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College Of
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Course No – 107

[ENGLISH]

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QUALITIES OF AN ENGLISH TEACHER .

- Teaching English is not everybody's cup of tea . It requires essential qualities among teacher .
- According to Education commission of India
- 'quality of Education depends upon the quality of teacher.'
- Knowledge can be achieved by books ,references ,researches etc .Therefore the love of knowledge is transmitted only by the devoted teacher .


- The word TEACHER stands for quality as follows .
- T- Truthfulness / Tolerance
- E- Efficiency
- A- Affectionate
- C- Cheerful and Command over the subject and critical thinking
- H- High in knowledge and Helpful
- E – Energetic and eager to solve students problems .
- R-Resourceful and Regular .

All English teachers must possess the following qualities :-


- A] Thorough knowledge of English .
- B] He should be passionate lover of English
- C] He should have interest in English .
- D] He must know scientific methods of teaching English and various skills .
- E] He must know techniques and devices used for teaching English .
- F] He Should have the knowledge of mother tounge of students .
- G] He should able to speak fluently with accuracy and simple language .

- H] He must be gentle ,sympathetic ,and demonstrative .
- I] He should be an actor .
- J] Good friend ,philosopher and counsellor to his students .
- K] He should have command and mastery over the subject English .
- L] A good knowledge of child psychology and technology .

- M] His pronunciation must be clear and distinct .
- N] He must encourage students to converse
- In English .
- O] He had a good temperament having wit and sense of humor .
- P] He should make his subject easy .
- Q] He should consider till teaching of subject

- 
- R] He must be able to teach each and every item in English .
 - S] He must be competent and competitive
 - T] He must have intuition ,insight and patience .
 - U] He should give enough practice to the

- Students :---
- V]He should know all the tools and techniques of evaluation .
- W] He must have the ability to use Audio –
- Visual aids .
- X] He should be punctual and up- date in his knowledge.
- Y] His thoughts must be modern .s

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- He has to perform various actions , narrate , explain , demonstrate , dramatize , sing , and dance with proper gestures and Expressions .

Professional Growth of an English Teacher .

- English teacher should be update in his knowledge and cope his duty .Teacher is a builder of nation . He must be professionally grown . Professionally growth of an English teacher is essential to know about new methods of teaching and learning , to know about new trends , new techniques of evaluation ,self up gradation of the teacher .



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**THE FOLLOWING TWO
METHODS ARE USED FOR
TEACHING OF GRAMMAR**

1) Inductive Method

2) Deductive Method

1) Inductive Method

This is quite modern method in teaching of grammar. This method was proposed by Francis Bacon. This method is based on lot of examples in the beginning. This method goes from observation to law & simple to complex. This method is more sound because it follows maxims of teaching.

Firstly, examples were given sufficiently & then naturally the pupils are prepared to form the generalization.

Merits of Inductive Method

- 1) It is suitable method to teach functional grammar.
- 2) It establishes the bond between thought & expression.
- 3) Teachers & students may actively participate.
- 4) Opportunity to listening, reading & speaking.
- 5) Situational approach is adopted.
- 6) Ample practice of pattern practice.
- 7) It develops thinking process.
- 8) It uses maxims of teaching.

Demerits of Inductive Method

- 1) Really competent teachers are needed.**
- 2) Time – consuming method.**
- 3) It is not so easy to teach formal grammar.**

2) Deductive Method

It is an old method to teach grammar. Generally, it is used to teach formal grammar. The teacher first gives the rule to the pupils & then examples are provided to establish rule. This method goes from law to observation, rules to examples.

Merits of Deductive Method

- 1) It is best method to teach formal grammar.**
- 2) It saves time.**
- 3) It is used for grammar's sake.**
- 4) Ordinary teachers can handle this method.**

Demerits of Deductive Method

- 1) This method is not sound & complete in itself.**
- 2) Oral teaching leads to dull & monotonous classroom.**

*Thank
You*



**ADV. VITTHALRAO HANDE
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COURSE NO ----107 [English]

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METHODS OF TEACHING ENGLISH .

INDUCTIVE METHOD

Inductive method is quite modern method of teaching grammar at school stage .





- In this method first examples are given sufficiently and then naturally the pupils are prepared to form the generalization .In this method practice has been given vital importance .


- For Example ;- H


He plays cricket .

She writes a letter .

- 
- Rama goes to school .
 - Seeta works in the field
 - Teacher presents many such examples and induces the pupils to frame the general rule like - when the subject is in third person singular ,the base verb follows 's' or 'es' in present tense . Following are the advantages of this method -sssss

- 
- 1] Inductive method establishes the bond between thought and expression in a natural way .
 - 2] With this method teacher can take the active participation of the pupils .
 - 3] Oral approach is used in this method which enables the pupils to develop the listening and speaking abilities . sss

- 
- 4] It lays emphasis on the teaching of functional grammar .
 - 5] As the situational approach is used , pupils may get more interest in learning grammar .
 - 6] In this method pupils are provided ample opportunity for pattern practice which helps to develop the language skills .



After all the success of the method depends upon the teacher who makes use of it in a proper manner . It requires high degree of competence on the part of the teacher teaching English by using this method .





- DEDUCTIVE METHOD

This is an old method of teaching grammar .

Generally this method is used to teach formal grammar .Follower of this method .

Gives more importance to the rules which a
Are supposed to be learnt first by the pupils .

Therefore the teacher first gives rule to the

to the pupils and then examples are provided to establish the rule .

For Example ;__

1] Rule - When the subject is in third person singular , the base verb follows s 's' or 'es' in the present tense .

EXAMPLES -

He goes to school .

- Deductive learning is a more instructor -centered
 - Approach to
 - education .cocepts and generalizations
- are introduced first to learners ,followed by specific
Examples and activities to support learning .Lessons
Are generally conducted in lecture form with minimal
Dialogue between educators and their learners

GTM (Grammar Translation Method)



INTRODUCTION

Random House Unabridged Dictionary

GTM means a traditional technique of foreign-language teaching based on explicit instruction in the grammatical analysis of the target language and translation of sentences from the native language into the target language and vice versa.

Richard and Rogers, 2002 (as cited in Barb, 2010)

GTM is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by the application of this knowledge through the task of translating sentences and text into and out of the target language.

Definition

The Grammar-Translation Method is a method of foreign or second language teaching which uses translation and grammar study as the main teaching and learning activities.



History

GTM is the oldest method of teaching. The grammar translation method is a foreign language teaching method derived from the classical (sometimes called traditional) method of teaching Greek and Latin. This method has been used from the classical times to translate classical languages, Latin and Greek, it has been called Classical method.



PRINCIPLES

1. The goal of foreign language study is to learn a language in order to read its literature.
2. Vocabulary and grammar are emphasized.
3. Vocabulary selection is based solely on the reading text used, and words are taught through bilingual word lists, dictionary study, and memorization.
4. The sentence is the basic unit of teaching and language practice.
5. Accuracy is emphasized.
6. Grammar is taught deductively; that is, students are given grammar rules and examples and are told to memorize them, and then asked to apply the rules to other examples.
7. The student's native language is the medium of instruction.



Classroom Techniques

1. The roles of the teacher and the student.
2. Translation of literary passage as the main classroom activity.
3. Reading comprehension activity.
4. Vocabulary activity.
5. Grammar activity.



OBJECTIVES OF GTM



1. To be able to read literature written in the target language
2. To be able to translate from one language to another
3. To develop reading and writing skill

Language Usage

L1 USAGE: Classes are conducted in the native language. Classroom instructions are given in L1.

L2 USAGE: The foreign language use is limited. Classroom will use foreign language for L2.



Language Skill

1. **READING:** read literature in the target language is the aim of this method.
2. **WRITING:** reading and writing are studied at the same time.
3. **LISTENING:** little attention is given to listening. There is no listening training.
4. **SPEAKING:** Also this is not an important aspect of the method.





Advantages

1. The first language is maintained as the reference system in the learning of the second language.
2. Comparison between two languages helps students to have a better understanding of the sentence meaning.
3. Systematic study of grammatical rules plays an important role in fostering students' ability of reading and grammar.
4. The focus on understanding literary texts
5. Makes few demands on teachers although it often creates frustration for students.
6. Translation is the easiest way of explaining meanings or words and phrases from one language into another.
7. Teacher and students are easy to communicate/It does not need native language

Disadvantages



1. Overemphasis on translation can never emancipate the learners from dependence on the first language.
2. The Grammar-Translation puts too much emphasis on reading and writing and neglects listening and speaking.
3. In the Grammar-Translation Method, the texts are mostly taken from literary works. The language learned often doesn't meet the practical needs of the learners.
4. Memorizing grammar rules and bilingual word lists does not motivate students to actively communicate in the target language.
5. No scope for effective communication and very tedious for Learner.
6. Direct translation is widely regarded as an inefficient way of becoming fluent in any language

Structural approach

- Popularly known as : structural oral situational approach
- Came into being as an alternative to the direct method of teaching English.
- Based on the assumptions that language can be learnt through

:a scientific selection and grading of structures
patterns of sentences and vocabulary.

- According to Menon and Patel , “The structural approach is based on the belief that in the learning of a foreign language, mastery of structure is important than the acquisition of vocabulary”.
- Uses techniques of direct method but the use of translation is not fully rejected.

- Popularized by tamil nadu and from state in the sixties central institute of english hyderabad popularized it.
- What is structure?
 - May be defined as the tool of language.
 - The language tool include its :
sounds, stress, rhythm, intonation, vocabulary and structures.
 - Structures should not be confused with sentences
---sentence is a grammatical order of the words :
structures need not have any grammatical background.
 - Eg: good morning, thank you etc. Are the structures with we communicate .

- Sentence patterns are those structures in which words are used in a pattern comprising grammatically correct sentences.

E.g: Pradnya is a beautiful girl.

Is pradnya a beautiful girl?

A beautiful girl is Pradnya.

- Same vocabulary items are used which are- Pradnya, is a beautiful girl. But all the sentences give different meanings, due to the different arrangements of these vocabulary items.

Types of structure: i) sentence structure

ii) phrase structure

iii) idiomatic structure

iv) routine structures

- i) sentence structure: the important part of a sentence (subject and predicate) occupy a fix place. If they change the meaning also changes.

Eg: rohan gave a pen to priya.

Priya gave a pen to rohan. (same vocabulary is used but by replacing the word order that is: (subject - object position) the meaning changes)

- While writing a sentence we use following structures:

S+V= birds fly

S+V+O = it is a table

S+V+C=the sun is bright

S+V+IO+DO=the teacher gave us notes.

S+V+to infinitive=she wants to learn

S+V+gerund= he begins crying.

ii) Phrase structure: A phrase is a group of words that gives meaning even without its being a sentence. Eg: the pretty flower, the young boy

This order cannot be changed.

iii) Idiomatic structure: these structures contain their own specific meanings. Idiomatic need not have grammatical units. They are so composed that if we split them they lose their meaning .

Eg: in vain, all of a sudden, in black and white etc.

iv) Routine structure: consists of such groups of words which are used by us in a day to day conversation or on certain occasions. Proper word order is maintained.

Characteristics

- There are 275 structures from the core of essential English which students at secondary school stage must know.
- Structures are based on word orders.
- Every structure expresses an important side of grammar.
- The structures are carefully graded to give a clear picture of the form and meaning. Only one meaning of one word is taught at a time

eg: to as a directive and then as a part of an infinitive.

To go, to post, to write etc.

Aims of structural approach

- To lay the foundation of English by establishing drill and repetition of 275 structures of the English language.
- To enable the learners attain the mastery of over an essential vocabulary of 3000 root words.
- To correlate the teaching of grammar and composition with the reading.
- To teach the four fundamental skills (LSRW) in the order named.
- To lay emphasis on aural-oral approach and the condemnation of formal grammar for its own sake.

Principles of structural approach

- F.G.French has stated three principles of structural approach :
- Importance of child activity rather than the activity of the teacher.
- Importance of speech for firmly fixing words.
- Importance of the formation of the language habit to arrange word in a suitable English sentence- patterns in order to replace the sentence pattern of the child's mother tongue.
- The structural approach broadly rests on the following aspects:

oral approach : lots of new learning takes place in an oral way making this practice perfect.

Drill method : what ever is taught is drilled by the students.

Advantages

- Facilitates the learning of English language by imparting the knowledge of its structures.
- Focus on sentence-pattern and a lot of practice. Learns a language before read or write it.
- By learning the Structure of sentences the learner automatically learns some grammar, word order and use of words. The common errors can be avoided in grammar and composition.
- Enables learner to speak the language first.
- Teaches all four skills-- listening, speaking reading and writing.
- Based on scientific principles. At every stage the objective is clearly defined
- Habit of speaking English is developed right from the beginning. Drilling helps in removal of hesitation.

Limitations

- Does not solve the problems of teaching English. only helps the teacher to know what he has taught and what he should teach next.
- Doesnot consider the capacity of learner and expects a great deal from the teacher.
- Doesnot guide the teacher how to present a content and also no guidelines for written exercises.
- The centre of interest is the content not the learner. Continuous teaching of structures and drilling makes the class mechanical and dull. Suitable for junior class only.
- R.N.Ghosh – this approach neglects:
reading of all types, vocabulary expansion, exploitation of pupils knowledge of mother tongue and any possibilities of more flexible structure grading and production of interesting reading materials.

- Also in Indian schools we have problem of over-crowded classrooms & rigid curriculum
- Also it demands a great deal of dedication from the teachers and many teachers dont have proper training to apply these kind of approaches.



Meaning

- Method of teaching foreign language without use of mother tongue, without translation and without study of formal grammar.
- Involves association of words and symbols with their meaning by use of discussion dramatization, gestures and pictures etc.
- Intense stress on listening and speaking skills.



Aims of Direct Method

- Enable students to think in English.
- Enable students to grasp what they read or hear as they grasp their mother tongue.
- Enable students to use unerring language.
- Enable students to express their thoughts fluently in English.



Principles of Direct Method

- Use of one language i.e. English.
- Use of limited vocabulary.
- Teaching grammar inductively.
- Stress on oral work.
- Emphasis on correct pronunciation.
- Sentence as unit of speech.
- Direct association of word and thought.



Techniques

- Learners are motivated to think in English.
- Learners are encouraged to ask questions and give answers in English.
- Proper exercise for listening and speaking.
- Use of various teaching aids i.e. charts, pictures and audio –video devices.



Advantages

- Direct method helps learners to acquire **correct pronunciation** .
- It provides **better understanding**.
- **Time Saving**.
- **Helpful in teaching idioms**.
- It provides **better fluency** of language.
- Based on **psychological principles**.
- **No gap between active and passive vocabularies**.



Disadvantages

- Direct method is difficult as there is no use of mother tongue.
- It is not economical as it requires various teaching aids.
- May not be suitable for average and weaker students.
- It needs competent teachers.
- It gives overemphasis on listening and speaking skills.
- It is not effective in early stages of learning.

Deductive Method



-: Introduction :-



☞ A deductive approach to teaching language starts by giving learners rules, then examples, then practice. It is a teacher-centred approach to presenting new content. This is compared with an inductive approach, which starts with examples and asks learners to find rules, and hence is more learner-centred.

Here the learner proceeds from general to particular, abstract to concrete and formula to example.

The teacher announces the relevant formula or definition.

The pre-constructed formula, or definition is explained to the students and they are asked to solve the problem with the help of that formula. The formula is accepted by the learner as a well-established truth.

Deductive approach to instruction is more teacher centered approach.

Deductive approach represents a more traditional style of teaching in that grammatical structures or rules are dictated to the students first. Thus, the students learn the rules and apply it only after they have been introduced to the rules.

A deductive approach starts with presentation of a rule and is followed by example in which the rule is applied.

Objectives



- ❧ Teacher- dominated approach.
- ❧ It begins with the abstract rule, generalization, principle and ends with specific examples and concrete details.
- ❧ Cover a wide scope of subject matter.
- ❧ Learning is passive process, the learners do not take part in the generation of conclusion or generalization.
- ❧ Drill or exercises come after the explanation of the rule or principle.

Advantages



- It can be more effective with students of a higher level.
- It can be time saving.
- A number of direct practice examples are immediately given.
- A number of rule aspects can be more simply and clearly explained than elicited from examples.
- It glorifies memory, as the students have to memorize a considerable number of formulas and definition.
- It enhances speed and efficiency in solving problem.
- During practice and revision stage, deductive method is adequate and advantageous.

Advantages



- ❧ The learners are more engaged in teaching learning process. The learners formulate the generalization or rule.
- ❧ Learning becomes more interesting at the outset because teaches begin with the experiences of the students. Teacher begins with what they know.
- ❧ It helps the development of the learners' higher order thinking skills. To see patterns and analyze the same in order to arrive at generalizations requires analytical thinking.

Disadvantage



- ❧ It is very difficult for a beginner to understand an abstract concept if it is not preceded by a number of concrete instances.
- ❧ Here memory is more important than understanding and intelligence.
- ❧ The students can not become active learners.
- ❧ It is not suitable for the development of thinking, reasoning and discovery.
- ❧ Lack of students' involvement and struggle for understanding.
- ❧ This method will demand blind memorization of a large number of formulae. And this will cause an unnecessary and heavy burden on the brain of children.

Application



- ☞ To find the body parts of animal that if it has a backbone.
- ☞ Teacher will say: the dog has a backbone. The fish, frog and cow also have a backbones.
- ☞ Then the students will conclude that: the dog, fish, cow and frog are vertebrates.

औपचारिक शिक्षण

शाळा ,महाविद्यालय ,प्रशिक्षण वर्ग या औपचारिक शिक्षण संस्था आहेत .या समाजाच्या अपेक्षेतून गरजेतून तयार झालेल्या असतात .या शैक्षणिक संस्थांची उद्देश्ये ठरलेली असतात .यामध्ये शास्त्रशुद्ध ,पद्धतशीर व पूर्वनियोजित मार्गाने शिक्षण दिले जाते . २] या संस्थामध्ये योजनाबद्ध पद्धतीने शिक्षकांच्या नेमणुका केल्या जातात .३] येथे विशिष्ट असे वेळापत्रक असते ,४] नियोजनबद्ध अध्यापन पद्धती असते ५]परीक्षा असतात ६]इयत्ताची ,वर्गाची क्रमबद्ध रचना असते .७]समाजाच्या बदलत्या गरजांनुसार उद्दीष्टे ,अभ्यासक्रम व कार्यपद्धती यामध्ये सहेतुक बदल केला जातो .

- ८] औपचारिक शिक्षणपद्धतीचा भर परीक्षांवर असल्याने विद्यार्थ्यांची पाठांतर प्रवृत्ती वाढते .
- ९] या औपचारिक शिक्षण देण्याच्या संस्थाना तज्ज्ञांचे मार्गदर्शन लाभलेले असते.
- १०] हि सर्व प्रक्रिया विशिष्ट नियमानुसार चालते .
- अनौपचारिक शिक्षण
- १] अनौपचारिक शिक्षणामध्ये औपचारिक शिक्षणाइतका साचेबंदपणा नसतो , तर एक लवचिकता असते .
- २] यातून इथे सहज शिकणाऱ्या व्यक्तीची सोय पाहिली जाते .
- ३] इथे वयाची अट नसते , वेळेचे बंधन नसते .
- ४] कालमर्यादेचे काटेकोर बंधन सहजपणे बाजूला ठेवले जाते

- ५] इथे वर्गवारी ,इयातावारी हा प्रकार नाही
- ६]अनौपचारिक शिक्षणपद्धतीचा भर माणूस घडविण्यावर जास्त असतो .त्यांची सोय पहिली जाते .
- ७]यामध्ये अनुभव देण्यामध्ये क्रमबद्धता नसते .
- ८] या शिक्षणात हेतू नसतो .
- ९]विशिष्ट उद्दिष्ट नसते
- १०] विशिष्ट नियोजन नसते
- ११] विशिष्ट अभ्यासक्रम नसतो
- १२] क्रमबद्धता नसते ,परीक्षा व मूल्यमापन पण
- नसते .

या शिक्षणात जाणीवपूर्वक ,बुद्धिपुरस्सर ,नियोजनपूर्वक अनुभव देणे बसू शकत नाही .

या अनौपचारिक शिक्षणाने विविध करोडो लोकांना कौशल्यवृद्धीसाठी बहुमोल मदत करता येईल .

वंचितांना वान्चीतावस्थेतून बाहेर काढण्यासाठी अनौपचारिक शिक्षणाची मोठी मदत होऊ शकेल लोकसंख्या प्रस्फोटाने व लोकांच्या अपेक्षामध्ये दिवसेंदिवस वाढ होत असल्याने औपचारिक शिक्षणावरचा तान अनौपचारिक शिक्षणाने कमी करता येईल .

- फरक – औपचारिक शिक्षण व अनौपचारिक शिक्षण
- औपचारिक शिक्षण
- १] शिक्षणासाठी मोठा कालावधी
- २] शिक्षणाचे सर्वसामान्य स्वरूप
- ३] यातून degree ,सर्टिफिकेट ,इयत्ता ,श्रेणी मिळते
- ४] शिक्षणासाठी पूर्ण वेळ ला
- गतो .
- ५] याचे प्रमाणित स्वरूप असते .
- ६] पात्रता पाहून वर्गात प्रवेश मिळतो
- ७] वातावरण शिक्षक केंद्रित असते
- ८] शिक्षणाची क्रमबद्ध रचना

- ९]याची शैक्षणिक रचना
- १०] अभ्यासाचे संस्थात्मक वातावरण
- ११]प्रशासनाची स्वतंत्र ,काटेकोर ,नियमबद्ध रचना

- अनौपचारिक शिक्षण
- १] शिक्षणासाठी छोटा कालावधी
- २] शिक्षणाचे निश्चित स्वरूप
- ३] तसे स्वरूप नाही
- ४] शिक्षणासाठी अर्धवेळ देता येतो
- ५] याचे व्यक्तिगत स्वरूप असते
- ६] शिक्षणारयाची सोय पाहून प्रवेश
- ७] वातावरण विद्यार्थीकेंद्रित असते .
- ८] शिक्षणाची लोकशाही प्रधान स्थिती
- ९] याची प्रात्याशिक रचना
- १०] अभ्यासाचे परिसरावर आधारित वातावरण
- ११] प्रशासनाची गरजेनुसार बदलती रचना

- सहज शिक्षण
- १] जीवनात विविध प्रसंगाने प्राप्त होते ,हेतू नाही .
- २]सहज शिक्षणाची जाणीव होत नाही
- ३]अध्ययनाचे स्पष्ट ध्येय ,उद्दिष्ट नसते .
- ४]अध्ययन प्रक्रिया पद्धतशीर नसते .
- ५] या शिक्षणाची रचना असत नाही .
- ६]वयाची अट नाही

- ७]मानसिक तान नसतो ,दबाव नसतो .
- ८]निश्चित अभ्यासक्रम नाही .
- ९] परीक्षा ,प्रमाणपत्रे नसतात .
- १०]यात शिक्षणाची रचना असत नाही .
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- ११]कोणत्याही प्रकारची जाणीव असत नाही .
- 12]पात्रतायुक्त शिक्षकांची गरज नसते .