CHAPTER - 3
CLASSROOM OBSERVATION

This chapter gives the description of the observation of thirty classes of the undergraduate level carried out over a period of one and a half months. Ten teachers were observed and three continuous classes of every teacher were taken up for study. The focus of the study was to see how much the teaching of reading at the undergraduate level at AMU conforms to CLT principles.

Methodology

Purpose and Significance of the Study:

The purpose of the study was to understand the teaching of reading at AMU at the undergraduate level with reference to CLT principles.

Subjects: The subjects consisted of various classes of the undergraduate level, that is BA 1st, 2nd and 3rd year, Engineering 1st year and class XI and XII. Their age group was approximately seventeen – twenty one and most of them had Hindi/Urdu L1 background.

Instruments: The instrument employed to observe the classes was an observation schedule (p. 166, see Appendix – I ) based on Communicative Orientation of Language Teaching (COLT) proposed by Frohlich, Spada and Allen (1985: 53-6). It also derives ideas
from the schedule proposed by Moskowitz, (1971: 213). This schedule can be broadly divided into three parts:

Part one describes actual classroom teaching in detail. It takes into account the objectives of teaching, materials used in the class, pre-teaching and main-teaching activities. The second part is interaction analysis which takes into account the different aspects of the on-going classroom interaction, the role of learners and teachers and the affective aspects of teaching. The third part attempts to examine the pedagogic principles underlying the observed classroom teaching and interaction.

Procedure: As already mentioned, ten teachers were chosen for study and three classes of every teacher were studied continuously so that the full treatment of a lesson could be viewed. In agreement with a teacher, the researcher sat at the back of the class and observed the teaching according to the prepared schedule. No tape recording was used but the researcher noted different aspects of teaching as the classroom teaching went on according to points specified in the schedule. The data gathered in this way is obviously qualitative and interpretive. Thus, a qualitative analysis of the teaching of every individual teacher was carried out on the basis of three classes studied.
Classroom Observation: Teacher A

(I) Classroom Teaching

(Class: Engineering 1st year, number of students: 30)

Objectives: The main objective of teaching was reading comprehension. Though writing and speaking skills were also given some attention. For example, the students were asked to summarize the lesson in writing, and question and answer of comprehension questions was taken up orally. Pronunciation was also attended to, to some extent.

Materials: (see Appendix II, p. 171)

The title of the lesson was *Efficiency in Engineering Operations*, an expository type of ESP text taken from the text book *A Course in Basic Scientific English*. The main idea of the passage is how engineering deals with optimum conversion which is achieved by using efficient methods, devices and man power at low cost. The passage conveys the idea that the successful engineer is always trying to change things for the better. The style of the passage is objective and formal and it contained a number of technical words. Sentence structure was usually complex and there did not appear to be a strict selection in terms of vocabulary and structure in the choice of the text.

Pre-teaching and Main-teaching:

Usually the teacher started teaching the text immediately without any pre-teaching activities. The main-teaching started with the
teacher asking the students to read the text silently, after which she herself read the passage loudly, explaining difficult word meanings and sentence meanings in the process. She also encouraged the students to find out the meanings of words and sentences themselves and explanation went on simultaneously with questions and answers. Mother tongue was not used either by the teacher or the students. The teacher did not use the blackboard throughout the class. Errors were corrected immediately whenever they occurred. The teacher encouraged the development of different reading strategies. For example first of all, she asked the students to guess the meaning of the title. She also asked what the bracket suggested in the title of the lesson. Students were also asked questions on the style and structure of the text. Some of the questions asked in the class during the ongoing teaching and explanation were as follows:

1) What is optimizing?
2) “Efficiency costs money”. Can you explain this?
3) What do the brackets suggest in the title of the lesson?
4) “Safety adds complexity”. Can you explain this?
5) What kind of style and structure are used in the text?

In the second class the text given to the students was *Preventative Sociology* which was also an expository, ESP text taken from *A Course in Basic Scientific English*. The main idea of this text was that these days sociologists are trying to draw
attention to some of the undesirable side effects of social developments which are otherwise widely considered to be desirable. For example, traffic congestion is an inevitable result of economic development and increase in the divorce rate is a function of economic independence of women. The style of the passage was formal. Sentence structure was complex, the vocabulary was fairly difficult for the student level, and the selection was flexible.

As in the previous class, no pre-teaching was done, and the teacher immediately asked the students to read the text silently. After silent reading by the students, she started reading the text loudly and explaining difficult words and sentences while encouraging students to come up with correct answers themselves. Whenever an error occurred, she corrected it immediately. Sometimes she also asked other students to correct their fellow students. As in the previous class, the blackboard was not used, and mother tongue was not employed.

The teacher helped the development of reading strategies by asking the students to engage in guessing and predicting the meanings of words and sentences. Sometimes she asked the students to scan for specific information. Some of the questions asked in the class were as follows:

1) What is sociology?

2) “Traffic is therefore a function of activities”? Explain:
3) What do you mean by delinquency?

4) Who are sociologists?

5) Who was Charles Booth?

In the third class again, the main objective of teaching was the teaching of reading comprehension. The passage taken was *Antimicrobial substances from seeds* from the same ESP book, *A Course in Basic Scientific English* mentioned above. The text started with hypothesizing an idea and ended with instructions for experiments. The main idea is that a number of antibiotics are derived from plants, but most of the work with plants is concerned with the leaves, stems, roots, fruit or bark. Research shows that seeds also may be a good source of anti-microbial sunstones. Then the passage suggests an approach to conduct experiment with seeds and also ends with precautions and mention of equipment with regard to experiment.

The style of the passage was formal. The vocabulary technical, the syntax structure complex and the selection flexible. As in the previous classes, no pre-teaching was done and the class began with 15 minutes of silent reading. It was followed by loud reading and explanation by the teacher. The explanation was carried out with simultaneous question answers. L1 was not used and errors were corrected then and there. Some of the questions asked by the teacher during the explanation were the following:

1) What do you mean by microbes?
2) What is sterilization?
3) What are solvents?

As in the earlier classes students were encouraged to develop reading strategies.

(II) Interaction Analysis: Teacher A

The interaction analysis focuses on the extent and type of classroom interaction. Questions and answers formed a major part of the teaching during which the teacher asked questions of students in a random manner. Most of the students participated in this type of interaction, and group work and pair work was also encouraged. The activity pursued in the class was mostly oral comprehension questions. Sometimes questions on vocabulary were also asked. In terms of explicit focus on language, there was emphasis on vocabulary. Functions of language were not taught explicitly. Since the passage given involved the functions of hypothesizing and instructions, these functions might be learned by the students in an implicit manner. There was no focus on either discourse or socio-linguistic competence.

As far as the affective aspects of teaching are concerned, it was observed that the teacher taught mostly in a neutral manner, but sometimes she encouraged the students by praising their response through phrases, such as “all right”, “very good” and so on. She never criticized the students. Lecturing was avoided and teaching was mainly based on questions and answers. Directions
and commands were also used frequently. The atmosphere in the class was congenial.

(III) Pedagogic Principles: Teacher A

The classroom teaching of the above mentioned teacher reflects an eclectic approach towards the teaching of $L_2$, which includes elements of the audiolingual method with some elements of Communicative Language Teaching. The principles of ALM can be seen in the following practices:

1) Students' native language was totally forbidden.
2) The teacher corrected the errors immediately.
3) Grammatical explanation was avoided.
4) Oral skills were emphasized.

CLT principles are reflected from the following practices:

1) The teacher asked the students to read silently.
2) Development of reading strategies was encouraged such as skimming, scanning, predicting and guessing.
3) Pair work and group work was encouraged.
4) Most of the students participated in the interaction between the teacher and the students.

In conclusion, we can say that the teacher's role was less authoritative than one would find in an ALM class and more authoritative than what is usually advocated by CLT practitioners.
Classroom Observation: Teacher B

(I) Classroom Teaching

class: BA 1st Year Compulsory English, number of students: 35

Objectives: The broad objective of teaching was reading comprehension and specifically it was the guessing of the meanings of difficult words in the given text.

Materials: (see Appendix II, p. 179) The material used consisted of a number of exercises with single sentences in the first two activities. The other two activities consisted of some short passages of three or four sentences along with some single sentences. In the first activity a nonsense word Wopperglot was given along with many clues provided to help the students to guess the meaning of the word. The next activity was a multiple choice exercise in which the students had to choose the most appropriate meaning of the given word in the sentence. Activity 3 was a fill in the blank exercise. Activity 4 was an extract from a story, and the students were required to puzzle out the meaning of the underlined words with the help from other words or phrases in the extract. The language used in the exercises was informal, the vocabulary was common core and the syntax fairly complex.
**Pre-teaching and Main-teaching:**

There was no pre-teaching. The class started with the teacher explaining the first activity to the students about what they were required to do, in the target language. The activities were conducted orally in the class where the students were not able to give the correct meaning of the words, the teacher herself explained them. L₁ was not used either by the teacher or the students and error correction was done immediately. The blackboard was used to some extent and about one-third of the students participated in the activity.

In the second class of teacher B also, a handout was given to the students which required them to understand the meanings of the given words from their forms. Before the exercise, the students were given a list of Latin or Greek roots used in English as prefixes or suffixes. The second activity consisted of a matching exercise in which the students had to match the words with their definitions. The language of the exercise was informal and the vocabulary was common core.

No pre-teaching was done and the teacher started the class directly by explaining the first activity. The examples given in the text were read out loudly by the teacher after which the activity was carried out orally. Sometimes the teacher asked the students to write the correct word on blackboard. If there was an error, it was corrected immediately by the teacher. L₁ was not used either by the
teacher or the students. Students were also helped with the pronunciation of words specially those with Latin and Greek affixes. It was noted however, that out of thirty five students only four or five participated in the classroom interaction.

In the third class again, the main objective of teaching was reading skill and the narrow focus was on the learning of prefixes and suffixes with the aim of helping the students in accumulating a large vocabulary and thus enhancing their reading comprehension. The text given was a continuation of materials given in the previous two classes. In the two activities provided in this class, the first required the students to form as many words as possible with the given prefixes and suffixes.

As in the previous classes, no pre-teaching was done and the class started with the explanation of the exercise by the teacher. She explained the meanings of prefixes and suffixes with examples and then the exercise was carried out orally. Mother tongue was not used and error correction was immediate. As far as the use of blackboard is concerned, it was observed that the teacher made adequate use of blackboard for highlighting the construction of different words. Classroom interaction was dominated by only two or three students. However, it was observed that the teacher put many questions to a weak student in order to encourage him.
(II) Interaction Analysis: Teacher B

There was no reading text provided in this class, the presentation of which could be observed. The classroom teaching only consisted of a number of activities in all the three classes focussing on the teaching of word meanings on the basis of the word form or on the basis of context. Most of the time, the teacher asked students to answer the questions orally and individually. Pair work and group work was not encouraged. The focus was on the form of language, that is, vocabulary rather than functions, discourse or socio-linguistics. There was no lecturing employed. Directions and commands constituted an important element of classroom teaching. There was neither praise nor encouragement, nor criticizing.

(III) Pedagogic Principles: Teacher B

Influence of ALM principles are reflected in the fact that there was no grammatical explanation and the teacher corrected the errors as soon as possible. The classroom teaching was teacher-dominated and accuracy was emphasized. On the other hand, some underlying CLT principles can be observed in the choice of the material used, which encouraged the students to develop the strategy of guessing the meanings of the words from context or word form, instead of relying on the dictionary of all the time.
Classroom Observation: Teacher C

(I) Classroom Teaching:
(class: B Com 2nd year, Compulsory English, number of students: 25)

Objectives: The broad objective of teaching was reading comprehension and specifically it was the teaching of Linking Devices.

Materials: (see Appendix II, p. 167)
The text consisted of a number of exercises on linking devices such as intra-sentential linkers, inter-sentential linkers and co-ordinators. In activity 1, the students had to combine the pairs of sentences by a suitable subordinator. And in activity 2, they had to rewrite the sentences as single sentences using appropriate subordinators. They also had to pay attention to commas. The title of the lesson was Linking Devices. The style of the text was formal, it contained a number of common words and the syntax was fairly complex. Sentence structure was simple and selection in terms of vocabulary was not strict.

Pre-teaching and Main-teaching:
Firstly, the teacher started with a brief revision of the previous lecture which was about intra-sentential linkers. She also asked some questions:
(1) What do you understand by a subordinate clause? Give some examples of it?

(2) What do you mean by coherence?

The teacher started the main-teaching with intra-sentential linkers. She also explained the meaning of beyond the sentence. Then she explained the definition of intra-sentential linkers and also gave some examples. In punctuation, the teacher explained the use of comma to the students. L1 was not used either by the teacher or the students. The teacher the blackboard for about 15-20 minutes. In this class, the teacher did not pay much attention towards the errors of the students which did not constitute the main focus of the lesson. She encouraged the students in using the linkers appropriately. Some other questions asked in the class during the on-going teaching and explanation were as follows:

1) What is the function of a sentence?

2) What is the function of a connector?

3) “Punctuation is necessary for a text”. Why ?

4) What do you mean by a subordinator?

In the second class, the teacher again taught coordinators, punctuation and correlative conjunctions. The main idea of this text was to help the students to understand the definition and use of coordinators. Activity 3 was about subordinators/conjunctions. The students had to put an appropriate subordinator or conjunction in the sentence, while
activity 4 was to combine the pairs of sentences as single sentences with the help of conjunctions. The style was informal and sentence structure was simple. Vocabulary consisted mostly of common words.

In this class, the teacher started the class by asking the students whether they had any problem in the previous class or not. She also briefly revised earlier teaching by asking about coordinators. She explained the use of comma in a sentence. She again explained conjunctions, coordinators and the difference between using 'but' and 'however' and gave some examples of these. No use of L1 was made by the teacher or the students. In this class the blackboard was used to some extent by the teacher. The teacher corrected the errors herself immediately. She also encouraged the students to come up with correct answers and helped the students by asking different examples of conjunctions and the different uses of connectors. Some of the questions asked in the class were as follows:

1) What do you understand by a connector and a conjunction?
2) Why do you use a comma in a sentence?
3) Give some examples of correlative conjunctions?

In this third class, the teacher taught the inter-sentential linkers. Here the teacher re-explained the term 'beyond the sentence', the purposes and functions of connectors and conjunctions. Activity 1 had a number of sentences which were
not in a logical order. The students had to rewrite the sentences in the form of a connected text by providing necessary linkers. Activity 2 contained pairs of sentences. The students had to use a relative clause in the first sentence, in the second a subordinate clause, in the third a conjunction and in the last sentence a connector and they also had to choose the version which was better. The style used in the activity was informal and vocabulary consisted of very common words.

In this class, there was no pre-teaching. The main teaching started with the definition of inter-sentential linkers. The teacher read loudly many examples of inter-sentential linkers for about 20 minutes. The teacher emphasized the definition of a relative pronoun. She also explained the use of ‘whose’ for living objects and not for non-living ones. L1 was not used by the teacher and the students. Errors were corrected when the students completed their sentences. Some of the questions asked by the teacher apart from the exercises were as follows:

1) Define the difference between a conjunction and a connector?
2) "Voting is a privilege". Should we put a comma after voting?
3) I was suffering from typhoid

I could not go to Delhi.

Put a suitable connector.
(II) Interaction Analysis: Teacher C

The explicit focus was on grammar and social functions of language were not taught. The focus was on the form of language. There was no focus on either discourse or socio-linguistic competence. As far as the affective aspects of teaching are concerned, it was observed that the teacher taught in a positive manner. She never criticized the students. Lecturing was avoided. Directions and commands constituted an important element of classroom teaching.

(III) Pedagogic Principles: Teacher C

The classroom teaching of the above mentioned teacher reflects an eclectic approach which includes some elements of ALM with some elements of CLT. The principles of ALM can be seen in the following practices.

1) Students' native language was totally forbidden.

2) The teacher corrected those errors immediately which were the focus of classroom teaching but she was tolerant towards other errors in the speech of the students which encouraged them to participate in classroom interaction.

3) Grammatical explanation was avoided.

4) Repetition and consolidation of elements of language taught in the previous class.

5) Oral skills were emphasized.

CLT principles are reflected from the following practices.
1) Most of the students participated in the interaction between the teacher and the students.

2) Tolerance of errors in language items which were not the focus of teaching.

In conclusion, we can say that the teacher’s teaching combined principles of ALM, with some principles of CLT, and thus adopted an eclectic approach to the teaching of the target language.

**Classroom Observation: Teacher D**

**I) Classroom Teaching:**

(class: BA Ist Year, Compulsory English, number of students: 25)

**Objectives:** The broad objective of teaching was reading comprehension and specifically, it was about conjunctions. Reading skill was emphasized.

**Materials:** (see Appendix II, p. 194)

The title of the lesson was *Finding your way Around a text*. The text consisted of a number of activities on conjunctions and logical arrangement of jumbled sentences. The teacher explained the importance of English and how the students can enrich their vocabulary and at last he explained the definition and some examples of conjunctions. Sentence structure of the text was simple.
Pre-teaching and Main-teaching:

The teacher D tried to warm-up the students by explaining the importance of English and how the students can enrich their vocabulary. He also explained the four skills loudly in the class for about 15 minutes. He forced the students to communicate in English with each other. Later he explained the use of conjunctions and gave some examples. L1, was used by the teacher to some extent, for example in two sentences:

1) Linkers are also called connectors.

2) Can you give some example of conjunctions?

The teacher used the blackboard for 5-7 minutes. He wrote some examples of conjunctions on blackboard. The teacher corrected the students’ errors, when the students completed their sentences. He also made other students to correct the errors and encouraged the students to communicate more in the class through English and in their daily life. Some of the questions asked in the class during the on-going teaching and explanation were as follows:

1) What are you doing to enrich your vocabulary?

2) What are the two major obstacles in understanding a speaker?

3) What do you understand by conjunctions?

4) Why do you feel pleasure in listening to music?

5) Write down two words: academy and academic, and pronounce them properly?
In the second class the teacher taught conjunctions from the same chapter. The main idea of the text was explanation of conjunctions and the different uses of conjunctions. In activity 3.8, the students had to match the sentences with the help of conjunctions. The teacher also gave some sentences and the students had to match them properly. The style of the teaching was informal, and his vocabulary contained simple words. In the second class no pre-teaching was employed in the class. The teacher started the main teaching by reading the definition of conjunction loudly. He gave some examples of conjunctions. After that, he also gave some sentences and asked the students to point out the conjunction in them. Loud reading was done for about 12 – 15 minutes. Later on he explained the uses of conjunctions to the students. The teacher did not use the blackboard and L1 was not used either by the teacher or by the students. The teacher corrected the errors when they completed their sentences and encouraged them to remove their shyness and hesitation. Some of the questions asked in the class during the on-going teaching and explanation were as follows:

1) How can you improve your communication skills?

2) a. He tried hard in the exams.

   b. He could not get success.

Combine these sentences into a single sentence with an appropriate conjunction.
3) Why do you want to learn English?

In the third class again, the teacher explained the conjunctions. The main objective of teaching was the teaching of reading comprehension. In activity 3.9 the teacher asked the students to choose from the given conjunctions and use them in their own sentences. The style of the text was informal and syntax and vocabulary were simple.

The pre-teaching consisted of the revision of the previous class. The main-teaching was started by doing the activity 3.9 orally in which the students had to tell the functions of conjunctions. The teacher explained the uses of conjunctions to the students and after that he also read the three examples which were given at the end of the sheet. He did not use the blackboard. L1 was used by the teacher very slightly.

In this class, the teacher asked other students to correct the errors after the students completed their sentences. The questions which were asked by the teacher were as follows:

1) What is coherence?
2) What is the role of conjunctions in our language?
3) Make a sentence using the conjunction ‘as well as’?

(II) Interaction Analysis: Teacher D

Use of pre-teaching such as telling the students about the importance of English at the beginning of the class was an additional positive factor in teacher D’s class. Questions and
answers formed a major part of the teaching during which the teacher asked questions of students in a random manner. Most of the students participated in the interaction which took place in the class. Group work and pair work was not encouraged. The activity pursued in the class was mostly oral comprehension questions, but emphasis was given to vocabulary also. Functions of language were not taught explicitly and the main focus was on discourse.

As far as the affective aspects of teaching are concerned, it was observed that the teacher taught mostly in a positive and a warm manner. He also encouraged them by praising their response through phrases such as, “very good”, “ok”, “please continue”, “very very good” and “all right”. He never criticized the students and lecturing was also absent from his class. Directions and commands were used frequently such as:

- Consult the English Pronouncing Dictionary by Daniel Jones.
- Always work systematically.
- Try to make your sentences carefully.
- Keep in mind the functions of conjunctions while making the sentences.
- Don’t look into the text, close your sheets.
- Do come with your diaries in the class.
- Don’t feel shy in the class.
(III) Pedagogic Principles: Teacher D

The classroom teaching of the above mentioned teacher includes the elements of the audiolingual method with some elements of CLT also. A few elements of the GT method were also present:

1) Vocabulary was emphasized to some extent. The teacher encouraged the students to enter words in their diaries.

2) Grammatical explanation was used sometimes.

Principles of ALM can be seen in the following practices:

1) The teacher corrected the errors immediately.

2) Oral skills were emphasized.

CLT principles are reflected from the following practices:

1) Most of the students participated in the interaction between the teacher and the students.

2) The teacher forced the students to communicate more and more in daily life.

3) Mother tongue was used judiciously.

In conclusion, we can say that the teacher’s role was very positive and this class was based on CLT principles to a large extent.

Classroom Observation: Teacher E

(I) Classroom teaching:

(class: BA 1st Year, Compulsory English, number of students: 30)

Objectives: The main objective of teaching was reading comprehension. The specific focus was on linkers and sentence organization in a text. Speaking skill was also given some attention.
Materials: (see Appendix II, p. 196)

The title of the lesson was *Finding your way Around a text*. It aimed to show how the pronouns are used in English. In activity 3.2 the students were required to read the given paragraph and write in the column on the right what the words in italics referred to. Activity 3.3 was similar, which again involved finding out what the underlined pronouns in the given paragraph referred to. Activity 3.4 was based on sequence of words such as first, then, and next. The students were asked to underline the sequence of words in a passage describing the process of making tea. Activities 3.5 and 3.6 required the students to organize jumbled sentences in a proper order.

Pre-teaching and Main-teaching:

The teacher asked the students whether they had revised their previous chapter or not. After that the main-teaching started by reading out the title *Finding your way Around a text*. The teacher explained the use of pronouns in the sentences. He also read the examples loudly in the class for about 3-5 minutes. After reading loudly, the teacher explained the definition of conjunction and the difference of using 'it' and 'this'. 'L' was not used either by the teacher or the students. The teacher did not use the blackboard throughout the class. He interrupted the students immediately when they committed errors before completing their sentences and mostly he himself corrected the errors. Sometimes, he also made
the other students to correct errors of their peers. Some of the questions asked in the class during the on-going teaching and explanation were as follows:

1) "Finding your way Around a text." What does this title suggest?

2) What do you mean by a sentence?

3) What is the difference between 'it' and 'this'?

4) What is the difference between 'me' and 'mine'?

5) What is a conjunction?

In the second class, the same lesson was given to the students, *Finding your way Around a text*. This part of the text was also related to pronouns and their functions. Firstly, the teacher explained the title of the lesson *Finding your way Around a text*. The main-teaching started by asking the students to do activity 3.2. After reading out the activities 3.2, 3.3, 3.4 loudly, he asked questions about the italicized words, which continued for about 20 minutes. Then he explained the difference between narration, description and observation and the functions exhibited by the different passages used in the activities. As in the previous class, there was no use of blackboard and mother tongue was avoided. The teacher immediately interrupted the students when they committed errors and he himself corrected them. Sometimes he also made other students to correct the errors. Some of the questions which were asked by the teacher were as follows:
1) What is the difference between narration and description?

2) In sentence 5 of activity 3.1, ‘it’ refers to National Gallery. Why?

3) What do you mean by reputation?

In the third class the teacher taught the same lesson *Finding your way Around a text*. This part of the lesson was based on the sequence of sentences in a text. The style of the text was informal and syntax was simple and vocabulary easy. In this class there was no pre-teaching. The main-teaching started by the reading of activity 3.5 loudly in the class. Later on, the teacher explained the next activity to the students. Blackboard was not used and nor was L1 used by either teacher or students. The errors were corrected by the teacher himself. In this third class the teacher did not put up any question to the students.

**(II) Interaction Analysis: Teacher E**

Most of the students participated in the interaction with the teacher but group and pair work was not encouraged. The activities pursued in the class were mostly oral. In terms of focus on language, emphasis was given to cohesive devices such as pronouns, linkers and sequence of words, as well as arrangement of sentences logically in a text. Thus, the main focus was on discourse.

As far as the affective aspects of teaching are concerned it was observed that in first class there was no praise or encouragement,
while in the second and in the third class he encouraged the students by praising their responses through phrases such as “yes”, “of course” and “well done”. He never criticized the students and lecturing was employed in the first and in the second class for about 7-10 minutes and in the third class for about 20 minutes. Commands were also used frequently:

- Open your sheets.
- Sit properly and do not make noise.

(III) Pedagogic Principles: Teacher E

The classroom teaching of the above mentioned teacher reflects an eclectic approach which again includes elements of the ALM with some elements of CLT. The principles of ALM can be seen in the following practices:

1) The teacher immediately corrected the errors.
2) Grammatical explanation was avoided.
3) Oral skills were emphasized.

CLT principles are reflected from the following practices:

1) Development of reading strategies was encouraged such as scanning.
2) Most students took part in the interaction with the teacher.
3) The emphasis was on teaching discourse rather than single sentences.
4) Teacher made the students to communicate as much as they could.
Classroom Observation: Teacher F

(I) Classroom Teaching:

(class: B.A 1st year, Compulsory English, number of students: 30)

Objectives: The main objective of teaching was reading comprehension and specifically it was about *Predicting Meaning*, a sub-skill of reading.

Materials: (see Appendix II, p. 201)

The text formed a number of activities. In activity 2.1 and 2.2 the students were asked to guess the content of the books and news items from their titles. In activity 2.3 the students had to write some rules for living longer and in activity 2.4 they had to mark punctuation in a passage, because this activity was also based on predicting. The style of the text was informal and vocabulary was common core and fairly simple.

Pre-teaching and Main-teaching:

No pre-teaching was employed and the main-teaching started with the teacher reading out the activities. Next, the activities were explained by the teacher, and they were then performed orally by the whole class. No use of blackboard and L1, either by the teacher or the students was made. Errors were corrected immediately by the teacher. Some of the questions apart from the activities asked by the teacher during the on-going teaching were as follows:

1) What do you mean by ‘innocent blood’?
2) What kind of a book is this?
3) What is the meaning of 'take off'?

In the second class, the same text was given to the students and the title of the activity was *Understanding Phrases*. This section attempted to enrich students' vocabulary through idiomatic expressions. In activity 2.6 they had to mark the option closest in meaning to the underlined idioms. The language was informal and vocabulary was common core. As in the previous class, there was no pre-teaching and the main-teaching started with reading the exercise on phrases loudly in the class for about 15 minutes. After that she explained each phrase in her own words and finally the activity was carried out orally. No use of blackboard and mother tongue either by the teacher or the students was made. When the student committed an error, the teacher made the student to repeat the whole sentence and try to point out his error himself. When the students were unable to answer satisfactorily, then the teacher herself corrected their errors. Some of the questions asked during the on-going teaching were as follows:

1) What do you understand by a 'hand out'?
2) What is the meaning of 'to sit-up'?
3) What is the difference between health and wealth?
4) What do you understand by 'to lock someone out'?

In the third class again, the same text was given to the students and in activity 2.7 the students had to use the given idiomatic
expressions in their own sentences. As in the previous class, there was no pre-teaching and the main-teaching started with a new activity 2.7. The teacher asked the meanings of some idiomatic expressions of the students. She read loudly the idiomatic expressions and then asked the students to read silently and try to make the sentences in writing in their own way. Then she explained the meanings of each idiomatic expression in her own words. The teacher asked three students to come up and write down their sentences on the blackboard. The students were unable to write on blackboard. Then she gave only five minutes to write in their exercise books and show their written answers to the teacher. And there was no use of mother tongue. In this class the teacher made a round and she made some corrections at student’s tables. She also corrected errors in their work sheets.

(II) Interaction Analysis: Teacher F

Questions and answers formed a major part of the teaching during which the teacher asked questions of students in a random manner. Most students participated in the activities both orally and through written work. Group and pair work was not encouraged. Thus, writing skill was also given some attention. In terms of explicit focus on language, there was emphasis on vocabulary, phrases and idioms. Functions of language were not taught explicitly. Informal, idiomatic language of everyday use was
taught and this may be believed to support socio-linguistic competence in an indirect manner.

As far as the affective aspects of teaching are concerned, it was observed that the teacher taught mostly in a positive manner but sometimes she also encouraged the students by praising their response through phrases such as, “very good”, “yes, yes”, “well done” and so on. The teacher never criticized the students and the lecturing was employed for 7-10 minutes on the topic of content and formation of new words. Directions and commands were also used frequently:

- You should consult the dictionary.
- No talking and no discussions at all in the class.

The teacher’s attempt to help the student’s self-correction can be noted as a positive teaching strategy.

(III) Pedagogic Principles: Teacher F

The classroom teaching of the above mentioned teacher reflects an eclectic approach as others, which includes elements of ALM and CLT.

The principles of ALM can be seen in the following practices:

1) Students’ native language was totally forbidden.

2) The teacher corrected the errors immediately.

3) Oral skills were emphasized.

4) Accuracy was also emphasized.

CLT principles are reflected from the following practices:
1) The teacher asked the students to read silently.

2) Development of reading strategies was encouraged, such as predicting and guessing and so on.

**GT method:**

The emphasis on the development in a decontextualized manner of vocabulary, phrases and idioms is a reminder of the GT method. The activities 2.5, 2.6 and 2.7 aimed to teach idiomatic expressions without reference to any given context.

**Class Observation: Teacher G**

**(I) Classroom Teaching:**

(class: XIth, Compulsory English, number of students: 35)

**Objectives:** The main objective of teaching was reading comprehension, but speaking skill was also given some attention. For example, the students were asked to summarize orally the lesson and questions and answers of comprehension questions were taken up orally. Pronunciation was also attended to, to some extent.

**Materials:** (see Appendix II, p. 207)

The title of the lesson was *The Portrait of a Lady* by Khushwant Singh. The main idea of the passage is how the writer’s grandmother cared for him. There was very good friendship between them. The style of the story is informal and vocabulary is rich to some extent. Sentence structure of the text was complex.
Pre-teaching and Main-teaching:

Usually the teacher started the teaching of the text immediately without any pre-teaching activities. The main-teaching started with the teacher reading the first paragraph of the chapter loudly in the class for about 15 minutes. Then she explained each paragraph in her own words. After that the teacher asked the students to read silently the chapter. He also encouraged the students to find out the meanings of the difficult words and sentences themselves and explanation went on simultaneously with questions and answers. L1 was not used either by the teacher or the students and blackboard was also not used. In this class, the teacher did not pay any attention towards the errors. Some of the questions asked by the teacher in the class during the on-going teaching explanation were as follows:

1) What is pretty?

2) What do you mean by beads?

3) What does the granddaughter look like?

4) What is the third form of wore?

In the second class, the same text was given to the students. In the class, the teacher asked the students, “Did you find any difficulty in the last chapter? Should we start the next chapter now? The main-teaching started when the teacher read the paragraphs loudly in the class for about 20 minutes. After that the teacher explained each paragraph and the meanings of some difficult words in his
own words. The teacher used the blackboard to some extent to highlight some words and there was no use of L1. In this class he corrected the errors immediately and when one student was not able to answer correctly, the teacher put the same question to the other students. He encouraged the students by asking various questions in the class, the questions were as follows:

1) Who is the writer of this chapter?
2) What do you mean by dilapidated?
3) What is the difference between expanse and expense?
4) What do you mean by beads?

As in the last class, the teacher started the teaching by asking the students, “Did you have any problem in the last class”? One of the students asked, “Can you explain the last paragraph, Sif”? The teacher started the teaching by explaining the last paragraph given in the text. He also explained the difficult words in the glossary and asked the students to do the questions given in comprehension at home. After explaining them, he asked the students to read the story silently. The teacher used the blackboard very seldom and L1 was not used either by the teacher or the students. Errors were corrected immediately by the teacher himself and when one student was not able to answer, he asked the other students the same question. Some of the questions asked during the on-going teaching were as follows:

1) What do you mean by gorgeous?
2) What do you mean by evil?

3) What is a wallet?

**(II) Interaction Analysis: Teacher G**

There was less than desirable interaction in this class, since the teaching was conducted mostly through loud reading and explanation by the teacher. Questions answers formed a minor part of the teaching during which the teacher asked questions of students in a random manner. Group work and pair work was not encouraged. The activity pursued in the class was mostly oral comprehension questions. Questions on vocabulary were also asked. In terms of explicit focus on language, there was emphasis on vocabulary and comprehension of written text. Functions of language were not taught explicitly. There was no focus on either discourse or socio-linguistic competence.

As far as the affective aspects of teaching are concerned, it was observed that the teacher taught mostly in a warm manner. Sometimes he encouraged the students by praising their response through phrases such as, “very good” and “very nice”. He never criticized the students and there was no lecturing employed. Directions and commands were also used frequently.

- Do come with your text books from tomorrow.
- Revise the words at least two times.
- Keep quiet.
- Revise the chapter silently.
- If you find any difficulty in understanding the meaning of difficult words then please ask me tomorrow.

(III) Pedagogic Principles: Teacher G

The classroom teaching of the above mentioned teacher reflects an eclectic approach which includes elements of ALM and with some elements of CLT.

The principles of ALM are as follows:

1) Grammatical explanation was totally avoided.
2) The use of students’ native language was forbidden.
3) The teacher corrected the errors immediately in the second and in the third class.
4) Accuracy was emphasized to some extent.
5) The teacher asked the students to learn words through repetition.

CLT principles are reflected from the following practices:

1) The teacher asked the students to read silently.
2) Development of reading strategies was encouraged such as skimming and guessing.

Classroom Observation: Teacher H

(I) Classroom Teaching:

(class: XIIth, Compulsory English, number of students: 26)

Objectives: The main objective of teaching was reading comprehension. Some attention was given to speaking skill also.
Materials: (see Appendix II, p. 216)

The students were asked to read the chapter *Drought* by Sarat Chandra Chattarjee. The story is about the drought in a village named Kashipur and it also tells about a zamindar who tyrannizes his tenant Gafur. The style of the text was informal and vocabulary fairly rich.

**Pre-teaching and Main-teaching:**

The teacher introduced the lesson by asking the students about the meaning of drought. The teacher herself read the passage for 15 minutes and explained it to the students. She also made the students to read the passage loudly one by one and then she also explained synonyms and difficult words to the students. *L1* was not used either by the teacher or the students. When an error occurred, she immediately interrupted the students and corrected their errors. They committed errors mostly in pronunciation. Again and again the teacher encouraged the students to come up and read the lesson loudly without any hesitation. The questions asked by the teacher during the on-going teaching were as follows:

1) What do you mean by drought?
2) Who are tenants?
3) What is the spelling of merciless?
4) What is the opposite of cruel?

In the second class the same text was given to the students. First of all the teacher asked the students, "Did you have any
problem in the last class”? And the main-teaching began by explaining the passage in her own words. The teacher herself read the passage loudly for about 20 minutes during with explanation of each paragraph. In this class there was no use of blackboard and L1 was avoided totally. Errors were corrected immediately and the teacher herself corrected them. Students committed errors mostly in pronunciation. Some of the questions asked by the teacher during the on-going teaching were as follows:

1) What do you mean by acacia?
2) What is the antonym of remorse?
3) What is the synonym of intolerable?

In the third class again the main objective of teaching was the teaching of reading comprehension. The same lesson Drought was taught. In this class there was no pre-teaching employed. The main-teaching started with the explanation of the passages loudly for about 10-15 minutes. Then she gave a summary of the story and multiple choice questions given at the end of the lesson were taken up orally/in writing. No use of blackboard and L1, either by the teacher or the students. The teacher immediately corrected the errors herself and mostly the students committed errors in pronunciation. Some of the questions asked by the teacher were as follows:

1) Tell the summary of the story?
2) Who is Gafur?
3) Who is Shibu babu?

(II) Interaction Analysis: Teacher H

Questions and answers formed a major part of the teaching during which the teacher asked questions of students in a random manner. Most of the students participated in this type of interaction; group work and pair work was not encouraged. The activity pursued in the class was mostly oral comprehension questions. Attention was paid to vocabulary and pronunciation also. Functions of language were not taught explicitly. There was no focus on either discourse or socio-linguistic competence.

As far as the affective aspects of teaching are concerned it was observed that the teacher taught mostly in a positive manner but sometimes she encouraged the students by praising their response through phrases such as, “very good”, “try again”, “yes”. She never criticized the students and lecturing was avoided. Directions and commands were also used frequently.

- Read it with expression
- Read it again.
- Read it very carefully.
- Open your text books.
- Do it.
(III) Pedagogic Principles: Teacher H

The classroom teaching of the above mentioned teacher reflects an inclination towards the practices of the ALM with some elements of CLT. The principles of ALM can be seen in the following practices:

1) Student’s native language was totally forbidden.
2) The teacher corrected the errors immediately.
3) Grammatical explanation was avoided.
4) Accuracy in pronunciation was emphasized to some extent.
5) Loud reading of the text was emphasized. The teacher paid a lot of attention to correct pronunciation and rendering of the text.
6) The teacher encourages practices in the speaking skills.
7) Speaking and listening skills were also emphasized.

Classroom Observation: Teacher I

(I) Classroom Teaching:

(class: XII th, Compulsory English, number of students: 25)

Objectives: The main objective of teaching was reading comprehension. Questions and answers of comprehension activities were taken up orally. Pronunciation was also attended to some extent.

Materials: (see Appendix II, p. 21.6)

The title of the lesson was A Pair of Mustachios by Mulk Raj Anand. The story is about a man who sold all his belongings for the sake of
his mustachios. The style of the text was informal and the vocabulary contained several difficult words which were however explained in a glossary at the end of the text.

**Pre-teaching and Main-teaching:**

The teaching started by asking the students about the writer of the lesson. The teacher told about some other novels and short stories written by the writer and she also explained the title to the students. The teacher did not ask the students to read silently, instead she read the story loudly herself. The blackboard was used by the teacher for about five minutes and there was no use of L1. Students committed errors mostly in pronunciation, and the teacher immediately corrected them herself. The questions asked by the teacher during the on-going teaching were as follows:

1) Do you know about Mulk Raj Anand? Have you read him earlier?

2) What do you understand by 'beholden'?

3) What do you understand by 'vicinity of the village'?

4) Who are 'lentil-eating shopkeepers'?

5) What is the meaning of 'dilapidated'?

In the second class, the main objective of teaching was reading comprehension. The same text was given to the students, titled A Pair of Mustachios. There was no pre-teaching and the main-teaching started by asking students to read the passage one by one loudly in the class. After reading the passage the teacher herself
explained them to the students along with the meanings of some difficult words. The teacher used the blackboard for only three or four minutes and mother tongue was not used either by the teacher or the students. The teacher immediately corrected the errors. When a student was not able to respond, she put the same question to other students. Some of the questions asked by the teacher during the on-going teaching were as follows:

1) What is the first and second form of brought?
2) What is the meaning of spluttered?
3) Bring out the summary of the lesson?
4) Who is a money lender?
5) What do you know by valiant?

In the third class also the same text was given to the students. As in the previous class, there was no pre-teaching and the main-teaching started with explaining the difficult words from the glossary. The teacher read loudly the difficult words in the class and then explained them to the students. She also asked the students to do comprehension questions given at the end of the lesson in writing. The teacher used the blackboard for only two or three minutes and there was no use of L1 either by the teacher or the students. In this class also the students committed errors in pronouncing the words wrongly. Some of the questions asked by the teacher during the on-going teaching were as follows:
1) What purpose, according to the writer, do mustachios serve in India?

2) How many types of mustachios are mentioned? Which classes of people are they associated with?

3) What do you understand by resplendent?

4) Describe the Charlie Chaplin moustache in your own words?

5) Who was Khan Azam Khan? What was his social status?

(II) Interaction Analysis: Teacher I

Though the teacher employed loud reading to a large extent, there was some interaction also which was in the form of both oral and written responses of the student. Group work and pair work was not encouraged. The activity pursued in the class was mostly oral comprehension questions. Sometimes questions on vocabulary were also asked. In terms of explicit focus of language there was emphasis on vocabulary, but sometimes the teacher also asked questions on grammar. Functions of language were not taught explicitly. There was no focus on either discourse or on sociolinguistic competence.

Concerning the affective aspects of teaching it was observed that teacher taught mostly in a neutral manner but sometimes she encouraged the students by praising their responses through phrases such as “yes”, “very good” and so on. She never criticized the students and lecturing was avoided. Directions and commands were not used in these classes.
(III) Pedagogic Principles: Teacher I

As in the class of other teachers, the classroom teaching of the above mentioned teacher reflects an eclectic approach which includes some elements of ALM and some elements of CLT. The principles of ALM can be seen in the following practices:

1) Students’ native language was totally forbidden.
2) The teacher corrected the errors immediately.
3) Oral skills were emphasized.
4) Accuracy was emphasized.
5) Emphasis was given to pronunciation.

Classroom Observation: Teacher J

(I) Classroom Teaching:

(class: Xth, Compulsory English, number of students: 35)

Objectives: The main objective of teaching was reading comprehension. The title of the chapter was The Lady or the Tiger? in which there is a description of the cruel king and his barbarism.

Materials: (see Appendix II, p. 235)

Pronunciation was also attended to, to some extent. Syntax of the text and the vocabulary were simple.

Pre-teaching and Main-teaching:

No pre-teaching was taken up and the main-teaching started with the reading of the text loudly by the teacher. The teacher explained
the title of the chapter and the first and second paragraphs. Then she asked the students to read these paragraphs silently. She also encouraged the students to find out the meanings of words and sentences themselves and explanation went on simultaneously with question and answers. The blackboard and L1 was not used by the teacher. Errors were corrected immediately by the teacher. Some of the questions asked in the class during the on-going teaching and explanation were as follows:

1) Who are gladiators?
2) What is the meaning of barbaric?
3) What was the king like?
4) How was he different from his neighbours?
5) How did the system begin on trial days?
6) How did the accused choose which door to open?

In the second class the same text *The Lady or the Tiger?* was given to the students. As in the previous class, there was no pre-teaching and the main-teaching started with the asking of the questions at the end of the lesson. Then the teacher read the next part of the story loudly in the class for about 20 minutes. She asked the students to read the lesson silently in the class. After reading silently, the teacher explained the paragraphs and the meanings of some difficult words in her own words. She encouraged the students to come up with, with the meanings of difficult words and correct answers. Whenever an error occurred, the teacher
corrected it immediately. As in the previous class the blackboard was not used and mother tongue was not employed. The teacher helped the development of reading strategies by asking the students to engage in guessing, predicting the meanings of words and sentences. Some of the questions asked in the class were as follows:

1) What is the meaning of enraged?
2) What is the third form of know and put?
3) Do you know the antonym of jealousy?

In third class again the main objective of teaching was the teaching of reading comprehension. The title of the chapter was *The Lady or the Tiger?*. The students were required to answer the comprehension questions and all the exercises which were given at the end of the chapter. As in the previous class there was no pre-teaching and the main-teaching started when the teacher asked the comprehension questions. Then the teacher explained the meanings of the words given in vocabulary. The teacher asked the students to use expressions in their own sentences. In this class there was no use of blackboard and $L_1$ and the errors were corrected then and there. Some of the questions asked by the teacher during the on-going teaching were as follows:

1) What was the king's daughter like? How was she similar to her father?
2) Why did the king send his daughter's lover to prison?
3) Use these expressions in your own words: ‘on trail’, ‘without hesitation’.

And the teacher made the students to attempt all the exercises given the students at the end of the chapter.

(II) Interaction Analysis: Teacher J

Loud reading and silent reading were followed by questions and answers in the class which constituted the main interaction in the class. The teacher asked questions of students in a random manner. Group work and pair work was not encouraged as usual. The activity pursued in the class was mostly oral comprehension questions. Questions on vocabulary were also asked. In terms of explicit focus on language, there was emphasis on vocabulary. Functions of language were not taught explicitly. There was no focus on either discourse or socio-linguistic competence.

As far as the affective aspects of teaching are concerned it was observed that the teacher taught in a positive and warm manner. She also encouraged the students by praising their responses through phrases such as, “all right”, “very nice” and so on. She never criticized the students. Teaching was mainly based on loud reading of the text with explanations along with some questions and answers. No direction and commands were given to the students.
(III) Pedagogic Principles: Teacher J

The classroom teaching of the above mentioned teacher reflects an eclectic approach which includes elements of ALM and CLT.

The principles of ALM can be seen in the following practices:

1) Students’ native language was forbidden.
2) The teacher corrected the errors immediately.
3) Grammatical explanation was avoided.
4) Accuracy was emphasized.
5) Oral skills were also emphasized.

CLT principles are reflected from the following practices:

1) The teacher asked the students to read silently.
2) Development of reading strategies was encouraged such as—
   predicting, skimming and scanning.