



B.Ed. PART-I
Semester-I

PAPER IV & V (OPTION-I)
(TEACHING OF ENGLISH)

Department of Distance Education
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SECTION-A

LESSON No.:

- 1.1. Language : meaning, nature and its roles. Difference between home language and school language and role of home language / mother language in learning the school language.
- 1.2. Status of English as a second language in India : as per Article 343-351, 350 A and NPE-1986. Basic linguistic principles, objectives.
- 1.3. Methods : Translation, Bilingual, Direct, Structural and Situational Approaches.
- 1.4. Communicative Approaches; Presentation skills; Dramatization., Extempore, Role-playing, story-telling, Situational conversations etc.

B.Ed. Part - I

**PAPER - IV & V (OPTION - 1)
(TEACHING OF ENGLISH)**

**Language: Meaning, Nature, role. Difference
between home language and school language.
Role of home language in learning school language**

LESSON NO. 1.1

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Structure :

- 1.1.1 Objectives
- 1.1.2 Introduction
- 1.1.3 Meaning and definition of language
- 1.1.4 Nature of language
- 1.1.5 Role of English language (In India)
- 1.1.6 Difference between home language and school language
- 1.1.7 Role of home language/Mother tongue in learning the school language
- 1.1.8 Suggested Questions
- 1.1.9 Suggested Books and Web Sources.

1.1.1 Objectives:

After reading the lesson, the students will be able to:

- * Understand language and its meaning.
- * Understand the nature of language.
- * Know role of English language specially in India
- * Make difference between home language and school language.
- * understand role of home language in learning the school language.

1.1.2 Introduction

Language is used for communication and sharing of our thoughts, beliefs, ideas etc. with others. Languages help us to present ourselves and our thoughts before others. English as a language helps us to grow and develop internationally. Let us find out the meaning of language through following definitions.

1.1.3 and 1.1.4 Meaning, definitions and nature of language.

Language is a means of communicating various types of feelings, moods, ideas, information, experiences. To communicate, we need signs and symbols. The *Oxford English Dictionary* defines language as “words and the method of combining them for the expression of thought.” Dwight Bolinger is of the opinion that, “Language is species-specific. It is uniquely human trait shared by cultures so diverse and by individuals physically and mentally so unlikely one another...”

In the words of **Edward Sapir**, “Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of

voluntarily produced symbols. These symbols are in the first instance auditory and they are produced by the so called 'Organ of speech'. There is no discernible instinctive basis for human speech as such, however, much instinctive tendencies, motor and other, may give a predetermined range or mould to linguistic expression. Such human or animal communication, if 'communication' it may be called, as it brought about by involuntary, instinctive cries is not, in our sense language at all."

White hall defines it as "the patterned, rhythmical and segmented code of vocal signals."

Bloch and Trager views that, "Language is a set of arbitrary vocal symbols by means of which a social group communicates."

Jespersen is of the view that, "Language is a set of human habits the purpose of which is to give expression to human thoughts and feelings especially to impart them to others." He also says, "Language is activity purposeful activity."

Sweet's view is: "Language is the expression of ideas by means of which speech sounds are combined into words, these words are combined into sentences and combination of sentences gives answers to ideas and thoughts."

In the view of **B.M.H. Strang**, "Language is an articulated system of signs, primarily realized in the medium of speech."

Michael Girsdansk's views, "Language is a set of arbitrary symbols which are placed in orderly relationship with one another according to conventions accepted and understood by the speakers, for the transmission of messages".

According to **Saussure**, "The language is a system of signs."

Basic Linguistic Principles of Teaching and Learning

On the basis of the definitions given above, we arrive at a few important linguistic principles regarding the **nature of language**.

1. Language is learnt.
2. Language is a system.
3. Language is made up of habits.
4. Language is a system of symbols.
5. The symbols of language are arbitrary
6. The symbols of language are vocal
7. Language is unique.
8. Language is for communication.
9. Language grows out of culture.
10. Language grows and changes.

Let us discuss these principles one by one in detail.

LANGUAGE IS LEARNT

Any learner with normal intelligence can learn a language. We do not need 'a special gift' for that. But it is not instinctive to man, it has to be acquired. A child removed from the contact of human beings might learn to walk on fours or make meaningless sounds or the sounds he hear. Thus the child picks up the language of his environment. The ability to use a particular language is not inherited but first imitated and then learnt from others. He learns sounds-words-sentences-grammatical

constructions of the language by imitation and practice.

LANGUAGE IS A SYSTEM

Each language has a system. Thus it can be observed and analysed. These analyses give us certain fundamental things which tell us about the rules, a code of law or morality or religion. Language is the linguistic code of a society. It is the vehicle of all human thoughts, feelings and actions. It works through a system of sound, uttered with a certain degree of pitch, stress and intonation. If a person wants to learn a new language he/she has to learn this system of sound. This language system comprises phonology (the system of sounds), morphology (the system of word shapes), syntax (the system of pattern or arrangement of sentences), semantics (the system of meaning) and graphemics (the system of written letter shapes). This system being complex is often called a system of systems too. All these systems are inter-dependent and cannot function individually.

LANGUAGE IS MADE UP OF HABITS

Jespersen says "Language is the set of human habits, the purpose of which is to give expression to human thoughts and feelings especially to impart them to others." When a person speaks any language naturally or without any conscious effort, without thinking about the word order in framing a sentence, only then, we can say that he has learnt the language. For this, one requires continuous practice in the use of language which one wants to learn. A child can learn a language better and quicker than an adult because habit formation and habit correction is more amenable in childhood.

LANGUAGE IS A SYSTEM OF SYMBOLS

Our utterances have no meaning if they do not co-relate with certain objects, actions, events, ideas etc. The words should symbolize something both for the speaker and for whom they are being used. If the utterances are meaningless; they are just certain sounds and not language. Language functions through symbols if meaning is attached to them. The word 'book' is not a 'book' but only stands for a 'book'. Again this symbol 'book' is understood by the speaker and the listener is a part of language.

LANGUAGE IS ARBITRARY

This means that there is no direct connection between the sound or form of any word and the object which it represents. **Gaind and Sharma** in his book 'Talks to Teachers of English in India' remarks, "The roots of all words and the rules of sentence structure so as to give meaning are all arbitrary. If tomorrow all people decide to change, modify, reconstruct and overhaul the language that they use and they agree to do that in any way they like, they could do that, and that would be their language." There is no scientific explanation for any word we use to mean that particular object. The object and the symbol attached to it is what people have in mind. If tomorrow they reject the word and replace it with one they feel is better or which suits well, they can do it.

THE SYMBOLS OF A LANGUAGE ARE VOCAL

Language and its symbols are primarily meant for speaking, writing is just a secondary representation of language. Language cannot exist in a vacuum. The basis of language

is speech. It is one of the most effective means of communication. Gestures, pictures, signals, flags and traffic lights are common visual symbols conveying the meaning but only if there is a language operating.

LANGUAGE IS UNIQUE

No two language are the same. Each language has its own structure sounds and words which makes it distinctive. The structure pattern of English is S.V.O. while in Hindi is S.O.V. Geographical and cultural diversities also bring difference in two languages amidst which languages grows. So there is no identity between and two languages in sounds, stress intonation and structure. Similarities in the language belonging to the same linguistic group may be found. No language can be learnt resorting to the use of other language.

LANGUAGE IS FOR COMMUNICATION

Right Language comes with right use of pronunciation and intonation which is intelligible to others.

Christopherson says that language is a means of communication. If we are able to put across our thoughts to the person we are talking to, then we are successful language users; if we fail, we fail as language user.

LANGUAGE GROWS OUT OF CULTURE

Language has a validity only in its culture. Language exists in its speaker, the speaker in specific social group/place and specific situation. The language is complete only in the sense that it interprets completely the culture of a society which is using it. It explains material and non-material sense of culture. Thus all the words become meaningful only in relation to their society and culture. C.C. Fries says, "The only basis for 'correctness' in a language is in the usage of its native speakers." To meet the needs of the society in which it develops one can reshape and remodel the language. If the society needs certain set of words they have to be evolved developed.

LANGUAGE GROWS AND CHANGES

Nothing is static so how can language be. As the culture changes, language also changes. What we say today, may not be true about it tomorrow. The pupils should be taught that form of language which is in use because a language is dynamic and living. Dynamism, an essential characteristic of living language, depends upon cultural change. Many new words are coined. Many pronunciations change. Some words become old and obsolete giving place to new words which are borrowed and absorbed in a language from time to time.

1.1.5 Role of English language specially in India

No other problem has engaged our attention as much as the role of English in our educational setting after independence. The heated arguments of both the protagonists and antagonists of English remained a great issue for a long time, but now the whole controversy has subsided in favour of keeping English as a compulsory subject at secondary level of our schools.

The various commissions and committees appointed by the governments of India has given the following verdicts:

- (1) English should be studied as a compulsory subject at Secondary and Higher Stages.
- (2) It should not be continued as the medium of instruction at the secondary stage.
- (3) It may be used as the medium of instruction at the university stage and higher technical and professional courses.

Prof. V.K. Gokak, Director, Centra! Institute of English Hyderabad has rightly observed in this connection, "Whatever the controversy may exist regarding the validity of English as the medium of instruction, almost everyone realise the paramount need to teach English as a compulsory subject in our school at Secondary level and in our colleges at University level."

Thus, we come to the conclusion that English has a great role to play in our present educationa set-up. It would be inconceivable to think of a scholar well versed in the subject of Arts or Science without a knowledge of English as it makes us conversant with the latest developments in the fields of both Arts and Science in the world.

In view of this view of place of English in India its teaching also requires remodelling. The study of English language requires a different dimension altogether today, if we want to make use of its benefits to our students.

While recognising the importance of continuing the learning of English in our Schools and Colleges, we have to admit the fact that it cannot continue to occupy the same place in the educational set-up of our country today. It can no more enjou the status of 'lingua-frinca' in our country. This position must go to Hindi now.

The Constitution of India, adopted to 1950, has envisaged Hindi as the only official language in India, while English is to continue as a main language for study purposes. The position given to English in the school curriculum has been clearly laid down by the Kothari Commission (1964-66) and most of the schools in India have adopted the syllabus of English according to the recommendations of that commissions.

The present position of teaching-learning English in our schools.

There are problems upon problems faced by the teachers and learners in learning-teaching English in the field. To understand these problems well we must study the language teaching methodology books of the early years of this century. A great pioneer of foreign language teaching reformer of the first half of the century was Harold Palmer who worked in Japan for more than 10 years. In 1920's when he was the adviser for English language-teaching he wrote, "The sort of English presented is the majority of Readers in Japan is marked in the earlier stages by an abundance of words and expressions suitable only for the English (or American) children of age from five to ten years."

What was true of books used in Japan was equally true of those used in India. And if we analyze Palmers statement we find that the books suffered from three major defects:

- I. The material included in them was usable for the native English-speaking learners but not for the learners of English as a foreign language.

II. Books written, did not follow a particular style, if followed a mixed style.

III. The text book material was not well graded and well selected.

No doubt pursuant to the aforesaid defective text book material needful was done to some extent in preparing the text books. Selection and graduation of the material was taken care of but having a look at the whole ethos of learning-teaching English in the schools the following defects are still visualized.

On having a close supervision and inspection of the schools in the state where English is taught at elementary and secondary levels, the following drawbacks are highlighted:

1. To begin with, the system pertaining to ELT (English Language Teaching) is defective. In English medium schools (what so ever) English is taught. And learning of the language starts form 1st grade. Mostly the unsystematic Aural-oral training starts from II grade classes. This needs a mention that most of the schools are neither equipped with trained teaching staff nor equipped with satisfactory A.V. aids. The learning material introduced goes beyond the understanding of the learners, as the technology of teaching the language lags far behind.
2. The learning material provided to the learners is not well graded and well selected. Borrowed material is used in elementary classes and the material does not go in accordance with the learning capacity of the learners.
3. In Govt. schools where English is taught from class six the conditions are still worst. The material introduced is prepared at national level and is not need based, it takes the learner a lot of time to understand it.
4. The material so produced is not that way classified and graded that it could be used to the best learning advantages of the learner.
5. It has been observed most often mother-tongue is used in teaching English, it is not used as a teaching aid but harmful translation method is used. The result is effective learning teaching of the language is not possible.
6. In most of the Govt. School the first two language competencies are ignored. First and foremost attention is paid towards reading and writing skills and that goes against the rules and regulations of language learning.

In view of the aforesaid facts needful is required to be done. Some remedial measures should be undertaken to abolish the defective teaching of the language.

The teacher should give enough chance to a learner to listen and speak the language and should create such situation that can enable the learner to have exchange of words, thoughts and ideas with his friends.

Essentially right from the initial stage the schools should be well equipped with the latest technology pertaining to the teaching of English. Tap-records language cassettes, lingua-phones and language discs should be made available to the teachers and learners of the language. The language teacher should attend language courses and understand the know-how of the machinery used, catering to the needs of the students in developing their language competencies in English.

The students should attend the T.V. programmes and radio programmes conducted for learning teaching of the language.

The training institutes where training's are imparted should have language laboratories equipped with the technology and teaching aids so that the teachers could learn about their use.

The use of mother-tongue should be used as a teaching aid, where necessary. It can help learner and the teacher in saving time and energy.

To understand the problems faced by the users of such materials we must study the language learning methodology of the early years of the century. It suggests that at times mother-tongue should be used as teaching aid particularly at the elementary stage where teacher fails in developing the understanding competence of the learner through any other method or approach.

It is difficult for anyone to say whether in material production we have reached the stage where the fundamental principles have been firmly established. Even today, for example, it may be difficult to claim that principles used in 1870's are all essentially the same, differing only in non-essential details. Reformed teaching material of today do not go strictly in conformity with the needs of the learners at all levels but a good English textbook of today is result of a new awareness about language in general and English in particular.

Place of English in School curriculum

No doubt, English is the language of a foreign country, but it still has a great importance in our school curriculum, because we have a great link with this language. English will continue to have an important place in our schools in future also, though its role may change.

However, the following points should be borne in mind while including English as a language in our school curriculum.

- (1) It should not be a compulsory but an optional subject.
- (2) It should be taught where demanded by students or their parents
- (3) It should be taught for its practical utility. The literacy aims should not be emphasized.
- (4) English should not be retained as a medium of instruction in Indian schools. It should not be used as medium of instruction even in our Public schools
- (5) At college level it should be divided in two parts. One part should deal with practical aims and the other with English literature.
- (6) English terminology should be used in science as well as technical subjects, because this terminology has assumed international

importance.

- (7) The teaching of English should be a means to an end and not an end in itself. It should be taught as a language and learnt as a language.
- (8) English should be used as a medium of examination in the following ways:-
 - (a) For all subjects which are taught in English, it should be medium of examination.
 - (b) There should be a simple language test in English for those students we want to learn its simple use.
 - (c) When a point is not understood in other language, it should be clarified in English.
- (9) English should be used as a medium of social conversation the following ways:-
 - (1) Everyone should be allowed to converse in English in a society of educated persons.
 - (2) English can be gainfully used as a medium of conversation with any foreigner, because most of the foreigners know it.

A modern Indian educationist has quite aptly stated, "English language to be taught in our school should be simple and utilitarian. All that we can do in schools is to lay the foundations of English and set the ball rolling. We must keep our aims and objectives clear in order to make English a language of practical and permanent value to our children. But our teaching of English should not become dull, insipid and lifeless. We must endeavour to make our teaching of English very interesting, attractive and, if possible, inspirational."

"The conditions under which English is being studied in our schools is most hopeless and rotten." Discuss the statement and suggest a few remedies to improve these conditions.

Ans. The standard of English in our schools is very low. The teaching of English in our schools is in a chaotic state today. Our students of Secondary classes do not know how to use the commonest structures of English. Hence, it is very essential to know the causes of the low standard of English in our schools. Some of the causes for it are as follows:-

- (1) **Lack of Purpose.** The teacher of English is not clear about the aims of teaching English. He is like a sailor who does not know his destination and the pupil is like a forsaken vessel being drifted aimlessly. There is chaos everywhere in our schools as far as the teaching of English is concerned.
- (2) **Faulty Methods of Teaching.** The methods of teaching English in our schools are very faulty. No good and scientific method of teaching is used in our schools for teaching English. Our teachers know only translation method and they use it quite blindly.
- (3) **Bad Text Books.** Our text books are very bad and defective. They

are generally written by Professors and Principals of colleges who know nothing of the standard of students in our schools.

- (4) **Lack of Audio-Visual Aids.** Our schools do not possess sufficient audio-visual aids. A language cannot be taught without the use of audio-visual aids.
- (5) **Faulty System of Examination.** Our faulty system of examination encourages students to indulge in cramming instead of trying to learn the skills of English for our Secondary class students know nothing of the standard and requirements of the students. These examiners are generally college lecturers and professors who have no experience of teaching English in schools. Hence they do not set proper questions in the examinations.
- (6) **Over-crowded Classes.** The classes in our schools are generally over-crowded. Hence it is not possible to employ modern methods of teaching English in our schools. No individual attention is paid to the progress being made by the students.
- (7) **Faulty Approach to Teaching of Grammar.** Our English teachers make a faulty approach to teaching of grammar. They lay too much emphasis on the definitions of rules and theoretical aspects of grammar instead of giving a chance to the students to learn the rules of grammar themselves by observing the examples and situations.
- (8) **Neglect of Correction Work.** No attention is paid in our schools to do correction work in English composition. The practice prevalent in our schools is either to postpone the correction work or to do it in the most careless way. Moreover, the students are not trained to derive full benefit out of the correction work done by the teacher. The students do not practise the correct way of the mistakes committed by them. In this way, the correction work done by the teachers gets wasted.

REMEDIAL SUGGESTIONS

Following remedial suggestions are being given to raise the standard of English in our schools:-

- (1) The teacher must have the aims of teaching English quite clear in his mind. The student must also know what he is learning and for what purpose.
- (2) New methods of teaching English should be employed in our schools. more stress should be laid on pattern practice of correct speaking and writing English than on translation methods of teaching English
- (3) Language Teaching Institutes must provide short term or inservice courses in teaching methods to the teachers of English.
- (4) Our books should be written in such a way that they fulfilled needs of the students and are written according to the mental standard of

the students.

- (5) Provision must be made to equip every school with necessary audio-visual aids for good and efficient teaching of English
- (6) The system of examination should be overhauled so that there is no need of cramming work on the part of the students.
- (7) The teachers should not neglect the correction work. The student should also be taught how to get maximum benefit out of the correction work done by the teacher.

It is certain that every effort will be made to improve the standard of English in our schools.

1.1.6 Difference between home language & school language

By home language we mean, the first language which a child learns at home through his parents, relatives, brother, sister etc through the process of socialization. When a child borns in a family, his socialization process starts. The first step in socialization is identification of people around us, the second step is decoding their actions, gestures and then learning the first language-home language by listening Home Language therefore refers to mother tongue- the first language which child hears from family and then starts speaking himself. Mother tongue or home language becomes a language of comfort for communication among family members as they have been listening and speaking this language since many years in their family. In other words home language is the first step in the process of language learning. However difficult may be a home language in its grammar or structural patterns, a child becomes habitual of using it so he finds it easy to use and practice.

On the other hand, the school language refers to the language learnt and practiced in school i.e. English (in Indian content). School language is taught under strict discipline with the use of textbook, teaching aids, methods, strategies, techniques etc. to making its learning effective and worth some. Teaching a school language is not less than a challenge. It is not learnt naturally like home language. It is made learnt under observation of instructor. Where home language is learnt consciously or unconsciously school language is always learnt consciously Home language is easy comfortable and interesting for the child whereas school language is most of the times uninteresting, monotonous and difficult for the child to learn. Great efforts and hard work is required for teaching and learning school language. But, the same are not required for home language.

In all, we need the languages to support and help the child in Communication process one language learning can even boost the other's learning. Although every language is unique and its grammar, structures etc do not match with the other but still one language Known to a child can ease the learning of the other language school language although is difficult to learn but hardworking and sincere teacher can make its learning interesting easy like home language

1.1.7 Role of home language/mother tongue in learning the school language. (English)

1. Calcutta University Commission has clearly stated, "A severe training in the

use of mother tongue is not vital but a necessary preliminary to training in the use of English."

It is clear from the above statement of the commission that a student must first learn to speak in the mother tongue before he tries to speak in English fluently. When he tries to speak and express himself in English he will be guided in the light of the experience that he has acquired in speaking his own mother tongue. Expression in a language requires many abilities. The first is collecting and arranging the ideas, the second is fluency in the language. The availability of mother tongue will strengthen him to express himself in English also. Moreover, a child learns his mother tongue unconsciously and his aspect of his nature will also be transferred to learning of English.

Our Indian constitution has given a prior place to Hindi in the programme of Education as it is the national language of India. All other Indian language have also been given a due place in our constitution. So, we should not put Hindi or mother tongue wholly into background while learning English. The learning of English will not suffer by the judicious use of mother tongue at some places. The use of mother tongue can prove an instrument of assistance, at some places, in the process of learning English. Having good standard of mother tongue by a student will help him to have to have a good standard in English also.

HELP OF MOTHER TONGUE IN TEACHING OF ENGLISH

(1) Habit of speaking fluently: If the habit of speaking fluently has been formed in the mother tongue, it will help the student in cultivating the same habit in English also. Therefore, speeches, story, telling, plays and debates may be arranged first in mother tongue and then in English.

(2) Clear and Orderly Expression of Thought: The habit of clear and orderly expression of thoughts is most important in the learning of language. It can be easily learnt first in mother tongue and the transferred to English. For instance, a piece of composition can be first put into shape in mother tongue and then written in English.

(3) To cultivate Habit of Reading. Habit of Reading is a very important habit for the students. If this habit is first cultivated in mother tongue it can be easily transferred to English. A student who is fond of indulging in extra reading in mother tongue, will surely indulge in extra reading in English also. If all the students are encouraged to cultivate the habit of extra reading in mother tongue, the teacher will be glad to learn that they have formed this habit in English also.

(4) Use of mother tongue in explaining the text. It is true that all modern educationists advocate the use of Direct method in teaching English. According to this method, no word in the Text Book is to be explained through the use of mother tongue. The teacher is required to create situations which can help the students in understanding a difficult word in the text-book without the use of mother tongue. But a lot of time employes in creating the required situation, while the difficult word can be explained in a second in mother tongue. So there should be no ban on the use of mother tongue in explaining a difficult word. The principle of Direct

Method of teaching English may be followed, no doubt, but in case of a serious difficulty word. English may be mostly used while teaching English, but when there comes the special difficulty of comprehension, help may be taken occasionally from mother tongue. Thus, it can strengthen the exactness of comprehension.

1.1.8 Suggested Questions

1. Discuss the meaning and nature of language.
2. Highlight the role of English language specially in country like India.
3. How is mother tongue helpful in learning school language (English)
4. What is the difference between home language and school language.

1.1.9 Suggested Books and Web Sources

1. The teaching of written english : P. Gurrey
2. Modern Teaching of English : Bhatia, Achla & Kaur, Ravjeet. (2011).
3. Teaching & Learning English as a Foriegn Lanugage : K.K. Bhatia
4. Techniques of Teaching English : Deepika Lamba, Yogita Joshi, Surjit Singh
5. Teaching of English : Dr. S.K. Nanda, Vipin Nanda
6. Teaching English to beginners : L.R.H. Chapman
7. Teachin English : A.W. Fisby.
8. Principles of Teaching English : S. Venkateswaran.
9. Methods of Teaching English : K.R. Venugopal.
10. Teaching of English : Y.K. Singh (2005)

Web Sources :

1. www.wikipedia.com.
2. www.google.co.in.
3. www.archive.india.in.
4. www.linguistlist.org.
5. books.google.co.in

Structure :

- 1.2.1 Objectives
- 1.2.2 Introduction
- 1.2.3 status of English as a second language in India as per Articles 343-351 A and NPE-1986.
- 1.2.4 Basic linguistic principles
- 1.2.5 Objectives of teaching English
- 1.2.6 suggested questions
- 1.2.7 suggested Book and Web sources

1.2.1 Objectives:

After reading the lesson, the students will be able to:

- * understanding the status of English as a second language.
- * know its importance as per articles 343-351, 350 A, NPE 1981.
- * describe the basic linguistic principles.
- * understand the objectives of teaching of English.

1.2.2 Introduction

The story of “English in India” goes back to 1835 when Lord Macaulay wrote his Celebrated Minutes in favour of English education. Macaulay wanted to enrich Indian language by English so that the Indians could become vehicles for European scientific, historical and literary expression. In the hope that the British rulers may form a class who may be interpreters between the millions whom they governed, a class of persons, Indians in between the millions whom they governed, a class of persons, Indian in blood and colour, but English in taste, in opinions, in morals and in intellect. It was rather a snooty and offensive approach but an understandable mindset for an Englishman of that era. Macaulay wanted Indians to learn English to fellow Indians in their own mother tongue.

Mecaulay commented once that “I have travelled across the length and breadth of India and I have not seen one person who is a beggar, who is a thief. Such wealth I have seen in this country, such high moral values, people of such calibre that I do not think we would ever conquer this country unless we break the very backbone of this nation, which is her spiritual and cultural heritage and there I Propose propose that we replace her ‘old and ancient’ education system, her culture for if the Indians think that all that is foreign and English is greater than their own, they will lose their self-esteem, their native culture and they will become what we want them, a truly

dominated nation.” But just see our good luck, in the last two decades, we have not just regained our self-esteem but the best part is that we have used the very language inflicted on us to complete with those who imposed on us.

Thus the Minutes which received a Seal of Approval from Lord William Bentick (1839) made a cornerstone of the implementation of a language policy in India.

After the attainment of independence, Indians wanted to dethrone English from its position as it reminded them of Britishers who had oppressed them. But the luminaries of that time argued the case for the retention or rejection of the language.

1.2.2.1 IMPORTANCE OF ENGLISH IN INDIA

The educational policies of various state governments and that of Union Government expected to quicken the pace of the progress of placing English by Hindi or regional languages but it was felt that it would be too hasty to banish English so the role of English was circumscribed to a progressively limited area. The time changed, different policies at times in favour and at times against were framed but come what may English remained a fact that by ignoring the importance of this language no nation can prosper and move shoulder to shoulder with rest of the world. It is widely known in almost every country of the world and is the common means of communication between the people of different countries. One person out of every four on earth can be reached through English. Rudolph Quirk points out, “There are now something like 250 millions people for whom English is the mother-tongue. If we add to this the number of people who have a working knowledge of English the figure comes 350 to 400 millions.

If we look at the media we find that over 50% of world’s newspapers, over 50% of world’s scientific and technical periodical and more than 60% of world’s radio stations use English as medium of communication. In addition it is estimated that 75% of all international communication in writing, 80% of all information in the world’s computers and 90% of internet content is in English.

Today’s search for information and need for global communication has already promoted English from being the language of the Americans, the British, the Irish, the Australians, the New Zealanders, the Canadian, the Caribbean and the South African people to the international language.

Phillip B. Gove in his preface to ‘Webster’s Third New International Dictionary’ illustrates this point, “It is now fairly clear that before the twentieth century is over every community of the world will have learned how to communicate with all the rest of humanity. In this process of intercommunication the English language has already become the important language on earth.”

David Crystal adds, “As English becomes the chief means of communication between the nations it is crucial to ensure that it is taught accurately and efficiently.”

Gonzalo Peralta, the Director the Living Languages Institute has witnessed the importance of English in the world as first hand. He says, “I have met beggars in South America who know enough (English) to read Shakespeare. English is like bread! You need it to get anywhere. English opens up doors.”

1.2.3 Status of English as a second language in India as per articles 343-351, 350 A, NPE 1986.

Article 343 in Indian Constitution

Article 343(1) of the Constitution provides that Hindi in Devanagari script shall be the Official Language of the Union. Article 343(2) also provided for continuing the use of English in official work of the Union for a period of 15 years (i.e., up to 25 January 1965) from the date of commencement of the Constitution. Article 343(3) empowered the parliament to provide by law for continued use of English for official purposes even after 25 January 1965. Accordingly, section 3(2) of the Official Languages Act, 1963 (amended in 1967) provides for continuing the use of English in official work even after 25 January 1965. The Act also lays down that both Hindi and English shall compulsorily be used for certain specified purposes such as Resolutions, General Orders, Rules, Notifications, Administrative and other Reports, Press Communiqués; Administrative and other Reports and Official Papers to be laid before a House or the Houses of Parliament; Contracts, Agreements, Licences, Permits, Tender Notices and Forms of Tender, etc.

In 1976, Official Language Rules were framed under the provisions of section 8(1) of the Official Languages Act, 1963. Its salient features are as under:

- i. They apply to all Central Government Offices, including any office of a Commission, Committee or Tribunal appointed by the Central Government and Corporation or Company owned or controlled by it;
- ii. Communications from a Central Government Office to State/Union Territories or to any person in Region "A" comprising the States of Uttar Pradesh, Uttarakhand, Himachal Pradesh, Madhya Pradesh, Chhattisgarh, Bihar, Jharkhand, Rajasthan, Haryana and UTs of Andaman and Nicobar Islands and Delhi, shall be in Hindi;
- iii. Communications from a Central Government Office to States/UTs in Region "B" comprising the States of Punjab, Gujarat, Maharashtra and the Union Territory of Chandigarh, shall ordinarily be in Hindi. However, communication to any person in Region "B" may be either in English or Hindi;
- iv. Communications from a Central Government Office to a State Government Office in region 'C' comprising all other States and UTs not included in region 'A' & 'B' or to any office (note being a Central Government Office) or person shall be in English;
- v. Communications between Central Government Offices and from Central Government Offices to the Offices of the State Governments/Union Territories and individuals, etc., will be in Hindi in such proportions as may be determined from time to time;
- vi. All Manuals, Codes and other Procedural literature relating to Central Government Offices are required to be prepared both in Hindi and English. All Forms, Headings of Registers, Name Plates, Notice Boards and various items of stationery, etc., are also required to be in Hindi and English;

- vii. It shall be the responsibility of the officer signing the documents specified in section 3(3) of the Act to ensure that these are issued both in Hindi and English
- viii. Shall be the responsibility of the administrative head of each Central Government Office to ensure that the provisions of the Act, the Rules and directions issued under Sub-Rule-2 are properly complied with and to devise suitable and effective check points for this purpose

Policy

In compliance with the Official Language Resolution, 1968, an Annual Programme is prepared by the Department of Official Language in which targets are set for the offices of the Central Government with regard to originating correspondence, telegrams, telex, etc., in Hindi. A Quarterly Progress Report is called for from the offices of the Central Government regarding achievements vis-à-vis the said targets. An Annual Assessment Report is prepared on the basis of the Quarterly Progress Reports, which is laid on the Tables of both Houses of the Parliament and copies endorsed to State Governments and the Ministries/Departments of the Central Government.

Eight Regional Implementation Offices have been established at Bangalore, Cochin, Mumbai, Kolkata, Guwahati, Bhopal, Delhi and Ghaziabad to monitor the implementation of Official Language Policy of the Union.

In a multilingual country like India, the medium of instruction from primary to higher education has always been an issue. The magnitude of the problem is evident at different stages of education. Out of a total of 1652 languages and dialects only are used as media of instruction in schools. English as a medium of instruction continues to dominate over vernacular media in colleges and universities. It continues to be an exclusive medium in medical, agricultural and engineering courses. And this has often been the subject of discussion among academicians in spite of certain policy-decisions undertaken at the national level. What decisions have exactly been taken by the policy-makers? To what extent have the decisions taken so far been successfully implemented? How far are they to the ground reality? The paper strives to seek answers to these questions through an analysis of the language policy and the status of English as a medium of instruction at both the levels of school education (primary and secondary) and higher education (college and university).

1.2.3.1 Article 350-A, 351 & NPE-1986

INDIA CONSTITUTIONALLY (Article 350 and 350-A) guarantees primary education to every child in the mother tongue of the child. This provision has been duly recognized by different commissions and committees appointed by the Government of India from time to time (Education Commission 1964-66, Education Policy 1968, National Policy on Education (NPE) 1986, NPE Review Committee 1990 and Central Advisory Board of education (CABE) Committee 1992). Deviating from the normal course and hitting upon reality the National Advisory Committee 1993 argued that the question of the medium of instruction in early life would not be fully resolved as long as the dominant sections

of our society continued to give importance to elementary graces in a foreign language rather than to the vernacular knowledge which our children gained during every week of their growing up before they went to school. Accordingly, the committee restrained itself from repeating the recommendation that the mother tongue alone should be the medium of instruction at the primary stage. At the secondary stage, the States Reorganization Commission commended that the mother tongue be the medium of educational interaction. But the Chief Ministers Conference 1961 suggested that the media only be restricted to the modern languages mentioned in the Eighth Schedule of the Indian Constitution and that English as the medium of instruction at this stage enabled students to choose a vocation and prepared them for university education (Ram Gopal, 1966).

However, the Education Commission 1964-66 was strongly in favour of reorganization of media at the secondary and polytechnic stages. Supporting the then existing status as it was, the NPE Review Committee 1990 recommended that education be imparted in the minority language at the secondary stage in conformity the 15:60 formula. The review of the media of primary and secondary school education indicates that the first four decades after Independence, India mostly witnessed a national policy consensus over the mother tongue medium at both the stages. But the early 1990s showed a policy drift which was flexible in respect of the mother tongue as a compulsory instructional medium at the primary stage. At present, the overall policy consensus with regard to the educational medium has been implemented more in the breach than in the observance at both primary and secondary stages as is seen from the following.

1. English dominates over the mother tongue medium in different schools and of various groups.
2. English continues to be the medium in almost all the private elitist schools.
3. English or Hindi remains as the medium for most of the majority groups.
4. English and Hindi are used as the media of instruction in the Central Schools and the Navodaya Vidyalayas for the children of highly mobile sectors of society and for rural talents respectively.

2. English as a subject of study

English happens to be the first language and is taught as a subject from Class I in the States of Arunachal Pradesh, Nagaland, and Sikkim. Indian States, namely Assam, Delhi, Haryana, Himachal Pradesh & Kashmir, Karnataka, Kerala, Lakshadweep, Meghalaya, Manipur, Pondichery, Rajasthan, and Tripura, etc. accept English as the only second language.

Higher Education

The Education Commission 1964-66 had proposed English to remain the principal medium of education and called for a change over to the regional languages media over a ten-year time-frame at the university stage. As the regional languages were already in use as media at the primary and secondary stages, the Education Policy 1968 recommended that urgent steps be taken for progressive adoption of these languages as the media at the university stage. Both NPE 1986 and the Programme of Action 1986 reaf-

firmed the same. Besides, English as a means to learn non-language subjects was never under-mined. According to the Education Commission 1964-66, Even if the regional languages become media of higher education, a working knowledge of English with reasonable proficiency will be a valuable asset for those who proceed to the university. Similarly, the Education Policy 1968 particularly suggested that the study of English be strengthened in order to keep up with the tremendous growth rate of world knowledge and to make sufficient contribution to it. Sharing the same lines of thought, the NPE Review Committee 1990 recommended that Pending ultimate switchover to the media of regional languages and Hindi for the purpose of higher education, English will continue to be the vital medium for the universities and colleges. A review of the language Policy reveals the importance of regionalization of medium besides non-abolition of English medium at the higher education level. It had resulted in change from English to regional medium in almost 50 per cent of the universities, but certainly not in all, by the middle of the 1980s (Pattanayak, 1986). Apart from the above stated foresight of the language policy-makers, English continues to dominate higher education as is evident from the following.

1. English as a medium of instructing teaching and examination: Out of a total of 120 Indian Universities listed in the University handbook (AIU, 1992) English continues as the medium of instruction in many universities.
2. Eighty-four universities have English as a medium of teaching and examination at the B.A. level.
3. English is the only medium of teaching and examination in 19 universities at the B.A. level.
4. Eighty-nine universities have provision of teaching and examination through English medium.
5. English remains the only medium of instruction and examination in 45 universities at the M.A. level.

2. English as a means of scientific communication:

Indian languages are deficient in scientific and technical literature. It was perhaps due to this that the Education Commission 1964-66 had viewed the continuous requirement of a good knowledge of English for the students going in for study and research in engineering. In fact the problem is not with the acceptability and usability of the scientific and technical terms coined in regional languages, but with their viability and familiarity. Deenamma's study (1979) reports the same which showed that misunderstanding in meaning was more with Malayalam words than with their English equivalents. According to the University Handbook (AIU, 1992) the position of English as a means of scientific communication is as follows. Out of a total of 93 universities offering M.Sc. courses, 67 have English as the only medium of instruction.

All the 28 agricultural universities have the provision of teaching and examination in English. It is the only medium at the undergraduate level in 21 universities and at the postgraduate level in 26 universities. English continues to be the only medium of teaching and examination in all the IITs and all the university faculties of engineering.

3. English as a Subject of Study:

Language as a subject of study supplements the language as a medium of instruction as the competence in learning a language enables the individuals to use it effectively as a vehicle for the transmission of ideas. It is true in the case of English. As a subject of study, English has a unique distinction compared to its status as a medium of instruction. There is not a single universities or an under-graduate college in India which does not offer a course in English. Such a distinction cannot be claimed by any other language in the country, not even Hindi (Mehrotra, 1994).

4. English as a Print Medium:

As a print medium it predominates the Indian Distance Open Learning system which is growing at a relatively faster pace than the classroom system. Its importance may be realized from the fact that the production of university level books in modern Indian languages by the Government of India came to a standstill as in many States the books produced in regional languages were not sold.

It is in fact that the demand for teaching of non-language subjects through English medium is rising at an increasing pace at both school and higher education levels irrespective of official recognition. But early English education in English at the cost of the mother tongue which comes spontaneously from exposure to the environment creates a chasm between the child and his environment. This linguistic gulf, in turn, limits the child's natural growth as is seen from the following.

It curbs the creativity and innovativeness of the child.

It weakens the child's attitude towards his studies and generates hostility towards school leading to illiteracy and drop-outs.

It creates imbalance between the child and the immediate environment in which he grows up leading to social deprivation.

It distorts self identity resulting in an identity crisis for the child.

On the contrary, an adequate command over the mother tongue at the earliest stage when the basic conceptualizing processes are being formed leads to cognitive fulfilment. Thus competence in the mother tongue and learning through it should be a prerequisite before learning a foreign language like English. It is, therefore, suggested that urgent steps be taken for implementing the mother tongue as the medium of instruction in the primary and secondary schools uniformly across the country. At the same time, English as a subject of study should not be neglected during schooling. Because of its status as a library language in the field of higher education (Education Commission, 1964-66) or as a link language (viewed by two prominent members of CIBE Committee, 1992) it cannot be overloaded at any point of time. Even of late, the importance of English has been felt in Japan which privately offers English classes to Japanese and in Russia where English seems to be the most popular subject after the collapse of Soviet Russia.

Learning of non-language subjects (science, mathematics, etc.) through the English medium in Institutions of higher learning should not be restricted in any form once it has been successfully replaced by regional media during schooling. Teaching through

English at this stage leads to cognitive enhancement and thus becomes a strength as by this time the student normally has a competent knowledge of the mother tongue and his processes of concept formation normally reach a considerable degree of maturity.

1.2.4 Basic linguistic principles.

Language is a means of communicating various types of feelings, moods, ideas, information, experiences. To communicate, we need signs and symbols. The *Oxford English Dictionary* defines language as “words and the method of combining them for the expression of thought.” Dwight Bolinger is of the opinion that, “Language is species-specific. It is uniquely human trait shared by cultures so diverse and by individuals physically and mentally so unlikely one another...”

In the words of Edward Sapir, “Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols. These symbols are in the first instance auditory and they are produced by the so called ‘Organ of speech’. There is no discernible instinctive basis for human speech as such, however, much instinctive tendencies, motor and other, may give a predetermined range or mould to linguistic expression. Such human or animal communication, if ‘communication’ it may be called, as it brought about by involuntary, instinctive cries is not, in our sense language at all.” White hall defines it as “the patterned, rhythmical and segmented code of vocal signals.”

Bloch and Trager views that, “Language is a set of arbitrary vocal symbols by means of which a social group communicates.”

Jespersen is of the view that, “Language is a set of human habits the purpose of which is to give expression to human thoughts and feelings especially to impart them to others.” He also says, “Language is activity purposeful activity.”

Sweet’s view is: “Language is the expression of ideas by means of which speech sounds are combined into words, these words are combined into sentences and combination of sentences gives answers to ideas and thoughts.”

In the view of B.M.H. Strang, “Language is an articulated system of signs, primarily realized in the medium of speech.”

Michael Girsdansk’s views, “Language is a set of arbitrary symbols which are placed in orderly relationship with one another according to conventions accepted and understood by the speakers, for the transmission of messages”.

According to Saussure, “The language is a system of signs.”

1.2.4 Basic Linguistic Principles of Teaching and Learning

On the basis of the definitions given above, we arrive at a few important linguistic principles regarding the nature of language.

1. Language is learnt.
2. Language is a system.
3. Language is made up of habits.
4. Language is a system of symbols.
5. The symbols of language are arbitrary
6. The symbols of language are vocal

7. Language is unique.
8. Language is for communication.
9. Language grows out of culture.
10. Language grows and changes.

Let us discuss these principles one by one in detail.

1.2.4.1 LANGUAGE IS LEARNT

Any learner with normal intelligence can learn a language. We do not need 'a special gift' for that. But it is not instinctive to man, it has to be acquired. A child removed from the contact of human beings might learn to walk on fours or make meaningless sounds or the sounds he hear. Thus the child picks up the language of his environment. The ability to use a particular language is not inherited but first imited and then learnt from others. He learns sounds-words-sentences-grammatical constructions of the language by imitation and practice.

1.2.4.2 LANGUAGE IS A SYSTEM

Each language has a system. Thus it can be observed and analysed. These analyses give us certain fundamental things which tell us about the rules, a code of law or morality or religion. Language is the linguistic code of a society. It is the vehicle of all human thoughts, feelings and actions. It works through system of sound, uttered with certain degree of pitch, stress and intonation. If a person wants to learn a new language he/she has to learn this system of sound. This language system comprises phonology (the system of sounds), morphology (the system of word shapes), syntax (the system of pattern or arrangement of sentences), semantics (the system of meaning) and graphemics (the system of written letter shapes). This system being complex is often called system of systems too. All these systems are inter-dependent and cannot function individually.

1.2.4.3 LANGUAGE IS MADE UP OF HABITS

Have we will quote *Jespersen* again. He says, "Language is the set of human habits, the purpose of which is to give expression to human thoughts and feelings especially to impart them to others."

When a person speaks any language naturally or without any conscious effort, without thinking about the word order in framing sentence, only then, we can say that he has learnt the language. For this, one requires continuous practice in the use of language which one wants to learn. A child can learn a language better and quicker than an adult because habit formation and habit correction is more amenable in childhood.

1.2.3.4 LANGUAGE IS A SYSTEM OF SYMBOLS

Our utterances have not meaning if it does not co-relate with certain objects, actions, events, ideas etc. The words should symbolize something both for the speaker and for whom they are being used. If the utterances are meaningless; they are just certain sounds and not language. Language functions though symbols if meaning are attached to them. The word 'book' is not a 'book' but only stands for a 'book' Again this symbol 'book' if understood by the speaker and the listener is a part of

language.

1.2.3.5 LANGUAGE IS ARBITRARY

This means that there is no direct connection between the sound or form of any word and the object which it represents. Gairdner and Sharma in his book 'Talks to Teachers of English in India' remarks, "The roots of all words and the rules of sentence structure so as to give meaning are all arbitrary. If tomorrow all people decide to change, modify, reconstruct and overhaul the language that they use and they agree to do that in any way they like, they could do that, and that would be their language." There is no scientific explanation for any word we use to mean that particular object. The object and the symbol attached to it is what people have it in mind. If tomorrow they reject the word and replace it which they feel is better or which suits well, they can do it.

1.2.3.6 THE SYMBOLS OF A LANGUAGE ARE VOCAL

Language and its symbols are primarily meant for speaking, writing is just a secondary representation of language. Language cannot exist in vacuum. The basis of language is speech. It is one of the most effective means of communication. Gestures, pictures, signals, flags and traffic lights are common visual symbols conveying the meaning but only if there is a language operating.

1.2.3.7 LANGUAGE IS UNIQUE

No two languages are the same. Each language has its own structure sounds and words which makes it distinctive. The structure pattern of English is S.V.O. while in Hindi is S.O.V. Geographical and cultural diversities also bring difference in two languages amidst which languages grow. So there is no identity between two languages in sounds, stress intonation and structure. Similarities in the language belonging to the same linguistic group may be found. No language can be learnt resorting to the use of other language.

1.2.3.8 LANGUAGE IS FOR COMMUNICATION

Right language comes with right use of pronunciation and intonation which is intelligible to others.

Christopherson says that language is a means of communication. If we are able to put across our thoughts to the person we are talking to, then we are successful language users; if we fail, we fail as language user.

1.2.3.8 LANGUAGE GROWS OUT OF CULTURE

Language has a validity only in its culture. Language exists in its speaker, the speaker in specific social group/place and specific situation. The language is complete only in the sense that it interprets completely the culture of a society which is using it. It explains material and non-material sense of culture. Thus all the words become meaningful only in relation to their society and culture. C.C. Fries says, "The only basis for 'correctness' in a language is in the usage of its native speakers." To meet the needs of the society in which it develops one can reshape and remodel the language. If the society needs certain set of words they have to be evolved developed.

1.2.3.9 LANGUAGE GROWS AND CHANGES

Nothing is static so how can language be. As the culture changes, language also changes. What we say today, may not be true about it tomorrow. The pupils should be taught that form of language which is in use because a language is dynamic and living. Dynamism, an essential characteristic of living language, depends upon cultural change. Many new words are coined. Many pronunciations change. Some words become old and obsolete giving place to new words which are borrowed and absorbed in a language from time to time.

1.2.5 Objectives of teaching English.**Introduction**

Every subject whether it is Physics, Chemistry, Mathematics or any other have some specific aims for teaching. Similar is the case with teaching of English. Aims of teaching English are mentioned below:

(A) General Aims

It would be a futile exercise here to discuss the difference between 'Aims' and 'Objectives'. Linguists and pedagogues now consider both these words as synonyms. However, some of the general aims of teaching English in India may be cited which are as follows:

- (1) To enable the students to get a good knowledge of English grammar, culture, society, etc.
- (2) To enable the students to comprehend the literature available in English.
- (3) To enable the students to develop a positive attitude towards English language, English literature and English culture.
- (4) To enable the students to enjoy and appreciate the beauty of the English language.

(B) General Objectives

We know it very well that aims like the ones referred to above are really long-term goals and they cannot be realized overnight Obviously it takes time to achieve them. Therefore, we need to formulate the objectives which may be achieved and measured. The centrality of objectives may be understood in the following terms:

- (1) Where do we want to go?
- (2) To which direction are we proceeding?
- (3) To which direction are our actions directed?
- (4) What's the level and need of our students?

Some 300 years back English was a foreign language in India. We should not forget the fact that much water has flowed all these years. Many things have changed; some for the better and some for the worse. The status of English in India has also remarkable changed. It has now become a second language. Naturally the objectives of teaching English should also undergo a change.

Generally there are two main objective of teaching English. They are:

1. Language Development
2. Literary Development

It must be mentioned here that there is no point in considering literary development as our primary aim, for the students who have not developed their linguistic competence cannot develop their literary taste. Therefore, we must aim at language, not at literature which can be taken care of at an advanced stage of learning and education. We should let the child walk before he can run. There is no use biting off more than we can chew. We will have to be very specific in terms of our objective, otherwise we won't be able to see the wood for the trees. We will have to give up the habit of beating about the bush. We must get down to the task of teaching English as and for communication. We will have to shift our emphasis of objectives from 'literature' to 'language'. We must teach the language itself, not about it which is a grammarian's and a linguist's job.

There is one more thing to be kept in mind while framing language teaching objectives, that is B.S. Bloom's Taxonomy of Educational Objectives. Bloom describes objectives in terms of the following:

1. Cognitive Domain
2. Affective Domain
3. Psycho-motor Domain

Briefly speaking, cognitive domain is concerned with 'head' (knowledge); speaking domain is concerned with 'heart' (feeling etc); and psycho-motor domain is related with 'hand' (skill)

Since language is a skill, it naturally comes under the psychomotor domain. That is the reason why we must teach a language as a skill, not as a content-subject. Knowing about a language is an all together different thing. *Development of communicative competence both at the receptive and productive levels is and should be the only objective/aim of a second language teaching-programme;*

We have said that language is a skill. But it is a complex skill involving the following two sets of skills:

1. The skills of comprehension (Receptive skills)
2. The skills of expression (Productive skills)

Therefore, broadly speaking, the objectives of teaching English should be:

1. To enable the students to comprehend English through listening and/or reading skills
2. To enable the students to express their opinions, emotions, feelings, etc, through speaking and writing skills.

Specifically speaking, the general objectives of teaching English as a second language are as mentioned below:

- (i) To enable the students to develop their skill of listening comprehension in English
- (ii) To enable the students to develop their skill of speaking in English
- (iii) To enable the students to develop their skill of reading comprehension in English

(iv) To enable the students to develop their skill of writing in English.

Listening and speaking skills should be given greater importance at the junior school level and reading and writing along with listening and speaking should be stressed at the senior school level.

(C) Specific Objectives

Teaching and developing in learners Listening, Speaking, Reading and Writing skills (LSRW) are our general objectives. Each of these four skills (LSRW) can be our specific objective of teaching. We may take up a particular skill and teach its sub-skill appropriately keeping in mind the level and needs of the learners. John Munby has discussed the sub-skills of the each of the four basic language skills.

(1) The specific objectives of teaching listening are as follows:

The students should be able to:

- (i) discriminate sounds in isolate words,
- (ii) discriminate sounds in connected speech,
- (iii) discriminate stress-pattern within words,
- (iv) recognise variation in stress in connected speech,
- (v) recognise the use of stress in connced speech,
- (vi) understand intonation-patterns and interpret attitudinal meaning through variation of tone; and
- (vii) interpret attitudinal meaning through variation in pitch, range and pause.

(2) The specific objectives of leaching speaking: The students should be able to:

- (i) articulate sounds in isolate forms,
- (ii) articulate sounds in connected speech,
- (iii) articulate stress-patterns within words,
- (iv) manipulate variation in stress in connected speech,
- (v) manipulate the use of stress in connected speech,
- (vi) produce intonation-patterns and express attitudinal meaning through variation of tone or nuclear shift; and
- (vii) express attitudinal meaning through variation in pitch, height, pitch-range and pause.

(3) The specific objectives of teaching reading: The students should be able to:

- (i) recognise the script of a language,
- (ii) deduce the meaning and use of unfamiliar lexical items,
- (iii) understand information explicitly stated,
- (iv) understand information when not explicitly stated,
- (v) understand conceptual meaning.
- (vi) understand the communicative value of sentence and utterances,
- (vii) understand relations within the sentences,
- (viii) understand relations between the parts of text through lexical cohesion

- devices,
- (ix) understand relations between the parts of a text through grammatical cohesion devices,
- (x) interpret text by going outside it,
- (xi) recognise indicators in discourse,
- (xii) identify the mainpoints or important information in a place of discourse,
- (xiii) distinguish the main idea from the supporting details,
- (xiv) extract salient points to summarize (the text, an idea, etc.)
- (xv) select and extract relevant points from a text,
- (xvi) understand and use basic reference skills such as graphic, presentation, cross-referencing, table of contents and index,
- (xvii) skim,
- (xviii) scan; and
- (xix) transcode information to diagrammatic display.

(4) The specific objectives of teaching writing:

The students should be able to:

- (i) manipulate the script of a language by:
 - (a) forming the shapes of lettes,
 - (b) using the spelling system,
 - (c) using punctuation.
- (ii) express information explicitly,
- (iii) express information implicitly through:
 - (a) inference, and
 - (b) figurative language.
- (iv) express the communicative value of sentences and utterances,
- (v) express relations within a sentence using:
 - (a) elements of sentence structure,
 - (b) modal auxiliaries,
 - (c) intra-sentential connectors.
- (vi) express relations between parts of a text through lexical cohesion devices,
- (vii) express relations between parts of a text through grammatical cohesion devices,
- (viii) use indicators in dicourse for:
 - (a) introducing an idea,
 - (b) developing an idea,
 - (c) transition to another idea,
 - (d) concluding an idea,
 - (e) emphasizing a point,
 - (f) explanation of point already made,
 - (g) anticipatign an objection; and
- (ix) reduce the text through avoiding irrelevant information.

1.2.5.1 BEHAVIOUR CHANGES THROUGH DEVELOPMENT OF SKILLS

(i) Skill in listening (ii) Skill in speaking (iii) Skill in reading (iv) Skill in writing (v) Skill in arrangement of matter

The above mentioned skills can be elaborated in the following way:-

(i) Skill in Listening:

- (a) To listen properly at the first instance.
- (b) To listen attentively and purposefully.
- (c) To listen with understanding.
- (d) To listen for creating impression.
- (e) To listen for imitation.
- (f) To listen for corresponding reaction.

(ii) Skill in Speaking

- (a) To accentuate syllabus correctly.
- (b) To pronounce words correctly.
- (c) To have proper articulation of voice.
- (d) To make an effective choice of appropriate words, phrases and sentences.
- (e) To convey a feeling through facial expression and gestures corresponding to the topic of speech.
- (f) To keep a link of oral expression.
- (g) To create effective speech for creating desired impression.
- (h) To maintain adequate fluency, speed and continuity.

(iii) Skill in Reading:

- (a) To accentuate correctly.
- (b) To pronounce correctly.
- (c) To have proper intonation or articulation of voice.
- (d) To maintain adequate speed, fluency and continuity.
- (e) To acquire an ability for equal eye span and utterance.
- (f) To acquire an ability to read loudly with understanding.
- (g) To acquire an ability to read siletly with understanding.
- (h) To acquire an ability to make reading as living and free as speech.

(iv) Skill in Writing:

- (a) To translate sounds into symbols correctly and quickly.
- (b) To acquire an adequate speed in writing.
- (c) To acquire legibility.
- (d) To acquire uniformity in speed as well as in shaping letters and lines.
- (e) To add neatness and beauty writing,

1.2.5.2 ABILITY TO COMPREHENSION

(i) At Elementary Stage:

- (a) To associate action with the word or sentence.
- (b) To point out or identify the object.
- (c) To associate the written word the picture.

(d) To write the correct names of articles or actions (limited to words only).

(e) To be able to demonstrate or dramatise.

(ii) At Secondary Stage:

(a) To give heading or central idea.

(b) To associate ideas for comparison purposes

(c) To find out relationship among different ideas.

(d) To find out meaning of words and sentences.

(e) To be able to summarise.

(f) To be able to interpret the ideas in relation to the content.

(iii) The Ability of Expression:

(a) To imitate the speech habits of teacher.

(b) To reproduce the sound,

(c) To have semi-independent expression.

(d) To have independent expression of narrative and descriptive type.

(e) To use correct structure (spoken and written)

(f) To use correct words in spoken and written form,

(g) To answer questions.

(h) To develop or explain an idea.

(i) To pronounce correctly.

(j) To spell correctly.

(k) To punctuate correctly.

(l) To maintain relation in words, sentences and paragraphs.

(m) To write different types of short essays, letters, applications, supply orders and telegrams etc.

(iv) The Ability of Application:

(a) To enjoy reading and recitation.

(b) To show some active reaction to reading or recitation.

(c) To discover and appreciate new ideas.

(d) To discover the beauty of words, phrases and sentences used.

(e) To visualise the actual scene describe.

1.2.5.3 Basic Principles for Language Teaching.

Language is not a subject of factual information or a store house or contents, but a skill. Hence its teaching requires a different treatment and different methods of approach. We have to keep before us certain principles for its effective teaching and these principles are as follows:

(1) Teaching the Correct Use of Language. The teacher should teach the correct use of language and not its linguistic history or linguistic rules.

(2) Starting with speaking, not Writing. In making the child learn a language. He should be made to start with speaking, because language is primarily a spoken skill. Writing and reading should come after learning speaking.

(3) Teaching Language of Everyday. Use-Emphasis should be laid on

teaching language of everyday use and not the language of literary colour and poetic imagination. The child should be taught to express his ideas in the simplest manner.

- (4) **Teaching Spoken Language and not Vocabulary.** The child should be taught how to learn spoken language and use it for conveying his thoughts to others in a clear way. He should not be taught the use of difficult words. Teaching of language does not mean teaching of vocabulary.
- (5) **Teaching the Language and not its Literature.** The child should be taught the simple use of language instead of introducing him to the realms of literature of the language concerned.
- (6) **Stress on Practice and Habit Formation.** Language learning is acquired by practice and habit formation. So great stress should be laid on practice instead of cramming exercises.
- (7) **Making Language Learning Interesting.** Language learning should be made as much interesting as possible by using various modern methods and life-like situations.
- (8) **Maximum Actions and Gestures.** Language teacher should see that the students try to learn the language with maximum use of actions and gestures.
- (9) **Full of Life Situations.** The process of language teaching and language learning should not be cut off from life. It should be a part and parcel of actual life and should be connected with the way of its living. Hence language teaching should be full of actual life situations. Thus language teaching should be made as real and factual as possible.
- (10) **Inspirational Motive.** Language teaching should be based on inspirational motive. The inspirational should lead the learner to learn more and more with the zeal of an internal urge. Language teaching should be based on similar inspirational motive. The teaching and the pupil should consider language link as the source of inspirations for life.

1.2.6 Suggested Questions

1. Discuss the status of English as a second language in India as per Articles 343-351, 350 A,
2. What was the policy of NPE 1986 regarding English as a second language.
3. Highlight the basic linguistic principles of language
4. Why is English taught in school? Throw light on objectives of teaching English.

1.2.7 Suggested Books and Web Sources

1. The teaching of written English : P. Gurrey
2. Modern Teaching of English : Bhatia, Achla & Kaur, Ravjeet. (2011).
3. Teaching & Learning English as a Foreign Language : K.K. Bhatia

4. Techniques of Teaching English : Deepika Lamba, Yogita Joshi, Surjit Singh
5. Teaching of English : Dr. S.K. Nanda, Vipin Nanda
6. Teaching English to beginners : L.R.H. Chapman
7. Teachin English : A.W. Fisby.
8. Principles of Teaching English : S. Venkateswaran.
9. Methods of Teaching English : K.R. Venugopal.
10. Teaching of English : Y.K. Singh (2005)

Web Sources :

1. www.wikipedia.com.
2. www.google.co.in.
3. www.archive.india.in.
4. www.linguistlist.org.
5. books.google.co.in
6. www.indiankanoon.org

Structure :

- 1.3.1 Objectives
- 1.3.2 Introduction
- 1.3.3 Methods: Translation, bilingual direct
- 1.3.4 Approaches: structural and situational
- 1.3.5 Suggested Questions
- 1.3.6 Suggested Book and Web sources

1.3.1 Objectives:

- * After reading the lesson, the students will be able to:
- * understand the various methods will be able to.
- * know the importance and techniques of approaches.
- * understand advantages and disadvantages.
- * Methods and approaches.

1.3.2 Introduction

A method is a way of presenting the subject matter to the students or it is a tool for making the teaching effective. Different methods help the teacher in teaching different languages. They assist the teacher in teaching learning process that is why they are our assistants. They can not be called as our masters because a teacher is free to use any method or combinations of methods while teaching a language, keeping in view the existing conditions. He neither depends exclusively on a single method nor these method can help the learner in learning the language without him.

In the modern age of science and technology, teachers have become more particular about the selection of the method of teaching as they are considered accountable for the poor performance of the students. For making their teaching and learning of the students effective, they have to use an appropriate method of teaching.

An American applied linguist, Edward Anthony, proposed a three level discrimination among approach, method and technique in 1963. According to him, an **approach** is a set of basic assumptions and beliefs dealing with the nature of language of teaching and learning and it also forms the basis of any method to be formulated; **method** is the level at which an overall plan for the orderly presentation of the language material based on the principles of the approach takes place; **technique** is the level at which actual implementation of method takes place to accomplish an immediate objective. Techniques must be consistent with a method, many techniques can be used. According to W.F. Mackey, "A method determines what

and how much is taught (selection), the order in which it is taught (gradation), how the meaning and form is conveyed (presentation) and what is done to make the use of the language unconsciously (repetition)." Thus we see that a method deals with four things i.e. selection, gradation, presentation and repetition.

1.3.3 Methods of teaching English

It was the most popular method of teaching foreign language in the ancient times i.e. (1830-1880). Now a days also it is being used by most of the school teachers for teaching English although it has become obsolete.

In Grammer - Translation method teaching of the target language (i.e. the language to be learnt also called t.L/L2) is done by translating it using the rules of grammer. The main philosophy behind this method is that it makes the learning of the target language easy and fast as it is based on the fundamental psychological principle i.e. proceeding from known to unknown and the unit of teaching in this method is a word and not a sentence.

- (I) **Advantages:** The grammar - translation method has many advantages which can be described as under:
- (i) **Most suitable:** This method is most suitable in Indian classrooms as the number of students in each section are many.
 - (ii) **Most reliable:** This method is the most reliable for giving the students practice of reading for comprehension
 - (iii) **Easy:** It makes the learning of the language easy as the teacher can at once make the students understand the meaning of each word, phrase or sentence in the mother tongue.
 - (iv) **Good for testing comprehensive ability:** This method is also good for testing the comprehensive ability of the students.
 - (v) **Convenient Method:** This method is also convenient for those teachers who are of average caliber and moreover no material aid is required for teaching English by this method.
 - (vi) **Good for ensuring accuracy of language:** This method is good for ensuring accuracy of the target language as each word is translated into the mother tongue. Moreover both the teacher as well as the students make the teaching-learning process easy as teacher has to put less labour and students already know their mother tongue. Besides this, the comparison of the structural patterns of the two languages makes the understanding easy.
 - (vii) **Psychological method:** It is a psychological method of teaching the language as the fundamental principle of proceeding from known to unknown is followed throughout.
 - (viii) **Economical:** This method is more economical as there is no need of using the teaching aids for making the learning effective.
- (II) **Disadvantages:** The major disadvantages of the grammar translations method are:

- (i) **Neglection of spoken English:** Spoken aspect of English is neglected which is very important in the learning of a language.
- (ii) **Problem of exception and explanations:** The Problem of grammatical rules i.e. in the use of 'will' shall change of number etc. This method lays more emphasis on grammatical rules. The use of which is not important in learning the language.
- (iii) **Prepositions cannot be translated word to word.**
- (iv) **Not natural:** This method is not natural one as the reading comes first and speaking afterwards. But the natural sequence of learning the skills is listening, speaking, reading and writing.
- (v) **Time-consuming:** This method is more time-consuming as each and every word, phrase or sentence has to be translated in the mother tongue and also the unit of teaching the language is a word and not a sentences.
- (vi) **Not helpful in using the language :** This method help the students in learning the language but not in using the language in their own way. Moreover, exact translation of any language is not possible as the words convey their meaning in the context and situation in which they are used.
- (vii) **Ignores fluency:** This method does not help in acquiring fluency in English due to the influence and interest of the students in their mother tongue. The child thinks in mother tongue. The child thinks in mother tongue and then translates into English and thus ends up confusing himself and the language.
- (viii) **Not helpful in Learning pronunciation:** This method does not help in learning the correct pronunciation of the words because the students become habitual of speaking the English words just like that in their native language.
- (ix) **Undue emphasis on rules then use:** Dr Ballard says "To speak any language, whether native or foreign, entirely by rule, is quite impossible.
- (x) **Sentences based:** The exercises of translation are sentence based and not text or discourse based.
- (xi) **Not good for teaching idioms:** This method is not good for teaching idioms because idioms convey a different meaning of word than of which they are made.
- (xii) **Uninteresting:** This method is uninteresting as the students remain passive listeners during teaching. So dullness and mechanical set up does not leave any scope for activity.
- (xiii) Translation with its accessories swallow up so much time that there is none left for speaking English.

(III) Teaching used in Grammar- Translation method

- (i) Generally students are asked to translate a reading passage of the target

- language into their mother tongue.
- (ii) Comprehension questions are asked to test the student's understanding ability.
 - (iii) Key words are given and student are asked to write synonyms and antonyms.
 - (iv) Some words are given and students are asked to make sentences of their own.
 - (v) Précis or composition can be given for writing on the basis of the passage read.
 - (vi) Fill in blank exercise based on grammar rules can be given.

1.3.3.1 Direct Method

In direct method of teaching a language, teaching of the target language is done using the same language and not the mother tongue or any other native language. This method does not permit the use of translation. It also referred as Reform method or phonetic method by the reforms. In this method the target language is presented before the students just like their mother tongue through actions, demonstrations, use of picture etc and a natural environment for learning is create in the classroom that is why it is also called as natural-method of teaching.

According to Webster's

New International Dictionary "Direct method is a method of teaching a foreign language especially a modern language through conversation, discussion and reading in the language itself without the use of pupil's language without translation and without methods and Approaches of Teaching English the study of formal grammar. The words are first taught by pointing at object or picture or by performing actions."

- (i) **Fundamental principles of the method:** The following fundamental principles and procedures are used in this method:
 - (i) **Teach grammar inductively:** Grammar is to be taught inductively by the teacher I,e. examples are given first and then laws or rules are induced.
 - (ii) **Emphasis on correct pronunciation :** In this method, the emphasis is laid on learning the correct pronunciation.
 - (iii) **Stress on oral teaching precedes any form of reading and writing.**
 - (iv) **Use of only one language:** only one language is used in this method. All instruction are given in the target language. Concrete words are taught the demonstration of objects and picture and abstract words are taught through abdications of ideas.
 - (v) **Listening and speaking practice:** Both listening and speaking practice of sentences is given to the learners based on their own vocabulary. This is done in a carefully designed and question and answer exchange taking place between teacher and students in small group.
- (II) **Advantage: The main advantages of this method are:**
 - (i) **Better pronunciation:** This method help in learning better pronunciation as the emphasis is laid on listening and speaking practice and correct ar-

- ticulation.
- (ii) **Psychological:** this method is based on the psychological principle of proceeding from general to Particular, from concrete to abstract and practice to theory.
 - (iii) **Less time-consuming:** This method is less time consuming as it helps the teacher and the student to finish more syllabus in less time.
 - (iv) **Helps in using the language:** This method helps in learning as well as using the language as emphasis is laid on functional grammar which deals with the use of the language.
 - (v) **Improves fluency:** This method helps in improving the fluency of the language as the students listen and speak the same language and use of mother tongue is not allowed According to H. Champion "To teach directly is to establish a direct or immediate association between experience and expression, between the English word, phrase and its meaning.
 - (vi) **Helps written English :** Generally who speak well can write well. The Expression always facilitates.
 - (vii) **Good for teaching idioms:** This method is good for teaching idioms of English.
 - (viii) **Interesting:** This method is more interesting as different types of audio-visual aids are used by the teacher to make his topic interesting.
 - (ix) **Discourse based:** this method is discourse based which is done between students and the teacher in small groups. It not only mix English easy but develops love for it also.
 - (x) **No problem of rigid of grammar:** In this method there is no problem of following rigid rules of grammar as emphasis is laid on functional grammar which concentrates more on use of the language rather than the rules of the language.
 - (xi) **Oral practice:** Emphasis is laid on oral practice which is essential in learning the language Kittson has rightly pointed out" Learning to speak language is always by far the shortest road to learning and to write it"
 - (xii) **Sentence and note the word is unit of speech.**
 - (xiii) Progressive teaching of new vocabulary : The stress is on quality and not quantity.
 - (xiv) **Alertness:** It is activity based so it is living knowledge and not dead one.
 - (iii) **Disadvantages : The direct method has many disadvantages which are**

given below:

- (i) **Not Suitable:** This method is not suitable in Indian class-rooms as the number of students in each section is very large.
- (ii) **Not reliable:** this method is not reliable for giving the students practice of reading for comprehension as reading and writing do not get due attention.
- (iii) **Difficult: It is a difficult method for teaching English as the mother tongue is not used.**
- (iv) **Not good ensuring accuracy of the language:** This method is not good for ensuring accuracy of the language. Accuracy comes to the children only if the meaning is clear which is possible if told in their mother tongue. But mother tongue is completely prohibited.
- (v) **Not economical :** This is not an economical method as the teacher has to use some expensive audio-visual aids for teaching thus lot of time and effort go waste. Audio visual aids for truth honesty etc. is not possible.
- (vi) **Not good for average students:** This method is not good for average and below average students as the students find difficulty in understanding the language.
- (vii) **Not good for teaching abstract words:** This method is not good for teaching abstract words as the use of mother tongue is not allowed at all.
- (viii) **Over emphasis on listening and speaking practice :** This method lays more emphasis on oral practice. Reading and writing aspects of the language are paid less attention which is equally important for learning a language.
- (ix) **Need of competent teachers :** It is a kind of round peg in a square hole. Competent teachers are required for teaching this method. But there is a shortage of such teachers as most of the teachers also lack correct pronunciation so they can not have command over language.
- (x) **Not good at early stages of learning :** This method is not good for teaching at the early stages of learning the language because at that time the students do not know even the ABC of the target language. The habit of thinking in English comes after a lot of practice.

4 Structural & Situational Approach.**(IV) Technique used in the Direct Methods**

- (i) Learners are motivated to think and communicate in English.
- (ii) Learners are to ask questions and give answers only in English.

- (iii) More emphasis is laid on vocabulary rather than grammar.
- (iv) Oral practice is a must and pronunciation is seriously taken care of.
- (v) Testing is done by asking questions. For this purpose, interviews may be conducted. Students are also asked to write the answer.
- (vi) Exercise for practice are also given without explaining the rules of grammar of the students.
- (vii) The teacher reads passage and uses pictures, gestures, actions or other means to make them understand. Then students are asked to write down what they have listened. Mother tongue is not used in making the students to understand the passage.
- (viii) There is no need to explain the rules of grammar. Emphasis is given on the use of the language.

1.3.2.2 Bi-Lingual Method

Bilingual word is made of two words, first is "Bi" which means two and second is "lingual" that means language. Bilingual method is a method in which two languages are used i.e. the mother tongue and the target language. In this method mother tongue is used to teach the target language if the situation demands.

We have discussed earlier, the old-grammar - translation method suffers from number of drawbacks and difficulties like accuracy in translating words, phrases, idioms and expressions, and other problems related with association between thought and expression. Even in direct method, one can say, there is no surety that explanations given in English alone produce accurate perceptions in the mind of the learner. So, in order to overcome these misconceptions, translation is a must. The best way seems to be that where translations assist in removing the problem and saves time, it should be done; otherwise, it should be avoided.

To overcome the problems of accuracy and fluency and to expediate the inter-communication between the teacher and the student. C.J. Dodson advocates the method that must be within the capacity of a teacher i.e. Bilingual.

C.J. Dodson of the University of Wales wrote a pamphlet 'The Bilingual Method' (1962) in which he says that "The amount of time required to learn a language 'naturally' is, of necessity, large, and our present school curriculum does not allow the time requirement for such a learning process". He further adds that in the direct method a teacher employs a techniques and learning. He sites a quote from an earlier pamphlet published by the faculty of education, University College of Wales, that says 's different attitude is necessary towards the place and function of the mother tongue in the process of learning a second language.' Dodson postulates the following rules regarding the use of mother tongue.

- (i) Mother tongue is used only by the teacher for the words and sentences that are being learnt and for classroom instructions.
- (ii) In the early stages, mother tongue is used more liberally by the teacher in asking questions and in giving explanations. But, in the later stages, the use of the mother tongue is reduced gradually and the

- teacher and the learner use only target language.
- (I) **Advantages**
- (i) **Ensures accuracy** : Meanings of the words, phrases and expressions are conveyed in the mother tongue otherwise the teacher has to use a number of devices, for making the meanings of words clear to the students like pictures, chart, gestures, actions etc. This helps the students in understanding the meaning of words easily.
- (ii) **Ensures fluency** : This method also ensure fluency in speaking English as the mother tongue is used only by the teacher and the students have to think and express themselves in the target language itself. The association between thought and expression increases fluency in speaking.
- (iii) **Economical** : This is an economical method as no expensive teaching aids are needed for teaching English by this method. In case of any difficulty, mother tongue is used by the teacher.
- (iv) **Easy for the teachers** : The use of this method is easy for the teachers as they need not do any extra labour for making their teaching effective. They just make use of the already learnt language.
- (v) **Good for average students** : This method is good for average students as the students already know their mother tongue and in this method only situations are created by the teacher.
- (vi) **Good for teaching abstract words and idioms** : Idioms of English and abstract words can be taught easily by this method as meanings are conveyed in the mother tongue and sufficient pattern practice is given.
- (vii) **Suitable** : This method is most suitable in Indian classrooms where strength of the class is large.
- (viii) **Less time-consuming** : This method is less time-consuming as the meanings of the words and sentences are conveyed in mother tongue and there is no need to waste time in using aids and performing actions.
- (ix) **Good at early stages of learning** : This method is also good for teaching English at the early stages as the teacher can use the mother tongue liberally in asking questions and in giving classroom instructions and the students do not find any difficulty in understanding.
- (II) **Disadvantages** : This method has the following disadvantages:
- (i) **Not good for minorities** : In a class where students come from different language communities, the teacher cannot use the dominant language as their first language. If he does so, the minorities in the class will be at a disadvantage.
- (ii) **Competent teachers** : Competent teachers having the sufficient knowledge of both the languages are required.
- (iii) **Inculcates bad habits** : This method inculcates the bad habit of learning every new things of target language by thinking first in the mother tongue.
- (iv) **Conscious use of mother tongue** : The teacher should be conscious in making

the use of mother tongue and he should not allow the students to use the mother tongue in any case not allow the students to use the mother tongue in any case otherwise it leader to confusion on the part of the students.

(III) Which Methods is the Best : Many language teachers, even the most competent and dedicated ones, know that no single method has all he answers to all the problems in all possible situations because each method has something interesting to offer. So, it is suggested that the teacher should adopt electric and pragmatic approach.

Having discussed the advantages and disadvantages of the various methods of teaching English, we conclude that the selection of the method depends upon a number of factors which are given below:

- (i) The learner - his age, capacity, level of learning, mother tongue etc.
- (ii) The teacher - his efficiency, insight, education etc.
- (iii) Class in which the study of English is introduced.
- (iv) Availability of teacher aids.
- (v) Strength of the class.
- (vi) Location of the institution
- (vii) Social background of the learner.

That is why one method works successfully in one situation and the same may face an utter failure in some other situation. What in new is not essentially better or what is followed abroad is not necessarily more effective than what is locally experimented and evolved. All the different methods and approaches have put the teachers in a buyer's market and they are free to select any method from a wide variety of ideas available in the market of Language teaching depending upon the Local conditions. It would be better if the teachers should be empowered and motivated to use local resources and to look for alternatives- alternatives ideas, alternative methods and approaches. Because India is a multi-lingual country that is why methods and approaches used in the foreign country can not be blindly followed. The need of the hour is to evolve our own effective methods for handling the problems of English language teaching.

1.3.4 STRUCTURAL APPROACH & SITUATIONAL APPROACHES.

Structural approach In English means teaching English on the basis of selected structures. It is called structural approach because emphasis is laid on the structures or sentence patterns than the acquisition of vocabulary. It is an approach and not a method. As the selected structures form the subject matter and any method can be used for presenting the subject matter before the students. Moreover in a method a number of techniques are used but in structural approach only selected structures are used C.S. Bhandari has also supported this view by saying "It is not a method, It is an approach Any method can be used with it."

According to Krishna Swami," The structural approach came to India the form of a syllabus brought to India by the British Council in 1952 In 1957 the India seminar held in Nagpur accepted the structural approach. The Allahabad ELT institute, the All India

Council for secondary Education, the CIEFL and many other institutions and states accepted the structural approach as the basic for English teaching in India. The grading of grammatical item called teaching items, the selection of words from the vocabulary lists prepared by Michael West and others, the encouragement given by the British Council in India made the structural approach very popular. A number of reader were prepared by Allahabad institute, the CIEFL in Hyderabad and the RIE in Bangalore.”

DEFINITIONS OF STRUCTURAL APPROACH

- (i) According to men on and Patel,” The structural approach is based on the belief that in learning of a foreign language, mastery of structures is more important than the acquisition of vocabulary.”
- (11) According to C.S. Bhandari.” The structural approach to English is teaching the learner certain selected structures in a certain order.... In structures, meaning words are used in a particular order to convey their meaning Structures may be complete utterances or form part of a large pattern.”
- (iii) According to Brewington,” Structural approach to English is a scientific study of the fundamental structures of English language, their analyses and logical arrangement.”

1.3.4.1 MEANING of STRUCTURES

The structures or sentences patterns are different from the sentences. A sentences is a group of words arranged in a systematic and grammatical way to give a certain meaning on the other hand, a structure may or may not have a grammatical background at all. Thus in a structure or sentence pattern only the arrangement of words in a certain order is important without the use of a grammatical rule. F.G French in his book ‘The Teaching of English Abroad’ says,” The word pattern means a model from which many things of the same kind and shape be made. Like houses which look the same, or shoes made alike or number of lorries, all of the same size and shape though of difference colors. A sentences pattern is therefore, a model of a sentences which will be of the same shape and size but made of different words.”

1.3.4.2 KINDS OF STRUCTURES

There are different Kinds of structures. Basically these can classified into the following four Kind:

- (i) **Sentence patterns:** Sentences patterns belong to the identical category of sentences formation which can be divided into following types:
- (a) **Assertive sentences:** These are the sentences patterns which assert something. These follow the SVO (subject-verb-object) pattern and negative sentences are also included in them e.g. she sang a song she did not sing a song.
- (b) **Interrogative sentences:** It is a sentences in which question is asked The word order in this pattern is VSO, e.g. Does she like mangoes? Did he invite me?
- (c) **Imperative sentence:** This sentences expresses order, command, request, advise, wish, proposals or suggestions e.g.

Work hard.
 May you live long!
 Please give me your pen.
 Obey your elders

- (ii) **Phrase** . phrase is made of two or more than two words that follow a certain order of arrangement and has an independent meaning . It is different from a sentences as it does not make a complete sense. E,g.
 In the garden, on the well, near the hut etc.
- (iii) **Formulae:** formulae are the group of words which are used on certain occasions, e,g Thanks Excuse me, Good morning etc.
- (iv) **Idioms:** These are group of words which must be taught as a whole and not by parts. Because they convey a different meaning of the words of which they are made, e.g. bone of contention, cats and dogs, black and white, black sheep, dark horse etc.

1.3.4.3 OBJECTIVE OF STRUCTURAL APPROACH

According to Men on Patel, the objective of structural approach are:

- (i) To main mastery over about 27 graded structures.
- (ii) To help the children in mastering an essential vocabulary of about 3000 words for active use.
- (iii) To correlate the teaching of grammar and composition with the reading lessons
- (iv) To teach the four fundamental skills namely understanding speaking reading and writing in the order named.
- (v) To lay proper emphasis on aural- oral approach, activity methods and the condemnation of formal grammar for its own sake.

1.3.4.4 PRINCIPLE OF STRUCTURAL APPROACH

- (i) It teacher the student to form habits and for which a lot of practice in listening, speaking reading and writing of structures is given to the students till these can be recalled automatically by the students.
- (ii) Speech is emphasized more as compared to reading and writing.
- (iii) Learning activity is more encouraged as compared to teachers activity.
- (v) Learning of structures or structural or patterns is more important than vocabulary and teacher are motivated to use any means for making the teaching of structures interesting.

1.3.5.5 SELECTION OF STRUCTURES

There are only 26 alphabets and from these 26 alphabets a countless number of words can be made By using these words an unlimited number of structures can be framed All the structures framed should not be selected for teaching. The selection of structures should be keeping in view the following points:

- (i) Nature of the structure I,e. simple or complicated.
- (ii) Usability of the structure means whether it is useful for the learners or not.
- (iii) Extension of the structure means whether the given structure can be extended by adding one more words to form new structures or not.

- (iv) Frequency of occurrence in the study material means how many times a structure occurs in the study material of the learner.
- (v) Resourcefulness of the teacher means whether the structure can be taught by the teacher with the help of concrete objects or not.
So in the selection of structures, those structures which are simple, can be extended by adding words have more frequency of occurrence in the study material and be taught with the help of concrete objects by the teacher are given preference.

1.3.4.6 GRADATION OF STRUCTURES

Gradation of structures means putting the structures in the order of presentation. While grading simple concrete type of structures are presented to the learner at early stages. Complicated and abstract type of structures are kept for later stages. F.G. French suggests that during the first three years of learning English, the patterns given below should be followed.

- (i) Two part patterns means the sentences patterns in which only two words are used e.g.
 - (a) She/atc
 - (b) I/slept.
- (ii) Three part pattern means the sentences pattern in which three words are used e.g.
 - (a) He/ran/a race
 - (b) Geeta/wrote/a letter
- (iii) four part patterns means the sentences pattern in which four words are used e,g
 - (a) She/gave/me/an apple
 - (b) The teacher/teachers/us/English
- (iv) The negative forms of the above given patterns are with subject helping verb. Negative and object e.g.
 - (a) He did not run a race.
 - (b) Gita did not write a letter
- (v) The interrogative forms of these patterns
 - (a) Did he run a race?
 - (b) Did he write a letter?
- (vi) Patterns showing command or request
 - (a) (i) open the window.
 - (ii) Don't make a noise
 - (i) Give me your pen, please
 - (ii) May you help me.
- (vii) Patterns with hidden subject like 'there' and it eg.
 - (a) There are seven days in a week.
 - (b) It is a nice story.

1.3.4.7 METHODS OF TEACHING STRUCTURES_.

The different methods of structures are:

- (i) **Drill method:** Drill is a method which is used by the teacher for fixing the sentences patterns or structures in the minds of the learner. It can be given in chorus, in groups and to the single individual Basically it is of two types I.e. oral drill and written drill. In structural approach, the subject matter is structures or the sentences patterns which are given by the teacher for oral drill firstly in chorus then in groups and finally to an individual The same structures are given for written drill after a lot of oral practice. A lot of oral and written practice of the structures help the learner in attaining the mastery of the structures and in developing the listening speaking and writing abilities which is the main objective of structural approach.
- (ii) **Palmer's Substitution method:** The substitution method chooses a model structure or sentences pattern first As it is based on the assumption that a sentences should be a unit of language so the selected structures should be grammatically correct. Based on this structure, teacher can prepare a substitution table and a number of structure of the same kind can be framed by using different words e.g.

Ram		N
Sham	is	noise
Veena	making a	boat
Geeta		chart
She		map
He		

From this table $6 \times 1 \times 2 \times 1 \times 4 = 48$ different structures of the same type can be developed Similary other kinds of sentence patterns and structures like negative interrogative etc. can be taught by using different substitution tables. Teacher can also tell the students to speak or write as many structures as possible by consulting the substitution table. This practice enables the learner to develop listening, speaking, reading and writing skills.

1.3.4.8 LIMITATIONS OF STRUCTURAL APPROACH

- (i) Competent, dedicated and resourceful teacher are required for teaching through structural approach, But there is shortage of such teacher in our schools.
- (ii) In structural approach, a lot of practice for speaking and writing the structures of the same type is given to the learners. As a result the learners, feel boredom and take less interest in learning.
- (iii) It is very difficult to finish the entire syllabus in time.
- (iv) In structural approach, learning is based on imitation that does not help in developing creativity.
- (v) It is not good for teaching English to higher classes.
- (vi) This approach is not suitable for teaching prose, poetry and composition.

1.3.4.9 ADVANTAGES OF STRUCTURAL APPROACH

The advantage of the structural approach can be enumerated as follows:

- (i) It enables the students to speak English fluently as oral practice is given much importance in this approach.
- (ii) The structural approach can be used both at the early stages as well as at the later stages of learning English.
- (iii) The structural approach is based on psychological principles I,e. proceeding from simple to complex easy to difficult and concrete to abstract.
- (iv) It helps in acquiring all the four skills I,e. listening speaking reading and writing through its methods of teaching
- (v) Structural approach is based on the principle of imitation and it does not put burden on the minds of the learner while learning structures It also reduces the chances of committing error.
- (vi) Structure is the unit of speech in structural approach and not the word.
- (vii) Students learn to make the structures of same kind by using different words in their daily use.
- (viii) This approach can be used for teaching English to average and below average students as each structure is practiced until it fully learnt.

1.3.4.10 SITUATIONAL APPROACH

Situational approach in English means teaching English by creating situations in the classroom. It is the best way for teaching words and structures to the students. This is because the words convey their meaning only on the context and situation in which they are used and structures are made of words. In this way the meanings of the words and structures can be made more understandable. The important thing to keep in mind is that only suitable situations created by the teacher can help the students in making the meaning of the words and structures clear otherwise it may lead to confusion. Situations are of two types:

- 1 Verbal situations.
- 2 Non-verbal situations.

1.3.4.11 VERBAL SITUATIONS

Verbal situations are created by speaking the language. These situations are created for teaching those words and structures for which objects related to the words and structures cannot be shown through pictures models chart in actual form or through sketches and performing actions.

For teaching the word 'regular' and irregular' verbal situations can be created as follows:

Mohit was present yesterday.
 He was also present a day before yesterday.
 He is present today also.
 He was present throughout the week.
 So, he is regular
 Sham was absent yesterday.

He was also absent a day before yesterday

He is also absent today.

He remained absent in the last week.

So, he is irregular.

Classroom situation: It is very easy for a pupil to recall and understand if such examples are taken which a pupil can see, hear and touch directly. The classroom presents various objects like table, chair fan, well, door window etc. the child can point out at them, touch them and say

This is a table

These are chairs

There are four fans, etc.

(iii) Classroom window can also prove very helpful in building up situations. objects seen outside the classroom through the window like trees, flowers, bird, road buses, cars etc can be used to teach structures like

That is a car

Those are buses

Similarly, structures like they are.... there are-etc can also taught .objects from the Teacher's bag can also work magic. The objects like balls, boxes, small models, toys when taken out of the bag arouse the interest of the class and makes the lesson interesting.

(iv) Real Life Situation: These are the situations which the pupil knows from his own experience in daily life, family circle etc. only the familiar objects are included in it. A conversation between pupil and teacher makes a club recall certain word and certain structures eg.

Teacher : where do you stay?

Pupil : I stay in University Campus sir.

Teacher : How do you come to the school?

Pupil : By University bus.

Teacher : How much time do you take to reach the school?

Pupil : I reach in half an hour.

1.3.4.12 NON-VERBAL SITUATIONS

Non-verbal situations can be created by the teacher in the classroom with the help of actual objects, picture, models, charts and by performing actions.

(i) Words: Bag table, chair, fan, window, book, apple etc.

Structures:

(i) This is a bag.

(ii) This is a chair and that is a table.

(iii) That is a fan

(iv) These are windows.

(v) Those books are mine.

(vi) There are apples on the table.

(ii) with the help of models: Words like lion ,Elephant, Zebra, T.V. etc can be

taught as they cannot be actually brought into the class.

Structures:

- (i) This lion is very ferocious.
- (ii) This elephant is very kind.
- (iii) There is a zebra grazing the grass.
- (iv) The T.V is the table.

(iii) With the help of charts we can make our lecture interesting: Words :
flower, Pitcher, crow, dog, boy, girl,

Structures

- (i) This is a beautiful flower but that flower is more beautiful.
- (ii) That is a pitcher
- (iii) This is a crow
- (iv) This is my dog
- (v) He is a tall boy.
- (vi) She is a beautiful girl.

(iv) With the help of pictures, children's anxiety can be aroused: Words:
temple ,house, tree, boat, ship etc

Structures:

- (i) This is a temple.
- (ii) That is a house
- (iii) The boys are fighting
- (iv) The girls are singing
- (v) The ship is sailing in the sea.

(V) By performing actions: Certain words and structures are taught by performing actions .Basically action words are taught by creating suitable type of situation by the teacher e.g. sing, read write, run, walk, sit, stand
Structures that be taught by performing actions are:

- (i) I am singing
- (ii) I am sitting
- (iii) I am standing
- (iv) She is reading
- (v) He is writing
- (vi) They are coming
- (vii) We are going and so on.

(A) Advantages of situational Approach: The situational approach has the following advantages:

- (i) It makes the teaching learning process interesting as the real life situations are presented before the students in the class with the help of aids.
- (ii) The students can retain the taught material for a longer time as more than two senses are involved while learning.
- (iii) This approach lays equal stress on listening and speaking skills of the language.

- (iv) In this approach learning of the language is based on activity which develops the interest of the students for better learning.
 - (v) It keeps the teacher as well as the students busy throughout the class.
 - (vi) It also develops creativity among the teachers for creating different types of situations.
 - (vii) This approach is good for teaching English to the lower classes and to average and below average students.
- (B) Disadvantages:** The main disadvantages of situational approach are:
- (i) Only a few words and structures can be taught by this approach in the classroom.
 - (ii) English cannot be taught to higher classes by using this approach.
 - (iii) It is very difficult to teach abstract words.
 - (iv) Poetry and composition cannot be taught by this approach
 - (v) A lot of repetition makes the classroom teaching quite monotonous or boring for good learners.
 - (vi) By using this method, curriculum of the text books cannot be finished in time.
 - (vii) It is very difficult for teacher to create a new situation for every new word and structure
 - (viii) Competent and hard working teachers are required but there is dearth of such teachers in our country.

1.3.5 Suggested questions

1. Discuss various methods of teaching English.
2. Highlight the difference between various methods of teaching English.
3. Describe structural and situational approaches in details with suitable examples,
4. Discuss the kinds of structure with suitable examples.
5. How are structures selected and graded?
6. Highlight the types of situations with appropriate example?
7. Throw light on advantages & disadvantages of situational & structural approaches?

1.3.6 Suggested Books and Web Sources

1. The teaching of written English : P. Gurrey
2. Modern Teaching of English : Bhatia, Achla & Kaur, Ravjeet. (2011).
3. Teaching & Learning English as a Foreign Language : K.K. Bhatia
4. Techniques of Teaching English : Deepika Lamba, Yogita Joshi, Surjit Singh
5. Teaching of English : Dr. S.K. Nanda, Vipin Nanda
6. Teaching English to beginners : L.R.H. Chapman
7. Teaching English : A.W. Fisby.
8. Principles of Teaching English : S. Venkateswaran.
9. Methods of Teaching English : K.R. Venugopal.
10. Teaching of English : Y.K. Singh (2005)

Web Sources :

1. www.wikipedia.com.
2. www.google.co.in.
3. www.archive.india.in.
4. www.linguistlist.org.
5. books.google.co.in

Structure :

- 1.4.1 Objectives
- 1.4.2 Introduction
- 1.4.3 Communicative Approches.
- 1.4.4 Presentation Skills : Dramatization, Extempore, Role Playing, Story-Telling, Situational Conversations.
- 1.4.5 Suggested questions
- 1.4.6 Suggested Book and Web sources

1.4.1 Objectives:

After reading the lesson the students will be able to :

- * understand the meaning of communicative approches and their objectives, assumption.
- * know the meaning of presentation skills.
- * get the knowledge of various presentation skills.'

1.4.2 Introduction

The importance of interpersonal communication is increasing today's world. If you are not a good communicator you are not likely to develop into a good teacher. Communication can be considered as personal process that involves the transfer of information and also involves some behavioural input. Communication is something people do. It does not exist without people taking some form of action. It has to do with relationships between people. It can be very complex or very simple very formal or informal-it all depends on the nature of the message to be passed, and on the relationship between the sender and the receiver.

According to **Carl McDanie** effective teaching is not just making information available to students to enthusiastically absorb but it is much more. It should have three major elements.

- (a) Clarity of expectation which should meet four criterial
 - Student focused.
 - Clearly stated
 - Realistic
 - Deal with cognitive learning.
- (b) Presentation Skills.

(c) Rapport with Students.

Out of these presentation skills are very important as they create the enthusiasm and interest that make students want to attend their classes.

1.4.3 Communicative Approaches.

The importance of interpersonal communication is increasing in today's world. If you are not a good communicator you are not likely to develop into a good teacher. Communication can be considered as personal process that involves the transfer of information and also involve some behavioural input. Communication is something people do. It does not exist without people taking some form of action. It has to do with very relationships between people. It can be very complex or very simple very formal or informal-it all depends on the nature of the message to be passed, and on the relationship between the sender and the receiver.

Now the question which comes to our mind is why do we need communication?

Some common answers to the questions are:

- It leads to greater communication.
- It keeps people in the picture.
- It gets people involved with the institution/organization and increases motivation to perform well with enhanced commitment to the organisation institution.
- It makes the relationship and understanding better.
- It helps people to understand the need for change.

Language being means of communication is one of the important purposes to be fulfilled in most teaching learning programmes. When we use language for communication, we must have a knowledge of the linguistic forms of the language as well as the social meaning of the linguistic forms and their functions. In today's world we do not want a language user who is linguistically competent but a person who has a knowledge to communicate and interact knowledgeably. So what we actually look for is a communicative competent person.

The importance of English language in all the fields is increasing day by day. The researchers, in the teaching of English have been experimenting new methods to facilitate teaching-learning of English and that is how the origin of the 'Communicative Approach' which is combination of different methods came into being in the teaching of foreign languages.

Communicative language teaching could be the product of educators and linguists who had become dissatisfied with the approaches or methods used to teach or learn a foreign language. Initiative was taken to bring new methodologies and communicative movement was the result of such initiatives which started in late 1960's and 70's. The stress was that formal English should give way to functional English. Thus meaningless pattern drills and repetitions needed a reform. It was developed and practised in Far East, particularly in China and Japan. China at present has the largest number of people using this language, for it is usefully employed in the international relations, trade and commerce, business and industry.

It is because of its open door policy to English that today Japan is in the front rank of the developed and technologically advanced countries.

In Britain this approach popularly known as CLT was advocated by Christopher Cadlin and Henry Halliday. The works of Mak Haliday, Dell Hymes Christopher Brumfit, Keith Johnson etc. are worth mentioning. They have contributed a lot to the field of CLT.

DA. Williens, an expert in the Council of Europe in his book 'Notional Syllabuses' brought new era in language teaching and learning to match the changing educational scenario in Europe in 1970's. A notional functional syllabus is more or less organising a language learning curriculum than a method or an approach to teaching. The instruction in national-functional syllabus is on terms of 'notions' and 'function's unlike ALM (Audio-Lingual Method) where instruction is organised in terms of grammatical structure. 'Notion' is in context 'shopping' needs functions like prices or features of product and bargaining. Thus we see that notion is particular content in which people communicate, and which people communicate, and a 'function' is a specific purpose for a speaker in a given context.

Real life situations were used and authentic language use and classroom exchanges where the students were likely to encounter real life situations.

1.4.3.1 OBJECTIVE OF THE COMMUNICATIVE LANGUAGE TEACHING

- (i) Development of 'Communicative Competence' among the learners is the main objective of the CLT, according to Prof. Dell Hymes.
- (ii) Unlike ALM, its primary focus is on helping learners create meaning rather than grammatical structures.
- (iii) Effective communication in a variety of real life context.
- (iv) Stress is given to the meanings and functions of the language and not on the form.
- (v) Students acquire all the four skills namely listening, speaking, reading and writing through problem solving activities.

On the whole we see the proponents of CLT give more importance to learner and his learning than the language learnt.

1.4.3.2 BASIC ASSUMPTIONS OF COMMUNICATION APPROACH

(I) The primary principle is to learn English 'use'. In other words English should be communicative. This is possible if:

- (i) The real life situations are created for the students to learn the language.
 - (ii) The need is created which should compel a child to use a language to communicate.
 - (iii) The gap between learning and usage is brushed aside.
 - (iv) Communication involves freedom and unpredictability.
- (II) According to *D.A. Wilkins* there are three different levels of meaning which makes the communication easier.

- (i) Grammatical meaning.
- (ii) Modal meaning
- (iii) Contextual meaning.
- (III) *Prof. MAK Haliday* (1970) complemented Hymes giving seven basic functions of language, which brings 'communicative competence.
 - (i) the instrumental function: using language to get things.
 - (ii) the regulatory function: using language to control the behaviour
 - (iii) the interactional function: to create interaction with others
 - (iv) the personal function : using language to express personal feelings and meanings.
 - (v) the heuristic function: using language to learn and to discover
 - (vi) the imaginative function: using language to create a world of the imagination.
 - (vii) the representational function: using language to communicate information.
- (IV) Learner must be provided adequate exposure with reference to target language. Here grammar and vocabulary take a back seat.
- (V) This approach honours the maxim of easy to difficult. The difficulty referred to is at the conceptual and linguistic level and not structural level.
- (VI) No learner by himself ever invented language. Good speech is the outcome of imitating a good model. So a learner should learn bits of the language by mimicry and memorization and by intensive practice afterwards.
- (VII) This approach is student centered so teaching-learning takes place according to the need of the learner.
- (VIII) It does not advocate habit forming as it gives stress to functioning of the mind thus language learning demands initiative from learners.

1.4.3.3 PROCEDURE IN COMMUNICATIVE LANGUAGE

- (i) The teacher presents a brief dialogue or several mini dialogues preceded by a motivation and a discussion of the function and situation—people, roles, setting, topic and the informality or formality of the language which the function and situation demand.
- (ii) The teacher allows oral practice of each utterance of the dialogue either in chorus, in groups or individually. The oral practice is preceded by the teacher model.
- (iii) The teacher sets questions based on the dialogue practised and elicits answers.
- (iv) The teacher sets questions on the student's personal experiences. He takes care of the experience centres around the dialogue theme.
- (v) He reads on of the basic communicative expressions in the dialogue or one of the structures which illustrated or exemplifies the functions.
- (vi) Gives a few more examples of the function, using pictures, real objects or dramatisation to clarify the meaning of the function.

- (vii) Helps the learners to discover the rules underlying the functional expression or structure-its forms in speech and writing.
- (viii) Makes the pupil recognise and interpret the utterances. In other words, he gives activities that could encourage and recognize the functions and interpret it.
- (ix) The teacher gives a few more oral production activities, thus he proceeds from guided to freer communication activities.
- (x) Makes the pupils copy the dialogue if they are not in the text.
- (ix) Provides samples of written homework.
- (xii) Evaluates the function learnt orally (B.K. Sahu's Adaptation from Finnochiaro and Brumfit, 1983).

1.4.4 Presentation Skills : Dramatization, Extempore, Role Playing, Story-Telling, Situational Conversations.

Effective teaching of presentation skill focuses on the most important element of the presentation— the Message, the Messenger, Videotaping facilities, PowerPoint pedagogy.

1. **The Message** : Effective message should be: (a) clear (b) memorable and (c) useful.

By clarity it means :

- The student first learn to clarify the message purpose and then complement it with supporting information.
- By memorable it means creating presentation that are visually and psychologically memorable to pull the audience away from their mental preoccupation.
- By useful it means the presenter should first understand then create an appropriate presentation to be understood.

2. **The Messenger** : To make a presentation more spontaneous and conversational, three key elements are necessary. They are:

- (a) *Knowledgeability*— a written report to back up oral report based on reading, research, experience etc.
- (b) *Genuineness*—The speaker's passion for subject matter, verbal, vocal and visual intensity and connectivity with the audience.
- (c) *Likability*— A smile, a pleasant face, good eye contact, a conversational style and talking style to that they come across to an audience.

3. **Videotaping facility/OHP Slides** : The most important here is:

- (a) where you will be making your presentation.
- (b) how the room will be set out.
- (c) what equipments is available at the venue, and
- (d) whether the equipment you wish to use can be used effectively in the room allocated.

1.4.4.1. Dramatization

The word drama is derived from the Greek word which means *to do or to act*. Dramatization involves two things one is actual participation and the other is just observing. It is a substitute for real experience. Through dramatization the teacher attempts to build the child's instincts, impulses, interests and enriches his experience through the interpretation of emotions.

Those who want to enhance their teaching-learning of the five skills or reading, writing, listening, speaking and thinking in English through using creative strategies aim at it. You must be thinking why this change in the priority of skills. For drama what is important is first to read the script then to note down or write the given script, listen how it has to be spoken, speak and very important is to think how can you make it better by giving the field to the words.

E.V. Gatenby, an ELT expert writes that a language teacher must not adhere to one method or a few devices he favours but he should come out with innovative ideas to make his work interesting to himself and to the learners. Dramatisation helps in language learning. Active participation, observation and cooperation help a great deal. *F.G. French* says, "Dramatisation is a practical aid to learning which should be employed frequently in ordinary class time for teaching purpose for it has many valuable advantages. It does everything for the pupil which the reading book can do and it does many things which a reading book cannot do and does much better."

Dryden defined a play as a "Just and lively image of human nature representing its passions and humours and the changes of fortune to which it is subject for the delight and instruction of mankind."

Aims of Teaching Drama

1. To enable to develop effective, affective and active strategies for teaching English.
2. To enable students to enjoy the language through dramatisation.
3. To develop among the students the skill conversation.
4. To allow the students to discover their hidden talents.
5. To encourage them to organize a play.
6. To help them to read according to their own speed of learning.
7. To enable them to perform the drama in the class to create a real life situation.
8. To enable the students to modulate their voice according to the feelings and situation.
9. To develop a classroom climate which enable the students to learn by doing and produce their own creative work in English.
10. To encourage them for imitation or role playing.
11. To prepare a journal and a portfolio for future reference.
12. To understand the role of the teacher as animator.

Dramatisation is a creative activity which involves the display of gestures,

expressions speech modulation, body movement. It gives life to the lesson, brings out desired motive, emotions and feelings. A story becomes interesting by dramatisation as acting is a natural and enthralling occupation for children. Dramatisation is a test of the comprehension of the pupils. The pupils learn words and sentences and memorize and retain for a longer period when they use it in the dramatised story. They shy pupils get confidence when they speak aloud flawlessly and others hear it. Our ultimate end is to develop the pupils' intellectual powers so that they can tackle their environment with intelligent understanding and confidence. The study of drama leads naturally to formal English.

F.G. French has suggested the following kinds for dramatisation.

- (a) **Dialogues between two persons** : Doctor and patient, shopkeeper and customer, employer and an applicant for employment.
- (b) **Dramatisation of incidents** : Scene in the street, in real life, such as a man playing as a taxi driver; Little plays to track some simple rules of hygiene, health, safety on the roads, good manners, law and order etc.
- (c) **Historical plays** : History of the school, of the town, of the country, of the tribe or race, incidents from the lives of famous men:
- (d) **Stories** : Either from the text book or some other sources.

Teacher should select lesson for the purpose of dramatisation to suit the stage of pupil's learning. Through dramatisation the use of foreign language in a functional situation is learnt by the learner eagerly. To make the monotonous classroom routine interesting we can always dramatize a scene, a dialogue or a story.

Dr. Namita Choudhary has given some suggestions to dramatize oral use in a natural situation.

- (a) Use dramatization on the very first day of language instruction, familiar greetings such as "Good Morning, this is Mr..." can be dramatized during the early lessons. Free conversation and role playing can be practised by more advanced students.
- (b) While part of the class is acting the rest of the learners should be asked to comment on the action or on the way the ideas are expressed.
- (c) While dramatising expressive pronunciation, proper gestures and facial expression should be emphasised.
- (d) While reading or explaining the proper tone of voice and bodily movement should be used to emphasize important points.

1.4.4.2 Extempore

Extempore speaking is the term used for non-formally prepared speech. Telling your parents why you came late from the college is a form of extempore speaking. The word extempore has been taken from the Greek word which means 'out of the moment'. You speak on something without preparation, without even knowing it.

For extempore *Speaking, Reading, Retaining and the Use of Knowledge* that you have attained is very important. It is a popular method of giving training in speaking and for this classroom practice is very much required.

In the actual contest the contestant is given forty five minutes to prepare an original speech. The topic can be any, related to current event. The main purpose of such type of contest is to encourage the students to gain a broad knowledge of current events and to prepare a meaningful speech in a short time. This topic, worded in the form of questions, which do not require only a yes or no answer is to be delivered skillfully.

Three topics are given and the student is to choose one that he wants to speak about. Annotated bibliography and books, magazines, newspaper and summary notes can be consulted. But the contestant must provide his/her own preparatory material. Notes prepared can be organised in preparation period. Maximum time limit is six minutes. The information has to be accurate, pertinent and demonstrate a thorough knowledge of the topic. The introduction should gain attention, the main points should be clear and in order and conclusion should be convincing.

To make the students interested in such competition, the teacher can set apart a day in week for presentation of extemporaneous speech. The topic should be according to the age and class level of children. The preparation time can be scaled down from five to six minutes and the students should be asked to speak for two or three minutes. This exercise is very helpful to develop confidence and to remove hesitation. The child gets the opportunity for the spontaneity and flexibility, which is basis of any kind of speech.

The advantage of these type of contest is that the pupils get practice of good speech skills. They participate in it willingly and constructively thus making them confident. Competitions give practice in specific pronunciation, stress and intonation.

1.4.4.3 ROLE PLAYING

Teaching in role is a method of teaching in which the teacher takes on a role and creates a drama around the students. This popular technique of role playing traces back to 1930. Many of us confuse role playing and drama. They are no doubt similar but they are very distinct in style. Role playing is spontaneous or extemporaneous reaction while drama usually requires a script.

Role of playing as a teaching methodology is the conscious acting and discussion of the role in group.

Some situations and dialogues for the role play are given in which students' pretend to be characters in the play and 'act' out of the role. The bright students begin the role play and then it is acted out by other students. Pair work and role play are usually taken up after the oral presentation of the teaching items.

Values of Role Playing

1. Role playing can be used with students of all ages. It can be used in teaching preschoolers too if the role situation is minimised.
2. It consolidates the language learnt already as role playing allows people

to make mistakes in a non-threatening environment. Realistic problems can be tested and the solutions can be found immediately.

3. **The learning of English can be made enjoyable** : The basic principles of teaching-learning process like learner involvement and intrinsic motivation is fulfilled. One can see himself as others see him.
4. **Acquire the ability to speak before an audience** : Role playing often create a sense of community within the class. The sharing analysis over teh role situation develop a mutual confidence and committment to the learning process. The confidence acquired is not possible in monological teaching method such as the lecture.
5. **Improvement in the pronunciation stress and intonation** : The involvement of the role playing participants can create both an emotional and intellectual attachment to the subject matter of hand. Skillful use of language improves the speech of the students.

Problems in Role Playing

1. The major drawback of teaching by role playing is the insecurity of class members.
2. Roll playing is time taking.
3. If the group has people of different status they may be reluctant to become involved for fear of being humiliated before the members of the class who are more popular.
4. The relationship of the people in the group may emerge as a negative factor because of the previous interpersonal difficulties experienced by group members.

Creating a teaching situation which can lead to the change of self-concept through direct involvement in a real life related problems requires a district organisational pattern.

One helpful structure for role playing follows:

1. Preparation

- (a) **Define the problem** : The group should share in the defining of teh problems, discussing the results and evaluating the whole experience.
- (b) **Create a readiness for the role (s)** : The volunteers should come up rather than the assigning of roles in casting the characters.
- (c) **Establish the situation**: The role playing situation depends upon how well we involve the audience.
- (d) **Cast the characters** : The teacher should wisely cast the characters. Students must realise that acting ability is not a stake here but the spontaneous discharge of how one thinks the character of his role, is what actually matters.
- (e) **Brief and Warm up** : Role playing is based on the philosophy that meanings are in the people, not in words or symbols. Thus we must

first of all share the meaning, then clarify our understanding of each other's meaning and finally if need be change our meanings.

- (f) **Consider the training :** The audience should be just as much involved in the learning situation as the actors are. They should provide possible solution to the realistic problem situations which surface. Role playing should be taken in a stride as it is part of oral training.

2. **Playing**

- (g) **Acting :** The actors and reactions of the actors must be profitability compared to those of the audience.
- (h) **Stopping :** A buzz or key questions may be asked by the leader or the group. It shows the involvement of all the members of the group.
- (i) **Involving the audience :** When all the members of the audience get involved it gives motivation to the students who are playing.
- (j) **Analyzing the discussion :** The involvement of the audience and the questioning is very helpful in analyzing the discussion.
- (k) **Evaluating :** It is important to evaluate role playing in the light of the prescribed goals. Evaluation should be processed on both at group and personal levels. Evaluation should proceed on both at group and personal levels, rising questions concerning the validity of the original purpose.

There are many difficulties in this method but those are unformidable or unsurmountable. The potential benefits of the method quickly overbalance the difficulties which seem so apparent in the initial preparation stages.

4. **Story telling :**

Stories have been entertaining kids even young and adults from many decades stories are real or factious incidents around characters under a specific theme. Some stories are happy, joyful romantic while others are serious, sad emotional . stories have been liked by all ages. Story telling is a technique where a narrator narrates a story with proper body language and facial gestures stories become more interesting and enjoyable if story teller have use. Correct strategies to narrate the story. Story telling technique should be practiced by keeping in mind the following points:

- (1) **SELECTION OF STORY:** story telling depends primarily on story to be narrated story should be selected carding to the age. Interest, mental ability of learner
- (2) **SPEED OF NARRATION:** The speed of story-teller should not be too fast or too slow. Correct speed brings listener's attention towards, the story speed should be so that understood well.
- (3) **CORRECT PRONUNCIATION:** while narrating a story correct pronunciation, sentence forms, vocabulary should be used so that the listener is able to comprehend the meaning well. Also, a story teller is a good role model for the learner in language learning.
- (4) **CORRECT BODY LANGUAGE AND FACIAL EXPRESSION:**
The whole art of story telling depends on body language and facial expressions

of the story teller. As the story and its incidents move so are the body gestures of the teller. The incidents should be so well narrated through body and facial impression as they are lively picturised before a listener.

- (5) **INVOLVEMENT OF LISTENER:** The story teller should involve listener during narration by cushioning or getting suggestions/ideas related to story assertion

5 Situational conversations:

Conversation means to converse, 'to communicate', to share. Conversation in simple words mean communicating or sharing our thoughts, ideas, beliefs with other people. By situational conversation we mean conversation based on a particular situation e.g between a customer and a shopkeeper, a teacher and a student, a client and a doctor, a hawker and a person etc. situational conversations are helpful techniques for making teaching and learning of English effective. These develop and speaking skills of language learning of new words(vocabulary) enriches the learners vocabulary situational conversations are helpful in day to day routine situations. Two examples given below can help us in understanding situational conversations

Conversation 1:

- Shopkeeper : Hello. How can I help you?
 Customer : Hello, Can I get 250 gm coffee.
 Shopkeeper : Of course sir you can get. Of which brand sir?
 Customer : Which one is good-Nescafe or Bru?
 Shopkeeper : Both are equally good, sir? Bru is lighter.
 Customer : I will prefer Bru then.
 Shopkeeper : We have a scheme with Bru coffee. One coffee mug is free with it.
 Customer : That's good. Can you please pack it for me.
 Shopkeeper : Of course sir, Thank you for shopping
 Customer : Thank you for your suggestion.

Conversation2:

- Tuition Teacher : Have you done your homework? (outside the class)
 Student : No madam, I haven't It was a difficult sum I tried a lot at home but I couldnot solve it .
 Teacher : That's good that you tried it. I know it was a difficult question let us bothsolve it together.
 Student : Thank you madam.I will show you that how much I could solve it.
 Teacher : Of course let us try it. Open your book.
 Student : Yes madam, the sum is on pg48 in worksheet-7.

1.4.5 Suggested Questions

1. What do you mean by communicative approaches? Discuss the objectives and procedure during communicative language teaching.
2. What are presentation skills? Explain Dramatization, Extempory and role playing as an effective presentation skills?
3. What are the basic assumptions of communicative approach?
4. Discuss story telling & situational conversations as presentation skills?

1.4.6 Suggested Books and Web Sources

1. The teaching of written English : P. Gurrey
2. Modern Teaching of English : Bhatia, Achla & Kaur, Ravjeet. (2011).
3. Teaching & Learning English as a Foriegn Lanugage : K.K. Bhatia
4. Techniques of Teaching English : Deepika Lamba, Yogita Joshi, Surjit Singh
5. Teaching of English : Dr. S.K. Nanda, Vipin Nanda
6. Teaching English to beginners : L.R.H. Chapman
7. Teachin English : A.W. Fisby.
8. Principles of Teaching English : S. Venkateswaran.
9. Methods of Teaching English : K.R. Venugopal.
10. Teaching of English : Y.K. Singh (2005)

Web Sources :

1. www.wikipedia.com.
2. www.google.co.in.
3. www.archive.india.in.
4. www.linguistlist.org.
5. books.google.co.in