



# **ENGLISH LANGUAGE TEACHING**

**MA ENGLISH  
SEMESTER 4**

# INTRODUCTION

- ❖ English Language Teaching (ELT) includes various approaches, techniques and methods that are involved in teaching English, to people with English as First Language and also those who use it as a second and a foreign language.
- ❖ When English is used as the predominant language for communication at work and for education, but not at home, it is termed as ESL(English as a Second Language). This happens in the immigrant communities of countries such as Australia and New Zealand or Canada.
- ❖ Countries such as Brazil, Japan and Thailand, do not use English for communication, but only at the elementary levels of education. They use English only for international communication, for example, where there is a lack of another common language. Here English is used as a foreign language(EFL- English as a Foreign Language).



# ELT IN INDIA

- ❖ In India, the traditional methods of teaching English is used and the learners are still taught in the traditional Grammar method, giving lot of importance to writing and reading and with scant attention to interactions or actual use of the language
- ❖ Professional organizations and individual researchers are helping in the redrawing of paradigms in ELT, and new approaches and methods are being integrated into the educational curricula in many parts of the country
- ❖ Examinations such as IELTS and TOEFL also play a crucial role in changing the approaches to ELT, though it happens only after the tertiary education.



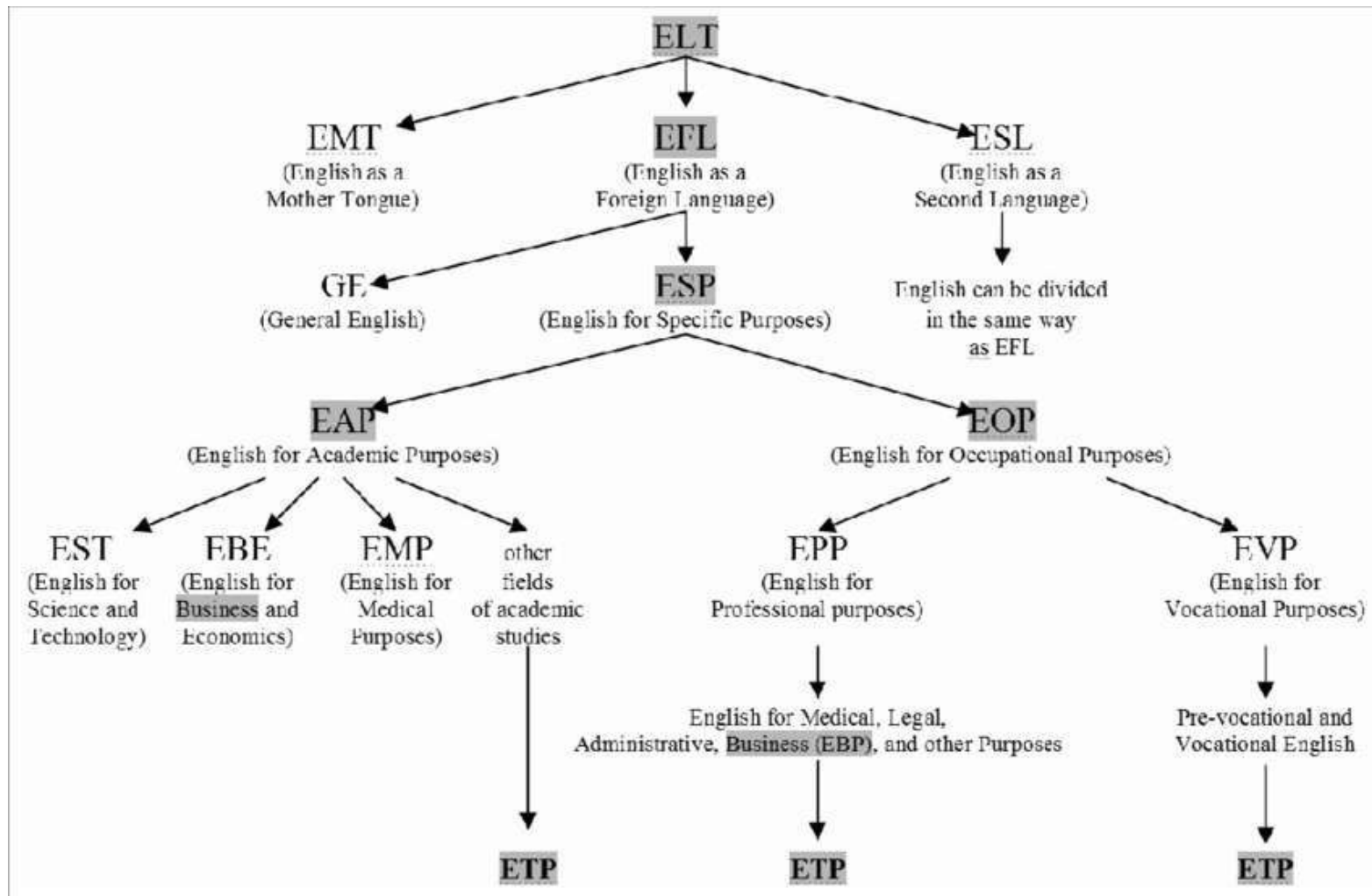
# MODULE I

## BASIC CONCEPTS IN ELT

- The goal of language acquisition is communicative competence, which is the ability to use the language correctly and appropriately to achieve communication goals.
- Communicative competence is made up of four competence areas: linguistic, sociolinguistic, discourse and strategic.
- The first language or mother tongue of a speaker is known as L1 and the second language of a speaker is known as L2 in ELT and Linguistics.




# BRANCHES OF ELT



- **ESL:** ELT is primarily and fundamentally about teaching English to L2 learners, but whether they happen to be within an L1 country such as the UK or the USA or in an L2 country such as Asian or Middle East countries, or an EFL country such as European countries will make a lot of difference in the approaches and methods used.
- **ELL:** The term English Language Learners is commonly used in K-12 environments, that is, education from the Kindergarten to the Twelfth in the US. The term **ESOL** (English Speakers of Other Languages) is also used sometimes, synonymously.
- **ESP:** English for Special Purposes denotes the type of English required for a specific purpose, for instance, English for Business or English for Medicine. Within ESP, we have **EAP** and **EOP**, English for Academic Purposes and English for Occupational Purposes. When a student is learning English to pass the examinations in Medical Science, it is EAP. When the same student learns about how to use English for practicing, for instance, a consultation, that is EOP.



- ❖ **Bilingualism and Multilingualism:** Bloomfield defined bilingualism as "native-like control of two languages" and it now means competence in the use of two languages. Multilingualism refers to proficiency in more than two languages by an individual or within a community.
  - ❖ **Teaching/Learning distinction:** Teaching is very often defined as the imparting of knowledge, usually in a formal context and in a structured manner. It might be undertaken by professionals and will have definite methodology, objectives and approaches. Even the teaching of values by parents or teachers outside the classroom will have a certain objective and a definite approach. Learning, on the other hand, is defined as the conscious or unconscious acquisition of knowledge or skills. It may or may not be formal and structured, may or may not have specific objectives, methodology and approach. It is important to remember that all teaching has learning as its objective, but not all teaching might result in learning. Learning can take place without teaching, but teaching will not be effective unless learning happens. Which is why the recent slogan has been gaining popularity that in a classroom, the learner is the king, and that the teacher should only be a facilitator.
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- ❖ **Acquisition/Learning Distinction:** It was Stephen Krashen who famously drew the distinction between language acquisition and language learning. Presented first as a research paper, and later developed into a book called *Principles and Practice in Second Language Acquisition* (1982), Krashen propounded the Acquisition/ Learning distinction involved in L2 learning through the famous Monitor Model, which comprised five hypotheses:
- The **input hypothesis** states that learners progress in their knowledge of the language when they comprehend language input that is slightly more advanced than their current level.
- The **acquisition–learning hypothesis** claims that there is a strict separation between *acquisition* and *learning*; Krashen saw acquisition as a purely subconscious process and learning as a conscious process, and claimed that improvement in language ability was only dependent upon acquisition and never on learning.
- The **monitor hypothesis** states that consciously learned language can only be used to *monitor* language output; it can never be the source of spontaneous speech.
- The **natural order hypothesis** states that language is acquired in a particular order, and that this order does not change between learners, and is not affected by explicit instruction.
- The **affective filter hypothesis** states that learners' ability to acquire language is constrained if they are experiencing negative emotions such as fear or embarrassment. At such times the affective filter is said to be "up".

- ❖ **Principles of LT:** The TESOL International Association has defined a core set of principles for the effective teaching of English learners.

**Know your learner :** Gather as much details about the learner, as possible. The teacher has a definite advantage if the learner details such as family background, cultural and linguistic background are known to the teacher.

**Create conditions for the learner:** Apart from the material conditions, the teacher can always create a favourable ambience for the learners to facilitate language learning.

**Design high quality language lessons:** Preparing and designing quality, focused materials for the lesson is very important in the effectiveness of the lesson.

**Adopt lesson delivery as needed:** A teacher has to watch out the pulse of the class, and will have to change and modify according to any hitches/ developments that might happen.

**Monitor and assess language development:** The language development level of the learners should be constantly monitored and assessed so that the planning of sessions and evaluations can be done accordingly.

**Engage and collaborate within a community of practice:** Collaborating with other teachers and other groups of students in the transaction of a lesson is always healthy and conducive to the performance of the teacher, which is in turn productive for the learners.

- ❖ **Aspects of Language Learning:** Socio-cultural aspects as well as psychological aspects are important in an ELT classroom. Successful language learning is directly correlated to the materialisation of the hopes and aspirations of the learner. In the context of ELT, specifically in several cultural and social contexts, mastery of the language is directly associated with gaining prominence in societal structure also.
- ❖ **Schools of thought:** Educational pedagogy is always closely linked to educational psychology. The different methods and approaches in ELT basically draw their fundamental source from different schools of thought in Psychology that explain the language learning/acquisition process. Quite often three major schools of thoughts are mentioned: Behaviourism, Cognitivism and Constructivism.



## ❑ Behaviourism


- Primarily developed by B. F. Skinner, Behaviourism advocates that learning is the acquisition of new behaviour through conditioning. The three basic assumptions of Behaviourism are:
  1. Learning is manifested by a change in behaviour
  2. The environment shapes behaviour
  3. The principles of contiguity (how close in time two events must be for a bond to be formed) and reinforcement (any means of increasing the likelihood that an event will be repeated) are central to explaining the learning process.
- There are two types of conditioning: Classical conditioning (where the behaviour becomes a reflex response to the stimulus) and Operant conditioning (where the reinforcement of the behaviour is by a reward or punishment).



- ❑ **Cognitivism:** The Behaviourists were criticised for being too dependent on overt behaviour to explain learning. The main challenge came from the Cognitive School. The two key assumptions of Cognitive approach are that
  1. The memory system is an active organized processor of information
  2. prior knowledge plays an important role in learning
- Cognitive theorists look beyond behaviour patterns to explain brain-based learning. Cognitivists consider how human memory works to promote learning. The major difference between the Cognitivists and the Behaviourists is the locus of control over the learning activity. The Cognitivists focus on the individual learner while the Behaviourists focus on the environment rather than the learner.

- **Constructivism:** Constructivism views learning as a process in which the learner actively constructs or builds new ideas or concepts based upon current and past knowledge or experience. Constructivist learning is thus a very personal endeavor, whereby internalized concepts, rules and general principles may be applied in a practical real world. Also known as Social Constructivism, it posits that knowledge is constructed when individuals engage socially in talk and activity about shared problems or tasks. Learning is here seen as the process by which individuals are introduced to a culture by more skilled members.
- Active Learning, Discovery Learning, and Knowledge Building are all variations of Constructivism. Aspects of Constructivism can be found in self-directed learning, transformational learning, experiential learning, situated cognition and reflective practice.

## ❑ Structuralism

- Structuralism is a theory that seeks to explain broad subjects by looking at their individual components and how they interact. This is particularly useful when teaching English; many people learn English by applying individual elements, such as grammar and vocabulary. It is in fact, used originally in Linguistics, to refer to a concept that was developed by Ferdinand de Saussure. But now it is widely used in a diverse range of fields, including anthropology, sociology, psychology, literary criticism, economics and architecture.
  - When Structuralism is applied to ELT, theoretically, the students learn how to piece the parts of English together into a more complete understanding of the language. When you divide English into its basics, you reduce words into several categories, such as nouns, verbs, adjectives, adverbs, prepositions and particles. Every word falls into one of these basic categories. The words individually have meanings which signify objects, actions and situations in the real world. When combined into sentences, the meanings are unique and often transcend the meanings of their components. Students learn a language by using the parts and intuitively learning how they interact.
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## ❑ **Neo Firthian Theory**

- The Neo-Firthian Theory, also known as the Scale and Category theory, is associated with major linguists such as J. R. Firth and M. A. K. Halliday. It gained popularity in LT because
  1. It gave sufficient space for meaning at all levels
  2. It gave equal weight to all levels of language
- Understanding the structure and form of languages are important in LT, because that helps the curriculum designers, teachers and the learners. Hence the major developments in Linguistics have always had a definite impact on LT.



# MODULE II

## CULTURE AND LANGUAGE IN ELT

- ❖ **Culture and Language:** Language carries its own meaning, but the reference point for those meanings is culture. In other words, the meanings of a particular language represent the culture of that particular social group. Learning a language, therefore, is not only learning the alphabet, the meaning, the grammar rules and the arrangement of words, but it is also learning the behavior of the society and its cultural customs.
- ❖ **Aspects of Sociolinguistics:** The study of a language in its social contexts is called sociolinguistics. A key assumption behind the study of language in its social context is that there are variations of speech in varying social contexts and that there are varieties of speech within a particular speech community. The study of language in its social context involves a phonology, morphology, syntax, and lexicology in which the distinctions in the use of language by different groups in society and the individuals in different situations are not erased or blurred, but rather given due importance.



- ❖ **Ethnography of Communication** : It was Dell Hymes who put forth the Ethnography of Communication as an approach towards analyzing patterns of language use within speech communities. Basically defined as the study of the individual's communicative activity in its social setting, the aim of this approach can be extended to the concept of the native speaker's linguistic competence into the concept of communicative competence by changing the focus from the abstract study of language (the formal properties of utterances) to the concrete acts of language use (the study of the social contexts) and of the participants in the acts of communication.
- ❖ **Communicative competence vs. linguistic competence** : The term Communicative Competence was used as a contrast to Chomsky's term Linguistic Competence. Linguistic competence refers to the speaker's internalized rules of syntax. It unfortunately ignores the social rules or social context of language use. Communicative competence implies linguistic competence but focuses on the intuitive grasp of social and cultural rules and meanings carried by any utterance. Hymes defines Communicative competence as the intuitive mastery possessed by the native speaker about using and interpreting language appropriately in the process of interaction and in relation to social context. It is a competence regarding when to speak, when not to, and as to what to talk about with whom, when, where, in what manner.

- ❖ **The role of psychology in language learning** : Psychology, as we all know, is the study of the human mind and trying to decode the behaviour and learning patterns in human beings. Educational psychology tries to use the principles of psychology and its various branches in the field of education. In educational psychology, topics such as different learning methods and its rules, the process of thinking, memorizing, remembering, memory, intelligence, motivation, measurement, the role of teachers and learners in the transfer of learning, the condition and situation of learning, discipline and academic achievement are considered and studied. Understanding the psychological mechanisms involved in language learning enables a teacher to modify and modulate her teaching strategies to yield better learning results. It helps in planning a lesson/ session, in managing the class, creating a positive environment, in motivating and evaluating a learner's performance.



- ❖ **Learning environment** : The different physical locations and socio-cultural contexts in which learning happens are usually included to mean the learning environment. For instance, whether the learning happens in an urban or rural context, in a place with plenty of opportunities to use English or not are all relevant in ELT or any language learning situation. Learning English in the UK or the USA is different from learning English in Kerala. Very often, the term "learning environment" is used to refer to the classrooms where official teaching and learning happens. Educators now argue that learning environments have both a direct and indirect influence on student learning, including their engagement in what is being taught, their motivation to learn, and their sense of well-being, belonging, and personal safety.



# MODULE III

## METHODS OF LANGUAGE TEACHING

### ❖ Grammar Translation Method

- Historically used to teach Greek and Latin (and thus known as the Classical Method), this is one of the oldest and traditional approaches in LT. As the name indicates, the thrust of this approach is on teaching grammar and translating the target language (TL) into the learner's mother tongue (MT). Classes are taught in the learners' MT, with very little active use of the TL, here, English. Vocabulary is taught as isolated words and grammar is taught as rules, divorced from contexts of use. Texts in TL are read and translated into MT.
- The principles of G-T Method are
  - Literary language is superior to spoken language
  - Primary skills to be improved are reading and writing
  - Focus is on accuracy rather than fluency
  - Prescriptive teaching of Grammar is followed
  - The teacher is the authority in the classroom



## ❖ **Direct Method**

- Developed initially as a reaction to the G-T Method, the Direct Approach attempts to integrate more use of the TL in instruction. Teaching is done in the TL, and grammar is taught inductively. Reading and Listening are given primary importance, and only useful "everyday" language is taught. It refrains from using the learners' native language or MT in the classroom. It operates on the idea that SL learning must be an imitation of first language learning, as this is the natural way any human learns any language. This method places great stress on correct pronunciation and the exclusive use of TL.
- The principles of Direct Method are
  - Learning is about forming associations
  - Repetition is essential to form and reinforce associations
  - No prescriptive teaching of grammar is done
  - Learner motivation is given importance, and learners are given active roles in the class
  - Exclusive use of the TL in the classroom, MT to be avoided
  - Key figures: L. Sauveur, Maximilian Berlitz, Henry Sweet



## ❖ **Audio Lingual Method**

- Originally called the Oral Method, the Aural-Oral Method, the Audio-Lingual Method began to take shape at the end of the 1950s. Its emergence was a result of increased attention given to foreign language teaching in the US in this period. Under this method, learners listen to or view recordings of language models acting out situations. They then practice with a variety of drills and the instructor emphasizes the use of the TL at all times.
- The features of the AL method are
  - Teach the language, not about the language
  - The focus is on listening and speaking, though writing and reading are also practised
  - Dialogues are the main tool used for both presenting and reinforcing language
  - Language lab is introduced as an important teaching aid
  - Use TL and avoid MT in the classroom.



## ❖ **Audio Visual Method**

- First developed in France in the 1950s, the Audio Visual method was intended for teaching everyday language at the early stage of second/foreign language learning. It is fundamentally based on a behaviourist approach, which held that language is acquired by habit formation. The stress is on oral proficiency and carefully- structured drill sequences (mimicry/memorisation) and the idea that quality and permanence of learning are in direct proportion to amount of practice carried out. Here the information is conveyed mainly via sound and image instead of by text.
- The principles of Audio Visual Method are
  - Selective
  - Preparation
  - Physical control
  - Proper Presentation
  - Response



## ❖ **Communicative Language Teaching**

- Also known as Communicative Approach, CLT emphasizes interaction as both the means and the ultimate goal of learning a language. As an extension of the notional-functional syllabus, CLT places great emphasis on helping learners to use the TL in a variety of contexts and gives great emphasis on learning language functions. Its primary focus is on helping learners create meaning rather than helping them develop perfect grammatical structures or acquire native-like pronunciation.
- In the classroom CLT often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which learners practise and develop language functions, as well as judicious use of grammar and pronunciation focused activities. The learner becomes the active participant in the CLT classroom and the teacher takes on the role of a facilitator.
- The main features of CLT are
  - Primary focus is on interaction in the TL
  - Active learner involvement is endorsed
  - Language is meant for expression, for communication
  - Fluency, accuracy and appropriateness are given equal importance
  - Communicative competence is the target
  - Use of authentic materials as teaching/ learning aids
  - Key figures: David Nunan, J. Yalden, A. P. R. Howatt, Dell Hymes



## ❖ **CALL**

- Computer Assisted Language Learning (CALL) is also called as Computer-Aided Instruction (CAI)/ Computer-Aided Language Instruction (CALI) in the US. In CALL, a wide range of information and communications technology applications and approaches to teaching and learning foreign languages, from the "traditional" drill-and-practice programs (that characterised CALL in the 1960s and 1970s) to more recent manifestations of CALL. Since the 1990s the term Technology Enhanced Language Learning (TELL) is also used to mean CALL. The major principle in CALL is that everything should be student-oriented. Every teaching material should be designed and used to yield better learning results for the learners.



## ❖ **Structural Method**

- The Structural-oral-Situational Approach is usually traced back to the 1920s and 1930s. It came into being as an alternative to the Direct Method and is basically about presenting and practising carefully selected and graded grammatical structures of English in effective and meaningful situations. The theoretical bases of this approach are Structuralism and Behaviourism.
- The Principles of S-O-S method are
  - TL is the language of the classroom
  - Language teaching begins with the spoken form
  - New language points are introduced and practised situationally
  - Items are graded according to their usefulness, frequency and teachability
  - Reading and writing are introduced after a sufficient basis for lexicon and grammar is established
  - Key figures: Harold Palmer, A.S. Hornby, George Pittman



## ❖ **Notional-Functional Approach**

- This is more of an approach and a syllabus rather than a method of teaching. In a Notional-Functional syllabus, instruction is organised not in terms of grammatical structure but in terms of "notions" and "functions". In this model, a "notion" is a particular context in which people communicate, and a "function" is a specific purpose for a speaker in a given context. For example, "shopping" is a notion or a context that requires numerous language functions like asking about prices or features of a product and bargaining. Similarly the notion "party" requires numerous functions like introductions, greetings, discussions and taking leave. The proponents of the notional-functional syllabus claim that it enables learners to gain proficiency in their language skills by making them communicate in a variety of real-life contexts.



## ❖ **The Silent Way**

- This is designed to enable the learners to become independent, autonomous and responsible learners. The Silent Way of teaching and learning was created by Caleb Gattegno. It is constructivist in nature, leading learners to develop their own conceptual models of all the aspects of the language. The teacher remains silent in the classroom, using actions to facilitate the learning process. The learners do all the talking. This method believes that teaching is subordinate to learning. It views learning as a problem-solving, creative, discovering activity, in which the learner is a principal actor rather than a bench-bound listener.
- The main principles of the Silent Way are
  - Learning is facilitated when the learner discovers or creates what is to be learned
  - The teacher is a silent "engineer" creating a non-threatening atmosphere for language learning
  - Learner errors are dealt through self-monitoring and peer correction. Teacher never indicates disapproval

## ❖ **Suggestopaedia**

- A teaching method developed by the Bulgarian psychotherapist Georgi Lozanov, Suggestopaedia applies "positive suggestion" in teaching. The name is derived from "suggestion" and "pedagogy". It is based on Suggestology, a psychological theory that says human beings respond to subtle clues of which they are not consciously aware of.
- The main principles of Suggestopaedia are
  - Joy and psychorelaxation -- learners will use their hidden potential only when they feel relaxed and happy
  - Harmonious collaboration of the conscious and the unconscious
  - The most conspicuous characteristics of Suggestopaedia are the decoration, furniture and arrangement of the classroom, the use of music and the authoritative behaviour of the teacher.



## ❖ **Community Language Learning**

- Community Language Learning (CLL) also known as Counseling Language Learning, is an approach in which learners work together to develop what aspects of a language they would like to learn. The teacher acts as a counsellor and paraphraser, while the learner acts as a collaborator. This method was developed by Charles A. Curran, a specialist in counseling and psychology. It was created especially for Adult learners who might fear to appear foolish; so the teacher becomes a language counselor, understands them and leads them to overcome their fears. Its base is Krashen's Monitor Theory (Affective Filter Hypothesis) and the Cognitive Theory where the human mind is active, as opposed to Behaviourism, where learning is merely a response to a stimulus.
- Some features of CLL are
  - Teacher (called "the knower") remains outside the classroom
  - MT is used to explain or translate to make the learners comfortable
  - Community feeling is fostered to build up trust, and to reduce the level of stress for the learners
  - Learning initiative must be with the learners
  - Use of authentic materials for learning



## ❑ Classroom Procedures

- In almost every situation, spoken and unspoken procedures play an important role in the way interactions happen. A classroom is no different. An effectively managed classroom runs smoothly, with minimum confusion and interruptions to learning, very little down-time, and will have maximum opportunities for students to learn. Activities are purposeful and productive, the amount of noise will be appropriate to the activity. Clear patterns in classroom procedures help in managing the classroom more effectively and efficiently, yielding better learning results.
- Some of the procedures that help a teacher are
  - Asking questions (for reinforcing, repeating and verifying)
  - Smooth transitions from one activity to another
  - Using hand signals to clarify
  - Planning each stage of the lesson carefully
  - Managing time
  - Controlling foreseen and unforeseen interruptions
  - Adapting teaching/learning materials



## ❑ Literature and Language Teaching

- Generally Literature is taught to produce mature independent readers of discriminating tastes, critical judgment and sound appreciation. When Literature is used in Language classrooms, it attains a two-fold function: to teach language through literature and to develop literary appreciation skills using language. Literature can be taught as an experience and literature can be taught as manifestation of language.
- A number of points are to be kept while teaching literature.
  - Selecting the materials (Chronological, types, select classics, simplified versions)
  - Whether to teach literature in its context or not
  - Whether to teach literature as a form of recorded experience or as language in use
- An integrated approach, which provides the maximum opportunity for learners to achieve the best growth in both language skills and literary appreciation, is probably the most flexible and the most suited approach to teaching literature.



## ➤ Teaching Poetry

- Poetry, by general consensus, should be taught for the sake of the rhythm, sound, word pictures and ideas. The question, however, is how much of this can be conveyed to the learners. A main obstacle on the part of the learners is that they might think all of these are useless. The selection of materials thus becomes very crucial here. When taught effectively, poetry will exert a strong influence regarding the powers of expression of learners. Highlighting the linguistic skills displayed in a poem can help learners with exploiting different ways of expressions.
- The details of the poem should be clearly presented to the learners -- the background, setting, theme, technicalities, message of the poem, form, layers of meaning and so on. Since in poetry, sound precedes the sense, a loud reading of the poem -- either by the teacher or with the help of an audio clip -- will be helpful. Details like syntax, metaphors, allusions and other literary techniques and poetic devices need to be explained, but without too much digressions.



## ➤ **Teaching Prose**

- The primary aim of teaching prose is very often thought to be developing the language skills of the learners. More often the teacher focuses on grammar, vocabulary and structures, with a brief summary of the theme and other literary aspects. Reading in detail, with explanations on vocabulary is probably the most common method of teaching prose. However, prose can also be treated as literature, and can be used to develop both literary and language skills of the learners, just like any form of literature.



## ➤ Teaching Fiction

- Fiction or novel has an advantage over other genres, in that it is written for a general reader and is meant to be read and relished. It lends itself to individual private reading and also displays the use of language in different situations and different forms. The three aspects of fiction that should be highlighted are
  - the dramatic
  - the narrative
  - the imaginative
- The learners should be trained to identify and comprehend the various elements in a fiction: the geographical/socio-politico-cultural/historical setting, the use of time and space, the atmosphere, the tone, the themes, characters, techniques used for narration, characterization and other literary techniques such as imagery, symbolism and metaphor. With senior-level learners, a discussion about the purpose of in using or avoiding a particular technique can also be done. the message implied by the writer in creating a work of fiction should be highlighted, whether stated implicitly or not.




## ➤ Teaching Drama

- Unlike poetry, prose or fiction, drama is ultimately meant to be performed, and not for reading and enjoying. It is the recreation and reenacting of life using words and actions. The teaching of drama then becomes quite difficult in a classroom, especially in a lecture mode. Since drama is meant to be seen and heard, it requires the coordination of the mind and the senses. Reading it out demands a high level of creativity and imagination on the part of the teacher and the learners.
- Enabling the learners to come to terms with the stage description and character description will be a good beginning for teaching drama. Drawing it out on the board or showing pictures of similar settings would help. Using video clips of the texts is a huge help. If reading out, helping the learners to use different voice modulations and tones and so on will help them in recreating the dramatic elements of the text. Asking learners to perform it in class or a wider audience is also helpful, if there are no other obstacles.
- The structure, plot, dramatic and literary techniques employed, innovations and deviations from traditions, if any, can all be discussed in detail. Senior-level learners should also be able to discuss the history and structure of different types of plays.



## ■ **Teaching without Lecturing**

- Lecturing as the mode of teaching is the traditional method of teaching, and the predominant one even now. Although a wide array of approaches and methods are available for an English teacher, the default mode of teaching is lecturing.
- In several parts of the world, lecturing is peppered judiciously with alternative approaches and methods in ESL classrooms. The dominant mantra now is that the role of the teacher is that of a facilitator and the classrooms should be learner-centered. Bringing in more activity-based lessons and classroom transactions is the key factor in teaching without lecturing. Discussion-based, problem-based, activity-based classrooms are commonly found now. This requires careful planning and implementation, because, the teacher has to oversee the maintenance of the general discipline and avoid derailing of classroom processes, especially at the initial level.
- Bringing in more teaching aids such as Flip charts, Flashcards, Flannel Boards, Pictorial aids, Realia, Audio-Visual aids such as the Projector, Radio, Tape recorder and using the Language Labs all enable to maneuver the class towards a lecture-less and learner-centred one. Tailoring the class along interactive activities such as role plays, discussions, debates and other short activities also help in taking classes without much lecturing.

- ❑ **Student Participation:** One important result of the developments in the teaching approaches and methods in ELT was that the role of the students or learners got redefined. From passive receptacles of information being spooned out by the all-knowing teacher, the learners have now been reassigned as the centre of the teaching-learning process, and the golden rule in any classroom should be that the learner is the king/queen. Along with side-lining lecturing as the only mode of teaching, the ELT theoreticians and practitioners have highlighted the significance of ensuring student participation in the language learning process for better and more effective learning results.
  - **Group work:** When learners work together on a task or an activity, with minimum interference from the teacher, it is called group work. Typical group work activities include, discussions, jig-saw puzzles, skits and so on. Pair work is also part of interactive activities.
  - **Seminars:** Class seminars by learners also promote teaching without lecturing. Relevant topics can be given and presentations be done as individuals, pairs or teams. Having a question-answer (Q&A) session after the seminar would help in the learners attaining independence in using TL.
  - **Tutorials:** Lectures address whole class, tutorials are done in smaller groups. It is guide by the teacher, but with more interaction from learners. Usually tutorial groups will consist of 10-15 learners.
  - **Library work:** Assigning library work is also important in making learners more autonomous and in reducing the amount of lecturing in the classroom. Specific topics can be given for library work, or the learners can be given the freedom to choose a specific topic or area of their interest.
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## ❑ Lesson Plan

- A lesson plan is a teacher's detailed description of the course of instruction for an individual lesson. A daily lesson plan is developed by a teacher to guide class instruction. It is more of planning the lesson than delivering the lesson. All details should be written down to assist the smooth delivery of content. There are plenty of templates available now for preparing lesson plans. Still the following are necessary in any lesson plan.
  - Title of the lesson
  - Time required for the session
  - List of required materials
  - List of objectives
  - Instructional components
  - Independent practice
  - A summary
  - An evaluative component
  - A continuity component
- A good lesson plan reflects the interests and needs of learners and also incorporates the best practices in the educational field.




# MODULE IV

## TESTING AND EVALUATION

- ❖ **Testing and Evaluation:** A test is an assessment for measuring the learner's knowledge, skill, aptitude, or classification in certain topics. It can be administered verbally, on paper, on a computer, or in a predetermined area that requires a test taker to demonstrate or perform a set of skills. Tests may vary in style, rigor and requirements. There are closed book tests and open book tests, formal and informal tests, interpretative and analytical tests, standardized and non-standardized tests.



## ➤ **Types of Tests**

- The commonly used types of assessment or testing are the following:
  - **Diagnostic:** Diagnostic tests determine proficiency levels of learners in specific areas. They help the teacher and the learner to identify areas of weakness which require more attention.
  - **Formative:** Formative tests evaluate the process of learning in its process and is a part of the teaching process. It is also used to identify the lacunae, if any, in the teaching-learning process, and modifications are made accordingly. The current needs of the learner are identified and learning activities are altered to meet them.
  - **Summative:** Summative tests evaluates the learning that has happened, at the end of a year or a semester, or sometimes even at the end of a unit. The progress, performance and knowledge of the learner are assessed.
  - **Alternative:** Alternative tests use activities that reveal what the learners can do with language, emphasizing their strengths, rather than weaknesses. These are designed and structured differently from traditional tests and are scored and graded differently. It gives the learners an opportunity to reflect on their linguistic development and their learning processes.
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- **Types of Questions:** The commonly used types of questions in evaluation are multiple choice, true or false, Fill-in-the-blank, Matching, one-word/ one-sentence, short answers and essays. They might be comprehension-checking, analytical or descriptive. They can be used to evaluate the existing level of knowledge or the practical application of the knowledge they have acquired.
- **Objectivity in Evaluation:** Objectivity, Reliability and Validity are the three major aspects that are crucial in evaluation. Reliability refers to the consistency of a test. A test that has been administered one day should yield the same result when administered on another day. Objectivity is sometimes called as the "Rater's Reliability". The differences in valuation/ score/ assessment of the evaluators should be minimal. Very often validity is the most valued aspect of a test or an evaluation procedure. There should be content validity and construct validity.
- **Internal and External Evaluation:** Internal evaluation is evaluation of learners done by the internal faculty itself. External evaluation will be conducted by external faculty or board, which is largely meant to assure objectivity and anonymity of evaluation, especially in written examinations.

