



Diploma in Education (D.Ed)

Teachers' Handbook

Semester - II



S₂.P₈ English Language Teaching: Theory and Practice



State Council of Education Research and Training (SCERT)

Poojappura, Thiruvananthapuram 695 012

2013



SEMESTER - II

Paper No.	Name of Paper
S ₂ .P ₈	English Language Teaching: Theory and Parctice
Total Score	: 80 (CE - 20 + TE - 60)
Total Semester time	: 90 hrs.
Total week time	: 6 hrs.

Content

Unit 1 : An overview of Principles and methods in language Teaching (Time: 45 hrs.)

- (a) Behaviouristic and cognitive approaches to language learning.
- (b) Multiple Intelligence
- (c) Second language acquisition theories

Unit 2: Classroom Processes and Teaching-Learning strategies (Time: 45 hrs.)

- (a) Pedagogic Analysis
- (b) Strategies for making learning more authentic and effective
- (c) Addressing issues of children with special educational needs
- (d) Strategies for collaborative reading
- (e) Developing teaching manual

S2 - P8 Source book

ENGLISH LANGUAGE TEACHING THEORY AND PRACTICE

Objectives

- To familiarize the student teachers with various approaches, methods and strategies of English language teaching.
- To differentiate between approaches, methods and strategies.
- To develop the basic knowledge of the classroom implication of multiple intelligence and to design classroom activities considering the MI components .
- To familiarize the main features of the major SLA theories and compare their effectiveness.
- To equip the student teachers analyse the textual materials and plan the lessons effectively.
- To make the student teachers adept in collecting, developing and implementing reading materials and utilizing the scope of ICT.
- To develop the skills of evolving adapted classroom strategies for CWSN and catering to their educational needs.

UNIT 1

An overview of principles and methods of language teaching

Key ideas

- There are many approaches to English language learning based on both behaviorist and cognitive theories.
- An approach forms the basis for the methods and methods in turn give rise to techniques and strategies.
- Each theory has its own merits and demerits.
- Class room teaching can be done effectively by integrating various strategies to suit student needs.

Content

- a) Behaviouristic and cognitive approaches to language learning.

An efficient teacher selects strategies suitable to class room teaching /learning based on various approaches to language learning. These approaches in turn have their roots in different language theories - both behaviouristic and cognitive. A student teacher needs *to know* all these theories, *to reflect* on the highlights and demerits of each and *to select* his/her own class room strategies accordingly. The main issue is not a quest for the perfect

method, but a focus on how successful the teachers achieve the goals by considering the merits of various approaches. Hence this exposure to the various methods and approaches to language learning is necessary.

1. Grammar translation method :

In teaching English it is desirable for the teacher to know exactly what he hopes to achieve and how he is going to achieve it. He needs to know the approaches and the methods of teaching English. Various methods and techniques have been formulated at different points of time. Of them, the Grammar translation method is perhaps the oldest. The typical grammar translation text book had lessons organized on grammar points. Grammar rules were explained and illustrated using sample sentences. Rules were presented first and various examples followed. Hence the learning was deductive. The sole form of instruction was mechanical translation. Students were required to translate sentences and passages from the target language to the mother tongue and vice versa. The sentence was the basic unit of teaching and language practice. Some sentences like proverbs were learned by heart. Reading and writing were the main focus but less importance was given to speaking and listening. Though reading was emphasized, the materials used were neither contemporary nor communicatively useful. Learner's native language was the medium of instruction, both for explaining the grammar and translation of sentences. The teaching material contained classical texts which were to be read and subjected to grammatical analysis. High levels of accuracy were emphasized. Vocabulary items were presented in the form of bilingual lists to be memorized.

Grammar translation method was widely accepted because it was economical and time saving. It provided clarity of new and difficult words, offered the shortest way to learn foreign language. But this method has no theoretical back ground; through this method listening and speaking skills are not developed. All words and phrases have no English equivalence. There was no opportunity for developing child's own language experience. Since the students byhearted the use of language they can't use it naturally. As far as the beginners are concerned, they can learn the language easily since it is done in their own language. Though meaning is emphasized here, we can't assure the accuracy of meaning in the translation.

2. Structural-oral-situational approach :

Structural approach aims at teaching the pupils the essential tools of language in the early stages of language learning . These tools can be mastered only by practicing their use. Structures were considered as the most important tool for language learning. Palmer, Hornsby and other linguists classified the major grammatical structures into sentence patterns which could be used to internalize the rules of English structure. The approach came to involve

- selection (choosing grammatical and lexical content).
- Gradation (Organizing and sequencing of the content).

- Presentation (practice of an item in a course).

So, structural approach means teaching certain selected structures in a certain order.

The situational approach has a behaviouristic background. It deals with conditions of learning and more with the process. The learning process is divided into three stages.

- Receiving knowledge,
- Memorizing it by repetition
- Using it in practice to the extent that it becomes the personal skill and the habit.

Structural approach also gives importance to speech. The learner must get the opportunity of hearing others speaking, and develop the ability to speak the language. Oral drilling is used to ensure the real understanding of the structures. Hence this approach is also referred to as the oral approach. Gestures, actions, pictures and black board drawings are also used for explaining structure as supplements.

This approach is also referred to as situational language teaching. The teacher provides situations for the target structure. The learner is expected to deduce the meaning of a particular structure or vocabulary item from the situation in which it is presented. Extending structures and vocabulary to new situations takes place by generalization. The learner then applies what he has learned in the new situation.

Since this approach gives the importance to repetition, mistakes if created could lead to habit formation. Moreover, creativity and uniqueness of the individual are neglected. The learner is required simply to, listen and repeat what the teacher says.

2. Audio lingual

Audio lingual method originated as a part of an intensive training programme for the American military personnel. Bloomsfield and others formulated this method based on oral practice. It involved guided conversation with a native speaker who provided model utterances. The audio lingual was an outgrowth of this approach.

Audio lingualism was expressed as five slogans.

- I. ***Language is speech, not writing*** : Speech is primary and writing is only its secondary form of representation. Most attention should be devoted to the development of oral skills which will benefit the written skill anyway. Sequence of skills (listening, speaking, reading and writing) postulated by the audio linguists is called the” natural order”. Great care was given to the development of accurate pronunciation through exercises with native pronunciation models for imitation and practice.
- II. ***Language is a set of habits***: Habits are mastered through over learning , imitation, chorus, repetition, pattern drill , mimicry and memorization. These activities are expected to develop fluency in speaking.

III. Teach the language, not about the language: This tenet stresses that the audio lingual approach to teaching grammar is practice oriented. It is inductive rather than deductive. Grammatical explanations are sometimes provided in the target language before pattern practice.

IV. *Language is what its native speakers say not what someone thinks they ought to say:* This approach promoted the use of colloquial English language rather than stick on to the use of a single “prescribed” form (The rigid language form promoted by the structural linguists) . Textual materials which presented the informal spoken language were also accepted as a separate form of English.

V. Languages are different : It is believed that each language has its own unique language system. The areas of difference between the target language and the child’s language must be identified and the learner must be guided in order to overcome these difficulties.

Here, the learner is treated as a plastic globe molded by the teacher. The learner is expected to be ‘active’ but this involvement is merely mechanical. The mental process is not involved in the learning. The approach believes that errors should be prevented by presenting the material in small steps. This rigid criterion of simplicity makes the process uninteresting for the child.

3) Communicative Language Teaching

The idea of communicative language teaching is teaching English for communication and through communication. It is usually characterized as a broad *approach* to teaching, rather than as a teaching *method* with a clearly defined set of classroom practices . It emphasis on learning to communicate through interaction in the target language. Communicative language teaching is any class room practice, that helps students develop their communicative competence in an authentic context. Any such practice is an acceptable and beneficial form of instruction. Thus, 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 students practise and develop language functions.It promotes judicious use of grammar and pronunciation focused activities.

The main principles of communicative teaching are,

- (i) **It is learner centered :** The learner is the central figure in the process of language learning. The teacher acts only as a communicative partner / adviser / work manager. It promotes learner in learner interaction through group and pair work which increases the learner’s speaking time.
- (ii) **Materials and activities must be meaningful;** Materials and activities are open ended and not wholly predictable. An information gap needs to exist for effective communication. The gap may be natural (opinion gap/experience gap) or created by way of special information distribution.

(iii) **Communication and culture are closely related.:** Classroom experience should be rich in cultural input. Various objects, maps, photographs, postures and charts are used to create a cultural environment in the class room. Authentic texts and illustrations are also used in the language learning process.

(iv) **Communication is context embedded :** It is not only what the speaker says but the context in which he speaks that gives meaning to oral speech . Speakers make use of verbal and nonverbal clues while speaking. This has to be understood for effective communication.

Learner is no longer an audience but a participant . Equal importance is given to four language skills .Various language skills are involved in combination in CLT activities. Goal oriented communicative interaction is preferred to grammatical accuracy.

Classroom activities used in communicative language teaching include the following:

- Role-play
- Interviews
- Information gap
- Games
- Language exchanges
- Surveys
- Pair-work
- Learning by teaching

The student's mother tongue has no place in the theoretical basis of CLT. The communicative approach is deemed a success only if the teacher understands the student. CLT is too rigid with regard to some useful language teaching activities like teaching grammar, drill like practice or translation. When the information gap is created in the classroom the activity may become unrealistic and impractical because the learners perform the activity in an artificial situation.

4) Total physical response

Total physical response (TPR) is a language-teaching method developed by James Asher. It is based on the coordination of language and physical movement. In TPR, instructors give commands to students in the target language, and students respond with whole-body actions. The method is an example of the comprehension approach to language teaching. Listening serves two purposes; it is both a means of understanding messages in the language being learned, and a means of learning the structure of the language itself. Grammar is not taught explicitly, but is induced from the language input.

Total physical response is an example of the comprehension approach to language teaching. Methods in the comprehension approach emphasize the importance of listening on language

development and do not require spoken output in the early stages of learning. In total physical response, students are not forced to speak. Instead, teachers wait until students acquire enough language through listening before they start to speak spontaneously.

Asher made three hypotheses based on his observations: first, that language is learned primarily by listening; second, that language learning must engage the right hemisphere of the brain; and third, that learning language should not involve any stress. Total physical response is often used alongside other methods and techniques. It is popular with beginners and with young learners, although it can be used with students of all levels and all age groups. While the majority of class time in total physical response is spent on listening comprehension, the ultimate goal of the method is to develop oral fluency. Asher sees developing listening comprehension skills as the most efficient way of developing spoken language skills.

Lessons in TPR are organized around grammar, and in particular around the verb. Instructors issue commands based on the verbs and vocabulary to be learned in that lesson. However, the primary focus in lessons is on meaning, which distinguishes TPR from other grammar-based methods such as grammar-translation. Students are expected to subconsciously acquire the grammatical structure of the language through exposure to spoken language input, in addition to decoding the messages in the input to find their meaning. This approach to listening is called *code breaking*

Initially, students learn the meaning of the commands they hear by direct observation. After they learn the meaning of the words in these commands, the teacher issues commands that use novel combinations of the words the students have learned. Instructors limit the number of new vocabulary items given to students at any one time. This is to help students differentiate the new words from those previously learned, and to facilitate integration with their existing language knowledge. Some typical other activities are role plays and slide presentations.

There is little error correction in TPR. Errors made by beginning-level students are usually overlooked, but as students become more advanced teachers may correct more of their errors. TPR lesson plans should contain the detailed commands that the teacher intends to use. Total physical response lessons typically use a wide variety of realia, posters, and props.

According to its proponents, total physical response has a number of advantages. Students enjoy getting out of their chairs and moving around. Simple TPR activities do not require a great deal of preparation on the part of the teacher. TPR is aptitude-free, working well with a mixed ability class, and with students having various disabilities. It is good for kinesthetic learners who need to be active in the class. Class size need not be a problem. and it works effectively for children and because of its participatory approach, TPR may also be a useful alternative teaching strategy for students with dyslexia or related learning disabilities.

TPR is often criticized as being only suitable for beginning students. Because the students are only expected to listen and not to speak, the teacher has the sole responsibility for deciding what input students hear. It does not give students the opportunity to express their own thoughts in a creative way. Further, it is easy to overuse TPR. . It can be a challenge for shy students. Most of the language used is in the form of commands such as *sit down* and *stand up*.

(5) Social constructivist approach :

A fundamental belief of constructivism is that learning and thinking occur in a context or a situation – not in a vacuum. This contextualization of learning is referred to as the situational cognition. The essential ingredients of constructivist instruction are active involvement of learner and challenging thought provoking experiences.

Social constructivism is a new form of constructivism suggesting that learners first construct knowledge in a social context and then they individually internalize it. In a social constructivist classroom the teacher organizes and conducts learning activities that focus on group sharing, motivate student to work individually and in collaboration. She encourages assessing themselves and their peers in addition to her own assessment.

Social constructivism implies working together to construct knowledge through the social interactions of a group. The educationists' major concern is about the implication of this approach on teaching and learning. The strategy of social constructivism is group interaction and collaborative learning. This strategy also gives students opportunities to practice 21st century skills in communication, knowledge sharing, critical thinking and use of relevant technologies. The learners actively construct their own knowledge rather than receive the information transmitted by the teacher. Broadly it means information cannot be merely deposited into the learner's head but it must be discovered through divergent and creative thinking.

Tenets of social constructivism

- Learning results from exploration and discovery. Active exploration for new information and meaning construction by linking it to the previous knowledge and experience , results in learning.
- Learning is a community activity. It is facilitated by shared enquiry. Learners reflect on and share their insights in the groups. The role of the learner in assessment is continuous, active and critical. Self assessment is crucial in social constructivism.
- If the activities in the class room are issues and problems that the students encounter in the real world, then learning becomes more meaningful.

Students develop collaborative skills and problem solving ability. There is ample scope for participation and transfer of knowledge and strong foundation for communicating ideas. Reasoning skills and thinking skills develop greatly in the students. He/ She is able to analyse and synthesize ideas and get deeper understanding with the subjects. Qualities like

self regulation, self determination, community feeling and perseverance can be developed through the effective use of this approach. Intrinsic motivation will lead the child towards better achievement

Only an effective teacher can be an effective mediator. This efficacy of the teacher leads to the construction of knowledge. Maintaining the motivation level of all students in the class rooms is a tedious process for the teacher. Low proficient learners are not getting enough opportunity for sharing their ideas.

Differentiation of approach, method and strategy :

The three term approach, method and techniques are hierarchically related to each other. An approach describes the nature of the subject and a point of view regarding its various aspects. The method results from the approach . The techniques are based on the method. An approach is a set of correlated assumptions dealing with the nature of language and the nature of language teaching and learning. An approach describes the subject matter to be taught. It states the point of view, philosophy, an article of faith in something which one believes.

A method which emanates from the approach , is concerned with the presentation of language to the students. It is influenced by the factors like the goals of the course , the student's age, proficiency level, cultural back ground and the relationship between learner's mother tongue and the target language. It is usually accompanied by textual materials.

A technique is implementation; It takes place in the actual class room. It is a particular trick, or strategy or device used to accomplish an immediate objective. Techniques must be consistent with the method and therefore in harmony with the approach as well.

Learning strategies are techniques used by the student that facilitate the process of understanding, retaining and applying knowledge. They are specific actions taken by the learner to make the learning easier, faster, more enjoyable, more self directive, and more transferable to known situations. Teaching strategies are used by the teacher to facilitate understanding and to make content more accessible. They are immediately visible and identifiable

Strategy

- Teacher educator divides the student teachers into six groups. Each group is given one approach related to the language learning. They refer books and prepare notes based on the given topic. Each group makes a presentation in the class. The teacher educator consolidates the different approaches to language teaching using power point presentation.
- Each group prepares ten strips with statements containing the features of the approach/ method given to them. The teacher educator shuffles all the strips and keeps them on the table. He/ she displays six charts with the name of one approach written on each. Each student picks one strip and paste it on the respective chart.

- Each group selects a part of the content in the curriculum (Std I to VIII) or teacher educator gives topics like school, kitchen, market etc. The group plans a short lesson based on the content and simulates it in the class. The others observe and record their findings in the table given below (**page 12: Class assessment tool.**) Teacher educator initiates a discussion on the difference between approach, method, techniques and strategy relating it to the classes they have observed.
- Students teachers compare the activities and tasks given in the present Kerala text book with the other text books . They prepare short notes on their findings.

Evaluation

- “Group work is a waste of time. Only the good performers participate.” This is the comment of a practicing teacher.What is your opinion?
- ‘Is Collaborative learning the better platform for language development in students?’
Let the student teachers conduct debate on the given topic.

Reflective questions

- As a teacher what is your vision about your own role in class room transaction?
- How far would you permit learner autonomy in your class room ?

The class assessment tool for identifying different approaches /method

Sl. No	Indicators				Group 1			Group 2			Group 3			Group 4			Group 5		
		Always	Sometimes	Not at all	Always	Sometimes	Not at all	Always	Sometimes	Not at all	Always	Sometimes	Not at all	Always	Sometimes	Not at all	Always	Sometimes	Not at all
1	Explains grammar rules																		
2	Translates in mother tongue																		
3	Gives word meanings in mother tongue																		
4	Oral drilling of structures was used																		
5	Situations to teach target structure and words																		
6	Students repeat teacher made conversations																		
7	Opportunities for presenting their own ideas																		
8	Learner is the central figure of the learning process.																		
9	Interaction is in English																		
10	Pair and group work																		
11	Materials and activities are open ended																		
12	Learning aids are used for class room interaction																		
13	Verbal and non verbal clues are used by the teacher																		
14	Learner participates fully in all class room activity																		
15	Students respond to teacher's instructions with bodily action																		
16	Students are expected to listen rather than to speak																		
17	Students conduct self and peer assement																		
18	Reasoning and thinking skills are developed																		

b) **Multiple Intelligence :**

Key ideas

- The modes in which people process information or the ways in which the people are smart' is termed as intelligence.
- Howard Gardner identified nine different intelligences.
- All individuals possess all the different intelligences at varying levels .
- The scope for multiple intelligence needs to be taken into account by the teacher while planning instruction and assessment strategies.
- Students have to be given freedom to choose their own mode of studying and recording learning.

Intelligence was viewed traditionally as a single general ability which focuses on language and mathematical skills. The theory of multiple intelligence upholds the model that differentiates it into different modality. According to Howard Gardner, each individual possesses seven different intelligences. But each of them differs in their potential. The seven abilities that Gardner identified were Verbal linguistic, logical mathematical, bodily kinesthetic, visual spatial, musical rhythmic, inter personal and intra personal ability. He later added naturalistic intelligence to this list. Although each kind of intelligence is distinct in itself, a learner cannot be labeled on the basis of one specific intelligence. Each intelligence possesses unique blend of all these intelligences.

1. Verbal linguistic intelligence :

People with high verbal linguistic intelligence have well developed auditory skills. They enjoy reading, storytelling, memorizing words , poems and dates . They have well developed vocabulary and a good mastery over language. They usually spell words with ease.

Linguistically strong students respond well to teaching strategies like lecture, word games, stories, debates, discussions and speech making. These students sometimes talk aloud and listen to their own voice while solving problems. They may also use stories for memorizing information. The teacher can read stories to children and let them read stories. Discuss authors, writing styles ,character analysis based on different books. Visit libraries and book stalls with children , encourage children to keep journals , maintain diaries , summarize stories etc.

2. Logical mathematical intelligence :

This area deals with logic, problem solving and reasoning. Students whose mathematical intelligence is high, explore patterns and follow logical sequential directions. They enjoy problem solving and test things out before accepting them. They prefer using data base and spread sheets on the computers.

Class room strategies for these students include preparing charts, graphs and lists, sequencing patterns, finding relationships outlining, problem solving, predicting, questioning, categorizing and making mathematical calculations. Teacher can play games of logic with the students, inspire children to connect numbers to life situations, visit computer labs science museums and math fairs .

3. Visual spatial intelligence

Students who can visualize and form clear mental images about any concept are said to possess a high degree of visual spatial intelligence. They can complete puzzles easily, draw inferences from pictures, They can create visual representations of ideas , events etc.

Providing visual clues like pictures, postures, movies and mind maps helps these students to learn concepts quickly. Colourful representations of words, symbols or letters can promote better comprehension and retention in these children. Teacher should provide variety of created materials and have them navigate mazes and puzzles. She can visit art museums with the children and encourage them to record their experiences in the form of maps and diagrams.

4. Musical intelligence

Students with high musical intelligence are highly sensitive to sound, tone and music. They often sing to themselves. They may use songs and rhythms to learn and often listen to music while studying or reading.

Use of chants, claps and finger snapping can help in improving comprehension. Poetry and music is a good method to introduce information for them. Soft back ground music in the class works both as a stimulant and a relaxation for the students. Music can engage the students in learning by appealing to both the rational and emotional parts of the brain. Students can be provided with tape recorder and encourage to play musical instruments . Children can be given opportunities to make up their own songs and enjoy musical concerts.

5. Bodily kinesthetic intelligence

Students whose bodily and kinesthetic intelligence is high can use bodily sensation to process knowledge. They need opportunity to move about and relax their limbs and act out in the class room.

Methods of engaging students with bodily kinesthetic intelligence include use of manipulative, activities games, simulations, experimentations, dances and other active tasks. Provide opportunities for physical activity , indoor and outdoor games and take them to see sport events . Include theatre activities as a part of class room interventions.

6. Intra personal intelligence :

Students who preferred to be alone, those who look inward and are able to assess their own strengths, weaknesses and inner feelings are high in intra personal intelligence. They develop a sense of self confidence in the areas that they can take independently. They are often self motivators and work quietly. They maintain diaries and are self reflective.

A non threatening atmosphere needs to be created in the school. These students preferably take individual activities and complete them earnestly. They need to be given freedom to work in their own style. Encourage children to have hobbies, interests and talk about them. Listen to children's feelings and give them sensitive feed back. Encourage children to maintain a scrap book for their ideas and experiences.

7. Interpersonal intelligence :

People with high interpersonal intelligence are empathetic to the moods and feelings of others. They can co-operate in group work and communicate effectively. They enjoy discussions, debates and group activities.

Encourage children to work in groups , provide group games for children to play , encourage them to form / join clubs and take up organizational responsibilities . Assign co-ordinating roles to these children while conducting seminars, debates etc.

8. Naturalistic intelligence:

The naturalist enjoys being out of doors in the company of nature. He/ She has the ability to spot and understand patterns in nature. He/ she is able to identify, classify and categorize the flora and the fauna and likes to listen to natural sounds. They interact with the trees, birds and mountains.

Outdoor activities including field trips, study tours, nature walks, bird watching and star gazing and talking about them help these students to achieve better. Create naturalistic atmosphere in the class room. Have children to collect specimens , classify and label them.

9. Existential intelligence :

Existential Intelligence is the ability to understand religious and spiritual ideals. They have a strong understanding of things that are not visual to the eye but through faith and belief. They question the meaning of life and seek the answers. They see art work with the meanings, they find meditation and relaxation easy and rewarding and they see the beauty in nature and seek out inspiring places.

Those with this intelligence enjoy reading philosophical writings and find that learning is done more easily by using real world experiences.

Have students look at a topic from different points of view. Let them summarize the information learned in a lesson .Have them read lessons to teach their classmates. Make connection between what is being learned and the world outside. Connect the classroom content with actual social issues.

The multiple intelligence theory provides scope for the use of numerous teaching learning strategies that can increase student interest in learning. There are scopes for catering to the needs of each child and each child has the opportunity to display proficiency in his or her own field. Students get opportunity to develop their special abilities which will help them

to be successful in their life. There is a lot of variety in the class room and the class room learning becomes more interesting. The theory promotes strategies for assessment including self and peer assessment which make learning more meaningful. Students have the opportunity to work both individually and in groups. Hence there is scope for both social interaction and self realization.

Critics argue that the use of the word intelligence in the place of traditional application ability and aptitude is arbitrary. It under estimates the effects exerted on the various domains of intelligence by processes like speed, executive function working memory, self awareness and self regulation which are already accepted as integral parts of general intelligence. There is little empirical evidence to support the theory.

Strategy

1) Teacher educator puts forward the following questions:

- What are your strengths/ talents ?
- What do you like to do when you are free/ when you are sad ?
- Which subject / period do you like best ?

Teacher educator charts the responses of the student teachers.

He/ she initiates a discussion in the class room based on the charted responses

“ Which of these abilities would you call intelligence ?”

Student teachers note down their opinions in the reflective journal.

2) Howard Gardner’s speech on multiple intelligence is projected. Student teachers try to identify the nine areas of intelligence and make a brief description of them. Teacher educator consolidates using PowerPoint presentation, on intelligences. Student teachers revisit the earlier prepared ‘Talent chart’. They categorize their abilities into nine intelligence in their reflective journal.

3) Student teachers are divided into nine groups are asked to find out the activities that can be given for one of the intelligences in a language learning classroom. Let them list out in their reflective journals and present before the class. The other groups suggest additions .Finally the teacher educator adds his/her own contributions.

4) The student teachers sit in groups, scan through the present primary textbooks and find out how far they take into consideration the concept of multiple intelligences. Let them record their findings in their reflective journal, and present before the class.

Evaluation

Students analyze their own abilities on the basis of multiple intelligences.

The intelligences that are strong in me.....

The intelligences in which I lack proficiency.....

The teacher educator identifies the dominant intelligences in each student teacher through a “Talent show” (talent show is meant to present the products prepared by themselves based on a particular theme.)

Reflective questions

Suppose you were about to teach a particular group of children for the first time and were handed intelligence test scores for every child in the class. What will be your reaction?

C) Second language acquisition theories

Key ideas

- Behaviourist theories on language learning consider learning as behaviour change. Imitation, repetition and reinforcement play a key role in the learning process
- Language acquisition is a natural process that takes place in a meaningful context when the input given is comprehensible .
- Chomsky considers that language learning ability is innate in every individual. This can't be specific to any particular language. It can accommodate the structure of any world language.
- Socio cultural learning theory emphasizes social dimensions of learning in which the emphasis is given on larger cultural contexts.

Behavioural approaches emphasize the importance of children making connections between the experiences and behaviour. It defines learning as a relatively enduring change in the observable behaviour that occurs as a result of experience. Behaviourism holds the view that behaviour should be explained by observable experiences and not by the mental processes. Behaviourism is a theory that explains learning in terms of observable behaviour and how they are influenced by stimuli in their environment. It defines learning as a relatively enduring change in the observable behaviour that occurs as a result of experience.

Classical conditioning

Classical conditioning is a type of behavioural learning put forward by Ivan Pavlov. It takes place when individual learning produces involuntary emotional/ psychological responses similar to instinctive/reflexive responses. In the ringing bell experiment of Pavlov, when food was presented to the dog it salivated. The salivation reflex is not learned, it occurs automatically.

unconditional stimulus (food) → Unconditional response (salivation)

A sound (ringing of a bell,)→ produced before presenting the food , does not create any response. Here the sound is a neutral response.

Neutral stimulus (Sound) → No response

When sound and food were presented together, the dog salivated . Pairing of the food and sound together, the animal established a connection between the sound stimulus and the salivation response. When neutral stimulus (sound) is given along with the unconditioned stimulus, (food) there is an unconditioned response.(Salivation)

Neutral stimulus (Sound) + unconditioned stimulus (food) →
Unconditioned response (salivation)

A conditioned stimulus is a previously neutral stimulus that after association prompts a conditioned response.The salivation to the sound becomes a conditioned response.A conditioned response is a learned response to a stimulus that was once neutral.

Conditioned stimulus (sound) → Conditioned response (salivation)

Such as association approach to learning is called classical conditioning. The most obvious outcome of Pavlov’s research was the realization that one way in which learning took place was by forming connection between stimuli and responses

This can be applied to language learning as follows.

Child runs to play with water. The adult utters the word water whenever the child plays with water. The child next forms connection between the two. When the adult utters the word water even if there is no water present near by, the child runs to find water.

Classical conditioning Concept table based on language learning

Concept	Definition	Classical examples
Unconditional Stimulus	A stimulus that automatically elicits a reflective response	water
Unconditional response	An automatic unlearned reaction to an unconditional stimulus.	Child runs to play with water
Neutral stimulus	A stimulus that does not initially elicit a response	Adult utters the word water
Conditioned Stimulus	A previously neutral stimulus that after association with the unconditioned stimulus prompts a conditioned response	Adult utters the word water
Conditioned response	A learned reaction to a stimulus that was once neutral and after association becomes conditioned.	Child runs to look for water(child comprehends the meaning of the word

Though classical conditioning certainly does not explain all types of learning, it does offer a basic behavioural concept still in use today. Classical conditioning can be involved in both positive and negative experiences in the class room. The child may experience pleasure in coming to a class room, being classically conditioned by the teacher's warmth and nurturing. Similarly the child can develop fear of the class room if she associates the class room with punishment or criticism.

Operant conditioning

Operant condition of BF Skinner, is a method of learning emphasizing that consequences of a behaviour determine how likely or unlikely it is for the behavior to occur in similar situations in the future. People don't simply respond to stimuli instead they often operate on the environment by initiating behaviours. This is the source of the term operant conditioning. According to Skinner, behaviors are controlled more by consequences than by stimulus. Reinforcement means strengthening. In positive reinforcement, the frequency of the responses increases because it is followed by a rewarding stimulus. Hence, reward is a consequence that increase the probability that behaviour will reoccur. Conversely, in negative reinforcement, the frequency of response decreases because it is followed by the removal of an aversive stimulus (unpleasant stimulus). Punishment is a consequence that decreases the probability that a behavior will occur.

In the actual classroom the teacher needs to provide optimal scope for positive reinforcement immediately and frequently. Maximize the likelihood of correct responses and minimize the likelihood of errors. Avoid threat of punishment and promise rewards instead. Use cues and prompts to get correct responses. Reinforce correct responses. Critics of operant conditioning argue that the approach places too much emphasis on external control of student behaviour. Behavioural theories do not give adequate attention through cognitive processes involved in learning.

Input hypothesis of Krashen

Stephen Krashen is an expert in the field of linguistics, specializing in the theories of language acquisition and development. Krashen's theory of second language acquisition consists of five main hypotheses.

a) The acquisition learning hypothesis:

There are two independent systems of second language – the acquired system and the learned system. The acquired system is the process children undergo when they acquire their first language. It requires meaningful interaction in the target language. It is the natural communication in which speakers concentrate not in the form of their utterances but in the communication act.

According to Krashen ' learning ' is less important than acquisition . Acquisition refers to a non conscious process that involves naturalistic development of language proficiency through understanding and using language in meaningful contexts. Learning on the other hand refers to a process in which conscious rules about a language are developed. It provides

explicit knowledge about the forms of language through formal teaching of rules and theories of language.

b) Monitor hypothesis :

The monitor hypothesis explains the relationship between acquisition and learning. The monitoring function is the practical result of the learned grammar. Conscious learning functions only as a monitor or editor that checks and repair the output of the acquired system. There is individual variation among language learners with regard to 'monitor' use. Krashen distinguishes those learners who use monitor all time (over users), those who have not learned or who prefer not to use their conscious knowledge (under-users), and those learners that use the 'monitor' appropriately (optional users) .

An evaluation of the person's psychological profile can help to determine to what group they belong. Usually extroverts are under users of monitors. Introverts and perfectionists are over-users. Lack of self confidence is frequently related to the over-use of the 'monitor'.

c) The natural order hypothesis :

This hypothesis is related to the acquisition of grammatical structures. These grammatical structures follow a 'natural order' which is predictable. Some of the structures tend to be acquired early while others late. This order seemed to be independent of the learner's age, first language back ground, etc. The errors are signs of a naturalistic developmental process of language acquisition.

d) The input hypothesis :

This hypothesis states how the learner acquires a second language. It is concerned with acquisition not learning. The learner progresses along the natural order when he/she receives a language 'input ' that is one step beyond her/his current stage of linguistic competence. Eg – A learner is in the level of 'i stage. Comprehensible inputs are given in order to make the level $i+1$. All the students are not in the same level of linguistic competence. Hence the teacher should ensure that each child receives an input that is appropriate for his/her current stage of the linguistic competence. Ability to speak fluently cannot be taught directly, but emerges independently in time when the child builds up a competence.

e) Affective filter Hypothesis :

Krashen shows the view that a number of affective variables play a role in second language acquisition. These variables include motivation, self esteem, anxiety etc. Lack of motivation and self esteem, or anxiety may form a mental block that prevents comprehensible inputs from being used for acquisition. The teacher's talk can meet the requirements for comprehensible input with the student's participation by changing classroom environment suitable for language acquisition.

Through every small success children gain self confidence and this self confidence motivates the student to continue learning. The teachers can facilitate comprehension by giving inputs that are just little more advance than their current level.

Universal Grammar

Universal grammar is the brainchild of Noam Chomsky. According to Chomsky the human capacity for language is a device residing in human brain that takes its input from the environment and produces as its output the ability to speak and understand a language. He termed this as Language Acquisition Device(LAD). The researches related to LAD have linguistic ,biological social and cognitive approaches.

The linguistic approach refers to the study of language acquisition. It focuses on the child's innate language learning capacity . This approach considers that LAD must contain some knowledge of the structure of language in order for language acquisition to be possible. That innate knowledge can't be specific to any particular language. It can accommodate the structure of any world language. Thus it is termed as Universal Grammar (UG). Universal Grammar mainly concerns with the internal structure of human mind. Universal grammar theory holds that the speaker knows a set of principles that apply to all languages, and parameters that vary from one language to another. Universal grammar theory is making precise statements about properties of the mind based on specific evidence. It is important to note that the theory attempts to integrate grammar, mind and language at every moment.

Competence and performance

Chomsky says that native speakers have grammatical competence in their native language. Chomsky made difference between competence and performance. According to him, while competence is knowledge of language performance is the actual use of language in concrete situations. Universal grammar is concerned with language acquisition. Competence in that it tells what someone should know to have competence in a language.

The biological approach claims that human capacity for language is best understood as a biological phenomenon and that language development is a biological process.

Social approach looks upon language as a social phenomenon. It focuses on the social aspect of interaction as the experience relevant to the language acquisition. It treats the social cognitive abilities of the child as the learning capacities. The *cognitive approach* holds that language acquisition is a learning problem that the child solves as any other learning problem.

Socio cultural learning theory

Socio cultural learning theory emphasizes social dimensions of learning , It places greater emphasis on larger cultural context in which learning occurs.To a large extent culture also influence language patterns.This culturally brought language patterns directly influence language learning of the children. The socio cultural view of learning shifts the emphasis from the individual to the group and from acquiring knowledge to belonging, participating and communicating within a community of learners. This reminds us that our actions create micro cultures in our classrooms. The constructivist way of procedures in the class room will help the teacher to convert a class into a cooperative and competitive one. The

notion of community of learners is developed in the class room in which the teacher and all the students work together to help everyone to achieve the desired goal.

The characteristics of a learning community are :

- ◆ All students participate in learning activities.
- ◆ Teachers and students work together to help one another. Promoting learning isn't the responsibility of teacher alone. The students explain their proposed solutions to their group mates before actually trying them.
- ◆ Students-student interaction is an important part of the learning process
- ◆ Teachers and students respect differences in interests, thinking and progress. All students listen patiently as their group mates present their views.
- ◆ The Thinking involved in learning activities is as important as answers. Students verbalise their thinking before they actually put them into practice.

Each of these characteristics is grounded in the idea that learners socially construct knowledge and internalize it instead of receiving knowledge from a teacher.

Vygotsky's theory to children's education

Zone of proximal development

Teaching should begin towards the zone's upper limit, where the student is able to reach the goal only through close collaboration with the instructor. With adequate continuing instruction and practice, the student organizes the behavioural sequences required for performing the target skill. As the instruction continues the performance transfers from the teacher to the student. The teachers slowly reduce the explanations, links and demonstrations until the student is able to perform the skill alone. Once the goal is achieved, it can become the foundation for the development of a new ZPD.

1. Scaffolding:

When students are engaged in self learning activities and they are in need of help, the teacher can use scaffolding. Scaffolding helps students to move to a higher level of skill and knowledge. The teacher can channelize the student's practice or offer support when the student forgets what to do.

2. More skilled peers as teachers:

Students benefit from the support and guidance of more skilled students.

3. Encourage collaborative learning and recognize that learning involves a community of learners:

Peers, teachers, parents, and other adults work together in a community of learners rather than the child learning as an isolated individual.

4. Consider the cultural context of learning

5. Monitor and encourage children's use of private speech
6. Assess the ZPD and not IQ

Vygotsky didn't believe that formal, standardized tests are best way to assess children's learning or their readiness to learn. Assessment should focus on determining the Zone of Proximal Development. IQ is also a measure of learning potential, emphasizes that learning is interpersonal. Vygotsky believed that it is important to evaluate the contextual factors in learning. Vygotsky's view is a conceptual shift from individual to collaboration, social interaction and socio cultural activity. The theory suggests the opportunities for students to learn with the teacher and more with skilled peers. Teachers serve as facilitators and guides rather than directors and molders of learning.

Strategy

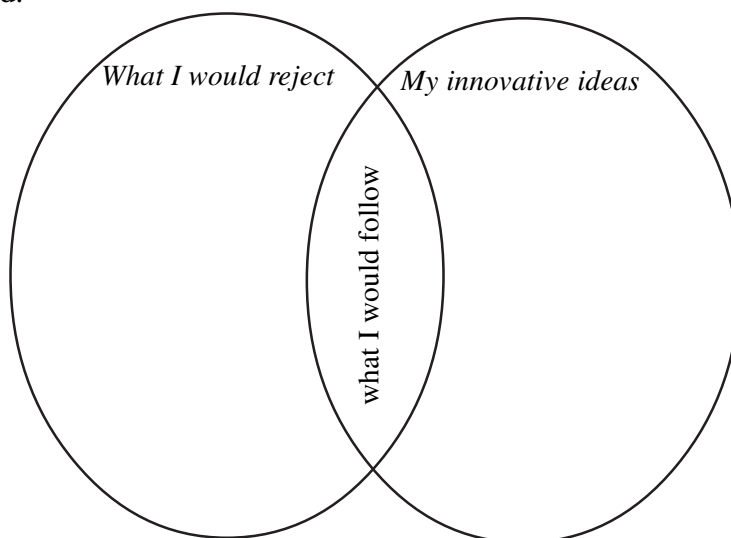
The teacher educators presents the video clippings of the four SLA theories followed by a discussion on the highlights of each theory. They refer books, collect more information on the subject and prepare any graphic representations such as concept map, flow chart, tables etc.in the reflective journal.

The teacher educator arranges either a guest talk/panel discussion/district level seminar based on the topic " Second language acquisition theories and their class room implications". Student teachers prepare detailed papers based on the topic.

Evaluation

Teacher educator divides the whole class into groups for class room observation. Student teacher observes the class of a practicing teacher. Make notes on the teacher input,scaffolding and motivation techniques used in the class. The student teacher classify them as the ones

to be rejected and those to be followed .They also discuss and formulate new ideas in the place those rejected.



Reflective questions

1. What are the things you would practice as an English teacher to make yourself remembered by your students ?
2. Does the reward system ultimately achieve the goals of language learning.? List out the benefits and the disadvantages of implementing such a system with evidences.