
Research Papers



SYNCHRONISING TEACHING, LEARNING IN ELLT CLASSROOMS: NEED OF THE DAY

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ABSTRACT

Synchronising teaching and learning process in English language and literature classrooms has remained the dire need from the day English language and literature. Teaching commenced in India with the advent of East India Company in 18th century. In spite of multiple and varied attempts to introduce new methods in ELLT arena, the need hasn't been resolved and will never be resolved according to the researcher's opinion. But the situation is not grim as it appears. The researcher attempts in this paper to address this issue by case study method. Although highly innovative and useful and user friendly methods have been invented and introduced by teachers, educationists, researchers in this field from the inception of ELLT in the world and specifically in India, situation in every classroom and of every learner is different. As in medicinal research every drug doesn't work same or show same results in case of every patient accordingly the same pill or same method of ELLT will not prove useful in case of each class or every student. A heavy responsibility falls on the shoulders of English teachers though they are teaching English at primary, secondary and under graduate level. As patient history matters in case of effective use of particular medicine in the same manner student history has to be taken into consideration or if not student at least class history has to be dealt in detail before applying any ELLT method in the class room.

KEY WORDS:

1. ELLT : English Language and Literature Teaching
2. Affective Filter – Emotional Factors
3. Case Study – Individual Learner's study in Classroom
4. Traditional Methods : Fixed methods of teaching used by English teachers
5. Activity based Teaching : New Methods used by Researcher

INTRODUCTION:

Synchronising teaching and learning process in English language and literature classrooms has remained the dire need from the day English language and literature. Teaching commenced in India with the advent of East India Company in 18th century. In spite of multiple and varied attempts to introduce new methods in ELLT arena, the need hasn't been resolved and will never be resolved according to the researcher's opinion . But the situation is not grim as it appears. The researcher attempts in this paper to address this issue by case study method. Although highly innovative and useful and user friendly methods have been invented and introduced by teachers, educationists, researchers in this field from the inception of ELLT in the world and specifically in India. As in medicinal research every drug doesn't work same or show same results in case of every patient accordingly the same pill or same method of ELLT will not prove useful in case of each class or every student.

CASE STUDY METHOD:

A heavy responsibility falls on the shoulders of English teachers though they are teaching English at primary, secondary and under graduate level. As patient history matters in case of effective use of particular medicine in the same manner student history has to be taken into consideration or if not student at least class history has to be dealt in detail before applying any ELLT method in the class room. The teacher has to focus primarily on the following topics especially in Indian context:

1. Category of the student : Primary/ Secondary/ Higher Secondary/ Under-Graduate
2. Mother Tongue / Languages spoken in that area or in family
3. Earlier medium of education : Regional language/ English medium
4. Socio-Economic class of the student
5. Parent's Literacy , interest and support for child's education
6. Student's division according to city or rural background
7. Student's primary or secondary education in private / Government / Central Schools
8. Student's attitude towards the language : Like/Dislike/Hate
9. Approach towards the subject : Passing subject/ Hurdle in passing/ Scoring subject/ Important for communication in day today globalised world/ Important step in the ladder of success.
10. Whether the subject is taught as compulsory/Optional/Special level subject
11. Examination pattern – Oral/Written

AFFECTIVE FILTERS AND EFFECTIVE TEACHING

Krashen the renowned linguist called these factors as affective filters. These factors play crucial role in the classroom and teacher has to take into consideration these affective filters and created healthy, pleasant atmosphere for Teaching and Learning process. One of the most important affective filter is the psychological condition of the learner in the classroom on particular day. It is in the hands of the teacher to keep affective filter low and give impetus to learning process. This discussion elaborates the fact that every student carries distinct background that is different affective filters with him/her in language classroom. Practically it is impossible to take into consideration the background of every learner as the capacity of language classroom is one hundred and twenty at under graduate level and almost fifty to eighty at secondary and higher secondary level. But it is very feasible to analyze the background of overall class in large classrooms taking into consideration the above mentioned categories through the compartments shouldn't be watertight compartment. One more division which is more relied upon by the teachers is slow learners and advanced learners in English language class rooms. But this shouldn't be disclosed among the students in the class as it will hamper the confidence level of slow learners but the ability of advanced learners can be used tactfully to resolve the problems of slow learners by using the method of peer teaching and evaluation. It is very likely that slow learners will be more open to their friends and will reveal their grey areas in language learning and at the same it will prove a golden opportunity for advanced learners to raise their knowledge , improve communication and convincing skills, develop teaching abilities. But the activity should be undertaken in the guidance of concerned teachers.

TRADITIONAL METHODS OF TEACHING : AN OVERVIEW

Grammar Translation Method which is the earliest and most criticised still most used and popular method in language classes. This method is especially popular among the students form regional medium schools and they expect word to word translation from the teachers and there is nothing wrong in it because they are used to this method for last twelve years during their primary and secondary schooling though communicative approach is prescribed. Teacher in under graduate classes can't change this habit at once therefore he/she have to retrieve the benefits of this method without raising eyebrows of the counterpart advanced learners. After understanding class structure that is percentage of advanced and slow learners, teachers in the beginning for few months can

devote fixed time for this method in particular class especially at first year level. It should be purposefully used to clear grammatical concepts, few difficult words which need translation for overall understanding of the text and gist of the text taught. The method will prove highly beneficial if the advanced learners play active role in this process. It is also called as bi-lingual method which will improve the L/S/R/W skills in both the language of all learners which again will enhance their employability skills in the field of journalism and editing (Publication Houses).

COMMUNICATIVE APPROACH IN THE DECADE OF NINETIES:

Communicative Approach in teaching and learning in English language classrooms after the advent of globalization is stressing upon the communicative abilities of the students folk in particular and society in general. But in case of students community their writing skills in English language are ignored in the teaching-learning process but in the halls of examination writing skill is assessed on large scale. This type of loss of connection between the aims and objectives of the syllabi, syllabi, teaching learning methods and evaluation and assessment pattern creates a chaotic environment in the students' minds, they feel alienated and cut off from the learning process. Once again heavy burden has to be shouldered by the teachers.

CASE STUDY AND ACTIVITY BASED TEACHING IN CLASSROOMS A GATEWAY TO SUCCESS:

A balance has to be maintained between communicative approach and practical needs of the class rooms taking into consideration examination patterns, demands of the employment market overall. Practice is the only solution to improve writing skills. Primarily they should be encouraged to copy the text within stipulated time to increase the understanding of sentence structures. Secondary step includes constructing own sentences using the central theme of the text. Later they should be encouraged for imaginative write ups. During all these processes most of the times students tend to think in their mother tongues, construct sentences in mother tongues and later translate it into English, it can't be avoided but they should be boosted to think in English because translation poses lots of problems before students. All the L/S/R/W skills should receive appropriate attention and focus in the classrooms. Here again the role of teacher becomes of the Navigator , captain of the ship has to navigate the ship in proper direction maintaining proper balance of all skills otherwise the ship will sink and captain has to bear the responsibility of failure and loss. Active learning and Passive Teaching is the mantra of the day to become more successful teacher of the language. Activity based teaching which includes time-bound projects in language classrooms will surely alter the ELLT situation for better . For this traditional role of a teacher and traditional set up of classroom has to be sacrificed.

Type of Text Total Lecture Time – 55 Minutes	Traditional Method Teaching Time - 20 Minutes	Activity based teaching Teaching time - 35 Minutes
Poetry	Explanation by teacher	Singing the poem Enacting the poem Writing similar poem in English Finding similar poems from mother tongue/ regional language Group Discussions
One-Act Play	Line by line reading and explanation or translation in mother-tongue	Enacting Loud Reading
Short Story	Reading the short story, Explanation of vocabulary, Telling the gist of the story in	Narration of the story by teacher or students Group Discussion about central

	mother tongue	themes of story Pictorial presentation of the story Different versions and endings of short story
Article	Reading the article with explanation of difficult words and theme of the article.	Collecting information about the author Role Play Debate Group Discussion Power Point Presentation Oral presentation
Novel/ Drama	Reading and explaining the novel or drama focusing on author's biography and elements of drama and novel.	Thorough reading of the novel at home by students. Group Discussions on various themes, elements of the play or novel in the classroom. Discussion about alternative endings or opinions by authors. Screening movie based on novel/ drama PPT by students.
Writing Skills	Teaching rules of various compositions, dictation of readymade examples and writing new compositions by imitating the same.	Making students realize importance of writing skill in practical life, various types of letters, reports, paragraphs, essays, note making and taking skill etc. Making students write what they need in real life situation, structure can be provided by the teacher. Students should be encouraged to conduct various programs and do the essential record maintenance.
Reading Skills	Reading comprehension passages and Loud Reading practice in classroom.	Encouraging students to read daily English newspapers and short story books. Practicing Loud Reading for proper pronunciation and accent. Silent Reading for deep understanding of the text.
Communication Skills	Writing the dialogues on given situations or enacting the dialogues.	Students should speak with teacher and friends only in English in classroom. Recording the enacting of dialogues and making improvements.

		Organizing best dialogue competition. Advance learners can create data base of dialogues for slow learners.
Grammar	Teaching the rules of grammar and practicing grammar exercises.	Contextual Teaching of Grammar Grammar shouldn't be separated from the text.

CONCLUSION

Case study method and activity based teaching in English classrooms highlights the human factor in the classroom rather than pedagogy and ultimately puts both the teacher and learner in WIN WIN POSITION and proves to be Gateway to Success for learners.

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