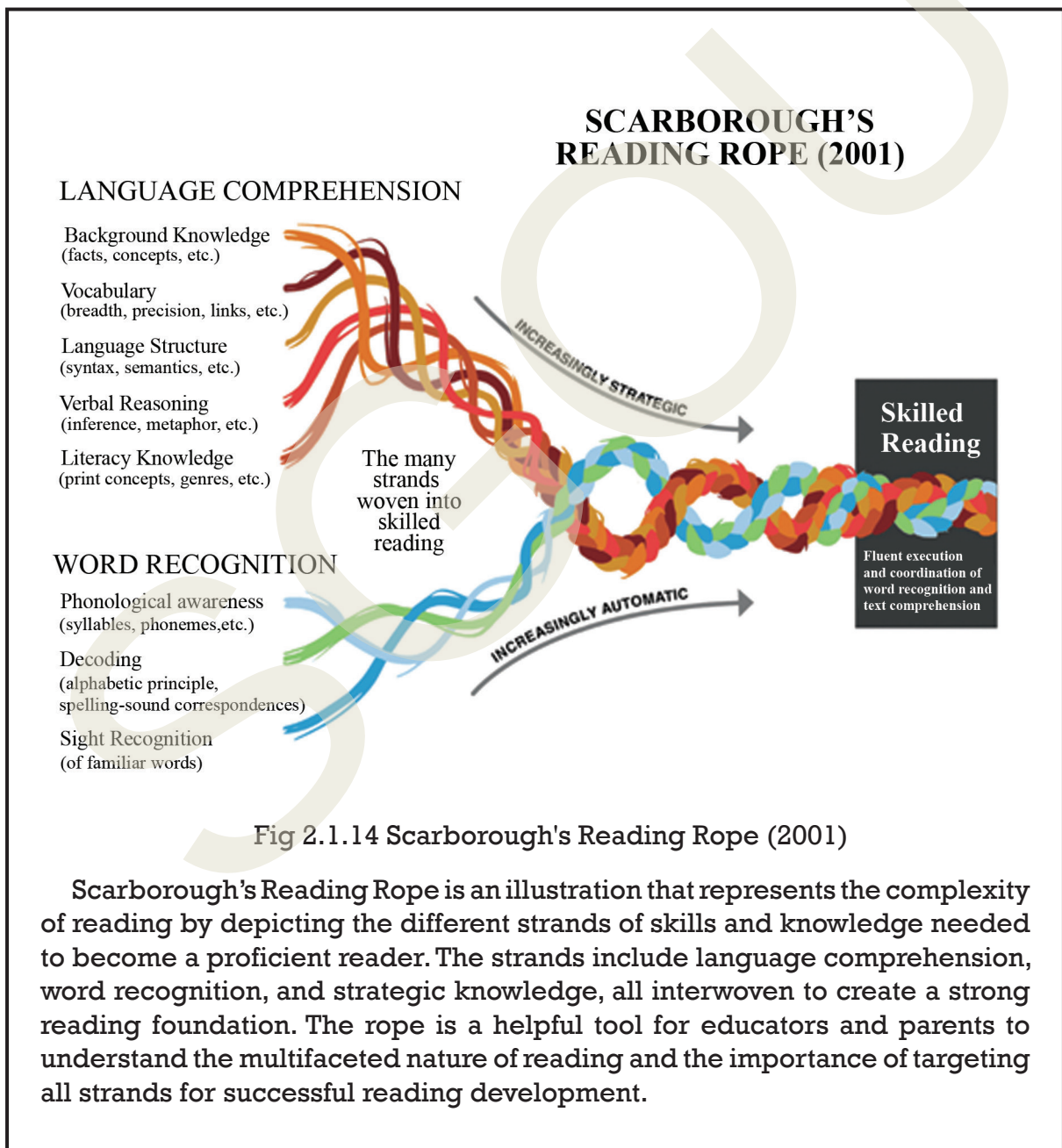


► **Effective note-taking**

Note-taking: Note-taking is a technique that involves summarising and organising the information as it is read. It can help retain the information and later refer to it for review.

► **Importance of reading skills**

Overall, reading skills are essential for academic success and career and personal growth. Effective readers can decode text, comprehend information, and think critically about what they read. Reading skills can increase knowledge, creativity, and critical thinking abilities.



2.1.2.4 Issues and Solutions with Writing Skills Development

► Writing challenges

Problem: Difficulty in expressing ideas in a structured and coherent manner due to lack of vocabulary, grammar, and writing skills.

► Models/examples and creative expression

Solution: Provide models and examples of different types of writing, such as emails, letters, and essays. Teach the writing process, including pre-writing, drafting, revising, editing, and proofreading. Encourage learners to express themselves creatively by using different writing styles and genres.

► Clear, concise, and effective

Writing skills refer to the abilities and techniques that enable a person to express their thoughts and ideas clearly, concisely and effectively. Effective writing skills are essential for academic success, professional development, and personal growth. Here are some examples of different writing skills:

► Writing clarity and coherence

Clarity and Coherence: Clarity and coherence involve writing in a clear, concise, and organised manner. It requires the ability to express ideas effectively, using proper sentence structure, grammar, and punctuation to ensure the writing is easy to read and understand.

► Writing creatively

Creativity: Creativity involves the ability to write engagingly and compellingly. It requires descriptive language, metaphors, and other literary techniques to make the writing interesting and captivating.

► Research skills

Research: Research involves finding and gathering information from various sources to support the writing. It requires identifying credible sources and synthesising information to create a well-supported argument.

► Clear structure and coherence

Organisation: Organisation involves structuring the writing logically and coherently. It requires creating an outline, identifying the main points, and using transitional words and phrases to connect the ideas.

► Need for editing and proofreading

Editing and Proofreading: Editing and proofreading involve reviewing the writing for grammar, punctuation, and spelling errors and ensuring the writing is free from typos and other mistakes. It is important to ensure that the writing is polished and professional.



- Adjust to audience/situation

- Summary

- Effective strategies for language development

Adaptability: Adaptability involves adjusting the writing to fit the audience's needs or situation. It requires being flexible and responsive to changing circumstances, such as adjusting the tone or style of the writing based on the intended reader.

Overall, writing skills are essential for effective communication, building relationships, and achieving professional success. Effective writers can express their ideas clearly and persuasively, engage their audience, and inspire action. Developing and improving writing skills can lead to increased creativity, critical thinking abilities, and overall success in many areas of life.

Also, identifying problems with specific language skills can help learners and teachers address them and develop effective strategies to overcome them. Language learners can develop their language skills and become confident and proficient communicators by providing a language-rich environment, meaningful and engaging activities, and opportunities for practice and feedback.

Vygotsky's writing theory emphasises the role of social interaction in developing writing skills. According to Vygotsky, children's writing abilities are shaped by their interactions with more skilled individuals, such as parents or teachers, and their participation in writing activities within a social context.

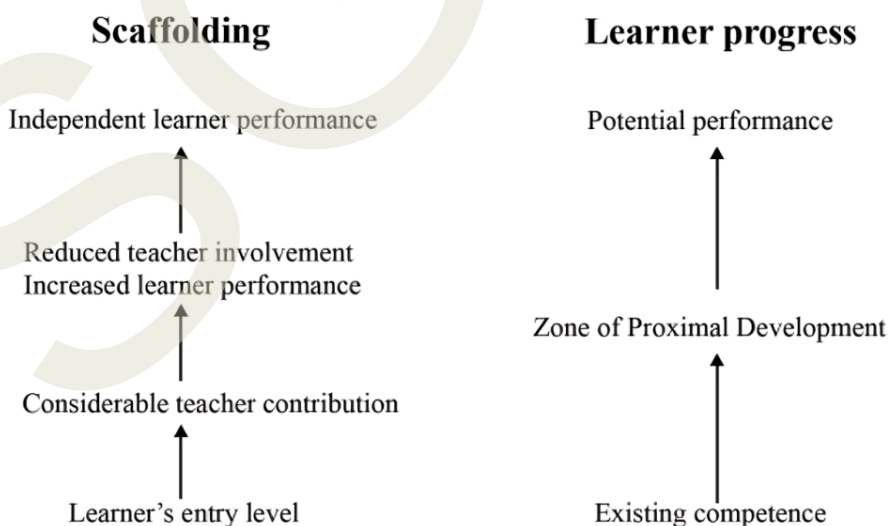


Fig 2.1.15 Vygotsky's theory of the zone of proximal development with teacher-learner collaboration

Summarised Overview

The unit discusses the importance of LSRW skills in language learning and teaching, emphasising that all four skills are interconnected and necessary for effective communication. A focus is given on teaching listening and speaking skills using various methods and techniques, such as pre-listening activities, role-play, debates, group discussions, and presentations. Effective reading skills involve scanning, skimming, and deep reading, and teaching strategies, such as predicting, guessing, and summarising. Effective writing skills involve clarity, coherence, organisation, and teaching stages, such as pre-writing, drafting, revising, editing, and proofreading. The unit discusses common problems and solutions related to developing specific language skills. It focuses on identifying issues and provides strategies for overcoming difficulties in listening and speaking skills. Also, it explains different types of listening and speaking skills and their importance in various aspects of life. Reading skills and strategies for improving reading comprehension are also described.

Assignments

1. What are LSRW skills, and why are they essential for language learning? Explain how LSRW skills are interconnected and necessary for effective communication.
2. Discuss the different methods and techniques that can be used to teach listening skills in an English classroom. Give examples of activities that can be incorporated into teaching listening skills.
3. What are the different methods and techniques that can be used to teach speaking skills in an English classroom? Give examples of activities that can be incorporated into teaching speaking skills.
4. What are the language learners' common challenges in developing specific language skills? Discuss the strategies that can be implemented to overcome them.
5. What are the listening and speaking skills essential for effective communication? Discuss each skill and provide examples of how they can be developed.

Suggested Reading

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4. Téllez, Kip, and Eduardo Mosqueda. "Developing Teachers' Knowledge and Skills at the Intersection of English Language Learners and Language Assessment." *Review of Research in Education*, vol. 39, 2015, pp. 87–121. *JSTOR*, <http://www.jstor.org/stable/44668655>.

Reference

1. Brown, H. Douglas. *Principles of Language Learning and Teaching*. 4th ed, Longman, 2000.
2. Brumfit, Christopher and Keith Johnson, eds. *The Communicative Approach to Language Teaching*. OUP, 1987.
3. Gleason, J. B. and N. Ratner, eds. *Psycholinguistics*. 2nd ed, Harcourt, 1997.
4. Krishnamurthy, N. and T. Sriraman. *English Teaching in India*. T. R. Publications, 1994.



Space for Learner Engagement for Objective Questions

Learners are encouraged to develop objective questions based on the content in the paragraph as a sign of their comprehension of the content. The Learners may reflect on the recap bullets and relate their understanding with the narrative in order to frame objective questions from the given text. The University expects that 1 - 2 questions are developed for each paragraph. The space given below can be used for listing the questions.

SGOU

Unit 2

Different Strategies in English Language Teaching

Learning Outcomes

By the end of this unit, the learner will:

- ▶ acquaint with the strategies and know the benefits of teaching language through literature
- ▶ be familiar with various classroom practices for teaching English
- ▶ understand the diverse levels of learner factors in developing language skills
- ▶ acquire preliminary knowledge on using ICT tools and aids in language classrooms
- ▶ have an idea of using e-resources and authentic materials for language teaching

Background

English Language Teaching (ELT) is an essential field of study, as English has become a global language, with over 1.5 billion speakers worldwide. Ensuring that learners have the necessary skills to communicate effectively in English is important. The field of ELT is vast, and there are numerous approaches, methods, and strategies that educators can use to teach English. However, before delving into different strategies in ELT, it is essential to have a fundamental understanding of the basics of language acquisition and language teaching.

Language acquisition is the process of learning a language, and it occurs naturally through exposure to the language in daily life. In contrast, language teaching involves instructing learners in a systematic and structured way. There are various approaches to language teaching, including the Grammar-Translation approach, the Audio-Lingual approach, the Communicative Language Teaching approach, and the Task-Based Language Teaching approach. Each approach has its strengths and weaknesses, and educators must choose the most appropriate approach based on their learners' needs, abilities, and learning styles. Furthermore, teachers must consider factors like age, proficiency level, motivation, and cultural background when designing lesson plans. Overall, understanding the basics of language acquisition and language teaching is crucial to effectively utilise different strategies in ELT.



Keywords

Authentic, ICT, Strategies, Aids, Tools, Online, Practice, Literature

Discussion

English Language Teaching (ELT) is a vast field encompassing various methods and approaches for teaching English as a second or foreign language. With the growing demand for English proficiency worldwide, teachers need to have a diverse range of strategies and techniques to cater to the needs of their learners. Different strategies in ELT include a range of teaching methods, materials, and activities designed to make language learning engaging, effective, and enjoyable for students.

► Diverse strategies

One of ELT's most widely used strategies is the communicative approach. This approach emphasises the importance of communication as the main goal of language learning. In communicative language teaching, learners are encouraged to interact with each other through activities, such as discussions, role-plays, and group work. The focus is on developing students' ability to use the language in real-life situations rather than on rote memorisation of grammar rules and vocabulary. Other strategies in ELT include task-based learning, which focuses on providing students with a range of tasks they can perform using the language they are learning, and content-based instruction, which integrates language learning with teaching other subjects, such as history, science, or literature.

► Communicative approach and task-based learning

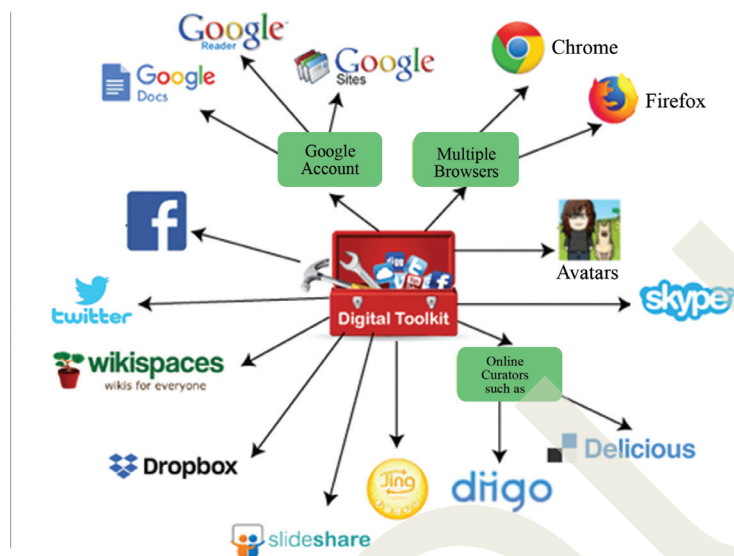


Fig. 2.2.1 Tools for language development

2.2.1 Teaching of Language through Literature

Teaching of the English language through literature is an approach to language education that has been gaining popularity in recent years. This approach involves using literature, such as novels, poems, and plays, as the primary source of material for language learning. The goal is to provide students with an authentic and engaging context for language learning while also helping them to develop their critical thinking, analytical, and communication skills.

► Literature-based learning

Teaching English through literature is not new, but it has undergone significant changes. Earlier, it was more focused on literary analysis and interpretation, but now it is more geared towards the development of language skills. Today, the focus is on using literature to teach grammar, vocabulary, and language structure. This approach is based on the belief that language and literature are inextricably linked and that studying literature can greatly enhance language learning.

► Evolved literature teaching

The use of literature in language teaching offers several advantages. It provides a rich source of authentic language

► Benefits of literature

material, which is more engaging and interesting than traditional textbook content. Literature also provides a context for language use, allowing students to develop their language skills in meaningful and relevant ways. Additionally, literature can help build critical thinking skills by encouraging students to analyse and interpret text and form their own opinions and perspectives.

► Challenges and requirements

However, teaching English through literature is not without its challenges. It requires teachers to have a deep understanding of literature and a sound knowledge of language teaching principles. It also requires careful selection of appropriate texts, as well as the use of effective teaching strategies to engage students and foster language learning.

► Valuable approach

Despite these challenges, using literature in language teaching has many benefits and is a practical approach to language education. Providing students with an authentic and engaging context for language learning can help foster a love of literature and language while developing important language skills essential for success in academic and professional settings.

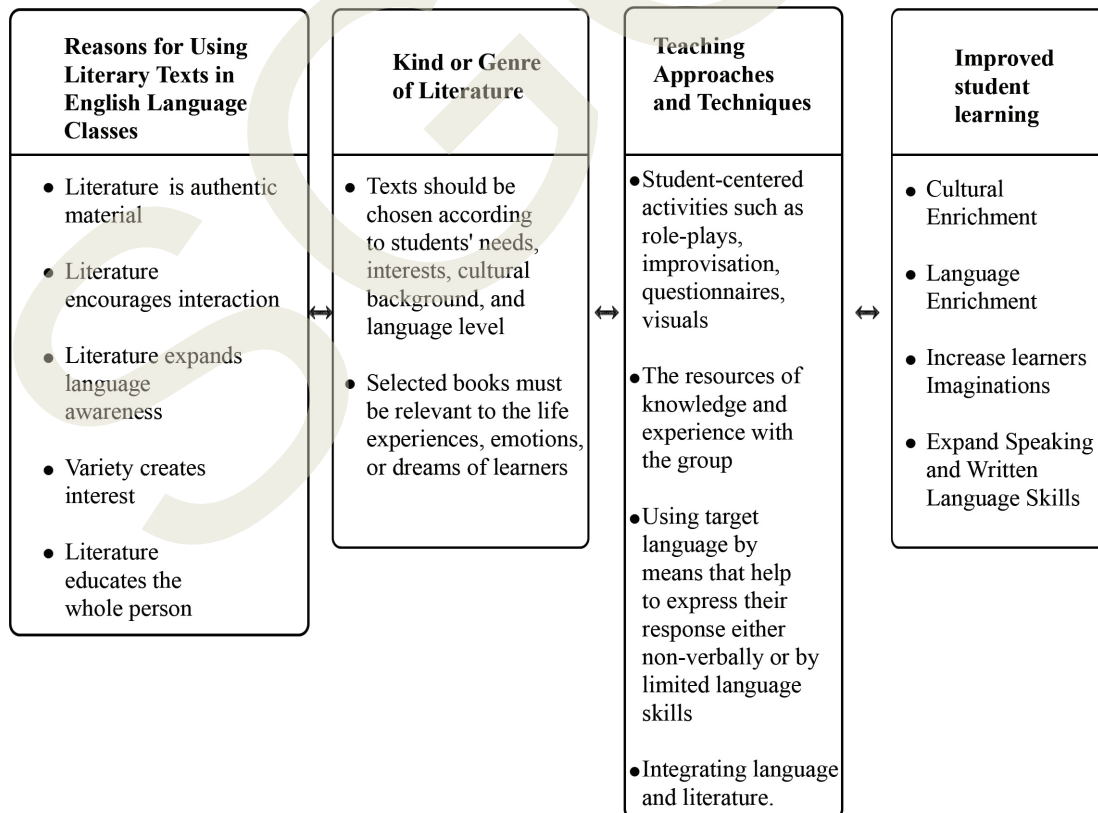


Fig 2.2.2 Elements involved in teaching language through literature

2.2.1.1 Benefits of Using Literature in Language Teaching

Literature has been a powerful tool for language teaching for centuries. From classic works of Shakespeare to modern-day bestsellers, literature has been an important aspect of learning a language. Teachers can create a dynamic and interactive learning environment by introducing literary works in language classes to help students improve their language skills and better understand culture, history, and society. The following passages explain the benefits of using literature in language teaching.

► Impact of literature in ELT

Firstly, literature exposes learners to various language structures and vocabulary. Reading novels, poems, and plays exposes learners to various grammatical structures, idioms, and expressions not commonly found in textbooks. They also encounter complex sentence structures, which can help them develop their reading and writing skills. As a result, learners can expand their language knowledge and develop their language proficiency.

► Exposing language structures

Secondly, literature is an effective tool for developing critical thinking skills. Literature encourages learners to analyse and interpret texts, identify themes, and evaluate the author's message. By doing so, learners can develop critical thinking skills, such as analysis, evaluation, and synthesis, essential for language learning and academic success. Literature also exposes learners to different perspectives and cultures, which can help them develop empathy and tolerance towards others.

► Developing critical thinking

Thirdly, literature promotes language learning in a fun-filled and engaging way. Unlike traditional language teaching methods, literature can make language learning more enjoyable and entertaining. Literature provides learners with a rich source of content that can capture their interest and imagination. By using literature in language teaching, teachers can create a more dynamic and interactive learning environment to motivate learners and increase their engagement in learning.

► Fun language learning

Fourthly, literature is a great source of cultural knowledge. Literature gives learners a window into the culture, history, and society of the language being studied. By reading literature, learners can gain a deeper

► Literature as cultural knowledge

understanding of the values, beliefs, and traditions of the culture that produced the literary work. This can help learners develop cross-cultural understanding, which is essential for effective communication and collaboration in a globalised world.

Judith Oster, a late professor of English Studies at Case Western Reserve University, argues in her article “Seeing with different eyes: Another view of literature in the ESL class,” published in 1989, that incorporating literature into English as a second language (ESL) classes can help students develop language skills, cultural awareness, and critical thinking abilities. She advocates for a pedagogy that values the diversity of experiences and perspectives that ESL students bring to the classroom and seeks to empower them to participate fully in the literary discourse.

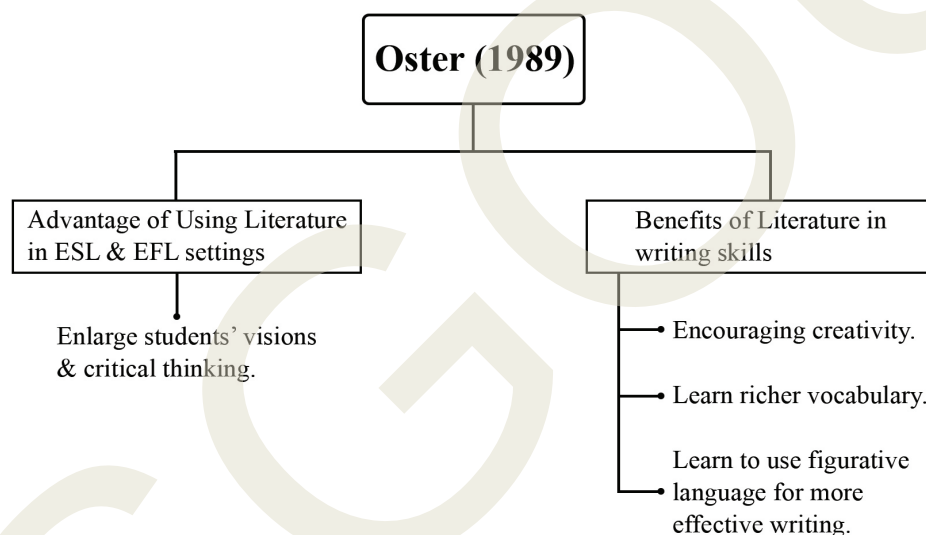


Fig 2.2.3. Oster's views on literature and language teaching

► Benefits of teaching English through literature

Thus, the benefits of using literature in language teaching are numerous. Literature exposes learners to various language structures and vocabulary, promotes critical thinking skills, makes language learning more enjoyable and engaging, and provides learners with cultural knowledge. Therefore, language teachers should consider incorporating literary works into their teaching materials to help students achieve language proficiency and develop critical thinking skills.

2.2.1.2 Strategies for Incorporating Literature into Language Lessons

The following are some methods to incorporate literature into English language teaching sessions:

► Introduce text and activate	Pre-reading Activities: Introduce the text and its context and activate learners' prior knowledge and interest. This can include brainstorming, discussion, and prediction activities.
► Active engagement with text	During-reading Activities: Encourage learners to read actively and engage with the text. This can include vocabulary development, comprehension questions, and literary analysis activities.
► Reflect and respond	Post-reading Activities: Encourage learners to reflect on and respond to the text. This can include writing activities, discussion, and critical thinking exercises.

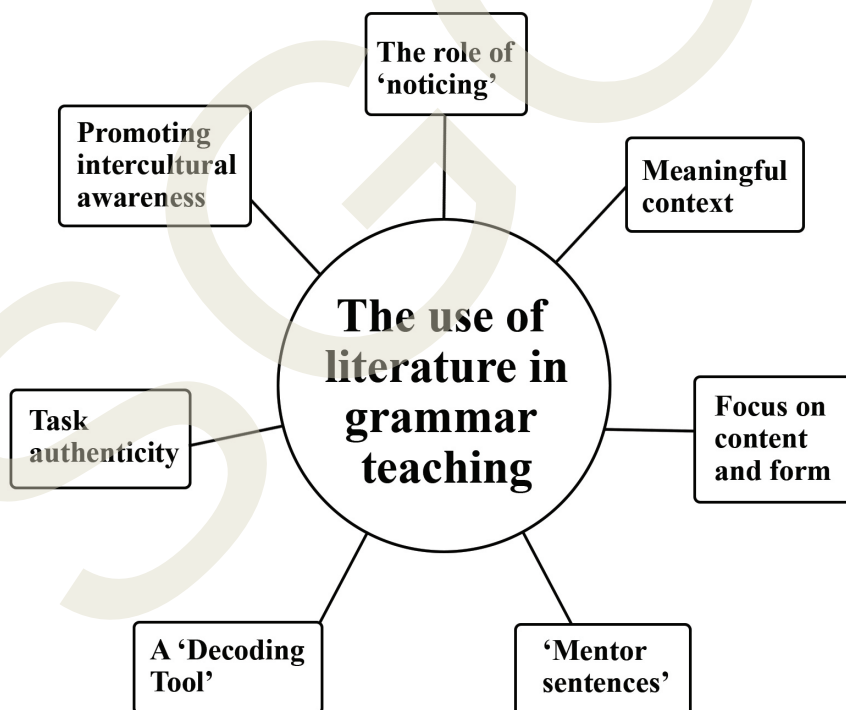


Fig 2.2.4 Using literature to teach grammar

2.2.1.3 Examples of Using Literature in Language Teaching

- Short stories in teaching English

Short stories: Short stories can be used to develop reading, writing, and speaking skills. For example, learners can read a short story and discuss its themes and message, write a summary or a reaction paper, or create their version.

- Novels develop skills

Novels: Novels can be used to develop more advanced reading, writing, and critical thinking skills. For example, learners can read a novel and analyse its characters, plot, and themes, write a literary analysis essay or participate in a book club discussion.

- Advantages of using poetry for ELT

Poetry: Poetry can be used to develop listening, speaking, and writing skills, as well as to introduce learners to literary devices and figurative language. For example, learners can listen to a poem and discuss its meaning and imagery, recite it and practice pronunciation and intonation, or write poems using different styles and techniques.

- Lit-based language teaching

Teaching language through literature can be a highly effective way to develop language skills, promote critical thinking and cultural awareness, and increase motivation and engagement in language learning. By incorporating literature into language lessons and using pre-reading, during-reading, and post-reading strategies, language learners can develop their language skills and become proficient and confident communicators.

Teaching English through Stories	
What helps children learn in a fun and meaningful way	What allows children to comprehend and show comprehension
1. Stories created based on children's likes and interests 2. Games and other kinds of motivating activities	1. Reading process a. Pre-reading stage b. While reading stage: - Connections - Predicting - Questioning c. Post-reading stage - Oral and written activities

Table 2.2.1 Teaching language through fiction

2.2.2 Classroom Practice Teaching and Learner Factors

Classroom practice teaching is an important part of becoming an effective teacher. One of the most important aspects of effective teaching is understanding and responding to the different factors affecting the learning process. This section will focus on learner factors and how teachers can address them to support effective learning.

- Effective teaching practices

2.2.2.1 Learning Styles

Learners have different learning styles, including visual, auditory, and kinesthetic. Teachers should consider learners' preferred learning styles when planning and delivering lessons. For example, visual learners may benefit from visual aids like diagrams, charts, and videos, while kinesthetic learners may benefit from hands-on activities and movement.

- Learner styles matter

Learning styles refer to the different ways in which individuals process, understand, and remember new information. There are several different models of learning styles. Still, the most commonly used model was developed by Neil Fleming, which includes the following four styles:

- Neil Fleming's model

- Visual learners-seeing

Visual learners: Visual learners prefer to learn through seeing and observing. They learn best through visual aids like diagrams, images, and videos.

- Methods of auditory learners

Auditory learners: Auditory learners prefer to learn through listening and hearing. They learn best through lectures, discussions, and audio recordings.

- Kinesthetic learners - doing

Kinesthetic learners: Kinesthetic learners prefer to learn through hands-on activities and movement. They learn best through activities, such as experiments, role-playing, and physical tasks.

- Learning through reading/writing

Read/write learners: Read/write learners prefer to learn through reading and writing. They learn best through reading textbooks, taking notes, and writing essays.

- Different learning models

Other models of learning styles may include additional styles or combine some of these styles in different ways. Some models also include a social learning style, which refers to a preference for learning through collaboration and interaction with others.



It is important to note that learning styles are not mutually exclusive, and individuals may have a combination of different styles that work best for them. Understanding one's learning style can help individuals optimise their learning by selecting the most appropriate study methods and techniques. However, there is some debate about the effectiveness of learning styles as a framework for instruction, and some studies have shown mixed results. Therefore, it is also important to consider other factors, such as individual interests and preferences in developing effective learning strategies.

► Learning styles

Placing learners at the centre of teaching refers to an approach in education that prioritises the needs, interests, and goals of learners and seeks to create learning experiences that are engaging, relevant, and meaningful to them. This approach acknowledges that learners come from diverse backgrounds and have unique learning styles, abilities, and preferences. Therefore, it aims to provide personalised learning experiences that meet individual learners' needs and support their growth and development.

By placing learners at the centre of teaching, educators can create a more student-centred classroom where learners actively participate in their learning process. This can increase learners' motivation, engagement, and ownership over their learning, leading to improved academic outcomes and a more positive learning experience.

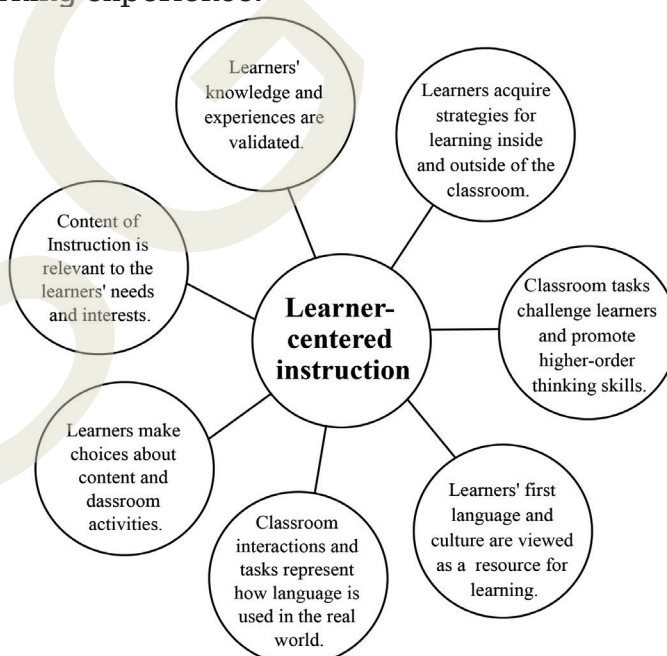


Fig 2.2.5 A model of placing learners at the centre of teaching

2.2.2.2 Motivation

- Elements of motivation

Motivation is a key factor in effective learning. Teachers should create a positive and supportive learning environment and use a variety of engaging and interactive activities to motivate learners. For example, gamification, peer teaching, and real-world learning applications can help motivate learners.

- Motivation drives learning

Motivation refers to the driving force or incentive that inspires individuals to pursue their goals, including their academic or learning goals. Individuals may struggle to engage with the learning material, persist through challenges, or retain information without motivation.

- Motivation: intrinsic vs extrinsic

Motivation can take many forms, including intrinsic motivation, which comes from within oneself, and extrinsic motivation, which comes from external factors, such as rewards or recognition. Intrinsic motivation is often more effective for long-term learning, as it fosters a deeper interest and engagement in the subject matter. Examples of intrinsic motivators might include a personal interest in the topic, a desire to achieve mastery or understanding, or a sense of curiosity or fascination.

- Extrinsic motivators: pros and cons

Extrinsic motivators can also effectively encourage learning, especially in the short term. Examples of extrinsic motivators might include grades or other evaluation forms, rewards, or recognition. However, over-reliance on extrinsic motivators can sometimes undermine intrinsic motivation and lead to a focus on superficial goals rather than deep learning.

- Fostering intrinsic motivation in learners

Therefore, it is important to foster intrinsic motivation in learners by providing opportunities for self-directed learning, promoting autonomy and control, and encouraging interest and engagement in the subject matter. This can be achieved through techniques, such as project-based learning, inquiry-based learning, and personalised learning plans. In addition, providing constructive feedback and recognition can help to encourage and reinforce motivation and help learners identify areas for improvement and growth.

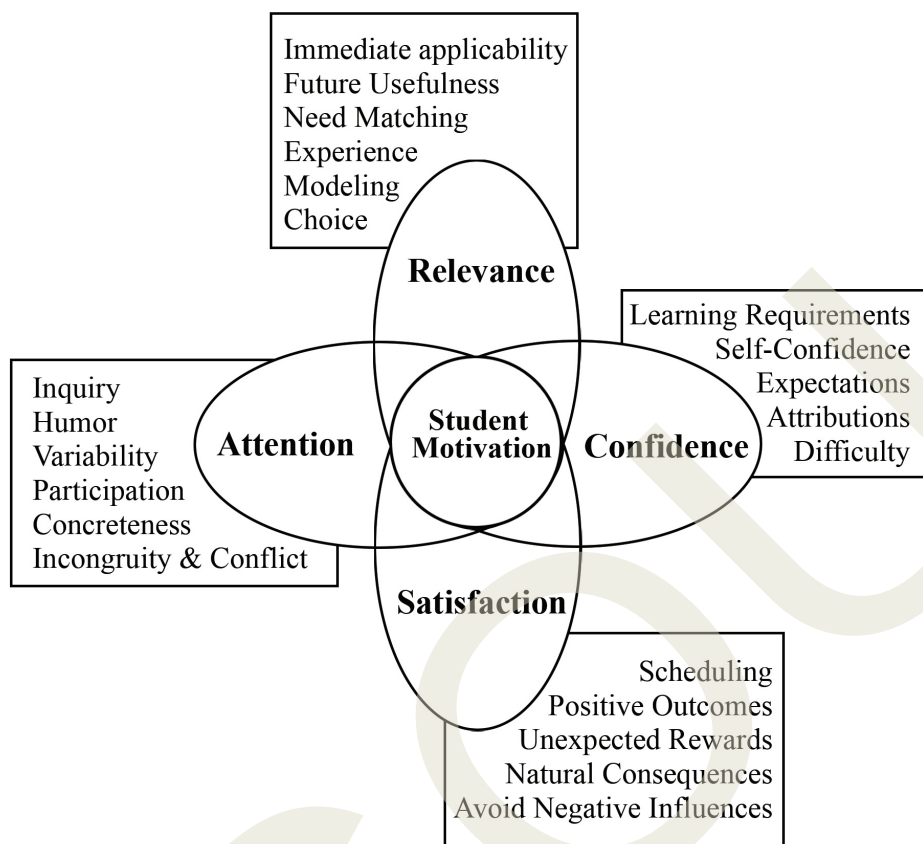


Fig 2.2.6 Motivation factors for the learners

2.2.2.3 Self-Efficacy

Learners' self-efficacy, or belief in their ability to succeed, is crucial in learning. Teachers should provide positive feedback and encourage learners to set achievable goals and take risks in their learning. Additionally, teachers should provide opportunities for learners to experience success and develop confidence in their abilities.

► **Self-efficacy:**
importance in
learning

Self-efficacy refers to an individual's belief in their ability to perform a specific task or achieve a particular goal successfully. It is a key concept in social cognitive theory and has been extensively researched in psychology. Individuals with high self-efficacy believe they have the skills, abilities, and resources necessary to succeed in a given situation. In contrast, those with low self-efficacy may doubt their ability to perform and may be more likely to give up in the face of challenges.

► **Self-efficacy:**
definition and
significance

► Factors influencing self-efficacy

Self-efficacy is influenced by several factors, including past experiences, social persuasion, and physiological or emotional states. For example, individuals who have experienced success in similar situations are likelier to have high self-efficacy. In contrast, those who have experienced failure may have lower self-efficacy. Similarly, social support and positive feedback from others can help to increase self-efficacy, while negative feedback or criticism can decrease it. Finally, physiological or emotional states, such as stress or anxiety, can also affect self-efficacy, impacting an individual's confidence and belief in their ability to perform.

► Importance of self-efficacy in education

Self-efficacy can significantly impact various behaviours, including academic achievement, athletic performance, and professional success. In education, fostering self-efficacy can help improve learning outcomes by increasing motivation, persistence, and effort. This can be achieved through techniques, such as providing opportunities for success, modelling positive behaviour, and offering constructive feedback and support. By helping learners to build their self-efficacy, educators can help them to develop a sense of confidence and agency and to overcome obstacles and challenges on the path to success.

2.2.2.4 Prior Knowledge

► Importance of prior knowledge in learning

Prior knowledge is an important factor in learning, as it shapes learners' understanding and interpretation of new information. Teachers should assess learners' prior knowledge and provide opportunities for learners to connect new information to their existing knowledge. Additionally, teachers can use strategies, such as scaffolding, which involves breaking down complex tasks into smaller, more manageable steps, to support learners in developing new knowledge.

► Prior knowledge: definition and significance

Prior knowledge refers to the knowledge and experiences an individual brings to a particular learning situation. It can include formal and informal knowledge, personal experiences, beliefs, and attitudes. Prior knowledge can significantly impact how individuals process and understand new information, as it shapes their perceptions, expectations, and mental frameworks.

- Importance of understanding prior knowledge

In education, understanding prior knowledge is important for effective instruction, as it can help educators to identify areas where learners may need additional support or guidance, as well as areas where learners may have strengths or expertise. For example, a learner with prior knowledge in a particular subject area may be able to make connections and draw on existing mental frameworks to more easily understand new concepts, while a learner with limited prior knowledge may require more explicit instruction and scaffolding.

- Impact of prior knowledge on motivation and engagement

Prior knowledge can also influence how learners approach new material, as it can affect their motivation, engagement, and interest in the subject matter. For example, learners interested in a particular topic may be more motivated to learn and engage with the material. In contrast, learners with negative attitudes or experiences related to the topic may be more resistant to learning.

- Importance of prior knowledge assessment

Therefore, it is important for educators to assess and build on learners' prior knowledge when designing instruction, by using strategies such as activating prior knowledge, making connections to existing mental frameworks, and providing opportunities for learners to apply their knowledge and skills in meaningful ways. By doing so, educators can help learners to build on their existing knowledge and experiences, and to develop a deeper and more meaningful understanding of new concepts and ideas.

2.2.3 Learning Disabilities

- Accommodate learners with disabilities

Some learners may have learning disabilities, such as dyslexia or ADHD, which can affect their learning. Teachers should be aware of learners with learning disabilities and provide accommodations and modifications to support their learning. For example, providing extra time on assignments or using assistive technologies, such as text-to-speech software, can help learners with dyslexia.

- LDs impact cognitive functioning.

Learning disabilities (LD) are a group of neurological disorders that affect the ability to acquire, process, interpret, and use information. These disabilities can manifest in various ways and may affect various areas of cognitive functioning, including reading, writing, learning mathematics and problem-solving.

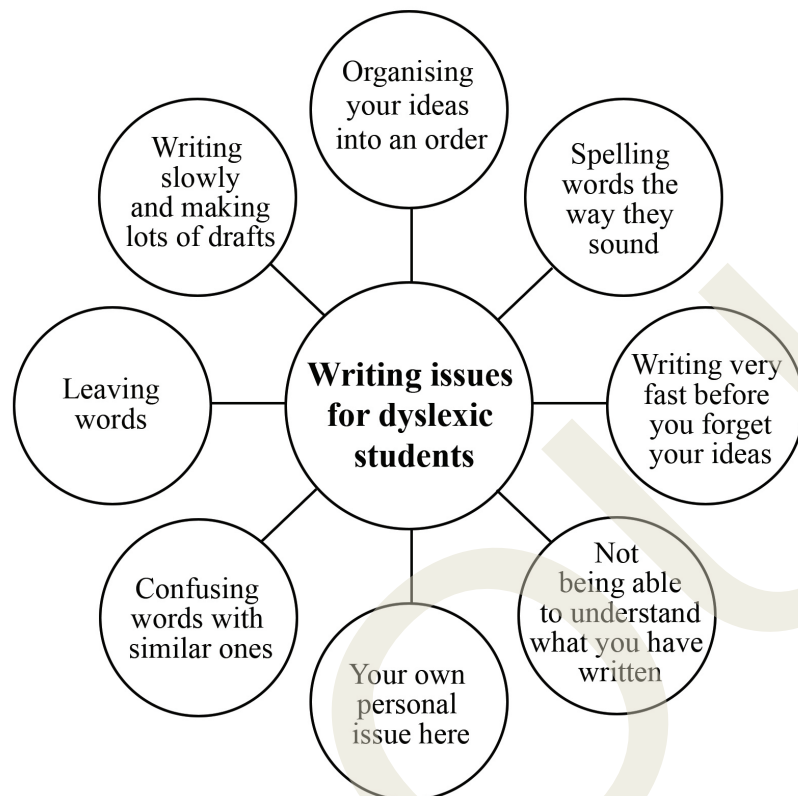


Fig 2.2.7 Writing Issues for dyslexic students

- Multiple causes, diagnosed in childhood/adulthood

Individuals with LD often have average or above-average intelligence but may experience difficulties in one or more areas of learning. LD can be caused by various factors, including genetic, environmental, and neurological factors, and they may be diagnosed in childhood or adulthood.

- Types of LD: Dyslexia, dysgraphia, dyscalculia, ADHD

Some common types of LD include dyslexia, which affects reading and language processing; dysgraphia, which affects writing ability; dyscalculia, which affects mathematical skills; and attention deficit hyperactivity disorder (ADHD), which affects attention, behaviour, and executive functioning.

- Impacts of LD

LD can significantly impact an individual's academic, social, and emotional functioning. Individuals with LD may experience frustration, low self-esteem, and a lack of confidence in their abilities. However, with appropriate accommodations and support, individuals with LD can overcome their challenges and achieve academic and personal success.

- Accommodations, inclusion, involvement, advocacy

Some common strategies for supporting individuals with LD include providing accommodations, such as extended time for exams, assistive technology, and specialised instruction. Providing a supportive and inclusive learning environment is important, where individuals with LD are valued for their unique strengths and perspectives. Finally, it is important to involve families and caregivers in the learning process, and to provide ongoing support and advocacy for individuals with LD throughout their lives.

- Addressing learner factors

Thus, understanding and addressing learner factors are crucial to effective teaching and learning. By considering learners' learning styles, motivation, self-efficacy, prior knowledge, and learning disabilities, teachers can create a positive and supportive learning environment and help learners achieve their full potential.

John Carroll's (1963) model of school learning proposes that academic achievement is determined by three key factors: aptitude, opportunity, and motivation. According to Carroll's model, academic achievement is a function of the interaction between these three factors. The model highlights the importance of considering multiple factors when attempting to understand academic achievement and has been influential in educational psychology research.

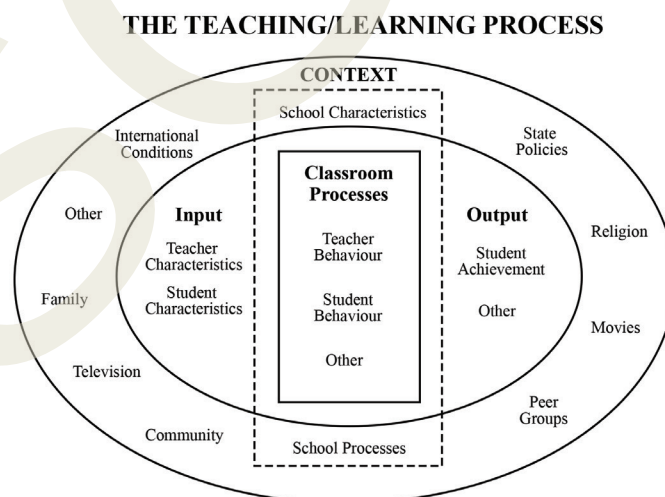


Fig 2.2.8 A model of teaching/learning process using Carroll's methods

2.2.4 Teaching Aids

Teaching aids are essential tools for creating a successful learning environment for English language students. They can include various visual and audio materials that engage learners, reinforce key concepts, and provide a multisensory approach to language acquisition. Whether you are teaching beginner or advanced-level English courses, incorporating teaching aids can enhance the effectiveness of your lessons and improve student comprehension and retention. The use of teaching aids is essential in English classes, as they can help learners improve their language skills, including listening, speaking, reading, and writing.

- Teaching Aids: Essential for English Language

2.2.4.1 ICT in Language Teaching

Information and Communication Technology (ICT) plays an important role in language teaching and offers various tools and resources that can be used as teaching aids. The following are common ICT tools and resources that can enhance language learning.

- ICT in Language Teaching

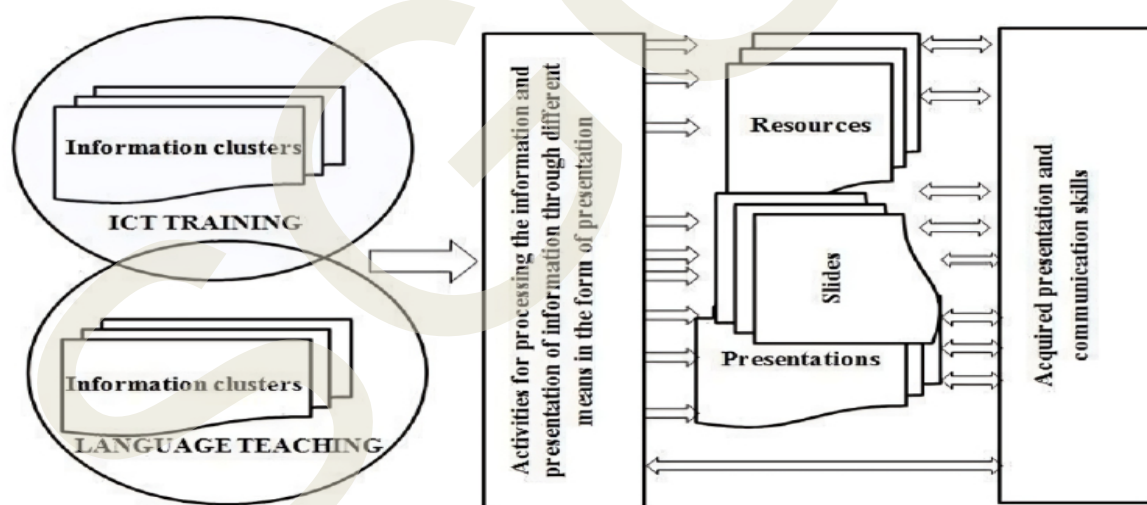


Fig 2.2.9 A model for integrating ICT training and language teaching

► Online language learning

Digital Language Learning Platforms: These provide online courses, interactive exercises, and video lessons to help students learn a new language. Digital language learning platforms are online tools and resources that allow learners to study and practice a foreign language using technology. These platforms can include various resources, such as online courses, interactive lessons, language exchange forums, and gamified learning experiences.

► Advantages of online learning

One of the benefits of digital language learning platforms is that they provide learners with access to various learning materials and resources, regardless of their location or time constraints. Many platforms also offer personalised learning experiences, adapting to learners' needs and progress.

► Examples of language platforms

Some popular digital language learning platforms include Duolingo, Babbel, Rosetta Stone, and Memrise. These platforms typically offer a mix of interactive exercises, quizzes, and games, and features, such as progress tracking, personalised lesson plans, and social learning communities.

► Flexibility and convenience

Another advantage of digital language learning platforms is their flexibility and convenience. Learners can typically access these platforms from various devices, including desktop computers, smartphones, and tablets, and can study at their own pace and on their own schedule.

► Lack of authentic interaction

However, there are also some limitations to digital language learning platforms, such as the lack of opportunities for authentic language use and communication, which can be important for developing speaking and listening skills. Therefore, learners need to supplement their digital learning with real-world interactions, such as language exchanges, cultural immersion experiences, and travel opportunities.

► Valuable tool

Overall, digital language learning platforms can be valuable for learners looking for flexible and accessible ways to study a foreign language. Still, they should be combined with other learning strategies to achieve the best results.

Here are some common features of a digital language learning platform:

- Gamified learning experience

Interactive Lessons: Many language learning platforms offer interactive and gamified lessons, making the learning experience more engaging and enjoyable. Interactive lessons refer to teaching methods or activities that engage learners in active participation, typically through technology, group discussion, problem-solving activities, and other ways that promote two-way communication and feedback between teachers and students. Interactive lessons aim to make learning more engaging, personalised, and effective by allowing learners to ask questions, receive feedback, and collaborate with their peers. Interactive lessons can be delivered through various mediums, such as online courses, educational software, simulations, games, and virtual reality.

Audio and Video Content: Some platforms offer audio and video content to help learners improve their listening and speaking skills.

- Language Learning Platforms: Audio/video content, feedback, and social communities.

Personalised Feedback: Many platforms use artificial intelligence and machine learning algorithms to analyse a learner's performance and provide personalised feedback and recommendations for improvement.

Social Learning Communities: Some platforms allow learners to connect with other language learners worldwide, providing opportunities to practice speaking and writing with native speakers.

Here are some examples of popular digital language learning platforms:

- Duolingo: Gamified language learning

Duolingo: Duolingo is a free language learning platform that offers interactive lessons in over 30 languages. The platform is gamified, making learning feel like a game, and uses a variety of exercises to help learners practice reading, writing, listening, and speaking.

- Rosetta Stone: Immersive language learning

Rosetta Stone: Rosetta Stone is a language learning platform that uses a natural immersion method to teach learners a new language. The platform offers lessons in over 20 languages and uses a combination of audio, visual, and interactive content to help learners develop their language skills.

Babbel: Babbel is a language learning platform that offers courses in over 14 languages. The platform uses

► Babbel as Language learning platform

► Memrise: Gamified language learning

► Digital language learning options

interactive lessons, personalised feedback, and speech recognition technology to help learners improve their language skills.

Memrise: Memrise is a language learning platform that uses flashcards and gamified exercises to help learners memorise vocabulary and grammar. The platform offers courses in over 20 languages and uses spaced repetition to help learners retain what they have learned.

These are just a few examples of today's many digital language learning platforms. Each platform has unique features and teaching methods, so finding one that works for you and your language learning goals is important.

► Online dictionaries /translation

Online Dictionaries and Translation Tools: These can help students look up words, translate sentences, and understand grammar rules in real time. Online dictionaries and translation tools are digital resources that provide language learners with quick and easy access to translations and definitions of words and phrases in multiple languages. These tools are widely used by language learners of all levels and translators, interpreters, and individuals who need to communicate with speakers of other languages.

► Features of online dictionaries

Online dictionaries are typically searchable databases that provide definitions, pronunciations, and other relevant information about words and phrases in a particular language. These dictionaries can be monolingual, providing definitions and information in a single language, or bilingual, providing translations into one or more languages.

► Function of translation tools

Translation tools, on the other hand, are designed to provide quick and automatic translations of words and phrases between multiple languages. These tools can be useful for getting a quick sense of the meaning of a word or phrase. Still, they may not always provide accurate translations, especially when dealing with idiomatic expressions or complex sentences.

► Examples of online dictionaries/tools

Some popular online dictionaries and translation tools include Google Translate, Merriam-Webster, Linguee, and WordReference. Many of these tools offer additional features, such as audio pronunciations, example sentences, and usage tips.

- Supplement to language learning

While online dictionaries and translation tools can be useful for language learners, it is important to remember that they should be used as a supplement to, rather than a replacement for, other language learning strategies. Learners should strive to understand words and phrases in context and develop their skills for communicating in the language rather than relying solely on digital tools.

- Types of audio/video resources

Audio and Video Resources: Podcasts, videos, and audio recordings can help students practice listening and speaking skills and provide exposure to different accents and pronunciations. Audio and video resources are valuable tools for language learners. They provide opportunities to practice listening, speaking, and pronunciation and learn about the culture and real-life language use. Many types of audio and video resources are available, including podcasts, news broadcasts, TV shows, movies, and YouTube channels.

- Language learning podcasts

Podcasts can be an excellent resource for language learners, as they often provide engaging and authentic content on various topics. Some popular language learning podcasts include “Coffee Break Spanish,” “News in Slow French,” and “ChinesePod.” These podcasts often provide transcripts and other learning resources to help learners follow along and improve their comprehension.

- News broadcasts as resource

News broadcasts and other current events programming can also be useful for language learners, as they provide exposure to real-life language use and a range of vocabulary related to current events. Many news organisations, such as BBC and CNN, offer news broadcasts in multiple languages, transcripts, and other learning resources.

- TV/movies as resource

TV shows and movies can be fun-filled and engaging ways to improve language skills, as they provide exposure to authentic language use and cultural context and nuance. Services like Netflix and Hulu offer a range of international programming with subtitles in multiple languages, allowing learners to practice listening and comprehension skills while enjoying their favourite shows and movies.

Finally, YouTube channels and other online video resources can provide a wealth of language learning opportunities, with content ranging from instructional

- YouTube channels as a resource

videos to cultural immersion experiences. Some popular language learning YouTube channels include “Easy Languages,” “SpanishPod101,” and “Japanese Ammo with Misa.” These channels often offer a mix of instructional and immersive content and opportunities for interaction and community building with other language learners.

- Audio/video learning as valuable resources

Overall, audio and video resources can be a valuable supplement to other language learning strategies, providing engaging and authentic learning opportunities that help learners develop listening, speaking, and pronunciation skills, as well as cultural awareness and understanding.

- Online live classes

Virtual Classrooms: These allow students and teachers to connect and communicate in real-time, even if they are located in different parts of the world. Virtual classrooms are online learning environments that allow students and teachers to interact and collaborate in real-time using various digital tools and technologies. These platforms provide a range of features that enable students and teachers to communicate, share materials, and work together in ways that mimic traditional classroom settings.

- Online class features

Virtual classrooms typically offer features, such as video conferencing, chat functionality, and collaborative whiteboards, as well as tools for sharing documents, videos, and other digital resources. They may also include built-in assessment and grading tools and features that allow students to work in small groups or pairs.

- Flexible and engaging learning

One of the benefits of virtual classrooms is that they can be accessed from anywhere, at any time, making them a flexible and convenient option for learners with busy schedules or those who live in remote areas. Additionally, virtual classrooms can provide opportunities for increased student engagement and participation, as well as opportunities for personalised learning and differentiated instruction.

- Virtual classroom platforms

Some popular virtual classroom platforms include Zoom, Google Classroom, Canvas, and Blackboard Collaborate. These platforms offer a range of features and tools and can be customised to meet the needs of individual teachers and learners.

Overall, virtual classrooms are a valuable resource for educators and learners, providing flexible and engaging

- Flexible virtual learning

learning environments supporting various teaching and learning needs.

- Mobile language apps for convenient learning

Mobile Language Learning Apps: These offer on-the-go language learning opportunities and can be convenient for students to practice their language skills. Mobile language learning apps are software applications designed for smartphones and other mobile devices that facilitate language learning through various tools, such as vocabulary lists, grammar lessons, interactive exercises, and conversation practice with native speakers. Some popular examples of mobile language learning apps include Duolingo, Babbel, Rosetta Stone, and Memrise.

The COVID-19 pandemic has forced schools and educational institutions to adopt virtual learning, which has led to an increased reliance on social media for educational purposes. Social media has played a significant role in supporting English language learning during the pandemic.

Firstly, social media platforms, such as Facebook, Twitter, and Instagram, provide many resources to aid English language learners. These resources include language learning groups, language exchange programs, online English language courses, and grammar tips. These resources are often free and easily accessible, making them an excellent source for learners who cannot access traditional learning resources.

Secondly, social media platforms have facilitated communication between English language learners and native speakers, which has enabled learners to practice and improve their language skills. Platforms like Zoom and Skype have allowed learners to participate in virtual language exchange programs and converse with native speakers worldwide.

Thirdly, social media platforms have created an online community of English language learners, providing support and motivation to learners. This community has enabled learners to share their experiences, ask questions, and receive feedback from other learners and teachers.

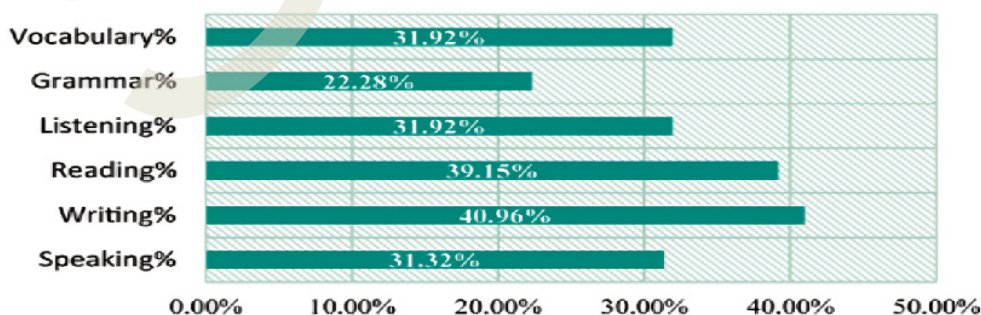


Fig 2.2.10 The graph shows the impact of social media on learning English during the COVID-19 pandemic.

- Effective language learning with ICT

Overall, ICT provides language teachers with many resources and tools to help engage and motivate students and make language learning more accessible and effective.

2.2.5 Strategies for Using Teaching Aids

Teaching aids are important tools that help teachers enhance their students' learning experience. In English classes, teaching aids are particularly important because they can help students learn new words, practice grammar and pronunciation, and engage with the language more meaningfully. This section will discuss the various strategies teachers can use when using teaching aids in their English classes.

- Teaching aids in English

2.2.5.1 Know Your Students

The first step in using teaching aids effectively in your English classes is to know your students. This means understanding their learning styles, language proficiency levels, and areas of strength and weakness. By understanding these factors, you can tailor your teaching aids to suit the needs of your students.

- Effective teaching aids

For example, if you have a class of visual learners, you might use visual aids, such as pictures, videos, and diagrams, to help them understand new words and concepts. If you have a class of auditory learners, you might use audio aids, such as songs, podcasts, and recordings, to help them practice pronunciation and listening skills.

- Customized teaching aids

2.2.5.2 Choose the Right Teaching Aids

The second step in using teaching aids effectively is to choose the right teaching aids for the task at hand. This means selecting teaching aids that are appropriate for the age and proficiency level of your students, as well as the learning outcomes you want to achieve.

- Selecting appropriate aids

For example, if you teach young learners, you might use flashcards, picture books, and games to help them learn new words and sentence structures. If you teach older learners, you might use more advanced aids, such as videos, news articles, and debates, to help them develop critical thinking and language skills.

- Age-appropriate teaching aids

2.2.5.3 Use a Variety of Teaching Aids

The third step in using teaching aids effectively is to

- Diverse teaching aids

use a variety of teaching aids in your English classes. This helps keep your students engaged and interested and allows you to cater to different learning styles.

- Varied teaching strategies

For example, you might use a combination of visual aids, audio aids, and tactile aids, such as puzzles and games, to help your students practice different language skills. You might also use different teaching aids for different lesson parts, such as warm-up activities, guided practice, and independent practice.

2.2.5.4 Integrate Technology

- Technology integration

In today's digital age, technology can be a powerful tool for enhancing the learning experience in English classes. By integrating technology into your teaching aids, you can create a more interactive and dynamic classroom environment that engages students and promotes language learning.

- Online supplementation

For example, you might use online resources, such as interactive quizzes, language learning apps, and video conferencing to supplement your teaching aids and provide students with additional language practice opportunities.

2.2.5.5 Assess Learning Outcomes

- Evaluate and adjust

The final step in using teaching aids effectively in English classes is to assess learning outcomes. This means evaluating the effectiveness of your teaching aids in achieving the learning objectives of your lesson and making adjustments as needed.

- Assess and improve

For example, you might use quizzes, examinations, or student feedback surveys to evaluate the effectiveness of your teaching aids and identify areas for improvement. You might also modify your teaching aids based on the feedback you receive from your students to ensure that they are getting the most out of your English classes.

Thus, teaching aids are an essential component of effective English language instruction. By following these strategies and incorporating various teaching aids into your English classes, you can help your students develop their language skills and achieve their learning objectives. Remember to tailor your teaching aids to the needs of your students, choose the right aids for the task at hand, use a variety of aids, integrate technology, and

- Adjusting to students' needs

assess learning outcomes to ensure that your teaching aids are effective and engaging.

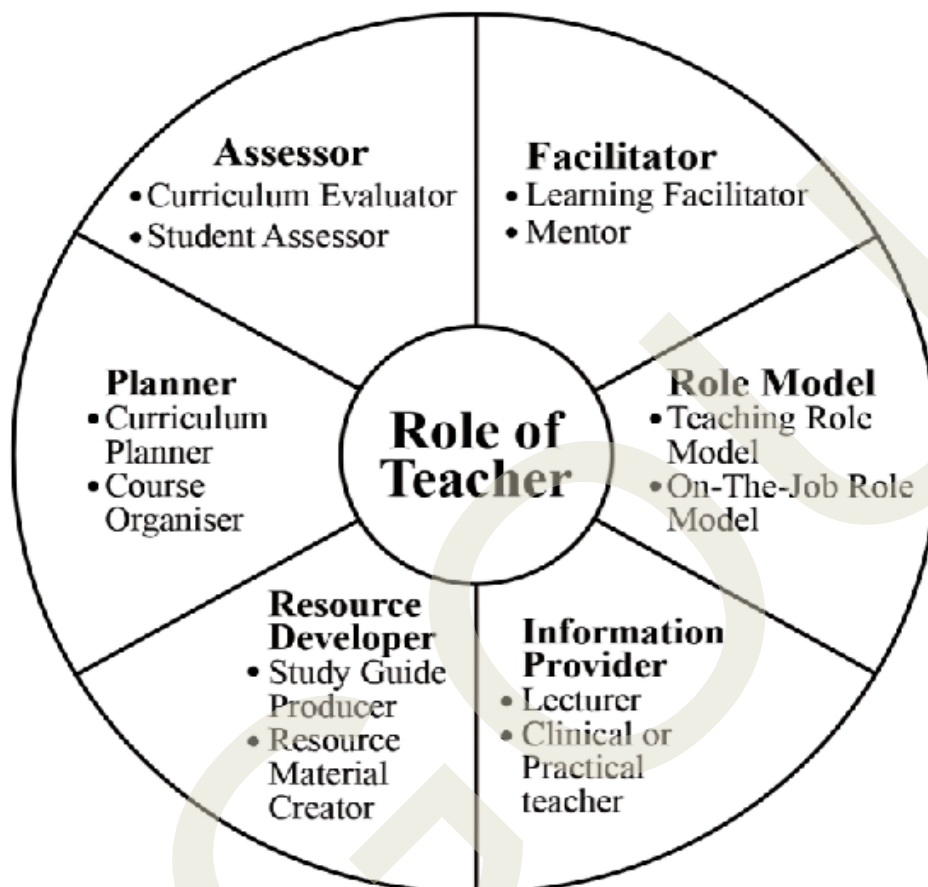


Fig 2.2.11 A diagram illustrating the teacher's role in teaching

A sample scenario of an effective English teaching strategy is given below:

Mrs Nair was an English teacher at a high school in Kerala, India. She was always looking for new ways to make her English language teaching sessions more engaging and effective for her students.

She incorporated Information and Communication Technology (ICT) into her lesson plan one day. She had recently attended a workshop on integrating ICT in the classroom and was excited to try out some of the ideas she had learned.

Mrs Nair's class was a mix of students from various backgrounds, including rural and urban areas and different socio-economic backgrounds. She knew using ICT would help her reach out to all her students and create an inclusive learning environment.

She began by setting up a virtual classroom with a learning management system accessible to all her students. She then designed interactive activities and quizzes using various tools, such as Kahoot and Quizlet, to make the learning experience more enjoyable and engaging.

To enhance her students' speaking and listening skills, she arranged virtual group discussions and debates on relevant topics, such as the impact of social media on society, using Zoom and Google Meet.

Mrs Nair also introduced her students to online resources, such as TED Talks, podcasts, online dictionaries and thesauruses, to help them improve their language skills.

To make the learning process more immersive and interactive, she used virtual reality (VR) technology to transport her students to different parts of the world and expose them to different cultures and experiences. For instance, she used Google Earth VR to take her students on a virtual tour of London and show them famous landmarks, such as Big Ben and Tower Bridge.

Mrs Nair's innovative teaching methods made her students more engaged and motivated to learn English. They improved their language skills while having fun and exploring the world virtually. Mrs Nair's use of ICT helped bridge the gap between students from different backgrounds and made learning English more accessible and inclusive for all.

2.2.6 Authentic Materials for ELT

The use of authentic materials in English Language Teaching (ELT) classes have become increasingly popular in recent years. Authentic materials are any materials created for real-life communication or purposes, such as newspapers, magazines, videos, songs, and social media posts. In contrast to traditional textbooks and exercises, authentic materials give learners a glimpse into the real world of English language use, exposing them to various language forms, contexts, and cultures. This section will explore the benefits of using authentic materials in ELT classes and provide practical tips for teachers to incorporate them effectively into their teaching.

► Traditional versus authentic materials

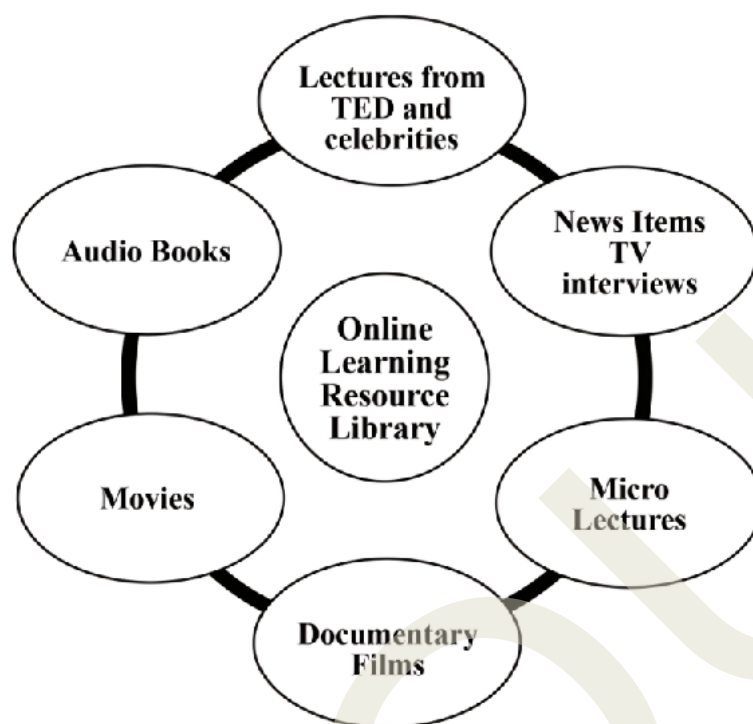


Fig 2.2.12 Types of resources of online learning library

2.2.6.1 Benefits of using authentic materials

Motivation and engagement: Authentic materials can provide students with a more authentic and engaging learning experience. Learners are more motivated to engage in the learning process by using materials that are relevant to their interests. For example, using songs or TV shows that students enjoy can help them to connect with the language and stay engaged in the lesson.

- Being motivated and engaged

Exposure to real-world language use: Authentic materials give learners a glimpse into the real world of English language use, exposing them to various language forms, contexts, and cultures. This exposure can help students develop their listening, speaking, reading, and writing skills more naturally and meaningfully. For example, reading an article from a newspaper or magazine can provide students real-world examples of language use and help them understand how the language is used in different contexts.

- Window into real-life English language usage

Cultural awareness: Authentic materials can also help to develop students' cultural awareness and understanding. By using materials that reflect the culture and customs of English-speaking countries, learners

- Linguistic proficiency and cultural understanding

can better understand the cultural context in which the language is used. For example, videos or TV shows depicting the customs and traditions of English-speaking countries can help students understand the cultural differences and similarities between their culture and that of the target language.

- Giving exposure to different contexts

Language proficiency: Authentic materials can also help improve students' language proficiency by exposing them to real-world language use. Learners can develop their language skills more naturally and meaningfully using materials that are authentic and relevant to their interests. This exposure can also help build students' vocabulary, grammar, and syntax as they learn to use language in different contexts.

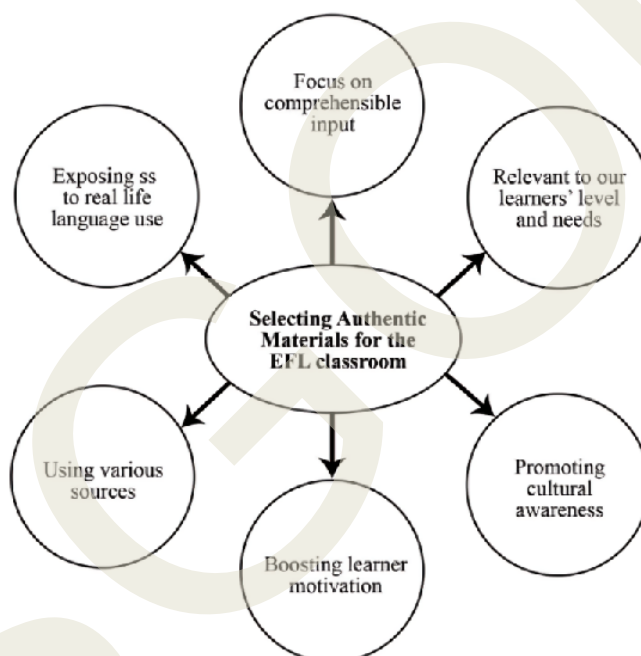


Fig 2.2.13 Elements to ensure while selecting materials for English classes

2.2.6.2 Practical tips for using authentic materials for ELT

The following are some of the practical tips which can be applied while using materials for ELT:

- Materials that align with students' interests

Choose materials relevant to students' interests: When choosing authentic materials, it is important to consider the students' interests. By using materials that are relevant to their interests, learners are more likely to stay engaged and motivated throughout the lesson.

- Support through scaffolding techniques

Provide scaffolding: Authentic materials can be challenging for learners, especially those at lower proficiency levels. To help students understand the materials, teachers can provide scaffolding, such as pre-teaching vocabulary, summarising the text, or providing guided questions.

- Interactive activities

Encourage interaction: Authentic materials can provide a rich source of language input, but it is also important to encourage students to interact with the materials. This can be done through discussions, debates, or role-plays, which can help students to practice their speaking and listening skills.

- Incorporate authentic materials

Use various materials: To keep the lesson varied and interesting, teachers should use various authentic materials, such as videos, songs, news articles, and social media posts. This variety can help to cater to different learning styles and interests.

- Practical tips

In conclusion, using authentic materials in ELT classes can provide numerous benefits for learners, including motivation, exposure to real-world language use, cultural awareness, and language proficiency. By incorporating practical tips, such as choosing relevant materials, providing scaffolding, encouraging interaction, and using various materials, teachers can effectively use authentic materials to enhance the learning experience for their students.

Online English courses in distance education have become increasingly popular in recent years due to their convenience. These courses allow students to learn English from anywhere in the world as long as they can access the internet. Many online English courses are available, ranging from self-paced courses to live virtual classes with a teacher. Some courses focus on specific areas of English, such as grammar or pronunciation, while others provide a more comprehensive approach to learning the language.

One of the key benefits of online English courses is that they are often more affordable than traditional in-person classes. Additionally, students have the flexibility to study at their own pace and on their schedule, which can be especially beneficial for those with busy lifestyles. However, it is important to note that online English courses may not be suitable for everyone. Some students may prefer the social interaction and face-to-face feedback that comes with in-person classes. Additionally, online courses may require more self-motivation and discipline to complete.



2.2.7 Using E-resources for ELT

English Language Teaching (ELT) is the process of teaching English to non-native speakers. There has been a significant shift towards using e-resources for ELT in recent years. E-resources refer to any digital resources used for teaching, learning or research. The use of e-resources has been driven by the increased availability of digital technology, making it easier for teachers and learners to access and use these resources. In this section, we will explore the advantages of using e-resources for ELT and provide examples of how they can be used.

- Shift to e-resources

One of the main advantages of using e-resources for ELT is their ease of access. E-resources can be accessed from anywhere with an internet connection, making them ideal for distance learning. Learners can access these resources anytime, allowing them to learn at their own pace. This flexibility is particularly important for adult learners with work or family commitments that make attending classes at set times difficult.

- Access the resources from anywhere

Another advantage of e-resources is their ability to provide learners with authentic language input. Authentic language input refers to using real-life language materials, such as videos, essays and podcasts, instead of scripted language. By using authentic language input, learners can develop their ability to understand and use English in real-life situations. E-resources, such as news websites, YouTube, and podcast platforms, can be used to provide learners with a range of authentic language input.

- Real-life language materials

E-resources can also provide learners with interactive and engaging learning experiences. Interactive learning experiences can help to keep learners engaged and motivated, which is particularly important in online learning environments where learners may feel isolated. E-resources, such as interactive quizzes, games, and multimedia resources, can be used to create engaging and interactive learning experiences.

- Gives interactive learning

One example of how e-resources can be used for ELT is through online language exchange platforms. Language exchange platforms connect learners with native speakers of English, allowing them to practice their language skills in real-life conversations. These platforms

- Language exchange platforms

often provide learners with additional resources, such as online chat rooms, video conferencing, and language learning materials to support their language learning.

- E-resources aid writing skills

Another example of how e-resources can be used for ELT is through online writing tools. Online writing tools, such as Grammarly and Hemingway, can help learners improve their writing skills by providing instant feedback. These tools can identify grammar, spelling and punctuation errors and suggest ways to improve the clarity and readability of the writing.

- Online resources for research

E-resources can also be used to provide learners with access to online libraries and databases. Online libraries provide learners access to a vast range of books and articles, allowing them to conduct research and expand their knowledge of English. Databases, such as JSTOR and EBSCO, provide learners access to academic essays and research papers, which can support their language learning.

- E-resources aid ELT

In conclusion, e-resources have become an increasingly important tool in ELT. The ease of access, authentic language input, and interactive learning experiences provided by e-resources make them ideal for language learning. The examples provided in this section demonstrate how e-resources can provide learners with a range of learning experiences, from language exchange platforms to online writing tools and libraries. As digital technology continues to advance, e-resources will likely play an even greater role in ELT in the future.

One scenario in which an English learner could use e-resources for language acquisition is as follows:

Sarah is a non-native speaker of English who is currently studying in the United States. Although she has been studying English for several years, she still struggles with some aspects of the language, particularly when it comes to speaking and listening.

To improve her language skills, Sarah decides to use e-resources. She begins by using an online language exchange platform to find a native speaker of English who is interested in practising their language skills with her. She finds a partner named John, a student in the United States.

Sarah and John schedule regular video calls using a video conferencing platform. During these calls, they practice speaking and listening skills by

discussing topics such as current events, hobbies, and personal interests. They also use online resources, such as news articles and podcasts, to find topics for discussion.

In addition to language exchange, Sarah also uses online writing tools to improve her written English. She uses Grammarly to check her writing for grammar, spelling, and punctuation errors. She also uses Hemingway to enhance the clarity and readability of her writing.

Finally, Sarah uses online resources to expand her knowledge of English. She uses an online library to find books and articles about the English language and culture. She also uses a database to find academic articles and research papers that she can read to improve her language skills.

Overall, Sarah's use of e-resources has helped her to improve her language skills and gain confidence in speaking and listening. By using a range of online resources, she has been able to practice her language skills, improve her writing, and expand her English language and culture knowledge.

2.2.8 Purposes of Assessment

Assessment is an integral component of English Language Teaching (ELT) and plays a critical role in the teaching and learning process. The primary purposes of assessment in ELT are to evaluate students' language proficiency, monitor their progress, and provide feedback to both students and teachers. In this section, we will discuss the various purposes of assessment in ELT in detail.

- Assessment: integral, evaluate, feedback

2.2.8.1 Diagnostic Assessment

Diagnostic assessment is conducted at the beginning of a course to assess the student's language proficiency level and identify their strengths and weaknesses. The purpose of this assessment is to provide the teacher with a clear understanding of each student's current level of language proficiency and to use this information to design appropriate learning activities.

- Diagnostic: beginning, proficiency, individualisation

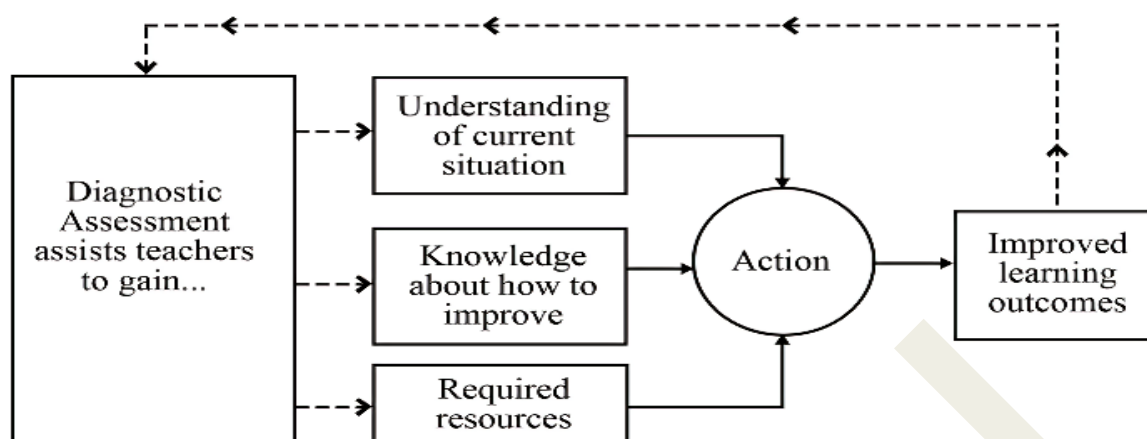


Fig 2.2.14 The objective of Diagnostic Assessments

2.2.8.2 Formative Assessment

Formative assessment is conducted throughout the course to monitor students' progress and provide feedback to both students and teachers. The purpose of formative assessment is to identify areas where students need further instruction and support, to help students improve their language skills, and to assist teachers in adjusting their teaching methods to meet the needs of their students better.

- Formative: on-going, progress, feedback



Fig 2.2.15 Some formative assessment tools for ELT teachers

2.2.8.3 Summative Assessment

- Summative: end, achievement, evaluation

Summative assessment is conducted at the end of a course to evaluate the student's overall language proficiency. The purpose of summative assessment is to measure the student's achievement and determine whether they have achieved the course's learning objectives.

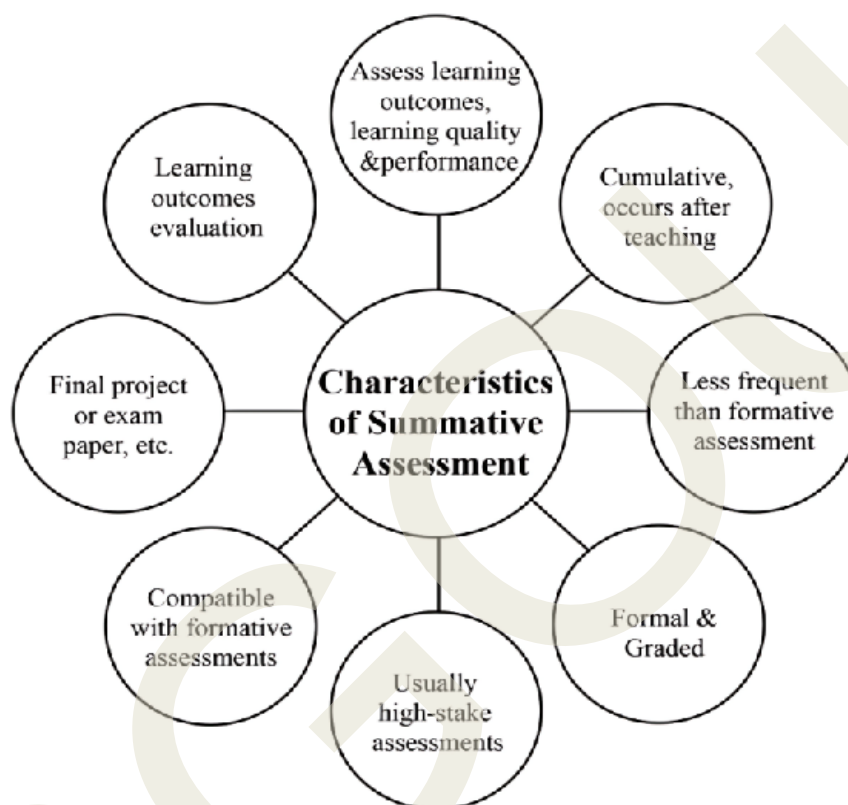


Fig 2.2.16 Characteristics of summative assessment

2.2.8.4 Placement Assessment

- Determines appropriate English level

Placement assessment is conducted to determine a student's appropriate level of English language instruction. The purpose of placement assessment is to ensure that students are placed in classes appropriate for their current level of language proficiency.

2.2.8.5 Proficiency Assessment

- Assessing language proficiency level

Proficiency assessment is conducted to measure a student's overall language proficiency level. The purpose of proficiency assessment is to determine a student's ability to communicate effectively in English and use this information to decide on further language learning opportunities.

2.2.8.6 High-Stakes Assessment

- Crucial for university and employment

High-stakes assessment is used to make important decisions about a student's future, such as university admission or employment. The high-stakes assessment aims to determine whether a student has achieved a specific level of language proficiency required for a particular job or academic program.

- Assessment in ELT: essential and diverse

In this way, assessment is an essential aspect of English Language Teaching, serving multiple purposes. The various types of assessment used in ELT allow teachers to clearly understand their students' language proficiency levels, monitor progress, identify areas of strength and weakness, and provide feedback to both students and teachers. Using various assessment tools and techniques, teachers can create a challenging and engaging learning environment that promotes English language proficiency among their students.

2.2.9 Criteria of Good Test

- English language teaching and good tests

English language teaching has become an essential part of our daily lives as it is the universal language used for communication in various fields, such as education, business, tourism, and international relations. The effectiveness of English language teaching depends on the quality of tests used to evaluate learners' proficiency. A good test plays a crucial role in accurately measuring learners' language skills. In this section, we will discuss the criteria of a good test in evaluating English language teaching and provide examples to illustrate each criterion.

- Validity in ELT assessment

2.2.9.1 Validity

Validity is a crucial criterion for any assessment in English Language Teaching (ELT) as it ensures that the assessment accurately measures its intended measure. In other words, a valid assessment provides a reliable and accurate reflection of a student's language proficiency or ability.

For example, let us say that an English teacher wants to assess their students' reading comprehension skills. The teacher designs a test with multiple-choice questions and asks the students to read a passage and answer the questions based on their understanding of the text. If the test is not valid, the questions may not accurately

- Validity in reading assessment

reflect the students' comprehension of the passage. For instance, the questions may be too difficult or phrased in a confusing way for students. The test results will not accurately reflect the student's reading comprehension skills in this case.

- Test validity and comprehension assessment

On the other hand, if the test is valid, the questions will accurately assess the student's reading comprehension skills. This means that the questions will be at an appropriate level of difficulty and will be phrased in a way that is easy for students to understand. If the students do well on the test, it can be concluded that they have good reading comprehension. If the students do poorly, it can be inferred that they need more practice in this area.

- Ensures accurate assessment

Thus, validity is an essential criterion for any assessment in ELT as it ensures that the assessment accurately measures what it is intended to measure. Teachers should ensure that the questions and tasks they use to assess their students' language proficiency are valid and reliable to provide accurate results.

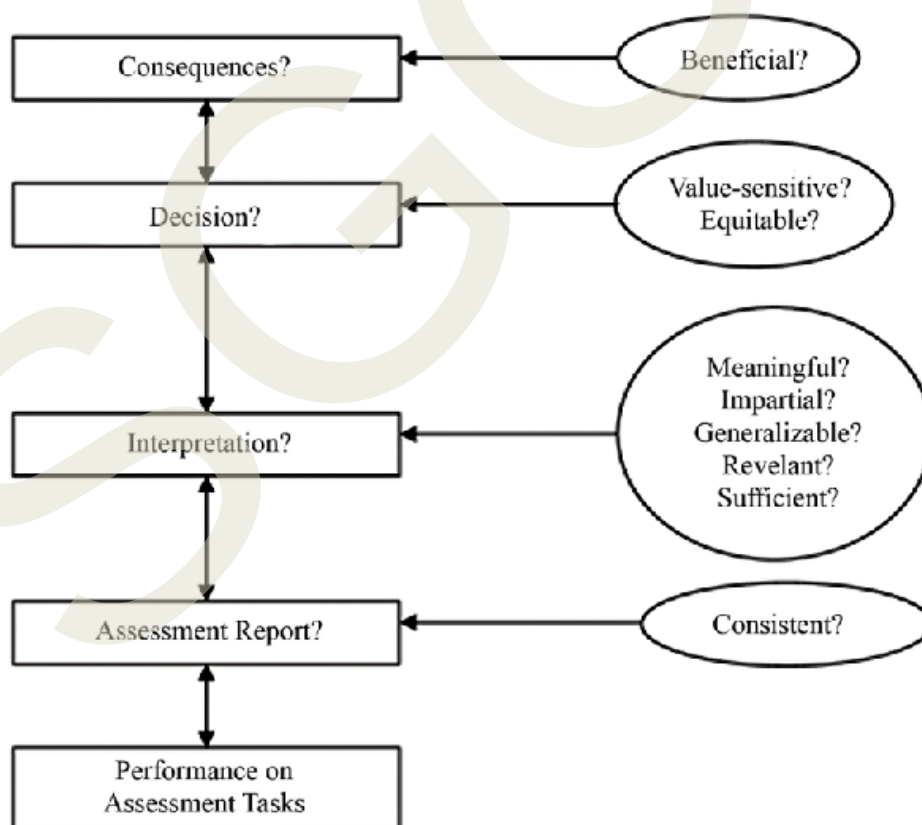


Fig 2.2.17 Validity considerations in the construction and use of tests for English majors

2.2.9.2 Reliability

- Reliability and consistent result

Reliability is an important criterion for any assessment in English Language Teaching (ELT) as it ensures that the assessment consistently produces accurate and consistent results over time. In other words, a reliable assessment produces similar scores for the same student or group of students when taken multiple times.

- Reliability and writing skills

For example, let us say that an English teacher wants to assess their students' writing skills. The teacher designs a writing test with prompts and asks the students to write an essay based on the given prompts. If the test is unreliable, the scores for the same student or group may vary significantly when taken at different times. For instance, the test may be graded inconsistently, or the prompts may be phrased as confusing for students. In this case, the test results will not accurately reflect the students' actual writing skills.

- Reliable tests ensure consistency

On the other hand, if the test is reliable, the scores for the same student or group of students will be consistent when taken at different times. This means that the grading criteria will be consistent, and the prompts will be phrased in a way that is clear and easy to understand. If the students receive similar scores on the test each time it is taken, it can be concluded that the test is reliable and the student's writing skills are accurately reflected.

- Reliability crucial for assessment

Thus, reliability is a crucial criterion for any assessment in ELT as it ensures that the assessment consistently produces accurate and consistent results over time. Teachers should ensure that the grading criteria and prompts they use to assess their students' language proficiency are reliable to provide accurate results.

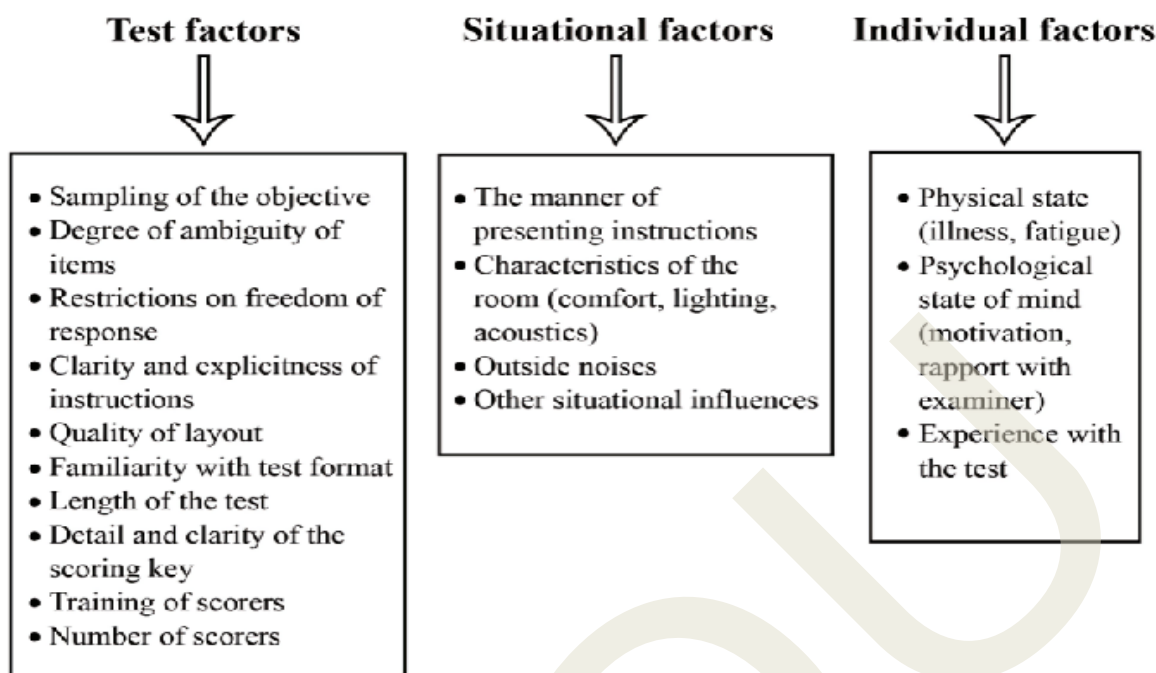


Fig 2.2.18 Some of the scenarios of threats to the reliability of test

2.2.9.3 Authenticity

Authenticity is an essential criterion in English language teaching assessments because it measures students' abilities to use language in real-world situations. An assessment is considered authentic when it accurately reflects the language tasks and skills students encounter in real-life situations. For instance, a listening assessment should involve listening to genuine conversations or recordings of native speakers. A writing assessment should require students to produce texts similar to what they would write in everyday situations.

► Authenticity reflects real-life

An example of an authentic assessment in English language teaching could be a task where students are required to write a persuasive email to a friend to convince them to attend an event. This task reflects a real-life situation where students may need to persuade someone to attend an event. It tests their ability to write a persuasive email with proper language, tone, and structure.

► Authentic assessment example

Another example could be a listening assessment where students are required to listen to a radio interview and answer questions related to the topic. This assessment reflects a real-life situation where students may need to

understand interviews or discussions on the radio or other media. It tests their ability to comprehend and respond to spoken language.

- ▶ Authentic assessments enhance proficiency

Overall, authentic assessments in English language teaching allow students to demonstrate their language skills in real-world contexts, which helps them develop their language proficiency and succeed in using the language outside the classroom.

2.2.9.4 Objectivity

- ▶ Objectivity ensures fairness

Objectivity is an essential criterion in English language teaching assessments because it ensures that assessments are fair and unbiased and that all students are evaluated using the same standards. An assessment is considered objective when it is free from subjective or personal biases and evaluates students' performance based on specific criteria.

- ▶ Grammar test and objectivity

An example of an objective assessment in English language teaching could be a grammar test designed to evaluate students' understanding of grammatical structures. The test may include multiple-choice questions that require students to choose the correct sentence structure or fill in the blanks with the appropriate verb tense. Such questions can be scored objectively as they have a clear right or wrong answer, and the grading criteria can be standardised.

- ▶ Oral presentation for objective evaluation

Another example could be an oral presentation assessment where students are evaluated based on predetermined criteria, such as content, pronunciation, fluency, and grammar. Each criterion could be assigned a specific point value, and the evaluation would be based on the total points earned by the student. This assessment approach ensures that all students are evaluated using the same standards, and is free from personal bias or subjectivity.

- ▶ Objective assessment for unbiased evaluation

Overall, objective assessments in English language teaching provide an accurate and unbiased evaluation of students' language proficiency and ensure that all students are evaluated using the same standards. This helps provide fair and transparent assessment results that can inform further language learning and teaching.

2.2.9.5 Practicality

- Practicality as a key criterion for language tests

Practicality is an important criterion for evaluating the quality of a language test in English language teaching. A practical test can be easily administered, scored, and interpreted promptly and cost-effectively. It should also be relevant to the goals and objectives of the English language program and provide useful information about the test takers' language proficiency.

- Choose practical tests wisely

For example, consider a language school that wants to assess the English proficiency of its students for placement into different levels of courses. To do so, the school may administer a standardised test, such as the TOEFL or IELTS. However, these tests may not be practical for the school's needs as they can be costly to administer, and the results may not be immediately available. Instead, the school may opt for a more practical test, such as a placement test created by the school's language instructors. This test can be designed to assess the specific language skills relevant to the school's curriculum and can be administered and scored quickly and easily.

Table 2.2.2 TOEFL vs IELTS for English Proficiency Exams

	TOEFL	IELTS
Administered by	Educational Testing Service (ETS)	British Council, the University of Cambridge ESOL Examinations, and IDP
Uses	U.S. English	U.K. English
Sections	1. Reading 2. Listening 3. Speaking 4. Writing	1. Reading 2. Listening 3. Speaking (In person) 4. Writing
Scores	Total 0-120 Points	Between 0-9 with half scores
Cost	U.S. \$160-\$250 depending on location	U.S. \$205 depending on location



Another example of practicality in language testing can be seen in workplace English language training. Many companies require their employees to have a certain level of English proficiency to communicate effectively with customers or colleagues. In such cases, a practical test may be customised to the company's needs and specific industry language, rather than a standardised test that may not be relevant to the workplace context. Additionally, a practical test in this context may need to be delivered online or remotely, allowing employees to take it at their convenience without disrupting work schedules.

- Customised tests for workplaces

Thus, practicality is an important consideration when evaluating the quality of a language test in English language teaching. A practical test should be easy to administer, score, and interpret, while also providing relevant information about the test takers' language proficiency. The test should also be relevant to the goals and objectives of the English language program and the specific needs and context of the test takers.

- Practical tests for relevant results

2.2.9.6 Washback

Washback refers to the test's impact on the learners and the teaching methods. A good test should have a positive washback effect, motivating learners to improve their language skills and encouraging teachers to improve their teaching methods. The test should be designed to reflect the learning objectives and the teaching methods used in the classroom. For example, if the learning objective is to improve learners' reading skills, the test should encourage learners to read more and help teachers identify the areas where learners need more support.

- Positive washback motivates learners

Thus, a good test is essential for evaluating English language teaching effectively. A good test should be valid, reliable, authentic, objective, practical, and have a positive washback effect. The criteria discussed in this section are interdependent, and a good test should meet all of them. The examples illustrate how each criterion can be applied to design effective language tests.

- Criteria for good tests

Table 2.2.3 General and specific purposes of assesment

General purpose of the assessment	Specific reason for the assessment
Administrative	• General assessment • Placement • Exemption • Certification • Promotion
Instructional	• Diagnosis • Evidence of progress • Feedback to the respondent • Evaluation of teaching or curriculum
Research	• Evaluation • Experimentation • Knowledge about language learning & language use

2.2.10 Continuous Assessment in ELT

Continuous assessment is a type of evaluation that involves ongoing monitoring of a student's progress throughout a course or program. In English Language Teaching (ELT), continuous assessment is widely used to evaluate students' language skills and proficiency. This section will provide a detailed explanation of continuous assessment in ELT and how it can benefit both students and teachers.

- Continuous assessment as on-going monitoring

Continuous assessment is a process that involves regularly assessing a student's language skills and abilities throughout a course or program. This type of evaluation contrasts traditional summative assessments that occur at the end of a course or program. Continuous assessment is a more comprehensive and frequent way of evaluating students' progress, and it provides teachers with more detailed information about their students' language skills.

- Regular evaluation of language skills

- Multiple methods for assessment

Continuous assessment in ELT can take various forms, including quizzes, tests, homework, classroom participation, projects, and presentations. Teachers may also use a combination of these assessment methods to gain a more comprehensive understanding of their student's language abilities.

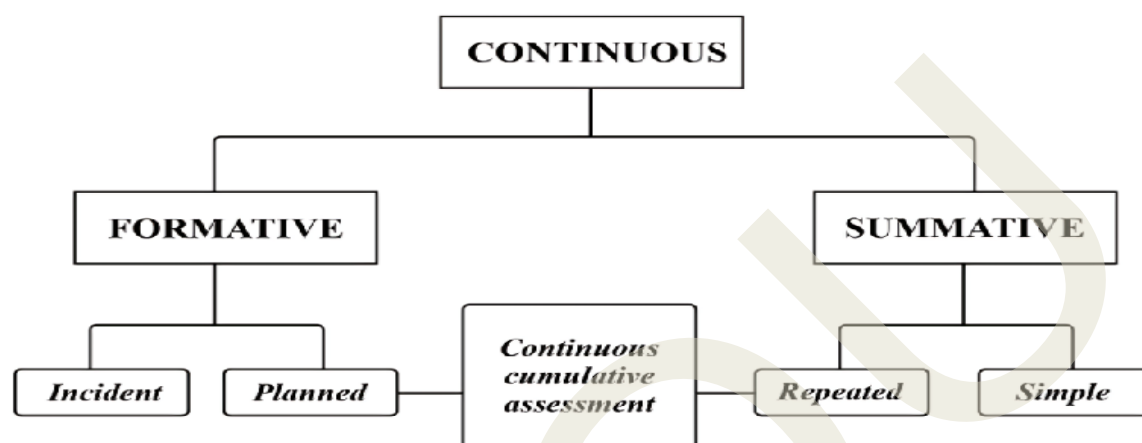


Fig 2.2.19 Continuous cumulative assessment process

2.2.10.1 Examples of Continuous Assessment in ELT

Here are some examples of continuous assessment in ELT:

- Assessing language skills orally

Classroom Participation: Teachers may evaluate students' participation in class discussions, group activities, and peer review sessions. This method allows teachers to assess students' language skills, including their ability to express themselves orally and in writing.

- Homework for language skills

Homework: Assigning regular homework tasks, such as reading comprehension exercises, writing prompts, and vocabulary quizzes, helps teachers evaluate students' reading and writing skills. Homework also allows students to practise and improve their language skills outside the classroom.

- Continuous quizzes and tests

Quizzes and Tests: Teachers may use quizzes and tests to assess students' knowledge of grammar, vocabulary, reading comprehension, and writing. These assessments can be given regularly throughout a course, providing teachers with ongoing feedback about their students' progress.

- Assignments evaluate students' skills

Projects and Presentations: Assigning projects and presentations can help teachers evaluate students' research and presentation skills. These assignments also allow students to practice using English in real-world contexts.

2.2.10.2 Benefits of Continuous Assessment

- Ongoing feedback

There are several benefits of using continuous assessment in ELT. Firstly, it provides teachers with ongoing feedback about their students' progress. This information can be used to adjust teaching strategies and identify areas where students may need additional support.

- Ability improvement

Secondly, the continuous assessment allows students to receive regular feedback on their language skills, which can help them improve their abilities. This feedback can also help students identify areas where they may need to focus their study efforts.

- Addressing learning gaps

Finally, continuous assessment can help teachers identify and address learning gaps before they become more significant problems. This proactive approach to assessment can help ensure that students get the support they need to succeed in their language learning journey.

- Benefits

Thus, continuous assessment is valuable for evaluating students' language skills and proficiency in ELT. By using a combination of assessment methods, teachers can comprehensively understand their students' language abilities and provide them with the support they need to succeed. Moreover, students can benefit from ongoing feedback and opportunities to practise their language skills in various contexts. Ultimately, continuous assessment can help improve the quality of ELT programs and ensure that students achieve their language learning goals.

Evaluation, Testing, Assessment

The relationship between testing, evaluation, and assessment can be complex. Classroom-based testing, such as a bi-weekly progress test, falls under the umbrella of evaluation, although learners may perceive it as an assessment. Formal, externally administered testing is typically referred to as examining. However, testing can also take on many forms between these two extremes. For instance, an institution's end-of-course test is formal testing. At the same time, a concept-check question designed to assess a learner's understanding is considered informal testing and part of evaluating learning in a lesson. Understanding the distinctions between testing, evaluation, and assessment is important to ensure that educators use appropriate methods to measure student progress and improve learning outcomes.

2.2.11 External Assessment in ELT evaluation

External assessment for English Language Teaching (ELT) is crucial in ensuring that students learn the language effectively and efficiently. This type of assessment is conducted by independent organisations or bodies that are not affiliated with the educational institution and is used to evaluate students' English proficiency. This section will explore the importance of external assessment for ELT and provide some examples of popular external assessments.

- External assessment to evaluate proficiency

Why is External Assessment Important for ELT? External assessment plays a vital role in measuring the success of ELT programs. It objectively evaluates a student's language proficiency and can help identify areas of weakness that need improvement. This type of assessment is also useful in providing external validation of the program, which can be used to build credibility and trust with prospective students and their families.

- Importance of external ELT assessment

Another significant benefit of external assessment for ELT is that it can provide valuable data for program improvement. By analysing the results of external assessments, educators can identify patterns and trends in student performance, which can inform changes to teaching methods, curriculum, or other aspects of the program.

- To know the patterns and trends



2.2.11.1 Examples of External Assessments for ELT

There are several external assessments available for ELT, each with its focus and purpose. Here are some popular examples:

TOEFL (Test of English as a Foreign Language)

The TOEFL is a standardised test that measures the English language proficiency of non-native speakers. It is used primarily for admission to higher education institutions in English-speaking countries but can also be used for employment purposes or immigration.

- ▶ TOEFL for admission purposes

The test consists of four sections: reading, listening, speaking, and writing. Each section is scored on a scale of 0-30, with a total possible score of 120. The test is administered by the Educational Testing Service (ETS), a non-profit organization based in the United States.

- ▶ TOEFL format and scoring

IELTS (International English Language Testing System)

The IELTS is another widely recognised English language proficiency test, which is accepted by universities, employers, and immigration authorities around the world. The test measures four language skills: reading, listening, writing, and speaking. The IELTS is scored on a scale of 1-9, with 9 being the highest possible score. The British Council, IDP Education, and Cambridge Assessment English administer the test.

- ▶ IELTS scoring and administration

Cambridge English Qualifications

The Cambridge English Qualifications are a series of examinations that assess a student's English language proficiency at various levels, from beginner to advanced. The exams are designed to test all language skills, including reading, writing, listening, and speaking.

- ▶ Overview of Cambridge English Qualifications

There are several exams available, including the Cambridge English: First (FCE), which is aimed at upper-intermediate level students, and the Cambridge English: Proficiency (CPE), which is designed for advanced learners. The exams are administered by Cambridge Assessment English, a department of the University of Cambridge.

- ▶ Types of Cambridge English Qualifications

2.2.11.2 Benefits of External Assessment

External assessment offers several benefits to teachers and students. For teachers, the external assessment provides an objective measure of their teaching effectiveness and allows them to identify areas where they may need to adjust their teaching methodologies. For students, the external assessment offers a clear measure of their progress and helps them to identify areas where they may need additional support. It provides an objective measure of students' progress and allows teachers to gauge the effectiveness of their teaching methodologies. By using different types of external assessments, teachers can obtain a comprehensive picture of students' English language proficiency and identify areas where they may need additional support. Ultimately, external assessment helps to ensure that students receive the best possible education and achieve their full potential in the English language.

- Comprehensive picture of students' proficiency

2.2.12 Types of Tests and Tools of Evaluation

English Language Teaching (ELT) has become an essential part of our lives in the modern world, as English has become the global language for communication. With the growing demand for learning English, the need for effective evaluation tools and tests has increased, which helps both students and teachers to assess and improve their language proficiency. The language proficiency evaluation is essential to measure students' ability to communicate effectively in different situations. In this section, we will discuss the different types of tests and evaluation tools used in ELT.

- ELT evaluation tools

2.2.12.1 Types of Tests

There are various types of tests used in ELT, each designed to assess a specific aspect of language proficiency. The following are some of the commonly used tests in ELT:

Multiple-choice test: These tests are often used in educational settings to measure a student's knowledge of a particular subject. They typically consist of a stem or question followed by several options, with only one being the correct answer. They are useful for assessing a broad range of topics quickly and can be easily scored, making them an efficient tool for evaluating large groups of students.

- Multiple-choice tests for efficient and broad assessment

- ▶ Writing tests assess comprehension

- ▶ True/false tests assess basic knowledge

- ▶ Placement tests assess language proficiency

- ▶ Diagnostic tests identify weaknesses

- ▶ Progress tests assess development

- ▶ Achievement tests assess mastery

- ▶ Proficiency tests assess language skills

- ▶ Rubrics provide clear grading

Descriptive test: These tests require the test-taker to write a response to a prompt or question, demonstrating their understanding of a topic. They often evaluate higher-level thinking skills, such as critical thinking, analysis, and synthesis. Essays can be more time-consuming to grade than other tests, but they allow for a more in-depth evaluation of a student's knowledge and abilities.

True/false test: These tests require the test-taker to determine whether a statement is true or false. They are often used to evaluate basic knowledge and understanding of a subject. While they are easy to administer and grade, they may not comprehensively evaluate a student's understanding of the material.

Placement Test: Placement tests are used to determine a student's level of proficiency in English. They are given before the start of a language course to help determine the appropriate level of instruction for the student.

Diagnostic Test: Diagnostic tests are used to identify specific areas of weakness in a student's language proficiency. They are used to determine where a student needs additional instruction and help to create an effective learning plan.

Progress Test: Progress tests are used to assess a student's progress over a specific period. These tests are administered regularly throughout a course to measure a student's development.

Achievement Test: Achievement tests are used to assess a student's mastery of a specific set of skills or knowledge. These tests are given at the end of a course to measure a student's achievement.

Proficiency Test: Proficiency tests are used to assess a student's overall language proficiency. They often determine a student's eligibility for higher education, employment, or migration.

2.2.12.2 Tools of Evaluation

Evaluation tools are essential to assess a student's language proficiency. The following are some of the commonly used evaluation tools in ELT:

Rubrics: Rubrics are a scoring tool used to evaluate a student's performance. They provide clear guidelines for

grading and feedback, making it easier for teachers to evaluate a student's work.

- Self-assessment aids learning plan

Self-Assessment: Self-assessment is a tool to help students evaluate their language proficiency. This tool helps students identify their strengths and weaknesses, which can be used to create an effective learning plan.

- Peer evaluation promotes collaboration

Peer Evaluation: Peer evaluation is a tool used to help students evaluate their classmates' language proficiency. This tool promotes collaboration and peer learning, as students learn from each other's strengths and weaknesses.

- Observations assess real-life communication

Observations: Observations are a tool used to assess a student's language proficiency in a natural setting. This tool gives teachers insights into students' ability to communicate effectively in real-life situations.

- Portfolios show comprehensive progress

Portfolios: Portfolios are a collection of a student's work over a specific period. This tool provides teachers a comprehensive overview of a student's language proficiency and progress.

2.2.12.3 Examples of Tests and Tools of Evaluation

Let us now look at some examples of tests and tools of evaluation used in ELT:

- IELTS assesses language proficiency

Placement Test: The International English Language Testing System (IELTS) is a placement test used to assess a student's language proficiency for higher education and migration purposes.

- MELAB diagnoses language proficiency

Diagnostic Test: The Michigan English Language Assessment Battery (MELAB) is a diagnostic test used to assess a student's reading, writing, and speaking proficiency.

- TOEIC measures listening and reading

Progress Test: The Test of English for International Communication (TOEIC) is a progress test used to measure a student's listening and reading skills development.

Achievement Test: The Cambridge English Advanced (CAE) is an achievement test used to assess a student's mastery of advanced English skills.

Proficiency Test: TOEFL (Test of English as a Foreign Language) is a standardised test designed to evaluate



- CAE assesses advanced English

the English language proficiency of non-native speakers who wish to study or work in English-speaking countries.

Table 2.2.4 Various types of tests and purposes

Test Type	Main Purpose
Placement tests	Place students at appropriate level of instruction within program
Diagnostic tests	Identify students' strengths and weaknesses for remediation
Progress tests or in-course tasks	Provide information about mastery or difficulty with course materials
Achievement tests	Provide information about students' attainment of course outcomes at end of course or within the program
Standardized tests	Provide measure of students' proficiency using international benchmarks

2.2.13 Designing Question Papers for ELT

Designing question papers for English Language Teaching (ELT) is an essential aspect of the language teaching process. A well-designed question paper enables teachers to assess the language skills of their students and provide appropriate feedback to help them improve their abilities. This section will discuss the key components of a well-designed question paper for ELT and provide some examples of effective question types.

- Key components and types of ELT question papers

2.2.13.1 Determine the Learning Objectives

The first step in designing an effective question paper is to determine the course's learning objectives. This includes identifying the language skills students are expected to acquire, such as reading, writing, speaking, and listening. Based on these learning objectives, teachers can design questions assessing students' progress in each area.

- Design an effective question paper



2.2.13.2 Consider the Format

Once the learning objectives have been established, teachers must consider the format of the question paper. This includes deciding on the number of sections, the type of questions, and the test duration. Some common formats for ELT question papers include multiple-choice questions, short answer questions, essays, and oral tests.

► Common formats

2.2.13.3 Use Authentic Materials

Another important aspect of question paper design is the use of authentic materials. This means using materials that reflect real-world language use, such as newspaper articles, videos, and podcasts. Authentic materials help students develop their language skills in a more practical and realistic context.

► Authentic materials for practical learning

2.2.13.4 Provide Clear Instructions

When designing a question paper, it is crucial to provide clear instructions to students. Instructions should be written in simple language and should include examples to help students understand what is expected of them. This will ensure that students can focus on the questions and not on trying to decipher what is being asked of them.

► Provide clear instructions

2.2.13.5 Examples of Effective Questions

Here are some examples of effective question types for ELT question papers:

► Multiple-choice question format

a. Multiple-choice questions: These are questions that offer several possible answers, with only one being correct. For example, "Which word means the opposite of 'happy'? A. Sad B. Angry C. Excited D. Tired." Multiple-choice questions are a useful tool for testing vocabulary and comprehension skills.

► Short answer question format

b. Short answer questions: These are questions that require students to provide a brief response, typically one or two words. For example, "What is the past tense of 'eat'?" Short answer questions are useful for testing grammar and vocabulary skills.

► Essay question format

c. Essay questions: These are questions that require students to write a longer response, typically several paragraphs. For example, "Describe your favourite holiday and explain why you enjoy it." The essay

questions are useful for testing writing and critical thinking skills.

- d. Oral tests: These are tests that require students to speak aloud in response to prompts or questions. For example, "Tell me about a time when you had to overcome a difficult challenge." Oral tests are useful for testing speaking and pronunciation skills.

► Oral test format

In conclusion, designing effective question papers for ELT is an essential aspect of the language teaching process. By following the key components outlined in this section, teachers can design question papers that accurately assess the language skills of their students and provide appropriate feedback to help them improve.

► Designing effective ELT papers



LITC – English Grammar Proficiency Test Grade 2

A. Short Comprehension

The candidate is expected to demonstrate the ability to understand the passage (around 50 words) and answer the questions.

B. Usage

The candidate is expected to demonstrate the ability to understand and use the following grammar areas:

1. Prepositions of time – at 5 o'clock, on Tuesday, in December, in 2010, at Easter
2. Prepositions of place – in London, on the wall, at the bus stop, etc.
3. Interrogative & Negative form of present simple tense – Do kangaroos live in France? ; She doesn't eat meat.
4. Negative & Interrogative form of 'be' – (long & short forms) I am not & I'm not; Are you happy?
5. Present continuous tense – I am doing my homework now. (at the moment)
6. Usage of 'there' – there is, there are
7. Definite article 'the' – The sun is bright and hot.
8. Indefinite articles with a nationality adjective – London is an English city.
9. Usage of 'some' – I want some water; She needs some pencils.
10. Question words – whose, how many, how much, how old, etc.
11. Modal verbs – can, must
12. Antonyms – old, young; rich, poor; dry, wet; etc.

C. Lexis

The candidate is expected to demonstrate the ability to understand and use the vocabulary related to:

1. Food and drink – fruits, meat, vegetable, snack, dessert, etc.
2. Festivals – Christmas, Easter, Mid-Autumn Festival, Chinese New Year, etc.
3. Nationality adjectives – English, Chinese, America, Japanese, Italian, etc.
4. Weather adjectives – windy, cloudy, sunny, hot, cold, wet, dry, etc.
5. Hobbies and sports – chess, basketball, table-tennis, piano, swimming, etc.
6. Around the house – kitchen, dining room, pillow, cupboard, washing machine, etc.
7. Telling the time – half past ten, eleven o'clock, etc.
8. Money – \$5.50 = five dollars and fifty cents
9. Family – grandparents, uncle, aunt, cousin, etc.
10. Numbers – 1 to 100

Total Marks: 100

Time allowed: 1 hour

Attainment Bands:

Excellent (100 - 90), Distinction (89 - 80), Merit (79 - 70), Pass (69 - 50), Unsuccessful (≤49)

LITC Grammar Proficiency Test Grade 2

Fig 2.2.20 Sample of a questionnaire page on English proficiency



2.2.14 Summative Test for ELT

Summative tests are assessments at the end of a learning period to evaluate a student's overall knowledge and skills in a particular subject or field. In English Language Teaching (ELT), summative tests play a critical role in measuring the effectiveness of teaching and learning. This section will discuss the importance of summative tests in ELT and highlight some best practices for designing and administering effective summative tests.

- Importance of ELT summative tests

Firstly, summative tests are crucial in ELT because they clearly indicate a student's proficiency level in English language skills, such as reading, writing, listening, and speaking. These tests serve as a form of accountability for both the teacher and the student, as they objectively assess how well the student has learned the language over a specific period.

- Indication of proficiency level

Moreover, summative tests can help teachers identify areas where students may need further instruction or support. Teachers can use the results of summative tests to adjust their teaching strategies and materials to meet their students' needs better. For instance, if a class performs poorly in a particular area of the language, the teacher may choose to dedicate more class time to that area or provide additional resources to help students improve.

- Help teachers adjust their teaching

Furthermore, summative tests can motivate students to work harder and take their learning more seriously. When students know that their performance on a test will be used to evaluate their overall progress, they are more likely to study and prepare diligently. This motivation can lead to improved learning outcomes and a greater sense of accomplishment for both the student and the teacher.

- Motivate students

When designing and administering summative tests for ELT, it is essential to follow some best practices to ensure their validity and reliability. Firstly, teachers should ensure that their tests align with the learning objectives and outcomes they have set for their students. This means that the content and format of the test should accurately reflect what students have learned in class and what they are expected to know.

- Designing valid ELT summative tests

Secondly, teachers should use a variety of question types to assess different aspects of students' language

- Using varied question types

proficiency. For example, they can include multiple-choice, short-answer, and essay questions to evaluate students' understanding of grammar, vocabulary, and comprehension. Using a mix of question types can help teachers obtain a more comprehensive and accurate picture of students' abilities.

- Clear instructions to reduce anxiety

Thirdly, teachers should provide clear instructions and expectations for the test. This includes specifying the time limit, indicating the point value of each question, and outlining any other rules or requirements. Clear instructions can help reduce students' anxiety and confusion, ensuring they can focus on answering the questions to the best of their ability.

- Fair grading for feedback

Lastly, teachers should ensure that they grade the tests fairly and objectively. This means they should have a clear grading rubric and follow it consistently for all students. Grading fairly can help ensure that students receive accurate and meaningful feedback on their performance. This can help them identify areas where they need improvement and celebrate areas where they have excelled.

- ELT summative tests benefits

In conclusion, summative tests are an essential tool in ELT for measuring student progress, identifying areas of strength and weakness, and motivating students to achieve their goals. By following best practices for designing and administering these tests, teachers can ensure that they provide accurate and useful information about student learning and help students reach their full potential.

2.2.15 Formative Test for ELT

- Ongoing assessments in formative tests

Formative testing is an essential aspect of language teaching, particularly for English Language Teaching (ELT). It is the process of evaluating students' knowledge, skills, and understanding of the language through ongoing assessments, such as quizzes, homework, and class participation. Formative testing aims to identify students' strengths and weaknesses, track their progress, and provide feedback to students and teachers to improve their learning experience. This section will explore the importance of formative testing in ELT and provide examples of formative tests.



2.2.15.1 Importance of Formative Testing in ELT

Formative testing is crucial in ELT because it helps teachers to understand the effectiveness of their teaching methods and adjust their teaching strategies accordingly. Through ongoing assessments, teachers can identify areas where students are struggling and provide additional support to help them overcome those challenges. Additionally, formative testing helps students monitor their progress and identify areas that need more attention. By receiving regular feedback, students can take control of their learning and become more engaged in the learning process.

- Students observe their progress

2.2.15.2 Examples of Formative Tests in ELT

Pre-tests: Pre-tests are given at the beginning of a course or unit to assess students' prior knowledge and understanding of the language. These tests help teachers to identify areas where students need more support and adjust their teaching methods accordingly. For example, a pre-test in a grammar lesson may include questions about verb tenses, sentence structure, and word order to evaluate students' knowledge and understanding of the language.

- Purpose of pre-tests

Quizzes: Quizzes are short, focused tests covering a specific language area. They are typically given after a lesson or unit to assess students' comprehension and retention of the material. For example, a quiz on vocabulary may include multiple-choice questions, matching exercises, or fill-in-the-blank questions to test students' knowledge of new words.

- Quizzes for comprehension assessment

Homework: Homework assignments effectively reinforce learning outside of the classroom. They can include a variety of tasks, such as reading comprehension exercises, writing assignments, or grammar drills. Homework assignments allow students to practise the language and receive feedback from their teacher.

- Homework for practice reinforcement

Classroom participation: Classroom participation is an essential formative test that evaluates students' engagement in the learning process. It includes activities, such as group discussions, role-plays, and presentations. Teachers can evaluate students' speaking and listening skills through classroom participation and provide feedback to improve their language proficiency.

- Peer assessment for feedback

Peer assessment: Peer assessment is a valuable formative test that involves students evaluating each other's work. For example, students may be asked to read and provide feedback on their classmates' writing assignments. Peer assessment encourages students to take responsibility for their learning and allows them to give and receive feedback.

- Formative testing promotes learning

Formative testing is an essential component of ELT. It helps teachers monitor students' progress, identify areas where they need more support, and adjust their teaching methods accordingly. By providing ongoing assessments, students can take control of their learning and become more engaged in the learning process. The examples of formative tests provided in this section are just a few of the many ways teachers can evaluate students' knowledge, skills, and language understanding. Ultimately, formative testing is an effective way to promote student learning and improve their language proficiency.

2.2.16 Differences Between Summative and Formative Tests

- Summative tests evaluate learning

Summative tests are typically used at the end of a course or a unit of study to evaluate students' learning and assign grades or marks. They are designed to measure students' overall knowledge, skills, and understanding of the material covered during the course. Summative tests can take different forms, such as final exams, standardised tests, or performance assessments. They are usually high-stakes assessments and significantly impact students' academic progress and achievement.

- Formative tests guide learning

Formative tests, on the other hand, are designed to provide ongoing feedback on students' learning and guide their future learning. They are usually administered throughout the course or unit and focus on specific skills or content areas. Formative tests can take different forms, such as quizzes, homework assignments, or class discussions. They are low-stakes assessments and are not used for grading purposes.

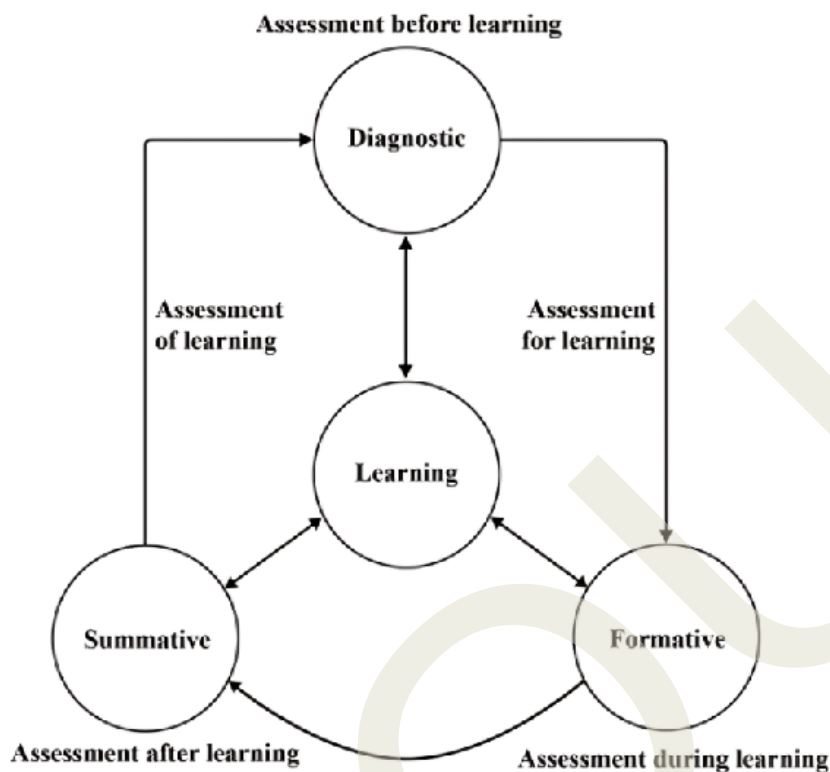


Fig 2.2.21 Relationship between diagnostic, formative, summative assessments and learning

Here are some key differences between summative and formative tests in ELT:

Purpose:

- ▶ Summative measures, formative guides

- ▶ Summative tests: measure students' overall learning and assign grades or marks.
- ▶ Formative tests: provide ongoing feedback on students' learning and guide their future learning.

Timing:

- ▶ Summative- at end, formative -throughout

- ▶ Summative tests: administered at the end of a course or a unit of study.
- ▶ Formative tests: administered throughout the course or unit.

Frequency:

- ▶ Summative- occasional, formative -frequent

- ▶ Summative tests: usually given once or twice during a course or unit of study.
- ▶ Formative tests: given frequently throughout the course or unit of study.

Stakes:

- ▶ Summative- high-stakes, formative- low-stakes

- ▶ Summative tests: high-stakes assessments significantly impacting students' academic progress and achievement.
- ▶ Formative tests: low-stakes assessments that are not used for grading purposes.

Focus:

- ▶ Summative- measures all, formative- guides specific

- ▶ Summative tests: focus on measuring students' overall knowledge, skills, and understanding of the material covered during the course.
- ▶ Formative tests: focus on specific skills or content areas and provide feedback to guide students' future learning.

Feedback:

- ▶ Summative- limited feedback, formative- ongoing guidance

- ▶ Summative tests: provide limited feedback to students on their learning.
- ▶ Formative tests: provide ongoing feedback to students on their learning and guide their future learning.

Summarised Overview

The unit discusses the various strategies used in English Language Teaching (ELT), such as the communicative approach and task-based learning. It focuses on the benefits of teaching English through literature, including the development of language skills, critical thinking, and cross-cultural understanding. It also highlights the challenges and requirements of using literature in language teaching, such as selecting appropriate texts and employing effective teaching strategies. Additionally, it suggests methods for incorporating literature into language lessons, such as pre-reading activities and discussion questions. The importance of effective teaching practices considering learner factors, such as learning styles, motivation, and self-efficacy, to support successful learning outcomes is explained. Digital language learning platforms are valuable for language learners, offering flexible and accessible ways to study a foreign language. It discusses the importance of teaching aids in English language instruction and outlines strategies for using them effectively, such as knowing the students, choosing appropriate aids, using a variety of aids, integrating technology, and assessing learning outcomes. The unit also provides a sample scenario of an effective English teaching strategy incorporating information and communication technology. Summative and formative assessments are explained in detail.

English Language Teaching (ELT) is an essential component in today's globalised world, and various evaluation strategies are used to assess the effectiveness of language programs, including diagnostic, formative, summative, placement, proficiency, and high-stakes assessments. Assessment is integral to ELT and serves multiple purposes, such as evaluating language proficiency, monitoring progress, providing feedback to students and teachers, and determining appropriate language levels. A good test is a crucial criterion for assessing the effectiveness of ELT and must meet certain criteria, such as validity, reliability, authenticity, practicality, and washback effect. Summative assessments evaluate a student's overall learning at the end of a course or program, whereas continuous assessment evaluates a student's progress throughout the course or program. Designing question papers for English Language Teaching (ELT) involves determining the learning objectives, considering the format, using authentic materials, and providing clear instructions. Effective question types include multiple-choice, short-answer, essay and oral tests. Summative tests in ELT indicate students' proficiency level, help teachers adjust their teaching, and motivate students to study. To ensure validity and reliability, teachers should align tests with learning objectives, use various question types, provide clear instructions, and give timely feedback.

Assignments

1. What are the advantages and challenges of using literature in English language teaching? Provide examples and discuss how literature-based learning can benefit language education.
2. What strategies can teachers use to incorporate literature into English language teaching? Provide examples and discuss how different types of literature, such as short stories, novels, and poetry, can be used to develop language skills.
3. How can teachers support learners with learning disabilities in the classroom? Provide examples of accommodations and modifications that can be used.
4. What are the benefits and limitations of using digital language learning platforms for language acquisition? How can learners supplement their digital learning experience?
5. Design a lesson plan for teaching vocabulary using teaching aids in an elementary school English class.

In your lesson plan, include the following details:



Grade level: 4th grade

Vocabulary theme: Food

Learning objective: Students will be able to identify and use food-related vocabulary words in sentences.

Teaching aids: Pictures of different foods, flashcards, a worksheet with fill-in-the-blank sentences, a memory-matching game

Teaching strategy: Communicative Language Teaching (CLT)

6. What are the different assessment purposes in English Language Teaching (ELT)? Provide a brief explanation for each.
7. What is the difference between continuous and traditional summative assessments in ELT?
8. What are the key components of a well-designed question paper for ELT, and why is it important to use authentic materials? Give examples of effective question types for ELT question papers.
9. Write an essay based on the differences between summative and formative tests in education.

Suggested Reading

1. Adams, Duane A. "Materials and Techniques in Teaching English as a Second Language." *The Modern Language Journal*, vol. 41, no. 8, 1957, pp. 376–83. *JSTOR*, <https://doi.org/10.2307/320792>.
2. Bachman, Lyle F. "What Does Language Testing Have to Offer?" *TESOL Quarterly*, vol. 25, no. 4, 1991, pp. 671–704. *JSTOR*, <https://doi.org/10.2307/3587082>.
3. DAVISON, CHRIS, and CONSTANT LEUNG. "Current Issues in English Language Teacher-Based Assessment." *TESOL Quarterly*, vol. 43, no. 3, 2009, pp. 393–415. *JSTOR*, <http://www.jstor.org/stable/27785027>.
4. Little, David. "Learner Autonomy, Self-Assessment and Language Tests: Towards a New Assessment Culture." *Independent Language Learning: Building on Experience, Seeking New Perspectives*, edited by Bruce Morrison, Hong Kong University Press, 2011, pp. 25–40. *JSTOR*, <http://www.jstor.org/stable/j.cttlxwchf.6>.



Reference

1. Harmer, Jeremy. *The Practice of English Language Teaching*, Pearson Longman, 2007.
2. Elizabeth, M.E.S. *Methods of Teaching English*, Discovery, 2010.
3. Nagaraj. *English Language Teaching: Approaches, Methods, Techniques*, Orient, 1996.
4. Hidri, Sahbi. *Revisiting the Assessment of Second Language Abilities: From Theory to Practice*, Springer, 2018.

Space for Learner Engagement for Objective Questions

Learners are encouraged to develop objective questions based on the content in the paragraph as a sign of their comprehension of the content. The Learners may reflect on the recap bullets and relate their understanding with the narrative in order to frame objective questions from the given text. The University expects that 1 - 2 questions are developed for each paragraph. The space given below can be used for listing the questions.

Self-Assessment Questions & Answers

Self-Assessment Questions

1. What is the process of acquiring a language in a natural and unconscious manner called?
2. What do we call the conscious process of studying and practising a language?
3. What is the first language that a person learns from birth known as?
4. What is the second language learned after the mother tongue called?
5. What do we call a person who can speak two languages fluently?
6. What is the term used for a person who can use more than two languages?
7. What form of English is used for international business and commerce?
8. What is the ability to use language appropriately in communication known as?
9. What is the study of English in countries where it is an official language called?
10. What is the study of English in non-English-speaking countries called?
11. Which learning theory explains language learning through imitation, repetition, and reinforcement?
12. Which learning approach views learning as a mental and cognitive process?
13. Which learning theory focuses on knowledge construction through experience and collaboration?
14. Who proposed that humans are biologically pre-wired to acquire language?
15. What is the innate tool proposed by Chomsky for language learning called?
16. What is the theory proposed by Chomsky that all languages share common grammatical features?
17. Which teaching method is based on the principles of Behaviourism and Structuralism?
18. Which method of English teaching emphasises communication and interaction?
19. What is the temporary and evolving language system formed by second-language learners called?
20. Which type of classroom gives the teacher complete control over learning?



21. Which type of classroom allows learners to participate actively and collaborate in learning?
22. Which learning theory emphasises stimulus, response, and reinforcement?
23. Which learning theory focuses on the role of memory, thinking, and understanding?
24. Which learning theory promotes learner-centred, interactive, and reflective learning?
25. What are the personal and interpersonal abilities necessary for effective communication called?
26. What is the systematic plan designed to guide teaching and learning called?
27. What is the process of selecting, organising, and evaluating learning experiences known as?
28. Which type of curriculum focuses on academic knowledge and intellectual development?
29. What is the curriculum that emphasises real-life experiences and problem-solving called?
30. What is the totality of experiences provided by an educational institution referred to as?
31. Which curriculum approach views learning as a child-centred and activity-based process?
32. Who is considered the father of the activity-centred curriculum?
33. What is the process of putting a planned curriculum into practice known as?
34. What type of curriculum focuses on the learner's psychological and developmental needs?
35. What type of curriculum design organises content around major themes or problems?
36. Which method of teaching focuses on teacher explanation and student listening?
37. What is the teaching method that encourages students to discover knowledge independently called?
38. Which strategy involves dividing students into groups to work on a common task?
39. What is the strategy of using questions to stimulate critical thinking called?
40. Which teaching method uses real-life situations to apply theoretical knowledge?



41. What is the term for teaching aids such as charts, models, and audio-visual materials?
42. What is the process of assessing the extent to which educational goals are achieved called?
43. What is the type of evaluation conducted during the learning process to improve instruction?
44. What is the evaluation done at the end of a course or programme called?
45. What is the method of evaluation that measures learner progress against set standards called?
46. What is the continuous and comprehensive assessment of student development known as?
47. What type of test assesses students' ability to apply knowledge in real situations?
48. What is the process of providing constructive feedback to learners known as?
49. What is the term for the alignment between objectives, teaching, and assessment?
50. What is the process of revising and improving the curriculum based on feedback called?

Answers

1. Acquisition
2. Learning
3. L1
4. L2
5. Bilingual
6. Multilingual
7. BEC
8. Communicative competence
9. ESL
10. EFL
11. Behaviourism
12. Cognitivism
13. Constructivism
14. Chomsky
15. LAD
16. Universal Grammar
17. Audio-Lingual Method
18. CLT
19. Interlanguage
20. Teacher-centred
21. Learner-centred
22. Behaviourism
23. Cognitivism
24. Constructivism
25. Soft skills
26. Curriculum
27. Curriculum development
28. Subject-centred curriculum

29. Experience-centred curriculum
30. Total curriculum
31. Activity-centred curriculum
32. John Dewey
33. Curriculum implementation
34. Learner-centred curriculum
35. Integrated curriculum
36. Lecture method
37. Discovery method
38. Group work
39. Questioning technique
40. Case study method
41. Teaching aids
42. Evaluation
43. Formative evaluation
44. Summative evaluation
45. Criterion-referenced evaluation
46. Continuous evaluation
47. Performance test
48. Feedback
49. Constructive alignment
50. Curriculum revision

Model Question Paper sets



QP CODE:

Reg. No:

Name:

MA English Language and Literature Examination
Ability Enhancement Compulsory Course- Semester I
M21EG01AC – English Language Teaching
(CBCS - PG)
2022-23 - Admission Onwards

Time: 3 Hours

Max Marks: 70

Section A

Answer any five of the following questions in one or two sentences.

(5x2=10)

1. What is meant by 'Lingua franca'?
2. Define the term LAD?
3. What is role-play?
4. What is meant by 'Note-taking'?
5. What is IELTS?
6. Define the term 'Self-efficacy'?
7. What is validity in a test?
8. What is ESL?

Section B

Answer any six of the following questions in a paragraph.

(6x5=30)

9. Discuss the concept of Universal Grammar.
10. Explain the idea of Social constructivism.
11. What is the role of motivation in learning?
12. What is meant by summative assessment? Explain.
13. Write a short note on Mobile Language Learning apps.
14. What do you understand by teaching language through literature? List out its benefits.
15. What is Krashen's Monitor Model?



16. Differentiate between acquisition and learning.
17. Explain Chomsky's important contributions to linguistics.
18. Discuss the role of the teacher in Communicative Approach.

Section C

Answer any two of the following questions in 300 words

(2x15= 30)

19. What are different methods of teaching? Discuss the role of a teacher, learner and classroom activity in these methods.
20. Suggest prominent ways to improve your listening skill.
21. How are theories of Behaviourism, Cognitivism and Constructivism applicable to the teaching-learning contexts?
22. What are the advantages and disadvantages of adopting digital platforms for language acquisition? How can students enhance their online learning experience?



QP CODE:

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MA English Language and Literature Examination
Ability Enhancement Compulsory Course- Semester I
M21EG01AC – English Language Teaching
(CBCS - PG)
2022-23 - Admission Onwards

Time: 3 Hours

Max Marks: 70

Section A

Answer any five of the following questions in one or two sentences.

(5x2=10)

1. How does the British Council Teaching English Blog define 'Approach'?
2. In what central way did constructivism change the idea of the traditional classroom?
3. What is the 'grammar translation' method?
4. Define the 'Monitor Hypothesis'?
5. List the four main skills in language education.
6. Who are referred to as 'Kinesthetic Learners'?
7. Briefly define the term 'Washback'.
8. What is the importance of developing a good vocabulary?

Section B

Answer any six of the following questions in a paragraph.

(6x5=30)

9. Write a short note on the differences between acquisition and learning.
10. What is the significance of behaviourism in ELT?
11. Examine the audiolingual method of English Language Teaching?
12. Discuss the eight key concepts of Critical Pedagogy?
13. Explore the different stages of the Writing Process.
14. Outline the relevance of ICT in language teaching.
15. Briefly examine the various purposes of assessment in English Language Teaching.



16. Discuss the relevance of 'English as a Second Language' (ESL), 'English as a Foreign Language' (EFL), and 'English for Special Purposes' (ESP).
17. Detail the 'Communicative Approach' of teaching English.
18. Provide a brief account of the role of Continuous Assessment in ELT.
19. Evaluate the importance of Constructivism as a theory of learning.

Section C

Answer any two of the following questions in 300 words.

(15x2 = 30)

20. Elaborate on the significance of developing the skills of Listening, Speaking, Reading, and Writing in ELT.
21. Write a detailed account of the various factors that can affect the learning process.
22. Prepare a detailed lesson plan for teaching a fourth standard English class about 'Nouns in English'.

സർവ്വകലാശാലാഗീതം

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വിശ്വപൗരരായി മാറണം
ഗ്രഹപ്രസാദമായ് വിളങ്ങണം
ഗുരുപ്രകാശമേ നയിക്കണേ

കുതിരുട്ടിൽ നിന്നു ഞങ്ങളെ
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സ്നേഹദീപ്തിയായ് വിളങ്ങണം
നീതിവൈജയന്തി പാറണം

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**DON'T LET IT
BE TOO LATE**

**SAY
NO
TO
DRUGS**

**LOVE YOURSELF
AND ALWAYS BE
HEALTHY**



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ENGLISH LANGUAGE TEACHING

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