The teacher who is indeed wise does not bid you to enter the house of his wisdom but rather leads you to the threshold of your mind.

Kahlil Gibran
CHAPTER FIVE

INSTRUCTIONAL PRACTICES

5.1 Teacher as a Facilitator and Motivator

Teaching is characterizable as an *intentional* activity; it is undertaken with the purpose of bringing about learning. Teachers play a vital role in the teaching and learning processes of students. They have the power to be agents of change and are empowered to become proactive in their students' lives. Teachers who are not properly trained can cause emotional and psychological impairment in students' educational futures. Teachers need to be sensitive to the language and cultural needs of their students. This supports Elbaz's (1981) research findings that a teacher's knowledge is influenced by experiences, ultimately affecting teacher behavior. Importantly, effective teacher behavior has been linked to positive student outcomes (Brophy & Good, 1986). Effective teacher behavior involves being sensitive to the needs of English Language Learners (ELLs), including multiple strategies in teaching, and encouraging students regarding their academic skills.

Over the past eighty years or so, some education theorists have repudiated the notion that it is the teacher's role to act as an authority in the classroom, transmitting knowledge to students.
"who do not know." In English as a second or foreign language education, a notion of the teacher as "facilitator" is considered to be more compatible with students' felt needs and autonomy.

In the teaching of English as a second or foreign language today, the old pedagogical ideal of the teacher as an authority transmitting knowledge to students "who do not know" is in disrepute. The ideal now is for a more democratic, student-centered approach, in which the teacher facilitates communicative educational activities with students. This model reflects in part the influence of communication-based theories of language acquisition. But it also reflects, in large part, the influence of different pragmatist and progressive education theorists ranging from John Dewey (1916) to Malcolm Knowles (1970). Such an approach stresses the importance of learner autonomy and responsibility for the learning process, and attributes greater value to the learner's experience and knowledge in the classroom.

In the traditional teacher-centered approach, the emphasis is on the transmission of knowledge from teachers to passive recipients. If we believe that the knowledge the teacher possesses is infallible, and if we believe education takes place
only by way of a transmission of such knowledge from teachers to students who initially have no knowledge, then the teacher must be vested with a great deal of power over students for education to take place at all. Students must uncritically defer to the teacher's intellectual and political authority in the classroom, accepting what they are told and doing as they are told in order to receive their teachers' knowledge. They have little knowledge of their own to contribute to the education process, and little with which to question legitimately what they are learning. The result of accepting such beliefs on teacher authority are an unacceptably passive and unequal role in learning for students, who are left with very limited opportunities for creative expression in the classroom. Worst of all from a student-centered learning perspective in English teaching, students have little chance to become inquirers, or self-directed learners (Paul, 2003, p. 24). For some education theorists, the path to a more student-centered, democratic style of learning is clear if transmission theories of learning and their associated concept of teacher authority are rejected.

In *The Modern Practice of Adult Education* (1970), Knowles presented in a clear and uncompromising form the epistemic rationale for modern education strategies that have rejected
transmission theories of learning and advocated a student-centered learning practice. Knowles writes:

So it is no longer functional to define education as a process of transmitting what is known; it must now be defined as a lifelong process of discovering what is not known. What children should learn is not what adults think they ought to know, but how to inquire. That is why traditional pedagogy is irrelevant to the modern needs for the education of both children and adults. (1970, p. 38)

As students' confidence increase and both teacher and students are willing to foster shared decision-making in classes, there is more chance of them becoming self-directed and motivated enough to have input into the direction and composition of classroom activities. In such circumstances, teachers' roles as facilitators will be much more prominent.

On the other hand, the imparting of practical knowledge and the learning of technical knowledge within a practice is bound up with practice in the literal sense. Students experiment with what they are learning from instruction, and discovering from exposure to the examples that teachers and other more skilled students are setting. It is only through such experimentation that students can
become knowledgeable, experienced practitioners of a skill, just as apprentices become skilled in a practice through hands-on work that follows the example of their masters and mistresses.

5.1.1. Responsibilities as facilitators

The two important responsibilities for English teachers as facilitators of learning are to foster a practice-based language study environment, with orientation towards what Knowles terms "more participatory experiential" techniques (1970, p. 45). These include planning group work activities in discussions, games and role-plays, preparing listening, reading and writing activities that connect meaningfully with students' felt needs and with pedagogical aims, as well as allowing more spontaneous conversations to take place. In all of these interactions students have opportunities to discover and fine-tune linguistic habits. They can experiment with these habits, undergo the consequences of their actions in the comprehension, incomprehension and corrections they receive from their interlocutors or teachers, make adjustments in light of those consequences, and draw inferences about improved performance in future interactions.

In this sort of classroom practice, there is scope for mutually undertaken evaluation with the teacher devoting her "energy to
helping the students get evidence for themselves about the progress they are making towards their learning goals" (Knowles, 1970, p. 43). Nonetheless, the teacher should take a leading role in modeling linguistic practice, and in providing instructions, corrections and guidance towards learning goals – albeit with less frequency as students' proficiency increases. A second, related responsibility for teachers is to help "the students exploit their own experiences as sources for learning" in the planning and conduct of lessons (Knowles, 1970, p. 53). For example, felt needs arising from students' prior experience, such as a desire to remedy an English language deficiency in a career where English has become a vital skill and can play a major role in setting class learning goals. Prior experiences of difficulties with some aspect of English communication, and evaluations of those difficulties, can inform decisions about which problem areas to request teachers to focus upon in classes. Insights from past experiences of English language and intercultural communication can make positive contributions to lesson content, in the form of students' anecdotes, observations, and role play and discussion suggestions.

Finally, students' growing knowledge of a language can help them contribute to discussions about problem areas in grammar
and practice. All of these contributions can influence the direction lessons take and give added significance to their content; often in ways that teachers cannot anticipate.

5.1.2. Motivation—A key factor in the success of language learning

In recent years, many methodologies of English language teaching have been introduced in India, such as Audio-lingual Language Method, Community Language Learning, Communicative Language Teaching, Task-based Learning, etc. However, each method has its own advantages and disadvantages. When the methods are applied properly, they will be more efficient; on the contrary, if the English levels and the situations of the students are ignored, and just use one of the methods mechanically, the teaching will be less efficient. Regardless of the method, motivation is the most important aspect in ELT. Motivation has been widely accepted by teachers and researchers as one of the key factors that can influence the rate and success of foreign language learning. Teaching method is a form, and the purpose of taking a teaching method is to stimulate the students’ motivation in ELT.

White (1959) introduced the notion that human motivation was driven towards competence that was reinforced by feelings of
efficacy following success. Gardner and Lambert (1959) were pioneers in establishing significant and independent relationships between motivation, attitude and second language acquisition. However, Ellis (1985) notes that motivation and attitude are often indistinct in the literature. Based on Lambert's (1976) claim of a linear relationship attitudes affect motivation which in turn affects Second Language Acquisition (SLA), attitudes were said to have an important but indirect effect on SLA. This was further supported by Brown's (1983) research which found that learners' attitude toward learning situations affected their degree of success. Schumann and Schumann's (1977) review of diary studies contend that learners can have negative attitudes towards a learning situation if the teacher's agenda differ from the learners.

Motivation is defined in different ways by different researchers, but they seem to agree that motivation is responsible for determining human behavior by energizing it and giving it direction. One of the most general and well-known distinctions in motivation theories is that of intrinsic versus extrinsic motivation—as Vallerand (1997) reports. Intrinsic motivation deals with behavior performed for its own sake, in order to experience pleasure and satisfaction such as the joy of doing a
particular activity or satisfying one's curiosity. Extrinsic motivation has traditionally been seen as something that can undermine intrinsic motivation; several studies have conformed that students will lose their natural intrinsic interest in an activity if they have to do it to meet some extrinsic requirement. However, research has shown that under certain circumstances—if they are sufficiently self-determined and internalized—extrinsic rewards can be combined with or can even lead to intrinsic motivation. In language learning, motivation usually refers to students' desires and efforts to learn.

However, in India, most students are affected by a lot of extrinsic motivators. Most parents enroll their children in English medium schools as speaking in English is a status symbol and good communication skills in English is required for better job opportunities. These factors can just be seen as extrinsic motivation. None of them increase the level of true motivation that is desired in the language classroom. True motivation can be described as "the extent to which the individual works or strives to learn the language because of desire to do so and the satisfaction experienced in this activity" (Gardner, 1985). It is important for the language teacher to recognize the significance of motivation and make good use of it in teaching practice.
Students need an experience in the language classroom which will promote favorable attitudes towards learning, "It is this favorable attitude, combined with diligent effort that composes true motivation" (Megan Downs, 2001, P. 30).

Motivation is one of the most important factors in language learning, which is why teachers of foreign language have always tried to find new approaches or strategies that introduce practical uses of EFL in the classroom. "Motivation provides the primary impetus to initiate learning foreign language and later the driving force to sustain the long and often tedious learning process. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough to ensure students achievement. On the other hand, high motivation can make up for considerable deficiencies both in one's language aptitude and learning conditions (Zoltán Dörnyei, 1998, p. 117).
Motivation and L2 learning

- Both integrative and instrumental motivations may lead to success, but lack of either cause problems.
- Motivation in this sense has great inertia.
- Short-term motivational towards the day-to-day activities in the classroom and general motivations for classroom learning are also important.

Teaching implications

- Recognize the variety and nature of motivations.
- Work with, not against student motivation in materials and content.

Fig: 5.1 Proposed by Vivian Cook in *Second Language Learning and Language Teaching*, 2001.

Vivian Cook demonstrates a direct link between motivation and L2 learning as depicted in the box. There are certain factors that stimulate students’ motivation:

a) **The proper teaching method:**

Proper teaching methodology can increase students’ motivation. The teacher should be aware that the method he employs will have some effect on the students’ motivation. For example, in the Communicative Language Teaching context, students’ initiative
and creativity are brought about as they deeply involve themselves in a variety of interesting and challenging learning tasks that require speaking, listening, reading, writing and thinking. Students work cooperatively and learn from each other. The teacher is a facilitator rather than a director and helps them in any way that motivates them to learn. This result is not only an overall motivational climate which further facilitates learning but also a harmonious interpersonal relationship between the teacher and the students.

b) The practical teaching materials:
The English reading materials should include a lot of interesting activities pertaining to practical current affairs, interesting anecdotes etc. Linguistically, English language learning has the purpose of communication. They will be extremely happy to communicate with others about things that interest them, they will be comfortable speaking and they would concentrate on the content of the topic and not on making errors. So topics such as sports, the policies of the government, the celebrities and so on, might motivate the students to communicate. This can also stimulate their motivation to read widely. This purpose of using practical teaching materials is to arouse the students' interest to learn foreign language well. Furthermore, local or international news in the target language is very helpful for students to learn
English. English materials form leading newspapers and magazines like, The Hindu, Time of India etc and The Week, India Today etc will be very useful and interesting for learners to read and discuss in the classroom. It is much better if the learners already know the information or at least understand the headlines, because it is possible to introduce some lexical items whose meanings may be inferred from the context. Teachers must always motivate the learners to use English when they discuss these issues in class not only with the teacher but even among the students.

c) The relationship between the teacher and the students:
Good rapport between the teacher and students is very important. If the students love their teacher, they love the class, and they want to learn it well. Therefore, this can arouse their motivation in foreign language learning. On the contrary, if the students are not comfortable with the teacher, they will have no interest in the course, and even refuse to learn. This can make a psychological resistance. So the teacher should set a good example to the students and get along well with them. A good teacher should possess the following qualities.

- the teacher should make his classes interesting and vivid.
- the teacher must be fair, treat his students equally and as far as possible understand and act on aspirations of his pupils.
• the teacher himself should be a model speaker of the target language.
• the teacher should be a skillful organizer and good at stimulating the students into the activities of the target language (Harmer, 1983, p. 6).

d) Success in language learning:

Burstall says, "In the language learning situation, nothing succeeds like success" (McDonough, 1981, p. 153). Success or lack of success plays a vital role in the motivational drive of a student. Both complete failure and complete success may be demotivating. So in the English learning class, the goals and tasks should be set not too difficult or too easy and most of the students can be successful through their hard work. The activities which are beyond their abilities may have a negative effect on their motivation. It is also true that activities aimed below the level of the students are demotivating. So the teacher has to take great care in selecting activities which will challenge the students at the proper level.

e) Having a communication purpose:

Once the teacher has provided a class in which students are acknowledged and understood, and have confidence in their ability to succeed, the language teacher can continue to strengthen the students' motivation by providing classroom
activities which contain a practical communicative purpose. The purpose is to allow learners to behave as if they are using the language to communicate in real life situations. They talk about topics which they are interested in and like. In these activities, each student has something to do, so he is ready to take part. The most important thing is participation, because everyone tries to show their knowledge and they can learn from each other. It provides circumstances for active learning. According to Chomsky’s “communicative competence”, intrinsic motivation will spring from an interest in what is being communicated by the language. The use of English is regarded as the right way to learn English. Language teachers can orchestrate communicative activities for students in the classroom. These activities, such as pair work, group work, and so on, are essential to give each student the opportunity to practice.

5.1.3. The outcome of motivated experience

Motivated experience results from the exposure of learners to tasks which enables them to satisfy particular needs and hence gives rise to feelings of satisfaction when the objective is attained. Motivated experience can be promoted by providing the means by which a learner’s needs may be satisfied. The teacher should provide a presentation which directs the learner’s interest,
and hence attention, to those factors which will prove to be most rewarding. In order to do this, the teacher should outline the purpose of the instruction and its importance to the learner. Once the learning process has started, interest may be maintained by feeding back progress reports in the form of knowledge of results and by giving praise and reward for correct responses. The presentation should include a variety of teaching media while curiosity may be promoted by using discovery learning techniques where possible. The class should be kept busy, and an element of healthy competition maintained. High-class morale will result from such practices. Language is acquired most effectively when it is learned in a meaningful social context, offering students the opportunity to communicate about what they know as well as about their feelings and attitudes. Moreover, interesting content taught in authentic, meaningful context provides motivation for learning the communicative functions of the language. Teachers should bear in mind those formal and functional characteristics of language change from one context to another.

Building students' confidence in their language abilities is the most important aspect in teaching English as a foreign language. Their confidence or lack of it turns into frustration and lack of motivation to continue their ongoing learning
process. Undoubtedly, teachers need to encourage students' interests in language study beyond the classroom. This particular aspect of language teaching is one that every English teacher has to deal with. It is well established fact that if a student does not study at home or outside of the classroom, they will simply not learn to speak or have full communication in the language. So it is imperative for the teacher to encourage and build their students' interest in the language beyond the classroom. Since English is an international language, teachers must provide a global perspective. The teacher must expose their students about the use of the language internationally.

The more interested learners become in what the teacher is saying or doing, the more attention they will devote to it and the better they will remember it. If the learner is to remember what is being taught, the material relating to the lesson should be presented in such a way that the mental images are easily formed. Once formed, the images may be reproduced at a later date to enhance subsequent extensions to that already learned or to aid recall. The presentation of material should allow the learner to use as many senses as possible rather than to rely on passive learning methods. Where appropriate, the learner should be encouraged to see, hear, feel, taste or smell the objects under
discussion and preferably be made to describe them in their own words.

It is assumed that the learner will be highly motivated to learn and that he really wants to learn in order to fulfill a need or desire to acquire knowledge of the subject being presented. However, attitudes already held as a result of former exposure to the subject or teacher and other factors such as feelings, expectations, thoughts and possibly resentment, will affect the learner's perception at a given time. Mental or emotional state will influence interpretation of the learning situation.

Motivation therefore affects our perceptual experiences and the learner's perception of the instructional content will be evidenced by responses and resulting modification of behavior. In the classroom situation, the teacher must create a suitable learning environment which incorporates elements designed to attract the learner's attention, and which provides the means by which needs may be fulfilled. The learner should be made aware of the links between the immediate behavioral objectives and the overall aims of the instruction, and also the benefits to be derived in the long run. Appreciation, competition, challenge, ego-involvement and examinations all serve to arouse interest
and stimulate the learner to greater efforts; but probably the most important influence is the standard set by the teacher. The standard should not be too easy to achieve, but should be difficult enough for the learners to attain – if they try.

The key to an enjoyable experience in language learning is the direct involvement of the student. Seldom, if ever, should a day go by in which he does not actively practice listening, speaking, reading, and writing in the target language. A teacher’s main job is to motivate everyone to participate in these activities. Their increased level of interest and motivation will reward a teacher for the additional time and energy he/she spends in planning student involvement.

5.1.4. Language teacher as the chief motivator

Perhaps more than any other teacher, the foreign language instructor is not only a teacher, but a motivator. Students will participate if they sense enthusiasm and fresh ideas originating with the teacher. Of course, there is no one right way to teach a foreign language, no single approach to follow every day. A teacher will need to do a great deal of pre-planning to organize lessons around usable vocabulary and appropriate themes. Success as an English language teacher demands a commitment to
searching for the most dynamic and interactive method of presenting each lesson. Regardless of the methods a teacher uses, the teacher must try to expose students to as much of the target language as possible. Research has established that the student who is exposed to the spoken language in a meaningful context outperforms the student who uses it only in drills and written exercises in class. Learning a foreign language enables students to relate to other cultures, expand their employment and witnessing opportunities, and sharpen skills in their own language. Many students, however, are not motivated to learn because of the boredom that often characterizes the English language classroom. Yet an English teacher has the potential to teach young people through creative, engaging experiences.

5.2 Need for Establishing Rapport

Rapport is a difficult concept to describe and involves many facets, such as respect, regard, concern, harmony, solidarity and affiliation. If the rapport can be established, the group will see eye to eye and a bond of union will be forged. This will result in the group acquiring a sense of belonging, a team spirit and good relations and this will result in the smooth pattern of interaction.

Random House Dictionary (1987) defines rapport as "an especially harmonious or sympathetic connection". Establishing
rapport with students is not likely the result of any single act. Rather, rapport is more likely the result of many things done consistently right. In this sense, rapport may be thought of as an emergent property of teaching, or, for that matter, any kind of social relationship. In general, teachers must do two things for rapport to develop. First, a teacher must extend students a warm and friendly invitation to join the "community of learning" that he/she attempts to establish in his/her classrooms on the first day of class. Second, a teacher must adopt this demeanor every day, in or out of class, and irrespective of the myriad problems that may develop over the course of the term.

Toward this end, Joseph Lowman (1995) argued that teachers must minimize the extent to which students experience negative emotions, such as anxiety and anger, and must attempt to create positive emotions in students such as self-efficacy and positive self-worth. This approach will help students feel that their teacher cares about them, encourage them to become motivated to do their best work, and think of their teacher in highly positive ways. The positive effects of rapport do not stop with students—they affect teachers as well. As Lowman noted his 1995 book, *Mastering the Techniques of Teaching* "...most college teachers enjoy classes more when they have good personal relationships
with their students, and this satisfaction has a beneficial effect on the quality of their instruction" (p. 98).

Rapport could be viewed as follows: (i) the extent to which students accept or "buy into" the goals the teacher has spelled out to the class, (ii) the student's ability to work toward these goals, (iii) the teacher's ability to care genuinely for students and to nurture their learning, and (iv) the student and teacher "connecting" emotionally and students' motivation to participate actively in their education. As such, rapport is both process and outcome. It is a process because it involves a series of steps a teacher takes that must occur for rapport to develop. It is an outcome because it emerges only when the appropriate components are present in teaching situations, leading to more effective teaching. Central to this alliance between student and teacher is trust. Consider the point that Stephen Brookfield makes in his 1990 book, *The Skillful Teacher*:

Trust between teachers and students is the affective glue that binds educational relationships together. Not trusting teachers has several consequences for students. They are unwilling to submit themselves to the perilous uncertainties of new learning. They avoid risk. They keep their most deeply felt
concerns private. They view with cynical reserve the exhortations and instructions of teachers. (p. 162).

Clearly, such trust contributes to building rapport, enhancing motivation, and stimulating learning. If teachers wish students to join them as members of the community of learning, they must demonstrate to their students that they can be trusted.

Parker J. Palmer's concept of "connectedness" is reflected in his book, *The Courage to Teach* (1998), wherein, he argued that good teachers strive to forge connections between themselves and their subject matter and between themselves and their students. Such connections are the result of the individual "identity and integrity" of the teacher as it is expressed through whatever medium the teacher uses to teach. In Palmer's words (1998):

> ...in every class I teach, my ability to connect with students, and to connect them with the subject, depends less on the methods I use than on the degree to which I know and trust my selfhood-and am willing to make it available and vulnerable in the service of learning. (p. 10)

Thus, teaching reveals our humanity, how we choose to define ourselves in our work, and the manner in which we relate to our subject matter, to our students, and to the larger world around us. If one wishes to "connect" with students-to establish rapport with
them-one must expose at least part of one’s self to one's students. To the extent that we are successful in this endeavor, we create an environment conducive to effective teaching, and by implication, effective learning.

5.2.1. The role of rapport from students’ perspective

The scholar attempted to understand the role of rapport from the students’ perspective and also to investigate how students experience rapport and how effective it is in the process of learning. To gain a bit of insight into this matter, the scholar spoke to the students in an informal way to elicit responses for the three questions (i) the extent to which they have experienced rapport in their classes; (ii) the things that teachers do to develop rapport with them; and (iii) how rapport affects their academic behavior.

Very few students felt the teachers tried to establish rapport with the students. But the students surprised the scholar by listing out factors which they felt contributed to establishing rapport between teachers and students. The students expected their teachers to have a sense of humor; to be available before, after, or outside of class; encourage class discussion; show interest in them, know students' names; share personal insights and experiences with the class; relate course material in everyday
terms and examples; and understand that students occasionally have problems that inadvertently hinder their progress in their courses. Finally, the students also told the scholar that the most common positive effects of rapport on their academic behavior were, in order: to increase their enjoyment of the teacher and subject matter; to motivate them to come to class more often, and to pay more attention in class. Thus, rapport seems to facilitate both student motivation for learning and their enjoyment of the course, and enhances student receptivity to what is being taught.

Student-teacher relationships in the classroom are one of the most important factors in the learning process. Little or no learning can take place unless the students want to learn. The general assumption is that the majority of students enter a classroom with a desire to learn something, this being an intrinsic characteristic of the human race. The outcome depends largely upon the teacher, who can make or mar the lesson by his apparent attitude towards the students. Similarly if the students cannot identify themselves with the teacher, the result can be disastrous.

5.2.2. Means of establishing rapport

The ability to establish rapport rests upon the teacher's demonstration of a sympathetic attitude towards the group and on
its showing willingness to follow the teacher’s lead. Mutual cooperation and support is the keystone of success. A teacher’s personality traits govern, to some extent, his ability to encourage rapport; but a trait is yet another elusive concept. One school of thought holds that a personality trait is a mental structure based upon consistent behavior in a large number of different situations. This would suggest that a teacher is always easy-going or aggressive, or persevering, with every group, every lesson. Another theory suggests that there is no constant trait but that behavior depends upon past experiences with different groups.

Possibly the best means of establishing rapport is to exhibit a firm, fair, warm and friendly attitude and to show empathy towards the students. Attention should be paid to making eye contact with every student in the class and speaking in a pleasant tone of voice. All the students should be treated as equals, within limits, and attempts made to break down social barriers. A keen interest should be taken in listening carefully to responses from the students when accepting answers, and if an incorrect response is received, anxiety should be reduced by preserving the respondent’s self-esteem.
Hence, it is easy to see how rapport-building contributes to creating a context for establishing a positive emotional classroom atmosphere and helping students learn. After all, most students view their English classes as much more than mere intellectual exercises. They often develop strong feelings about their courses and their teachers, which may be positive or negative, depending on whether those teachers take steps to build rapport or to alienate them. By not actively seeking to build rapport, we may unwittingly alienate our students.

The risk of unintentionally alienating students is particularly high in large classes—say those of 50 or more students. There seem to be just too many names, faces, and lives to get to know; thus, a teacher might assume from the outset that building rapport in a class like this is impossible. But conscious efforts must be taken to establish a rapport regardless of class size. After all, behaviors such as making good eye contact, telling a joke or two, or exuding passion for one's subject matter is not constrained by how many students a teacher has before him.

5.3 The Use of Appropriate Language in Teaching

In his book *Rationalism in Politics* (1962), the British philosopher Michael Oakeshott developed a useful distinction between kinds of knowledge in practices. This distinction shows...
clearly what types of knowledge language teachers impart or teach to students. A practice is a coherent, interdependent set of skilled habits that possesses a continuous identity through time. Successful observance of its habits requires commitment to tacit norms of behavior and often (but not always) explicitly stated rules and techniques of competence that have evolved within the history of that practice.

In all practices, including arts, sciences, sports, or languages, Oakeshott claimed that there are two kinds of knowledge: technical knowledge and practical knowledge. Practical knowledge comprises the habits and skills of usage—the unreflective "ways of doing things" that are particular to a practice. According to Oakeshott, "Its normal expression is in a customary or traditional way of doing things, or, simply, in practice. "Such knowledge is not directly "taught nor learned, but only imparted or acquired" (1962, pp. 10, 11). The practical knowledge of a language includes its characteristic pragmatics, the tacit norms and etiquette governing communication, pronunciation habits, appropriate uses of vocabulary and the habitual and idiomatic ways of communicating in a language, many of which are difficult or impossible to put into rules.
Learners acquire such knowledge in language by example, by fluent second language speakers, in this case, the English teachers, who impart it to them and as they practice and refine their skill in it. Through exposure to teacher talk in classrooms, a language learner can "pick up" by example a sense for when and where certain ways of speaking are considered acceptable or unacceptable. He will also pick up a sense for the appropriate uses of idiomatic language. All of this takes place through (1) observation of and interaction with the English teacher, and (2) practice modeled on the teacher's example and subject to the teacher's correction. The degree to which he acquires this knowledge is conditioned both by his capacity to build and refine a linguistic map that accommodates itself to and assimilates new knowledge, and by the language skills of the English teachers who are imparting that knowledge. It is, however, very difficult to acquire this sense for appropriate usage from textbooks or dictionaries. It is the English teacher who must facilitate the process of language acquisition.

Technical knowledge of a language, on the other hand, comprises those aspects of language practice that can be put into rules. Oakeshott wrote: in the case of languages, grammatical rules, conventions, and stock, formulaic expressions comprise their
technical knowledge. Unlike practical knowledge, this form of knowledge is not imparted, though it can be transmitted and learned directly, by means of instruction, rote-learning and the study of textbooks. In language classrooms teachers and students do not often consciously experience the distinction between technical and practical knowledge. They are intermixed in the usual run of things: as Oakeshott put it, they are "distinguishable but inseparable" (1962, p. 10). A commonplace illustration of this intermixture is someone instructing a person in a new skill at the same time as she is demonstrating it. While the learner is taking in explicit instructions in the skill's performance, he will pick up an intuitive sense for how to perform some unspoken aspect of that skill. He may do so without either himself or his teacher realizing it (Oakeshott, 1962, p. 11)

Nonetheless, Oakeshott claimed that technical knowledge is not derived from practical knowledge. The technique of a practice comprises whatever aspects of that practice can be or are formulated into rules. Its practical knowledge, on the other hand, "cannot be formulated in rules" (1962, p. 8). It is clear that the relationship between technical and practical knowledge in a language is, ultimately, a derivative relationship. Grammatical rules, conventions and formulae are partial abstractions from
what generations of grammarians, linguists and teachers have considered being "best" language practice. They cannot be anything more than a partial abstraction of language habits, for there is much in language practice that cannot be put into explicit rules.

5.3.1. Language teachers must be skilled practitioners of the language

Unlike Oakeshott, the scholar prefers to say that technical knowledge comprises those aspects of a practice that have already been articulated from general usage. They function to guide students in learning those aspects of language use that can be learnt directly, and to provide standards for evaluating language use. However, it is the nature of practical knowledge that it is flexible and adaptable in use, and subject to continuous change. As an increasingly internationalized language, English is especially characterized by these traits. It is clear that linguistic knowledge is transmitted and learned--skilled speakers and teachers teach it or impart it to learners, who acquire it by example and learn it directly.

However, irrespective of whether teachers are native speakers or skilled second language speakers themselves, there is reason for thinking that as educated practitioners of the language, they have
(or ought to have) a high level of practical knowledge in its pragmatics, registers, appropriate vocabulary use, and in its reading and writing skills.

They should also have the special ability to communicate English as "comprehensible input" to students; that is, to "rough-tune" their classroom language and reading materials to students' comprehension levels (Krashen & Terrill, 1983, pp. 34-35). The English teachers are exemplary agents in this process of language learning, especially in English as foreign language classrooms, where access to the target language outside of the classrooms is much more limited.

Teachers' grasp of the technical knowledge of a language gives added reason for recognizing them as such potentially exemplary, authoritative agents. Of course, students who have previously studied English through the grammar translation method in their high school system can arrive at an adult classroom with high technical knowledge of its grammar. They may even be able to remedy deficiencies in their teachers' knowledge in classroom grammar discussions. However, teachers' possession of practical and technical knowledge permits them to model usage, in incidental teacher talk, in written and spoken presentation and in
drills. It also allows them to formalize aspects of usage just beyond the students' current levels of competence, and provide critical feedback to students' performance, through reference to general evaluative standards. Teachers' ability to refer to and articulate such standards in evaluating practice provides students with guidance in their progress, and with a measure of the progress they have already achieved. Teachers need far more sophisticated insight into the implications of the language they use, and they should recognize the linguistic and conceptual difficulties experienced by students. A 'register of language should be built up to suit the teaching environment and the verbal exposition pitched at a level to suit the students.

5.4 Understanding Learners' Needs

Most people want to succeed, both in life generally, and in specific areas of challenge. The learner in an instructional situation shares these common needs. Learners come to the classroom with certain needs and expectations which they hope to fulfill. These expectations include social needs, such as taking an active part in group activities and competing with others, and intrinsic needs, such as the need to make progress, to satisfy curiosity and to perform a task well. The teacher should be aware of the learner's needs and should consider how these may be
fulfilled during the time at his disposal in the practical teaching situation. In India for many years syllabus-designers have ignored the importance of satisfying the learners' needs. Very often the syllabus would be influenced by the administrators and community members with the result that neither the teacher nor the students would feel satisfied with the courses available in the educational institutions.

The term needs analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students. Formal needs analysis is relatively new to the field of language teaching. However, informal needs analysis have been conducted by teachers in order to assess what language points their students needed to master. In fact, the reason why different approaches were born and then replaced by others is that teachers have intended to meet the needs of their students during their learning.

Richards and Rodgers define needs analysis as:

"concerned with identifying general and specific language needs that can be addressed in developing goals, objectives
and content in a language program" (Richards & Rodgers 1986, p. 156).

Nunan (1988a: 14) states that for a needs analysis, "information will need to be collected, not only on why learners want to learn the target language, but also about such things as societal expectations and constraints and the resources available for implementing the syllabus." He defines two types of needs analyses: a learner analysis ("what background factors are the learners bringing to the classroom?") and task analysis ("for what purposes is the learner learning the target language?"). In addition, a "means analysis", or analysis of learner styles based on subjective inquiry into how students like to learn best (Nunan 1988, p. 78) can aid in finding out how to approach the material which needs to be learned.

Needs-analysis therefore concerns itself with the identification of the areas and purposes for which English would be needed by the learners. Its importance and validity for language teaching has been stressed by experts in curriculum development and syllabus-design. English and Kaufman (1975) tell us that needs-analysis is required to overcome the difficulties regarding our means and ends in Target Language Teaching (TLT):
If some procedure like needs assessment is not adopted . . . we will (be) plagued by problems. Some of these are: confusions of means and ends, uncertainties over which problems are most acute . . . and a susceptibility to adopt new things before we really know what they are designed to do and what they will do when applied to (English and Kaufman 1975:62).

5.4.1. Needs analysis and ELT

If an ELT program has to be successful, it must develop proper criteria for identifying the participants and their language needs, selecting proper materials and designing effective classroom activities capable of making students communicative in both predictable and unpredictable needs. This involves a step-by-step process of defining and redefining learning objectives as clearly envisaged in the following diagram.

The nine steps in Figure 5.2 indicate the complexity that goes into designing courses which are need-based. They are interactive in nature as all of them are essential in making learning meaningful in the classroom. The identification of the learner (step 1) leads to the analysis of his language needs (step 2) which forms a basis for identifying the content of the course and the skills to be developed in the classroom (steps 3 and 4).
As a result of the identification, the materials of teaching and teaching methodology get shaped in accordance with the level of proficiency that learners possess at a given time (steps 5-7). An important aspect of this type of teaching is the treatment of errors which learners commit during the process of learning. They are an important source of feedback to the success and/or failure of the teaching program (steps 8 and 9).

Fig: 5.2. Needs Analysis
5.4.2. Needs analysis of PG students in Coimbatore

The scholar probed into the needs of the postgraduate students in Coimbatore. The informants were the postgraduate students, from rural and urban colleges. They belonged to different disciplines, broadly categorized as 'Humanities', 'Sciences' and 'Commerce'. Most of them came from English medium schools. The students belonging to these disciplines had language needs which could not be satisfied by the courses offered in the colleges. The students were of the opinion that the present syllabi do not prepare them for 'speaking skills' which in their opinion is their primary need. From their responses to their present and future needs and what their present needs actually are, the syllabus and the teaching methodology did little to improve their speaking skills, be it in school or college. It is obvious that to a large extent that any course designed to improve the communication skills of the students must strike a balance between learners' present and future needs and between their actual needs and needs as perceived by them. Without such a blend it may be impossible to motivate them to learn.

On cross-checking the responses to various items, even the students who feel that they already know enough English still require the help of teachers to speak intelligibly. They need help
to speak even on simple topics about their personal lives and their preferences. The students totally lack the ability to face complex situations, where a high degree of formal language would be needed, like interviews, debates, group discussions and in drafting official and business communications. A course meant for these learners cannot ignore these needs.

The scholar found a very strong correlation between learners' present level of achievement in English and their own perception of their need for help from the teacher of English. It is also evident that for the majority of the students, the most pressing present needs are speaking fluently in English, while their future needs relate to their success in interviews and professional lives. Students wish their teachers to help them primarily with speaking as they are very much aware of their deficiencies in speaking and they are extremely keen to remedy this situation.

5.4.3. Teachers should focus on learners' needs

Teaching is not primarily telling. It's helping other people learn. That means the focus is on the learners, not the teacher, students learn best through experiencing something themselves, so when a teacher is striving to teach something, the teacher is constantly trying to
• Get into the shoes of the learners so that the teacher can better understand where they are and what they need from the teacher to learn the subject under study.

• Develop learning experiences in which the students are trying to do something with the insights or skills involved.

• Help students realize what they have learned to increase their comfort and confidence in using an insight or skill in actual situations.

• Appreciate that students do not have one set, definite way of demonstrating that they understand or know something. Each student should be considered as an individual.

5.4.4. Current concept of needs analysis

Different approaches to needs analysis attempt to meet the needs of the learners in the process of learning a second language. Not a single approach to needs analysis can be a reliable indicator of what is needed to enhance learning. A modern and comprehensive concept of needs analysis is proposed by Dudley-Evans and St. John (1998: 125) which encompasses all the above-mentioned approaches. Their current concept of needs analysis includes the following:

• Environmental situation - information about the situation in which the course will be run (means analysis);
• Personal information about learners - factors which may affect the way they learn (wants, means, and subjective needs);

• Language information about learners - what their current skills and language use are (present situation analysis);

• Learner's lacks (the gap between the present situation and professional information about learners);

• Learner's needs from course - what is wanted from the course (short-term needs);

• Language learning needs - effective ways of learning the skills and language determined by lacks;

• Professional information about learners - the tasks and activities English learners are/will be using English for (Target Situation Analysis and objective needs);

• How to communicate in the target situation - knowledge of how language and skills are used in the target situation (register analysis, discourse analysis, genre analysis).

Today, there is an awareness of the fact that different types of needs analysis are not exclusive but complementary and that each of them provides a piece to complete the jigsaw of needs analysis.
5.5 Communicative Approach to Language Teaching

Teachers in all classrooms are expected to be knowledgeable and skilled practitioners, accountable for raising standards of achievement of all students in ways that will stimulate pupils' interests in learning. During the past decade significant changes have taken place in the field of language teaching and it has been acknowledged that the primary need of most learners is to speak fluently in the target language, in this case, English. The concept of Communicative Language Teaching (CLT) has revolutionized the teaching of English in the Indian classroom. As discussed earlier, the prime aim of the students at all levels is to speak fluently in English, but the emphasis in schools and colleges has been on the structures and lexical items, which have not yielded desirable results in enabling the students to achieve their goals.

5.5.1 Limitations of the existing teaching approaches

The scholar wishes to reiterate that the existing approaches and methods have not helped the learners to speak English fluently, and students in spite of several years of exposure to formal English teaching are deficient in the use of language, in normal communication whether in spoken or written form.
The scholar records the fact that the existing teaching approaches have not benefited the students as they are communicatively incompetent and lack the ability to be fluent in English. Students even after 15-17 years of studying in English medium institutions fail to impart and seek personal information like, describing where they live, or inquiring and making statements about their profession, expressing likes and dislikes, requesting others to do something and expressing agreement and disagreement.

Although much effort has been made to improve the teaching of English in India, the traditional grammar-translation method, careful explanation of word meaning and usage followed by drilling and mechanical exercises are still widely used in many contexts all over the country. However, during the last decade, a shift toward more communicative approaches of second language teaching around the world has led to a change in instructional styles allotting more classroom time for students to actively communicate with one another. This change reveals the principle that a communicative syllabus should combine structural, functional, and communicative aspects of the target language (Johnson, 1995), a fact that has so far been ignored by several English teachers in India.
5.5.2 CLT – A practical approach

However, The English teachers who spoke to the scholar endorsed the view that the essential aim of English teaching both in schools and colleges should be to develop the capacity of every pupil to use, understand and speak fluently, accurately, with a sufficient lexicogrammatical repertoire for meaningful communication to take place. The emphasis placed upon this aim is justified by the fact that pupils' command of language contributes fundamentally to intellectual and imaginative growth, and also to its emotional and moral dimensions. Moreover, developing competence in language is important to the pupil both as an individual and as an active member of society.

Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.
Margie S. Berns, an expert in the field of communicative language teaching, explains "language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their social roles are, why they have come together to speak)" (Berns, 1984:5).

Task-based language teaching can be regarded as one particular development within the broader "communicative approach". Communicative language teaching (CLT) has become the accepted orthodoxy theory of Teaching English as a Foreign Language (TEFL). Its theoretical base, according to Richards and Rodgers (1986/2000:71), includes these characteristics:

- Language is a system for the expression of meaning.
- The primary function of language is for interaction and communication.
- The structure of language reflects its functional and communicative uses.
The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

With this aim in mind, English courses should be constructed so as to ensure that students engage regularly and at suitable levels in worthwhile language activities which have four dimensions. They use, learn and practice the skills of language, they experience and reflect on imaginative works, and they build up knowledge of important concepts in language and literature; in so doing they acquire attitudes of interest and concern for meaning in language. These skills, experiences, concepts and attitudes constitute the basic objectives of learning and teaching in English. In an age of globalization, pragmatic objectives of language learning place an increased value on integrated and dynamic multiskill instructional models with a focus on meaningful communication and the development of learners' communicative competence.

If a communicative syllabus should combine all the above mentioned aspects, then, learners must be conscious of the structural or grammatical features of the target language, be able to associate those features to their functional usage, and have the
ability to use both forms and functions properly for establishing meaningful communication. This, as a result, calls for an eclectic approach in which teachers working as controllers, facilitators, and/or assessors should adopt various roles and use a wide selection of activities ranging from form-focused tasks to more informal and meaning-focused interactions whereby students are led to converge purposefully and successfully with one another.

Commonly accepted perspectives on language teaching and learning recognize that, in meaningful communication, people employ incremental language skills not in isolation but in tandem. For example, to engage in a conversation, one needs to be able speak and comprehend at the same time. To make language learning as realistic as possible, integrated instruction has to address a range of L2 skills simultaneously, all of which are requisite in communication. For instance, teaching reading can be easily tied to instruction on writing and vocabulary, and oral skills readily lend themselves to teaching pronunciation and listening.

5.5.3 Task Based Teaching – Integrated and multi-skill instruction
Integrated and multiskill instruction usually follows the principles of the communicative approach, with various
pedagogical emphases, goals, instructional materials, activities, and procedures playing a central role in promoting communicative language use. In fact, Richards and Rodgers (2001) note that, as long as instruction engages learners in meaningful communication and enables them to attain the curricular objectives, the range of models and teaching materials compatible with integrated language teaching is "unlimited". In task-based, multiskill instruction, with its focus on the development of language fluency, teachers believe it can increase learners' opportunities for L2 purposeful communication, interaction, real-life language use, and diverse types of contextualized discourse and linguistic features, all of which have the goal of developing students' language proficiency and skills.

According to Ellis (2003), the task-based teaching of L2 speaking skills has built-in opportunities for online planning that result in more accurate and complex uses of language. Ellis explains that carefully designed tasks can foster the development of various aspects of L2 oral production: Narratives and descriptions can be effective in fluency-focused teaching, and, for example, debates and problem-solving tasks can promote increased grammatical and lexical complexity in learner language use. Another
advantage of using tasks in L2 oral instruction is that task repetition affords learners an opportunity to accommodate the competing cognitive demands of fluency, accuracy, and linguistic complexity.

The explanation of Input and Interactionist Theory which Krashen emphasizes refer to using language to learn and then learning to use language. Krashen and other second language acquisition theorists typically stress that language learning comes about through using language communicatively, rather than through practicing language skills. That is to say, we acquire a language mostly as the result of using language in the process of communicative activities, not the result of conscious language drilling.

Therefore, in ELT we should design the activity with the modified task so that learners can naturally acquire language through the conversational interaction. Task-based language teaching can make language learning in classrooms closer to the natural route and may reach a higher rate of language acquisition because it provides learners with a clear communicative goal, interaction is needed to reach the goal, and comprehensive input can occur, and then language acquisition is facilitated.
Nowadays, more and more designers of communicative syllabuses have attempted to organize communicative language teaching around a specification of communicative tasks. Some classroom activities are often designed to focus on completing tasks that are mediated through language or involve interaction or negotiation of information and information sharing.

It should be obvious that the current interest in tasks stems largely from what has been termed "the communicative approach" to language teaching. Although it is not always immediately apparent, everything we do in the classroom is underpinned by beliefs about nature of language and about language learning. Among other things, it has been accepted that language is more than simply a system of rules. Language is now generally seen as a dynamic resource for the creation of the meaning. In terms of learning, it is generally accepted that we need to distinguish between "learning that" and "knowing how". In other words, we need to distinguish between knowing various grammatical rules and being able to use the rules effectively and appropriately when communicating.
5.5.4 Status of grammar in CLT

For some time after the rise of CLT, the status of grammar in the curriculum was rather uncertain. Some linguists maintained that it was not necessary to teach grammar and that the ability to use a second language would develop automatically if the learner were required to focus on meaning in the process of using the language to communicate. In recent years, this view has come under serious challenge, and it now seems to be widely accepted that there is value in classroom tasks that require learners to focus on form. It is also accepted that grammar is an essential resource in using language communicatively. Littlewood (1981), in his introduction to CLT, suggests that the following skills need to be taken into consideration:

- The learner must attain as high a degree as possible of linguistic competence. That is, he must develop skill in manipulating the linguistic system to the point where he can use it spontaneously and flexibly in order to express his intended message.

- The learner must distinguish between the forms he has mastered as part of his linguistic competence, and the communicative functions that they perform. In other words, items mastered as part of a linguistic system must also be understood as part of a communicative system.
The learner must develop skills and strategies for using language to communicate meanings as effectively as possible in concrete situations. He must learn to use feedback to judge his success, and if necessary, remedy failure by using different language.

The learner must become aware of the social meaning of language forms. For many learners, this may not entail the ability to vary their own speech to suit different social circumstances, but rather the ability to use generally acceptable forms and avoid potentially offensive ones.

5.5.5 Current teaching methodology & CLT – A comparison

Communicative tasks design has been proved to be effective in teaching a foreign language in promoting the learners’ competence in using the language to do things they need to do. Communicative tasks design offers a change from the traditional teaching routines through which many learners have previously failed to communicate. It encourages learners to experiment with whatever English pieces they can recall, to try things out without fear of failure, to express themselves with basic fluency and accuracy.
The scholar had the unique experience of implementing the communicative tasks, though within a limited time span. The scholar had the opportunity to observe the group dynamics of the students when they involved themselves in the tasks given by the scholar. The scholar was in a position to contrast two or more classes in different colleges which helped the scholar to understand how these learners used the communicative tasks to maximize their own learning potential. Therefore, effective communicative tasks design is very necessary. The scholar realized that as teachers of English as a foreign language, we should design our own communicative tasks in order to foster the learners' communicative competence.

Since the teaching materials for the students in India are not designed under a task-based syllabus, teachers should carefully design effective communicative tasks for the teaching units and implement them in class scientifically for the best teaching effect. So teachers of English should know the basic ideas about communicative tasks and task design, about how to design the components of the communicative tasks, and how to conduct activities when implementing them.
In Chapter IV, the scholar provides some ideas of how to design communicative tasks in order to achieve better teaching effects, by presenting sample tasks which the students genuinely enjoyed. The students were highly motivated and participated actively in all the activities, though their deficiency in English was a huge barrier in expressing their ideas. The students told the scholar it was a totally different experience and that the activities aroused their interest. The students felt that while responding to such activities, they focused on communicating their ideas and feelings and almost forgot their deficiencies. The students also felt that in such creative language environment they were able to learn English spontaneously.

Before attempting to teach, the teacher must know what he intends to teach. He must have a clear idea of the objectives around which his teaching plan has developed. He must also be aware of what his students are already able to do, and pitch his teaching at the right level. The diagram in Figure 5.3 as proposed by L. Walklin (1982) shows teaching as a system. The input is a lesson which depends for its success upon effective communication between teacher and students. During the lesson, teacher activity together with student activity, when combined, will produce a satisfying learning experience for all concerned.
Fig: 5.3. Class teaching system (Adapted from L. Walklin, 1992)
Hence, it is of great importance for a college English teacher to have a clear conception of the communicative tasks design and then to be able to design appropriate communicative tasks for different teaching materials and to conduct activities to implement these tasks in appropriate ways with different students. Also, it is crucial for a teacher to frequently reflect on their teaching beliefs and teaching practices so that they can make continuous progresses in their teaching.

5.6 Deployment of Resources
The teacher is generally considered as the chief source of knowledge. All successful teaching depends upon learning; there is no point in providing entertaining, lively, well-constructed language lessons if students do not learn from them. Adult learners have fully formed personalities and minds when they start learning the second language, and these have profound effects on their ways of learning and on how successful they are. Teaching methods usually incorporate a view of L2 learning, whether implicitly or explicitly. Communicative teaching methods require the students to talk to each other because they see L2 learning as growing out of the give-and-take of communication.
To be successful in the classroom, aids must supplement the teacher's work and should be flexible in their application. The teacher may have access to the latest multi-media teaching aids, but this will be of little use to a teacher who lacks the know-how that they require or who does not have the time to set them in the classroom. Before using any aid the teacher must be fully conversant with its operation and application. Aids serve to open up more channels of communication of information and create a variety of sensory impressions. When using the aids the teacher does not have to rely solely upon his talking and the students listening for the transmission of knowledge. Aids enhance the process of perception and retention and consequently improve the efficiency of learning. It is a well known fact that teachers, especially English teachers, have to constantly fight with boredom in the classroom. It is certainly difficult to maintain attention for periods longer than about fifteen minutes without involving the student in active participation. Aids serve to brighten up the presentation of a lesson and help to maintain attention. The management of schools and colleges must ensure that their intuitions are well-equipped and teachers must provide the best aid to learning for well-thought-out aids can act as effective substitutes.
A good aid helps to overcome the limitations of word-only communication. Aids help to form a focal point and attract attention and also arouse interest in the learners. Aids challenge within the limits of a learner's ability and invoke cooperation from them. Moreover, they help to supplement description and help to explain words and give accurate impression of the concept that the teacher wants to teach. Aids also promote retention and memory and stimulate imagination. Finally, teaching aids consolidate what has been learned and saves teaching time. The overall function of an aid is to supplement the teacher's exposition and help him to overcome the limits of verbal communication. The aids should provide experience which cannot be conveyed vividly and realistically by mouth. Generally, the use of aids goes a long way to providing a stimulating classroom environment, promoting a desire to learn and enlivening teaching. It is very important that the teacher uses the right aid, at the right time, in the right place, in the right manner.

5.6.1 **Types of appropriate teaching aids**

Teaching aids fall into two main categories: visual aids such as overheads; and interactive tools such as a video program or resource pack. The teacher should bear in mind that too much
material and too many different themes can serve to confuse the
class. It is best to stick to a few techniques and, perhaps, follow
one theme, example or case study.

Visual aids are visual representations which support
presentations in the form of text, cartoons, graphs, illustrations,
photographs. These can be OHP transparencies, handouts,
flipcharts, posters, objects etc. They help to break up the
monotony, providing a visual stimulant to reinforce what the
learners are hearing. The modern and flexible overhead projector
enables teachers to design their own text as well as pictorial
illustrations. The most high-tech version is the use of a data
projector, a computer and presentation software such as
Microsoft PowerPoint. When selecting visual aid technology the
teacher should be aware of their learners' expectations. With
overhead projection the look of the presentation can be very
professional as well as allowing individual tailoring that may
keep the learners' attention.

Overheads are also known as OHPs, slides and transparencies.
They are pictures or writing printed, written or drawn onto a
sheet of acetate. This can be placed on the bed of an overhead
projector and via light and magnification technology an image is
projected onto a white wall or screen. OHPs can be a very robust
and resilient form of visual aid as the technology is cheaper, less prone to break-down and glitches than computer technology, and as the teacher can write on blank transparencies, can be very responsive to classroom needs as when the teacher wants to elaborate on something. They are also more flexible as the teacher can change the order, and add or drop slides during a presentation according to need. The teacher should always test the equipment before the class.

Videos, DVDs and audio tapes can be useful ways of reinforcing, introducing or filling in detail on the subject being taught. These can be shown to the class as substitute for a lecture or presentation and used exactly the same way with the participants free to take notes as they choose. They can also be used more interactively as they can be used in conjunction with an exercise sheet which requires the class to fill in details from the visual/aural experience and time is allowed for discussion before and/or after the showing.
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Fig: 5.4. Senses used relative to aid employed. (Adapted from L. Walklin, 1982)

5.6.2. Technology as a useful aid

An increased emphasis on the acquisition of communicative language skills calls for language learning software that is speech-enabled and engages learners in interactive speaking activities. Developing this software is now feasible with the deployment of Automated Speech Recognition (ASR) on PC platforms. In the communication standard, speaking is still the key for effective communication. The intent is to have learners engage in realistic tasks rather than just practicing linguistic material.
There is consensus in the teaching profession that learning a second language is not only for cultural and literary knowledge but also, and primarily, for practical and/or professional reasons. Language is as much a skill in which the individual engages interactively with others as it is a tool to extract information from written or aural materials. Using the language implies that the speaker is able to progressively perceive, understand, present, negotiate, persuade, hypothesize, and interpret in that language. These functions of real-life communication can be represented in multimedia software for language learners. Computer Assisted Language Learning (CALL) provides a fantastic opportunity to provide help toward reaching the communication goal of the foreign language standards by incorporating available technologies in ways that promote acquisition of communicative competence.

One cannot rule out the advances in intelligent and adaptive technologies also offer a world of illusion, games, and simulations. Technology can stimulate the playfulness of learners and immerse them in a variety of scenarios. Technology gives learners a chance to engage in self-directed actions, opportunities for self-paced interactions, privacy, and a safe environment in which errors get corrected and specific feedback is given. Feedback by a machine offers additional value by its
ability to track mistakes and link the student immediately to exercises that focus on specific errors. Studies are emerging that show the importance of qualitative feedback in CALL software. When links are provided to locate explanations, additional help, and reference, the value of CALL is further augmented.

CALL systems that include ASR can help develop proficiency. Learners exposed to large quantities of speech from different native speakers will have a trained ear to better discriminate sounds and constructs. Learners who also get to produce speech will improve their speaking skills. Creativity and multidisciplinary partnership is the key to making CALL fully communicative.

The scholar advocates the use of audio visual aids in the classroom as they relieve boredom and mental fatigue by providing a focal point for attention. Movement against a backdrop of sound brings the subject-matter to life and involves the use of two senses. In general, the more senses involved in a learning situation, the better the learning outcome and ability to recall. Visual presentations backed by sound should be followed by discussion and some kind of practice. The purpose of audio visual aids is to introduce stimuli materials in a way which increases the impact of information being passed to the listener.
The aid serves to transmit amplify and distribute the message in a manner which is more reflective than straight-forward lecturing. Today, a great deal of effort is being devoted to curriculum development and to devising ways and means of improving the presentation of information. The role of audio visual aids as a supplement to chalk board, textbook and teacher's talk is growing in importance, and ready-made aids are easily available.

5.7 Role of Evaluation

No curriculum model would be complete without an evaluation component and it is universally recognized as an essential part of any educational endeavor. As evaluation is intimately tied to the rest of the curriculum, it will be affected by changes to other curriculum elements. For instance, any change to the goals and objectives of a given program must be reflected in the evaluation procedures which are used within that program. A major reason for carrying out assessment and evaluation is to determine whether learners are progressing satisfactorily or not, and, if they are not, to diagnose the causes and suggest remedies.

Traditionally, language testing has taken the form of testing knowledge about the language: grammar and vocabulary. However, there is much more to using a language than just
knowledge about it. Hymes (1974) argued that a language learner should not only have the ability to form correct sentences, but also to use them at appropriate times. The main purpose of communicative language tests is to assess the learner's ability to use the language in real-life situations. In testing speaking skills, the focus should center on producing the appropriate and meaningful messages rather than grammatical accuracy (Kitao & Kitao, 1996). For instance, for those EFL learners who learn the target language for specific purpose situations, the tests should reflect what they actually need and what is useful to apply in those specific communication situations, such as occupational or professional areas. While some learners do not have a specific purpose—such as those students who learn English as a required academic subject—the language tests for them can be directly focused on general social situations where they might have the chance to use English (Kitao & Kitao, 1996).

5.7.1 Purpose of assessment

The method used for assessing oral communication skills depends on the purpose of the assessment. A method that is appropriate for giving feedback to students who are learning a new skill is not appropriate for evaluating students at the end of a course. However, any assessment method should adhere to the
measurement principles of reliability, validity, and fairness. The instrument must be accurate and consistent, it must represent the abilities we wish to measure, and it must operate in the same way with a wide range of students.

Communicative language tests are those which make an effort to test language in a way that reflects the way that language is used in real communication; they focus on language meaning and function rather than language form. If students are encouraged to learn the target language through more communicative ways, it would make a positive effect on their language learning.

The role of the evaluators is extremely important in the process of oral language assessments. Not only does their professional judgment impact decision-making in scoring, but their reliability also influences the meaning and quality of the scores.

The test scores of oral language proficiency reflect how well the learner can speak the language being tested on a rating scale. The scholar in this case study has adapted a scale for the description of language proficiency consisting of a series of constructed level against which a language learners' performance is judged. The levels are commonly characterized in terms of what learners can do with the language (tasks and functions which can be performed) and their mastery of linguistic features (such as
vocabulary, syntax, fluency and cohesion). The teacher should be trained in the use of proficiency scales so as to ensure reliability and consistency in evaluation.

5.7.2 Parameters for assessment

The scholar attempted the IELTS and BEC rating scale for speaking which consist of an ascending series of levels, and each level provides a statement as a scale descriptor to describe what each level or score meant. One of the traditional distinctions between the holistic and analytic rating scales is that the holistic rating captures an overall impression of the speaker’s performance and assessed the speaker’s abilities to achieve a specific communication purpose. In a holistic scoring, the rater reacted to the speaker’s oral production as a whole: one score is awarded for his or her speech performance. Normally, this marked score is on a scale of 1 to 5, or even 1 to 10. Often each level on the scale is accompanied by a verbal description of the performance required to achieve that score.

On the other hand, an analytic rating assesses and captures the speaker’s performance on a variety of categories, such as delivery, organization, content, and language. The analytic rating tends to identify sub-skills such as grammar, vocabulary, pronunciation, and fluency. Generally speaking, the holistic
scales are more practical for decision, however, the advantages of the analytic rating are due to the detailed guidance that is offered to the raters, and the rich information as criteria is provided on specific strengths and weaknesses of the test-taker's performance. The scholar agrees with Bachman and Savignon (1986) that a holistic rating, along with an analytic rating, should be assigned to provide a precise profile of the learners' speaking ability.

At present, India has a very strict exam system which is in essence knowledge - rather than skill-based. Students' language competence is assessed only based on written exam papers where neither listening nor speaking skills are tested. This has had a substantial impact on teaching practices since, overall, teachers find themselves teaching to a test rather than helping their learners to develop their basic language skills. The consequence of this is that, although many students manage to get very high marks in English in their tests, most of them do not succeed in using the language to communicate effectively.

The inclusion of speaking tests would represent a positive increase in authenticity, however, because the test would better reflect the curriculum content. Moreover, including speaking tests could engage students to complete tasks interactively, and
such tests would be more interactive than the current examination. Introducing speaking tests in schools and college examinations would also have great impact on teachers and students. The scholar is aware that speaking tests require many resources such as administrators and raters, the inclusion of speaking tests might present problems in term of practicality, but teachers, curriculum developers and institutions should find ways to integrate speaking tests as that would greatly enhance the speaking skills of the students.

5.7.3 Skills assessed currently in schools and colleges

The scholar produces a pie chart which reflects the skills evaluated in schools and colleges. It is evident that speaking and listening skills are not assessed; the only test of their performance in these skills is their understanding of the lesson taught and speaking is required sometimes when they are questioned randomly to test their understanding. Evaluation in reading is also only based on their comprehension of the lesson from the point of examination. Writing is assessed only based on their capacity to reproduce what they have internalized and the examination does not require any creative writing on the part of the students, except perhaps in schools where they are required to write an essay or letter. It is not uncommon that in most
situations students are given stock essays to reproduce in the examination. Hence, students are not motivated to improve their communicative skills.

Fig. 5.5. The proportion of skills tested in schools and colleges

The abilities to listen critically and to express one clearly and effectively contribute to a student's success in school and later in life. Teachers concerned with developing the speaking and listening communication skills of their students need methods for assessing their students' progress. These techniques range from observation and questioning to standardized testing. However, even the most informal methods should embrace the measurement
principles of reliability, validity, and fairness. The methods used should be appropriate to the purpose of the assessment and make use of the best instruments and procedures available. Communicative language tests are those which make an effort to test language in a way that reflects the way that language is used in real communication; they focus on language meaning and function rather than language form. If students are encouraged to learn the target language through more communicative ways, it would make a positive effect on their language learning.

In retrospect, it could be said that an ideal situation for second language acquisition to occur would be to stress the importance of creating opportunities in the classroom for students to have to focus their attention on the language, of giving them vast opportunities to use the language for both meaning-focused communication and form-focused instruction, of their receiving enough instructional support from their teachers, and of creating a variety of authentic contexts that allow for full performance of the language.
5.7.4 Achievement in language teaching depends on a combination of factors

Only the most sanguine believers in the overall effectiveness of a particular language system would fail to acknowledge that achievement in foreign-language teaching, as in school subjects, derives ultimately from a combination of factors, of which methods of instruction may not be the most decisive. For, whatever the interpretation given to knowing a language, a language is something to be learnt, and learning can only take place when there is the will to learn and favorable conditions for the acquisition of knowledge. Such conditions as school organization, staff qualification, intellectual level, work habits and attitude of the pupils, size of the classes, and the time allocated to the subject are at least contributory factors in ultimate achievement.

Language is an interesting and exciting medium of communication. Teaching a language is still a challenging occupation. Since the nature of language and its complex operations are yet much to learn – the native language as well as a second or third language – the language teachers have an open field. They are free to experiment and innovate; they can appropriate what has proved successful in other times and other
places; they can repeat and refine what they have found to be effective their own circumstances with their own students; and they can share success and explore failures with their colleagues, learning much from each other.

Conclusion

There are some things every teacher can do to improve the quality of his instruction. In effective teaching nothing is more important than interest in and enthusiasm for his subject, mellowed by a bit of humanity on the part of the instructor. Students are far more perceptive than many of us realize. It takes them considerably less time to assess an instructor than it does the instructor to analyze his class.

When we think about the problems of teaching English, we are too often carried away by the frequent use of the active verb 'to teach', with very few exceptions, students are not taught by their teachers in any direct sense. Achievement in learning is the result of an intensive struggle of each individual with himself. The role of the teachers is to create a sense of conditions and an atmosphere under which a group of students can learn, that is, acquire an education that permits each student to play a self assigned role in society. More specifically, the role of the
teacher is to show the student what to study, to challenge, to encourage and to criticize in order to spur to further achievement.

Teaching is a complex set of attitudes, knowledge, skills, motivation and values. The improvement of instruction and learning requires an awareness of the complex relationship among teachers, students and institutions. Practically this means that there is no single method of teaching or learning. Indeed, Swain (1985), claims that besides the comprehensible input, learners must have opportunities to produce the language if they are to become fluent speakers. For learners to really use the language, they must attend to both the meaning of what they say and the form of how they say it.

The primary factors in good teaching that is effective are much more than these. They are the inner qualities of the teacher; a continuing striving for excellence in herself and in the learners; a caring for and fascination with growth; and a deep commitment to providing the best possible opportunities for each pupil. Good teaching is to do with teachers' values, identities, moral purposes, attitudes to learning (their own as well as those of their students), their caring and commitment to be the best they
can at all times and in every circumstance for the good of their students. It is about their enthusiasm and their passion.

In this chapter, the scholar has stressed on the importance of the teachers establishing rapport with their students. Moreover, motivation has been widely accepted by teachers and researchers as one of the key factors that can influence the rate and success of foreign language learning. Further, interesting content taught in authentic, meaningful context provides motivation for learning the communicative functions of the language. This chapter also asserts that English teachers must be skilled practitioners of the language. Teachers need far more sophisticated insight into the implications of the language they use, and they should recognize the linguistic and conceptual difficulties experienced by students.

The scholar also reiterates the importance of understanding the needs of the students for effective teaching. The scholar, after making a comparison between the current teaching methodology and communicative method of teaching, emphasizes that Communicative Language Teaching is the most effective approach to teaching a language. Task based activities help the
language learner to be successful in language learning. This chapter outlines the appropriate use of teaching aids in the classroom. The scholar adds that oral assessment would greatly enhance the speaking skills of the students.

The sixth chapter records conclusively the findings of the scholar. The need for a learned-centered curriculum is stressed in the last chapter and outlines the differences between traditional approaches and communicative approaches. The scholar firmly believes that teachers should possess a passion for learning and they must plan their lessons before they teach in the class. The next chapter discusses how to design a lesson plan. The scholar concludes the last chapter by summarizing everything that the scholar had discussed in the preceding chapters.