

Classroom Applications of Teaching Methods

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Abstract

The present day methodology emphasizes communicative teaching methodology. As many teachers are- not familiar with it 'Grammar-Translation' method and its improved version of 'Bilingual' method means use of equivalent Telugu words while teaching grammar items. But in the 'Grammar-Translation' method practical translation of the sentences or total explanation in Telugu is used. Such practices are discouraged in this Study. Wrong selection of methodology does not help in the realization of the objectives. Many pupils who study in English medium cannot receive communications in mother tongue or in the regional language. This is because it creates barriers for the pupils owing to their poor listening practice.

The researcher has used the method at class IX level and found that it yielded good results in the teaching of 'transformation of sentences', 'synthesis of sentences' and in the completion of words in 'filling the blanks' type. It was found that bilingual for mode of teaching clears miscommunication. Wrong transaction, insufficient decoding, and misunderstanding the. Message lead to such situations that block comprehension. Physical and Psychological conditions of the receiver and the teacher have to be ensured. The teacher presents the sentences in logical presentation of required facts according to the age and placement of the pupils.

Learning words like construction, preparation, direction, qualification etc., require communicative 'teaching-learning' activities. The teacher writes these items on the Board and asks the students to give the meaning. Guessing the meaning from the root words such as 'construct', 'prepare', 'direct', 'qualify' is enlarged as well because it involves the internal communication of learners. The teacher evaluates this by asking questions. Vocabulary development is thus enhanced by the bilingual method and communicative language tasks.

Another easy method or exercise is to drill the sentence pattern: S+V+O+A. e.g. "Schools enable students to become citizens (S+V+O+A).

Keywords- *Methodology, Vocabulary, Bilingual Method and Course Design*

Implications of Course Design

Course design is governed by the principle of curricular development, concept of teaching and testing. Teaching matters are significant and useful for learning. The policy mandatory maker for TSSWR Learners is the TSSWREI (Govt) Society formed by the Government of Telangana as it is committed to SC development of its students and the Society is suggested for removal of poverty and eradication of illiteracy for Rural development, without going into details of these Pronouncements, amenities are provided at the TSSWR Schools for the 'First Generation Learners. As such, they do not listen, speak, read and write English at home. So the classroom is the merely a place that provides students to speak and write meager and faulty English.

The material producer has to be an expert who is aware of the difficulties of the learners. The textbook is prepared by a group of experts on Secondary Education. But the result-chasing English teachers and their practices have not been used in producing the teaching materials. In case of Kendriya Vidyalayas, annual summer workshop and workshop for producing Teaching Learning Materials (TLM) by senior Post graduate teachers are planned as Prof. Prakash Rao points out in his Current Trends of Teaching English by pursuing the said method and the opinion of the senior teachers through Questionnaires and materials. This Course design helps to bridge the gap between the curriculum and the learning as it adopted the number of exercises proposed are many and the 'trial and error' method is reduced.

The Course designer ought to consider the needs and abilities of the learner. He should also know the nature and functions of English in the context of school. In whole designing the exercises and the tasks for practice care has been taken. The teachers remember as to how the learning occurs and teach phase-wise.

The current trend in Course design is not 'teacher-centered' but 'learner-centered'. So the entire course is up on the learner as is to have seen in the era of the seventies and the¹ eighties. This means that there is a shift of emphasis from the subject to the teacher and learner on from the teacher to the learner. This researcher is blessed with the supervisor who has gone through the mill of such experimentation with the British Council, Regional Institute of English, NCERT and AP State Council of Higher Education, which is scrupulously observed in Refresher Course for Lecturers 2000, University of Hyderabad and UGC Refresher Course, CIEFL, 2001 by Dr. Prakash Rao ELT. To sum up this review of literature, concepts of Course design and the method of using Course and practical symptoms of routine usage have been kept in view. The rationale behind the designing of the tasks is transparently in accordance with the age and the mental capabilities of TSSWR Learners. It is intended to be a major support to the classroom teacher. The tasks included have the stated reasons or logic to be practiced:

1. To give 'stimulus' to the learners.
2. To provide a framework or a structure to work on.
3. To provide material that encourages learners to learn effectively. This means that the aim of this Study is not to simply produce outstanding material but practical solutions at the field level.
4. To enable the learners to work on syntactic structures.
5. To make the learners listen, speak and read before writing.
6. To drill and substitute models of standard usage of English.
7. To make this Course material for acceptance for adaptation.
8. To suggest materials for evaluation, adaptation and production as the Third Language level or TESOL.

Questioning which TSSWR Students can do stimulates learners. The below average motivation is assumed because most of the learners are of the 'First Generation'. They are discouraged to be learning and the 'family conditions' compel them to be 'child' and 'bonded-labourers' for social reasons. It is a fact that these students answer or respond to such a few questions they can understand or answer through only mother tongue.

The framework or the structure in which the learners learn is third language or TEFL or TESOL state. It means that in the beginning, they make mistakes of Tense, Gender, Inflexion etc. But sooner, they realize that they are errors and are not acceptable in English Usage. The learners do not go through this phase. It is observed as a serious mistake. Those who cannot cope-up this 'long jump' or 'pole-vaulting' type of exercises, often fail to learn, consequently they fail in the examinations besides foregoing language improvement. Moreover, the problem of 'wastage' and 'stagnation' besides 'escaping' are traced to this reason.

The source material that encourages the learners is the prescribed Textbook itself and the exercises are so designed as to make them feel interested. The Workbook and guided composition published by several reputed publishers are practical in terms of reading material. But they are far from the realm of the TSSWR Learners, Imagination and attitude, -culture and content differences exist in this material and providing Exercises rectifies mistakes in grammar and usage. Sentence structures used are:

1. Subject + Verb + Object = S + V + O.
2. Subject + Verb + Object + • Adjacent = S + V + O + A.

And are drilled and reinforced in the form of substitution and repetition several times in speech and written practice. The variation between the structures of Telugu and that of English is pointed through 'Grammar-Translation' method. 'Peer-group' teaching is also used to enhance the

understanding of the pupils as they identify with them for development of 'Reading-skill'; the stated tasks are used phase-wise.

- Reading silently for him / her.
- Reading loudly to the class.
- Skipping readers for main details.

And students are taught not to use 'Index finger' while reading or move lips as they speak Telugu. This slowly allows meager interference of the Learners' mother if tongue in 'English Speech'.

Tasks of standard usage are framed and written on the blackboard. The Students at choice are allowed to read. This helps in maintaining the students to be attentive and be alert while learning. This sort of concentration is helpful for creating motivation. This means that the students need not depend upon rote memory. This is an irksome task involving patience. As teachers are facilitators for learning, these tasks as communications, help for creating confidence in the learners of language.

The 'Course design' aims at making it a fit tool of practice at TSSWR Schools. It is not intended to be merely a guidebook for all TSSWR Schools or a source of permanent instruction but it is a 'bridge-gap' task material to overcome basic errors in Speaking, Reading and Writing for the learners from classes VII to X. Further, this material is intended to be for adaptation for further special Units or resource Units as the case may be as a part of using TLM or QIP of Sarva Siksha Abhiyan (SSA).

Of field research and the tested activities, it is possible to suggest further teaching material. This may be for the purpose of evaluation of general type, of the 'Slow Learners' and so on. This could be a basic step to improve further teaching and testing as Third Language and can also be tried as the Second Language stage. These possibilities exist in the Course design as it is built phase-wise, meticulously without any feeling of hesitation or lack of confidence.

The draft Course design is tested to a small group. This is done by selecting a small sample and of the global sample of TSSWR Learners. The feed back of their 'responses' reveals the shortcomings if any and they are rectified. This practice is repeated until the Course design becomes pool proof.

It is not to make the Course design standard for universal acceptance at all Government schools, but it will be a specified one to be used as a 'Bridge-gap' Course to be used at TSSWR Schools in one-twenty days in an Academic year. This researcher is hopeful that he can obtain necessary permission and orders for Course implementation with the given the political Will and the co-operation of the teachers, this Course will be successful as a strategy to be pronounced of ELT at TSSWR Schools.

Aims of the Course Design

It is made clear with the transparent aims kept in view:

1. To make the fit and remedial Course measures:
2. Regarding the teaching methodology.
3. Regarding the suitability of 'Grammar Translation', method / 'Bilingual' method.
4. For the appeal, to the Policy makers, Curriculum planners, material producers, classroom teachers and the paper setters, the problematic areas of English 'learning' and 'testing'.
5. To focus on TSSWR Learners and use of English as a tool for their development of social status.
6. To provide to the classroom teacher supporting exercises of LSRW skill training under ELT studies.
7. To use the supporting exercises and create interacting situation in the class.
8. To enable the 'First Generation' learners, study English in accordance with their own wishes and goals in a friendly atmosphere.

Emphasizing that the disadvantaged positions of TSSWR Learners are incomparable with that of others. But in a Democracy, the Societies of the 'Downtrodden' take a long time to become literate and knowledgeable. 'Slow Learners' may be there in 'Communities' having certain skills. And there is a conflict in scholastic Achievements and Social Ascription. This Study will not go into the merits of such a debate because this is not a sociological Study. However, it assumes that due to colonial part in our country, the depressed sections of society could not become part of the knowledge society. Abdul Kalam states in his Ignited Minds that India represents itself as knowledge 'Super Power' and can become so by the year 2010. This Course design is the modest, professional effort in language training. The TSSWR Learners could also become aware of being part of the 'Knowledge Society' by improving LSRW skills of TSSWRS Learners.

Assumptions of the Study

The assumptions common to ELT as Secondary School level are that:

1. The pupils have to be given enough practice in Grammar Exercises in the class.
2. The pupils should be made to speak often by giving individual attention.
3. The pupils have to be continuously evaluated and must be held about standard, proficiency or competence in LSRW skills.
4. The pupils have to be encouraged in learning as the Third Language learners as they have bare-minimum capacity.

The conditions under which ELT is taken up from class VII to X at TSSWR Schools are:

1. The pupils feel alienated because they think English textbooks heavy and 'incomprehensible' to them in English.
2. Grammar-Translation method is not strictly adopted and English is taught mostly through the conversation in Telugu throughout the periods in the whole academic year.
3. Remedial teaching and individual attention disappeared because of the 'compulsion' of stipulated results.

The sample of one thousand students is drawn from these schools and all the learners are of Residential system. This aspect is not seen as a limitation because all the learners are far from the level of disturbances of home and society. But have conducive and academic atmosphere to improve them further.

Though 'Grammar-Translation' method is considered out-dated it is fact that, under the circumstances stated earlier, it can yield result as the learners belong to the 'First Generation'. Words and meanings in Telugu facilitate the learners to absorb the text better. The alternatives to Translation method do not yield positive outcomes. The learners, teachers, parents and authorities consider the Middle School and the Secondary School crucial. Hence, the Course design is of importance. In order to ensure homogeneity, conducted field study and tested. Expert Committees of the Government and so prepares the textbooks prescribed, no special grant or audio-visual equipment is used. This aid is a moral outlook and there is no provision on day-to-day basis. So 'chalk-talk' method with teacher-taught interaction is used.

Sociological studies or theories have not been used in the Study or Course design because they might create inferiority complexes in the tender minds of these 'First Generation' learners. They are considered on par with others and no discrimination *is* made. Streaming or grouping of students on poverty for Caste or Regional basis has also been avoided.

Basics of Spoken English were taught with enough practice in production of sounds. The main aim of Spoken English as L3 level is to speak intelligibly and efficiently. No 'stress' or 'strain' was made to enforce R.P as it is beyond the scope of the study. The students were trained to speak:

1. Clearly and softly without any errors.
2. With pauses and due attention to punctuation.
3. The words correctly and say as they read them.
4. And read out from a dictionary.
5. In contracted forms e.g. 'don't', 'doesn't', 'didn't'.
6. With neutral infrastructure but avoiding Telugu as major infrastructure.
7. What to speak and how to speak without any self-consciousness.

Content Analysis of the Syllabi from VII to X

The entry level of the students is with below the minimum capacity and cannot be compared with that of the Kendriya Vidyalayas that have the Central Board of Secondary Education (CBSE) scheme devised by the National Council for Educational Research and Training (NCERT). But roughly stated, the learners assumed proficiency is as follows:

1. The syllabus is designed for such pupils who have studied English language for more than five years already and for:
2. Those that have attained a working knowledge of the essential English Structures, Vocabulary, Spoken Skill and Ideas etc.

This 'Content-analysis' is basic foundation for designing this bridge, remedial Course for classes VII and VIII besides IX and X.

Usage Knowledge of Functional Grammar

The syllabus is broadly stated and the Course design emphasizes the below areas especially to train minimum language skills:

1. Structure sentences.
2. Structure of clauses.
3. Basic Skills
4. Word kinds: Noun, Adjective, and Adverb etc.
5. Special Verbs: Auxiliaries, Gerunds (-ing).
6. Sequence of Tenses: Present Past and Future.
7. Question forms.
8. Reported Speech.
9. Passive Voice.
10. Determiners.
11. Sentence connectors.
12. Composition and
13. Other Topics viewed essential.

As stated above, the grammatical aspects were without expecting knowledge of Jargon as L3 level. The composition level was to write a paragraph of descriptive nature. It is obvious that these are various issues in ELT. There is no one sure way or a particular system of remedial teaching. The normal and probable arguments are considered from the point of learners of the 'First Generation'.

- LSRW skills have many components, which are technical in Communicative approach and considered the following areas:

1. Grammatical Competence

2. Sociological Competence
3. Discourse Competence
4. Strategic Competence

The term competence is usually reserved to show about the mental abilities (Bachman L.B. and Palmar A.S, 16.4.449-65) and skills means Physiological ability plus the mental abilities. Measurement is an actual test score as shown in the Public Exam Marks Memo. The design, methodology, and testing hypothesis are more practical in the field research among TSSWR Schools' learners rather than theoretical.

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