Chapter One

"In a completely rational society, the best of us would be teachers and the rest of us would have to settle for something less, because passing civilization along from one generation to the next ought to be the highest honor and the highest responsibility anyone could have. - Lee Iacocca

Introduction

Teaching-Learning as a process is very complex, for the results vary from one institution to another. Pedagogy, perhaps, is a way to streamline to an extent this complex process and make it definable and thus more specific. Discussing pedagogy in a generalized manner may not help much but one could seek to develop a consensus on how to use pedagogy as against seeking answer to what pedagogy is.

In a simple manner, pedagogy is specifically a combination of knowledge and skills required for effective teaching. How exactly one uses pedagogy is what teaching-learning as process actually consists of. Pedagogy is a nebulous concept. Traditionally, it can be taken as a theory which, if applied in proper manner, can make a difference in the intellectual and the social development of students which provided this researcher with the reason for taking up this topic. Somewhere in the educational system today the overall development of the student had taken a backseat and what we offer them in terms of education is nothing more than rote learning. Rote learning is the product of an ill-conceived logic that dates back to the classical antiquity. Effective pedagogy
allows students to internalize knowledge and attain mastery over the subject matter which is mistaken for information.

New research has defined pedagogy as ‘a highly complex blend of theoretical understanding and practical skill’ (Lovat, ACDE, (2003) p.11). What this implies is that practical aspect, though important, has been ignored altogether. Teaching as a process, therefore, is associated with a lot of value and extreme complexity especially in a country like India where the heterogeneity of students in our country makes it difficult for a teacher to zero in on a theoretical mode of teaching. An average teacher in India has to think on his/her feet and come up with new ideas of teaching which, though they remain unmentioned, can prove very effective. Lovat (2003) seems to have something of this kind which emphasizes that a teacher is “a highly developed autonomous professional, with a requisite professional knowledge base and practitioner skills which could stand alongside the equivalent in medicine, law and engineering” (ACDE, p11). Teaching is not taken as seriously as the other professions mentioned.

Our choice of topic, therefore, is an attempt to take a critical look at the concerns related to pedagogy and how pedagogy can make or break the process of educating learners at all levels.

We are making an attempt to focus upon the practical aspect of pedagogy as against the theoretical one. It may sound fairly ambitious but we began with the intention of trying to move from the practical aspect of it and possibly moving
toward theorizing it in a broad manner. We by no means are trying to universalize a pedagogical approach as it is in itself autonomous in nature.

We have not been able to develop different pedagogical models because research is always ignored by teachers (at least a majority of them). Pedagogy requires a vast repertoire of multiple strategies we might have planned out for trialing, keeping in mind students and their learning of a specific content. However, taking all of these for discussion would be a herculean task and that is why we have chosen to be selective.

A research by Shulman has dispelled two myths about teaching, which are

1. Good teaching follows naturally from subject mastery
2. A good teacher can teach anything at all

Both the above mentioned myths have unfortunately become a norm in this part of the world and as a result the whole concept of teaching-learning has been misunderstood so much so that teacher after teacher can be seen making a mockery of it by providing students with fairly mediocre learning in the name of standard learning.

We would therefore intend to provide teachers with a fairly good reference point to look into these unexplored aspects of pedagogy. After all, it is in our mutual interest to make the classroom a place where students want to be and not forced to be.
Pedagogy

Pedagogy embodies knowledge and skills; approaches, methods and techniques of teaching, classroom management, and overall effective teaching practices. Thus it is a complex blend of professional knowledge and practitioner skills (Lovat & Australian Council of Deans of Education, 2003). The teacher's own philosophy of life, pedagogical beliefs and values play an important part in shaping technology mediated learning opportunities (Grabe & Grabe, 2004; Higgins & Moseley, 2001).

Pedagogy can be defined quite simply as the science of teaching or it is a science that helps a person to be appreciating what he/she would be expected to do as it is a general reference to a stratagem of instruction or the mode of instruction. Derived from the Greek term Paidagogas (paidos—a boy, a gogos-leader, agein-to lead). Paidagogos in ancient Greece was a trusted slave who accompanied a child to his classes, ensured his good behavior in public, cared for his needs, tutored him and assisted him to complete his homework. In many ways, he was like a guru, though of an inferior kind as compared to a guru in the Indian tradition of guru-shishya. In fact, one finds the tutor system in the west is a variation of this though a tutor is neither a trusted slave nor does he or she accompany a child everywhere.

Pedagogy is a term often used to for pinpointing correct use of the strategies of teaching. For example, Paulo Freire referred to his method of teaching adult humans as “critical pedagogy” (although we personally do not agree to the use
of the term ‘critical’ which embodies a critical approach on its own). The instructor's own philosophical beliefs of instruction are harbored and governed by the pupil's back-ground knowledge and experience, situation, and environment, as well as learning goals set by the student and teacher together in a democratic system of teaching-learning.

A prescribed syllabus represents something that is considered to be an obligatory part of learning required. We believe that pedagogy, as a term, refers to the entire context of instruction, learning, and the actual operation involved therein. More importantly, pedagogy varies as per the requirement of the subject. The late Malcolm Knowles reasoned that the term andragogy is more pertinent when discussing adult learning and teaching. He referred to andragogy as the art and science of teaching adults.

In his work *Universal Pedagogy* (1906), Herbart advocated five formal steps in teaching, which were translated into a practical teaching methodology:

1. **Preparation**: relating new material to be learned to relevant existing ideas (memories) to stimulate the student's interest (prepare students to be ready for the new lesson)
2. **Presentation**: presenting new material in the form of actual experience of concrete objects (present the new lesson)
3. **Association**: comparison of the new idea with existing ideas to find similarities and differences and thus implant the new idea in the mind of the student (associate the new lesson with ideas studied earlier)
4. **Generalization**: procedures designed to take learning beyond perception and experience of the concrete into the realm of abstract concepts (use examples to illustrate the lesson's major points)

5. **Application**: using the newly acquired knowledge so that it becomes an integral part of the life of the student (test students to ensure they learned the new lesson).

**Learning Theories and Pedagogy**

Pedagogy is more of a psychological construct as against an educational one. It has its roots in psychology which was later borrowed or loaned into the field of theory of education. Theories of learning have been developed to describe how people learn. These theories aid in the development of various pedagogical approaches. Some of these theories are discussed hereafter.

**Behaviorism**

Behaviorism, a term coined by American psychologist John B. Watson, is based around the idea of a stimulus-response pattern of conditioned behavior. One of the most famous experiments in classical conditioning was performed by Russian physiologist Ivan Pavlov. By introducing the sound of a bell to go with the placing of food in front of a dog, Pavlov was able to create a conditioned response in the dog where the dog would salivate even at the sound of the ringing bell.
Some of the most important developments in behaviorism, especially as it relates to pedagogy, took place in the mid-twentieth century with the work of B. F. Skinner. Skinner studied operant, or voluntary, behavior, and called his approach "operant conditioning." Skinner's mechanisms included positive reinforcement, negative reinforcement, non-reinforcement, and punishment. In a classroom setting, ignoring misbehavior in the hope that lack of reinforcement would discourage the behavior usually proves disastrous.

**Cognitivism**

Cognitivism became the dominant force in psychology in the late twentieth century, replacing behaviorism as the most popular paradigm for understanding the learning process. Cognitive theory is not a refutation of behaviorism, but rather an expansion that uses changes in behavior as indicators for processes within a learner's mind. The concept of cognitive theory utilizes the concept of "schema," a structure of internal knowledge, as well as the concept of short and long term memory. Cognitive theory suggests that meaningful information is easier to retain, and new information is affected by context, environment, and previous schemata.

**Constructivism**

Constructivism is based on a set of assumptions about the nature of human learning. It values developmentally appropriate teacher-supported learning that is initiated and directed by the student.
According to the constructivist approach, learners construct and interpret their individual realities based on their perceptions of experiences. Learning is regarded as a process in which the learner actively constructs new ideas or concepts based upon current and past knowledge and beliefs. Constructivist learning, therefore, is a very personal endeavor, wherein internalized concepts, rules, and general principles may consequently be applied in a practical real-world context. The teacher acts as a facilitator, encouraging students to discover principles for themselves and to construct knowledge by working to solve realistic problems. Working with other students enables the sharing of viewpoints and an emphasis on collaborative learning. Constructivist theories are behind many modern teaching styles, such as Generative Learning, Inquiry-based instruction, Discovery Learning, Cooperative learning, Collaborative learning and knowledge building, promoting the student's free exploration within a given framework or structure.

Management

Management is an essential part of life. The term management is derived from the Latin root manus with mano meaning hand, and the French root manège, a reference to the art of training horses and horsemanship. Learning horse-riding requires a trainee to use the services of a trainer, who is an accomplished horseman. The trainer teaches the trainee to first get used to the horse he or she wishes to ride, learn to control the horse while he or she is still on the ground by mastering the art of using the reins. Once that is achieved, he or she is
encouraged to mount on the horseback using the stirrup, saddle, harness, and muzzle properly, and control the horse using the reins firmly along with a whip and spurs to make the horse move or stop as per his or her will.

This definition is interesting because it traces the root meaning back to the Latin phrase meaning “to lead by the hand”. Leading by the hand implies giving direction that is stronger than just a passing suggestion and yet it is still fairly gentle in approach. Leading by the hand also implies that the person doing the leading is first going where the follower is being led. The leader does not ask the follower to do something he is not willing to do himself.

A similar, though not the same, principle applies when a person has to manage other persons, with the major difference being that this situation involves human beings in the form of the manager and the people who he or she is expected to manage so as to make them do the work for which they have been appointed in an organization. Immediately upon recruitment, they are given a hands-on training as apprentices for a definite period of time so that they learn how to do the work that is expected of them, and then they are inducted into the workforce by the organization. The managers manage or conduct or direct affairs, or help carry on business, by functioning in ways that would benefit their respective organizations. It is in this sense that management is the act, art, or manner of managing, or handling, controlling, directing etc; or being careful, or giving tactful treatment, and the skill in managing or executive ability.
Ivancevich and Gibson (1990: 5) define ‘management’ as “the process undertaken by one or more persons to coordinate the activities of other persons to achieve results not attainable by any one person acting alone” (added italics). Three words in this definition need close scrutiny: Process, activities, and coordination, maybe, not in that order though. The organizational process that includes strategic planning, setting; objectives, managing resources, deploying the human and financial assets needed to achieve objectives, and measuring results. The definition goes on to talk about how management is responsible for measuring details that may not be required presently, but may be useful later on. These measurements often help determine the objectives in the planning stage.

When management is following this type of sequence, it becomes a continuing cycle. Plan, execute, and measure. The measurements become the basis for the next planning stage and so on.

Management is the activity of getting things done with the aid of other people and resources.

(wps.prenhall.com/wps/media/objects/213/218150/glossary.html).

This definition of management focuses on management as the process of accomplishing work through the efforts of others. Skilled managers can accomplish much more through others than they can through their own single efforts.
Management isn’t just getting from point A to point B. It is getting there by choosing the best possible path.

1. The process of getting activities completed efficiently with and through other people;

2. The process of setting and achieving goals through the execution of five basic management functions: planning, organizing, staffing, directing, and controlling. (www.crfonline.org/orc/glossary/m.html)

The first definition looks at the fact that management is getting work done through other people. The second definition divides management up into five components. These components are all parts of the three components (plan, execute, measure) that we looked at above. However the more detailed definition helps show the activities that occur in each of the three phase definition.

*The process of planning, leading, organizing and controlling people within a group in order to achieve goals; also used to mean the group of people who do this. (www.booksites.net/download/chadwickbeech/Glossary.htm)*.

Once again, this definition of management addresses accomplishing work through other people. This definition stresses the activities that are necessary for reaching particular goals.
Definitions of Management

“Management is the process of designing and maintaining an environment in which individuals, working together in groups, efficiently accomplish selected aims.” (Harold Koontz and Heinz Weihrich)

“Management is defined as the process of planning, organizing, actuating and controlling an organization’s operations in order to achieve coordination of the human and material resources essential in the effective and efficient attainment of objectives.” (Robert L. Trewelly and M. Gene Newport)

A manager of people needs to understand that all people are different. This is not ranking people. He needs to understand that the performance of anyone is governed largely by the system that he works in, the responsibility of management.

A Manager necessarily has to be a Leader. The five leadership traits are:

1. Honest
2. Forward-Looking
3. Competent
4. Inspiring
5. Intelligent

These five characteristics come from Kouzes and Posner’s research into leadership that was done for the book The Leadership Challenge.
Management skills are a subset of leadership skills. A leader is someone who knows where to go. Management skills are how they actually get there. Someone who is trying to act as a leader, but wants nothing to do with management is like a 7 year old who has found the keys to the family car and is overcome with the desire to drive to Disney World. Vision, a goal, and a sense of purpose are all present, but the ability to plan and execute is lacking.

In the words of Harold Koontz, Management is the art of getting things done through and with people in formally organized groups. It is the art of creating the environment in which people can perform as individuals and yet cooperate towards attainment of group’s goals. It is the art of removing blocks to such performance, a way of optimizing efficiency in reaching goals.

**Nature of Management**

The following are the important features or characteristics of management.

1. *Management is getting things done*: A manager does not do any operating work himself but gets it done through others. He must motivate the subordinates for the accomplishment of the task assigned to them.

2. *Management is an activity*: Management is a process of organized activity. It is concerned with the efficient use of resources like men, money and materials in the organization.
3.  *Management is a group activity*: Management cannot exist independent of the group or organization it manages. It is a cardinal part of any group activity and inspires workers to put forth their best efforts.

4.  *Management is a universal activity*: Management is a universal phenomenon. However, management principles are not universally applicable but are modified to suit the given situation and the type of organization.

5.  *Management is purposeful*: Management is a goal-oriented activity. It is concerned with the accomplishment of goals through its various functions like planning, organizing, staffing, directing, and controlling.

6.  *Management is a process*: Management is a process which involves planning, organizing, directing and controlling the efforts of human resources in the use of material resources. These are the basic functions which every manager performs for the accomplishment of certain goals.

7.  *Management is an integrating process*: Management integrates men, machines and materials for performing various operations and accomplishing the stated goals. Thus, management acts as a catalytic agent in getting maximum productivity from all the resources.

8.  *Management is intangible*: Management is abstract and cannot be seen with the eyes. It is evidenced by the quality of the organization and the results. Thus, feeling of management is result-oriented.
9. *Management is a profession*: Management is a profession because some of its established principles are being applied in practice.

10. *Management is a science and an art*: Management has developed certain principles and laws which have wide applications. So it is treated as a science. It is also an art, because it is concerned with the application of knowledge for the solution of organizational problems.

11. *Management is dynamic*: Management is dynamic because it adapts itself to the social changes and introduces innovation in methodology.

12. *Management involves decision-making*: Management process involves decision-making at various levels for getting things done by others. It involves selecting the most appropriate alternative out of the several.

13. *Management applies economic principles*: Management is the art of applying the economic principles that underline the control of men and materials in the organization.

14. *Management is concerned with direction and control*: Management is concerned with the direction and control of the various activities. It deals particularly with the active direction of the human effort.

After looking ‘Management’ in the broader sense of the term, we now relate it to teaching as a profession and how one needs to be good at his/her managerial skills in order to be a successful teacher.
Teaching is more than transmitting a certain body of knowledge to the learner; it is motivating the learner to be responsible for meeting his own learning needs. In order to do this, the teacher must be aware of the principles of learning, the learning preference styles of the student, and be knowledgeable of all the methods of teaching. The attitude of the teacher is extremely important in achieving the goal of students becoming independent learners. He must have faith in the student's ability, promote a trusting relationship, act as a facilitator and resource person, and be willing to take risks and change himself. Instead of viewing the teacher as a lecturer, he is viewed as a manager of the learning environment, and by utilizing a variety of teaching methods, hopefully, the personal learning needs of the student can be met, and while learning occurs, it may even be fun. (Busl, LD).

The aspects considered within this element of the resource focus on the management of the teaching and classroom which the student teacher needs to reflect upon in moving towards Qualified Teacher Status. The aspects to be considered include communication; behaviour management; the legal framework; organization of time, space and resources (human and physical), and; assessment and record-keeping.

**Teacher as a Manager**

Care for the morale and well-being of students, providing good counsel, care, concern, motivation and inspiration.
Responsibilities

Provide a culture of care, trust and friendliness that enhances students’ well-being and an appropriate psycho-social and emotional environment where potential of students may be developed and fully maximized.

Competencies

Provide students with an appropriate psycho-social and emotional environment characterized by care, friendliness, respect and trust, and a positive learning climate where students can take intellectual risks and work collaboratively and independently. Provide effective academic, career and personal guidance and counseling to address specific students’ needs, expectations and problems; use appropriate rapport-building and motivational strategies, and discipline to develop students’ potential, self-concept and self-esteem, to inculcate desirable values and attitudes, and to reinforce positive behaviour. Facilitate the social and mental development of students through providing wholesome co-curricular activities for students of different abilities and needs, so that they may explore and cultivate enthusiasm for learning beyond the classroom, team effectiveness, leadership and interpersonal skills.

Clearly all have the potential for transformation into the management skills listed below:

1. setting clear aims and objectives
2. translating these into plans of action
3. adapting to and initiating change
4. assessing effectiveness
5. offering objective advice
6. delegating
7. budgeting
8. dealing with stress
9. giving feedback regularly
10. encouraging and developing others
11. demonstrating knowledge of ELT
12. keeping up-to-date
13. speaking and writing clearly listening to others building networks
14. accepting responsibility
15. knowing own strengths and weaknesses
16. having the vision and direction to make them clear

Frolov (1984: 337) takes the word ‘process’ to mean “a regular, successive changing of phenomenon” and “its transition to another phenomenon.” A process is thus a reference to the manner of doing something using a particular method involving a number of steps or operations. A process leads to change as it apparently happens when a “filament of platinum is introduced into a chamber containing oxygen and sulphur dioxide” to form ‘sulphurous acid’ to borrow an analogy from Eliot (1919). Our focus is not on the filament of platinum acting as a catalyst; rather it is on the process itself that yields sulphurous acid – a change due to the chemical reaction. Change is thus the
outcome of a process and its failure indicates the fact that there might be something wrong with the steps involved in the methodology that was used.

The aim of the process is to achieve results. However, results are dependent on the aims and objectives of the enterprise of which this process is a part. This is a process in which results cannot be obtained single-handedly but requires effort put in by many hands working together. There are individual differences that one must contend with: differences in terms of ideology, values, work ethics, abilities, perceptions, style of working etc, and these differences have to be resolved so as to find a solution acceptable to one and all.

**Activities**

Activities are involved in a process, like the one of mixing oxygen and sulphur dioxide together as a part of the steps leading to the production of sulphurous acid. Frolov defines an ‘activity’ as something that stands for “a specifically human relation to the world… a process in the course of which man reproduces and creatively transforms nature” (added italics). Human beings establish their relations with the twin worlds of knowledge and experience through their activities, and are the subject of the activity initiated and the phenomenon its object. Focusing on Frolov’s views on the subject, we find that reproduction and creative transformation are the products of the process. In reproducing nature, human beings make, form, or bring it into existence again or anew in some way, and this is tied to creative transformation, which is the process of changing the form or outward appearance, the condition, the nature,
the function, or the character of something to another of a similar kind 
demonstrating inventiveness.

Management involves planning, organizing, coordinating, directing, leading, 
controlling, evaluating, and providing feedback (Dale et al 1990).

*Knowing yourself*: applying values, thinking, using personal power, managing 
self.

*Guiding*: setting and sharing goals, monitoring, managing parameters, owning 
responsibility, coaching, collaborating

*Directing*: motivating, providing direction and leading, instructing and training, 
deleagating, disciplining, giving and receiving feedback, handling conflict, 
initiating change

*Enabling*: listening, encouraging risk taking and change, mentoring, 
developing, challenging, facilitating, counseling, trusting, valuing others, 
accepting different ways, dealing with conflict.

*Managing self*: organizing self, developing professional and personal skills, 
balancing work, being flexible, being resourceful and resilient

*Applying Values*: evaluating beliefs, clarifying goals, maintaining ethics, 
challenging prejudice, appreciating different ways
Thinking: vision (strategic thinking), thinking broadly, reflecting, assimilating, reframing and redefining problems (lateral thinking), innovating and catalyzing (creative thinking), logical thinking

Using personal power: taking responsibility for own use of power, using interpersonal skills, caring, confronting problems, taking risks and experimenting, affirming self.

Coordination

Activities need to be structured and coordinated to produce effective results. Coordination entails the process of bringing something into proper order or relation by adjusting its various parts so as to ensure harmony and, in so doing, make for efficient and effective control.

All the management skills are a prerequisite in order to be a good teacher. The effective use of pedagogy subsumes that management skills are to be taken into consideration in order to become a successful teacher.

English Language Teaching

ELT is a broad term, and is taken to mean the teaching of English as a second language (ESL/TESL) or the teaching of English as a foreign language (EFL/TEFL). It must not be confused with the teaching of English as a native language (ENL/TENL). ELT works on finding answers to questions like: What to teach? When to teach what? Why to teach it? How to teach it? What
materials to use? What methodology to use? What tools of testing to use for measuring the outcome of these decisions? How to correct the anomalies noticed?

English Language Teaching (or ELT for short) is “a British term for teaching English to non-native learners, often used in recent years either interchangeably with EFL (English as a Foreign Language) or as a cover term for EFL and ESL (English as a Second Language).” (McArthur (ed) 1992, p.346). The term is composed of several componential concepts like teaching, language, English language, and language teaching. It is interesting to note that ELT is a reference both to a process and activities involved in the process which lead to learning through teaching, and implied in the use of the term ELT are concepts like Teaching, Learning, Language, Language Learning, Language Teaching, and English Language Teaching. However, we shall focus on teaching and learning as a dyad among these concepts to begin with.

Language Teaching

1. “Language teaching is an answer to the question what provision must be made by society to help individuals to learn the second languages needed.” (Stern 1983, p.20). It consists of “the activities which are intended to bring about language learning.” It is “more widely interpreted than ‘instructing a language class’”. (Ibid, p.518)
2. “Language teaching is essentially the handing over of skills.” (Bennet 1969, p.71) Bennet goes on to argue that “A growing amount of language teaching is directed at groups who have a clear purpose in mind” and that time “is at the heart of the problems language teaching has to face.” (Op. cit., p.69)

The following formal instruction or methods of training may be included: individualized instruction, self-study, computer-assisted instruction, and the use of media such as radio and television. Supporting activities like the preparation of teaching materials, teaching grammars or dictionaries, or the training of teachers as well as the necessary provision made inside or outside an educational system go into the making of instructional methods or those of training.

What Language Teaching is?

“In principle, instruction in any language, formal or informal; in practice, as the term is commonly used among language teachers and applied linguists, instruction in a second or foreign language within a system of education, such as institutionalized teaching of French in Britain or English in France. More specifically, the teaching of mother tongue, home language, or national language may be referred to as L1 teaching (where L1 means first language) and the teaching of one or more other languages as L2 teaching (where L2 means second language).” (McArthur (ed) 1992, p.581) Language teaching is interdisciplinary in nature.
History of Language Teaching

Language teaching was based on psychological assumptions since 1950s, from where it shifted its basis to psycholinguistics in the 1960s. It was an extrapolation of the psychology of second language learning until the 1970s, but it has had an independent empirically-based psychology of second language learning in the 1970s and there onward. (Stern 1983, p.518)

Teaching of any given language is referred to as language teaching that aims “to open up” the “resources” of any given language “to the learner” to help him or her “find the right words and sentences to convey the meaning intended” (Verma and Krishnaswamy 1989, p.341). This is what the theory of language teaching has to say. However, theory formation is a problem area in language teaching due to factors like

1. The goals of teaching
2. Aptitude (also, attitude), ability, and motivation of learners
3. Teacher’s competence
4. Effective methods, materials and system of evaluation
5. Policy matters
Goals in *language teaching* are “defined within the sociocultural contexts in which teaching and learning are carried out” (Verma and Krishnaswamy 1989, p.341).

Success in language teaching is possible if and only if the learners engaged in it have learnt *how* to listen, understand, and use the language that is taught. While listening and speaking are natural processes, reading and writing are not.

**Dimensions in Language Teaching:**

1. *Organisational dimension*: Physical and administrative facilities: size of the class(es), status of the language (L1, SL, FL), educational and linguistic policies, facilities for research and development, information about language teaching, and coordination of language teaching.

2. *Technological dimension*: Facilities for the use of mass media such as radio, TV; Language Laboratory, availability of audio-visual aids and multimedia required.

3. *Psychological dimension*: Motivation, aptitude, language behaviour, problem of L1 interference, relation between maturation and language learning, built-in language mechanism.

4. *Sociological dimension*: Attitude towards language(s), code switching, code mixing etc.
5. **Pedagogical dimension**: Principles of language learning and language teaching.

Other related dimensions are (a) **linguistic dimension**: description of language, contrastive analysis; (b) **nature and quality of the medium of instruction**; (c) **quality of teaching**; (d) **competence and the commitment of teacher/s**; (e) **sociolinguistic barriers**; and (f) **hidden curriculum**: tacit values and attitudes concerning appreciative and applicational behaviour every learner must learn.

Teaching can be teacher-centred, involving convergence, or learner-centred, leading to divergence. So is the case with English Language Teaching (ELT).

**English Language Teaching**

English Language Teaching (ELT) is a term that the British use to refer to the “teaching of English to non-native learners” as opposed to English as a Native language (ENL), which is “the teaching of English to the native learners of English”. Learners whose mother tongue or L1 or “home language” is not English are categorized as the non-native learners of English because they were not born into native English culture.

This non-native segment of the learner population consists of (a) learners of English as a Second Language, especially in quite a few countries like India that share a colonial past as British colonies. English is taught as a foreign language in a majority of other countries in the world today, or wherein the
constitution of the country recognizes English as the “Associate Official Language”, and (b) learners of English as a Foreign Language.

ELT is a blanket term used to refer to language teaching situations of both these kinds, as a second language (ESL/TESL) and as a foreign language (EFL/TEFL) and the difference between the two is explained through the Figure that has been reproduced from Platt, Weber and Ho (1984).

![Diagram](image)

ENL in the Figure stands for the teaching of English as a Native Language. However, there is also a language teaching situation wherein the target population of learners learning English has another language as its mother tongue or L1, like the immigrant population in the UK, USA, and other English speaking countries, who are essentially speaking speakers of other languages. A new term ESOL/TESOL has been coined to refer to the teaching of English to this type of learners of English.

**EFL/TEFL**

In a classroom setting of this kind, *the focus is likely to be on form rather than meaning*. It is very unlikely that the L2 or the target language (ie English) would be used in this situation for the conduct of classroom management, or
for genuine social purposes. It is least like a natural setting when compared with ESL/TESL because there is little negotiation of meaning in an EFL/TEFL classroom (Ellis 1986, p.151).

McArthur (ed) (1992: 1023) notes that it is (1) the teaching of English in countries where it is of interest and/or importance but is not or has not been until recently a local medium of communication or instruction (in what were called EFL countries – a term used to refer in effect to the rest of the world – in the 1920s), such as Japan, Saudi Arabia, and Sweden; (2) providing courses in ENL countries for visiting students from EFL countries. English Language Teaching or, more commonly ELT, is another term used principally for this category, especially in Britain.

The aim here is to help the target population attain a working knowledge, or simple knowledge of oral and written varieties of English for day-to-day communication and conduct of work, by using it as a medium of instruction. It would be interesting to examine how EFL/TEFL is managed with the target population of learners of English in the UK by taking a look at the following features that characterize it.

**EFL/TEFL**

1. Aims at giving them a working command of both the spoken and written varieties of English.
2. Does not use methods grounded in a theory but a complex of theories drawn from the behavioural (and social) sciences and is thus *not eclectic*.

3. Exploits a wide range of materials rather than rely on a prescribed textbook lays emphasis on the acquisition of fluency and accuracy in the use of the target language.

4. Does not encourage any explicit teaching of grammar.

5. Sets for itself the target of ensuring an integrated development of skills.

6. Focuses on the practical use of the skills of reading and writing.


**ESL/TESL**

In a classroom setting of this kind, *the focus is still on form rather than on meaning* as in case of the earlier one but the difference is that English functions as the medium of instruction as well as the goal with at least some possibility of the negotiation of meaning. Hence it will be used for a wider range of discourse functions (Adapted from Ellis 1986, p.151).

McArthur (ed) (1992: 1022-1023) observes that it is (1) the teaching of English in countries where the language is not a mother tongue but has long been part of the fabric of society, usually for imperial and colonial reasons in the relatively recent past, whether as a lingua franca or as a medium of education, or both. The term ESL countries refers to those territories in which English has
a statutory role such as (co)-official language or medium of education, but is not generally used in the home, such as in India, Nigeria, and Singapore; and (2) the teaching of English to non-English-speaking immigrants to ENL countries, with a comparable term today being TESOL, which is used primarily in North America for the teaching of immigrants, but is now being used worldwide in both the senses.

Unlike the earlier situation, the aim here is to help the target population attain a reasonably adequate command, not just working knowledge, or simple knowledge of oral and written varieties of English for the day-to-day communication and conduct of work, by using it as a medium of instruction. This is a language teaching situation in which an attempt is made to replicate, to whatever extent it may be possible, the experience of teaching and learning English as a native language.

The Difference between the Two Situations in Britain

Britain is an ENL country, and universities, colleges, and polytechnics in it offer training programmes in both EFL and ESL. An interesting statement comes in the form of the assertion that “the British EFL and the Commonwealth ESL have much in common” (McArthur (ed) 1992, p.1035). Commonwealth countries like India are those that were under the colonial rule of Britain before they became independent. Historical association, cultural links, and the structures set up by the British in the days prior to independence necessitated the teaching and learning of English in them. Most of these
countries chose to retain English language in one form or the other after they gained independence of their foreign yoke.

The Difference between the Two Situations in India

English is taught in India both as a foreign language as well as a second language, particularly, in smaller segments of our metropolises and a select section of the learner population who need English for effective communication. The aim in EFL situations is to help the learners attain a working command of oral and written varieties of British English. This aim is sought to be achieved by helping the learners to master comprehensional and expressional skills adequately enough to be able to follow and take part in conversations on general subjects as well as to write on these in reasonably good English by training them in referencing and study skills, equipping them with interpersonal skills in English, and training them in time management.

The perception of English in ESL situations is one of it being the language of higher education and of professional opportunities. The aim in such a situation is to help the learners attain a reasonably adequate command of oral and written varieties of English. This is sought to be achieved by using it as the medium of instruction in higher education and professional training. A majority of courses in the sciences, in medicine, in engineering and technology, in commerce and management, and in the other specialized branches of knowledge are taught and the learner attainment evaluated in English. A mere working knowledge of English would certainly not suffice as is believed
unfortunately. This needs to be augmented by enabling the learners to master comprehensional and expressional skills adequately enough to follow and take part in discussions on relevant as well as general subjects and to write on these in reasonably good English, by training them in referencing and study skills, equipping them with interpersonal skills in English, and training them in time management.

The question is: Why should the British EFL and Commonwealth ESL have much in common then, if this be the case?

EFL in Britain (i) generally aims at a working command of the (general) spoken and written English, (ii) involves the use of eclectic methods, i.e. methods not grounded in any one theory from the behavioural and social sciences but rather those that take account of the complex interaction between the full range of theories in psychology, sociology, and other behavioural and social sciences, (iii) exploits a wide range of materials gathered from various sources, systems etc, (iv) lays emphasis on fluency and accuracy, (v) has no place for the explicit teaching of grammar, (vi) focuses on integrated development of skills, (vii) emphasizes practical use of reading and writing, and (viii) adopts flexible teaching techniques.

British ESL activities are based on a basic set of assumptions that the learners (a) will encounter English outside the classroom, (b) will achieve adequate levels of abilities, and (c) will target an educated local accent and pronunciation if they cannot realize the emphasis on RP of the British English.
Seen in this context, the observation that the British EFL and the Commonwealth ESL have much in common would mean that the commonwealth countries actually offer EFL, as it is used in the British sense of the term, even in ESL situations within the Commonwealth of Nations. This is an interesting way of accusing these countries of watering down the ESL. Unfortunately, this may indeed be true as experience in our country seems to suggest.

**The Position in India**

India is a commonwealth country, but it is different by far from its sister countries in the Commonwealth of Nations. We are surely better off than the others, for EFL situation in India is markedly different from the EFL situation in Britain, and I can say this on first-hand experience! Let us see how it is so.

We generally aim at providing our learners with a *working command* of oral and written English in our situation. A learner may be said to have a ‘working command’ over any language if and only if he or she can carry on activities related to studies using that language as a medium.

We have a typical situation in India. We operate at three levels, with EFL/TEFL at the later primary, secondary, higher secondary levels in vernacular medium schools, and at the tertiary level in institutions of higher learning, with the vernacular as the medium of instruction; with ESL/TESL at the school level in schools that have English as the medium of instruction, partially at the school level in Navodaya and Kendriya Vidyalayas, and at the
tertiary level, especially at BA in English (Special); and a gradual, though partial progression towards ENL at the undergraduate and graduate levels, particularly so, in situations wherein the learners are expected to superspecialise in English language and literature.

The method in vogue in almost the whole of the country in the EFL situation is the grammar-translation method. Whatever materials we get used to in our EFL classrooms are usually limited to texts prescribed from time to time by the university concerned. Accuracy is emphasized but appropriacy is often overlooked and so is fluency. Grammar is taught explicitly and a majority of our institutions continue to use traditional grammar. There is lop-sided development of skills, with stress being laid mainly on reading and writing at the cost of listening and speaking. The focus continues to be on controlled writing because the topic is discussed beforehand. Teaching techniques other than the standard lecturing technique are hardly used, except for the newly growing interest in using ICT-enabled technology, but with lecturing as the technique.

Apart from this division, we have two other kinds of situations obtainable in India on the language front: EFL at the school level for a segment of 15 to 20 per cent of learners in our schools where English is the medium of instruction are drawn from private and public elitist schools. Added to these figures are those of the sections of learners following a mandatory, or what is called compulsory, course in General English at BA, BCom, BSc; those others who do a compulsory course in Language and Communication Skills as in BBA,
BBA (IT), BBA (HM), BE, BPharm etc; and yet others who specialize in English at the BA and MA. Moreover, most of the undergraduate courses are taught in English as the medium of instruction in our universities, and the learners are expected to have reached a reasonably adequate level of proficiency in English at the point of entry into the system catering to higher education.

TESOL

A term used in the USA to begin with and now even in the UK, and is used to refer to an ELT situation in which English is taught to the immigrant population in an English speaking country. Sometimes it is used also as a synonym for ELT as is the case with the USA. Some universities in the UK have been offering an MA in TESOL.

Other Terms

There are terms like ESP (English for Specific Purposes), EGP (English for General Purposes), EAP (English for Academic Purposes), EST (English for Science and Technology), EOP (English for Occupational Purposes), EVP (English for Vocational Purposes), EGAP (English for General Academic Purposes), EIL (English as an International Language), etc. EAP, EST, EOP, EVP, EGAP etc are but ELT situations wherein English is taught for specific purposes. Even so, we need to understand the basic principles in ELT.
Basic Principles in ELT

1. **Work out the objectives in advance:** What standards do we expect our learners to have reached by the end of the course? Which structures will they be able to use confidently? What size of vocabulary will they have? What will they know about and of English and the English language they are acquiring? How much spoken variety of language will they be able to comprehend? How much of it will they be able to use themselves?

2. **Work from known to unknown:** The movement from known to unknown, concrete to abstract, simple to complex, definite to indefinite, analysis to synthesis, particular to universal, whole to part, experiential to intellectual, and psychological to logical order should be gradual. Nothing should be unduly rushed.

3. **Work in short, logical, and simple steps:** Start with a few simple structures or words, and build on those, adjusting the pace as necessary.

4. **Encourage learning by doing, letting learners learn at their own pace:** Learning is not a passive process. If the learners are to learn, then they must be actively engaged in doing things, not just listening but comprehending at the same time. Learners need to be given the opportunity to learn at their own pace. Pressure to accelerate learning will prove to be counterproductive.
5.  *Help the learners experience success:* People learn most quickly when they find or get the right answer to a problem they face. The saying that “one learns from one’s mistakes” notwithstanding, people thrive on success. It is much more difficult to profit from failure. The feeling of achievement is a heady spur, prodding people to continue wanting to learn, and actually learning.

6.  *Give ‘feedback’:* It is important for everyone to know how one is getting on and coping. The simplest way to provide feedback is to make detailed positive comments straightaway on the learners’ oral or written presentations.

7.  *Provide practice and reinforcement:* Help the learners practise what they have been taught and reinforce the skills they might have acquired somewhat shakily.

8.  *Focus on ‘real’ language:* Real-life language use is much better than arbitrary and artificial language use. Not all language practice is language use. Focus should be both on fluency and accuracy.

9.  *Practice in fluency as well as accuracy:* Rapid, natural reception and production of contextualised, meaningful language use that is technically called fluency is as much needed as is accuracy, or the use of the right word in the right place at the right time to produce the right effect and to get the right results.
Higher Education

Education beyond the school system is called ‘higher education’. ‘Higher education’ is also referred to as ‘tertiary education’. Learners at school are initiated into the study of English but those at the tertiary level are expected to have at least some background of English. The age groups differ and hence the problems are also not the same at these two levels. Although teachers at the tertiary level have better paper qualifications, they lack a teacher training certification. It is different from school education because learners at this level have to access textbooks and secondary reading material in English. Since they already have a background of training in English language, they need to reinforce their knowledge of language. With English becoming an international language and gaining greater acceptability throughout the world, our nation needs trained manpower with the ability to handle communication in English with international clientele.

The Indian higher education system is one of the largest such systems in the World. There are also new challenges of management and regulation being faced by these institutions, which require serious attention, both at the institutions in the public sector and also those in the private sector now growing at a fast pace. As a result, the old structures of management established in pre-independent India and working during most of the twentieth century are now required to undergo drastic changes. Besides, the demands of the society for equity and accommodation cannot be neglected any more. The
new regime under WTO where competence is the cardinal principle of success in international operations has made it abundantly clear that the country should exploit its excellent potential in higher education and training facilities and prepare itself to export the Indian brand of education to foreign countries. Policy planning and evolving strategies for this task are somewhat new for the country. But, this is an opportunity which cannot be missed by India, as it offers interesting possibilities for strengthening of the nation’s talent and resourcefulness.

**Education**

The act or process of acquiring knowledge, the training and knowledge acquired by this process, and the act or process of imparting knowledge. It is derived from the Latin roots, ‘educare’ and ‘educere’, meaning ‘to rear’ and ‘to lead’. Teachers’ rear and nurture young minds and motivate them accordingly. The former role is one that posits the teachers firmly with the learners who are bound to them; the latter is negative in connotation wherein there is a sense of authority and power. It can also be taken as a provision of a series of learning experiences to students in order to impart knowledge, values, attitudes and skills with the ultimate aim of making them productive members of society.

**Primary Education**

It can be defined either by age or years of schooling. Often primary education refers to the education of children below the age of 11 or 12, or the equivalent of the first 4-8 years of schooling. In this chapter we have adopted the latter
definition of primary education, in accordance with GCE and the World Bank, where the first eight years of education constitutes primary and ‘basic’ education.

**Secondary Education**

This form of education immediately follows primary education and is commonly targeted towards young people between the ages of 11 and 18 years, but is dependent on the provision of basic primary education (Krebs 1994).

**Higher Education**

This form of education may include college study, university education, training for various trades or occupations, specialization in an academic area, or other vocational training (Krebs 1994).

**Mass Education**

It is a model that involves transplanting the education of one cultural system onto another, while maintaining the original categories of knowledge. It is often standardized and commodified, with a focus on literacy and empirical knowledge at the expense of other knowledge (Gidley 2000).

**Purposes of Higher Education**

From the outset, it is necessary to understand what the purposes of higher education are. A clear understanding will shape the responses of institutions and individuals to the need for strategic planning and management. One definition that identified four purposes for higher education was offered by the
National Committee of Inquiry into Higher Education in the United Kingdom, chaired by Sir Ron Dearing in 1997: 

- to inspire and enable individuals to develop their capabilities to the highest potential levels throughout life, so that they grow intellectually, are well equipped for work, can contribute effectively to society, and achieve personal fulfillment;
- to increase knowledge and understanding for their own sake and to foster their application to the benefit of the economy and society;
- to serve the needs of an adaptable, sustainable, knowledge-based economy at local, regional, and national levels;
- to play a major part in shaping a democratic, civilized, inclusive society. It is to achieve these ends that higher education has developed. These are common ideals, recognized throughout the world. To varying degrees, they provide the philosophical framework within which all institutions of higher education operate. The full or partial fulfillment of these objectives provides the essential **raison d’être** for universities, polytechnics, colleges, and other providers of higher education, and offers the backdrop against which all effective planning and management of higher education must take place.

The problem that higher education faces today is that the distinction between *Higher Education* and *Mass Education* has faded and it is taken into consideration as one.
Works Cited


International Basil Bernstein Symposium, Rutgers State University, Newark, USA. 2006. Print.


Paulo Freire. referred to his method of teaching adult humans as "critical pedagogy. Print.

