CHAPTER: TWO

REVIEW OF LITERATURE

As it is known that in any research the review of related literature is a very crucial aspect. Best and Kahn have rightly pointed out that the past researches of any scholar will be beneficial to any researchers as effective research depends upon past knowledge and capitalizing on the related reviews.

Many Studies have been done as well as it is still ongoing by eminent scholars and researchers. A lot of literature on methodology of teaching English is available. The theoretical aspects of English Language Teaching were studied. In the field of language teaching considerable changes have taken place both in English as a foreign language or second language.

According to C.V Good (1959), “A Survey of related literature is necessary for proper planning, execution and right concept of the problems and solutions. It provides guiding hypothesis, suggestive methods of investigation and comparative data for interpretative purpose”.

Thus, the review of related Literature helps the researcher hypothesis as it suggests methods, procedures, source of data and statistical data analysis for the outcome of the problem.

The book “Teaching of English” ---- A Practical Course for B.Ed students by Mohammad Aslam consists of five parts written for the B.Ed students of the University of Kashmir, that this book can be equally helpful to the Teacher in the Training Programme where the trainees are expected to achieve proficiency in teaching English. It deals with status of English in India, Language Teaching Methods, Developing Reading Skills, Writing Skills, Teaching of Prose and Poetry, Teaching of Grammar.

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Part-I deals with the history of English in India, status and role of English in schools, Teaching/learning process at the secondary level, problems of teaching of English, Principles of teaching English. Part-II discusses the history of different Methods, Approaches and Design of teaching English and its implementation at the Secondary level. Part-III focuses on developing Reading Skills and Writing activities. It offers concrete Reading techniques, identifying ‘bad’ reading habits and describes the Writing Skills, identifying ‘good’ writing. Handwriting as one of the sub skills is also discussed in this book as how the place of Modern technology has made handwritten materials outdated. Part IV deals with Teaching of Prose and Poetry, Testing English, Qualities of Good Test, Errors and Remedial Teaching. Mohammad Aslam points out Good Lesson Planning as one of the art of integrating techniques, activities and materials to get good results in the class. According to him a good lesson plan will require specific aims activities covered for the students, the time the lesson would take, the skills and aids that would be required, the feedback that would be needed and the follow-up action. A good plan comprises of ‘presentation’ ‘practice’ ‘production’ and ‘review’ in which teachers and students are involved in teaching learning process. The teacher may change the sequence depending on her plan to teach every day. A good teacher will have to develop herself to be professionally competent.

A poem is a work of art and the aim of teaching poetry is to enable learners to understand and appreciate and enjoy it. Mohammad Aslam has suggested how a good teacher can help the learners to learn language by arising interest amongst the students through conversation and interaction with them. A good teacher should be familiar with the rhythm, pitch, intonation pattern, stress and oral expression. The teacher can involve the students in dramatizing a poem through conversation. The teacher should motivate students to read and appreciate the poem. The teacher should encourage students to express their own response to poetry.

Mohammad Aslam has considered examination and testing as the two best terms to measure the performance or success level of the students. According to him there are four kinds of tests: 1) Aptitude Test 2) Proficiency Test 3) Achievement Test and 4) Diagnostic test.
Part V deals with ‘Teaching of Grammar’ which consists of different grammatical areas, followed by illustrations so that the students can learn on their own. In 1957, Norman Chomsky, an American Linguist, proposed grammar that focused on the skill of the native speakers to create correct grammatical structures in his language. Basic sentences and transformational sentences i.e., the two types of sentences are mentioned.

A distinction is always made between mother tongues, second languages and foreign languages. A mother tongue is the first language that a child learns. When immigrants come to a new country and learn the language of that country, they learn is a second language. On the other hand, when English speaking students in the United States learn French or Spanish in school or when Brazilians study English in Brazil, they learn a foreign language.

Many theories about the teaching/learning of English as a Foreign Language have been recommended. These theories have the impact of linguistics, psychology in it. The study of these theories and how they influence language teaching methodology today is called applied linguistics.

G. S. Gautum in his book “Teaching of English in India” discusses objectives of TESL in India, Objectives, Problems and Bilingualism; Teaching of ESL in India: Methods and Approaches of English Language Teaching.

English has been used all over the world as a ‘Mother tongue’, as a foreign language or as a second language. This case study focuses on English in a Global Context, in India and English in the Bundelkha, region of Madhya Pradesh. This region also includes five districts:- Chhatarpur, Damoh, Panna, Sagar and Tikamgarh. The aims of this study was to find out the solutions to the problems of bilingualism, the teachers’ and learners’ difficulties and to study the reasons of the poor standards of English in Bundrlkhand region of Madhya Pradesh and look to the suggestions suggested by students and teachers to improve the standards of English in this region. One of the chapters in this book presents the analysis and evaluation of the case-studies of field study which covers the teacher Questionnaire, teachers and observation of the actual classroom teaching.
G.S. Gautam in his study has made an attempt to provide insight of art of English teaching and learning at the tertiary level in Bundelkhand region of Madhya Pradesh. This study is based on an investigation of fifty bilingual teachers and 450 undergraduate bilingual learners. The study was carried out by investigator’s observation of classroom teaching and learning of English.

A lot of study and observation have been done in the past decade which provided a deeper insight into a number of issues and concerns in applied linguistics, language-teaching methodology and teaching learning process of English. Then, emerged a new path in the studies of the theoretical background of language-learning and language-teaching.

“The book “New Orientations in the Teaching of English” by Peter Strevens is divided into five areas. The part one that consists of the four chapters reflects the professions’ utmost concern with explanations, understanding and analysis. This enables to acquire a powerful intellectual understanding for its practical purposes.

The Part two: Methodology and teacher training contains three chapters that discuss the differences between British and American approaches to English Language Teaching. It presents idea of British views in the field of English language teaching and introduces some of the differences between them and their American counterparts.

In part Three: Special Problems in ELT consists of two chapters that give a major analysis of the subject of English for Special Purposes (ESP) and offers a list of the categories of communicative needs. The name English for specific purposes is generally given to such kind of course which is related to a specific job like the command of English being imparted. ESP is ever growing because to achieve specialized goals – specific syllabuses are to be framed, special materials to be prepared and staff to be recruited.

According to Peter Strevens ESP depends on its educational purposes hence it differs accordingly. In higher education English for academic purpose is “Discipline-based” like Physics, Chemistry, Biology, Architecture, Engineering, and Literary
Criticism. In such context, the students might have already completed studies or might be learning English as one of the subjects. ‘Pre-technical students’ is a term referred for those overseas students in Britain who are learning English to get admission in Science of Technology. ESP courses have the content of syllabus which is specifically determined by the Practical English Language needs of the learner. For example, English courses for medical doctors, businessmen, secretaries, clerks, nurses, diplomats for teachers or trainers of teachers, students of English literature and so on. Peter Strevens has also discussed the Language content and Communicative purposes along with taxonomy of ESP.

THE LANGUAGE CONTENT:

   English is used not only as a discipline or subject being taught in school but also used in each occupation. This may form a core of an ESP. The ESP course consist of variables of vocabulary, pronunciation, grammar, symbols etc. “Scientific English” is different which does not have specific separate grammar, correct pronunciation and spelling. Hence, Scientific English is different because it is identified from its use of remarkably long noun groups, passive verbs different ways of expression with special symbols and abbreviations.

COMMUNICATIVE PURPOSES:

   English for Special Purposes courses should take communicative purposes into consideration. Communicative purposes should also be taken care of in ESP courses but unfortunately there is no standard parameter as what type of communicative purposes might exist. Different writers in order to acknowledge the significance of communicative purpose felt the need of appropriate materials. According to Peter Strevens in “Scientific English” communication may take place in workshops, factories, laboratories or other work places. Peter Strevens has analyzed communicative purposes into three main principles.
The Part IV deals with sociolinguistic approach to varieties. Language is often spoken, listened, read or written in relation to social context. Sociolinguistics begins with observation whenever language takes place. Human-being has its own identity as an individual or a member of the society. Through verbal interaction human beings learn to discover about themselves. (who he is?, What is his relation with others?) Human beings stand in society with other members of the society because of the language. It is a continuous verbal interaction process between people as well providing channels of information. Sociolinguistics is nothing but the individual’s acquisition of language, the nature and function of language. It constructs a human being in their education even the sociology of his knowledge.

The rest of the chapters in the same part discuses about the varieties of English: a TEFL approach and British and American English. There are various methods of describing the nature of the differences between American and British English. The entire idea of ‘native speaker’ has become a myth with the progress of English as a world language. In its emerging states of English as a World Language, English has no Native speakers.
John Archibald, Kala Bashutski, Yanguo, Carly Jaques, Clara Johnson, Michelle Mc Pherson, Hetty Roessingh and Christine Shea conducted a review of literature on English as a second language (ESL) issues. This is a review of the literature that supports content-based language learning. It discusses on educational benefits in the areas of learning strategies, thematic teaching and collaborative learning. The authors studied the three approaches to content-based language learning in thematic teaching, sheltered instruction and adjunct instruction. This book focuses on teaching strategies and the four language skills - Speaking, Listening, Reading and Writing.

Approaches and Methods in Language Teaching is a revised version of the originally published in 1986. The new edition is an extensive survey of the major approaches and methods in language teaching such as Grammar Translation, the Direct Methods, and Audio lingual’s, Communicative Language Teaching and The Natural Approach. The text examines each method and approach in terms of its theory of language and language learning, teaching activities and teaching materials, teaching techniques, roles of learner and teacher in the class-room. This new edition contains chapters like Multiple Intelligences, Content-based Instruction, The Post-Methods Era, content-based Language Teaching, and Co-operative Language Learning.

COMMUNITY LANGUAGE LEARNING (CLL):

A Book on “Approaches and Methods in Language Teaching” by Jack C. Richards and Theodore S. Rodgers analyses the concept of Community language learning. As per this book Charles A Curran and his associates developed a method called Communicative Language Learning (CLL). Counselling-learning is a term used as Psychological Counselling technique. Community Language Learning represents the use of counselling - learning theory to teach languages. Communicative Language Learning (CLL) achieves its primary insights from Rogerian Counselling (Rogers 1951). The common definition of Counselling is to give advice and assistance to another who is entangled in a problematic situation or who really needs it.
Curran, a specialist in Psychology and Professor at Loyolo University, Chicago developed Communicative Language Learning (CLL) method with the help of his associates. To teach languages communicative language learning represents the use of language - learning theory. Communicative language learning is linked with other set of practices along with another language tradition. It is used in certain kinds of bilingual language programs and referred to by Mackey (1972) as “Language Alteration”. In language alteration a message is presented twice; first in the native language and then again in the second language. Special Training in Community Language Learning is usually required. The CLL (Community Language Learning) view of learning is both cognitive and effective where teachers and learners are involved in an interaction. This type of learning takes place in a communicative situation. Curran has termed this as a whole- person learning.

WHOLE LANGUAGE:

In the aforesaid book authors have discussed the concept of Whole Language. As per their views a group of US educators along with the teaching of language arts created the term called “Whole Language” in 1980s with an aim to help young children learn to read, leading to middle and secondary level and even to the teaching of English as a second language (ESL). It also encourages learning to derive pleasure through reading and writing. In the 1990s The Whole Language Approach became renowned in United States as developed to teach language art skills to young children of primary schools. It proved to be a motivating and innovative way of teaching language. The teaching of reading and writing in the native language is a very active educational task. The Whole Language Approach is designed in such a way that it helps the adults to learn a second language in the same way the children learn their first language.

“Language use is always in a social context and this applies to both oral and written language, to both first and second language use”. We, as human beings use language to think, to express ourselves what we know and talk to others and many different purpose whether written or orally. Language is also viewed as a tool for internal “interaction” may be through “silent mode”. In the humanistic and constructive schools knowledge is socially constructed through social context rather
than giving knowledge to the students. The Whole Language movement is not one of the teaching methodologies but an approach to learning. Each teacher is free to implement the theories or approach of the whole language according to the needs of particular classes. The teacher is seen as a facilitator focusing on the learner’s needs, experiences and interest because the teacher actively participates in the learning community to motivate the learners and arouse interest in them.

The main theories of Whole language emphasize on: (i) to use authentic literature, (ii) focus on real incidences instead of stories, (iii) preparing students to accept errors as a signal providing chance to improve rather than considering it as a failure, (iv) integration of reading, writing and other skills, (v) writing not for the purpose of writing skill practice but for an actual purpose, (vi) writing as a process of discovering new meanings, (vii) Reading for comprehension and real purpose as well.

Whole Language advocates the use of real world materials instead of commercial texts. The teachings based on above principles prepare the students to establish a perfect link with the teacher and his fellow students. The students with the help of teachers get freedom to choose learning materials, to evaluate their own and other learners’ activities. “Choice is vital in a whole language class, because without the ability to select activities, materials, and conversational partners, the students cannot use language for their own purposes”.

The main principles of Whole Language Instruction are that there is a concentration on natural or real events (specifically literature) rather than any written stories or student’s experiences. The process of writing enables the learners to come across new meaning. There is integration of reading and writing besides other skills. There is use of student produced text not other sources generated texts. It is student-centred learning and thus they have preference over their learning. The language teachers in Whole Language classroom will be familiar with literary resources in support of second language learning. Here the teaching and learning process will become more philosophical giving new purpose and meaning because the focus is on literature - the only feature that does not occur in the discussions of communicative approaches to language teaching. The Whole Language instruction exploits the use of
real world materials which is due to the use of a piece of literature. The real world materials used in the class-room by students are newspapers, handbills, signs and printed materials from the workplace. The learner in whole Language is seen a collaborator, collaborating with other learners, with the teacher, and with other resources like writers of the texts. They read and write in partnership. Students perform the task of evaluators with the help of teacher assessing their own and other fellow beings’ learning.

COMPETENCY-BASED LANGUAGE TEACHING (CBLT):

A Book published by Cambridge University Press on “Approach and Methods in Language Teaching” by Jack. C. Richards and Theodore S. Rodgers focuses on inputs to language learning. Almost majority of the methods and approaches are described in this book. On the other hand Competency Based Education (CBE) is an educational movement that aims on the output of learning in the development of language program. CBE is an educational movement that started in the United States in the 1970s that defines educational goals in terms of knowledge skills and behaviour that students should have at the end of the study.

Competency Based Approach to teaching and assessment will improve the quality of teaching student and learning because it offers teachers an opportunity to revitalize their education and training program.

Competency-Based Language Teaching (CBLT) always teaches language in context to the social situation. Language is always used as a medium to interact - communicate between people in the society to achieve specific goals and purposes. For this specific needs students learn language to master their skill and hence CBLT has been used as a framework for language teaching in various situations. It also focuses from behaviourist view of learning. Vocabulary and structures are equally significant for the learners to learn. Language has always been considered as a tool of interaction and communication between people to achieve specific goals where learners are in particular roles. CBLT is based on the nature of communicative competence and thus it tries to develop functional communicational skills in learners. These skills are generally closely related with Communicative Language Teaching.
Competency-Based Language Teaching focuses on behaviour and performance rather than on the development of thinking skills.

Docking points out those competencies that comprise of a description of the essential skills, knowledge, behaviour, attitudes in order to achieve effective performance of the learner. Although Competency-Based Language Teaching has been applauded with enthusiasm by most of the ESL profession. Of Course, it is not without its critics. In spite of criticism, CBLT appears to be the strongest approach because of its outcome-based approach.

As Rylatt and Lohan conclude: “It can confidently be said as we enter a new millennium, that the business of improving learning competencies and skills will remain one of the world’s fastest growing industries and priorities”.

“Multilingualism in India” is a study of the nature and structure of multilingualism in India. A.K. Srivastava has discussed the Indian Multilingualism from the psychologist point of view. Multilingualism country like India has emerged as a normal and natural phenomenon where to preserve and to maintain diversity whether cultural, linguistic or religion have always been a concern of Indian tradition and culture. India has always existed and remained culturally and linguistically united.

A.K. Srivastava has suggested that to provide a platform to study several languages in the school curriculum, it is must to introduce multilingualism in formal education system.

Mother tongue is the first language which children ought to study in the school as a subject and as a medium. Every school going children must study because it is the official language of the country. English being an associate official and also an International language becomes necessary to study. Every school has children who may be having differences between mother tongue and the language of region where they stay. To study some classical languages like Sanskrit, Indian Persian becomes necessary to retain tradition and culture.

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The inclusion of several languages in the school curriculum becomes burdensome on the learners and teachers both. The reasons are:

1) The expected competency level by the study of each language may not be achieved.

2) The Hindi speaking states do not teach a modern Indian language namely-Malayalam, Tamil, kannad or Tulu and put Sanskrit in its place.

These deficiencies occur due to lack of competent teachers and facilities to teach these languages to teach these languages. There is improper understanding of the role of studies of several languages in education. Psychological factors of motivation, encouragement, and attitude towards teaching may help the teacher to improve the teaching /learning situation.

Srivastava, Shekhar and Jayram and later Borkar conducted an investigation under the supervision of A. K. Srivastava to examine the impact of burdensome situation of teaching several languages in school.

Geetha Nagraj has done a comprehensive study of English Language Teaching Methodology in her book “English Language Teaching Approaches, Methods, Techniques” using a task-based approach with an aim to enable the reader to understand approaches, methods and techniques used in teaching English. The Part II discusses the various techniques of Teaching English and the use of teaching aids. It focuses on techniques and teaching aids that enable the teachers to decide what techniques to apply depending on the needs of the learners in the classroom. The wide range of teaching aids and techniques for four main skills: - Listening Speaking Reading and Writing (LSRW) discussed can be used for teaching these skills which can optimise the teacher’s efforts in the classroom. Teaching Aids and Techniques if used effectively can capture the attention and develop interest of the students in the classroom. With the advancement of technology the use of teaching aids has become more technology based.
The different types of test testing measures like placement test, diagnostic test, proficiency test, etc. used for English Language Teaching (ELT) course is designed in such a way that its implications in the classroom will help the teachers to judge and analyse the teaching being done.

Richards, Platt and Weber define a task as “an activity or action which is carried out as a result of processing or understanding language (i.e., response)”. The impact of task depends after examining whether the response of the learners is the same as the task was designed with an expectation. This type of response based task is perhaps the most effective tool for a teacher to judge the success of a task.

Lynne Cameron in his book “Teaching Languages to Young Learners” has focused on teaching foreign languages to young children between five and twelve years of age. Teaching and learning are two different significant and creative activities taking place in public surrounding of the class room. This book aims to focus on how learning can be made more effective by concentrating on learning activity and mental area of the learner. It enables the teachers and trainers of teachers, of foreign languages to young learners to employ theoretical framework and set of principles to develop an applied linguistic for teaching in the class room. To understand, useful theoretical framework is necessary for the teachers so as to prevent misunderstanding of the task.

Teaching languages to children is a very skilful task like managing the classroom, teaching language at an expected level. Primary teachers need to go to the level of young learners/children, analyse learning tasks and implementing innovative ideas to children in the class. According to Lynne Cameron, teaching children is not a simple task. On the contrary it is the most challenging task for the teachers because teachers have to reach into children’s level and lead them into the field of formal and organized concepts.

In many societies the role of teacher is considered to be an extended role of mother rather than as an intellectual task. There is a misleading conception that children will learn only simple language such as nursery rhymes, colours, talking about themselves and their family. This is not true. The children have more capacity
of learning and grasping rather than we accept. They possess high bearing potential. Lynne Cameron was often reported that teachers worry about the progress of their ‘slow learners’. The capacity of learning the second language depends upon the amount of exposure to the language given to the learners.

The book “Teaching Languages to Young Learners” starts with a review of learning theories and language learning research. The book deals with vocabulary development in the foreign language, the place of grammar in the classroom of young learner and the way various activities can be helpful to children. It also deals with literacy in the foreign language with a focus on ability to read at early stage. There are other chapters that unfold the learning through stories and theme. The author has placed stories and themes together to represent holistic approaches to language teaching and learning. Stories are frequently claimed to bring many benefits to young learner classrooms, including language development programmes.

The use of mother tongue and target language in the English Language classroom has been sometimes controversial matter if dealt from a learning centred perspective. The teacher uses other languages with an aim to ease language development activity. The teachers always come across various experiences while teaching English as a second /foreign language in India.

The author N.P. Pahuja in his book “Teaching of English” is specially meant for the teachers and teacher trainees of B.Ed classes. The aims and objectives of teaching English in Indian schools have been discussed. The teacher can achieve desired result by making use of technology while teaching English. It covers the curriculum for B.Ed class in “Teaching of English” in Indian universities.

A. K. Paliwal made study about pedagogical and methodological treatment to those ELT areas which have generally been neglected. The book “English Language Teaching” deals with theoretical perspectives like “Language Skill”, “Language Learning”, “Psychology of Language Learning”, “Principles of Language Teaching”, “Methodology of English Language Teaching” and “Practical Implications in Teaching Language Skills”, “Teaching Pronunciation Stress and Intonation”,

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“Teaching Lexical Items”, “Structural Items”, “Teaching Comprehension”, “Composition”, “Poetry” and so on.

A. K. Paliwal conducted experimental work with a view to developing learner’s communicative competence in written English in social context. It provides the reader with complete and authentic word information about communicative approach to language teaching. There is great input of ideas and materials and is designed for teachers and learners involved in teacher training and educational program. It provides information about communicative approach to language teaching.

The book focuses on the problem and the concept of English Language teaching as a foreign language or second language. It is must for a learner to understand and develop competency to make others understand instead of having only theoretical knowledge of a particular target language. According to the author it has rather become a tough job for the linguist to understand the concept of Communicative Language Teaching (CLT) in the correct context because CLT has brought a variety of concept and thoughts. The author aims to focus on the fact that to enable the learners to construct correct sentences is not the only skill to be developed in the learners. The learners need to make use of sentences outside the classroom while performing various roles in different social strata. The teacher needs to put more efforts to at least perform a simple communicative task.

Bonnie Piller and Mary Jo Skillings investigated teachers’ behavior lesson delivery and sequence of content and learning expectations used by teachers at one’s school in India. The researcher focuses on understanding of strategies for teaching English reading and writing in a broader perspective to those students whose first language is not English.

“Applied Linguistic” by R.S. Sharma explores in depth some of the most vital areas in Stylistic and Language Teaching. Two major areas of applied linguistics are Language Teaching and Stylistics is dealt with in the text. Applied Linguistic is a going and growing concern. This book is divided into two parts i.e., Stylistics and Linguistics.
M.S.H. Thompson and H.G. Wyatt in this book “Teaching of English” represents peculiar problems in teaching English to Indian school pupils and has attempted to find a solution in two areas.

A) By suggesting measures of organization and administration.

B) By advocating and explaining improvement in the method of teaching English in the schools.

This book is aimed to interest readers belonging to three categories:

1) School teachers who will get guidance in their practice with a focus on the social circumstances that teachers come across in the school in India while teaching English.

2) Administrative authorities–heads of educational departments, headmasters of secondary Anglo-Vernacular schools, text-book committees, inspecting and supervising officers.

3) College professors and university authorities and the educated Indians preparing a school learner to become a college student and those interested in the study of English in India of Indian schools.

“Approaches and Methods in English Language Teaching” by H.S. Sinha puts special emphasis on teaching strategies to be adopted and many activities to be performed by the teaching for the benefit of normal and handicapped students. It aims to help beginning teachers in making them awards as to how to teach English.

“Teaching and learning English” by M L Tickoo is a sourcebook for teachers and teacher–trainers which provides key notes of research with a holistic and multidisciplinary approach and also enables the readers to familiarize the reader with the terminology of the ELT.
“Teaching of English” by Rajinder Singh is a complete test-cum-reference book for teachers, teacher-trainers and teacher-trainees of all pedagogical institutes and departments. It aims to highlight the important aspect of English language, Methods of Teaching English, Modern aids to teaching English, Techniques of teaching education issue in teaching of English.

“Understanding language” by Elizabeth Grace Winkler begins with chapters designed to sort out what language it is and what it is not and how it is that all humans acquire their mother tongue so well.

“Teaching of Language: a practical approach” by B N Safaya explores new perspectives on Teaching of language in India. It provides the reader basic concepts, principles, techniques and approaches of language teaching. The book consists of eight sections emphasizing on Teaching and Testing of Language, Language Learning, Language Teaching, Language in Elementary Education, Teaching Aids, Foreign Language Teaching, Promotion of Language, Schemes for Development of Languages. The author has discussed various types of language learning as employed in Indian class-room teaching.

Genre, Text, Grammar: Technologies for Teaching and assessing writing by Peter Knapp Megan Watkins is a comprehensive study that how genre, text and grammar can be helpful in teaching and assessing writing. Genre-based approaches to writing are based on a functional model of language. This book can be a guide to the next generation of teachers in a very effective and efficient manner to program, implement and assess genre, text and Grammar. The author has made an attempt to present ideas and theories that reflect contemporary linguistics and semiotics accurately and appropriate to class-room teachers. The book is divided into seven chapters that deal with “How do we use Language?” and “why it is useful to have Genre, text and grammar in the teaching of writing?”

The second chapter is designed to explain a glossary of grammatical terms. The third chapter focuses the teaching and learning of genre, text and grammar referring to the previous approach to teaching, writing and introducing genre-based methodologies. The chapters from 4 to 8 describe the five fundamental genres of
school writing: describing, explaining, instructing, arguing and narrating. Each chapter describes the teaching/learning of the grammar and textual structures. The final portion of these chapters deals with a diagnostic approach to assess genre, text and grammar.

The significant features of the text cover a model of language in the context between (1) genre, text and grammar (2) ‘genre’ as a process model of teaching and writing (3) an assessment of texts using the genre of writing: describing of texts using the genre of writing: describing, explaining, instructing, arguing and narrating.

According to B. S. Jadhav many teachers should be ‘mentors’ ideally but they prove themselves prove to be tormentors in reality. These tormented souls are none other than the learners. Teachers always use monotonous and uninteresting method in the class room. They always drag the students between two tools i.e., text and the test. Tests are made compulsory as if their aim is to bring out the ignorance of the students rather than reveal what they know. This scenario today – is the same as it was half a century ago.

Dr. Jadhav has tried to aid the teacher of English to make classroom learning interesting and lively. He has explored new ways of teaching in the class room by providing new approaches and methodologies. The students across India always wanted teachers to make learning a joyful and useful experience. Dr. Jadhav has employed low cost and no cost materials such as cartoons, cross-word puzzles, newspaper articles, anecdotes and so on. To achieve this aim Dr. Jadhav has considered psychology as the responsible factor that lays emphasis on language learning rather than on language teaching. Motivation is one of the factors that have a great impact on learning.

The support materials used by teachers in teaching English as a second or foreign language may or may not be useful because a classroom consists of heterogeneous group of learners. In such situation material or texts should be adapted, altered or implemented as per the demand of the class. Dr. Jadhav provides different types of support materials can be used for teaching/learning of English in the classroom. The support materials like folk-tales, riddles, cartoons, anecdotes, proverbs,
malapropism, and crossword puzzles provide challenging activities that help students to develop creative writing skills. These activities will create a relaxed type of environment in the class room besides boost up group spirit. Work with co-operation; make them exchange their thoughts, open opportunities for interaction.

“Fundamental Considerations in Language Testing” by Lyle F. Bachman explores the basic considerations that underline the practical development and use of language tests.

The results of the above study reflect analysis of classroom observations, face-to-face interviews with teachers and administrators. A great deal of research has been done on the nature of language, the components of various languages and the method of teaching them. The findings of this research not only give knowledge and information about language and communication but also provide insights about languages to the teachers. With the support of these researches, one can do valuable study about the process of learning and the functions of communication.